

# St John's RC Primary

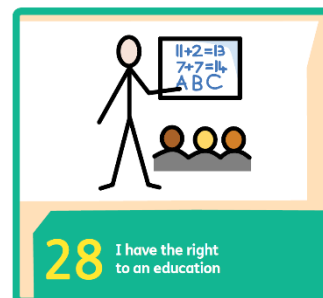
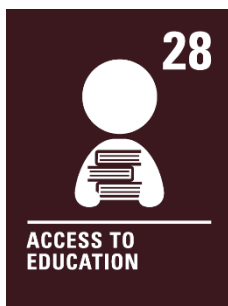


## School Attendance Framework

Updated January 2025

Article 28 of The United Nations Convention on the Rights of the Child states:

*“Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible.”*



Holy Rood Learning Community



Holy Rood RC High School



St Catherine's RC Primary School



St Francis' RC Primary School



St John Vianney RC Primary School



St John's RC Primary School



St Mary's (Leith) RC Primary School



St Ninian's RC Primary School

# Our School Vision, Values and Aims

## Our School Aims

We aim to provide a high-quality learning environment for all our pupils, a place where staff will nurture and inspire, providing each child with opportunities to flourish and grow. A school where all pupils are provided with tools to be ready, respectful and safe. It is equally important that they are resilient, happy and confident – with the necessary skills for life and learning.

Our inclusive Catholic ethos permeates all aspects of school life, we aim to help pupils reach their spiritual and moral educational potential alongside their physical and mental.

Our school family of staff, parents, carers all contribute towards this positive ethos and we welcome working alongside parents/carers as partners for the benefit of all.

## Our Policy in Context

This policy does not stand alone and is written in conjunction with the following key guidance and policy documents from both a local and national perspective:

*Edinburgh Learns Maximising Attendance Policy and Procedures documents – City of Edinburgh Council (2024)*

*Included, Engaged and Involved Part 1: Promoting and Managing School Attendance – Scottish Government (2019)*

*Getting it Right for Every Child (GIRFEC) – The Scottish Government (2013)*

*National Guidance for Child Protection in Scotland (2021)*

*Edinburgh and The Lothians Multi-Agency Child Protection Procedures (2023)*

*St John's Positive Relationships Policy (2023)*

*St John's RC Preventing and Responding to Bullying and Prejudice Amongst Children Policy (2024)*

## Overview

At St John's we recognise the strong link between high levels of attendance at school and positive outcomes for children. This includes outcomes in terms of attainment and achievement, health and wellbeing, and social, emotional and behavioural development. The purpose of this procedure is to promote high levels of attendance and set out the process that will be followed when there is non-attendance. Staff at St John's seek to inspire every child with a passion for learning which will demonstrate to them that their presence in school is important and that they are missed when they are absent or late. We aim to have all children attend school for 25 hours per week, and for all children to have attendance of 95% or above by the end of the school year. We will take appropriate and proportionate action, when necessary, in order to promote school attendance.

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At St John's we know that every day counts in a child's education and we all strive to support our children to, where possible, attend our school on time, every day. All adults in our school have a role to play in promoting, managing and supporting school attendance. Here is how we all have a role to play:

Our Role(s)	Our Responsibility
All Our Staff	<p>Reinforce importance of coming to school and being on time.            Notice if pupils are absent, missing activities or late.            Praise good attendance, particularly of those who we know do not always attend or may often be late in.            Never ask a child publicly why they have not been in school or why they are late.            There may be a reason for this that the child would feel embarrassed or singled out in saying.            Never make any comment to the child that attendance and late-coming is 'their fault'.</p>
Our School Admin / Our Office Staff	<p>Warmly welcome our pupils when arriving late, and sympathetically ask for a reason, if appropriate to see if any support is needed.            Inform school management of absence information.            Communicate with families to confirm the whereabouts of pupils as part of completion of the daily registration processes.            Update SEEMIS with Medical / Absence information.            Liaising with parents/carers and school management regarding completion of Absence Request forms (see Appendix 1 below) and store in pupil's PPR. Send Absence Request forms to Education Wellbeing Service Team Leader for requests of more than 10 school days.            Follow up phone calls/texts/emails to identified parents/carers and update registers as required.            Inform class-based staff about pupil absences as required.</p>
Our Teachers and Class Based Staff (including Breakfast Club)	<p>Record pupil absence and late-coming accurately on registers by 9.15am each morning and after lunch by 1.15pm.            Keep learner voice centre of learning and ensure pupils have the opportunity to talk privately if they wish to.            Discuss attendance with parents and carers, where appropriate, in relation to progress in learning.            Inform school management of any patterns of attendance or late-coming, especially if this is new or out of character.            Share the attendance data for any child under 95% at parental consultations or as part of summative reports.</p>
Our Head Teacher / School Senior Management	<p>Share the importance of good attendance regularly with parents/carers in school newsletters, school website, social media and parental events.            Meet with Education Wellbeing Service as required to discuss pupil attendance concerns and actions and supports that may be required.            Constructively inform, communicate and discuss with families about the reasons for absence or late-coming and how the school and partner agencies may be able to help them.            Send letters to families below 90% attendance or persistent late coming.</p>
Our Facilities Manager	<p>Inform school management about any children they may see in the local area during school time.            Warmly welcome our pupils when arriving late.</p>
Our School Partners (including school counsellor)	<p>Offer support and 1-1 counselling for pupils and families who may be struggling with issues in and out of school that would or could contribute to a pattern of sporadic attendance or late-coming.            Work closely with school management and engage as part of any supports that need to be put in place.</p>
Our Local Active Schools Coordinator	<p>Ensure learner voice is at the heart of activities, particularly to support those with poorer attendance.            Celebrate the successes and the ability to overcome challenges in activities.            Offer free out of school activities to pupils to encourage peer relationships and confidence in being in a school setting.</p>



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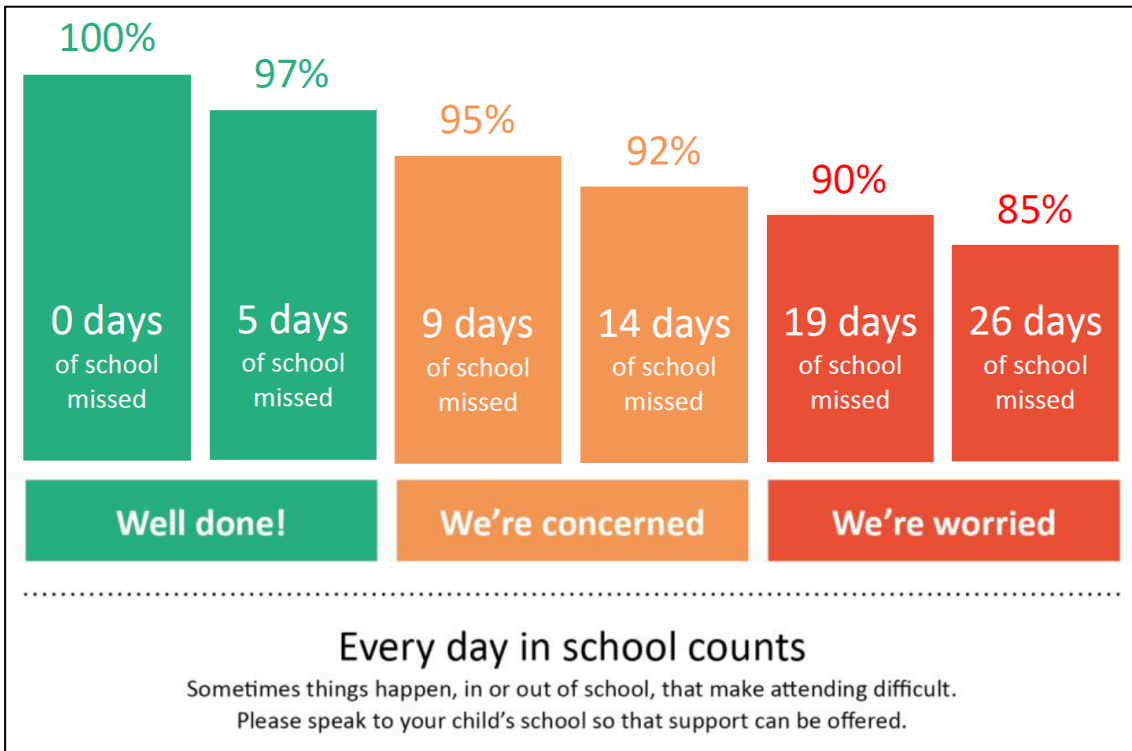
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### School Responsibilities

- Maintain attendance records for all children enrolled at the school, and for these records to be of sufficient accuracy and detail to enable the publication of data required by SEED (Scottish Educational Establishment Database) and for legal action to be taken where necessary.
- Monitor the attendance of all children enrolled at the school and working collaboratively through the GIRFEC (Getting it Right for Every Child) framework with parents/carers, the EWS (Education Wellbeing Service) and other agencies to improve attendance and prevent patterns of non-attendance from developing.
- Give a high priority to punctuality and attendance.
- Develop procedures that enable our school to identify, follow up and record authorised and unauthorised absence, and patterns of absence with fortnightly monitoring and intervention.
- Consistently record absence within the guidance of City of Edinburgh Council procedures.
- Develop a range of strategies to follow up intermittent and long-term absenteeism and promote good attendance.
- Encourage supportive and constructive communication between home and school.
- Support children with why they are experiencing difficulty in attending school; offer a tailored or bespoke curriculum that focuses on their interests and needs.
- Through the school's Preventing and Responding to Bullying and Prejudice Amongst Children Policy, promote an ethos of inclusion and equality where diversity is celebrated and embraced and children feel comfortable to attend school.
- Work with colleagues in the Holy Rood Learning Community to issue termly communications about school attendance and adopt a collegiate approach to improving attendance.

### Parent/Carer Responsibilities

- To keep their child's absences to a minimum.
- To offer a reason for any planned period of absence before the absence through the completion of an 'Absence Request due to Exceptional Circumstances' form.
- To offer a reason for any unexpected absence via phone call / email / text to the school office.
- To ensure that their child arrives on time, properly dressed, with the right equipment.
- A reason should be offered for any lateness and appropriate and proportionate support accepted when this is an issue.
- To work closely with the school and other agencies that may be involved to resolve any issues that may impede a child's attendance.

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Holy Rood RC High School



St Catherine's RC Primary School



St Francis' RC Primary School



St John Vianney RC Primary School



St John's RC Primary School



St Mary's (Leith) RC Primary School



St Ninian's RC Primary School

- To keep the school updated should contact numbers or address details change.

### Late Arrival to School

- School starts at 08.50.
- Lateness is classed as any child arriving after the playground gates are closed at 08.50.
- All children arriving after 08.50 must report to the school office. Any child arriving after 9am through the school office will be marked as late arrival to school.
- Any child arriving after the school register is fully recorded on SEEMIS will receive an annotation of them being late for school.
- Lateness is monitored on a fortnightly basis and letters are sent home to the parents/carers.
- If lateness is persistent and impacts attendance, then the school will seek to meet or speak with parents/carers to discuss concerns; cases of persistent lateness may result in a referral to the Education Wellbeing Service.

### EVERY MINUTE COUNTS



### Staged Intervention to Maximise School Attendance

In line with CEC's Maximising Attendance Policy and Procedures, we follow a staged intervention approach to maximise school attendance (see Appendix 2) with:

- Universal measures** put be in place to promote high levels of school attendance for all children and young people in line with 'Every Day Counts'. For example: learning community termly communications, termly attendance reports, fortnightly monitoring and follow-up communications if attendance falls below 90%.
- Targeted supports** put be in place to help to address patterns of non-attendance emerging, schools must act quickly to support children, young people and their families. For example: fortnightly monitoring of attendance below 90% to review patterns, communication with families as appropriate through letter/email/phone call, school staff support families to reduce barriers to attendance where relevant.
- Intensive supports** put 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. For example: arrange Child Planning Meeting with parents/carers, school staff and other professionals as required; engage with Education Wellbeing Service for consultation and advice; consideration of additional referrals (e.g. Educational Psychology or Additional Support for Learning Service).

### Monitoring and Evaluation

The school deals with daily absences and SEEMIS absence recording using the flowchart in Appendix 3 below.

The Local Authority publishes monthly attendance overviews for all its schools. This provides a guide to where a school is on a citywide basis and documents any improvements they have made.



From SEEMIS, the school draws a fortnightly report, which is compiled to focus on Attendance below 85%, late-coming and Friday absences. Communications are then issued to the families of those children who have been identified and a record of these is added to pastoral notes and any parental responses are kept.

As a school, we realise that there are other patterns and modes of school attendance that may need to be put in place or requested by families that are acceptable by law. These can be discussed between school and families using the GIRFEC structures and suitable arrangements made. The school or external agencies can advise families on their rights in these areas and support them accordingly. The school can also seek advice from our own Local Authority and external agencies, where required to.

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Holy Rood RC High School



St Catherine's RC Primary School



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# St John's RC Attendance Procedures

## Daily

1. Teachers complete online registration using SEEMIS and paper copy.
2. Teachers take register and record all absences on both registers by 9.15am. TBC entered unless reason is known or extended absence.
3. Office staff record children arriving through front office. Children arriving after 8.50am be marked as 'J' (late).
4. Office staff to check messages left on absence line and update codes on SEEMIS. **Send text message by 9.30am** via Groupcall to 'All Parental Contacts' of any pupils with unknown reasons for absence: "... is absent from school today (\$date\$). Please reply to this message urgently to confirm the reason why, or phone school on 0131 669 1363. Thank you".
5. Office staff continue to update codes on SEEMIS once explanations of absences are received.
6. **Vulnerable children / child protection concerns** – office staff to phone families of vulnerable children or where there are child protection concerns if no response from text by 10.00am. If unsure, check with school management. If no response to phone call, phone emergency contacts listed on SEEMIS. If still no response, inform school management immediately.
7. Office staff to phone families of non-vulnerable children as soon as possible if no response from text by 10.30am at the latest. If no response to phone call, phone emergency contacts listed on SEEMIS. If still no response, inform school management immediately.
8. School management to notify:
  - a. social work of any unexplained absences regarding pupils known to them.
  - b. social care direct of any unexplained absences that constitute a wellbeing concern.
9. Teachers take register after lunch and record on SEEMIS. Office will send out follow up TBC text to any outstanding unknown absences. Any unexpected absences should be immediately reported to the office and school management.

## Weekly

1. Office staff to ensure all codes are correctly updated on SEEMIS. No 'T' codes to remain on SEEMIS.
2. Office staff to print out 1 copy of class registers for upcoming week.
3. Teachers to ensure all codes are correctly recorded on SEEMIS and white register. Teachers to send white registers to office before the end of school on Friday.

## Fortnightly

1. Attendance lead to monitor attendance patterns for children under 90% and update attendance tracker. Confirm attendance reasons with office staff as required. Contact parents/carers by phone call as required.

## Monthly

1. CEC to email pupil attendance statistics for pupils whose attendance is below 85% to HT, to pass on to attendance lead.
2. Office staff and teachers, where possible, to monitor pupil lateness and inform school management where there is a pattern of lateness.
3. Attendance lead to monitor attendance statistics and:
  - a. Discuss concerns with parent/carer and HT at earliest opportunity, if required.
  - b. Send formal letter home informing family of pupil's attendance statistics, importance of school attendance and offer of support to increase attendance. Follow-up with phone call to discuss support if required.
  - c. Continue to follow CEC's staged intervention process (see Appendix 2 below).

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Holy Rood RC High School



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St John Vianney RC Primary School



St John's RC Primary School



St Mary's (Leith) RC Primary School



St Ninian's RC Primary School

4. School management to monitor care experienced pupil attendance statistics and update allocated social worker as required.

### Termly

1. Send out Holy Rood Learning Community attendance letters with different focus:
  - Term 1 – Every Day Counts
  - Term 2 – Friday absences
  - Term 3 – Lateness
  - Term 4 – Term time holidays
2. Send out printed attendance reports in line with Parental Consultations and end of session summative report.

As required: complete a wellbeing concern form and consult with Education Wellbeing Service if a child has not return from an authorised absence request or where the maximum of 12 weeks absence has been exceeded.

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St Catherine's RC  
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## Appendix 1 – Absence Request due to Exceptional Circumstances

**School:**

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

### To be completed by parent/ carer

**Pupil's Full Name:**

**Stage/ Class:**

**Requested dates of absence:**

**Total school days of absence:**

**Reason for requesting absence:**

Parental Work Constraints

Family Cohesion (eg following bereavement)

Religious Observance

Bereavement

Close Family Wedding

Gypsy, Roma Traveller family

Extended overseas educational trips not organised by the school

Short-term parental placement abroad

Family returning to its country of origin (to care for relative, or for heritage trip)

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:**



Holy Rood RC High School



St Catherine's RC Primary School



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St Ninian's RC Primary School

## To be completed by Head Teacher

Date request received:

### Consideration of Risks:

	Yes	No	Comments
Attendance			
Previous requests			
Female Genital Mutilation			
Forced Marriage			
Other welfare / CP:			

### 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:

SEEMIS CODE for pre-notified request for authorised absence (tick if relevant):

- 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 (tick if relevant):

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

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:

Remove from school roll

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## Appendix 2 – Staged Intervention to Maximise School Attendance



### 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%

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Communication with home:<br/>Arrange parental meeting<br/>Home visit if/ where appropriate</li> <li>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<br/>Who? e.g. PSL/ DHT/ Attendance Lead</li> </ol> | <p><b>Targeted approaches:</b><br/>EWS Advice and Consultation - Consult with Education Wellbeing Service.</p> <p>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.</p> <p><i>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</i></p> |
|---|--|

	<p><i>absence, barriers to attendance, and supports in place or possible in the future should all be explored.</i></p> <p>School based interventions logged within the Child's Plan and shared with staff.</p>
<p><b>Outcomes and next steps:</b></p> <ul style="list-style-type: none"> <li>Attendance improves, recognition of improved attendance, close Child/ Young Person's Plan (CPM/ YPPM) if appropriate</li> <li>Attendance continues to decline move to Stage 5 interventions</li> </ul>	

<b>Stage 5 (a)</b>		<b>Stage 5 (b)</b>	
<p><b>Attendance continues to decline and stage 4 interventions have not resulted in an improvement in attendance</b></p>			
<p>1. Communication with home: Initiate regular CPM/ YPPMs</p> <p>2. Close attendance monitoring and enhanced support to address barriers</p>	<p><u>Targeted approaches:</u></p> <p>GIRFEC framework being used to plan interventions and review effective supports and success</p> <p>CPM/ YPPM to assess further need and plan school-based interventions</p> <p>Attendance figure and interventions part of CPM/ YPPM used for review and target setting</p> <p>CPM/ YPPM to seek additional support collaborating with Team Around the Learning Community through local resources/ local services</p> <p>School based interventions and any other agreed information shared with staff</p>	<p>1. Communication with home: CPM/ YPPMs are already being held</p> <p>2. Request for Assistance to Education Wellbeing Service</p> <p>3. Close attendance monitoring and enhanced support to address barriers including accessing local resources</p> <p>4. Explore additional services in the Learning Community/ the locality to support the child/ young person and their family</p>	<p><u>Targeted approaches:</u></p> <p>GIRFEC framework being used to plan interventions and review effective supports and success</p> <p>CPM/ YPPM to assess further need and plan school-based interventions</p> <p>Attendance figure and interventions part of CPM/ YPPM used for review and target setting</p> <p>EWS Targeted support - Education Wellbeing Officer engages with family</p> <p>Referral made to partners to seek additional support collaborating with Team Around the Learning Community through local resources/ local services</p> <p>Referral made to partners to seek additional support from locality resources</p> <p>School based interventions and any other agreed information shared with staff</p>
<p><b>Outcomes and next steps:</b></p> <ul style="list-style-type: none"> <li>Attendance improves, recognition of improved attendance, close Child/ Young Person's Plan if appropriate</li> <li>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)</li> </ul>		<p><b>Outcomes and next steps:</b></p> <ul style="list-style-type: none"> <li>Attendance improves, recognition of improved attendance, close Child/ Young Person's Plan if appropriate</li> <li>Referrals made to partners to seek specific external Learning Community or locality support, family engage with partners</li> <li>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, Education Wellbeing Service in agreement move to Stage 6</li> </ul>	

<p><b>Stage 6</b></p> <p>All other aspects of the maximising attendance procedure are designed to avoid reaching this stage</p> <p>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</p>
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**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

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

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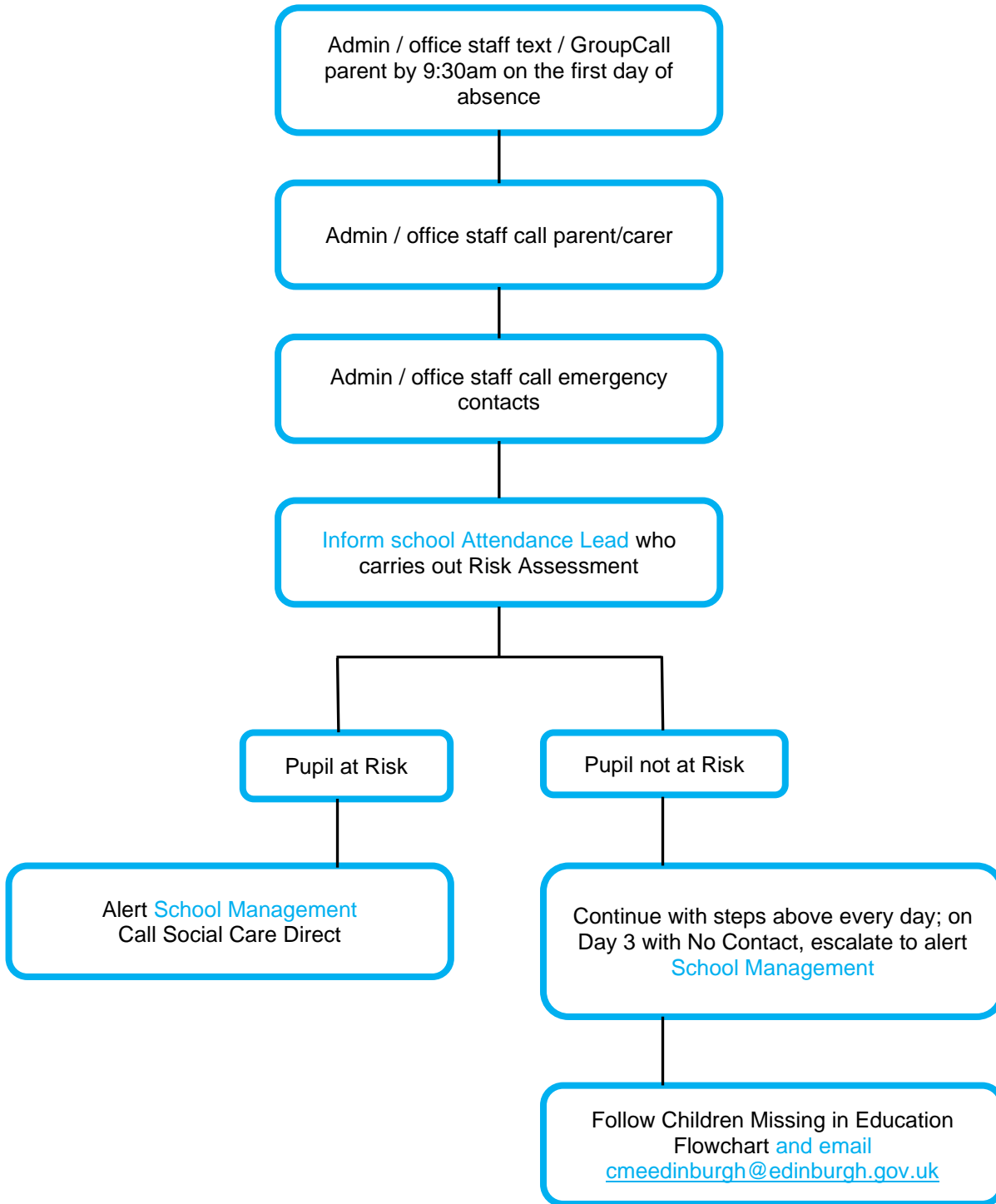


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## Appendix 3 – Unexplained Pupil Absence in Primary School



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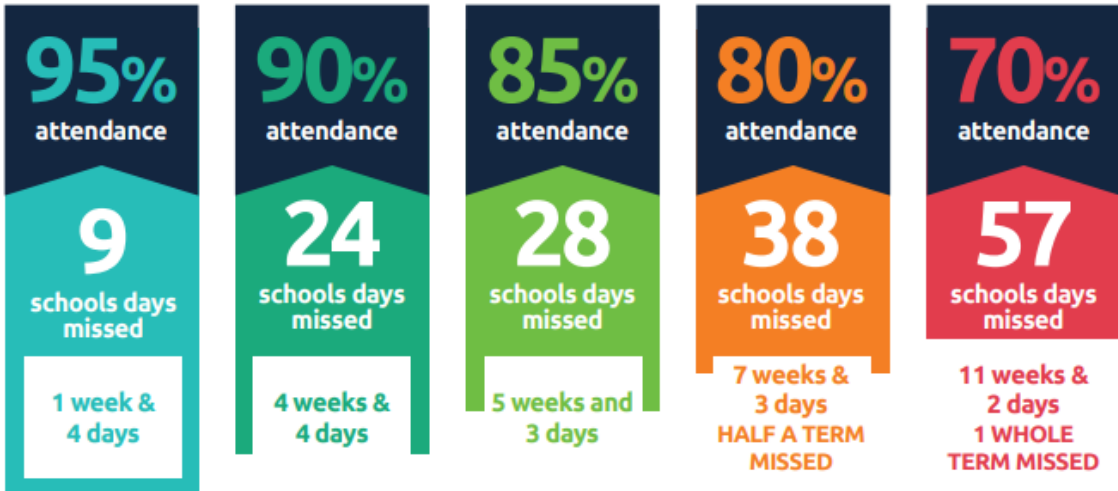


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# Every day in school counts...



## and every minute counts...



# St John's RC Primary



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**Appendix 5 – Learning Community  
Termly Attendance Letters**

Monday 26<sup>th</sup> August 2024

Dear Parent/Carer,

**School Attendance – Every Day Counts**

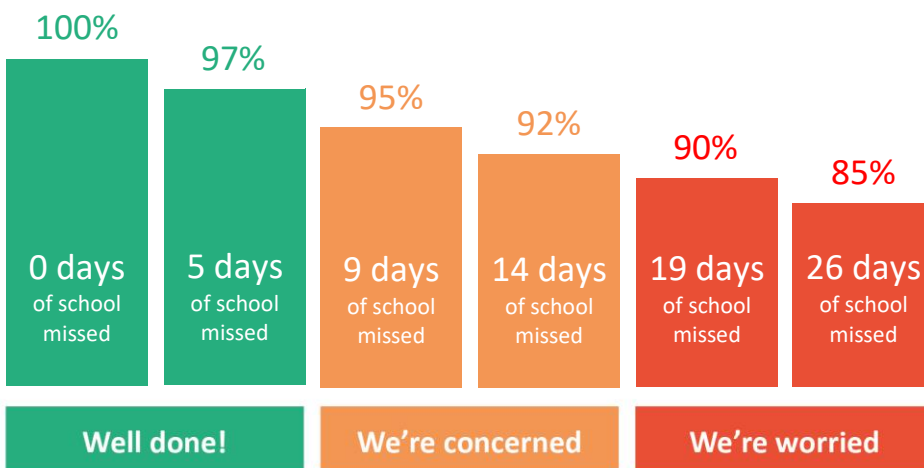
We are writing to you on behalf of the Holy Rood Learning Community as part of the national and local priority to improve school attendance. Attendance at school is a key factor in children and young people’s attainment, wellbeing and future life opportunities and Every Day Counts. The more time children spend in school, the better they are likely to do in terms of their learning and overall achievement (UNCRC Article 28: the right to an education and Article 29: the right to let your talents shine).

Ideally, all pupils will have attendance of 95% or above. The graphic below illustrates the impact of attendance of 95% or less in terms of total days of school missed during a school session. This term (14/08/24 – 11/10/24), there are 42 days of school. Attendance of 95% or above would mean your child is in school for at least 40 of these days.

Staff at all schools in our learning community with responsibility for improving attendance will be working together with the Education Wellbeing Service and our families to try to increase school attendance. You may receive further communication from them this term about your child’s school attendance.

Please get in touch with your child’s school if you have any questions or wish to discuss any of this information.

Thank you for your support and cooperation,  
Holy Rood Learning Community



**Every day in school counts**

Sometimes things happen, in or out of school, that make attending difficult.  
Please speak to your child’s school so that support can be offered.

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Tuesday 29<sup>th</sup> October 2024

Dear Parent/Carer,

### School Attendance – Friday Absences

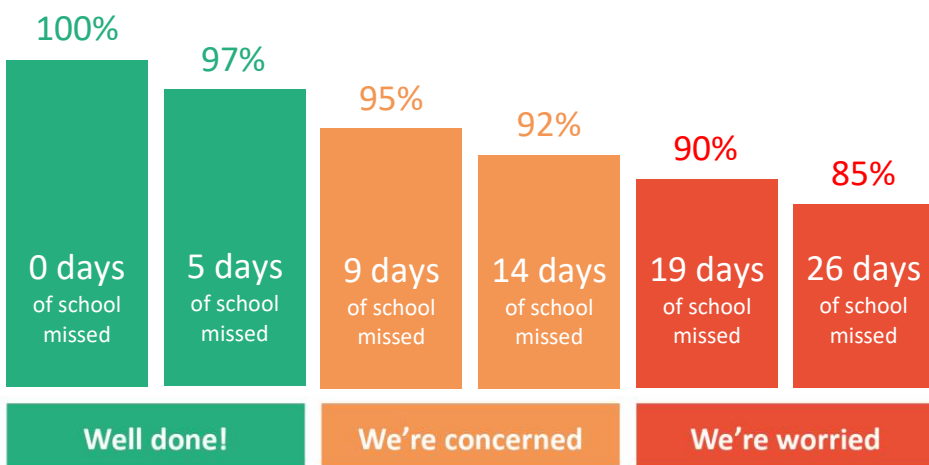
We are writing to you on behalf of the Holy Rood Learning Community as part of the national and local priority to improve school attendance. Attendance at school is a key factor in children and young people’s attainment, wellbeing and future life opportunities and Every Day Counts. The more time children spend in school, the better they are likely to do in terms of their learning and overall achievement (UNCRC Article 28: the right to an education and Article 29: the right to let your talents shine).

This term, our attendance focus is about Friday absences as Fridays Matter. It is common for attendance rates on a Friday to be lower than the rest of the week. However, every Friday is over 3 hours of crucial learning and socialising time for your child and Fridays make up 12% of the school year. Missing 12% of the school year is equivalent to almost 22 days of missed learning. Attending school every day gives your child the best possible chance of success.

Staff at all schools in our learning community with responsibility for improving attendance will be working together with the Education Wellbeing Service and our families to try to increase school attendance. You may receive further communication from them this term about your child’s school attendance.

Please get in touch with your child’s school if you have any questions or wish to discuss any of this information.

Thank you for your support and cooperation,  
Holy Rood Learning Community



### Every day in school counts

Sometimes things happen, in or out of school, that make attending difficult.  
Please speak to your child’s school so that support can be offered.

Holy Rood Learning Community



Holy Rood RC High School



St Catherine's RC Primary School



St Francis' RC Primary School



St John Vianney RC Primary School



St John's RC Primary School



St Mary's (Leith) RC Primary School



St Ninian's RC Primary School

Monday 13<sup>th</sup> January 2025

Dear Parent/Carer,

### School Attendance – Lateness

We are writing to you on behalf of the Holy Rood Learning Community as part of the national and local priority to improve school attendance. Attendance at school is a key factor in children and young people’s attainment, wellbeing and future life opportunities and Every Day Counts. The more time children spend in school, the better they are likely to do in terms of their learning and overall achievement (UNCRC Article 28: the right to an education and Article 29: the right to let your talents shine).

This term, our attendance focus is about lateness. You will appreciate the importance of regular and punctual school attendance, so that children and young people may obtain the full benefit of the education system. Very often, it is the start of the day where children and young people are given the opportunity to build important relationships with their peers and have the chance to check-in with their teacher. It is also when important teaching inputs are given. Attending school on time gives your child the best possible chance of success. A reminder that the school day at **name of school** starts at **8.50am**.

### Every Minute Counts



Staff at all schools in our learning community with responsibility for improving attendance will be working together with the Education Wellbeing Service and our families to try to increase school attendance. You may receive further communication from them this term about your child’s school attendance.

Please get in touch with your child’s school if you have any questions or wish to discuss any of this information.

Thank you for your support and cooperation,  
Holy Rood Learning Community

Holy Rood Learning Community



Holy Rood RC High School



St Catherine's RC Primary School



St Francis' RC Primary School



St John Vianney RC Primary School



St John's RC Primary School



St Mary's (Leith) RC Primary School



St Ninian's RC Primary School

8<sup>th</sup> May 2024

Dear Parent/Carer,

**School Attendance – Term-Time Holidays**

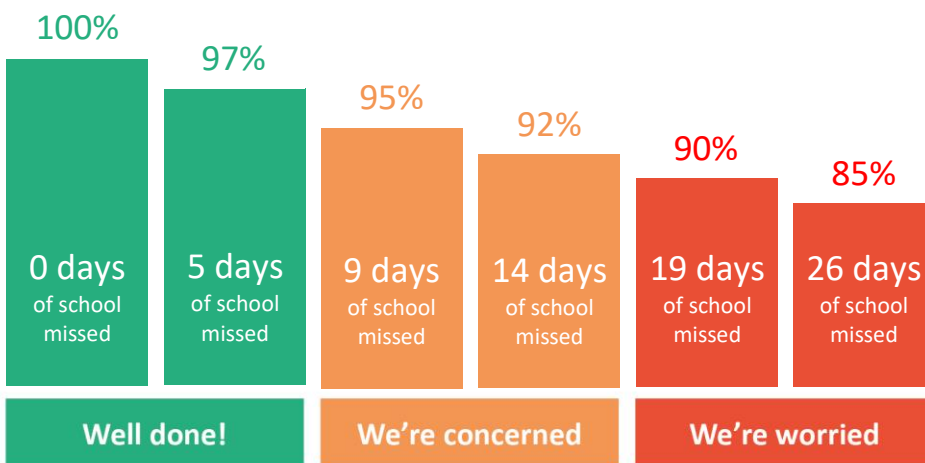
We are writing to you on behalf of the Holy Rood Learning Community as part of the national and local priority to improve school attendance. The summer term is frequently used to request holidays during the school term. All schools must follow the City of Edinburgh Council’s Maximising Attendance Policy and Procedures when requests for these holidays are received. Head Teachers (or delegated members of staff) refer to this guidance when deciding whether or not to record a holiday as authorised or unauthorised. Any request for a school absence must be made using an Absence Request Due to Exceptional Circumstances form, which is available from [the school office](#). The procedure states that the majority of family holidays taken during term time should be categorised as an Unauthorised Absence. Authorisation for term-time holidays will only be given in exceptional circumstances

Regardless of whether a holiday is authorised or unauthorised, it still counts as an absence from school and will therefore have an impact of your child’s attendance percentage. The more time children spend in school, the better they are likely to do in terms of their learning and overall achievement (UNCRC Article 28: the right to an education and Article 29: the right to let your talents shine). Ideally, all pupils will have attendance of 95% or above. The graphic below illustrates the impact of attendance of 95% or less in terms of total days of school missed during a school session.

Staff at all schools in our learning community with responsibility for improving attendance will be working together with the Education Wellbeing Service and our families to try to increase school attendance. You may receive further communication from them this term about your child’s school attendance.

Please get in touch with your child’s school if you have any questions or wish to discuss any of this information.

Thank you for your support and cooperation,  
Holy Rood Learning Community



**Every day in school counts**

Sometimes things happen, in or out of school, that make attending difficult.  
Please speak to your child’s school so that support can be offered.

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