

Edinburgh Learns: Maximising School Attendance

Implementation date: August 2024

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Implementation

Every Day Counts

“Every Day Counts” is the City of Edinburgh Council’s key driver to press the importance of school attendance. The Every Day Counts template should be used by all schools to share a consistent message of the importance of school attendance with pupils and parents across their learning community.

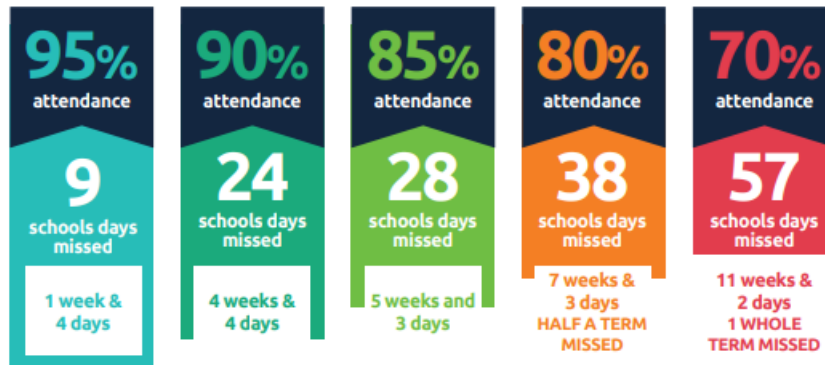
Appendix: Every Day Counts Examples



The Royal High School

Learning community

Every day in school counts...



and every minute counts...



We belong here



Recording on SEEMiS

There is a legal requirement to accurately record all attendance. Schools should have a clear mechanism for all parents regarding how to contact the school.

Children and Young People:

- follow school procedures in place to support attendance and punctuality.

Parents:

- inform the school if their child is absent and should make any absence requests due to exceptional circumstances in advance by completing the appropriate form
- communicate with the school and work together with school staff to address barriers which are inhibiting their child from attending or engaging
- work in partnership with the school to consider any alternatives to school attendance in exceptional circumstances
- alert the school to any application to a change of education establishment.

School Attendance Leads:

- will be supported by Senior Management Teams, class teachers and administration staff with a role for attendance
- have a clear mechanism which is communicated to all parents regarding how to contact the school if their child will be late or not attending and the reasons why
- ensure accurate SEEMiS records for pupils are maintained
- have a robust quality assurance process to monitor attendance
- ensure there is a process in place to follow up on any unexplained absences
- review attendance levels and patterns to identify successes as well as children and young people who have patterns of non-attendance
- review emerging attendance trends to identify patterns for groups of children and young people so that interventions can be put in place
- have a clear process of interventions and strategies to address attendance concerns
- ensure the attendance record is printed annually and placed in the child's PPR.

Class Teachers:

- monitor attendance in classes and report concerning patterns to the Attendance Lead
- monitor late arrival to classes and report concerning patterns to the Attendance Lead
- follow up on learning when a pupil returns to school after absence
- work with the Attendance Lead to support engagement and attainment for pupils who are unable to attend class/ school, if requested this includes providing class work for pupils not in class.

In addition, for period by period attendance (secondary class teachers only):

- accurately record attendance for every class on SEEMiS
- if SEEMiS is unavailable provide a paper copy register to the administration team (school office)
- mark late arrival – (LAT code J) or report late arrivals to the administration team (school office) for pupils arriving late.

Administration Team:

- monitor SEEMiS registers and follow agreed strategy to report non completion of SEEMiS registers to Attendance Lead (or designated member of staff)
- send daily absence /missing from class communication to parents (main SEEMiS contact)
- update lates for pupils who arrive after the register has been completed at the start of the school day - (LAT code J or appropriate code for reason given for late arrival)
- follow up on any updates from parents and amend the SEEMiS register accordingly
- send attendance % communication to parents.

School Roll:

A register of admission and withdrawal must be kept for each school. A pupil may only be entered on one school register at any one time. Every new pupil is provisionally enrolled until they have physically arrived in the school. Where a secondary pupil attends another school for certain classes, they should appear only on the register of their base school.

Withdrawal and Removals:

A pupil should be entered on the register as “withdrawn” from school when:

- it has been confirmed that they have been enrolled in another school this confirmation should be sought from others, e.g. the enrolling school, as well as from the parents
- confirmation has been sent from the City of Edinburgh Council to the school that permission has been granted for the pupil to be home educated
- confirmation has been sent from the City of Edinburgh Council to the school that permission has been given to remove the pupil from the school roll
- the young person has reached 16 years of age and have decided to leave school.

SEEMiS will facilitate the transfer of children’s data from school to school where the receiving school is known. However, there are a number of pupils for whom the destination is unknown. When a destination school is unknown the pupil should be recorded as Other Authorised Absence ABS, code A on SEEMiS until another school notifies that they have enrolled the pupil. The pupil should be kept on the school roll until they are found, or the school is authorised to remove them. Schools should contact the receiving school for any pupil leaving Scotland and enrolling at a new establishment.

SEEMiS Attendance Monitoring and Recording Absence:

Schools should have:

- a clear mechanism for all parents regarding how to contact the school to let them know if their child will be late or not attending and the reasons why. This should be communicated to families and be accessible on school website
- a clear and effective attendance monitoring system must be in place in all schools.

If a child/ young person does not arrive and register at school, parents or carers should be contacted no later than 9.30am on the first day of absence. The register is updated as explanations are received.

Any absences which are explained as 'medical' should be recorded using either:

- Self-Certified, SEL code D – If an explanation is received by the parent of the pupil
- Medically Certified, MED code F – If an explanation is received by a General Practitioner or Hospital Doctor or equivalent medical professional
- Medical Appointments, PER code P – If a pupil has a medical or dental appointment during school hours.

For each morning and afternoon of any day that the school is open to pupils, the attendance register must be completed. For secondary school, class teachers record the attendance of individual pupils on a period-by-period basis. This is to ensure a high level of safe-guarding and will help identify pupils who are absent from classes throughout the school day, allowing appropriate action to be taken at the earliest opportunity.

The correct code entry should be made against the name of each pupil.

Recording unexplained absence in class:

- class teachers change SEEMiS to, to be confirmed TBC, code T if child is not in class, class teachers should not override anything already in SEEMiS and contact the administration team for any anomalies
- the administration team should record appropriate codes as and when received from home school communication
- each school must have a clear procedure to follow up any non-attendance with the family on the same day
- the reasons for non-attendance and the code TBC, code T should then be updated to confirm the reasons for the absence
- it is important to ensure that the correct code entry is made as quickly as possible as these codes determine the number of recorded absences
- following up absences in a timely manner is also a key element of our duty of care to all pupils, it is essential that anomalies are dealt with daily.

There are a number of situations where a pupil will be credited with attendance but will not be in school. These situations should be recorded using the specific associated SEEMiS codes:

- An approved course of study at college or another school (OAT, code O)
- School camp / excursion (FLD, code V)
- Work experience (WRK, code W)
- Study leave (STY, code S)

A pupil will not be credited with attendance when they are not in attendance and are:

- excluded (EXL, code X)
- on holiday with parents unauthorised (UPH, code G)
- on holiday with parents authorised (PHL, code E)
- other Authorised Absences (ABS, code A)
- illness (including ongoing mental health concerns)
- lack of transport – including due to severe weather if the school is open to pupils
- part-time table due to health or exclusion related – when not engaging in an agreed educational opportunity (PTH, code = / PTX, code Y)

Appendix: SEEMiS codes, Primary Unexplained Absence Flowchart & Secondary Period by Period Attendance Monitoring

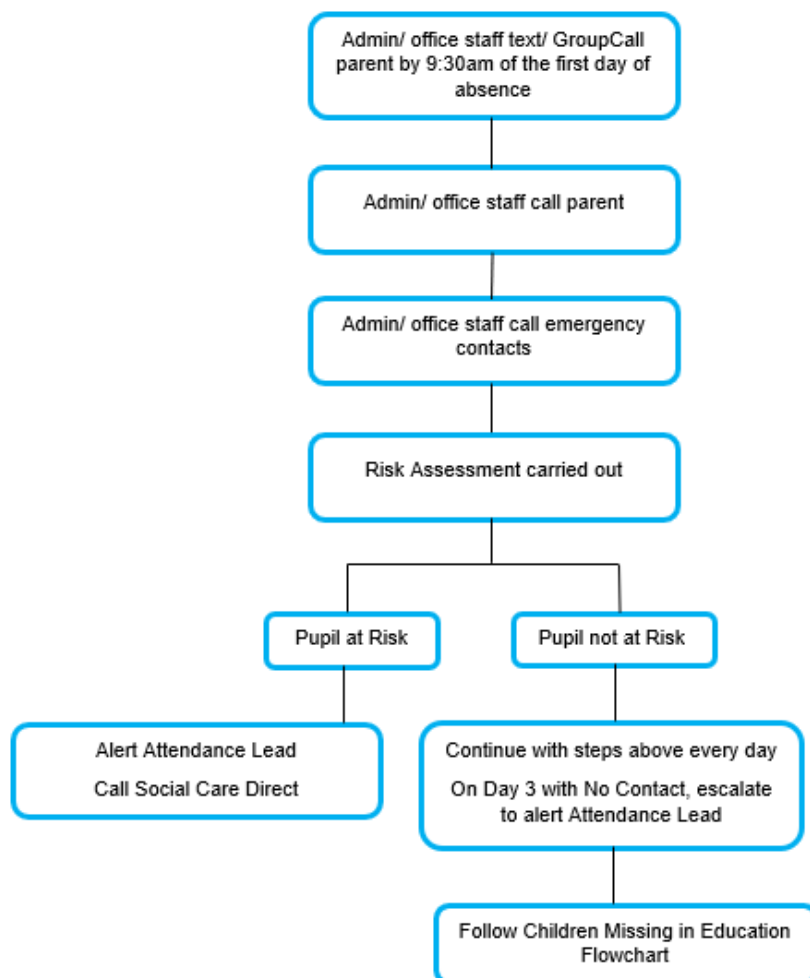
Attendance Codes with Expanded Descriptions

| SEEMiS | SEEMiS Short | SG | Type | Short Description | Expanded Description |
|--------|--------------|----|--------|--|--|
| --- | - | 10 | Att | Present | SEEMiS default represented by blank cell. Cannot be changed. If selected will revert to blank cell once changes have been saved. |
| SCH | ~ | 10 | Att | In school but not in class | e.g. Secondary pupils in Support Base |
| ABS | A | 24 | Auth | Other authorised Absence | Examples include: • Meetings prior to, and during court appearances and other legal processes • Attendance at, or in connection with, a Children's Hearing or Care Review, or appointment with another service provider, e.g. social worker • Participation in non-school debates, sports, musical or drama activities agreed by the school • Lack of transport – including due to bad weather |
| SEP | B | 13 | Att | Sickness with educational provision | Where a pupil is unable to come to school due to health reasons and arrangements have been made to support learning such as the provision of curricular work, virtual teaching, research suggestions or advice and provision of relevant education programmes to outreach teaching teams as agreed appropriate by the team around the child. |
| CLO | C | | | Closed | Where the whole school is closed for learning e.g. Heating Failure, Industrial Action or Election |
| SEL | D | 20 | Auth | Self Certified - Sickness with no educational provision | Illness confirmed by parent/carer where no learning provision is made (including ongoing mental health concerns) |
| PHL | E | 22 | Auth | Authorised Parental Holiday | Exceptional circumstances - Applied for in advance - Maximum 2 weeks only |
| MED | F | 20 | Auth | Medically Certified | Illness confirmed by Medical Practitioner/Hospital where no learning provision is made (including ongoing mental health concerns) |
| UPH | G | 30 | Unauth | Unauthorised Parental Holiday | The majority of family holidays taken during term time <u>unless under exceptional circumstances</u> |
| HOL | H | | | Holiday | Input through Calendar at SEEMiS turnaround |
| SNA | H | | | Should Not Attend | Input using Planned Pattern screen. e.g. As part of an agreed flexi-schooling request. AM sessions for PM Nursery Pupils or individual class closure. Reduces number of openings. Cannot be overridden. |
| INS | I | | | In-Service | Input through Calendar at SEEMiS turnaround |
| LAT | J | 11 | Att | Late (from the time the pupil signs in or is registered) | From the time the pupil signs in or is registered |
| LT2 | K | 21 | Auth | DO NOT USE | DO NOT USE |
| LRG | ~ | 11 | Att | Late During Registration | Arrives during registration |
| MIS | M | 10 | Att | Missing | Automatically generated by SEEMiS when anomaly in daily attendance occurs and requires further investigation i.e. any period marked as 'absent' after there has been a 'present' in an opening |

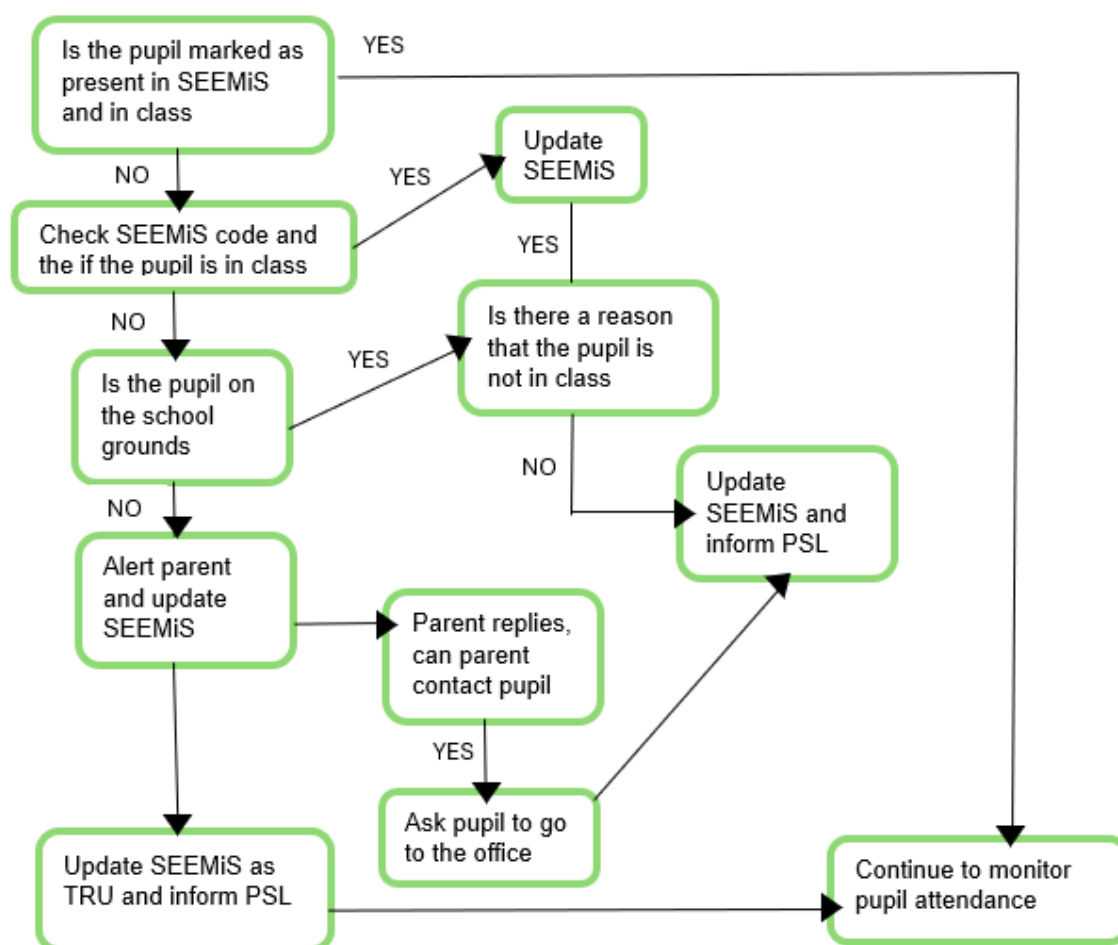
| SEEMIS | SEEMIS Short | SG | Type | Short Description | Expanded Description |
|--------|--------------|----|--------|---|---|
| OUA | N | 33 | Unauth | Other unauthorised absence | Occasional absence with parental awareness (unauthorised absence from school for any period as a result of action on the part of the parent for example a preferred trip or during a period of difficulty with the school) e.g. parent refuses to send child to school following a dispute with the school, or when parent refuses to sign a behaviour agreement following an exclusion. |
| OAT | O | 10 | Att | Other attendance out of school | Input using Planned Pattern screen: <ul style="list-style-type: none"> An approved course of study at college or another school Alternative timetable opportunities in line with Maximising Attendance guidance Outreach teaching session out with school building Used after final appeal against exclusion turned down - awaiting alternative placement |
| PER | P | 10 | Att | Medical or Dental Appointment | |
| DCA | Q | 23 | Auth | Exceptional domestic circumstances (auth) | Includes short-term caring responsibility. |
| DCU | R | 32 | Unauth | Exceptional domestic circumstances (unauth) | Ongoing caring responsibility. |
| STY | S | 10 | Att | Study Leave | |
| TBC | T | 31 | Unauth | To be Confirmed | Unexplained absence in class. Must be followed up and appropriate code used instead. |
| UNA | U | 31 | Unauth | Unexplained Absence | DO NOT USE |
| TRU | @ | 31 | Unauth | Truancy | Occasional absence without parental awareness. Unauthorised absence from school for any period as a result of action on the part of pupil. |
| FLD | V | 10 | Att | Field Trip | e.g. School camp or other agreed excursion |
| VIS | V | 10 | Att | School Visit | |
| WRK | W | 12 | Att | Work Experience | Includes volunteering |
| EXC | X | 40 | Auth | Exclusion | Used for length of exclusion. |
| EXL | Z | 2 | | Extended leave with parental consent | Extended absence for Traveller Children (maximum 6 months). Extended overseas visits to relatives (over 4 weeks). Confirmed by parent. |
| PTX | Y | 25 | Auth | Part-time Timetable | Exclusion related |
| PTH | = | 26 | Auth | Part-time Timetable (Health) | Formal part-time timetable (health related) <ul style="list-style-type: none"> Due to medical condition Where a young person or child is receiving treatment, recovering etc. at home or in hospital. <p>Note: If a student is <u>not</u> engaging in the agreed part-time timetable, then their absence should be recorded using the appropriate unauthorised absence code.</p> |

| SEEMIS | SEEMIS Short | SG | Type | Short Description | Expanded Description |
|--------|--------------|----|------|--|---|
| ATF | \$ | 10 | Att | Adapted Timetable (flexible education) | Adapted Timetable (flexible education) where the student is engaging with school led learning. Planned and arranged in collaboration with the school and the family based on the needs of the child with a view to returning to fulltime education in a supportive, phased way. It is the responsibility of the school to provide a relevant timetable for the student. Some of the reasons schools may offer an adapted timetable include:- <ul style="list-style-type: none"> poor school attendance, related to anxiety and/or emotional issues; a staged return to school after extended absence; where the pupil has experienced ongoing difficulties with accessing the mainstream school curriculum despite appropriate supports being put in place to meet their learning, social and emotional needs; where there is a likelihood of interrupted attendance where school attendance has proved difficult despite robust assessment of need and staged interventions <p>Note: If a student is <u>not</u> engaging in the agreed adapted timetable, then their absence should be recorded using the appropriate absence code.</p> |
| VHL | £ | 10 | Att | Virtual Home Learning | To be used for unplanned home learning that is not health or wellbeing related. This would be for situations when schools are open but some students cannot physically attend due to external factors (for example localised weather conditions, transport failure), but school led learning is being carried out remotely and the student is engaging. This code would not apply to short term, unplanned home learning due to a health or wellbeing issue as these instances could be recorded under the existing "Sickness with Education Provision" (SEP) code. Note: If a student is <u>not</u> engaging in the virtual learning provided then their absence should be recorded using the appropriate absence code. |
| FLX | & | 10 | Att | Flexible Learning | <ul style="list-style-type: none"> The parent wishes to nurture a particular talent, skill or interest of their child through a regular private arrangement (e.g. private tuition for the young person to represent in music or sporting events at national level). This is at the discretion of the school/authority. It is the responsibility of the parent to provide meaningful activity at home/outwith school, monitored regularly by the school. Note: use Other Authorised Absence (ABS) for occasional sporting & cultural events not arranged but approved by the school. The parent wishes to provide their child with a particular experience or set of experiences which cannot be accessed through the local authority school (e.g. an engineering project, intensive outdoor learning opportunities). This is at the discretion of the school/authority. It is the responsibility of the parent to provide meaningful activity at home, monitored regularly by the school. |

Unexplained Pupil Absence in Primary School



Secondary Attendance Monitoring Flow Chart



Staged Intervention Model for Attendance

To effectively promote and maximise attendance, schools must have in place a staged intervention model whereby universal measures are in place for all children and young people, with targeted and intensive interventions being available when there are concerns about a child or young person's school attendance.

Appendix: Staged Intervention Model

Staged Intervention to Maximise School Attendance

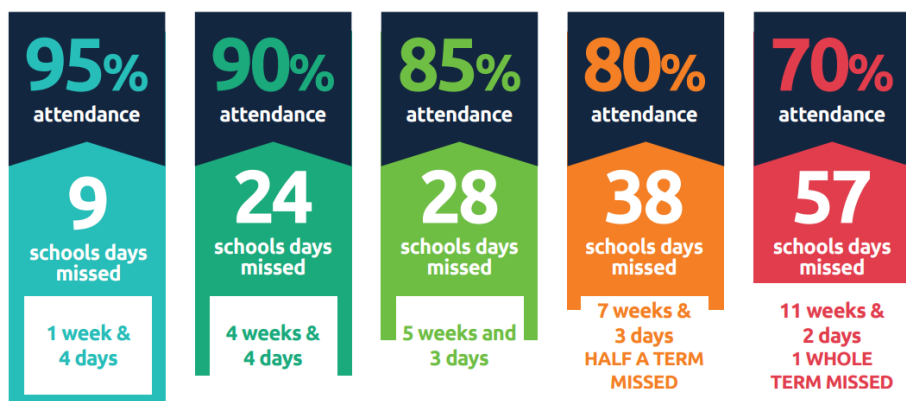
Universal measures should be in place to promote high levels of school attendance for all children and young people in line with 'Every Day Counts'.

Targeted supports should be in place to help to address patterns of non-attendance emerging, schools must act quickly to support children, young people and their families.

Intensive supports should be in place for children and young people where there are barriers to maximising attendance and or patterns of non-attendance to ensure interventions are timely, managed and impactful.

The table below sets out the reality behind the attendance percentage levels in terms of number of missed school days over the course of an academic year.

| | |
|------------------------|---|
| 100% Attendance | 0 Days Missed |
| 95% Attendance | 9 Days Absence (1 Week and 4 Days of Missed Learning) |
| 90% Attendance | 19 Days Absence (3 Weeks and 4 Days of missed Learning) 90% attendance is an indicator that there will already be a negative impact on attainment |
| 80% Attendance | 36 Days Absence (7 Weeks and 3 Days of Missed Learning) Half a term absent |
| 75% Attendance | 45 Days Absence (9 Weeks and 1 Day of Missed Learning) Almost a full term absent |
| 50% Attendance | 90 Days Absence (20 Weeks of Missed Learning) Half of the School Annual Session Absent |



Stage 1 - Universal support

Attendance between 100% and 90%

1. Communication with home:

Communication of attendance % with all families termly
Recognition on improved attendance where appropriate
2. Attendance and punctuality monitoring:

Who? e.g. Admin Team/ PSO

Stage 2

Attendance falls below 90%

(proportionate based on knowledge of the child/ young person's circumstances)

1. Communication with home:

GroupCall/ Email/ Phone call to alert parent of attendance pattern and or their child's attendance %
2. Attendance monitoring: escalated, list of all pupils between 80% and 90% attendance reviewed fortnightly to analyse patterns

Who? e.g. Admin Team/ PSO and discuss with PSL/ DHT/ Attendance Lead
3. Early Intervention/ support considered:

Who? e.g. Class Teacher/ PSA/ PSO/ PSL/ Support for Learning

Outcomes and next steps:

- Attendance improves revert to Stage 1 monitoring, recognition on improved attendance where appropriate
- Attendance continues to decline move to Stage 3 interventions

Stage 3

Attendance remains below 90%

(proportionate based on knowledge of the child/ young person's circumstances)

1. Communication with home:

Email/ Phone call to discuss concerning attendance pattern and gain an insight into the barriers facing the child, young person, or their family to attending school

2. Attendance monitoring and early interventions escalated: list of all pupils between 80% and 90% attendance reviewed at least fortnightly to analyse patterns and evaluate interventions
Who? e.g. PSO/ PSL/ DHT/ Attendance Lead

3. Classroom and school-based supports to address barriers to maximising attendance

4. Interventions logged (consider sharing appropriate information with staff)

Outcomes and next steps:

- Attendance improves revert to Stage 1 monitoring or Stage 2 interventions, recognition on improved attendance where appropriate
- Attendance continues to decline move to Stage 4 interventions

Stage 4

Attendance continues to decline between 50% and 90%

1. Communication with home:
Arrange parental meeting

Home visit if/ where appropriate
2. Attendance monitoring and targeted support to address barriers - list of all pupils between 50% and 90% attendance reviewed at least fortnightly to analyse patterns and evaluate interventions
3. Who? e.g. PSL/ DHT/ Attendance Lead

Targeted approaches:

EWS Advice and Consultation - Consult with Education Wellbeing Service.

GIRFEC framework to plan further support to address barriers and meet wellbeing needs. This may include consultation or referral to Educational Psychology Services or Additional Support for Learning Services if appropriate.

A Team Around the Child Meeting (CPM/ YPPM) is convened when all available interventions (including appropriate work around ASN, emotional wellbeing, anxiety, or school avoidance) have been explored by the school and have been unsuccessful. Reasons for absence, barriers to attendance, and supports in place or possible in the future should all be explored.

School based interventions logged within the Child's Plan and shared with staff.

Outcomes and next steps:

- Attendance improves, recognition of improved attendance, close Child/ Young Person's Plan (CPM/ YPPM) if appropriate
- Attendance continues to decline move to Stage 5 interventions

| <u>Stage 5 (a)</u> | | <u>Stage 5 (b)</u> | |
|---|---|---|---|
| Attendance continues to decline and stage 4 interventions have not resulted in an improvement in attendance | | | |
| 1. Communication with home: Initiate regular CPM/ YPPMs | <u>Targeted approaches:</u> GIRFEC framework being used to plan interventions and review effective supports and success | 1. Communication with home: CPM/ YPPMs are already being held | <u>Targeted approaches:</u> GIRFEC framework being used to plan interventions and review effective supports and success |
| 2. Close attendance monitoring and enhanced support to address barriers | CPM/ YPPM to assess further need and plan school-based interventions Attendance figure and interventions part of CPM/ YPPM used for review and target setting CPM/ YPPM to seek additional support collaborating with Team Around the Learning Community through local resources/ local services School based interventions and any other agreed information shared with staff | 2. Request for Assistance to Education Wellbeing Service 3. Close attendance monitoring and enhanced support to address barriers including accessing local resources 4. Explore additional services in the Learning Community/ the locality to support the child/ young person and their family | CPM/ YPPM to assess further need and plan school-based interventions Attendance figure and interventions part of CPM/ YPPM used for review and target setting EWS Targeted support - Education Wellbeing Officer engages with family Referral made to partners to seek additional support collaborating with Team Around the Learning Community through local resources/ local services Referral made to partners to seek additional support from locality resources School based interventions and any other agreed information shared with staff |

| | |
|--|---|
| <p>Outcomes and next steps:</p> <ul style="list-style-type: none"> • Attendance improves, recognition of improved attendance, close Child/ Young Person's Plan if appropriate • All interventions have been explored and sufficient time to affect change has been given through successive and regular CPM/ YPPMs and attendance continues to decrease, move to Stage 5(b) | <p>Outcomes and next steps:</p> <ul style="list-style-type: none"> • Attendance improves, recognition of improved attendance, close Child/ Young Person's Plan if appropriate • Referrals made to partners to seek specific external Learning Community or locality support, family engage with partners • All interventions have been explored and sufficient time to affect change has been given through successive and regular CPM/ YPPMs, Education Wellbeing Service in agreement move to Stage 6 |
|--|---|

Stage 6

All other aspects of the maximising attendance procedure are designed to avoid reaching this stage

Before deciding to refer to the Children's Reporter a complete and thorough assessment engaging with the child/ young person, parent, and partners through the GIRFEC planning framework will have taken place to ensure all support options and interventions have been exhausted

Non-attendance at school without reasonable excuse is not a standalone ground for referral to the Children's Reporter

No single agency referrals should be made to the Children's Reporter

A referral will only be made to after there has been full discussion with other agencies including Social Work and if it is assessed that the child/ young person is at risk. This will be a multi-agency joint referral which considers that the child/ young person is potentially in need of a compulsory measure of supervision

To request a children's hearing through the Children's Reporter, there must be clear evidence of:

- parental non-cooperation with the school's attempts to improve the child's attendance
- efforts made to clarify reasons for absence over a prolonged period
- parent not having demonstrated sufficient willingness to address the issue/ barriers to attendance
- supports offered and tried have not been successful
- Education Wellbeing Service consulted to review the CPM/ YPPM
- Social Work contacted (through Social Care Direct) to ensure there are no welfare concerns impacting the child's ability to attend or the family circumstances

1. Risk of harm assessed and agreement between Social Work and school to make joint referral to the Children's Reporter

Identifying and Addressing Barriers to Attendance

Some children/ young people may experience multiple factors that result in barriers which make attending school very challenging. It is important to understand the individual circumstances of children/ young people who are not managing to attend school and use the GIRFEC framework to ensure that barriers to learning and attendance are identified, and appropriate support provided. Schools will take a 'support-first' approach to help pupils and their families to address barriers to attendance.

Patterns of lateness

A pupil will be registered as TBC until they arrive and are marked present at school. As with absences, codes should be updated at the end of the day once a reason for absence/lateness has been established. A pupil who arrives late will be recorded as an attendance under the following category:

- LAT code J from the time when the pupil signs in/ is registered at school.
- If a pupil arrives after school start time but in time for the beginning of a period, they should be marked present from when they arrive and the reason for lateness should be used to code for the preceding time.

| Late to school | |
|--|--|
| e.g. pupil arrives at the beginning of period 4 because they had a dental appointment: | Period 1-3 PER (medical appointment) Period 4 Present |
| e.g. slept in and arrived during period 2 | Period 1 OUA (unauthorised) – this code impacts pupil attendance % Period 2 LAT (J) |
| Late to class | |
| e.g. pupil arrives late to class | LAT (J) |

Unauthorised Absence

There are several categories of unauthorised absence:

- occasional absence with parental awareness (unauthorised absence from school for any period as a result of action on the part of the parent for example a preferred trip or during a period of difficulty with the school or partners) OUA, code N
- occasional absence without parental awareness (unauthorised absence from school for any period as a result of action on the part of pupil) TRU, code @
- most family holidays during term time UPH, code G
- longer term absence – school related issues OUA, code N

- longer term absence – home and wider community OUA, code N
- absence relating to substance and alcohol misuse OUA, code N

Absence Request Due to Exceptional Circumstances

Schools can authorise absence when they are satisfied that there is a legitimate reason for the request. The Absence Request Due to Exceptional Circumstances form must be filled in by the parent and sent to the Headteacher. The school can authorise requests for a maximum of 10 school days beyond this authorisation must be provided by Education Wellbeing Service Team Leader.

Reasons for authorised absence can include:

- religious observance
- the period immediately after an accident or illness
- a period of serious or critical illness of a close relative
- weddings or funerals of close friends and family
- bereavement
- family recovery from exceptional domestic circumstances or trauma
- a domestic crisis which causes serious disruption to the family home, causing temporary relocation
- short term caring responsibility
- extended leave with parental consent including some young carer activities
- family holidays – in exceptional circumstances, usually related to the profession of a parent
- parental work placement abroad
- cultural or heritage trip, return to country of origin e.g. to care for relative, bereavement, family wedding
- arranged absence e.g. children in Gypsy Roma Traveller families (maximum 6 months).

For requests which are more than 10 days, the Absence Request Due to Exceptional Circumstances form must be completed and submitted to the Education Wellbeing Service Team Leader: ewsmailbox@ea.edin.sch.uk

It is important that the school and subsequently the Head Teacher/ Education Wellbeing Service Team Leader consider any unreasonable risk the request might pose to the child. These include:

- already poor attendance
- context of Child Protection or compulsory supervision – discuss with Social Work
- risk of Female Genital Mutilation (FGM) – see FGM guidance
- risk of Forced Marriage.

Once requests have been processed, all Absence Request Due to Exceptional Circumstances forms should be printed held in the child/ young person's PPR as a record.

If the absence extends beyond 12 weeks parents should be notified by the school that their child is going to be removed from the roll and given the opportunity to respond. The Head

Teacher and Education Wellbeing Service Team Leader can consider this response and advice on a decision to remove from roll.

If a pupil does not return from an authorised absence on the date recorded in SEEMiS, a Wellbeing Concern Form should be completed and CME processes should be followed.

SEEMiS Code for pre-notified request for authorised absence:

- ABS code A
- DCA code Q
- PHL code E
- EXL code Z

Extended Leave with Parental Consent – EXL code Z must only be used if agreed by the Education Wellbeing Service Team Leader.

Where no notification has been received about an upcoming absence or if the request for absence is not authorised:

- DCU code R
- UPH code G

Parent Request for Authorised Holiday:

Exceptional circumstances include where a parent's employment is of a nature where school holiday leave cannot be accommodated. Such employment may include:

- constraints to parental annual leave due to the nature of employment of one or both parents e.g. military, police armed forces, emergency services or professions where parents are required to work away from home for extended periods
- a family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement, or other traumatic events.

A family holiday classified under the authorised absence, PHL code E category should not include such reasons as:

- the availability of cheap holidays
- the availability of desired accommodation
- poor weather experienced during school holidays
- holidays which have overlap at the beginning or end of term
- parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that leave cannot be accommodated during school holidays without serious consequences).

Appendix: Absence Request due to Exceptional Circumstances form

Absence Request due to Exceptional Circumstances

School: Click or tap here to enter text.

Headteacher: Click or tap here to enter text.

To be completed by parent/ carer

Pupil's Full Name: Click or tap here to enter text.

Stage/ Class: Click or tap here to enter text.

Requested dates of absence:

From: Click or tap to enter a date.

To: Click or tap to enter a date.

Total school days: Click or tap here to enter text.

Reason for requesting absence:

Parental Work Constraints ☐

Family Cohesion (eg following bereavement) ☐

Religious Observance or Cultural Festival ☐

Bereavement ☐

Close Family Wedding ☐

Gypsy, Traveller Roma family ☐

Extended overseas educational trips not organised by the school ☐

Short-term parental placement abroad ☐

Heritage trip (family returning to its country of origin) ☐

Period immediately after an accident or illness ☐

Period of serious or critical illness of a close relative ☐

Domestic crisis which causes serious disruption to the family home, causing temporary relocation ☐

Other ☐

Description for the reasons you are requesting absence (please provide as much information as you can to inform the decision to consider your request:

Click or tap here to enter text.

To be completed by Head Teacher

Date request received: [Click or tap to enter a date.](#)

Consideration of Risks:

| | Yes | No | Comments |
|---|-----|----|----------|
| Attendance | | | |
| Previous requests | | | |
| Risk of Female Genital Mutilation (FGM) | | | |
| Risk of Forced Marriage | | | |
| Other welfare concern / Child Protection: | | | |

Grounds for Authorisation:

The school can authorise requests for a maximum of 10 school days.

Recommendation from school:

Authorise ☐ **Do not authorise** ☐

Reason(s) for decision not to authorise:

[Click or tap here to enter text.](#)

SEEMiS CODE for pre-notified request for authorised absence:

- Other Authorised Absence - ABS code A
- Exceptional Domestic Circumstances Authorised - DCA code Q
- Authorised Parental Holiday - PHL code E

Where no notification has been received about an upcoming absence or if the request for absence is not authorised:

- Exceptional Domestic Circumstances Unauthorised - DCU code R
- Unauthorised Parental Holiday - UPH code G

SEEMiS Code: [Click or tap here to enter text.](#)

Further advice requested from Education Wellbeing Service Team leader ☐

Approval from Education Wellbeing Team Leader required (request is more than 10 days) ☐

To be completed by the Education Wellbeing Service Team Leader

Date request received: Click or tap to enter a date.

Authorise ☐

SEEMiS CODE:

- Extended Leave with Parental Consent - EXL code Z

Do not authorise ☐

Reasons for decision not to authorise:

Click or tap here to enter text.

Remove from school roll ☐

All Absence Request due to Exceptional Circumstances forms should be printed and held in the child/young person's PPR.

Equality and Diverse Communities:

Some groups of children/ young people may require authorised absence because of their religious and/or cultural practices or family's lifestyle (e.g. they belong to a nomadic community (Gypsy Roma Traveller)).

Children and young people of all faiths can take authorised absence to enable them to participate in religious observance or cultural festivals.

In some cultures, family weddings or funerals are major events that may require children and young people to travel (in Scotland, the UK or overseas) or to participate in extended preparations.

Some families may choose to return to their home country for extended periods of time for a heritage visit, to maintain ties with extended family, community and cultural heritage. Some families may need to return to their home country e.g. to renew passport or other official documents / medical or other reasons.

Gypsy Roma Traveller Communities are recognised as distinct ethnic groups and are protected from racial discrimination under the Equality Act 2010. Gypsy Traveller and Roma Communities may travel as part of their tradition, because of family connections or for work commitments. These children/ young people may enrol, temporarily, in other schools as they travel (maximum 6 months). These schools should provide attendance information to be entered at the 'base school' to ensure accurate recording of attendance.

Attendance beyond Statutory School Leaving Age

School leaving arrangements are defined in terms of the Education (Scotland) Act 1980.

There are two dates: 31 May and the first day of the Christmas holiday period (or 21 December, if earlier) are the statutory summer and winter leaving dates in each year.

Summer Leaving Dates:

- A pupil whose sixteenth birthday is on or after 1 March but before 1 October can leave on 31 May.

Winter Leaving Dates:

- a pupil whose sixteenth birthday is on or after 1 October but before 1 March can leave school on the first day of the Christmas holidays (or 21 December if earlier).

Education Maintenance Allowance (EMA):

The EMA is a means tested weekly payment, paid directly to children or young people who stay on at school beyond statutory schooling education, and is designed to help overcome financial barriers which otherwise may prevent them from staying on. Education providers will be required to record attendance of EMA recipients on days when the place of learning is open to pupils.

EMA should be authorised and the periods that the young person is not in school marked accordingly:

- where the place of learning is closed on days when it would normally be open e.g. due to public holidays, extreme bad weather, polling days, in-service days
- medical or dental appointments if an appointment card or note is provided
- consideration of pupils with ASN, particularly those unable to attend school full time
- consideration of other reasons of agreed absence e.g. religious or cultural practices - Ramadan late school arrival with preapproval.

Children Missing in Education

If enquiries are unsuccessful in locating the child despite vigorous checks by the school, an email to request support should be made to the CME Coordinator from the Education Wellbeing Service by the Attendance Lead using the CME mailbox:
cmeedinburgh@edinburgh.gov.uk

The Attendance Lead will receive an email response and a link where they will provide details of the child deemed as 'missing' from education. The form is sent to the CME Coordinator for CME procedures to be actioned.

It is essential that partner services such as Police and Social Work are informed of these concerns and the on-going situation. Whilst the CME Coordinator should continue to try and trace the child in conjunction with other services, the police will be best placed to locate a missing child.

Attempts to engage with parents to encourage them to work in partnership with the school e.g. in writing/ through supports from partners/ through mediation should continue.

The pupil should remain on the school roll until traced, enrolled at another school or until CME Coordinator advises the school that they can remove the child/ young person from the school roll. A decision to remove a child/ young person from the school roll will be a multi-agency decision ensuring safeguarding measures have been considered.

To Be Confirmed; code TBC should be used then changed and backdated CME processes actioned and the pupils whereabouts confirmed.

Alternatives to School Attendance in Exceptional Circumstances

Home Education/ Flexi Schooling

If Home Education is authorised by the City of Edinburgh Council the child/ young person is entered as withdrawn from the school roll.

If the flexi-schooling request is agreed.

SEEMiS CODE:

- Flexible Learning, FLX for the periods that it has been agreed that the child or young person should not attend.

Until such time as the application is agreed any non-attendance should be recorded as an unauthorised absence.

Part-time Timetables

In exceptional circumstances it may be necessary to implement a package of support that could be achieved using a short-term measure of a part-time timetable.

Recording:

It is essential that all establishments accurately record a start and end date for the part-time timetables on SEEMiS.

The appropriate fields in SEEMiS must be completed for all pupils on a part-time timetable using the option available in Records > Edit, More Authority tab.

For timetables that are part-time as part of a phased return following an exclusion or as a short-term intervention to prevent exclusion, the code Y should be used to record the time the child is not scheduled to be in school or engaging in agreed educational opportunities.

For timetables that are part-time due to health reasons, including Emotionally Based School Avoidance, the time the child is not scheduled to be in school or engaging in agreed educational opportunities should be recorded on SEEMiS using the code =

For these periods, the child's absence will be authorised but attendance % impacted to reflect this.

For all part-time timetables there is an expectation that some educational work is being offered for completion at home or an education provision is being provided elsewhere. It will not be sufficient to simply provide pupils and their parents with homework/classwork if they do not also receive sufficient teaching to enable them to understand the material. Any arrangements, therefore, should also involve regular contact with the pupil related to the work completed at home.

When a child or young person is on a part-time timetable, the time they are engaging with their education provision is recorded as:

- Adapted Timetable, ATF

A child will be recoded as “attending” during these periods and attendance % will reflect this.

Monitoring:

There is a legal requirement to accurately record all attendance; part-time timetables must be accurately recorded in SEEMiS.

Part-time timetables should be monitored at school and local authority level on a regular basis as part of self-evaluation and to inform practice.

Part-time timetables must be reviewed using the GIRFEC framework and the Implementing Part-time Timetable Checklist within 6 weeks with the school, family, and school partners. This checklist should be sent to the Education Wellbeing Service Team Leader:
ewsmailbox@ea.edin.sch.uk

Review and Planning:

The Named Person:

- ensures the pupil's active involvement in the process of planning, reviewing, and evaluating this intervention
- liaises with the parent and school partners
- co-ordinates Child Planning Meetings using the GIRFC framework
- ensures that the aim of a gradual increase in time engaging in educational opportunities with the intent of a return to full time education remains the objective of the part-time timetable
- ensures that all relevant staff are aware of the part-time timetable and provides any updates
- is responsible for reviewing the plan (within a 6-week period)
- checks progress and evaluates outcomes
- ensures the part-time timetable is accurately recorded on SEEMiS
- ensures the Part-Time Timetable Checklist to the Education Wellbeing Service Team Leader.

Appendix: Implementing Part-time Timetables Checklist

Implementing Part-time Timetables

-

Checklist

| ACTION | ✓ | Further Information | | |
|--|---|-------------------------------------|--|--|
| Child's Planning Meeting | ✓ | Date: | | |
| School staff and partners working with the pupil have assessed that a part-time timetable is an appropriate intervention given the needs of child/ young person and this is evidenced in GIRFEC child planning documentation | | | | |
| Evidence of concerns and how a part-time timetable aims to contribute to improving outcomes are clear in the GIRFEC plan | | | | |
| The child/ young person's views (<i>within their capacity</i>) have been sought and shared through the GIRFEC plan | | | | |
| The parent is in agreement and can effectively support the part-time timetable plan and this is evidenced in the GIRFEC plan | | | | |
| The child/ young person is Care Experienced | | If the child or young person is CE: | Full consideration has been given to how the plan will maximise educational opportunities and improve outcomes | |
| There are no Child Protection concerns that increase risk | | | | |
| There is not an increased vulnerability due to the increased time the child or young person is at home or in the community | | | | |

| | | | | |
|---|--|---------------------------------------|---|--|
| The pupil has Additional Support Needs and or a disability | | If the child or young person has ASN: | Full account has been taken of Equalities in particular the need to prevent disability discrimination under the Equality Act 2010 | |
| | | | Additional Support will be maintained through the plan | |
| | | | Child or young person's capacity to travel to any alternative venues has been considered | |
| Key staff in school who will offer support identified | | | | |
| Support from Additional Support for Learning Services, Education Psychology or other school partners have been requested (as appropriate) | | | | |
| The Education Wellbeing Team alerted to the part-time timetable by sharing a copy of the Implementing Part-time Timetable Checklist: ewsmailbox@ea.edin.sch.uk | | | | |
| Start date proposed | | Date: | | |
| Copy of part-time timetable is issued to young person and family, to key staff in school identified to support and partners (as appropriate) | | | | |
| Review meeting date agreed (within 6 weeks of the part-time timetable commencing) | | Date: | | |
| Attendance: SEEMiS updated weekly with the correct codes through correspondence with the parent, key staff and partners (as appropriate) | | | | |

Alternative Timetables

An Alternative Timetable should always aim to be as close to full time as is possible.

Alternative Timetables must record attendance on SEEMiS in the following way:

When a child or young person is on an Alternative Timetable, the time they are engaging in alternative educational provision should be recorded as Other Attendance out of School OAT, code O

Primary – am/pm recording:

Use Other Attendance Out of School, OAT code O for the period of time that the child is attending provision elsewhere. For instance, if the child attends for mornings only and attends an alternative provision in the afternoon, they are marked as present for the morning and “O” for the afternoon. If the child fails to attend when required, they are assumed as absent.

Secondary – period by period recording:

Use Other Attendance Out of School, OAT code O for the periods that the young person is not expected in school and has provision elsewhere e.g. ASL group, college. For instance, in a six-period day, if a young person is expected to attend periods 1,2 and 3, then periods 4,5, and 6 will be marked as “O”. If the young person does not attend school when required, all of these periods will be recorded as an absence.

Attendance Elsewhere:

The Named Person should agree a clear mechanism with alternative educational providers such as ASL service, college, Prince's Trust to keep an accurate and up to date SEEMiS recording on a weekly basis. Partners should support the school to maintain an accurate record of attendance through regular communication.

Hosting Arrangements:

- hosting arrangements are agreed and organised between the Head Teacher of the base school and the Head Teacher of the host school
- the availability of a hosting arrangement should be known prior to discussion with parents and the child or young person
- professionals should not raise unrealistic expectations prior to a hosting arrangement being confirmed
- all arrangements must be planned for using the GIRFEC framework with the base school, parent, child or young person and agencies involved in agreement with a hosting arrangement option
- the reason for the hosting must be linked to the SHANARRI indicators
- if the parents or the child or young person are not in favour of a host arrangement then alternative options should be discussed through the GIRFEC framework
- the parents must be able and willing to support the host arrangement (including transportation, this will not be provided by education) and see this as a measure to resolve the difficulties presented/experienced by the child/ young person.

Supports for the child/ young person:

- expectations of hosted pupil and hosting school shared e.g. if attendance in the base school was of concern, set realistic expectations in host school
- a copy of their hosting timetable
- implementation of reasonable adjustments and supports related to additional support needs
- identification of the key staff in school who will offer support
- the possibility of involving the child in a department, activity, or club, asking a peer to be a buddy particularly break and the lunch time
- support from Additional Support for Learning services or other school partners as appropriate.

If the hosting arrangement is agreed:

- the Education Wellbeing Team are made aware of the hosting arrangement; ewsmailbox@ea.edin.sch.uk
- the base school will be responsible for ensuring that all necessary information is collated for transfer to the host school
- there will be an agreed period for the hosting (normally a minimum of eight weeks and maximum of sixteen weeks) only in exceptional cases will the timescale extend beyond this period
- the Named Person from the base school will liaise with the Named Person from the host school; attend key meetings and co-ordinate the sharing of information to support the young person's transition
- the GIREC framework is used to monitor the hosting arrangement, there will be regular reviews involving the parent, child, representatives from the base and host schools and any partner services that are involved
- it is the responsibility of the host school to inform the base school of the child's attendance, the hosted pupil should be put on a holding register in the host school with the attendance sent weekly to the base school
- there should be an early review involving the parent, child/young person, representative from the base school and host school and all relevant partners if a hosting shows signs of being unsuccessful before the review date
- the young person must be presented for examination through their base school.

If the hosting is successful and the parent and child agree, the child will be moved permanently onto the roll of the host school.

In the case of a hosting arrangement concluding with the child or young person returning to their base school, the base school will assume all responsibility for the child or young person regardless of the timescale within the hosting arrangement and ongoing support should be explored.

Appendix: Hostings Checklist

♦ EDINBURGH ♦

THE CITY OF EDINBURGH COUNCIL

Hosting Guidance for Schools

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Checklist

| ACTION | ✓ | Details | | | |
|--|---|--|-------------|---------------------|--------|
| There is a GIRFEC Plan for the child or young person | | | | | |
| Reason for considering a hosting: | | | | | |
| Head Teacher of the base school contacts Head Teacher of the host school | | | | | |
| Child's Planning Meeting | | Date: | | | |
| SHANARRI indicator(s) | | | | | |
| Consent to hosting agreed | | Base school | Host school | Child/ Young person | Parent |
| | | | | | |
| Start date agreed | | Date: | | | |
| Review meeting date agreed | | Date: | | | |
| Education Wellbeing Team alerted | | ewsmailbox@ea.edin.sch.uk | | | |
| The Named Person from the base school liaises with the Named Person from the host school | | | | | |
| The base school share all necessary information with host school | | | | | |

| | | |
|--|--|-------|
| Expectations of hosted pupil and hosting school shared e.g. if attendance in the base school was of concern, set realistic expectations in host school | | |
| Timetable issued | | |
| Reasonable adjustments and supports related to additional support needs considered | | |
| Key staff in school who will offer support identified | | |
| Wider opportunities or support for the hosted child/ young person e.g. the possibility of involving the child in a department, activity or club, asking a pupil to be a buddy | | |
| Support from Additional Support for Learning Service or other school partners requested (as appropriate) | | |
| Attendance: Update sent to base school at the end of each week SEEMiS updated by the base school weekly | | |
| Review meeting | | Date: |
| Outcome of the review meeting | | |