

Lockerbie Academy

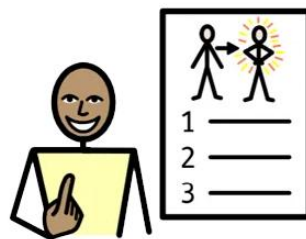


Lockerbie Academy

**Attendance Policy
October 2025**

Contents

Attendance.....	1
Why is school attendance important?.....	2
Positive Destinations.....	3
We all have a part to play	4
Roles & Responsibilities	5
What is our approach to attendance concerns	1
Working in Partnership with Parents.....	3
Supports for Pupils returning after extended absence	4
References	5
Appendix	6
Interventions available at various stages	8
General letter to be sent at the beginning of the year.....	9
Term 2/3 Letter	11
Action Plan for 2025 2026	12



UNCRC Article 29

**I have the right to an education which
develops my personality, talents and abilities.**

Attendance

Attendance is in the service of engagement with learning, which is in the service of learners' readiness for adulthood. According to Kearney et al. (2022), readiness for adulthood for all learners is the primary long-term outcome related to school attendance. Readiness includes the skills needed to be successful in one's further education (i.e., beyond compulsory education) and employment, including career and life skills. This will require changes in education with respect to pedagogical goals, such as greater focus on "a whole child/citizen approach where learning is ... competency- based... and in part focused on student well-being" . Kearney et al. argue that this kind of learning emphasises the skills needed for adult readiness, including critical thinking, problem- solving, creativity, communication, interpersonal skills, and self-management.

Promoting attendance is central to our aim in ensuring all young people are included, engaged and involved. It is our aim that all our young people have the best possible outcomes with skills and experiences for adulthood and lifelong learning. At Lockerbie Academy Compassion, Achieving, Respect and Equity are at the heart of our community. We value relationships and work together to develop resilient and thoughtful young people who are prepared for the future and ready to respond to the challenges of a rapidly changing world. We strive to remove barriers to learning while delivering an aspirational curriculum which maximises the opportunities for all. Maximum attendance at school allows young people to develop their knowledge, skills and talents for a world beyond school where they can make a positive contribution to society.

The table below demonstrates how quickly absence and late coming can build up over an academic session.

Range	Attendance Aug - July	Actual Number of School Days Missed	Approximate Number of Lessons Missed
High	95%	9	59
Medium	90%	19	125
Low	85%	28	185
Very Low	80%	38	251
Exceptionally Low	75%	47	310
Serious Concerns	70%	57	376

If a pupil has 90% attendance from P1 to S3 they have lost the equivalent of a whole year of their education.



Why is school attendance important?

Attainment.

UK Government statistics demonstrate children and young people who performed better both at the end of primary and secondary school, missed fewer days than those who did not perform as well (UK Government, 2022). Higher rates of attendance give children and young people more opportunities to learn. Attendance combined with engagement should support academic progress and potentially have an impact on educational outcomes. However, it is important to remember the relationship between attendance and attainment is not necessarily causal as there could be many underlying factors which influence both.

A Scottish study reported that school absences in secondary harm adolescents' achievement in high-stakes national exams at the end of compulsory and post-compulsory schooling (Klein et al., [2022](#)).

If we look at our own statistics from the 2025 Exam diet for level 6 we can see that we are also seeing the same pattern. This enables us to show pupils and families the actual affect on attainment compared to attendance from August to March in the same academic year.



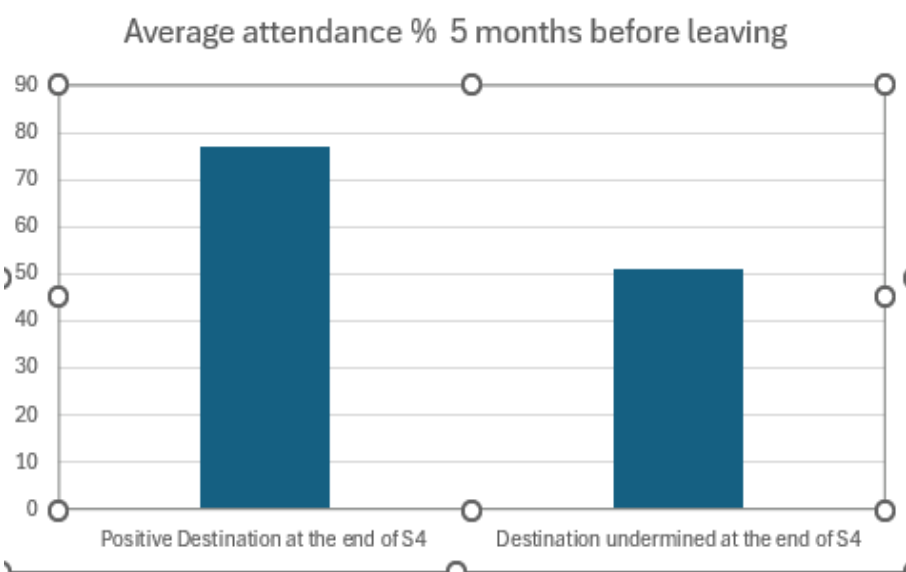
Wellbeing

The Scottish Division of Education Psychology notes that school non-attendance due to emotional factors has a cyclical impact; pupils miss school, they miss key learning and social interactions which fuel their anxiety or emotional distress making it harder and harder to return. The more school is missed, the more this is compounded with relationships breaking down and the amount of schoolwork missed, becoming perceived as insurmountable (ES, 2023c). For some children and young people, emotional distress may be obvious in their presentation at school or through significant levels of absence. For others, their presentation may be less obvious with sporadic attendance (Solihull Community Educational Psychology Service, 2020). Our own pupils echo this from their own experience even when attendance has been a challenge for various reasons.

Positive Destinations

Longitudinal studies have shown that pupil school attendance can affect their employment chances and salary at the age of 40. (Drager et al 2024)

Our data from 2025 shows that on average greater attendance is more likely to lead to a positive destination at the end of S4.

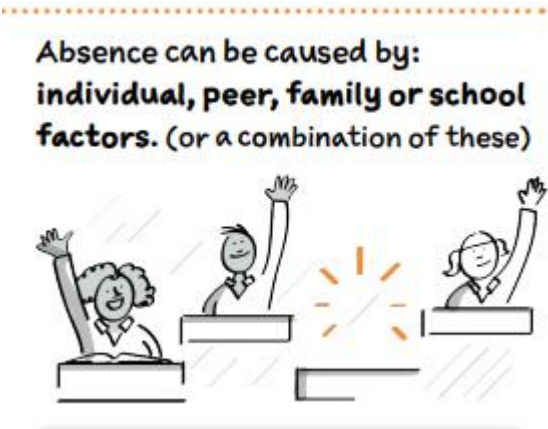


Taken from Lockerbie Academy S4 statistics 2024

We understand the challenges.

We understand that for some pupils' full attendance is really difficult. We have pupils who have chronic health conditions, difficult family circumstances and caring responsibilities.

There are pupils with neurodiversity who find the school environment challenging. There are also pupils who have got into unhelpful patterns and poor routines that need support to get back into good habits that will set them up for a lifelong positive approach to their work ethic and responsibilities.



We all have a part to play

- Every member of staff has a legal responsibility to accurately record the attendance and timekeeping of pupils.
- Full school attendance is more likely to lead to academic success.
- Academic success can open up exciting future pathways.
- Full school attendance will help develop a young person's relationships with their peers opening up opportunities to make friends and to be involved in clubs and activities.
- Full school attendance will help to develop a young person's relationship with their teachers, who they can trust to support them in reaching their full potential.
- Maximum school attendance is one of the key factors affecting a person's employability.



Roles & Responsibilities

School Policy in place to ensure we

- Accurately record attendance and follow attendance procedures – see below.
- Discuss any attendance concerns with parents/carers and seek solutions.
- Seek advice and support from partner agencies where appropriate.

Parents are asked to:

- Contact the school office via absence line by 8.30am stating their child's name, registration class and the reason for absence.
- Discuss any absence with their pastoral teacher or year head where there are concerns.
- Only permit absences for valid reasons; taking a full day for a short appointment or a birthday are **not** valid reasons.
- Discuss the important role education can play in enhancing future career pathways.

Learners are asked to:

- Arrive on time for classes ready to learn.
- Seek permission from their Pupil Support Teacher or member of Senior Leadership Team if they need to leave.
- Only take time off from school if genuinely unwell or have a valid reason.
- Speak to their Pupil Support Teacher if they require to be absent for any reason or have any concerns.

Teachers understand the importance of:

- Be present at the start of each lesson to welcome learners.
- Ensure registration is accurately recorded on Click & Go at the start of each period.
- Send a paper register to the school office if they do not have access to Click & Go.
- Update registers if a learner arrives late to class.
- Record ongoing attendance occurs through their faculty head or PTPS if tutor/PSE

Office staff ensure that they:

- Record on SEEMIS Click & Go all messages regarding pupil absences.
- Liaise with PTPS/duty staff and classroom teachers to ensure attendance is accurate where needed.
- Send text home for absences not accounted for even if occurring later in the day.
- Ensure all absences are accurately recorded and coded on Click & Go.

Faculty Heads:

- Link with staff to monitor engagement and progress of learners to ensure absence does not become a concern following a specific issue.
- Support faculty staff where the progress of a learner is being impacted by non-attendance.
- Complete overview spreadsheet

Principal Teachers Pupil Support:

- Work to build trusting relationships with learners and their families.
- Monitor attendance and address any concerns with the learners.
- Help to resolve specific issues which might be impacting on attendance.
- Review attendance data to ensure any issues are being addressed, supports are in place and information is shared with year heads.
- Ensure the Attendance Support Stages are being followed, recorded and reviewed.
- Where necessary discuss bespoke plans with learners and their parents and agree review dates to monitor impact.

SLT:

- Liaise with PTPS, to monitor attendance and support where necessary.
- Work with PTPS, to support and challenge learners and parents where non-attendance is an issue.
- DHT for Pupil support to work with PTPS with Attendance remit to discuss progress of Action Plan and review of policy.

Registration Processes**8:50am**

- At 8.45 a warning bell will sound to notify it is time for learners to make their way to classes. Teaching will commence at 8.50am.
- Anyone late for class, except if due to late bus, will be marked as late on the register by their class teacher. Late buses will be recorded by the office for follow up with Authority/bus companies.
- Messages/calls from parents to advise of absences will be recorded on Click & Go and codes assigned.
- Office staff will check absences and send a text to any families who have not contacted us about the absence.

Registration is a legal requirement. It is imperative registration is **recorded accurately every** period.

What is our approach to attendance concerns

The Attendance Spreadsheet is on the Pupil Update.

This is updated at least once a month at the end of the month. With monthly, overall attendance for the year and attendance for last year.

Stage 1

- Pupil is marked TBC.
- A text is sent by school office.
- If no response to text, follow up text at the end of the week – Pupil support team informed.
- Absence coded on Click & Go (*Appendix 1: Coding Absences*).

Stage 2

- If a pupil is absent for **3 consecutive days or a pattern of non-attendance** emerges e.g. every Wednesday, **Tutor** teacher to alert Pupil Support (for some vulnerable pupils this time might be shorter) Attendance officer may also to alert PTPS via the wellbeing concern form (see Relationship Policy)

Stage 3 At monthly attendance meeting

If attendance shows monthly attendance < 85% or overall < 75%

- Discussion at meeting with Attendance Officer to consider supports/actions. These to be recorded on the spreadsheet.

Possible Interventions

- Phone call home
- Letter Home
- Parent meeting
- Single/multi agency plan
- Referral for Home Visit
- Referral to School Nurse

Record clearly if there are health issues verified by health professional.

Stage 4 If at following meeting no improvement shown

PTCs will send letters out to senior phase pupils with attendance less than 75% or where the pupil is missing regularly from a particular faculty.

Possible Further Interventions

- RFA to Attendance Team
- Follow up letter
- Parent meeting with PTPS/DHT
- Single/multi agency plan
- Referral for Home Visit
- Referral to School Nurse
- Consider build up timetable

Stage 5 Still no improvement to the above.

Possible Interventions

- Consider Childs Plan.
- Referral to secondary inclusion
- Consider build up timetable
- Consider multiagency partners
- Consider Third sector partners
- RFA to social work to consider further interventions/ potential referral to SCRA f<https://www.scra.gov.uk/contact-us/worried-about-a-child>.

Emotionally Based School Non-attendance (EBSNA)

EBSNA / chronic or prolonged illness

In every case there will be special consideration when there is chronic or prolonged illness or EBSNA. A plan will be required.

Attendance Support Stages

If a child does not arrive for school and no contact can be made with parent, and you are concerned for the safety of the child you should ask the Attendance Officer to conduct a home visit. ***If no contact has been made after 2 weeks speak to DHT re submitting a referral for Child Missing in Education.***

Working in Partnership with Parents

Families are more likely to encourage full attendance when they feel part of the school community and where school works alongside them as equal partners. Ensuring parents are supported and involved at every stage is key to supporting positive attendance. Where a situation has escalated to the point where parents are requested to meet this will be a supportive meeting seeking a solution together to support the child.

Ensure parents understand:

- the meeting is supportive
- the actions you decide are with the overall aim to improve their child's attendance
- the next steps

Parents will be asked for their opinion.

- what do they identify as the reasons why their child's attendance is too low?
- what actions have they taken to improve their child's attendance
- why the child feels their attendance is too low – include contributing factors

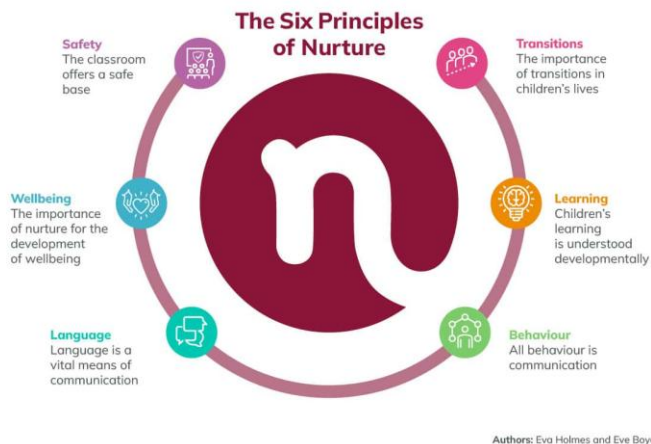
Look at the learners' school day

- it may be useful to use reintegration to explore a standard school day for the learner
- discuss what they have to do to be prepared for the school day
- make sure they have a friend they are checking in with each day
- discuss any triggers / non-school related concerns which could impact their arrival at school
- consider the use of coping mechanisms at this stage for any barriers they face
- find an activity / club activity they enjoy as a potential hook in

Final steps

- schedule a review for the child and the parent
- identify small steps to success
- give small, tangible rewards / actions for when the success criteria are met
- make sure the child knows who to speak to if things start to go wrong

Supports for Pupils returning after extended absence



Lockerbie Academy is a Nurturing School. (Nurture UK Award 2025)
The 6 Principles of Nurture will underpin all approaches to young people in supporting them to improve school attendance.

Wellbeing Hub

The wellbeing hub is a space with dedicated staff to help young people to integrate back into school after extended absence. They will be supported to discuss issues and helping to resolve difficulties with relationships with staff and classroom environment.

Build up timetable

Pupils will be encouraged through regular reviews to build their timetable up in terms of time in school and engagement in learning.

References

Drager J, Klein, M, Sousu E (2024) The long-term consequences of early school absences for educational attainment and labour market outcomes <https://doi.org/10.1002/berj.3992>

Education Scotland (2023) Improving Attendance: Understanding the Issues. <https://education.gov.scot/media/3kdenpq4/improving-attendance-understanding-the-issues-101123-pw.pdf>

Education Scotland (2023c) National Action Enquiry Programme for Educational Psychologists 2020-22 (Updated 2023). Available at: National Action Enquiry Programme for Educational Psychologists 2020-22 | Resources | National Improvement Hub

Kearney, C. A., Benoit, L., González, C., and Keppens, G. (2022) School attendance and school absenteeism: a primer for the past, present, and theory of change for the future. *Front. Educ.* 7:1044608. doi: 10.3389/educ.2022.1044608

Kearney, C. A., and Childs, J. (2022). Improving school attendance data and defining problematic and chronic school absenteeism: the next stage for educational policies and health-based practices. *Prevent. School Fail. Alternat. Educ. Child.*

Klein, M., Sosu, E. M., & Dare, S. (2022). School absenteeism and academic achievement: Does the reason for absence matter? *AERA Open*, 8, 233285842110711. <https://doi.org/10.1177/2332858421107115>

Scottish Government School attendance and Absence <https://www.gov.uk/school-attendance-absence>

Solihull Community Educational Psychology Service (2020) Emotionally-Based School Non-attendance: Guide for Professionals. Available at: Emotionally-Based School Nonattendance: Guide for Professionals (solihull.gov.uk)

UK Government (2022) The link between absence and attainment at KS2 and KS4 (2018-19). Available at: The link between absence and attainment at KS2 and KS4, Academic year 2018/19 – Explore education statistics – GOV.UK (explore-educationstatistics.service.gov.uk)

Appendix

Coded Absences

How it appears in SEEMIS	SEEMIS explanation of code	How code appears on individual attendance summary	Impact on Attendance (Reduces / Maintains)
Blank (Present)	Present (in class)	-	
LAT	Late (<i>arrives before mid-opening</i>)	J	No impact
LT2	Late (<i>arrives after mid-opening</i>)	K	Reduces
TBC	To be confirmed	T	Reduces
EXC	Exclusion	X	Reduces
UNA	Truancy or Unexplained Absence	U	Reduces
SEL	Self Certified (<i>Sickness with no educational provision</i>)	D	Reduces
PER	Medical or Dental Appointment	P	No impact
OAT	Other attendance out of school	O	No impact
OUA	Other unauthorised absence	N	Reduces
ABS	Other Authorised Absence	A	Reduces
SCH	In school but not in class	~	No impact
DCA	Exceptional domestic circumstances (authorised)	Q	Reduces
DCU	Exceptional domestic circumstances (unauthorised)	R	Reduces
UPH	Parental Holiday	G	Reduces
PHL	Authorised Parental Holiday	E	Reduces
EXL	Extended leave with parental consent	Z	No impact
SEP	Sickness with educational provision	B	No impact
VHL	Virtual Home Learning	>	No impact
WRK	Work Experience	W	No impact
FLD	Field Trip	V	No impact
VIS	School Visit	V	No impact
STY	Study Leave	S	No impact

<u>CLO</u>	Closed	C	Reduces openings
<u>MED</u>	Medically Certified	F	Reduces
<u>MIS</u>	Missing	M	Reduces openings
<u>HOL</u>	Holiday	H	Reduce openings
<u>INS</u>	In-service	I	Reduce openings
<u>SNA</u>	Should Not Attend	H	Reduce openings
<u>PTH</u>	Part Timetable (Health related)	=	Reduces
<u>PTX</u>	Part Timetable (exclusion related)	Y	Reduces

Example of Return to school review

Interventions available at various stages

1:1 with Youth Services	School Nurse referral	Referral to region nurture teacher
Parental phone call	Parental meeting	Referral to SDS
Access to wellbeing hub	PTT Appendix 2 plan	Volunteering matters
RFA to attendance officer	Referral to Secondary inclusion	Senior mentors
Home visits	Consultation with Educational Psychology	Escorting to class
Transport support	Third Sector referral	
Personalised timetables	Support from the Hive (enhanced Nurture)	

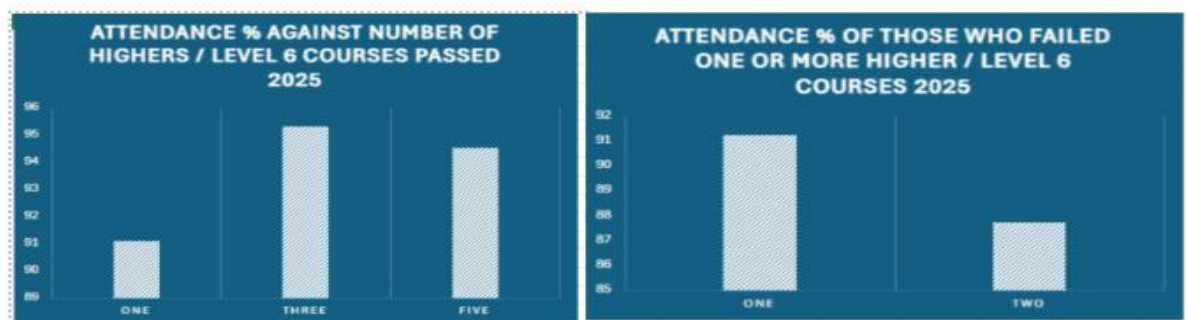
General letter to be sent at the beginning of the year

Dear Parent/Carer,

For the 2025-26 Academic year Lockerbie Academy has identified improved school attendance as a School Improvement Plan priority. This is as a result of declining levels of pupil attendance both locally and nationally since 2016. Lockerbie Academy has also seen our attendance levels dip and, although we are still above Regional and National averages, we have found that this is having a detrimental impact on the school experience for pupils. Research shows that poor attendance can have an impact on other aspects of school life including relationships, emotional wellbeing, mental health and attainment. The graphics below gives an insight into the impact of missed school. We understand that for some pupils full attendance is really difficult and we are committed to working with families to provide support where required.



The graphs below show the impact attendance has had on attainment here at Lockerbie Academy.



As a school we recognise that we all have a collective responsibility to support the attendance of our pupils. The list below shows some of the strategies we have in place to support attendance.

- Early identification from classroom teachers where attendance is having a detrimental impact on a pupil
- Regular tracking of attendance and proactive contact with pupils and parents (via phone call or letter) to support attendance
- Tracking pupil wellbeing three times per year and having conversations with pupils that raise concerns
- Aiming to provide alternative curriculum options for pupils struggling to access all mainstream classes
- Enhanced planning and coordination of support for pupils struggling with attendance
- Working closely with the Local Authority Attendance Support Service to provide targeted support where appropriate
- Termly attendance reports being sent to all parents
-

Reporting Absence

If your child is going to be absent it is important that we know. Please inform us by Contacting Absence Line before 08.30.

We hope that this provides you with some information about the importance of pupils attending school as much as they can. We understand that personal circumstances can result in poor attendance or regular late coming for your child and are sympathetic to this. If this is the case, please don't hesitate to contact us so we can work together with you in the best interest of your child.

Kind Regards

Term 2/3 Letter

8th January

Dear Parent/Carer

<Known_As> <Surname> <Reg._Class>

Please find below information regarding <Known_As>'s attendance for last term.

Attendance for October to December term

<Attendance_Percentage_for_Range> %

Overall Attendance rate

< Attendance_Percentage_for_Year> %

Traffic Light	Percentage	Comment
Gold	95% and above	Meeting school attendance target. Local and National evidence shows that attendance in this range impacts positively on attainment and wellbeing.
Green	90-95%	Local and National evidence shows that continued attendance in this range begins to impact the attainment and wellbeing of pupils.
Amber	80-90%	Local and National evidence shows that continued attendance in this range can result in a drop in attainment and wellbeing for pupils.
Red	Below 80%	Attendance below 80% is a concern. Persistent, unexplained attendance at this level will require targeted support.

Parents/Carers, pupils and staff play a key role in supporting excellent attendance and punctuality. We understand there may be circumstances where it is not possible for pupils to attend school due to sickness or personal/family circumstances.

Thank you to all parents and carers who regularly update the school regarding absence. If your child is going to be absent, we would appreciate if you could contact the School Absence Line.

We look forward to your support in highlighting the importance of attending school to your child. If you would like further information or support regarding your child's attendance, please contact the relevant member of the Pupil Support team.

Yours sincerely

The Pupil Support Team

Action Plan for 2025 2026

What will we do	By when	Outcome / how will we know?
Gather views of Parents/ Pupils/Partners	End of October 2025	Publish results of survey
Set up new spreadsheet for attendance tracking	End of September 2025	Completed and up on the pupil Update
Interventions groups set up /1:1	November 2025	These will be set up and we will start to record results and impact
School attendance policy written	Draft by end of September 2025 Rolled out and published latest mid November 2025	Draft completed for circulation
Send out termly generic information letter to parents	First one by 29 th September 2025	Letters to be sent out.
Review style and content of standard intervention letters sent to parents	Ready to be sent out by end of October 2025	Letters completed and sent out.
Spreadsheet for PTCs to record attendance concerns	Starting to use in September 2025 Agree follow up strategies End of September 2025	Measure the changes in attendance following interventions
Complete Parent and Pupil friendly version of the policy - with Pupil focus group and Parent Carer Council	November 2025	Completed and launched in assembly and uploaded on teams/ website.

Letter to be sent by PTCs to senior phase pupils.

[School Logo]

[Your Name/School Name] [Your Address] [Date]

Dear Parent/Carer of [Child's Name]

Subject: Concerns regarding [Child's Name]'s attendance in [Subject(s)]

I am writing to you today with concern regarding [Child's Name]'s recent attendance in [Subject(s)].

Research has shown that frequent absence impacts their learning and likelihood of passing their course. Please note that their absence can also negatively impact the work of other pupils in some subjects and their capacity to complete SQA assessed folio and coursework which goes toward their final grade.

We understand that young people are sometimes too unwell to attend school, and we appreciate you keeping us informed when this is the case. However, we want to highlight that the NHS guidance, "Is my child too ill for school?", suggests that children with minor illnesses like a cough or cold without a temperature are often well enough to attend, as explained in this NHS resource.

[Name] has now missed a significant amount of classwork in [subject(s)] and should ensure to speak to their subject class teacher as soon as possible to find out how they can catch up. Please discuss next steps with your child moving forward.

We want to support [Child's Name] and work together with you to ensure they receive the best possible education. If there are any specific reasons preventing your child's regular attendance, or if you would like to discuss this matter further, please do not hesitate to contact me on [Phone Number] or [Email Address].

We look forward to seeing an immediate and sustained improvement in [Child's Name]'s attendance in [subjects].

Yours sincerely,

[Your Name] [Your Title]