

PERTH AND KINROSS COUNCIL

Lifelong Learning Committee – 14 August 2013

UPDATE REPORT ON ATTENDANCE RECORDING, MANAGEMENT GUIDANCE
AND OPERATIONAL PROCEDURES

Report by Executive Director (Education and Children's Services)

PURPOSE OF REPORT

This report gives an overview and update of the work to date to review and update the Attendance Recording, Management Guidance and Operational Procedures issued to schools in January 2010. It includes the proposed updated Attendance Recording, Management Guidance and Operational Procedures for schools.

1. BACKGROUND / MAIN ISSUES

- 1.1 Perth and Kinross Council Education and Children's Services requires all schools to closely monitor the attendance of all children and young people and Attendance Recording, Management Guidance and Operational Procedures were issued to schools following approval at Lifelong Learning Committee in January 2010 (Report No 10/2 refers).

	PKC		National	
	2010-2011	2011-2012	2010-2011	2011-2012
Pupil attendance in primary schools	95.4%	95.6%	94.8%	Not collected
Pupil attendance in Secondary schools	91.5%	92.7%	91.1%	
Authorised absence in primary schools	3.26%	3.09%	4.0%	
Authorised absence in secondary schools	5.79%	4.86%	6.0%	
Unauthorised absence in primary schools	1.06%	1.25%	1.2%	
Unauthorised absence in secondary schools	2.66%	2.33%	2.7%	

- 1.2 Since 2008/09, attendance levels in Perth and Kinross have improved from a position where they were below the national average to the current position where they are above the national average. There are, however, still significant variables between schools and in the way reasons for absence are recorded; therefore, there is still room for improvement.
- 1.3 There is some variation between schools. At the end of term 3 in 2012-13 average attendance ranged from 90.5% to 94.2% in secondary schools and from 91.5% to 98.1% in primary schools. However it is recognised that there

is a cohort of pupils whose individual attendance falls below the average. There is room for further improvement to address these specific cases.

- 1.4 The existing Attendance Recording, Management Guidance and Operational Procedures have been in place and used by schools since January 2010. The use of these procedures in practice has allowed for identifying areas which require further clarification or strengthening.
- 1.5 A review of the Attendance Recording, Management Guidance and Operational Procedures has now been completed, and the revised guidance aims to improve consistency in recording attendance and the reasons for absence, and provide helpful guidance to schools about when to refer to other agencies or statutory bodies and embrace the principles outlined in the national report: *Included, Engaged and Involved* (2011).
- 1.6 Representatives from Primary and Secondary Schools, a Community Link Worker and officers from Education and Children's Services were involved in the review process.

2. PROPOSALS

- 2.1 The revised Attendance Recording, Management Guidance and Operational Procedures (Appendix 1) takes into account the wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) as described in 'Getting It Right for Every Child' (2008), in order to encourage and enable attendance at school whilst recognising that children and young people have different experiences in their lives outwith school.
- 2.2 The revised procedures aim to empower schools and the Authority to act more quickly when children and young people do not attend school regularly with no reasonable excuse. The guidance provides updated flow charts for use in schools, letter templates and suggestions for when it is appropriate to refer children, young people and families to the Scottish Children's Reporter Administration (SCRA) and / or to the Authority's Attendance Sub Committee (ASC).
- 2.3 It is expected, therefore, that following approval the revised and updated Attendance Recording, Management Guidance and Operational Procedures will be issued to schools in August 2013.
- 2.4 The authority will ensure that the updated guidance and procedures are supported by specific training and awareness raising sessions during the forthcoming school session. The programme of support will include Head Teachers, Depute Head Teachers and teaching staff. Expectations about good attendance at school will also be highlighted by all schools towards parents/carers and children/young people.
- 2.5 Members of the Attendance Sub-Committee should be invited to meet with school practitioners as part of the awareness raising programme and to effect improved practice.

3. CONCLUSION AND RECOMMENDATIONS

- 3.1 In order to increase consistency in the way pupil absences from schools are recorded in schools and alerts raised for non-attendance, the Attendance Recording, Management Guidance and Operational Procedures issued to schools in January 2010 required to be reviewed, updated and relaunched to schools within Perth and Kinross Council.
- 3.2 It is recommended that the Committee:
- (i) Approves the review and update of Attendance Recording, Management Guidance and Operational Procedures; and
 - (ii) Approves the relaunching of Attendance Recording, Management Guidance and Operational Procedures to schools.

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes / None
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	None
Workforce	None
Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	None
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	Yes
Risk	None
Consultation	
Internal	Yes
External	None
Communication	
Communications Plan	Yes

1. Strategic Implications

Community Plan / Single Outcome Agreement

- 1.1 The proposals relate to Perth and Kinross Community plan by contributing to the creation of safe, healthy and inclusive communities. We will target resources to promote social inclusion, improving the quality of life for our most disadvantaged areas and closing the gap between the most affluent and most disadvantaged. Our emphasis will be on improving attendance at school.

Corporate Plan

- 1.2 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013-2018 set out five strategic objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective (ii) Developing educated, responsible and informed citizens.

1.3 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Inclusion and Equality

2. Resource Implications

Financial

2.1 There are no expected financial implications arising from this report.

Workforce

2.2 There are no expected work force implications arising from this report.

Asset Management (land, property, IT)

2.3 There are no expected asset management implications arising from this report.

There are no expected information technology implications arising from this report.

3. Assessments

Equality Impact Assessment

3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

This section should reflect that the proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (i) Assessed as **not relevant** for the purposes of EqIA

Strategic Environmental Assessment

3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

The matters presented in this report were considered and no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Risk

- 3.3 The key risks associated with the proposals in this report are to young people and families not engaging with education and educational services.

Legal and Governance

- 3.4 Attendance Recording, Management Guidance and Operational Procedures fully comply with the requirements of the Education (Scotland) Act 1980.

4. Consultation

Internal

- 4.1 In reviewing and updating the proposals suggested in this document staff from primary, secondary schools and Community Link staff have been consulted together with representatives of the Attendance Sub Committee and the Service Manager Business Services.

External

- 4.2 Consultation has not extended outwith the Council in the development of the proposals and the preparation of the report.

5. Communication

- 5.1 In order to implement the proposals, information will be shared with schools with Head Teachers, Depute Head Teachers and Principal Teachers through development days and awareness raising sessions. The guidance will also be published electronically on the Council website.

2. BACKGROUND PAPERS

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3. APPENDICES

Appendix 1 - Attendance Recording, Management Guidance and Operational Procedures – June 2013



Appendix 1

June 2013

Attendance Recording, Management Guidance and Operational Procedures



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Introduction

Perth and Kinross Council is committed to working in partnership with parents¹, children and other stakeholders to ensure that, wherever possible, all children enrolled in our schools receive an education that maximises the opportunity for each child to achieve his/her potential.

In working towards this, Perth and Kinross Council Education and Children's Services' Raising Achievement Strategy expects all schools to closely monitor the attendance of all children and young people. It is the responsibility of all staff in schools, and our support services, to work with pupils and their families to ensure that pupils attend regularly and punctually.

We know that for some young people, life presents particular challenges which will distract from learning. They may not be motivated by learning opportunities or there may be other barriers entirely beyond their control which prevent them from engaging fully with education control. Non attendance may be an indicator of issues or difficulties a child or young person is experiencing.

We also know that the impact of non-attendance at school and non-engagement with learning significantly increases the likelihood of young people leaving school and not going on to further education, employment or training. Schools should take into consideration the individual circumstances² for each child and/or family and look for ways to overcome or lessen the challenges. Where there are genuine reasons for absence, the Authority will work with stakeholders to ensure that the child or young person's education will be provided by means other than by attendance at school (eg in the case of children whose health prevents them from leaving their home/attending regularly - see Legal Framework, Medical Absences).

Attendance at school should be clearly linked to schools' overall approaches to promoting positive behaviour and approaches to providing guidance and pastoral care. Both are underpinned by the development of positive relationships and emotional literacy in whole school communities.

However, persistent poor attendance and poor punctuality are disruptive to the learning of the individual concerned and to the work of the class. It may also be an early warning of other difficulties for the child or family, eg child protection, housing, parenting or relationship problems etc. There are particular responsibilities for local authorities as corporate parents of looked after children, whether looked after and accommodated (ie. in foster care or residential care) or looked after at home (ie. with birth parents or in kinship care). As corporate parent local authorities have a statutory responsibility to ensure that children and young people receive education which is directed towards achieving their full potential (section 2(1) Standards in Scotland's Schools Act 2000), and this can present specific issues in relation to attendance and absence, as well as exclusion.

¹ For the purposes of this document, the term parent refers to parents or carers as appropriate

² For the purposes of this document, individual circumstances may include those who are refugees, traveller children, looked after children, those for whom English is an additional language, pupils with disabilities those with recurring illness, family circumstances or respite care, or any other potentially vulnerable group within the school.

Child Protection

Where school staff have any concerns that a child or young person may be a victim of physical, emotional or sexual abuse, then Child Protection Procedures (2008) must be followed and contact made immediately with the Child Protection Duty Team - tel 01738 476768.

Children Missing from Education

Children Missing from Education (CME) is a service established by the Scottish Government to support education authorities and schools to exchange information across Scotland and with other parts of the United Kingdom. For further information, refer to the Child Protection Procedures 2008, Section 12 (p79-82).

Children 'Missing from Education' are children and young people of compulsory school age who are not on a school role and are not otherwise educated (at home, privately or in an alternative provision).

They have usually not attended school for a substantial period of time (usually agreed as 4 weeks or considerably less for vulnerable children).

- When a child is believed to be missing:-
- Identify lead person within the school to co-ordinate the initial search.
- Make sure that a written record for each stage of the search is completed.
- If there are Child Protection concerns, immediately contact the Child Protection Team.

Steps that schools must take prior to contacting Child Protection team

- Ask other children in the class/school (consider also confidentiality and sensitivity)
- Check what other staff know
- Phone home
- Home visit – liaise with Education Social Worker/ Community Link Worker
- Write home (recorded delivery)
- Contact the child's named emergency contact.
- Check with the parents' carers' employers.
- Review records held on the child and discuss with support staff/class teacher.
- Liaise with other agencies involved with the child/family (health, social work, voluntary agencies, police).
- Check with the housing department/ housing association if the family lives in social housing.

Where a child or parent informs a school of an intention to leave, either by phone or in writing, the school should mark the pupil as a leaver in SEEMIS on or before the day of leaving.

Within SEEMIS, as much information as possible on the pupil's destination should be recorded. Where a destination is not known, it is very important to record what limited information the school does have as this may help trace the pupil in the event that a CME enquiry is triggered.

Prompt completion of school leavers within SEEMIS serves two purposes - electronic transfer of pupil information to their next school, and checks at a Scottish Government level to ensure that a pupil does enrol at another school. Where a pupil does not enrol as expected, a CME alert is raised. Note that if a destination school is unknown, or if the receiving school does not make contact and/or the SEEMIS Pupil Report is returned, the child must be referred to the Authority's CME Co-ordinator. Where there are Child Protection concerns about a child, they should be referred to CME as soon as possible, or as soon as the school has exhausted reasonable attempts to trace the child, and within one week at the most. Schools can seek advice by contacting the Child Protection Duty Team.

NB: For pupils over 16 years of age, leaving dates are as follows:

- *If 16 on or before 30 September, pupil can leave on 31 May or any date thereafter in the same year.*
- *If 16 on or before 28 February, pupil can leave at Christmas or any date thereafter in the previous year.*

Diverse School Communities

The Safe and Well handbook provides an A-Z guide to a range of issues and circumstances experienced by different children and outlines what schools may need to be aware of in order to support them effectively. Some groups of children may require authorised absence because of their religious or cultural practices or family's lifestyle:

Gypsies and Travellers may travel as part of their tradition, for family connections or work commitments. Further information on supporting inclusive educational approaches for Gypsies and Travellers is available on www.scottishtravellered.net. Their absence is authorised at their 'base school' (school the child attends for most of the year). However, these children may enrol temporarily in other schools as they travel. These schools provide attendance information to be input at the 'base school', to ensure completeness of data. In some circumstances where concerns arise, referral to the Children Missing in Education project may be appropriate. Guidance on referral is available. In addition, a range of leaflets on Education in Scotland for Gypsies and Travellers is available from

http://www.scottishtravellered.net/resources/educationguide/Ed_20pp_web.pdf.

children of all faiths may take authorised absence to enable them to participate in religious observance.

In some cultures, family weddings or funerals are major events which may require children to travel (e.g. overseas) or participate in extended preparations. If this lasts for more than four weeks the school would normally have the right to remove the pupil from the roll in order not to be penalised in terms of its attendance record. However, in these circumstances, pupils should be considered as 'Extended leave with parental consent', which allows them to remain on the school register ready for their return.

Perth and Kinross council is home to a migrant population who may return to their homeland or country of origin for extended periods of time. This should also be considered as 'Extended leave with parental consent'.

In all cases, staff will be best placed to judge the school's most appropriate response to requests for absence to be authorised, if they have positive relationships with families and are aware of their local community.

Legal framework

Education Authority Duty

It is the Education Authority's legal duty to require the parent/carer to explain the reason for their child's absence from school [Education (Scotland) Act 1980, Section 36]. A parent can be required to attend an Attendance Sub-Committee meeting to explain the absence. Please note that the Education Authority has a duty, in so far as is practicable and without undue delay, to make special arrangements for children granted a pupil exemption from the obligation to attend school, where this exemption is to enable the pupil to give assistance at home in circumstances arising out of the illness or infirmity of a member of the pupil's family. [Education (Scotland) Act 1980, Section 34(1)].

Parental Duty

The Education (Scotland) Act 1980 is clear regarding the legal duty of parents:

"It shall be the duty of the parent of every child of school age to provide efficient education for him suitable of his age, ability and aptitude either by causing him to attend public school regularly or by other means." (Section 30)

The Act makes non-attendance at school without reasonable excuse an offence and confers discretion on an Education Authority to discriminate between 'reasonable' and 'unreasonable' absences.

"Where a child is of school age On one or more occasions fails without reasonable excuse to attend regularly then his parents shall be guilty of an offence against this section." (Section 35)

For the purposes of this section, a child who has been required to discontinue, for any period, his attendance at school on account of his parent's refusal or failure to comply with rules, regulations or disciplinary requirements of the school, shall, unless a court otherwise determines, be deemed to have failed without reasonable excuse to attend regularly at school.

Education outwith school

Parents have a duty to provide efficient and suitable education for their children under section 30 of the Education (Scotland) Act 1980. Most parents fulfil their responsibility to provide suitable education by sending their children to a local authority school. Some others may choose to do so by providing home based education. Home education must be suitable to the age ability and aptitude of the child. Section 35 of the Education (Scotland) Act 1980 provides that parents of children who have attended a local authority school must seek the education

authority's consent before withdrawing their child. Section 35 also provides that the education authority must not unreasonably withhold consent.

Parents are not required to seek the consent of the education authority in order to home educate their child if:

- their child has never attended a public school,
- their child has never attended a public school in that authority's area,
- their child is being withdrawn from an independent school,
- their child has finished primary education in one school but has not started secondary education, or
- the school their child has been attending has closed.

More information is available in *Guidance on the Circumstances in which Parents may Choose to Educate their Children at Home*

<http://www.scotland.gov.uk/Publications/2004/03/19061/34285>.

High expectations

In addition to consulting on policies and procedures, schools can encourage good attendance by raising the profile of attendance and absence around the school and in school documents such as the School Handbook. Many schools link rewards systems with good attendance, where feedback from pupils helps to establish what rewards are 'desirable'. However, some absence from school is clearly legitimate (e.g. for genuine illness) and systems should distinguish between authorised absence and unauthorised absence. For pupils experiencing difficulties, some schools require good attendance as a condition of accessing flexible learning (e.g. the XL programme, Duke of Edinburgh/John Muir Awards or Skillforce), to ensure that a pupil's attendance improves all round rather than just for these sessions. Parents should be encouraged to consider their own role and responsibility in motivating pupils to attend school. Some parents may allow unnecessary absence, which is no more helpful to their child than truancy. In particular, some parents may allow absence from school if they are concerned that a bullying issue or other support need is not being dealt with appropriately by the school. As outlined in *Happy, Safe and Achieving their Potential*, having a named contact within the school for parents to discuss pastoral care issues is important. It is important that parents are involved in encouraging children to attend school, and the parent council will have a key role in ensuring that all parents are engaged. It is likely that many children whose attendance requires attention will have parents who are "hard to reach".

In discussing attendance with parents it is important to maintain a practical focus that recognises the challenges of parenting. Modern family life can be difficult for parents, particularly those juggling work with getting children ready for school in the morning. Schools have found that breakfast clubs improved attendance as these are a practical help to parents and pupils.

Timing of transport to school in some areas can be a difficulty, particularly when short-term disruptions arise that confuse established routines. Some parents will allow their child to avoid being in trouble for lateness by missing school altogether. When looked after children are experiencing a move in placement, they may have to

travel longer distances or adjust to new routes and the designated senior manager for looked after children in the school should ensure that support is in place. It should be clear to parents and pupils that sanctions for lateness will be respectful and considerate towards any family difficulties, and that when the school becomes aware of any difficulties it will do what it can to help in partnership with other services.

Parents should be given clear information, updated on a regular basis, regarding their responsibility to inform the school if their child will be absent, and via which methods, and to provide current emergency contact information. It is helpful for schools to have an answering machine for out of hours contact by parents. Scottish Executive information for parents on school attendance and absence is available at www.parentzonescotland.gov.uk/topics/goingtoschool/attendanceandabsence.asp.

Definition of Attendance / Absence

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

- Attendance at school
- Learning outwith the school provided by a college, off-site unit or other learning provider while still on the roll of the school
- Educational visits, day and residential visits to outdoor centres
- Interviews and visits relating to further and higher education or careers events
- Debates, sports, musical or drama activities in conjunction with the school
- Study leave for pupils participating in national exams, if arranged by the school during the period of the national examination timetable
- Activities in connection with psychological services, learning or behaviour support
- Receiving tuition via hospital or outreach teaching services
- Work experience

A pupil should normally be regarded as absent from school when he or she is not in attendance for a period greater than half of the morning or afternoon session. If a child misses school occasionally and the absence is explained, this will generally be accepted. Codes for recording attendance/absence in SEEMIS are included on page 41 of this guidance.

Unexplained Absence

When there is an unexplained absence, the Head Teacher should seek an explanation from the parent. If no satisfactory explanation is received, follow the procedures detailed in the Children Missing from Education (CME) Guidelines.

Authorised Absence

Schools may authorise absence when they are satisfied by a legitimate reason, provided usually by the parent or self-certified (via a note, email or phone call) or may be provided by another service provider (via a note, appointment card or phone call), such as:

- *Illness where no learning provision is made*

- *Medical and dental appointments to be recorded in separate category*
- *Meetings prior to, and in, court*
- *Attendance at, or in connection with, a Children’s Hearing or Care Review, or appointment with another service provider, e.g. social worker*
- *Religious observance*
- *Bereavement*
- *Weddings or funerals of those close to the family*
- *Arranged absence in relation to children 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*
- *Exceptional domestic circumstances*
- *Only those family holidays agreed by the school to be taken in exceptional circumstance*

Where appropriate, parents should always seek permission in advance of the proposed absence to avoid action for nonattendance being initiated.

Young carers

Where a pupil has care responsibilities, the authority must provide for their educational needs by assessing what additional support is required. In some cases, where care is long term then absence for part of the day may be authorised using the code DCA. This is designed to allow for sporadic attendance while recognising caring responsibilities. It should however, be regularly monitored and appropriate supports offered.

Extended Leave with Parental Consent

Family holidays, recorded as unauthorised absence, are recorded differently from extended leave with parental consent which may include the following circumstances:

- extended overseas educational trips not organised by the school;*
- short term parental placement overseas;*
- family returning to its country of origin, eg for cultural reasons or to care for a relative; and*
- leave in relation to the children of travelling families.*

A family holiday information leaflet for parents is attached to this guidance (page 46)

Unauthorised Absence

Schools must record absence as unauthorised when there is no satisfactory reason for absence provided. Such absence is likely to include:

- Most family holidays, unless there are exceptional circumstances
- Parent-condoned absence where the school does not agree there is a satisfactory reason for absence
- Truancy, with or without the knowledge of the parent
- All other unexplained absence is recorded as unauthorised absence unless a satisfactory explanation is subsequently provided
- Longer-term exceptional domestic carer circumstances where support has been Provided
- During disputes, such as relating to the return of a pupil after an exclusion

Exclusions

Exclusions are imposed by the school or by the authority and therefore there is a requirement to record and report these separately from other types of absence.

Recording of Attendance, Absence and lateness

All schools are required to keep an attendance register of every pupil [The Schools General (Scotland) Regulations 1975]. This information constitutes the certificate of attendance presented to the Attendance Sub-Committee and subsequent court proceedings or the Reporter to the Children's Panel where it may be considered as evidence for compulsory measures of supervision or other action. **Recording of absence should take place at least twice each day to enable the school to record attendance for each morning and afternoon session.** Codes for use when recording attendance/absence and lateness in SEEMIS are included on page 41 of this guidance.

Attendance and absence are recorded per half-day session, but there also needs to be a method of recording the attendance of pupils who are late. For secondary schools using period-by-period registration, where a pupil is late but registers in any registration in periods beginning in the first half of the opening, this will be converted to an overall L1 code for the opening (even if a later period is missed). If the first registration is in the second half of the opening, this will be converted to an overall L2 code for the opening (even if a later period is subsequently missed).

Every absence is categorised as either authorised or unauthorised. The Scottish Government Education Department gives specific guidance to schools on categorisation of pupil absences for recording purposes and annually publish data.

The recording of accurate attendance and absence is a responsibility of schools and they will be supported in this by Perth and Kinross Council management information support staff. Apart from the legal requirement to do this, accurate records will be vital in the event of legal action against parents/carers and in ensuring children and young people are safe and protected.

Copies of all relevant notes, minutes, correspondence and referrals relating to time-keeping, truancies and non-attendance should be kept, along with all other records, within the Pupil Progress Record (PPR). The School Pupil's Educational Records (Scotland) Regulations 2003 gives parents access to their child's Pupil Progress Record (PPR). In addition, pupils can access their own records at any age now under a combination of the Data Protection Act and the above Regulations.

All absence notes should be kept for all pupils for one school session after which, they can be disposed of **except** in the case of pupils whose attendance has been a cause for concern (ie dropped to 91 % for secondary, 96% for primary or below).

Medical Absences

Section 42(3) of the Education (Scotland) Act 1980 states:

“Where a parent alleges that his child has been prevented by sickness from attending school or receiving education as the case may be, the parent shall, if required by the education authority, permit a medical officer of the appropriate Health Board to examine the child, and any parent who fails to do so shall be guilty of an offence against this section.”

In the absence of GP confirmation, where a parent claims their child is absent for medical reasons and there is concern regarding the authenticity of these claims, or the frequency or number of absences:

- (a) the school may request the permission of the parent to allow a medical examination by the School Medical Officer.*
- (b) the Attendance Sub-Committee may also require the parent to allow a medical examination by the School Medical Officer.*

It is an offence against Section 42(3) of the Education (Scotland) Act 1980 for a parent to fail to grant permission for such an examination and this may be used in evidence in establishing a ground for referral to the Children's Reporter under the terms of the Children (Scotland) Act 1995 Section 52.

Providing for pupils during long-term illness

Education authorities are required to make arrangements to support the learning of children with prolonged ill-health (section 14 of the Education (Scotland) Act 1980 (as amended by Section 40 of the Standards in Scotland's Schools Act 2000) through outreach teaching or other special provision. Where appropriate provision is in place, schools may record this as attendance, but where it is not in place, this is still categorised as authorised absence but the local authority must actively be making alternative arrangements to ensure that children can access education. Where schools maintain contact with pupils and parents, arrangements to support learning during absence and on return to school can make a positive difference in enabling the pupil to progress, limiting the setbacks the disruption may cause, and help them settle with their peers quickly on return.

Further guidance is available in *Guidance on education of children absent from school through ill-health*

Where a school has been unable to provide education for a child or young person in this situation, this can be discussed by the Integrated Team, where appropriate, or Head Teachers should contact the **Quality Improvement Officer (Inclusion)**. In all cases, this should be supported by appropriate ASN paperwork and referral to the Senior Integrated Team based at Almondbank House, Lewis Place, Perth.

Part-Time Timetables

- (a) Pupils have a right to be provided with a school education and this right is enshrined in the Standards in Scotland's Schools Act, 2000. It should also be recognised that pupils are to be educated in accordance with the wishes of their parents, (Education (Scotland) Act 1980). Therefore no part time arrangement can be considered if it is against the wishes of the pupil's parents or carers. Schools cannot insist part time arrangements on pupils without parental agreement. When considering a part timetable, it must be made clear to parents/carers that they have the right to refuse a part-time timetable. Additionally there is an obligation to consider and take account of the views of the child or young person.
- (b) Scottish Government guidance, (Included, Engaged and Involved, 2011) states that, *"As part of an initial support package on return to school it may be appropriate, particularly where a crisis situation has developed, for the learner to return to school on a part-time basis for a short period of phased re-admission."* The guidance also states that, *"These arrangements should be considered as an interim step to expedite a prompt return to full-time education and should have a clear timescale attached. The length of this arrangement should be kept to an absolute minimum."* (Included, engaged and involved. (2011)
- (c) Schools have a duty of care for all pupils who are on their roll. They must ensure that when pupils are not expected to attend the school full-time there is a clear agreement with parents/carers about who is carrying out that duty of safeguarding the pupil at each session.
- (d) Part-time timetables should be recorded within the context of an Individual Educational Programme (IEP) for the pupil. This should state the intended purpose of the part time arrangement, the expected time span of the part time arrangement, and the steps which will be taken to bring about full time attendance. The IEP should also include details of the arrangements for the education of the pupil beyond school provision. Schools should use the ASL procedures to document the support needs of the pupil and the measures taken by the school to meet these support needs.
- (e) Part-time timetables should focus on what is best for the young person, not on what the school believes it can accommodate. It must be clear that part-time school attendance is better for the pupil than full-time attendance. In line with Scottish Government guidance, Education and Children's Services recognise that in certain circumstances it may be in the best interests of the young person for them to attend school on a part-time basis. This may be in order to help the

young person gradually integrate back into the school setting. However the aim should be to achieve a return to full-time education as soon as possible, and normally within 6 weeks of the start of any part time arrangement. It is not considered appropriate for pupils to be denied their entitlement to education by placing them on a part timetable for an extended period of time.

- (f) Pupils should not be expected to 'earn the right' to increase their time in school. It has sometimes been suggested that unless a pupil shows an improvement in behaviour, their time in school will not be increased. This approach makes conditional what is a statutory entitlement to education.
- (g) All pupils who are on part timetables should be known to and monitored by the integrated team in the case of secondary pupils, and by the school's Senior Management Team in the case of primary school pupils. Schools should also notify the Education Additional Support Officer whenever a pupil is on a part time timetable so that this information can be monitored by the Senior Integrated Team. Where there are ongoing concerns the QIO for the school should be alerted.
- (h) It is recognised that in the latter stages of secondary schooling a variety of options exist that can take place outwith the school campus, such as College courses, work experiences, Duke of Edinburgh, and similar schemes. Any part time arrangement at secondary school should seek to ensure that all these alternative options are fully explored so that the young person has a positive alternative to mainstream schooling rather than a straight reduction in their timetable.
- (i) In line with the principles of GIRFEC, advice from other agencies should be sought so that a holistic view of the young person's situation is obtained. Support for the young person and their family from other agencies may be required to ensure a successful return to school.
- (j) Schools should record information on the attendance of pupils on part timetables through SEEMIS under the appropriate code. This can be found in the ASL section of the Pupil Profile. This will differentiate pupils on part timetables from pupils who have unauthorised absences.

Other Professionals Who May Be Involved

Community Link Workers

Community Link Staff work with young people and their families to reduce barriers and increase access to a range of services including learning. This can be on a 1:1 basis, small groups or as part of a course (Handling Children's / Teenage Behaviour). Involvement with Community Link Staff is on a voluntary basis and referrals can be either, self-referred, through school Integrated Team Meetings (ITMs) or other agencies.

If concerns are ongoing, the Community Link Worker can undertake work with the young person and their families and can make home visits.

The Community Link Worker has a key role in linking between home and school, assisting in re engaging the young person, parents, the school and other learning opportunities within the community.

Community Link Workers attend school Integrated Team Meetings (ITMs) where appropriate supports are identified and referrals made using referral forms. Where there are no primary Integrated Team Meetings (ITMs) referrals to Community Link Workers will be through Head Teachers.

Youth Workers

Youth Work Staff work with young people (12 – 25 years) in a variety of settings, including school groups, community based youth clubs, issue based groups and drop ins. Programmes reflect issues that are relevant to young people and relate to wider achievement, active citizenship, personal development and can lead to young people undertaking an Award. Participation is voluntary. Some of those participating may experience attendance issues within school.

Social Worker

If a child or young person is 'looked after' or 'looked after and accommodated', ie if there is a compulsory supervision order, there will always be social work involvement. It is important that school staff keep the allocated social worker informed of concerns and invite them to attend any meetings convened to discuss the child or young person.

Where a Children's Hearing has made a compulsory supervision requirement and, despite support, there continue to be concerns, then these should be addressed through ongoing dialogue and the Looked After Review meetings.

Where the child or young person has voluntary involvement with Social Work, and there is agreement that the parent should be referred to the Attendance Sub-Committee, then the school must clearly state this in the report to the Attendance Sub-Committee.

School nurse

If you have concerns that the non- attendance may be health related then the school nurse should become involved as early as possible.

Educational psychologist

Offer support and guidance should there be any concerns with regard to family difficulties, challenging behaviour, learning difficulties and developing emotional well being by working with the child, family, school and community. Schools should consult the Educational Psychologist at Integrated Team Meetings where appropriate. The support of the Psychologist may be accessed through consultation, directly with children or young people, their families, or staff-training and normally through negotiation at Integrated Team Meetings (ITMs) or through school management.

Multi-Agency Integrated Team (ITs)

Integrated Teams (ITs) will be responsible for prioritising support for all children and young people referred. Where there are continued concerns regarding truancies, timekeeping and/or nonattendance, the Integrated Teams (ITs) can discuss strategies already in place and new options.

Where strategies and supports have been in place and there is still no improvement and attendance is the primary concern, the Integrated Teams (ITs) can agree to refer the child/young person to the **Children's Reporter** or the **Attendance Sub-Committee**

Referrals to the Scottish Children's Reporter Administration (Children's Reporter) – see additional information on page 21 and the leaflet for parents on page 45.

If, after discussion at the Integrated Team Meeting (ITM), it is felt that further support is required, employees of the education authority have a duty to refer a child, who regularly truants or fails to attend regularly without reasonable excuse, to the Children's Reporter under the terms of the Children (Scotland) Act 1995 (Section 52 (2) (h)). Referrals to the Scottish Children's Reporter Administration can be made in all cases but should definitely be considered for complex cases where a range of other agencies are known to be actively involved in supporting the family.

Referral to the Attendance Sub Committee (see additional information on page 22) – and the leaflet for parents on page 44.

Perth and Kinross Council has an Attendance Sub-Committee to consider serious cases of school non-attendance. **Where a number of other agencies are known to be involved with the family and the issues are complex (e.g SWD, Health) or the young person is in their final 2 years of compulsory education, consideration should be given to what added value would be gained by referring to the Attendance Sub Committee and a referral made to the Children's Reporter only.** The membership of the Attendance Sub-Committee is composed of Elected Members (Councillors) and parent representatives from Parent Councils in the area. It is advised by a representative of the Executive Director (Education and Children's Services). Referral to the attendance sub committee is particularly relevant when it is felt that either the parent condones non attendance and / or the pupil's non attendance is not related to any particular reason.

Operational Guide for Head Teachers, Deputes and Designated Staff

Pupils who are absent at the start of the school day or after lunch break

1. Child does not appear at start of day/after lunch break

Where there are already concerns regarding a child/young person, ie they are on the Child Protection Register, or s/he is regarded as vulnerable, the class teacher/register teacher must inform the relevant member of staff (SMT/Child Protection Officer) to action urgent contact with family and/or other agencies, particularly the supervising Social Worker, to trace the child.

2. Designated administrator initiates parental contact via SMS text/phone 9.30 am and within 30 mins of returning from lunch break.

3. No response from parent

Designated administrator notes no response by **10.30 am/within 1 hour of returning from lunch break** (except for vulnerable children/young people who will have been dealt with as 1 above). At this point, Head Teacher/designated person should be contacted to make decisions regarding next steps. This should be done by working through the following checklist:

- age of the child;*
- previous pattern of lateness/absence;*
- knowledge of the family circumstances;*
- information from siblings/peers;*
- any current/previous child protection concerns;*
- any known health problem/concerns regarding state of mind/individual stresses or circumstances; and*
- Social Work involvement.*

Where another contact number is known such as Social Work/voluntary agency you may wish to consider contacting to help collect information.

Please Note: *The response of schools must be proportionate. By methodically considering all information available, schools will be in a position to make good judgement regarding appropriate action. It is not appropriate to contact Duty Social Work with the list of everyone whose parent does not respond to SMS text/ phone but it is wholly appropriate to make contact when the information gathered is a cause for concern.*

Before deciding on action you must take when a child or young person is absent from school without explanation from the parent, Head Teachers should consider all information available. This can be complex and the risk should never be seen as fixed, nor minimized, and there must be regular reviews to ensure that the initial risk grading is still appropriate. If in any doubt, consider the risk as **HIGH**.

Missing Person – Relatively Low Risk Indicators

What follows are **examples** only (not exhaustive):

- Young person unlikely to be at risk when missing (whether because of age, maturity, knowledge of the area, etc).*
- Young person known to need some time to themselves away from school.*
- Other absences have not resulted in harm and there are no significant differences in the circumstances on this occasion.*
- The absence is lateness following some appointment that is known about.*
- The young person is likely to arrive late, as there is a pattern of this.*
- The young person truants regularly and is likely to return at lunchtime or the end of the day.*

Missing Person – Medium Risk Indicators

Again, what follows are **examples** (not exhaustive):

- No pattern of absences in the past.*
- It is not clear why the young person may have absented themselves.*
- They are unlikely to be with any other known person when missing.*

but

- Not seen as likely to come to physical harm.*
- Poses no threat to the community.*
- Not prone to self injury.*
- Not likely to commit a serious offence while missing*

Missing Person – High Risk Indicators

There will be some children and young people where the level of concern is immediately high should they fail to turn up, or leave school without authority.

Examples which would fall within this category are:

- On the Child Protection Register.*
- Absence is unexplained and out of character.*
- Young person likely to be/potentially at risk when missing (whether because of age, maturity, knowledge of the area etc).*
- The young person is vulnerable to physical harm, exploitation or abuse by others.*
- The young person may injure himself/herself if not found quickly.*
- The young person is likely to act recklessly, putting himself/herself, or others, at risk.*
- The young person is likely to commit a serious offence.*
- The age/additional needs of the child means that they will be unable to sustain themselves or resist physical harm, exploitation or abuse by others.*

Action

In all cases where additional factors/information giving cause for suspicion or concern that suggests a criminal act has been perpetrated, eg abduction, schools must make immediate contact with the Police by telephoning **0300 111 2222**.

In any case, where there is a high risk assessment and a Head Teacher is considering contacting the Police, the following procedure should be followed:

- Gather together all information, including name, date of birth, address and who the pupil lives with.*
- Contact Duty Social Work in Pullar House (01738 476....).*
- Inform them of your intention to contact the Police and ask if there is any information on SWIFT regarding that pupil, for example, a domestic incident may have occurred that resulted in the pupil being removed from the home.*
- Discuss with the Duty Social worker your evidence and reasons for contacting the Police.*
- Contact the Police.*

Pupil Non Attendance

When schools have been unable to secure a satisfactory explanation for a pupil's non-attendance then:

Letter E1 should be sent to the parents.

If this letter fails to elicit a response then:

- Letter E2 should be sent to the parents, enclosing copy of Advice for Parents Leaflet 1;*
- Letter E2 includes notification to parents that the school is considering referring the case to the Attendance Sub-Committee;*
- as a specific guide, Letter E2 should be issued when a pupil incurs 14 half-day unexplained absences during any one term; and*
- for explained absences where attendance falls below 96% Primary and 91% Secondary and there are concerns other than medical concerns, the school should consider sending a **Letter A1**.*

Where parents repeatedly fail to respond to school SMS text/phone contact on first day of absence, schools may decide to send **Letter A2**.

Copies of these letters, including the parent's response, if received, should be placed in the pupil's Pupil Progress Record (PPR).

It is hoped that by sending SMS texts, Letters E1 and E2 most unexplained absences will be resolved.

If parents accept that there is a problem about a pupil's attendance, and are actively seeking help, then it would be appropriate to offer the services of the Community Link Worker and/or the Education Social Worker noting this offer in the PPR.

Failure by Parent to respond to Letter E1

As will be noted from Letter A1, parents are requested to visit the school to discuss the pupil's absences. If parents fail to respond to Letter A1 and/or the pupil continues to fail to attend, then:

- Letter E2 should be sent to the parent, advising them that a referral has been made to the Attendance Sub-Committee. You could enclose Advice for Parents Leaflet again for information; and*
- Efforts to engage with parents should, however, continue.*

Parent responds to letter but attendance does not improve

In some cases parents will respond to letters, decline the offer of support and give various undertakings that the pupil's attendance will improve. When this happens and the pupil's attendance still fails to improve within 5 school days, then:

- Letter E2 should be sent to the parent, advising them that a referral has been made to the Attendance Sub-Committee, sent no more than 4-6 weeks after Letter E1;*
- Efforts to engage with parents should, however, continue; and the Support for Pupils staff or member of the Senior Management Team can make a referral to Education Social Worker following the procedure above.*

Pupil returns but fails to sustain attendance

- *If a pupil returns to school but fails to attend without reasonable excuse during the following 5 school days, then the Non-Attendance procedures from Letter E2 stage should be followed (if repeat non-attendance, move straight to Letter E2).*
- *If a pupil has maintained regular attendance beyond 14 half days then further absence should be treated as a first absence, ie go back to Letter E1.*
- *As soon as a pattern of repeated non-attendance is noted then proceed straight to Letter E2 stage.*

NB: School staff may discuss concerns informally in school with their allocated Education Social Worker/ community Link Worker, Support staff, but must follow internal school procedures to initiate a formal referral enabling appropriate intervention. Head Teachers/relevant school staff are encouraged to personalise and adapt E letters to cover particular circumstances, ***always retaining the contents of the E letter samples provided.***

Action by the Integrated team

When a case of school non-attendance is referred to the school's multi-agency Integrated Team, it is hoped that by co-operative effort between the family, school and initially the Community Link Worker (CLW) and the pupil involved, attendance can be successfully re-established in school. The intent, from the first visit by the Community Link Worker is to re-establish attendance at school and in some cases the salutary effect of a visit will achieve this. **Once referred to the Integrated Team there should be a monthly monitoring of attendance to ensure improvement.**

In other cases the Integrated Team may require to refer to **Social Work Department** via the Team Leaders for each area. **The Social Worker (SW)** may identify family-based issues/problems which may be affecting school attendance and, as a result, will undertake case work with the family, liaising with school staff, in an effort to re-establish attendance. The **Social Worker** will liaise with Support for Pupils (secondary) or a member of the Senior Management Team (primary) in developing an approach to improve attendance.

Consideration should be given to referring the case to the Children's Reporter or Attendance Sub Committee at an early stage.

Further Action – Which Route?

Assuming that the school, CLW and SW have taken all reasonable steps to improve a pupil's attendance but have been unable to achieve an acceptable improvement, then the time has been reached to move the case into the more formal legal process. This should be considered when attendance rate falls below 80% whilst giving due consideration to individual circumstances. This should not be done without making the pupil and the family aware of this process and the possible implications for them of particular courses of action.

School staff with a knowledge of the pupil are required to attend the Attendance Sub Committee when a referral is being heard

It will be the **responsibility of the school** to officially advise the parent/guardian/pupil of the intended action and to ensure that a consistent approach is taken particularly when siblings demonstrate the same attendance pattern.

Essentially, there are two courses of action which can be undertaken by schools following consultation:

- *referral to the Scottish Children's Reporter Administration (CR1).*
- *and/or referral to the Attendance Sub-Committee (AD1)* It is important, based on assessment, to direct the case to the appropriate forum to avoid unnecessary delay. The two courses of action for considering non-attendance cases have differing powers and responsibilities. Each action is described below

Scottish Children's Reporter Administration

Whilst it is envisaged that many children referred to the Reporter will have been considered by the Attendance Sub-Committee, circumstances may arise which warrant a Reporter referral either before, or instead of, referral to the Attendance Sub-Committee (**e.g when parental mental health may be a consideration**). The Integrated Team meeting structure within secondary school provides a useful mechanism for ensuring that the criteria for referral are met, and that the potential for a voluntary approach with the family is fully explored.

From June 2002 Integrated (multi-agency) Team Meetings should provide schools with the opportunity to discuss a range of children with complex needs with Learning Support Coordinators, Education Psychologists and Childcare Social Work Team Leaders. Resources for individual children/young people, identified by the ITM, will be co-ordinated by key workers through Individual Support Plans, in partnership with parents/carers.

Where co-operation with the family proves unattainable or ineffective, referral to the Reporter may prove unavoidable. In this instance, the procedure for school is as follows:

- *Letter CR1 is sent by the school to the parent/guardians indicating their intention to refer to the Scottish Children's Reporter Administration with Advice to Parents Leaflet 2.*
- *The school then sends Letter CR2 to the Scottish Children's Reporter Administration along the School Report and any other relevant documentation as listed on Letter*

When a case is submitted to the Reporter, the school should be aware that this does not automatically mean that the pupil concerned will be required to appear before a Children's Hearing. The Reporter will make a decision about whether or not a pupil is required to appear before a Hearing, based on information from a variety of sources, eg school, Childcare Services, Education Psychology Service, Child and Adolescent Mental Health Service (CAMHS).

The Reporter's decision is made in terms of Section 52(2) - Children (Scotland) Act 1995. The Reporter will also take into account the pupil's overall situation and not just the non-attendance at school component of the case.

In the event of a Hearing being called, a school member of staff **will** be invited to attend to discuss and expand on the information provided in the school report.

The compiler of the report may be questioned in Court as to the accuracy and content of the report.

Procedure Checklist for SCRA

For referrals to Scottish Children's Reporter Administration (Section 52(2)(h) Children (Scotland) Act 1995)

- *Send **Letter CR1** to parents informing them of decision to make referral.*
- *Send **Letter CR2** to Reporter along with:*
- ***AD2** - School Report for use by Reporter/Hearing;*
- ***AD3** - Certificate of Attendance;*
- ***copy** of log of all telephone/direct contact;*
- ***copies** of all relevant notes may be requested, marked "accepted for ... half days" or "not accepted because ...";*
- ***copy** of statement(s) re evidence (if available and relevant).*

Attendance Sub-Committee

Perth and Kinross Council has an Attendance Sub-Committee to consider serious cases of school non-attendance. **Where a number of other agencies are known to be involved with the family and the issues are complex (e.g SWD, Health) or the young person is in their final 2 years of compulsory education, consideration should be given to what added value would be gained by referring to the Attendance Sub Committee and a referral made to the Children's Reporter only.** The membership of the Attendance Sub-Committee is composed of Elected Members (Councillors) and parent representatives from Parent Councils in the area. It is advised by a representative of the Executive Director (Education and Children's Services). Referral to the attendance sub committee is particularly relevant when it is felt that either the parent condones non attendance and / or the pupil's non attendance is not related to any particular reason. The school representative attending Committee must be fully aware of all facts in relation to the pupil in question.

The Attendance Sub-Committee will convene every 6 weeks during the school year and can be accessed by schools using the following documentation:

- *Letter E2 is sent by school to parent indicating their intention to refer to the Attendance Sub-Committee ; and*
- *the school sends Letter AD1 to the **Service Manager Business Services** along with the School Report which, when complete, contains all information required and any other relevant documentation as listed on Letter AD1, asking that the case be passed to the Head of Democratic Services for submission to the Attendance Sub-Committee.*

Note that for legal reasons the above documents must be signed by either a Head Teacher or Depute Head, no other signatures are acceptable. It is essential that any school representative who attends the Sub Committee must be fully aware of the facts and circumstances in relation to the pupil in question.

Parents are cited to appear before the Attendance Sub Committee.

Options available to the Sub-Committee at the first meeting are:

- *take no action;*
- *take no action but advise parents that attendance will be monitored and case brought;*
- *further meeting with the Sub-Committee if necessary;*
- *refer to the Reporter to the Children's Panel;*
- *warn parents and defer decision to prosecute for up to 6 weeks;*
- *warn parents and defer decision to prosecute for up to 6 weeks and refer to Reporter;*
- *warn parents and defer decision to prosecute for up to 6 weeks and make an Attendance Order;*
- *warn parents and defer decision to prosecute for up to 6 weeks and make an Attendance Order and refer to Reporter to the Children's Panel;*
- *prosecute;*
- *prosecute and refer to Reporter to the Children's Panel.*

Options available to the Attendance Sub-Committee at the second meeting are:

- *take no further action;*
- *take no further action but note that existing Attendance Order will remain in force;*
- *take no further action but advise parents that attendance will be monitored and case brought back to the Sub-Committee, if necessary;*
- *refer to Reporter to the Children's Panel;*
- *make an Attendance Order;*
- *make an Attendance Order and refer to Reporter to the Children's Panel;*
- *prosecute;*
- *prosecute and refer to Reporter to the Children's Panel;*
- *amend or revoke existing Attendance Order.*

To enable the Attendance Sub-Committee to reach a satisfactory decision the completed school report and relevant documents requested in Letter AD1 must be submitted. ***It is the responsibility of the school to monitor attendance orders. In the event of noncompliance, the school should liaise with the Service Manager Business Services and refer back to the Head of Legal Services if required. It is stressed that if the Attendance Sub-Committee decides to send the case for prosecution, or to the Scottish Children's Reporter Administration, then the compiler of the School Report may be asked to give a statement and be questioned in Court as to the School Report's accuracy and content.***

Procedure Checklist for Attendance Sub-Committee

- Send **Letter E2** to parents informing them of decision to make referral.
- Send **Letter AD1** to the Operations Manager along with:
- **AD2** - School Report for Use by Reporter/Hearing;
- **AD3** - Certificate of Attendance;
- **copies** of all relevant notes including emails, marked “accepted for ... half days” or “not accepted because ... ”;
- **copy** of log of telephone/direct contacts;
- **copy** of statement(s) re evidence (if available and relevant).

Appendices

Sample Letter A1

Dear

Perth and Kinross Council Education and Children's Services is committed to raising standards of performance and achievement in its schools.

In order for pupils to have the best possible chance of achieving their potential, it is in their best interests to attend school regularly. In Perth and Kinross, we have a target of 91%/96% attendance for all of our pupils in secondary schools/primary schools and an expectation that we will work with parents and pupils to achieve this.

I am writing to you to let you know that _____ has been absent on a few occasions resulting in his/her attendance dropping to _____ %.

I would like to meet with you to discuss if there is anything we can do to improve this situation and would ask you to contact the school office to make an appointment.

Yours sincerely

Head Teacher/Depute Head Teacher/Principal Teacher (Support for Pupils)

Sample Letter A2

Dear

As your child _____ Class _____ was absent from school on the following date(s) it is necessary that I should have the reason for his/her absence(s). Please fill in the undernoted information and return this form to me as soon as possible.

If, on receipt of this letter, your child is still absent, please complete the section dealing with the expected date of return.

Yours sincerely

Head Teacher/Depute Head Teacher/Principal Teacher

Reason for Absence

Expected Date of Return _____

Signature of Parent/Guardian _____

Date _____

Encs: Advice for Parents Leaflet 1

Sample Letter A3

Dear

Keeping children and young people safe from harm is a high priority for Perth and Kinross Council. One area of concern is children who are absent from school, and Education and Children's Services has recently reviewed our procedures for managing pupil absences.

By working in partnership, parents can keep their children's school informed about reasons for absence and schools can inform parents when their children are not in school. We have written to all parents to inform them of our request that they inform the school in advance of any appointments or on the first day of their child's absence from school. If we do not hear from a parent, we assume they may not know their child is absent and we send a text message or phone your contact number. Most parents contact the school and give a reason for their child's absence or, if they are unaware of the absence, they are able to follow this up with their child.

I am writing to you because you have not responded to our text or phone messages on more than one occasion. It may be you have changed your phone number and not yet informed us. If this is the case, please contact us to give us your new number. Or you may have simply forgotten.

Our partnership is to ensure that children are looked after and the procedures in place are only successful if everyone involved participates. By failing to respond to our text or phone messages, our partnership is not effective and school staff cannot be held responsible for your child's safety.

**Please contact me at your earliest convenience to discuss this further.
Failure to do so will lead to a referral being made to the Children's Reporter or to the Attendance Sub Committee.**

Yours sincerely

Head Teacher/Depute Head Teacher/Principal Teacher (Support for Pupils)

Sample letter A4

Dear

I am sorry that you have not been able to achieve an acceptable level of school attendance of your child_____. Therefore, I have no option but to refer this matter to the Area Attendance Sub-Committee in terms of Section 36 and 37 of the Education (Scotland) Act 1980.

If you fail to satisfy the Attendance Sub-Committee that you have a reasonable excuse for _____non-attendance then there are a number of decisions that may be made including making an Attendance Order, referring the case to the Reporter to the Children's Panel, or prosecution.

Should you require further information please telephone for an appointment.

Yours sincerely

Head Teacher/Depute Head Teacher/Principal Teacher (Support for Pupils)

Encs: Advice for Parents Leaflet 2

Sample Letter AD1

Dear Service Manager Business Services

School Attendance Default

I am becoming increasingly concerned with regard to the irregular attendance at school of the undernoted pupil. I would, therefore, ask you to pass this case to the Head of Democratic Services for submission to the Attendance Sub-Committee (Attendance Default).

I enclose a completed School Report for use by Reporter/Hearing (AD2) with a Certificate of Attendance (AD3) together with all correspondence and replies received in respect of:

Name of Pupil Referred _____
Date of Birth _____
Home Address _____

Yours sincerely

Head Teacher/Depute Head Teacher/Principal Teacher

Encs:

- *AD2 - School Report for use by Reporter/Attendance Sub-Committee*
- *AD3 - Certificate of Attendance*
- *Copy of all relevant absence notes including emails (marked "Accepted for half days" or "Not accepted because...")*
- *Copy of log detailing reasons for absence either by telephone or direct contact*
- *Copy of statement(s) re evidence (if available and relevant)*

School Report for use by Reporter/Attendance Sub Committee AD2

Section A - Identification of the young person

Name		Reporter's Ref No	
Address		School	Training secondary
		Type of Course	
		Year Group/Stage	P6
Date of Birth			

Section B - How the young person is getting on Attendance:

B1 - Describe the young person's attendance pattern –

From (date)	Previous Session	Current Session
To (date)	00/00/0000	
All Absences and Exclusions (half days)	0 0	
Unauthorised Absences (half days)	0 0	0
Occasions Late (half days)	0 0	
Exclusions (half days)		
No. Exclusions		
Possible Attendance (half days)		
	100%	00.00%

B2 - Describe the young person's health with reference to any disability if applicable

B3 - Describe the young person's educational potential and actual achievement

B4 - Describe the young person's relationships in school (with pupils/staff in/out of the classroom)

B5 - Describe the young person's interests/hobbies/extra curricular activities (if known)

--

B6 - Medical Information as supplied by Parent / Carer

Condition(s) Noted:	
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Section C - Contacts made with specialists agencies and parents

C1 - Please indicate any referral of the young person to a specialist agency / support –

--

C2 - Describe any details of contact between the young person's home and the School.

--

C3 - Use this section to outline any additional information (e.g exclusions/matters of special note) or to amplify any of your previous responses.

--

Section D - Historical Summary

D1 - Please summarise the ECS's involvement with the young person and the family including comments relating to attendance record, schools attended, involvement with support services, educational progress/attainments, and relationships with peers/adults parents/teachers

D2 - Have you discussed this report with the pupil? [] Yes [] No if No, please Comment

D3 – Pupil’s Views and comment Report compiled by –

Name _____ Signed _____

Title _____ Date _____

Notes -

A copy of this report will be provided to the parents of the young person.
The contents of this report are subject to the Pupils' Educational Records
(Scotland) Regulations 2003.

The compiler of this report may be invited to attend any meeting which is arranged and may also, in certain circumstances, be required to give evidence in Court.

Certificate of Attendance AD3
(Issued in terms of S.86 of the Education (Scotland) Act 1980)

1. Full name of pupil:			
2. Address:		Date of Birth:	
3. Full name(s) and address(es) of parent(s)/guardian(s):			
4 School:			
5. Attendance Information: Last Session:		Current Session:	
(half days) From:	To:	From:	To:
Possible Attendance:	0		0
Actual Attendance:	0		0
Number of Absences:	0		0
Number of Absences for which parental reasons given; and			
(a) Accepted as reasonable excuse(s)	0		0
(b) Not accepted as reasonable excuse(s)	0		0
Number of absences for which no reason given:	0		0
Number of absences caused by exclusion:	0		0
Signature of Head Teacher Name:			
School:			
Date:			
This Document may be produced in evidence in relation to legal proceedings in court			

Scottish Childrens Reporter Administration

Sample letter CR1

Dear

I am sorry that you have not been able to achieve an acceptable level of school attendance of _____ your child. Therefore, I have no option but to refer _____ to the Scottish Children's Reporter Administration in terms of Section 52(2)(h) of the Children (Scotland) Act 1995 on the grounds that she/he has failed to attend school regularly without reasonable excuse.

Should you require further information please telephone for an appointment.

Yours sincerely

Head Teacher

Sample letter CR2

Dear

I wish to refer the undernoted pupil to the Scottish Children's Reporter Administration in terms of Section 52(2)(h) of the Children (Scotland) Act 1995 on the grounds that the pupil has failed to attend school regularly without reasonable excuse.

Name of Pupil Referred _____
Date of Birth _____
Home Address _____

I enclose documentation in support of this referral, as noted below.

Yours sincerely

Head Teacher

Encs:

- *AD2 - Completed School Report for use by Reporter/Attendance Sub-Committee*
- *AD3 - Certificate of Attendance*
- *Copy of all relevant absence notes including emails (marked "Accepted for half days" or "Not accepted because..")*
- *Copy of log detailing reasons for absence either by telephone or direct contact*
- *Copy of statement(s) re evidence (if available and relevant)*

Suggested Attendance Management roles/ Responsibilities of staff in primary school

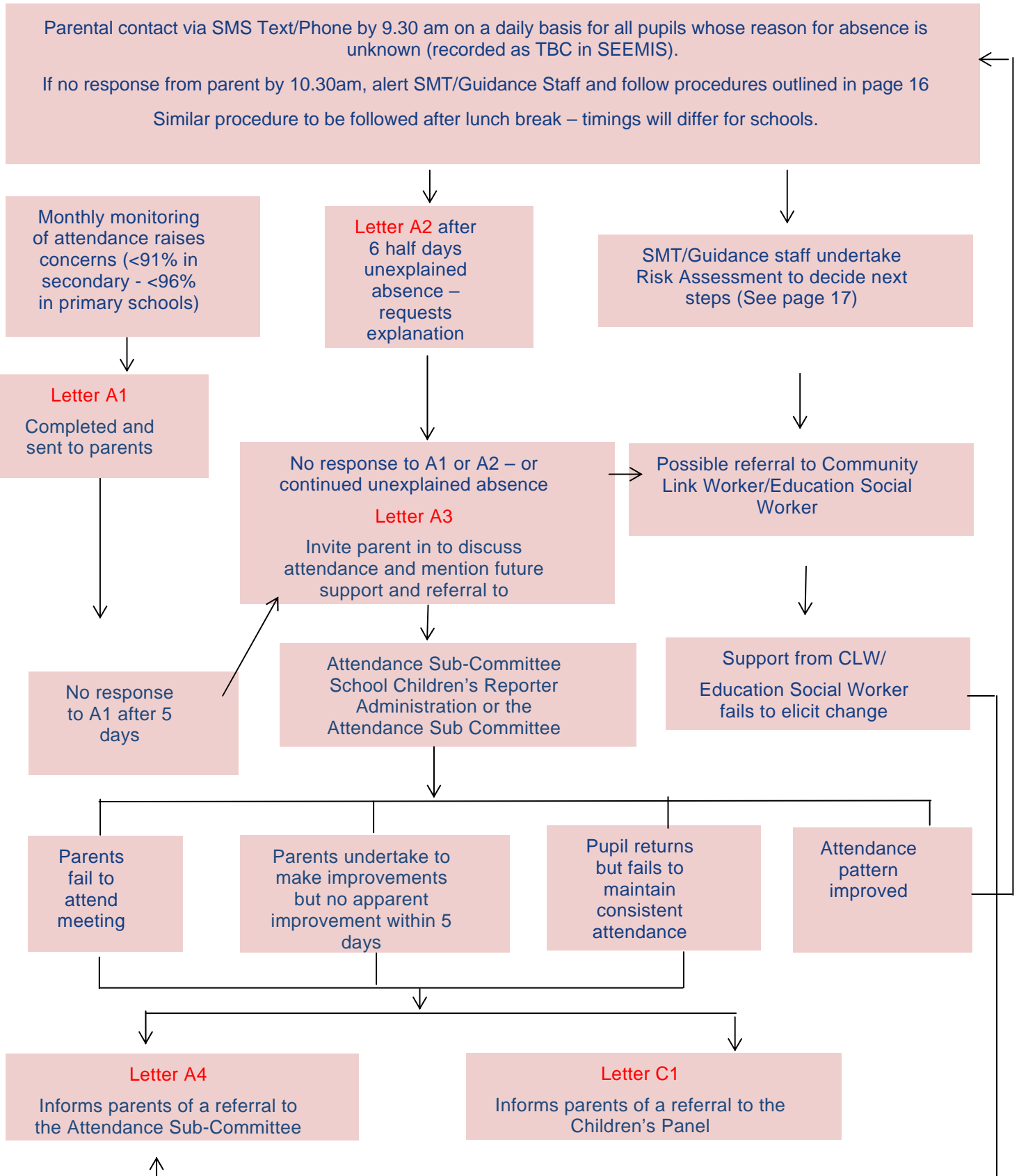
Primary Head Teacher	<ul style="list-style-type: none"> • Monitor school procedures and attendance returns monthly • Strategy and Management
Primary Head Teacher/Designated Staff	<ul style="list-style-type: none"> • Training • Overall monitoring of school procedures
Teaching Staff	<ul style="list-style-type: none"> • Follow up on incomplete registers • Attendance monitoring • Advise Admin staff of changes to register • Inform Admin staff of updates to TBCs • Liaise/advise Admin staff Letters A1/2 • Follow up any absences
Support for Learning/Other Staff	<ul style="list-style-type: none"> • Provide Paired Reading/Small Group registration for Admin staff • Ensure Group always registered • Procedures maintenance
Admin Staff	<ul style="list-style-type: none"> • Check all registers being completed • Pre-enter pupils out of school, eg field trip • Pre-enter pupil appointments; holidays during term time • Ensure pupils sign out and in at school office (for appointments) • Registration for assemblies • Maintaining class lists • Inputting part-time timetables where appropriate • Amend attendance for small groups etc • Produce Letters A1/2 for pupils – weekly • Produce Letters A1/2 for pupils - weekly • Update Report of Letters E1 sent home to parents • Amend TBCs as advised by class teacher • Produce weekly anomaly report • Update registers when pupil arrives at school and signs in late at office

Suggested Attendance Management roles/ Responsibilities of staff in secondary school

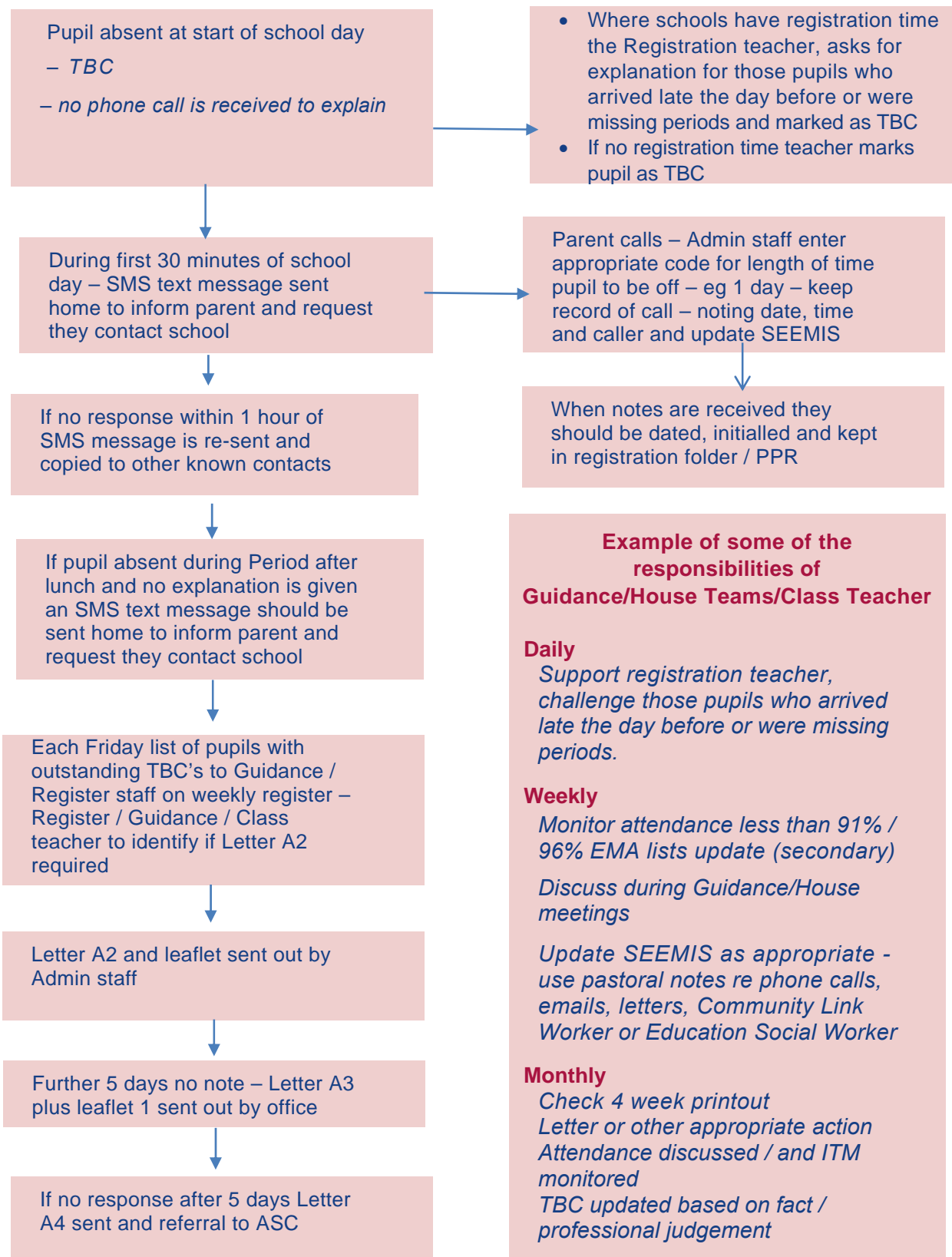
Head Teacher	<ul style="list-style-type: none"> • Monitor school procedures and attendance returns monthly with DHT Support
Depute Pupil and Staff Support	<ul style="list-style-type: none"> • Strategy and Management • Training • Overall monitoring of school procedures
Business Manager	<ul style="list-style-type: none"> • Procedures maintenance • SEEMIS setup
Support for Pupils/House Teams	<ul style="list-style-type: none"> • Attendance monitoring • Following up incomplete registers • Updating SEEMIS • Advising Admin staff of Register Class changes • Communicating part-time timetables to Admin staff • Inform office to amend TBC's • Liaise/advise re Letter A1/2/3 to be sent with Admin staff • Monitor/update attendance of pupils still on roll attending college
Registration/Cover Teacher	<ul style="list-style-type: none"> • Statutory Registration following up discrepancies • Inform Support for Pupils staff with information to amend backdated TBC's Paper register - Admin to update SEEMIS • Liaise with guidance re Letter A1/2 • Pupil returns with note - Registration teacher initials/ dates and returns to school office to update
Classroom/Cover Teacher	<ul style="list-style-type: none"> • Lesson Registration - ideally completed in first 5 minutes or as agreed by school • Advising Admin staff of class changes
Support for Learning	<ul style="list-style-type: none"> • Provide Paired Reading and other group registrations for Admin staff

Admin Staff	<ul style="list-style-type: none"> • Entering trips • Entering pupil appointments • Pupils to sign out at school office • Inputting notes • Registration for assemblies • Updating SEEMIS with amendments • Maintaining class lists • Inputting part-time timetables etc • Inputting college pupils/rural skills/vocational courses etc • Amend attendance for Paired Reading and other in-house groups • Pre-enter pupils out of school, eg field trip • Produce Letter A1/2 - weekly • Update Report of Letter A1/2 sent home • Amend backdated TBCs as advised by Support for Pupils staff • Produce daily anomaly report • Produce weekly anomaly report • Update SEEMIS to reflect late arrivals
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Flowchart for Procedures and Letters



Flowchart for Recording Attendance (Secondary)



SEEMIS Code	Description	Use
-	Present	Default code – pupils assumed present unless marked otherwise.
LAT	Late	Pupil arrives late to school but before mid opening.
LTB	Bus Late	Late arrival of school transport.
LRG	Late during registration	Pupil arrives late to registration.
LTC	Late to class	Pupil arrives late to class.
OAT	Other Attendance Out of School	Day release to college or another school for a specific subject. It is the responsibility of the teaching centre to inform the base school if the pupil is absent.
VIS	School Visit	Any external visit organised by school e.g. field trips; theatre visits.
SCH	In school but not in class	Music lesson; appointment with guidance teacher; careers appt;
PER	Medical or Dental	Attendance at medical or dental appointments.
SEP	Sickness with educational Provision	Pupil on sick leave or maternity leave, with proof such as parental letter or medical certification and where educational provision has been made.
EXL	Extended Leave with Parental Consent	Extended overseas educational trips not organised by the school; short-term parental placement abroad; family returning to country of origin (to care for a relative or for cultural reasons). Up to a period of no more than 6 weeks
STY	Study Leave	Exam study leave.
WEP	Work Experience	Work experience or volunteering, arranged or agreed by school.
SNA	Should Not Attend	Use for P1 pupils who initially attend part of the day only and for any pupil on a part time timetable. For pupils on a part time timetable information must also be entered on the pupil custom tab in SEEMIS Click and Go
HOL	School Holiday	Authority scheduled In Service Days – pupils not in school.
INS	In Service Days	Closure due to weather, elections, emergency closure.
CLO	School Closure	Immediate family weddings; bereavements; religious observances; attendance at court / children's hearing / review; sporting and cultural events not arranged by the school, but approved by them.
ABS	Authorised Absence	Pupil arrives late to school after mid opening.
LT2	Very Late	Sickness – advised by parent or certified by doctor.
MED	Sickness	Medically certified notifiable illness e.g. Anthrax, Measles, Tetanus, Yellow fever
NIM	Notifiable Illness – medically certified	Sickness – advised by Senior Pupil Self Cert. form - excluding notifiable illnesses.
SEL	Sickness – self certified	Notifiable Illness– advised by Senior Pupil Self Cert. form
NIS	Notifiable Illness – self certified	Extended visits overseas to relatives for a period of more than 4 weeks.
PHL	Parental Holiday (authorised)	Relates to short-term exceptional circumstances (not more than 6 weeks) such as : period immediately after an accident or illness period of serious/critical illness of a close relative a domestic crisis which causes serious disruption to the family home, causing temporary relocation young carer
DCA	Exceptional domestic circumstances (authorised)	Default absence code; should be used in all case where reason for absence is not known. This should be followed up as soon as possible but certainly within 4 – 6 weeks and an appropriate code entered.
TBC	To be confirmed	Family holidays during term time unless PKC criteria for authorised absence met.
UPH	Parental Holiday (unauthorised)	All absence for which no adequate explanation has been provided.
UNA	Truancy	Pupil absence without school approval but with parental/carer knowledge.
OJA	Other unauthorised absence	Pupil refusing to attend school.
RFS	Refusal to Attend	Temporary exclusion from school.
EXC	Exclusion	

Attendance Codes

Authorised Absence

Unauthorised Absence

Checklist of possible strategies

To ensure that all reasonable efforts have been made to secure a pupil's attendance at school, the following checklist has been compiled for guidance:

Interview with pupil by Support for Pupils staff or class teacher.	
Has school made contact with parent to offer an opportunity to meet to discuss concerns?	
Has consideration been given to supporting attendance with an attendance card or target sheet where appropriate?	
Has the pupil been referred to the multi-agency Integrated Team?	
Is there room for manoeuvre within the pupil's curriculum timetable? (Please refer to Pupils on Part-Time Timetables Protocol)	
Has an IEP been established? Is a support plan in place?	
Is an ASN meeting appropriate or required?	
Has parent been invited to, or participated in, and parenting strategies offered by school or LMG e.g Parenting skills, Handling Teenage Behaviour	
Would referral to another agency/service assist in resolving the situation? eg Action for Children	
Has the school considered referral to Child and Adolescent Mental Health Services (CAMHS) so that the pupil can be offered an assessment/ advice and support.	
If the school has an in-school provision, does the provision have a role to play in terms of offering a 'safe haven' in an effort to re-establish attendance?	
With older pupils, is work experience / an activity agreement an option?	
With pupils in their final year, is a college link or a part-time timetable at school a viable option?	
Is there an issue which can be addressed by provision of free meals, financial assistance with clothing, footwear etc where parents are eligible for qualifying benefits?	
Are peer group relationships a problem? If so, would club, social group or individual activities help?	
Are there domestic circumstances which may be affecting attendance which the school has the resources to change?	

Information for website, handbook, newsletter

Keeping children and young people safe from harm is a high priority for Perth and Kinross Council. One area of concern is children who are absent from school and Education and Children's Services has recently reviewed our procedures for managing pupil absences.

By working in partnership, parents can keep their children's school informed about reasons for absence and schools can inform parents when their children are not in school. This can be done by parents letting the school know in advance of any appointments, funerals or any other reasonable causes for keeping a child out of school and, in the event

of illness, phoning the school on the first day of illness to inform the school. This lets school staff know that your child is absent with your knowledge and that they are safe. If you have not informed the school of an illness/appointment then the school will contact you by text to inform you of your child's absence first thing in the morning. On receipt of this text, it is important that you respond by telephoning or emailing the school with a reason for your child's absence. This way, we know they are safe.

If the school have not heard from you within an hour, it is likely your second contact number will receive a text message.

Please help us to keep your child safe by keeping us informed of any change of phone number and letting us know as soon as possible of any reason your child will not be in school.

By working together in this way, we can manage school attendance procedures more effectively and be able to respond more quickly to those who are absent without their parent's consent.

Advice for Parents Leaflet 1

Perth & Kinross Council is committed to improving the life chances of all school pupils and to working in partnership with parents to enable their children to achieve success at school and in their future lives. We have a shared duty of care and commitment to keep our children and young people safe, secure and healthy.

It is a parent's legal duty to provide an efficient education, suitable to age, ability and aptitude either by sending the child to school or by other means. If your child attends school, it is an offence for him/her to be absent without reasonable excuse.

Parents and school staff can work together to improve pupils' attendance at school. There are many reasons why children and young people do not attend school, but we are committed to finding solutions to any barriers.

You have received a letter from your child's school as there is concern that school staff would like to discuss. You can help your child improve attendance and help the school understand better by phoning or meeting staff to discuss the concern. There may be information that the school is not aware of that you could share. Your child's school will listen to you and work with you to help support your child's attendance.

- *If you have been asked for notes outlining the reasons for absence, this is because the school needs to know and note reasons for all absences.*
- *If you have already been asked for a reason and have not yet responded, please respond as soon as possible.*
- *If you do not respond, the school may consider referring your child to the Attendance Sub-Committee.*

What is the Attendance Sub-Committee?

This is a committee made up of Councillors and Parent Council representatives, advised by a representative of the Executive Director (Education & Children's Services). The Committee meets regularly and aims to improve attendance of those children whose attendance has dropped to a level that gives cause for concern (without reasonable excuse).

If you are cited to appear before the Attendance Sub-Committee, you will be required to give reasons for your child's absences. Among the decisions the Attendance Sub-Committee may:

- monitor attendance and the case brought back to the Sub-Committee for a review of progress if necessary;*
- refer your child to the Reporter to the Children's Panel;*
- warn you and defer a decision to prosecute for up to 6 weeks;*

(continued over)

(continued)

- warn you and defer a decision to prosecute for up to 6 weeks and refer to Reporter;*
- warn you and defer a decision to prosecute for up to 6 weeks and make an Attendance Order;*
- warn you and defer a decision to prosecute for up to 6 weeks and make an Attendance Order and refer to the Reporter to the Children's Panel;*
- prosecute;*
- prosecute and refer to the reporter to the Children's Panel.*

If you or someone you know would like a copy of this document in another language or format, (on occasion only a summary of the document will be provided in translation), this can be arranged by contacting the Communications Manager on 01738 476873

ان لعتبت انت او اي شخص تعرفه نسخة من هذه الوثيقة بلغة أخرى او بصيغة آخر فليمن المصون عليها (او على نسخة معدلة لتلخص هذه الوثيقة مترجمة بلغة أخرى) بالتواصل ب: Communications Manager: 01738 476873 رقم هاتف التواصل بالعبرية: 01738 476873

آگرا آپ کو یا کسی سے پتا ملے کہ اس دستاویز کی کاپی دوسری زبان یا صورت میں (صرف بعض حالات میں اس دستاویز کا خلاصہ ہی فراہم کیا جاسکتا ہے) تو براہ کرم اس سے رابطہ کریں۔

如果您或你的朋友希望得到這文件的其他語言版本或形式 (某些時候，這些文件只會是簡短形式的翻譯)，請聯絡 Communications Manager 01738 476873 來替您安排。

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P ejete-li si Vy, alebo a kto, koho znáte, kopii túto listiny v inom jazyce alebo inom formáte (v ktorých p ípadoch bude p oložen pouze stru ný obsah listiny) Kontaktujte prosím Communications Manager 01738 476873 na vy ízení této požadavky.

Если вам или кому либо кого вы знаете необходима копия этого документа на другом языке или в другом формате, вы можете запросить соответствующую копию документа обратившись Communications Manager 01738 476873

Ma tha thu fhéin neo duine a dh'athraichead tu ag iarraidh leth-bhreacadan pháipéar seo ann an cànán eile neo ann an cruth eile, (big ammanan cha bhith ach gearr-chruinneas a' mhàin n' fhaisnear ar eadar-theangachadh) fàodair seo fhagailinn le bhith a' cur fòis gu Communications Manager 01738 476873

Council Text Phone Number 01738 442573

All Council Services can offer a telephone translation facility

Designed by Chief Executive's Service (2010036 - Sep 10)

Keeping Our Children Safe, Secure and Healthy

Attendance Procedures

Advice for Parents 1

PERTH & KINROSS COUNCIL
Education & Children's Services



Advice for Parents Leaflet 2

Perth & Kinross Council is committed to improving the life chances of all school pupils and to working in partnership with parents to enable their children to achieve success at school and in their future lives.

It is a parent's legal duty to provide an efficient education, suitable to age, ability and aptitude either by sending the child to school or by other means. If your child attends school, it is an offence for him/her to be absent without reasonable excuse.

Parents and school staff can work together to improve pupils' attendance at school. There are many reasons why children and young people do not attend school, but we are committed to finding solutions to any barriers.

You have previously received a letter from your child's school asking for reason(s) for your child's absence(s) and either:

- you have not given the school notes outlining reasons;
- your child's attendance has not managed to achieve an acceptable level;
- your child's Headteacher has decided to proceed to refer your child to the Scottish Children's Reporter Administration (Children's Reporter).

What is the Children's Reporter?

The Children's Reporter is the person who will decide if a child needs to be referred to a Children's Hearing. They will get information about the child to help them make a decision - they might speak to a social worker if the child has one, or their teacher. You can also provide the Children's Reporter with information about a child. Anyone who is concerned about a child or young person can tell the Children's Reporter about their worries.

What is a Children's Hearing?

The Children's Hearings System in Scotland aims to provide a safety net for vulnerable children, and to work with partner agencies who deliver tailored solutions which meet the needs of the individuals involved and help to build stronger families and safer communities.

In Scotland, children and young people who face serious problems in their lives can sometimes be asked to go to a meeting called a Children's Hearing.

Some of these problems include not attending school, getting into trouble with the Police, or being abused and/or neglected at home by the people who look after them.

Children's Hearings make decisions in the best interest of the child or young person to help and protect them.

What will happen at the Children's Hearing?

Each Hearing comprises three Panel Members - all trained volunteers from the local community. The child and their family or carers are central participants in the Hearing. The role of the Reporter is to attend the Hearing to support fair process. The Reporter takes no part in the Panel Members' deliberations.

The Panel Members will listen to everyone and consider all the information. The Hearing will then make a decision, and the Panel Members must give reasons for their decision. Decisions are made openly in the Hearing.

What decisions can be made at a Hearing?

The Hearing can decide that formal, compulsory supervision measures are not required and discharge the case.

The Panel Members can decide that they need more information to help them make a decision about what is best and they can continue the Hearing until a later date.

The Hearing can decide to issue a warrant to keep the child in a safe place for up to three weeks, until the next Hearing but only if this is necessary.

The Hearing can decide that compulsory measures of supervision are needed to help the child, and can make a Supervision Requirement.

For further information about Children's Hearings log on to www.scra.gov.uk

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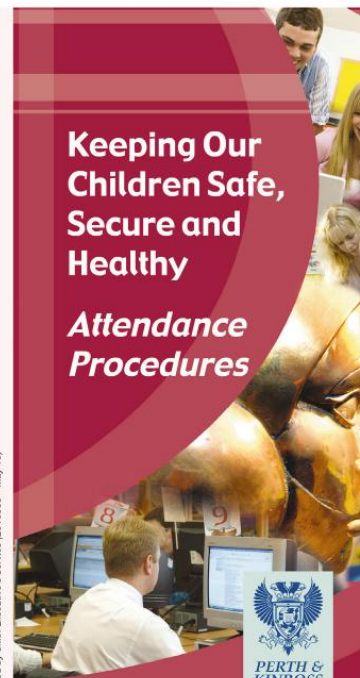
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Designed by Chief Executive's Service (2011/03/30 - May 10)

Keeping Our Children Safe, Secure and Healthy

Attendance Procedures



Advice for Parents 2



PERTH & KINROSS COUNCIL
Education & Children's Services

Pupil Absence from Learning - Family Holiday Information Leaflet

Family Holidays

Over the last few years, most of our schools have noticed an increase in the number of pupils absent from schools arising from family holidays. Perth & Kinross Council is aware that this happens for a number of reasons:

- parents are unable to take time off during school holidays;
- childcare arrangements;
- cheaper holidays during term time.

Our headteachers, however, have noticed that this change can have a number of adverse effects not only on the pupils who have been absent but sometimes on the class or whole school. These can be:

- an effect on individual pupil attainment and achievement, in pupils who are on holiday on a regular basis;
- disruption in class when pupils return;
- disruption to teachers' assessment and testing schedules;
- difficulty for pupils reintegrating back into school;
- behavioural problems if pupils get behind in course work;

- the need for remedial work to be set;
- an effect on the general ethos of the school.

As a result, the Education & Children's Services Committee agreed the following policy:

Family holidays will be marked in school as an unauthorised absence. This will be done even if you have told the school you intend to take your child on holiday. No school work will be given, although some schools may consider giving you information about what will be covered during the absence.

In addition, the Committee agreed that:

*Extended visits 'overseas to relatives or extended absence in relation to children of travelling people will be marked as an authorised absence. Extended is defined as a period of more than **four weeks**'.*

You should note that Perth & Kinross Council is not stopping you from taking your child out of school for a family holiday. It is, however, bringing to your attention that this can have a detrimental effect on your child's education.

If you wish to discuss the matter further in relation to your child, please do not hesitate to contact the school.

Perth & Kinross Council is aware that there are other issues in relation to pupil absence from learning which cover more than family holidays. For more information please contact:

Education & Children's Services
Perth & Kinross Council
Pullar House
35 Kinnoull Street
PERTH
PH1 5GD

Tel 01738 476200
Fax 01738 476210
email ecsschools@pkc.gov.uk

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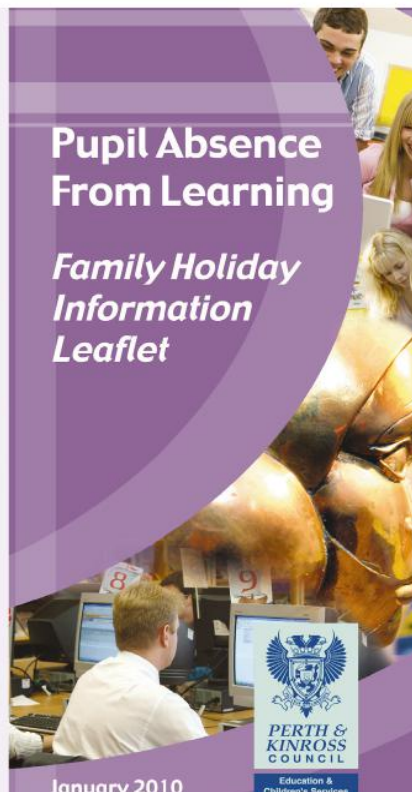
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Designed by Chief Executive's Service (2009484 - Jan 10)

Pupil Absence From Learning

Family Holiday Information Leaflet



January 2010



Perth & Kinross Council
Education & Children's Services

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إن احتجت أنت أو أي شخص تعرفه نسخة من هذه الوثيقة بلغة أخرى أو تصميم آخر فيمكن الحصول عليها (أو على نسخة معدلة لمخلص هذه الوثيقة مترجمة بلغة أخرى) بالاتصال ب:
الاسم: Communications Manager
رقم هاتف للاتصال المباشر: 01738 476873

اگر آپ کو یا آپ کے کسی جاننے والے کو اس دستاویز کی نقل دوسری زبان یا فارمیٹ (بعض دفعہ اس دستاویز کے خلاصہ کا ترجمہ فراہم کیا جائے گا) میں درکار ہے تو اسکا بندوبست سروس ڈیولپمنٹ Communications Manager سے فون نمبر 01738 476873 پر رابطہ کر کے کیا جاسکتا ہے۔

如果你或你的朋友希望得到這文件的其他語言版本或形式 (某些時候，這些文件只會是概要式的翻譯)，請聯絡 Communications Manager 01738 476873 來替你安排：

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