



Royal Mile Park Primary School

Maximising Attendance Framework (Updated 2025)



Our Vision

'We **SMILE** at Royal Mile because we **respect** ourselves, others and our world'.



Our Values

We are;

- S**uccessful
- M**ulticultural
- I**ncluded
- L**oved
- E**mpowered



Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 28 – The United Nations Convention on the Rights of the Child

Aims & Targets

This procedure sits alongside a number of related procedures which all promote a positive ethos of inclusion.

It provides a clear and consistent framework for all staff to promote attendance and manage absence in line with 'Getting it Right for every Child' and 'Included Engaged and Involved – part 1: a positive approach to the promotion and management of attendance in Scottish schools' (2019). In particular, please refer to the '[Edinburgh Learns: Maximising School Attendance Policy 2024](#)' which outlines the City of Edinburgh Council's ambition and framework to ensure schools promote and achieve high levels of school attendance for all children.

We recognise the strong link between school attendance and a positive and inclusive ethos where every child knows they belong. This procedure must be implemented within the context of a positive and supportive culture.

- We aim to ensure children attend school or another learning environment for the recommended 25 hours
- To achieve this, the school employs a Pupil Support Officer, offers a fully funded breakfast club, distributes in-class breakfasts boxes and works closely with our Education Wellbeing Service.
- We are committed to ensuring effective communications between all parties. Our administration team, senior leadership team and pupil support team will work closely with families to identify and remove barriers to attendance.

Overview

Regular attendance at school is essential to promote the continuous education of all our pupils. Staff at Royal Mile Primary School 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. School will take appropriate and proportionate action, when necessary, in order to promote school attendance.

At Royal Mile Primary School, 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
Parents	Be responsible for a child's education Ensure their child's safety and wellbeing outside school. Keep the school updated with contact and emergency details. Inform the school of absences and reasons. Respond promptly to school attendance communications. Work with the school to support positive relationships and attendance.
All Our Staff	Reinforce importance of coming to school and being on time. Noticing if pupils are absent, missing activities or late.

	<p>Praising good attendance, particularly of those who we know do not always attend or may often be late in.</p> <p>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.</p> <p>Never make any comment to the child that attendance and late-coming is 'their fault'.</p>
Our School Admin / Our Office Staff	<p>Warmly welcoming our pupils when arriving late, sympathetically asking for a reason, if appropriate to see if any support is needed.</p> <p>Inform the senior leadership team, where appropriate.</p> <p>Communicating with families to confirm the whereabouts of pupils as part of completion of the daily registration processes.</p> <p>Updating SEEMIS with TBC / Medical / Absence information</p> <p>Follow up phone calls or emails to identified parents and update registers as required. This will be done by 9.30am each school day.</p> <p>Inform class-based staff.</p>
Facilities Manager	<p>Inform senior leadership team about any children they may see in the local area during school time or children who are regularly seen 'hanging around' in the school playground.</p>
Our Teachers & Our Class Based Staff (Including Breakfast Club)	<p>Accurately recording pupil absence and late-coming on registers by 9.00am each morning and after lunch by 1.30pm.</p> <p>Having learner voice centre of learning and ensure pupils have the opportunity to talk privately if they wish to.</p> <p>Discussing attendance with parents and carers, where appropriate, in relation to progress in learning.</p> <p>Inform the senior leadership team of any patterns of attendance or late-coming, especially if this is new or out of character.</p>
Our Pupil Support Officer (PSO)	<p>Oversee and promote the implementation of the Attendance framework.</p> <p>Coordinate and ensure quality assurance of attendance approaches.</p> <p>Maintain accurate attendance records for all pupils.</p> <p>Review attendance data fortnightly to identify trends.</p> <p>Collaborate through GIRFEC to improve attendance and prevent non-attendance patterns.</p> <p>Engage with pupils and families to address attendance barriers.</p> <p>Implement appropriate supports and interventions.</p>

	Lead and support staff in managing pupil attendance.
Our Head Teacher / School Senior Leadership	<p>Develop positive and trusting relationships with pupils and parents to prevent difficulties arising and to ensure barriers to maximising attendance are discussed and resolved when they do take place.</p> <p>Share the importance of good attendance regularly with parents in school newsletters, school website, social media and parental events.</p> <p>Meet with our PSO monthly to discuss below 85% and actions and supports that may be required.</p> <p>Share with teaching staff monthly attendance percentages of pupils with attendance below 85% and track these over time.</p> <p>Send 'trigger' letters to families below 90% attendance and persistent late coming.</p>
Education Wellbeing Service	<p>Support schools and families through consultation, intervention, data analysis, and professional learning.</p> <p>Develop local solutions with partners to improve attendance.</p> <p>Use attendance data to guide early intervention and policy implementation.</p> <p>Support key transitions by advising on referrals and linking schools to services.</p> <p>Co-deliver professional learning to staff and families on attendance.</p> <p>Use evidence-based interventions to support wellbeing.</p> <p>Provide targeted support to select children and families.</p> <p>Assist in implementing attendance policies and procedures.</p>
Our Local Active Schools Coordinator	<p>Ensure learner voice is at the heart of activities, particularly to support those with poorer attendance.</p> <p>Celebrate the successes and the ability to overcome challenges in activities.</p> <p>Offer free out of school activities to pupils to encourage peer relationships and confidence in being in a school setting.</p>

Strategies for promoting attendance and managing absence

Universal Measures

- Nurture Framework
- Promoting positive Relationships Framework
- School Environment – Nurture Principals
- Curriculum & Pedagogy – Inclusive, Engaging, Relevant, Pupil Centred Curriculum
- Promotion of high-quality learning 5 days a week
- Promotion of 'Every Day Counts' information (Appendix 1)
- Sharing information about every child attendance with their parents at least once per term.

Targeted Measures

- Communication with parents to discuss any possible barriers to attendance, agree and log interventions.
- HT and PSO targeting pupils/families with low attendance– offering free breakfast club spaces
- HT sending out letters to parents regarding the negative impact of low attendance
- Use of PSA to support with exceptional arrangements

Intensive Measures

- Attendance should be reviewed at least fortnightly and interventions evaluated.
- Each individual case should be considered in the context of a child centred approach with the aim of working together with families.
- If intensive support fails to improve attendance or engagement, the GIRFEC framework should convene the team around the child to determine next steps.

Appendix 2 provides more detail on this staged intervention approach to maximise attendance.

The school environment

Relationships are key to everything we do at Royal Mile Primary. Staff work tirelessly to include all learners and remove any potential barriers to their learning. We are committed to being a nurturing school and practise the six key principles;

1. Children's learning is understood developmentally
2. The classroom/school offers a safe base
3. Nurture is important for the development of self-esteem
4. Language is understood as a vital means of communication
5. All behaviour is communication
6. Transitions are significant in the lives of children`

Strategies to Support Positive Relationships and Behaviours

- Warm greetings on entering the class at the start of the day
- Soft start for first 10 minutes of the day
- Together time each week in each classroom
- Visual timetable for the day shared at the beginning of the day and used throughout the day
- Expectations and target for the day gone over each morning
- Visuals and social stories are used to show rules/expectations
- Class charter made with pupils at start of the year
- Classrooms are designed to be a safe and nurturing environment with safe-spaces co-constructed with pupils
- Specific teaching of zones of regulation, self-esteem and growth mindset is carried out throughout the year
- A consistency of language is used throughout the school
- Positive notes home/phone calls home
- Pupil of the week certificate in assembly

Procedures (see Appendix 3- Unexplained Pupil Absence in Primary School)

- Text to parents/carers in first instance to request reason for absence
- Admin team call those who do not respond

- Admin team inform HT and PSO of those who do not respond/those absent for three days without explanation.
- HT/PSO to call those with lower attendance/patterns of absence.
- Parent/carers of pupils with continued low attendance sent a letter to note absence rate and impact of absence.
- Parent/carers of pupils with continued low attendance invited to meet with HT/PSO/EWS.
- HT to formally refer pupils with sustained low attendance to EWS

If a child is on the school role but not attending but there has been no contact with the child or their family, see Appendix 4 for our procedural flowchart to follow.

Lateness Procedure

Our Facilities Technician is located at the front door and greets any latecomers arriving after the official start time but before 9 am. He informs the Admin of their arrival who notes their arrival time, and the pupil then proceeds directly to class.

If a pupil arrives late after 9 am, they must report to the main entrance and school office, where the Admin team will note their arrival and update SEEMIS accordingly. Lateness is tracked daily and is followed up weekly with a SEEMIS text message. If no improvement, there is a meeting or phone call with the family at 3 weeks.

Reintegrating pupils into school after an absence

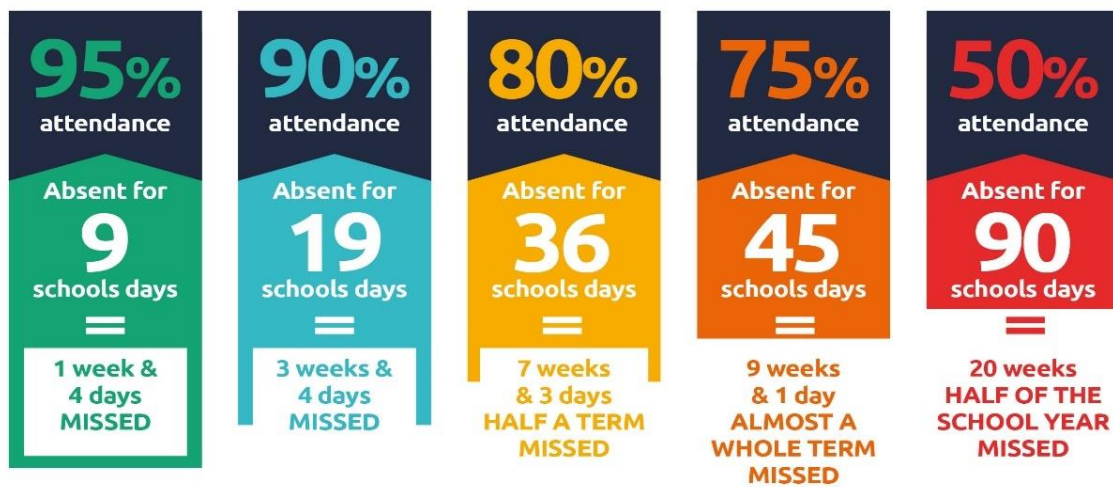
Although we hope that our pupils will look forward to returning to school after a short absence, for those pupils who have had a prolonged absence from school for any reason, we would support the family with the offer of an agreed phased return (particularly if the absence is related to serious medical concerns). Buddy support and coming into the building when it is quiet is also something that we can offer.

Monitoring and Evaluation

- Robust tracking of attendance with in-house spreadsheet
- Monthly review of attendance data
- Enhanced tracking and monitoring of Care Experienced pupils and those living in Quintile 1.
- PSO and DHT to review data monthly and create individual action plans.
- A record will be kept on SEEMIS using 'Pastoral Notes' of any agreed actions to improve attendance and any review of outcomes.



Every day in school counts...



and every minute counts...



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Successful, **M**ulticultural, **I**ncluded, **L**oved, **E**mpowered



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"> 1. Communication with home: Arrange parental meeting Home visit if/ where appropriate 2. Attendance monitoring and targeted support to address barriers - list of all pupils between 50% and 90% attendance reviewed at least fortnightly to analyse patterns and evaluate interventions 3. Who? e.g. PSL/ DHT/ Attendance Lead 	<p><u>Targeted approaches:</u></p> <p>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 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>Outcomes and next steps:</p> <ul style="list-style-type: none"> • Attendance improves, recognition of improved attendance, close Child/ Young Person's Plan (CPM/ YPPM) if appropriate • Attendance continues to decline move to Stage 5 interventions 	

Stage 5 (a)**Stage 5 (b)****Attendance continues to decline and stage 4 interventions have not resulted in an improvement in attendance**

<ol style="list-style-type: none"> 1. Communication with home: Initiate regular CPM/ YPPMs 2. Close attendance monitoring and enhanced support to address barriers 	<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</p>	<ol style="list-style-type: none"> 1. Communication with home: CPM/ YPPMs are already being held 2. Request for Assistance to Education Wellbeing Service 3. Close attendance monitoring and enhanced support to address barriers including accessing local resources 4. Explore additional services in the Learning Community/ the locality to support the child/ young person and their family 	<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</p>
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	information shared with staff		local resources/ local services Referral made to partners to seek additional support from locality resources School based interventions and any other agreed information shared with staff
Outcomes and next steps: <ul style="list-style-type: none"> Attendance improves, recognition of improved attendance, close Child/ Young Person's Plan if appropriate All interventions have been explored and sufficient time to affect change has been given through successive and regular CPM/ YPPMs and attendance continues to decrease, move to Stage 5(b) 		Outcomes and next steps: <ul style="list-style-type: none"> Attendance improves, recognition of improved attendance, close Child/ Young Person's Plan if appropriate Referrals made to partners to seek specific external Learning Community or locality support, family engage with partners All interventions have been explored and sufficient time to affect change has been given through successive and regular CPM/ YPPMs and attendance continues to decrease, Education Wellbeing Service in agreement move to Stage 6 	

Stage 6

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

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

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

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

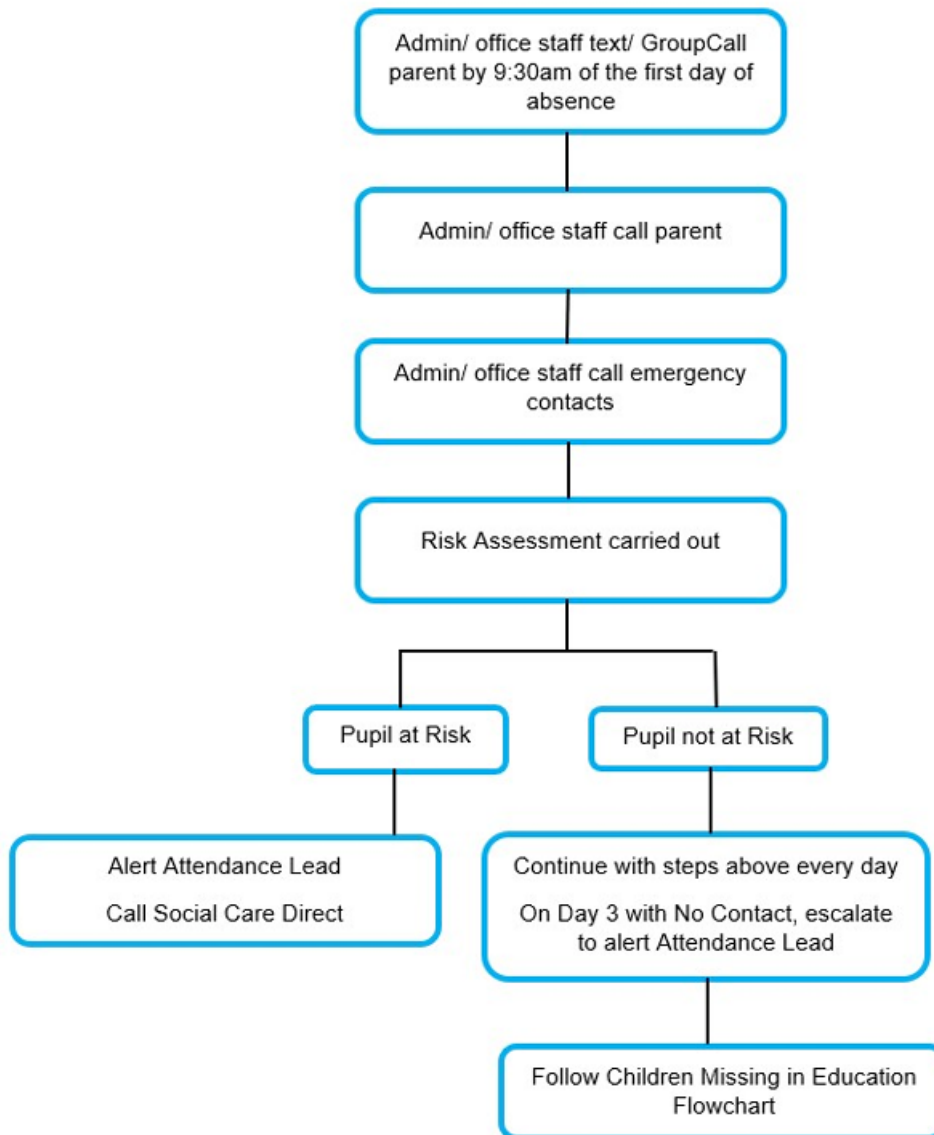
A referral will only be made to after there has been full discussion with other agencies including Social Work and if it is assessed that the child/ young person is at risk. This will be a multi-agency joint referral which considers that the child/ young person is potentially in need of a compulsory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

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

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

Appendix 3 Unexplained Pupil Absence in Primary School

Unexplained Pupil Absence in Primary School



Appendix 4 Child Missing in Education

