

Grove Academy

Promoting Presence Policy

August 2026

Draft

Commitment • Ambition • Respect • Equity



Commitment - Ambition - Respect - Equity

Policy Statement

At Grove Academy we believe that every learner has the right to access education, achieve their potential and feel a sense of belonging within our school community.

Our approach is based on:

- Commitment to supporting every learner
- Ambition for every young person to achieve their full potential
- Respect for the rights, voice and experiences of all learners and families
- Equity through providing additional support where barriers to attendance exist

We recognise the strong relationship between:

Presence

Attending regularly and arriving on time.

Participation

Feeling included, valued and engaged in learning.

Progress

Achieving positive outcomes in learning, wellbeing and future destinations.

Improving attendance is not simply about being present in school. It is about ensuring young people are present, participating and progressing.

Definitions-

- **Attendance**
Attendance refers to a learner's participation in their planned educational programme, including learning within school and approved educational activities arranged by the school. Regular attendance supports wellbeing, learning, achievement and positive outcomes for children and young people.
- **Absence**
Absence occurs when a learner is not participating in their planned educational programme. While some absences may be unavoidable, all absence can affect learning, wellbeing and achievement. The school will monitor attendance closely and work with families to understand and address any barriers to attendance.

Presence, Participation and Progress

The Dundee City Council strategy *Every Dundee Learner Matters* highlights three key elements that support success:

Presence

- Regular attendance.
- Punctuality.
- Access to learning opportunities.

Participation

- Positive relationships.
- Engagement in learning.
- Involvement in school life.
- Feeling safe, respected and included.

Progress

- Academic achievement.
- Health and wellbeing.
- Skills for learning, life and work.
- Positive destinations and future aspirations.

At Grove Academy all attendance interventions will focus on improving all three areas rather than attendance figures alone.

Our Values and Presence

Commitment

We are committed to working with learners, families and partners to identify and overcome barriers to attendance.

Ambition

We believe every learner can succeed and we maintain high expectations for attendance, engagement and achievement.

Respect

We build positive relationships and treat all attendance concerns sensitively and without judgement.

Equity

We recognise that attendance difficulties are often linked to individual circumstances and we provide support based on need rather than applying a one-size-fits-all approach.

Children's Rights

Grove Academy recognises every learner's right to education under Article 28 of the UN Convention on the Rights of the Child.

We will ensure that attendance procedures are supportive, proportionate and centred on children's rights, wellbeing and best interests.

Push and Pull Factors

When attendance concerns arise, Grove Academy will seek to understand the factors that may be influencing a young person's attendance.

- **Push factors** are experiences that make a young person want to avoid school, such as difficulties with learning, relationships, wellbeing or feeling disconnected from school
- **Pull factors** are influences that draw a young person away from school, such as family circumstances, caring responsibilities, health issues or other external pressures.
- The school will work with young people and families to identify both barriers and strengths, ensuring the right support is in place to promote attendance, engagement and wellbeing.

Attendance concerns will be considered in the context of school, family, peer and individual factors to ensure support is appropriate and effective.

Learner Appointments in and out of school

We encourage parents/ carers to arrange appointments for out with school hours however we are aware that this is not always possible. Parents/carers should email the school, post on parent portal or give their Young Person a note to request an Out of School Pass from the school office if they are to attend appointments (dentist etc) during the school day. Office staff will update seemis and the Young Person shows the pass to the teacher to leave class.

PTG will let the office know if learners are out of class at prearranged meetings and will be marked as SCH or OAT depending on what the meeting/ appointment is.

Meetings

All partners who are meeting with pupils during the school day are to inform office of learners attending groups or 1:1 meetings and office staff will record attendance in advance as SCH or OAT as appropriate. Partners are to let the office know if learners do not attend so attendance can be changed to TBC. If the learner attends class instead of an appointment Class Teachers should override the SCH to present in seemis.

Music Lessons

Music lessons- Music Instructors are to let the office know in advance of lessons and office staff will record attendance in advance as SCH. Instructors are to let the office know if learners do not attend so attendance can be changed to TBC. When a learner returns to class halfway through the lesson

Class Teacher overrides SCH to present. Music Instructor confirms attendance with office at end of day. Any queries to PTG.

Expectations and Responsibilities

Learners

At Grove Academy, we encourage all young people to live our values of **Respect, Ambition, Commitment** and **Equity** through positive attendance, engagement and responsible participation in school life.

As a learner at Grove Academy, I will:

- Attend school regularly and arrive on time, showing **respect** for my learning and the learning of others
- Demonstrate **commitment** to my education by taking responsibility for my attendance, participation and behaviour
- Engage positively in lessons and wider school life, following through on expectations and making the most of opportunities to learn.
- Show respect for the different needs and experiences of others helping to create an equitable and inclusive learning environment.
- Seek support from trusted adults when barriers to attendance or engagement arise

Parents and Carers

Parents and carers play a vital role in supporting attendance and promoting Grove Academy's values.

As a parent/carer of a learner at Grove Academy, I will:

- Encourage regular attendance, punctuality and a positive attitude towards learning.
- Contact the school on each day of my child's absence and inform the school of planned absences in advance
- Book holidays and appointments out with school hours wherever possible.
- Respond promptly to communication from the school regarding attendance concerns.
- Work in partnership with the school to support my child's attendance and wellbeing.
- Promote the values of **Respect, Ambition, Commitment** and **Equity** by supporting their child's engagement with school life.

Staff

All staff have a responsibility to promote attendance and create conditions where young people can thrive.

As a member of staff at Grove Academy, I will:

- Build positive relationships based on **respect**, ensuring all learners feel safe, included and valued

- Foster **ambition** by maintaining high expectations and providing engaging learning experiences.
- Promote **commitment** by encouraging learners to take responsibility for their attendance, engagement and progress.
- Promote equity by recognising and responding to individual barriers to attendance, ensuring learners receive the support they need to succeed.
- Record attendance accurately ensuring registers are completed in the first 10 minutes of the lesson and raise attendance concerns at the earliest opportunity.
- Work in partnership with families and agencies to support attendance and remove barriers to learning.

Guidance Staff

Guidance staff play a key role in promoting attendance by building positive relationships, removing barriers to learning and supporting young people to achieve success through our values of Respect, Ambition, Commitment and Equity.

As a Guidance Teacher at Grove Academy, I will:

- Monitor the attendance of learners in my caseload and identify any emerging concerns.
- Work closely with learners and families to understand barriers to attendance and provide support.
- Use a staged intervention approach when attendance concerns arise.
- Coordinate support plans and involve partner agencies where appropriate.
- Promote **equity** by ensuring that support is tailored to individual needs and circumstances.
- Promote the values of **Respect, Ambition, Communication** and **Equity** by ensuring all learners feel supported, included and able to achieve their potential.

Senior Leaders

Senior leaders will model and promote Grove Academy's values through a whole-school approach to attendance.

As a Senior Leader at Grove Academy, I will:

- Champion a culture of **Respect, Ambition, Commitment and Equity**, where attendance, inclusion and achievement are priorities.
- Ensure robust systems are in place to monitor attendance and identify concerns early.
- Support staff, learners and families through timely and proportionate interventions.
- Promote equitable practices that remove barriers to attendance and ensure support is targeted where it is needed most.
- Work collaboratively with partners to remove barriers to attendance and ensure every young person is supported to succeed.
- Celebrate and promote positive attendance across the school community.

Staged Intervention

Grove Academy's Presence Policy follows the DCC staged intervention model to promote positive rates of attendance and reduce absence. There are 4 stages to the model:

Stage 1: Universal Support (All Learners)

Focus: Promoting positive attendance and preventing concerns from developing. We will:-

- Create an inclusive, welcoming school environment where learners feel valued.
- Regularly monitor attendance and identify concerns early.
- Ensure learners have access to a trusted adult.
- Gather and listen to learner voice about their school experience.
- Share attendance information with parents/carers in a supportive way.
- Plan carefully for transitions and support learners returning after absence.
- Complete wellbeing check-ins when learners return following periods of absence.

Stage 2: Targeted Support Planning 1 (Attendance 90% or Below)

Focus: Early intervention when attendance begins to decline. In line with our values of **Respect, Ambition, Commitment** and **Equity**, attendance below 90% will normally trigger attendance monitoring and targeted support. The school will consider individual circumstances and ensure that any intervention is proportionate, supportive and responsive to need. Where attendance remains below 90%, the staged attendance procedures outlined in this policy may be implemented to support improved attendance and engagement. We may:-

- Meet with the learner to understand barriers to attendance.
- Explore possible factors affecting attendance (school, peers, family, wellbeing).
- Work with parents/carers to identify support needs.
- Identify key adults who can support the young person.
- Develop a Presence Action Plan with clear targets and goals.
- Consider a Team Around the Child meeting and consultation with partner agencies.
- Consider referral to Grove's Presence Review Group.
- Recognise and celebrate improvements in attendance.

Stage 3: Targeted Support Planning 2 (Attendance 75% or Below)

Focus: Coordinated support where attendance is not improving. We will:-

- Hold regular Team Around the Child meetings.
- Implement and review a Child's Plan and or Individual Education plan (IEP).
- Discuss at Grove's Presence Review Group.
- Review attendance barriers regularly and adapt support as needed.
- Consider additional assessment tools (e.g. School Refusal Questionnaire).
- Use creative and flexible approaches to engagement and learning.
- Involve partner agencies where appropriate.
- Review progress every 4-6 weeks and consider referral to an Attendance Hearing if required.

Stage 4: Specialist Support Planning (Attendance Below 60%)

Focus: Intensive multi-agency intervention for complex attendance concerns. We will:-

- Review the Child's Plan at least monthly.
- Undertake multi-agency assessment and coordinated planning where appropriate.
- Consider regular home visits.
- Explore individualised timetables and flexible learning pathways.
- Provide access to alternative learning provision where appropriate.
- Strengthen links with school, family and community supports.
- Consider referral to an Attendance Hearing and other statutory processes where necessary.

Grove Presence Review Group Roles & Responsibilities

Presence Review Group (PRG)

- The PRG team consists of DHT (Pupil Support Coordinator), Senior Support Worker and attendance office link
- Using the Attendance Overview Spreadsheet an agenda is created with those young people identified as needing increased support/interventions.
- The team will carefully consider the circumstances of each individual young person, alongside the actions previously taken.
- Recommended Actions will be noted, with a Review date set.
- Attendance office link emails minute to House Teams, updates mosaic with notes of discussion at PRG and sends promoting presence letters as required (see Appendix 2a-e).
- Admin staff take minute of PRG and circulate to relevant House Teams. Admin staff updates Mosaic and seemis with results of PRG.

Actions

As per DCC Policy, the Actions of the PRG Team could include:

- Step back to House Team
- Continue to Monitor
- Send promoting presence letters- see appendix 2a-e
- Team Around the Child – Attendance Focus
- Presence Review Meeting (ARM) chaired by Pupil Support Coordinator
- Referral to Senior Support Worker
- Referral to Attendance Hearing

Grove Academy Attendance Procedures

Daily absence will be managed and monitored in the following way:

Office Roles & Responsibilities:

Absence Updates

- Before 9am Check answer machine, Groupcall, Parent Portal and Emails for any parental contact and absence information. Update SEEMIS accordingly after the first 15 minutes of each period to avoid potential Seemis errors as previously reported by staff. Use DCC codes (see Appendix 1)
- **Approx 9:45 am - Send Late Text (for information)**
- Approx 10am – Send P1 Absence Text, allowing replies. Update SEEMIS based on any response.
- Approx 3.00pm (M-T)/ 2.00pm (W-F) – Send PM Absence Text, allowing replies. Update SEEMIS based on any replies.
- End of day anomalies printed per PTG – to support PTG's with tracking the following day by attendance office link.
- End of day change all TBC attendance codes to UNA, marking LAT where appropriate. e.g. P1 and Period after lunch.

Late coming

- Office staff will amend attendance as follows:- If a learner is absent P1 (and or P2) they should be marked TBC. If a learner then appears to be in (i.e. looks like marked as present) they should remain TBC for P1/2 until lunchtime.
- If the learner did attend classes later, then the TBCs P1/2 etc should then be amended to LAT (meaning Learner late to school so missed that whole class period).
- Late text should be sent as follows at end of day (LTC text for any periods during the day where Learner was late)-
 - **LAT-** *arrived late to school & missed at least 1 period of learning. Please encourage them to catch up on missed learning and attend on time.*
 - **LTC-** *your Young Person arrived to, at least one class, late today. Please support us in your Young Person's learning and encourage them to attend on time.*

Chasing Absence

- On 3rd day of unexplained absence, following conformation from Guidance, referral made to SSW on MOSAIC.

Coding

- The school will use a consistent approach to coding on SEEMIS, as outlined in DCC Policy. See Appendix 1 for list of codes to be used.

House meetings

- Office staff will download attendance and late coming data for each house every Monday morning and populate into house meeting agendas

Flexible Alternative Curriculum Delivery (FACD)

- Office staff to update seemis to reflect any adaptations to a learner's timetable after agreement of an FACD.

Class Teacher Roles & Responsibilities

Period by Period Attendance

- Class teacher will complete the register within the first 10 minutes of class starting and then updating late arrivals LTC.
- Codes to be used are: **TBC** (if pupil is absent) and **LTC** (if pupil is Late to Class). No other codes should be used. If a pupil has a prepopulated code, and they are present, please change to present. If a pupil is absent, staff should not change any prepopulated code.

Internal Truancy/Absent without permission

- If a pupil attends your class, mark them as present.
- If the young person subsequently leaves without permission, notify the school office as soon as possible.
- If a pupil attends class, then absconds, or is in the building truanting on site, the School Support Worker will attempt to find, confirm location and either return the young person to class, support area e.g. the Refection or Inclusion Room, or a request to the office to contact home to note their young person has been truanting from class.
- House Team informed for discussion at House Team Meeting for next steps.

Attendance concerns

- If you are concerned about a young person's attendance in your class, please discuss with your PTC in the first instance, either by email, referral or as a standing Department Meeting agenda item.
- PTC/Faculty Heads should follow concern up as they would an attainment/progress concern, then update CT. CT or PTC should complete a referral to PTG to inform them of concern and action taken.

Late Coming

- If a learner arrives late to class seemis register should be amended to LTC and learner welcomed into class using the following script (or similar)

"Hi, nice to see you. Take a seat and I'll be over to see you shortly".

PT Guidance Roles & Responsibilities

Daily Checks

- Previous days anomalies will be with PTG by 8.30am.
- Anomalies to be discussed with pupils at tutor time.
- PTG uses anomalies sheet to challenge absence with pupil. PTG to check with subject teacher. Once reason for absence is confirmed, update using appropriate code on Seemis (see appendix 1 for DCC codes).
- If consistent names, follow up discussion through House Team meeting and communication with home.
- If any information from Office requires action, phone or email and update SEEMIS accordingly.

School Refusal

- If absence is due to Emotionally Based School Refusal or Avoidance, then discuss at House Team meeting.
- Emotionally Based School Refusal should be coded as OUA.

Flexible Approaches to Curriculum Delivery

- PT Guidance will use a Flexible Approach when planning any reduced time in school. This must be discussed as an outcome from a TATC meeting, evidenced through MOSAIC.
- DCC Policy on FACDs will be followed and HT permission, along with review date, must be included.
- FACD spreadsheet should be completed and copy of planned timetable stored in teams folder detailing coding to be used using DCC recommendations of Code (See Appendix 1)
- As part of an outcome from a TATC, a copy of the planned timetable will be given to the pupil and sent home to parent.
- All learners who have an FACD which includes time in SFL, Inclusion Rooms or time at home should have an IEP and possibly a Child's Plan.
- Pupils with permanent arrangements to attend Support for Learning have been timetabled as such. There is therefore no requirement to change any coding.
- Flexible Approaches to Curriculum Delivery should be reviewed every 4 weeks, weekly if time at home.

House Team Roles & Responsibilities

House Team Meeting

- Every week, the House Team will have a focus on Presence and moderate attendance data for a specified year group.

- Weekly openings report will be shared every week for House Teams in their house meeting agenda to review in House Team Meetings. The list should be filtered to focus on those pupils with less than 90% attendance.
- House Team follow the attendance process to discuss previous actions, new concerns and next steps.
- Agreed next steps will be communicated with home and recorded appropriately.
- Collated spreadsheet of all young people late between 8.50am and 9.30am is sent by a SSSA to House Heads on a Friday for follow up discussions at House Team meeting.
- Persistent late coming to be discussed and followed up at House Team Meetings. Late letter and attendance letter 1 (see appendix 2a & f) to be issued by house admin as required. Persistent late coming to be addressed with parents/carers through TATC process.
- Anomalies discussed at weekly House Team Meetings and recorded on House Minutes. Anomalies letter and attendance printout sent by house admin where necessary

Late procedures

Class teachers should not challenge Learners if late. They should welcome them into their room and help them get started on their learning using the following script (or similar)

“Hi, nice to see you. Take a seat and I’ll be over to see you shortly”.

Patterns of late coming will be addressed by House Teams.

- If a Learner is absent p1 at the start of the lesson the teacher should mark as TBC.
- If the Learner then attends school late during period 1 the class teacher should amend the attendance to LTC (late to class). Learners then should attend the rest of their classes and should be marked present or TBC if they are not there as per usual guidelines.
- If a Learner arrives more than 5 minutes late to class, the Class Teacher should record a demerit “Late >than 5 minutes”. This will be reviewed regularly by House Teams.
- Learners in S4-6 who have double periods staff should ensure they mark a Learner present in the second period if late the 1st period.
- Office staff will amend attendance as follows:- If a Learner is absent P1 (and or P2) they should be marked TBC. If a Learner then appears to be in (i.e. looks like marked as present) they should remain TBC for P1/2 until lunchtime. Then P1 (and P2) changed to LAT.

Late coming procedures

The following procedures are in place to report, support and track late coming:

- 08.30 – 08.50 House Teams welcome pupils at door.

- Pupils arriving between 08.47 - 08.50 will have their name taken by DHT or PTG and list shared with office staff to send Morning Late text home for information.
- 08.50 – 09.35 – School Support Worker welcomes pupils at front door, takes names to pass to office for Morning Late text to be sent home for information.
- Where it is clear that there is a genuine reason for lateness to school (e.g. school bus breaks down, RTA etc) no text message will be sent
- Approx 10am – Send P1 Absence Texts and Late to School text allowing replies.
- Pd 2 onwards – office issue late slips to pupil who then attends class; teacher marks LTC.
- Class teacher marks pupils LTC on arrival at class if late.
- Approx 3.00pm (M-W)/ 2.00pm (T-F) – Send PM Absence Text, allowing replies.
- PT Guidance completes anomalies each day to update codes/follow up with pupils/parents or carers.

SCHOOL ATTENDANCE CODES (UPDATED 2024)

Absence Reason	Explanation / Examples	Seemis Registration Code	Seemis Report Code
Medically Certified	Illness 'certified' by parent/carers	MED	F
Exceptional Domestic Circumstances	Young Carer duties; bereavement; sudden family illness or crisis; prison visit; moving house; religious/cultural festival	DCA	Q
Extended Leave with Parental Consent	Cultural visits	EXL	Z
Parental Holiday (Exceptional)	<i>Exceptional</i> circumstances only e.g. uniformed services with fixed leave.	PHL	E
Part Time Timetable (exclusion related)	Facilitating return to school after exclusion – short term, within re-integration plan.	PTX	Y
Part Time Timetable (health)	Formal adapted timetable (health related) - child/young person receiving treatment, recovering, etc. at home or in hospital. Facilitating return to school after illness (including mental health issues) - short term, planned, monitored closely.	PTH	=
Sickness with Educational Provision	Individual, short term, unplanned home learning due to a health or wellbeing issue, or arrangement supported by Accessibility and Inclusion Service	SEP	B
Other Authorised Absence	Any authorised absence not covered above e.g. occasional sporting & cultural events not arranged but approved by the school	ABS	A

Absence - Unauthorised

Appendix 1- DCC attendance codes

Absence Reason	Explanation / Examples	Seemis Registration Code	Seemis Report Code
Parental Holiday	Family holiday during term time without exceptional circumstances	UPH	G
Missing (period by period)	Pupils who have been marked present in previous class(es)	MIS	M
Domestic Circumstances	Explained by parent/carer, unacceptable reason eg birthday, buying shoes	DCU	R
Exclusion	All openings affected by a period of exclusion	EXC	X
Truancy or Unexplained Absence	Unexplained absence, confirmed truancy (i.e. parent unaware)	UNA	U
Other Unauthorised Absence	Refusal to attend (parent aware)	OUA	N

Attendance - Pupil in school

Absence Reason	Explanation / Examples	Seemis Registration Code	Seemis Report Code
Present		-	-
Late		LAT	J
Personal (e.g. medical appointment)	Only for part opening – full opening is an absence	PER	P
Late to Class (period by period)		LTC	~
In school but not in class (period by period)		SCH	~
School Closed		CLO	C

Attendance - Pupil not in school but learning elsewhere

Absence Reason	Explanation / Examples	Seemis Registration Code	Seemis Report Code
*Adapted Timetable (flexible education)	Student is engaging with school led learning – planned, arranged, regularly reviewed between by school and the family <i>If the pupil does not engage in the agreed adapted timetable, then their absence should be recorded using the appropriate absence code.</i>	ATF	\$
*Virtual Home Learning	Unplanned home learning that is not health or wellbeing related. Schools are open but some individual students or small groups cannot physically attend due to external factors; school led learning is being carried out remotely and the student is engaging. e.g. localised weather conditions, transport failure, power failure, police incident, emergency placement, hazardous conditions in the school building or in part of the school building (e.g. problem with water distribution, the heating or the ventilation system). <i>If a pupil does not engage in the agreed learning, then record absence using the appropriate code.</i>	VHL	£
*Flexible Learning formally requested by Parental/Carer	<i>At the discretion of the school/authority. It is the responsibility of the parent to provide meaningful activity at home, monitored regularly by the school.</i> Example 1: to nurture a particular talent, skill or interest child through a regular private arrangement (e.g. private tuition	FLX	&

Appendix 1- DCC attendance codes

	for the music or sporting events at national level). Example 2: to provide a particular experience/set of experiences which cannot be accessed through the local authority school (e.g. an engineering project; intensive outdoor learning opportunities).		
Other Attendance	Other flexible approaches to curriculum delivery out with school building but NOT at home - e.g. KIKO, College	OAT	O
Work Experience		WRK	W
Study Leave		STY	S
Field Trip		FLD	V

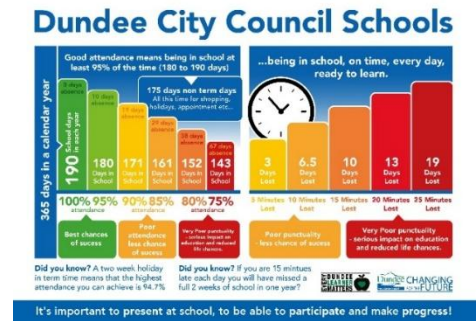
Other

To be confirmed	TEMPORARY ONLY – must be updated later, normally within one week.	TBC	T
Should not attend	e.g. P1 half day attendance, exceptional closure	SNA	H
School Holiday		HOL	H
Staff Training Day (INSET)		INS	I



Attendance Letter 1 – Attendance has fallen below threshold 90%

Dear **Parent/ Carer name**



In accordance with Dundee City Council Attendance Policy and Procedures, we are required to inform Parents/Carers of children whose attendance falls below the attendance threshold of 90%.

I am writing to you to inform you that **(child's name)** attendance has fallen below 90% and is now **xx%**. Please find enclosed a copy of their Attendance Summary for your information. Whilst you have given reasons around the absence of your child, it is important that attendance is monitored.

Supporting the attendance of children and young people is a high priority for Dundee City Council as we know that positive rates of attendance help children and young people to achieve their full potential and support their health and wellbeing.

By working together, we can help to address any areas of difficulty that your child may have in attending school. One important aspect which can make a big difference is ensuring good communication between home and school. This includes parents/carers keeping the school informed about reasons for absence and schools informing parents when their children are not in school. Please get in touch with **xxxxx** (Principal Teacher of Guidance) to discuss any concerns that you may have about your young person attending school.

Yours sincerely

Principal Teacher Guidance



If you have trouble understanding English please contact the address below

اگر آپ کو انگریزی سمجھنے میں مشکل پیش آتی ہے تو براہ مہربانی نیچے درج پتے پر رابطہ کریں:

नेपाल प्रजातन्त्र राष्ट्रिय शिक्षण मन्त्रालय शिक्षण बख्तिराली जिल्ला वी ३ शिक्षण बख्तिराली नगरपालिका शिक्षण बख्तिराली जिल्ला वी ३ संघटन बख्तिराली

Jeżeli masz trudności w zrozumieniu języka angielskiego, skontaktuj się na poniżej podany adres:

如果你對英語理解有困難，請聯絡以下地址:

Dundee Translation & Interpretation Service, Mitchell Street Centre, Mitchell Street, Dundee DD2 2LJ
Tel: 01382 435825 Fax: 01382 435805
For information about Dundee City Council visit our website - www.dundee.gov.uk





Grove Academy

Mr T Woodcock – Head Teacher

24 Claypotts Road, Broughty Ferry



Attendance Letter 2 – invite to meeting (<90%)

Dear Parent/ Carer name

At Grove Academy, we are committed to the presence, participation and progress of all children and young people to ensure that they have the best start in life. In order for them to have the very best chance of achieving, it is important that they attend school regularly and access a variety of both learning and health & wellbeing experiences.

In Dundee City Council, we have a target of 95% attendance for all of our children and young people in schools. I am writing to you to let you know that **child's name's** attendance has dropped to **xx%**. Please find enclosed a copy of **child's name's** Attendance Summary for your information.

I would like to invite you to a meeting within school on **xxxx** at **xxxx** to discuss whether there are any areas of concern for your child, and how we can work together to support them to attend. At this meeting, we will create an action plan to support your child's attendance. If the date or time is not suitable please contact the school office to arrange an alternative date and time.

Yours sincerely

xxxxxx (Principal Teacher of Guidance)



We are a Microsoft School



If you have trouble understanding English please contact the address below

اگر آپ کو انگریزی سمجھنے میں مشکل پیش آتی ہے تو براہ کرم ہماری نیچے درج ہے پر رابطہ کریں:

ਜੇਕਰ ਤੁਹਾਨੂੰ 'ਇنگلیش' سمجھنے میں دشواری آتی ہے تو براہ کرم نیچے دی گئی پتہ پر رابطہ کریں۔

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For information about Dundee City Council visit our website - www.dundeecc.gov.uk





Grove Academy

Mr T Woodcock – Head Teacher

24 Clavonots Road, Broughton Ferry



Dundee City Council Schools



Attendance Letter 3 – attendance has not improved

Dear Parent/ Carer name

We continue to have concerns about your child's level of attendance at school. Unfortunately, there has not been significant improvement in attendance. At Grove Academy, we are committed to presence, participation and progress of all children and young people in accordance with Dundee City Council Promoting Presence Policy. In order for children and young people to have the best possible chance of achieving, it is important that they attend school regularly and access a variety of both learning and health & wellbeing experiences.

In Dundee City Council, we have a target of 95% attendance for all of our children and young people in schools. I am writing to you to let you know that **child's name's** attendance has dropped to **xxx%**. Please find enclosed a copy of **child's name's** Attendance Summary for your information.

I would like to invite you to a meeting within school on **xxx** at **xxx** to discuss whether there are any areas of concern for your young person, and how we can work together to support them to attend.

Yours sincerely

Mrs C Barbour

Depute Headteacher/ Attendance Coordinator



If you have trouble understanding English please contact the address below

اگر آپ کو انگریزی سمجھنے میں مشکل پیش آتی ہے تو براہ مہربانی نیچے درج ہے پر رابطہ کریں:

ನೀವರ ಬ್ರೂನ್ರಿ ಡಿವಾಲ್ಟಾ ಸಮಾಜತ ಪಿರ್ವ ಕಠಿನಾಪಿ ರ್ವಿಲಿ ರಿ ತಾ ಪಿರ್ವ ಕಠವಿ ಸಾಫಿ ನಾಲ್ ರೆತಾ ಪಿರ್ವಿ ಪಿರ್ವಿ ತಿ ಸೆಪರ್ವ ಕಠಿ.

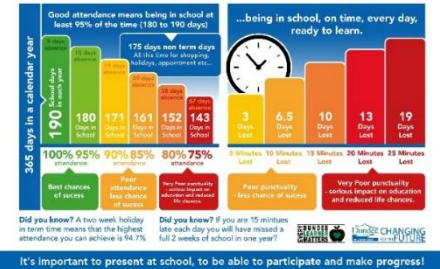
Jeżeli masz trudności w zrozumieniu języka angielskiego, skontaktuj się na poniżej podany adres:

如果你對英語理解有困難，請聯絡以下地址：

Dundee Translation & Interpretation Service, Mitchell Street Centre, Mitchell Street, Dundee DD2 2LJ
Tel: 01382 435825 Fax: 01382 435805

For information about Dundee City Council visit our website - www.dundee.gov.uk





Attendance Letter 4 – referral to attendance hearing

Dear **Parent/ Carer name**

I have previously written to you around continued concerns about **child's name** welfare and non-engagement in their education. Unfortunately, an acceptable level of school attendance has not been achieved despite the offers of support and planning to help child's name to engage.

At this stage I will refer this matter to an Attendance Hearing in terms of Section 36 and 37 of the Education (Scotland) Act 1980. If the Attendance Hearing finds that you do not have a reasonable excuse for **child's name** non-attendance then there are a number of decisions that may be made including referring the case to the Scottish Children's Reporter Administration.

Should you require further information or wish to engage in planning together to support **child's name** back into an appropriate education package, please telephone the school office to make an appointment.

Yours sincerely

Mrs C Barbour

Depute Headteacher/ Attendance Coordinator



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सेक्टर डुन्देई टिंकलिस समझत बिच बठिनारी हुंदी है ता हिजा बदले साथे नाल चेता रिहते पते से संपर्क करें।
Jeżeli masz trudności w zrozumieniu języka angielskiego, skontaktuj się na poniżej podany adres:
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Grove Academy

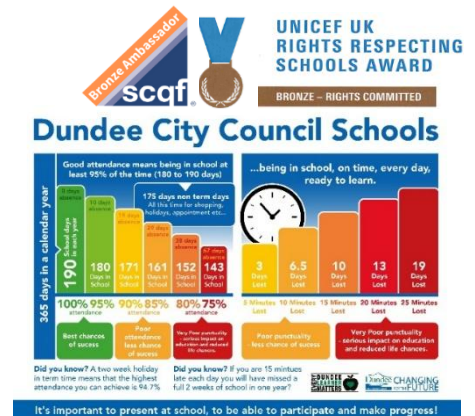
Mr T Woodcock – Head Teacher

24 Claypotts Road, Broughty Ferry



Attendance Letter 5 – unexplained absence

Dear Parent/ Carer name



We have recently tried contacting you by text/telephone (*delete as appropriate) to discuss the recent absence of **child's name** from school.

Dates of absence: **insert date(s)**

It is necessary that you provide the reason for **his/her** absence(s). Please contact the school as soon as possible in order that **child's name** attendance record can be updated with the accurate information.

If, on receipt of this letter, **child's name** is still absent, can you please also contact the school to advise their expected date of return.

Yours sincerely

Xxxx Principal Teacher of Guidance (*delete as appropriate)



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 Jeżeli masz trudności w zrozumieniu języka angielskiego, skontaktuj się na poniżej podany adres:
 如果你對英語理解有困難，請聯絡以下地址:
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Grove Academy

Mr T Woodcock – Head Teacher

24 Claypotts Road, Broughty Ferry



Dear Parent/Carer

LATECOMING LETTER

Attending School, Every Day Counts

In accordance with DCC Attendance Initiative Policy and Procedures, it has come to our attention that your Young Person has been late on two or more occasions this week. Please find enclosed a copy of your child's Attendance Summary for your information.

Being in school at 8.45am is vital for your Young Person's education as it gives them the best start in life. Setting good attendance and time keeping patterns from an early age helps children and young people later on in life. Arriving late often means that a pupil has missed important learning which, overtime, can impact on progress. Learners need to be present in order to fully participate and then make the progress they are capable of.

If you require any support in getting your Young Person to school, please do not hesitate to contact your Young Person's Guidance Teacher us on:-

Tel 01382 436800 or E-mail: groveacademy@dundeescchools.scot please include who you want the e-mail to be forwarded too.

Thank you for your continued support.

Yours faithfully

Head Teacher



We are a Microsoft School



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सेक्टर डुण्डे, ईंगलिस समझट फिर बठिनारी हुंटी है ता हिवा करके साथे नाल चेठा रिठे धरे डे संपर्क करे।

Jeżeli masz trudności w zrozumieniu języka angielskiego, skontaktuj się na poniżej podany adres:

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Grove Academy Presence Action Plan



Name: _____

Class: _____

Supporting Adult(s): _____

Date: _____

Attendance History

What is making attending school difficult?

What will help?

Intended Outcome	Actions Required	By Who	Date Achieved	Review date	Review Comment
1.					
2.					
3.					

