



Our Approach To Attendance

Learning Today Ready For Tomorrow

At Lockerbie Academy, we believe that **regular school attendance supports learning, wellbeing and future success.**

Being in school helps young people to:

- Develop knowledge and skills
- Build confidence and independence
- Form positive relationships
- Prepare for further education, training and employment

Attendance is not only about being present – it is about **feeling included, supported and ready to learn.** We work with families to help every young person attend as well as they can.

Our Values

These values guide all of our work. We are committed to creating a caring, respectful and inclusive environment where young people feel valued and supported to reach their potential.

Values

Compassion
Achieve
Respect
Equity

Vision



Aims

Together we are;
Ready
Respectful
& Safe

1 Why Good Attendance Matters?



Learning & Achievement

- Regular attendance gives pupils more opportunities to learn and make progress.
- Research shows that pupils with higher attendance are more likely to achieve better outcomes.
- **90% attendance from P1 to S3 is equivalent to missing a full year of education.**



Wellbeing & Belonging

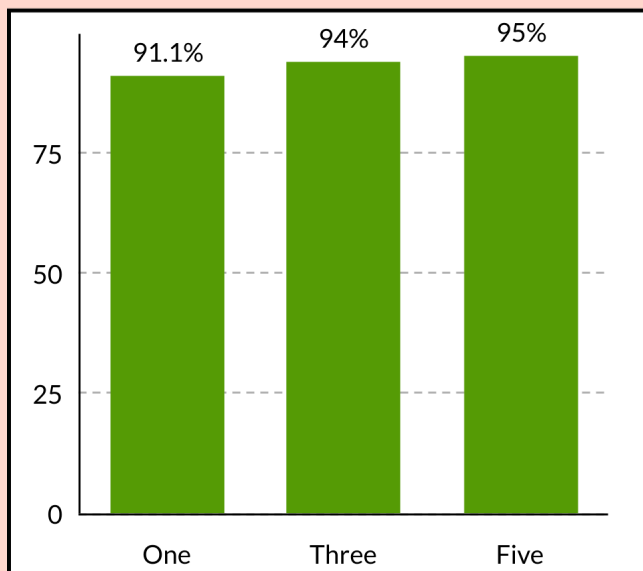
- School provides routines, friendships and a sense of belonging.
- Missing school can increase anxiety and make returning more difficult.
- Regular attendance supports emotional wellbeing and positive relationships with peers and staff.



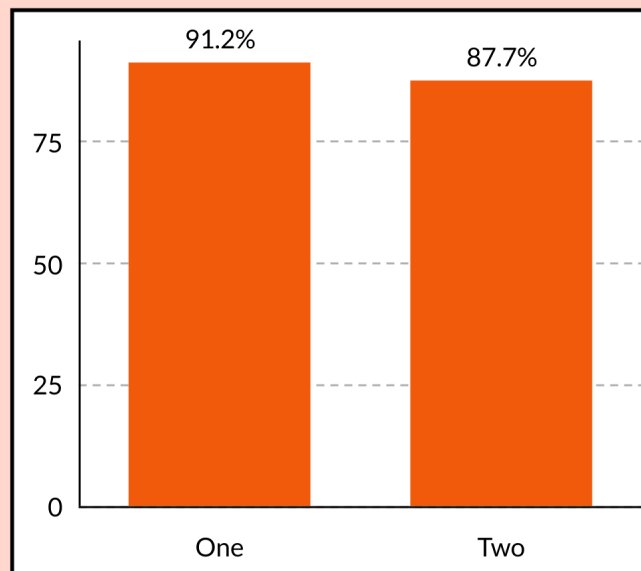
Future Opportunities

- Attendance can influence future pathways, including employment and training.
- Our school data shows that higher attendance increases the likelihood of a **positive destination at the end of S4.**

If we were in any doubt about how attendance affects attainment.
The Lockerbie Academy 2025 exam results for level 6 show a clear correlation.



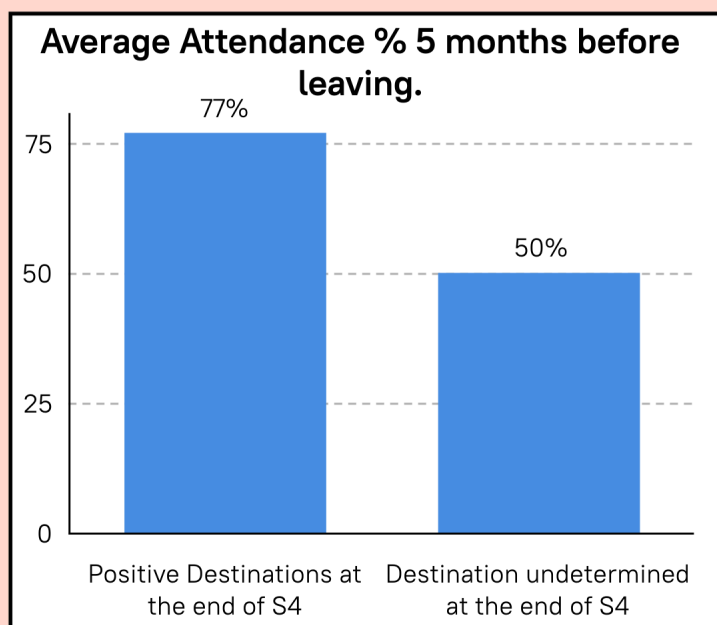
Attendance % Against Number Of Higher/Level 6 Courses Passed 2025.



Attendance % Of Those Who Failed One Or More Higher/Level 6 Courses 2025.

2 Positive Destinations

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 2025.

3 Attendance Data

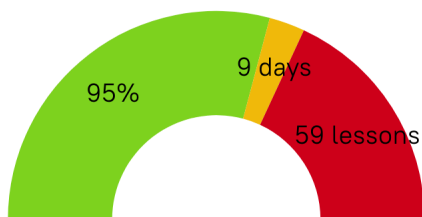
Attendance (August - July)



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

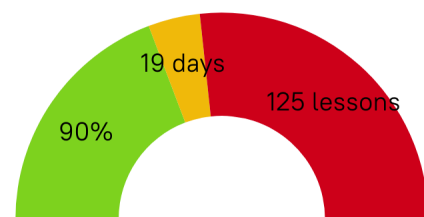
If a pupil has 90% attendance from Primary 1 to S3 they have lost the equivalent of a whole year of their education.

Attendance 95% + (High)



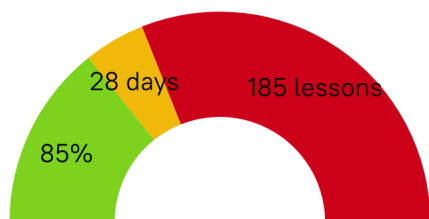
- Attendance Aug-July (58.28%)
- Actual Number of School Day Missed (5.52%)
- Approximate Number of Lessons Missed (36.2%)

Attendance 90% (Medium)



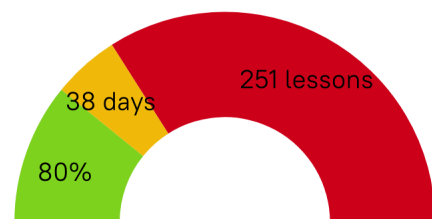
- Attendance Aug-July (38.46%)
- Actual Number of School Day Missed (8.12%)
- Approximate Number of Lessons Missed (53.42%)

Attendance 85% (Low)



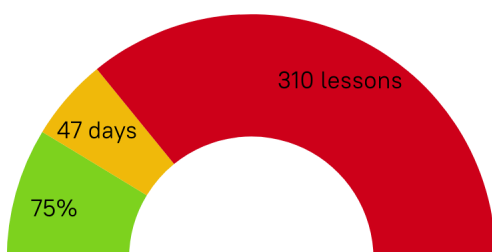
- Attendance Aug-July (28.52%)
- Actual Number of School Day Missed (9.4%)
- Approximate Number of Lessons Missed (62.08%)

Attendance 80% (Very Low)



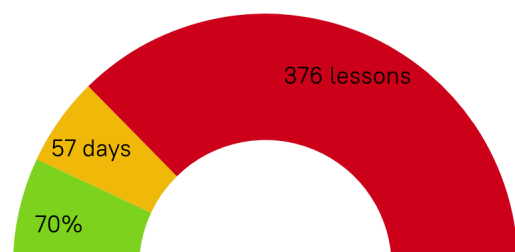
- Attendance Aug-July (21.68%)
- Actual Number of School Day Missed (10.3%)
- Approximate Number of Lessons Missed (68.02%)

Attendance 75% (Exceptionally Low)



- Attendance Aug-July (17.36%)
- Actual Number of School Day Missed (10.88%)
- Approximate Number of Lessons Missed (71.76%)

Attendance 70% (Serious Concerns)



- Attendance Aug-July (13.92%)
- Actual Number of School Day Missed (11.33%)
- Approximate Number of Lessons Missed (74.75%)

4 Understanding Attendance Challenges

We recognise that some pupils face challenges which can affect attendance, including:

- Long-term or chronic health conditions
- Emotional or mental health difficulties
- Neurodiversity or sensory needs
- Family circumstances or caring responsibilities
- Difficult routines or habits

Each situation is unique.

Our approach is **supportive, flexible and focused on understanding individual needs.**

**Absence can be caused by:
individual, peer, family or school
factors. (or a combination of these)**



Pupils

We encourage pupils to:

- Arrive on time, ready to learn
- Attend school unless genuinely unwell or there is a valid reason
- Speak to a trusted adult if they are worried about attending

Parents/Carers

We ask parents and carers to:

- Contact the school office by **8.30am** if their child is absent
- Provide their child's name, class and reason for absence
- Speak with pastoral staff if attendance becomes a concern
- Only keep children off school for genuine reasons
- Encourage positive attitudes towards learning and future goals

Staff

We ensure:

- Attendance is recorded accurately every day
- Attendance patterns are monitored regularly
- Support is offered early to prevent concerns from escalating



Daily Attendance Routine

8.45am– Warning bell

8.50am– Learning begins

- Parents should phone the absence line if their child will not be attending.
- If no contact is received, the school will send a text to check on the absence.

Registration is a **legal requirement** and helps us ensure pupil safety.

Emotionally Based School Non-Attendance (EBSNA)

Some pupils experience anxiety or emotional distress linked to attending school.

In these situations:

- Each case is considered individually
- Expectations are flexible and realistic
- Personalised plans are created to support attendance and wellbeing

Wellbeing Hub

- A calm, supportive space with dedicated staff
- Helps pupils reintegrate following absence
- Supports emotional wellbeing and confidence

Working in Partnership with Parents/Carers

Attendance improves when families feel listened to and supported.

When meeting with parents, we will:

- Listen to parent and pupil views
- Explore barriers together
- Agree small, realistic next steps
- Celebrate progress
- Set review dates

Parents are encouraged to share what they feel affects their child's attendance and what support is most helpful.

When Attendance Becomes A Concern

We use a **staged, supportive approach** to address attendance concerns.

Early Support

- Text message sent if an absence is unexplained
- Attendance patterns monitored

Increased Support

- Contact from Pupil Support staff
- Discussion with families to understand barriers
- Agreed supports and achievable targets

Further Support (if needed)

- Meetings involving parents, pupils and senior staff
 - Attendance or Child's Plan where appropriate
 - Support from partner agencies if required
- All discussions are **supportive and solution-focused**, with the wellbeing of the young person at the centre.

Support After Extended Absence Nurturing School Approach

Lockerbie Academy is a **Nurturing School**, guided by the **Six Principles of Nurture**.



Gradual Return to School

- Some pupils may follow a build-up timetable
- Time in school increases gradually
- Progress is reviewed regularly and adjusted as needed

Our Commitment

We are committed to helping every young person:

- Feel safe, supported and included
- Attend school as regularly as possible
- Build positive relationships
- Be prepared for adulthood and lifelong learning

If you have concerns about your child's attendance, please contact us early. We are here to help.