

Education Services
Policy and Procedures

ATTENDANCE AT SCHOOL

Guidance and Supporting Documents

2021

Contents

1. The Role of the School
 - a. Approaches to Promoting Attendance within School
 - b. School Policy and Procedures
 - c. Role of Individual School Staff
 - d. Action when an Absence is Noted
 - e. Sickness with Educational Provision (SEP)
 - f. Triggers for Escalation

2. Appendices
 - a. Attendance Triggers for Escalation Flowchart
 - b. Checklist of possible strategies
 - c. Attendance Letter 1 (Secondary)
 - d. Attendance Letter 1 (Primary)
 - e. Attendance Letter 2
 - f. School Refusal Assessment Scale
 - g. Helpful interventions
 - h. SEEMIS absence codes
 - i. COVID absence codes
 - j. Attendance order flowchart
 - k. Links to resources and associated local policies and procedures

The Role of the School

a) Approaches to Promoting Attendance Within School

Children and young people are more likely to be motivated to attend school when they feel fully included and engaged in the wider life of the school. Families are also likely to encourage full attendance where they feel part of the school community where schools work alongside them as equal partners. Promoting good attendance is a multifaceted undertaking that requires schools to promote positive relationships within an inclusive ethos and culture. Schools should engage positively with parents to ensure good learning, teaching and assessment with a key focus on supporting additional support needs and work with community partners to ensure that children and young people and their families are supported. Pastoral care staff also play a key role in supporting good attendance.

Some key approaches to promoting attendance within school:

- Approaches to parental engagement through working in partnership with parents and promoting positive relationships between school and home.
- Ensuring families have access to the support they need through effective partnership working.
- Anti-poverty and support strategies such as breakfast clubs and 'cost of the school day' initiatives
- Responses to lateness should be respectful and considerate towards any family circumstances.
- Consideration should be given to care experienced children and young people who may have to travel further due to placement changes.
- Regular information on absence procedures and parental responsibilities
- A proactive approach from the Parent Council to promote attendance.

b) School Policy and Procedures

The school policy and procedures should consider the national and local authority policy and procedures.

Furthermore, schools should give due consideration to the features of highly effective practice contained in quality indicator 3.1 (Ensuring Wellbeing, Equality and Inclusion) within How Good Is Our School 4 (HGIOS4), such as:

- All stakeholders promote a climate where children and young people feel safe and secure.
- All staff and partners model behaviour which promotes and supports the wellbeing of all.
- All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.
- Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life.
- Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.
- All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.
- Children and young people are knowledgeable about equalities and inclusion

c) Role of Individual Staff

Primary Schools (including Primary element of 2-18 provision)

| | |
|--|---|
| Head Teacher or Designated Staff (DHT/PT etc) | <p>Understand legislation and have an awareness of national and local guidance</p> <p>Monitor school procedures</p> <p>Have an overview of the school attendance/late figures</p> <p>Lead and progress individualised planning for escalated cases where there are significant ongoing concerns around attendance</p> <p>Ensure staff compliance with attendance related guidance and policy</p> <p>Training staff on Attendance policy and procedures</p> <p>Identify risk associated with non-attendance or truancy</p> <p>Follow up on incomplete registers</p> <p>Instigate Group call procedures</p> <p>DHT/PT to raise ongoing attendance concerns as appropriate to HT</p> |
| Teachers | <p>Complete registers on SEEMIS throughout the day</p> <p>Attendance monitoring and discussing with pupils and parents</p> <p>Advise Admin staff of discrepancies to register</p> <p>Inform Admin staff of updates to TBCs</p> <p>Follow up any absences and escalate concerns as appropriate (As per GTCS Professional Standards)</p> |
| School Support Manager | <p>Procedures Management</p> <p>SEEMIS set up</p> |
| Admin / Clerical Staff | <p>Procedures maintenance</p> <p>Check all registers being completed</p> <p>Pre-enter pupils out of school, e.g. field trip</p> <p>Pre-enter pupil appointments, holidays during term time</p> <p>Ensure pupils sign out and in at school office (for appointments)</p> <p>Registration for assemblies</p> <p>Maintaining class lists</p> <p>Inputting part-time timetables where appropriate</p> <p>Amend attendance for small groups etc</p> <p>Amend TBCs as advised by class teacher</p> <p>Produce weekly anomaly report</p> <p>Update registers when pupil arrives at school and signs in late at Office</p> <p>Instigate Groupcall procedures</p> <p>(See Appendix h,i SEEMIS Codes)</p> |

Secondary Schools

| | |
|-------------------------------|--|
| Head Teacher | <p>Understand legislation and have an awareness of national and local guidance</p> <p>Monitor school procedures</p> <p>Have an overview of the school attendance/late figures</p> <p>Ensure staff compliance with attendance related guidance and policy</p> |
| Depute Head Teacher | <p>Understand legislation and have an awareness of national and local guidance</p> <p>Strategy and Management of Attendance policy and procedures</p> <p>Training staff on Attendance policy and procedures</p> <p>Overall monitoring of school procedures.</p> <p>Identify risk associated with non-attendance or truancy</p> <p>Oversee individualised planning for cases where there are significant ongoing concerns around attendance</p> |
| PT Pupil Support | <p>Attendance monitoring and discussing with pupils and parents</p> <p>Advise Admin staff of changes to register</p> <p>Inform Admin staff of updates to TBCs</p> <p>Communicating with admin staff re. part time timetables and college courses</p> <p>Lead and progress individualised planning as appropriate in response to attendance concerns</p> <p>Discuss ongoing attendance concerns as appropriate with DHT/HT</p> <p>Ensure staff are completing registers.</p> |
| Teachers | <p>Complete registers on SEEMIS at the start of every period</p> <p>Update registers throughout every period as necessary</p> <p>Inform Admin staff of discrepancies to register</p> <p>(As per GTCS Professional Standards)</p> |
| School Support Manager | <p>Procedures Management</p> <p>SEEMIS set up</p> |
| Admin / Clerical Staff | <p>Procedures maintenance</p> <p>Check all registers are being completed</p> <p>Monitor TBC's am and pm</p> <p>Amend TBCs as advised by class teacher</p> <p>Pre-enter pupils out of school, e.g. field trip</p> <p>Pre-enter pupil appointments; holidays during term time</p> <p>Ensure pupils sign out and in at school office (for appointments)</p> <p>Maintaining class lists</p> <p>Inputting part-time timetables where appropriate</p> <p>Produce weekly anomaly report</p> <p>Update registers when pupil arrives at school and signs in late at Office</p> <p>Instigate Group call procedures</p> <p>(See appendix h, i - SEEMIS Codes)</p> |

d) Action When an Absence is Noted

If a child or young person does not attend school, the absence should be checked against details of contacts made by parents, including expected date of return to school.

If a parent has not advised the school their child will be absent, then it may be assumed that they are unaware of the absence and that the pupil is either missing or absent without parental awareness.

This should be recorded as unauthorised absence until an explanation is received by the school.

Parents should be contacted when a child or young person has not arrived in school, using automated call/text systems when available.

To enable swift action to be taken it is vitally important that parents share their up to date and accurate contact information including emergency contacts.

If attempts to contact the parent are not successful, then emergency contact numbers, such as those of other family members, should be used.

In most circumstances, contact with the parent will result in an explanation for the absence and/or the child or young person returning to school.

However, in rare incidents there have been more serious reasons why children or young people have not registered at school. **Schools cannot be complacent about children and young people's safety.**

If the school has been unable to establish a valid reason for absence, action must be taken to satisfy the school and the education authority that the child or young person is safe and well.

If the parent cannot be contacted to confirm the whereabouts of the child or young person, the record of absence should be passed to a member of staff with responsibility for attendance (most often a member of the school's senior management or pastoral care within secondary) to consider the information in the light of known attendance issues, support needs or current concerns about the child or young person.

This member of staff will be responsible for determining what further action is required, taking into account the age of the pupil; the implications for additional support to resolve any difficulties; and, if necessary, contacting the school's child protection co-ordinator.

In the case of children or young people who are looked after, then the social worker should also be contacted.

Automated call/text systems are often used by education authorities to provide information about school closures, transport disruption or severe weather arrangements.

Where schools are closed, children and young people should be marked as attending. **Some schools have used these systems to communicate positive messages about attendance to parents about individual children or young people.**

e) Sickness with Educational Provision (SEP)

This is a category of absence which is counted as an attendance, given there is access to education during the absence. For example, if a young person with prolonged ill health is receiving home tuition or work is being provided/sent home by the school. The Government expectation is that education is provided (or at least considered and discussed with the family) for every absence of **27 consecutive half days**. Schools must update absence records to reflect the provision of education during such an absence from the classroom.

f) Triggers for Escalation

Schools should be closely and regularly monitoring the weekly attendance/punctuality of all pupils. Parents should be kept up to date with levels of attendance through the school's tracking and monitoring system for attendance and advised when attendance has fallen below the threshold set by D&G authority.

Where written communication is used, contact details should be provided of the member of staff who can support the child or young person and parent to improve attendance, as well as where further support may be available.

In the case of children and young people who are looked after, their social worker should be copied into any communication.

Where concern about attendance/punctuality is ongoing, home visits by school staff as agreed with HT may help to build relationships between parents and the school.

They can also help to consider whether the family has particular needs that they may not have shared with the school including caring responsibilities and consider whether support could be offered, or requests made to appropriate services.

Where attendance continues to be a concern despite the school's approaches, the authority has the following triggers for escalating individual cases (appendix a)

- **The target attendance for children and young people in Dumfries and Galloway is 95%, when attendance falls below this, the following should be considered**
 - school based early interventions with involvement of parents/carers and child/young person (appendix b)
 - If unexplained absences, you may use Attendance Letter 1 (appendices c or d)
- **When attendance falls below 85% –the following should be considered:** undertake an Assessment such as a Child Assessment, GIRFEC wellbeing tools or a School Refusal Scale that fully engages the parent/carer and child/young person (appendix f) and consideration of helpful strategies (appendix g)
- Depending on the outcome of Assessment, a Child's Plan may be created which clearly outlines the supports and structures that require to be in place to support any wellbeing or additional support needs. Can use Attendance Letter 2 (appendix e). The named person may **consider** completing a Request for Assistance to the Attendance Team.
- **In the case of Critically Low Attendance (normally below 60%, but in the case of care-experienced children 75%)** unless an alternative plan is in place, the named person **must** ensure a Request for Assistance has been submitted to either the Attendance Team, Care

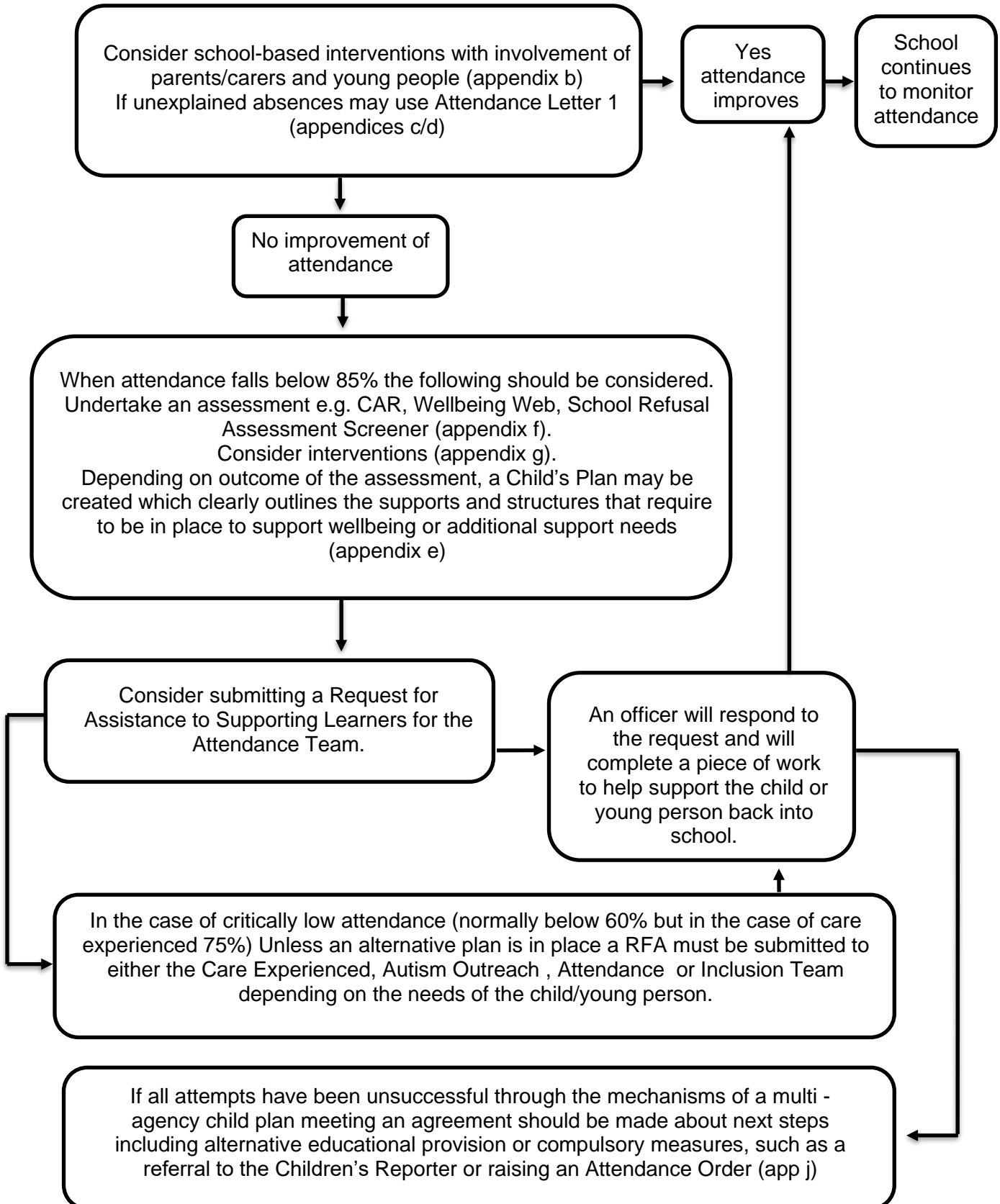
Experienced Support Service o Autism Outreach Support or Inclusion Team depending on the needs of the child/young person

- **If all attempts have been unsuccessful** through the mechanisms of a multi-agency child's plan meeting an agreement should be reached about potential next steps, which may include consideration of alternative educational provisions, compulsory measures such as making a referral to the Children's Reporter, or as a last resort, with advice from the Attendance team, raising an Attendance Order. (appendix i)

Belinda Thomson
PT ASL
September 2021

Attendance Triggers for Escalation

The target attendance for children and young people in Dumfries and Galloway is 95%. Where attendance falls below this **and continues to be a concern despite school approaches** the following should be considered.



Checklist of Possible Strategies

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

- Interview with pupil by Support for Pupils staff or class teacher.
- Has school contacted parent to offer an opportunity to meet to discuss concerns?
- Has consideration been given to supporting attendance with an attendance card or target sheet where appropriate?
- Is there need for a Child's Plan or other appropriate plan to be put in place?
- Has Additional Support for Learning been considered?
- Has an IEP been considered?
- Has parent been invited to, or participated in, any parenting strategies offered by school or partner agencies?
- Would referral to another agency/service assist in resolving the situation?
- Has the school considered referral to Community Child Health so that the pupil can be offered a medical etc?
- With secondary pupils, is work experience an option?
- With pupils in their final year, is a college link or a part-time timetable at school a viable option?
- Is there an issue which can be addressed by provision of free meals, financial assistance with clothing, footwear etc where parents are eligible for qualifying benefits?
- Are peer group relationships a problem? If so, would club, social group or individual activities help?
- Are there domestic circumstances which may be affecting attendance which the school has the resources to change?

Appendix c

Attendance Letter 1 - Secondary

Your Ref:
Our Ref:
Date

School Name
School Address

Mr and Mrs Test
1 Sample Lane
Dumfries
DG1 1FE

Dear Parent

Carl Test S3

I am writing to inform you that **pupil's name** attendance is %. The target attendance for schools in Dumfries and Galloway is 95%. Clearly, on occasion and primarily due to illness, attendance can fall below this level.

I have spoken with **pupil's name** regarding their attendance and highlighted the importance of attending school. I have enclosed a current attendance printout for your information.

I will continue to meet with **pupil's name** regularly until I am satisfied that their attendance has reached an acceptable level.

Please do not hesitate to contact me to discuss further.

Yours sincerely

Appendix e

Attendance Letter 2

Your Ref:
Our Ref:
Date

School Name
School Address

Mr and Mrs Test
1 Sample Lane
Dumfries
DG1 1FE

Dear Parent

Carl Test S3

I am writing to inform you that **pupil's name** has shown no improvement in attendance which now stands at % . I attach a current attendance printout.

Given our ongoing concerns, I would like to invite you to a meeting on **date** at **time** to discuss attendance and any support that can be offered to help your child reach their potential in school.

If this date/time is not suitable please contact the school office so that an alternative date/time can be arranged.

Please do not hesitate to contact me to discuss further.

Yours sincerely

Appendix f

[School Refusal Assessment Scale - Revised\(C\)](#)[School Refusal Assessment Scale – Revised \(P\)](#)

Following completion of the questionnaires above, calculate the means for each function using the instructions below. The highest scoring function is considered to be the primary reason why a particular child is refusing school.

On the SRAS-R-C and each SRAS-R-P, add the total score for

- Items 1, 5, 9, 13, 17, and 21 (first function).
- Items 2, 6, 10, 14, 18, and 22 (second function).
- Items 3, 7, 11, 15, 19, and 23 (third function).
- Items 4, 8, 12, 16, 20, and 24 (fourth function).

These four total scores are then each divided by six (or number of items answered in each set).

For example, if a child's total rating score across the:

- First item set was 18, then the item mean would be 3.00.
- Second item set was 12, then the item mean would be 2.00.
- Third item set was 36, then the item mean would be 6.00.
- Fourth item set was 6, then the item mean would be 1.00.

Do this separately for ratings for the child, and parents

After this is done, calculate the mean item scores per functional condition across all SRAS-R versions given.

Assume, for example, that the:

- Child's mean item scores from the SRAS-C were: 3.00, 3.50, 6.00, and 0.50.
- Mother's mean item scores from the SRAS-P were: 4.00, 4.50, 5.50, and 1.00.
- Father's mean item scores from the SRAS-P were: 3.50, 4.50, 5.00, and 1.50.

In this case, therefore, the:

- Overall mean for the first function would be: 3.50 $(3.00 + 4.00 + 3.50/3)$.
- Overall mean for the second function would be: 4.17 $(3.50 + 4.50 + 4.50/3)$.
- Overall mean for the third function would be: 5.5 $(6.00 + 5.50 + 5.00/3)$.
- Overall mean for the fourth function would be: 1.0 $(0.50 + 1.00 + 1.50/3)$

Appendix g Suggested interventions based on primary cause of poor attendance:

Function 1 (Avoid uncomfortable feelings brought on by attending school) & / or

Function 2 (Avoid stressful situations, academic demands, social pressures, aspects of the environment)

- ▶ Learning about anxiety, including physical effects, and relationship between thoughts, feelings & behaviours.
- ▶ Learning anxiety management techniques (e.g. deep breathing, distraction)
- ▶ Learning how avoidance of a feared situation can make things worse.
- ▶ Developing routines (e.g. sleep, building up regular routine).
- ▶ A gradual re-exposure to school planned in partnership with ch/yp, parents and school.
- ▶ Use 'laddering' (anxiety hierarchy).
- ▶ Consider: What coping techniques they will use.
- ▶ Consider: What support strategies need to be in place (e.g. moving between classes, access to key worker / safe base, seating arrangements, amended timetable).
- ▶ Consider social dynamics / needs – e.g. pre-teaching of work missed, peer mentoring, practising scripts, developing skills, ensuring any bullying is addressed

Function 3 – Gain attention from or spend more time with significant others

- ▶ Provide advice / support to parent (e.g. see <http://handsonscotland.co.uk/separation-anxiety/>)
- ▶ Establish morning and evening routines.
- ▶ Offer reassurance.
- ▶ Identify meaningful quality time to spend together outside school hours.
- ▶ Encourage, praise and focus on and reinforce attendance.
- ▶ Plan how to manage school avoidance behaviours.
- ▶ Ensure regular communication between home and school.

Function 4) Pursue tangible reinforcers outside of school, (e.g. shopping, gaming), during school time

- ▶ Remove the preferable activity if possible.
- ▶ Support and teach them how to refuse offers from friends
- ▶ Support travel to and from school
- ▶ Limit attention during non-attendance
- ▶ Establish routines (e.g. sleep, morning)
- ▶ Use interests / strengths to foster motivation for school!
- ▶ Increase rewards for attendance and disincentives for non-attendance

Taken from Dumfries & Galloway Educational Psychology Service (2020), *'Emotionally based non-attendance / school avoidance: Dumfries & Galloway Educational Psychology Service input for Attendance Support Officer Service'*. Informed by / adapted from the following sources:

[Emotionally based school refusal- Derbyshire County Council](#)

West Sussex Educational Psychology Service (2018), *'Emotionally based school avoidance: good practice guidance for schools and support agencies'*

SEEMIS Absence Codes

| SEEMIS ABSENCE CODE | SEEMIS DESCRIPTION | SEEMIS LEGEND WHICH APPEARS ON REPORTS | CATEGORY | GUIDANCE NOTES |
|---------------------|--|--|-----------------------|--|
| DCU | Exceptional domestic circumstances (unauthorised) | R | Unauthorised | e.g. ongoing caring responsibility not approved |
| EXL | Extended leave with parental consent | Z | Not counted | e.g. extended trips overseas, temporary extended absence of traveller families |
| ABS | Other Authorised Absence | A | Authorised | Sanctioned extended absence of traveller families |
| | | | | Acceptable absence - no note |
| | | | | Including meetings prior to attending Court |
| | | | | Lack of transport - including due to bad weather |
| | | | | Absence to pursue Wider Achievement* |
| | | | | e.g. family weddings, bereavements, religious observances, sporting and cultural events not arranged by the school or authority but authorised by them |
| OAT | Other attendance out of school | O | Attendance | Programmes organised or approved by the school |
| | | | | e.g. Dumfries Burgh network timetable, or part-time attendance at a Behaviour Unit |
| | | | | e. g. work experience placement arranged as part of a behaviour support programme. |
| | | | | Interviews and visits relating to Further and Higher Education |
| PER | Medical or Dental Appointment | P | Attendance | Use if appointments are less than an opening. If more than an opening use SEL Self Certified (Sickness with no educational provision) |
| EXC | Exclusion | X | Exclusion from school | Attendance>Exclusion>Enter Temporary Exclusion |
| UPH | Parental Holiday | G | Unauthorised | Authority policy is that no family holidays are authorised |

| | | | | |
|------------|--|----------|-------------------------|--|
| PHL | Authorised Parental Holiday | E | Authorised | If judged to be important to the wellbeing and cohesion of the family following serious or terminal illness, bereavement or other traumatic events |
| LAT | Late (arrives before mid-opening) | J | Attendance | Use the interval as the deciding point. |
| LT2 | Late (arrives after mid-opening) | K | Authorised | |
| SEL | Self-Certified (Sickness with no educational provision) | D | Authorised | Note or phone call include hospital stays with no educational provision. |
| SNA | Should Not Attend | H | Authorised | e.g. Nursery AM or PM / Attending Adults etc (Attendance>Planned Patterns>Set SNA) |
| STY | Study Leave | S | Attendance | For SQA Exam Diet only |
| SEP | Sickness with educational provision | B | Attendance | Include hospital stays with educational provision/maternity leave |
| CLO | Closed (e.g. election) | C | Temporarily not on roll | e.g. snow, power failure, election, mark on school calendar (Management>Calendar) |
| UNA | Truancy or Unexplained Absence | U | Unauthorised | This counts as a Truancy |
| OUA | Other unauthorised absence | N | Unauthorised | For reasons not covered by codes UNA or DCU. e.g. where a parent is refusing to send their child to school following a dispute with school, or when a parent refuses to sign a behaviour agreement following an exclusion. |
| WRK | Work Experience | W | Attendance | |
| FLD | Field Trip | V | Attendance | e.g. School Excursions |
| VIS | School Visit | V | Attendance | e.g. P7 Induction Days |
| DCA | Exceptional domestic circumstances (authorised) | Q | Authorised | e.g. short term absence for caring responsibility for a close relative, foot and mouth quarantine, domestic crisis - temporary relocation |
| TBC | To be confirmed | T | Unauthorised | This must always be updated as soon as possible - if not updated will count as truancy |
| MED | Medically Certified | F | Authorised | Use when a doctor's certificate has been received, e.g. during exam time |
| SCH | In school but not in class | ~ | Attendance | |

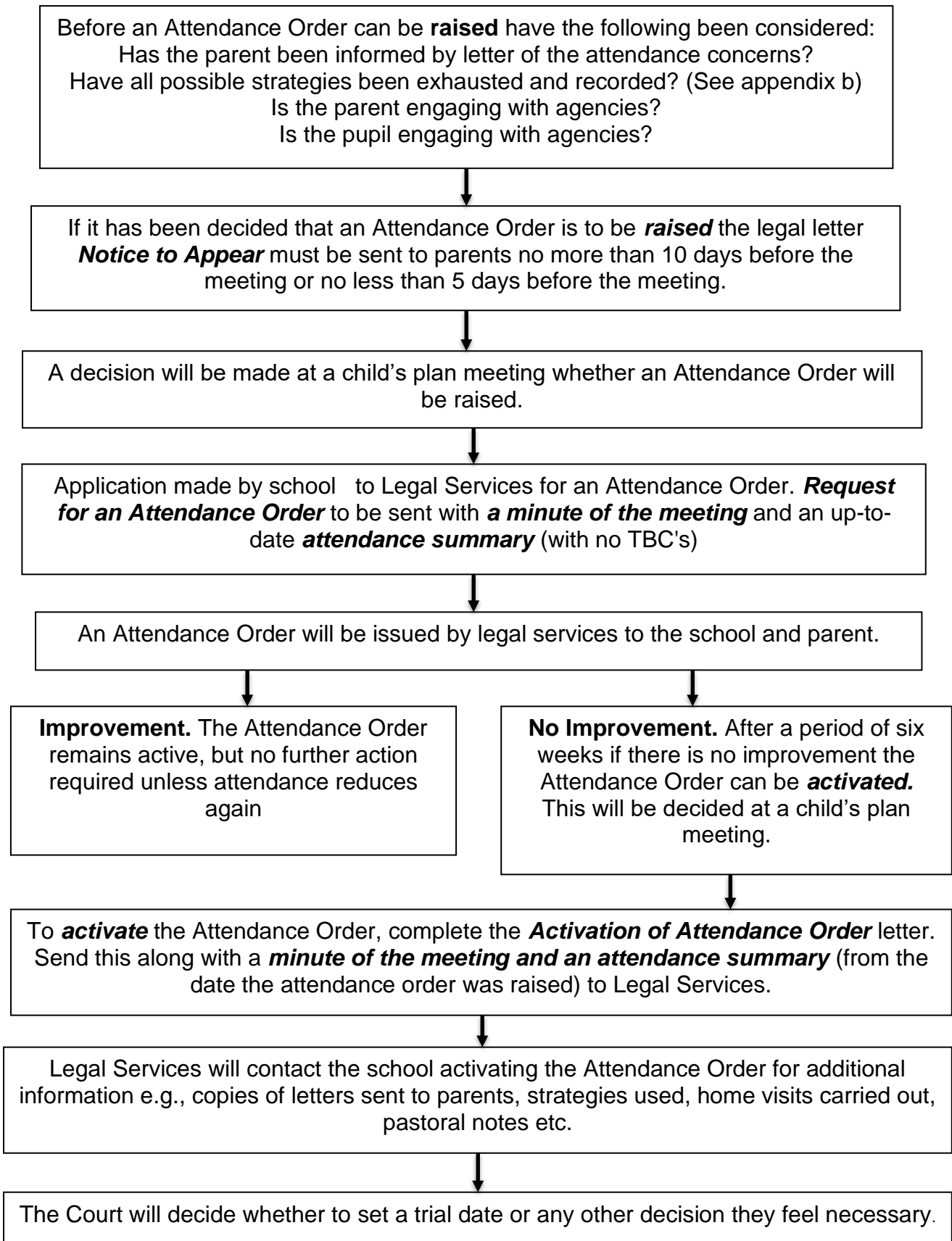
| | | | | |
|------------|---|-----------|------------|--|
| MIS | Missing | M | | Pupil missing from a period in the school day |
| NIS | Notifiable illness (self-certified) | D | Authorised | Notifiable illness has not been confirmed by a doctor but parent/carer assumes notifiable illness has been contracted, e.g. for use in instances of Swine Flu |
| NIM | Notifiable illness (medically certified) | F | Authorised | Doctor has confirmed notifiable illness or medication prescribed (e.g. Tamiflu), e.g. for use in instances of Swine Flu |
| NIX | Should not attend (notifiable illness) | H | Authorised | Family member has notifiable illness and all family has been quarantined or the school has been closed due to notifiable illness, e.g. for use in instances of Swine Flu |
| PTH | Part Time Table (Health related) | = | Authorised | Part Time timetable which is health related |
| PTX | Part Time Table (exclusion related) | Y | Authorised | Part Time timetable which is exclusion related |
| HOL | Holiday | H | | (Management>Calendar>School>E nter Holidays) |
| INS | In-service | I | | |
| | Present | -- | | Click + Go Defaults to Present |
| | | | | |

* Achievement beyond formally assessed learning in the classroom can take a range of forms. For example: some young people will achieve through formally recognised awards or programmes, such as the Duke of Edinburgh's Award, which provide opportunities for young people to develop their potential, some young people will achieve through arrangements which do not lead to an accredited award but which are formally organised, for example while undertaking voluntary work or while undertaking leadership roles in the school> some young people will develop skills and capabilities through achievements in the school, home or wider community – for example, through participation in sport, the arts or activities in the community or through being placed in positions of responsibility, such as young carers. These types of achievement are not exclusive and learners will achieve in a range of ways and in a variety of contexts. Staff play a key role in encouraging learners to recognise, value and build on the learning they have achieved through activities outside the school, while mindful of the rights of learners to privacy. [Curriculum for Excellence -BtC5 - A framework for assessment: recognising achievement, profiling and reporting]

Appendix i Covid Absence Codes

| SEEMiS | | | Circumstances that this may be used in | ScotXed | |
|--------|------|--|--|---------|----------------------------|
| Short | Full | Description | | Code | Attendance /Absence Reason |
| - | COA | Attendance – Self-Isolation Coronavirus | Where a pupil is scheduled to be in school but cannot attend because of self-isolation related to COVID-19 and can undertake learning at home | 15 | Attendance |
| A | CAA | Auth. Abs. – Self-Isolation Coronavirus | Where a pupil is scheduled to be in school but cannot attend because of self-isolation related to COVID-19 and is unable to undertake learning at home | 28 | Other Authorised Absence |
| F | CAB | Sickness unable to home lrn Coronavirus | Where a pupil is scheduled to be in school but cannot attend because of COVID-19 related sickness and is unable to undertake learning at home | 27 | Other Authorised Absence |
| B | COB | Sickness able to home lrn Coronavirus | Where a pupil is scheduled to be in school but cannot attend because of COVID-19 related sickness and can undertake learning at home | 14 | Attendance |
| - | COH | Home Learning – Attendance | Where a pupil is scheduled to be undertaking home learning and is not known to be absent from this | 50 | Attendance |
| A | CAH | Home Learning – Absence (Any Reported) | Where a pupil is scheduled to be undertaking home learning but is unable to undertake this. Covers all reason including sickness, family holidays etc | 51 | Other Authorised Absence |
| N | CPI | Parent isolating against C. virus | Where a parent has chosen to keep their children away from school as a precautionary measure where there is no advice to take such measures | 33 | Other Unauthorised Absence |
| | CLO | Should not attend school closure – Coronavirus USE EXISTING SCHOOL CLOSURE CODE VIA Application > Management > Calendar > School > Enter Holidays | Where a decision has been taken at National or Local Authority level to close a school to limit the spread of the virus | - | Not sent to ScotXed |

Attendance Order Flowchart



Appendix k

Links to resources and associated local policies and procedures

[Child Assessment Report](#)

[Request for Assistance Form](#)

[Revised Guidance and information on GIRFEC processes](#)

[Safeguarding Children and Young People in Dumfries and Galloway August 2019:](#)

[Children Missing from Education \(CME\) : information and guidance for schools and early learning childcare settings](#)

[Preventing and Managing School Exclusions: Procedures and guidelines for headteachers or other delegated school managers](#)

<https://www.invention-i.walsall.sch.uk/lateabsence-procedures/>

<https://www.forestgatecst.org/sites/default/files/documents/useful-documents/FGCS-A%20parent%27s%20guide%20to%20attendance.pdf>