



# JOHNSTONE HIGH SCHOOL

DETERMINATION • KINDNESS • RESPECT

JOHNSTONE HIGH  
SCHOOL'S  
ATTENDANCE POLICY

## ENHANCING AND MAXIMISING ATTENDANCE

## **WHAT IS THE PURPOSE OF THE POLICY?**

The purpose of this policy is to provide all stakeholders with a framework which offers guidance and strategies to enhance and maximise pupil attendance. At Johnstone High School our aim is to ensure all pupils are included, engaged and involved in their education as we know that absence from school, whatever the cause, disrupts learning. The policy has undergone a refresh, incorporating new legislation and government guidance. Prior to the writing of this policy, school staff, pupils and, parents and guardian's opinions were sought and considered.

## **WHAT CONSULTATION HAS TAKEN PLACE IN THE CREATION OF THIS POLICY?**

This policy was developed through a rigorous process of collaboration and review, ensuring it reflects the voices of our entire school community. We engaged directly with our young people through Pupil Voice questionnaires, which explored what they value most about their education and identified the key "push and pull" factors influencing their attendance. Simultaneously, we established Parent and Carer Focus Groups to discuss concerns regarding school procedures; these groups were subsequently invited back to review the working document and suggest critical edits. Underpinning this consultation, our Principal Teachers of Pastoral Support and Depute Head Teacher for Pupil Support conducted a significant literature review, looking both inwards at our own context and outwards at national and international trends. School leadership members attended "Quality Improvement Programme (QIP)" as part of Education Scotland's ongoing work on improving attendance nationally. This research was further strengthened by networking with comparable schools in the West Partnership to benchmark our approach against best practice.

## **WHAT IS THE VISION OF THE POLICY?**

We expect all members of our school community to contribute to a positive school ethos which encourages and supports excellent attendance. Our school values underpin our approach to enhancing and maximising attendance. All pupils will regularly demonstrate their:

- DETERMINATION
- KINDNESS
- RESPECT

## **HOW IS ATTENDANCE DEFINED?**

Attendance in school is attending and participating in educational activities arranged by the school. As well as physically attending school, children are expected to participate in a range of educational activities that the school provides, such as:

- learning out with the school provided by a college or other learning provider while still on the school roll
- educational visits, day, and residential visits to outdoor centres
- interviews and visits relating to further and higher education or careers events
- debates, sports, or creative activities in conjunction with the school
- study leave for young people participating in national exams, when arranged by the school during the period of the national examination timetable
- receiving tuition via outreach teaching services
- periods of work experience

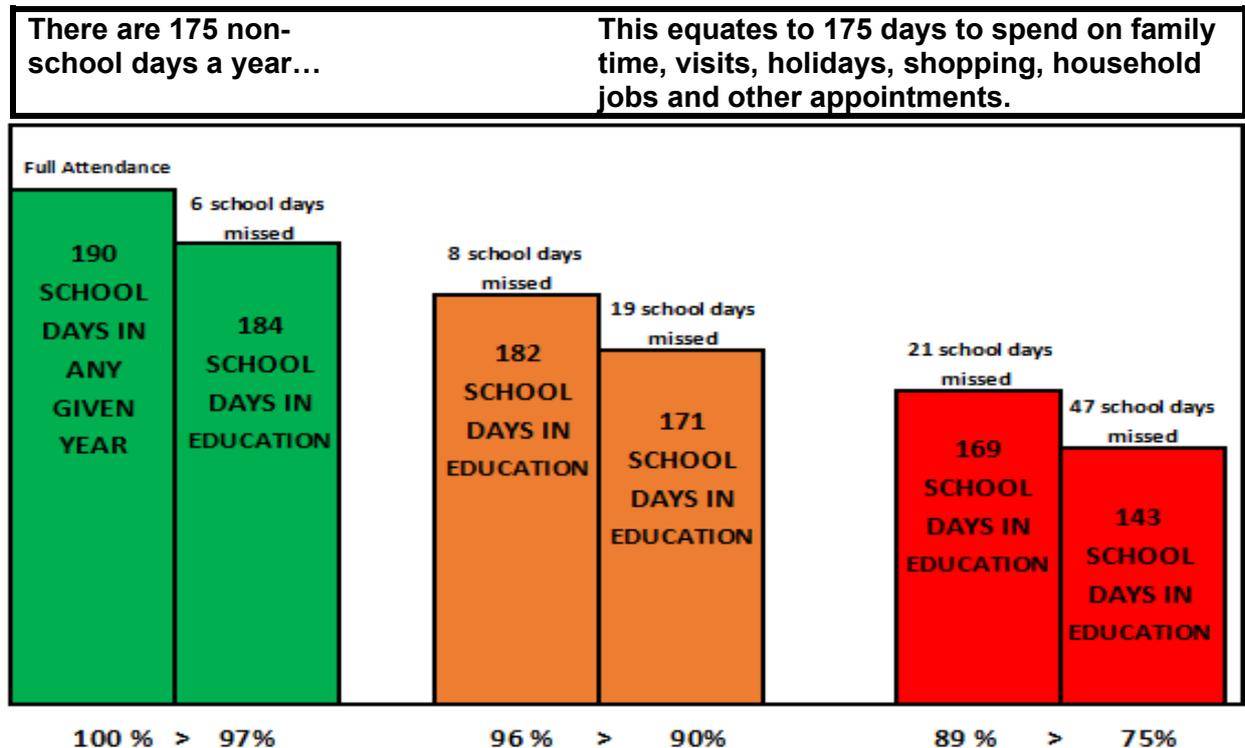
## **WHEN DOES ATTENDANCE BECOME A CONCERN?**

Maintaining high attendance is not only a priority for all at Johnstone High School but it is of national interest. Research suggests that all forms of absence (truancy, sickness absence, exceptional domestic circumstances, and family holidays) can negatively impact achievement and attainment. Poor attendance at school, whether due to absenteeism or exclusion, leads to multiple social, educational, and lifelong socio-economic disadvantages. Despite school attendance being recorded nationally at 93.7% in 2014-15, Scotland has seen consecutive decreases since in attendance percentages since then. Most recently, national attendance rates have shown some signs of recovery post Covid, reaching 91.0% in the 2024-25 session.

## WHAT ARE THE OUTCOMES OF POOR ATTENDANCE?

Absences from school can have negative effects on a young person's education this includes, but is not limited to, missing out on teacher-led lessons, peer interactions, and, ultimately, academic achievement. The direct correlation between attendance and academic success, this is well documented in their research. There is evidence to suggest that there are long-term consequences of school absences for overall educational attainment and positive destinations after school. The Scottish Government's executive agency "Education Scotland" consistently emphasise higher attendance rates leading to improved academic performance. This is due to pupils having more opportunities to engage with classroom materials, participate in discussions, and receive timely feedback from their class teachers. Evidence suggests that the higher the absence, the greater the impact on attainment.

UK Government statistics demonstrate children and young people who performed better both at the end of primary and secondary school, missed fewer days than those who did not perform as well (UK Government, 2022). Higher rates of attendance give children and young people more opportunities to learn.



We are aware that life sometimes gets in the way but where possible, pupils should be engaging with extra-curricular activities, holidays and appointments on non-school days.

## ATTENDANCE PROTOCOLS

It is the responsibility of all pupils, parents/guardians, and school staff to ensure that our school community provides a safe, welcoming, interesting, and enjoyable learning environment that encourages excellent attendance. This will promote high attainment, positive sustained destinations and support the safeguarding and wellbeing of our pupils.

In Johnstone High School we are committed to ensuring that our pupils; experience high quality learning and teaching, gain skills for learning, life and work; are successful learners, confident individuals, effective contributors and responsible citizens; are supported fully by parents/carers, the school and partner agencies; and have the best start in life and are ready to succeed.

This is why you can expect the following from Johnstone High School:

- We will ensure the school attendance policy is clear and accessible to all.
- We will help parents/carers to understand the importance of school attendance.
- We will encourage development of key relationships between staff and parent/carer.
- We will use multi-agency partnership approaches, where appropriate.
- We will regularly review and analyse attendance data.
- We will implement, regularly monitor, and evaluate targeted interventions.
- We will commit to timely communication with parent/carers and young people where appropriate.
- Use a range of approaches including home visits to build relationships between home and school (where possible).
- Maintain regular, informal contact and encourage parent/carers to view the school as a source of support and help.

For this reason, each house team at Johnstone High School will be proactively monitoring each young person's attendance and work through a staged intervention approach to attendance. This is outlined over the page.

## **EVERY LESSON COUNTS: WHY WE MEASURE THE IMPACT OF ATTENDANCE ON ATTAINMENT.**

In the fast-paced environment of a Scottish secondary school—particularly as pupils move from the Broad General Education (S1-S3) into the Senior Phase (S4-S6)—the link between being in class and achieving results is undeniable. We measure this impact not to penalise absence, but to protect future opportunities.

### **1. The "Scaffolding" of the Senior Phase.**

Modern Scottish qualifications (National 5s, Highers, and Advanced Highers) are designed as linear progressions. Knowledge is "scaffolded," meaning today's lesson builds directly on yesterdays. The Impact of this is that if a pupil misses a double period of Higher Maths, they don't just miss "time"; they miss a foundational concept (like a specific calculus rule). When they return, they aren't just catching up on work; they are trying to build on a missing foundation. By measuring this, we can pinpoint exactly where the learning gap occurred.

### **2. Debunking the "90% Myth".**

In a secondary context, percentages can be deceiving. An attendance rate of 90% sounds excellent but statistically, it equates to missing: One half-day every week. Four whole weeks of learning across the school year. In terms of attainment, research within Scotland shows that a drop from 95% to 85% attendance can result in a drop of a full grade band (e.g., falling from a 'B' to a 'C') in SQA exams.

### **3. Closing the Gap / Scottish Attainment Challenge.**

By tracking the correlation between attendance percentages and assessment scores, we can identify pupils who are physically present but academically slipping, or those whose sporadic absence is quietly eroding their tariff scores.

### **4. It's Not Just Academic.**

In secondary school, learning is social. Missing group work, peer discussions, and the shared experience of the classroom impacts a pupil's confidence and overall wellbeing. When they return, the social anxiety of "being out of the loop" can impact their focus, further lowering both attendance and attainment.

## THE REALITY OF LOST LEARNING

If a pupil's attendance percentage falls to...	...we know that this equates to...
<b>97%</b>	<b>One week of missed learning.</b> Although this is manageable, pupils might feel they require support from staff to help get caught back up. This will allow pupils to equalise with the rest of the class.
<b>95%</b>	<b>Around 10 days of missed learning.</b> Pupils who attend school 90% or above are 4 times more likely to achieve a Higher than those who have 80% attendance or lower.
<b>93%</b>	
<b>90%</b>	Studies have indicated that missing 10% of schooling (the equivalent of 4 weeks) over the course of a year can begin to impact on attainment. Pupils should utilise classwork posted digitally (on Satchel One or Microsoft Teams) to equalise with the rest of the class.
<b>87%</b>	<b>Around four weeks of missed learning.</b> Research suggests that pupils who have an average of 20 days absent per school year see negative effects to their attainment – often resulting in pupils sitting a subject at the level below where they could have attained. I.e., sitting National 4 where National 5 could have been possible.
<b>85%</b>	
<b>80%</b>	<b>Six weeks of missed learning.</b> It has been found that if 80% attendance is maintained from S1 to S5, this is the equivalent of one whole year of education lost.
<b>75%</b>	<b>Eight weeks of missed learning.</b> This is the equivalent of more than one whole school term. Typically, one or two units of work can be covered in a school term, per subject. Where pupils are studying five or more subjects, teaching time for ten plus topics has been missed.
<b>&lt;70%</b>	Significant lost learning of 60 days or more can be detrimental to a pupil's post school positive destinations.

## THE STAGED INTERVENTION PROCESS.

We fully recognise that every pupil is an individual and may require or already have a bespoke child's support plan tailored to their specific circumstances. To ensure consistency, however, our House Teams review data monthly using an attendance tracker and work through a staged intervention process. While this framework is loosely based on attendance percentage thresholds to help us identify risk, we apply these stages flexibly, ensuring that our response is driven by the child's needs rather than just the raw data. Please see our staged intervention process in appendix one.

## OUR STAGED INTERVENTION PROCESS: RATIONALE & FLOW

At Johnstone High School, we operate a supportive, data-informed Staged Intervention Framework to monitor and encourage pupil attendance. The rationale behind this process is not to penalise, but to identify patterns of disengagement early so that the appropriate support can be put in place.

While the framework provides a structured consistency, we recognise that every pupil is unique. As stated in our policy, professional judgment is applied in all cases, ensuring that interventions—whether a text, a letter, or a meeting—are appropriate for the specific young person and their family circumstances.

### The Staged Flow

The process begins with a Monthly Review of the Attendance Tracker by the House Team. Based on the data, pupils are categorised into three initial streams:

97% – 100% (No Action): No intervention is required; we celebrate this excellent engagement.

95% – 97% (Early Check-In): A **pastoral check-in** may take place with the pupil during their PSE period to offer light-touch support.

Below 95% (Intervention Stream): Pupils falling below this threshold enter our staged support pathway:

1. Intervention: For pupils dipping below 95% in the first month, a text is sent home.  
 If attendance improves: A **positive recognition text** is sent.  
 If attendance declines/falls below 90%: We move to the next stage.
2. Intervention: If attendance drops below 90% or continues to decline after the first text, **Attendance Letter 1** is issued.  
 If attendance improves: A **positive recognition text** is sent.  
 If attendance declines: The process escalates to maintain contact.
3. Intervention: Continued decline triggers a **second text intervention** (Text 2), followed by **Attendance Letter 2** if no improvement is seen. This ensures sustained communication with home before formal meetings are called.
4. Intervention: If attendance does not improve after the previous interventions, **Attendance Letter 3** is issued inviting parents/carers to a formal meeting. At this stage, the pupil is referred to the **Team Around the Child (TATC)** process for **multi-agency planning** and **targeted support**.

## **PUPIL RESPONSIBILITIES: YOUR ROLE IN SUCCESS**

At Johnstone High School, our aim is to ensure all pupils are included, engaged, and ready to succeed. While staff and parents/carers provide the framework, you, the pupils, are the driver of your own education. We expect all pupils to demonstrate our core values in their approach to attendance:

**DETERMINATION:** Overcoming barriers to learning.

Show resilience: Make every effort to attend school every day. We know that knowledge is "scaffolded," and missing even one lesson can create a gap in your understanding.

Catch up proactively: If you are absent, show determination by using Satchel One or Microsoft Teams to access digital classwork and equalise with the rest of the class. Take the initiative to fill in your learning gaps but also know you have the full support of the staff faculty to return to your learning.

**RESPECT:** Valuing your education and our community.

Be Punctual: Arriving on time shows respect for your teacher and your classmates. Late arrival disrupts the start of the lesson for everyone.

Follow Procedures: If you arrive late during Period 1, respect the school protocol by collecting an orange late slip from the late desk or school office before going to class.

Communicate: If you have a known appointment, show respect by seeking permission in advance so your register can be marked correctly.

**KINDNESS:** Supporting yourself and others.

Be a positive part of the community: School is a social environment. By attending regularly, you maintain your connections with friends and contribute to a positive school ethos.

Support your wellbeing: We know that missing school can lead to anxiety about "being out of the loop". Attending regularly is an act of kindness to your future self, protecting your opportunities and reducing stress.

Safety first: If you feel unwell during class, do not leave the building or hide or organise your own way home. Report to your PT of Pastoral Support so we can look after you and contact home safely.

## PROCEDURES FOR REPORTING ABSENCE

We ask that parents and carers contact the school as early as possible on the morning of an absence. Notifying the school promptly ensures our registers are accurate and prevents unnecessary "Groupcall" text messages being sent to you regarding your child's whereabouts.

### How to Report an Absence

To accommodate different schedules, we offer three convenient ways to report an absence:

#### Option 1: Parent Portal (24/7 Access).

You can log your child's absence directly via the Parent Portal at any time of day or night. This is often the quickest method and is checked regularly by our office team.

#### Option 2: Telephone.

Please call the school switchboard on 0300 300 1331.

During Office Hours (8:30 am – 4:30 pm): Speak to a member of our office team.

Out of Hours (4:30 pm – 8:30 am): You can leave a message on our active voicemail system. The office team clears these messages immediately upon arrival each morning to input absences.

#### Option 3: Email.

You can email the school office directly at [johnstonehighenquiries@renfrewshire.gov.uk](mailto:johnstonehighenquiries@renfrewshire.gov.uk)

Please include your child's name, year group, and the reason for the absence.

### Reporting Deadline

Please aim to contact the school before 9:00 am on the day of the young person's absence. This gives our administrative team the time to update the registers before the automated "group call text" is sent at 9:25 am. If we have not received notification by this time and your child is marked absent from Period 1, you will receive an automated text asking you to contact the school to confirm their safety.

### Further Group call

In January 2026, Johnstone High School commenced a pilot of period-by-period electronic notifications. This initiative aims to enhance communication between the school and parents or carers. Under this system, if a pupil is not present for the register at the start of a lesson, they are recorded as 'TBC,' triggering an office-initiated notification to their primary contact, twenty minutes after the period has begun.

## **DAILY ATTENDANCE PROCEDURES FOR STAFF**

It is a school's legal duty to ensure attendance, maintain an accurate register and record pupil absence for each period during the school day. Schools must be able to account for the presence of pupils within their campus at any given time. The legal responsibility falls on every class teacher.

### **Period 1**

Teachers will

- Take attendance within the first 10 minutes of the start of the period. Please remember to mark the register as complete, by clicking the flashing tick on Seemis.
- Ensure any pupils who arrive after time have an orange late slip issued by the member of SLT on the late desk or office staff member thereafter.
- Should a pupil appear at class without an orange late slip, please send the pupil to the school office to collect a slip.
- Office staff will update registers with the LAT code accordingly.

### **All other Periods**

Pupils arriving late for class at any other period should be marked late by the class teacher and not sent to the office. Lateness can be recorded as 0-5mins late, 5+ minutes late or 10+ minutes late. If a pupil attends class more than halfway through (25+ minutes) pupils will be marked late, and the length of lateness will be communicated to PT Pastoral Support. Registers should be amended and resubmitted as 'complete'. Please notify the office of any discrepancies.

**At the end of each period teachers should review their register for any pupil who has entered the lesson throughout the period and the register is yet to reflect this.**

### **Permitted Absence**

Pupils should seek permission prior to the known appointment. This will be indicated on your register with PER. On return to school, pupils should report to the office to re-register for the day.

### **Illness During Class Time**

If a pupil becomes unwell during your class, they should be sent to their PT Pastoral Support in the first instance. The office will then communicate with the pupil's caregiver to arrange early collection.

### **Pupils Out of Class**

Without prior arrangement pupils should not be allowed out of class to see another member of staff. The member of staff should have collected the child themselves or sent an e-mail requesting the child.

### **Trips/Pupil Visits/Work Experience/In School Events/Placements**

Ensure that names of pupils involved are given to the office in advance of the trip departure time (ideally one week before). This will allow for registers to be updated acco

### In School Supports

If you have attendance concerns surrounding a young person at Johnstone High School, your first contact should be the young person's Principal Teacher of Pastoral Support. Please get in touch with the appropriate member of staff below.

<b>Arran House</b> Mr Daniel Rainey e. <a href="mailto:daniel.rainey@renfrewshire.school">daniel.rainey@renfrewshire.school</a>	<b>Iona House</b> Miss Elese McCormack e. <a href="mailto:elese.mccormack@renfrewshire.school">elese.mccormack@renfrewshire.school</a>
<b>Mull House</b> Mrs Amy McFadden e. <a href="mailto:amy.mcfadden@renfrewshire.school">amy.mcfadden@renfrewshire.school</a>	<b>Skye House</b> Mr Liam Kennedy e. <a href="mailto:liam.kennedy@renfrewshire.school">liam.kennedy@renfrewshire.school</a>

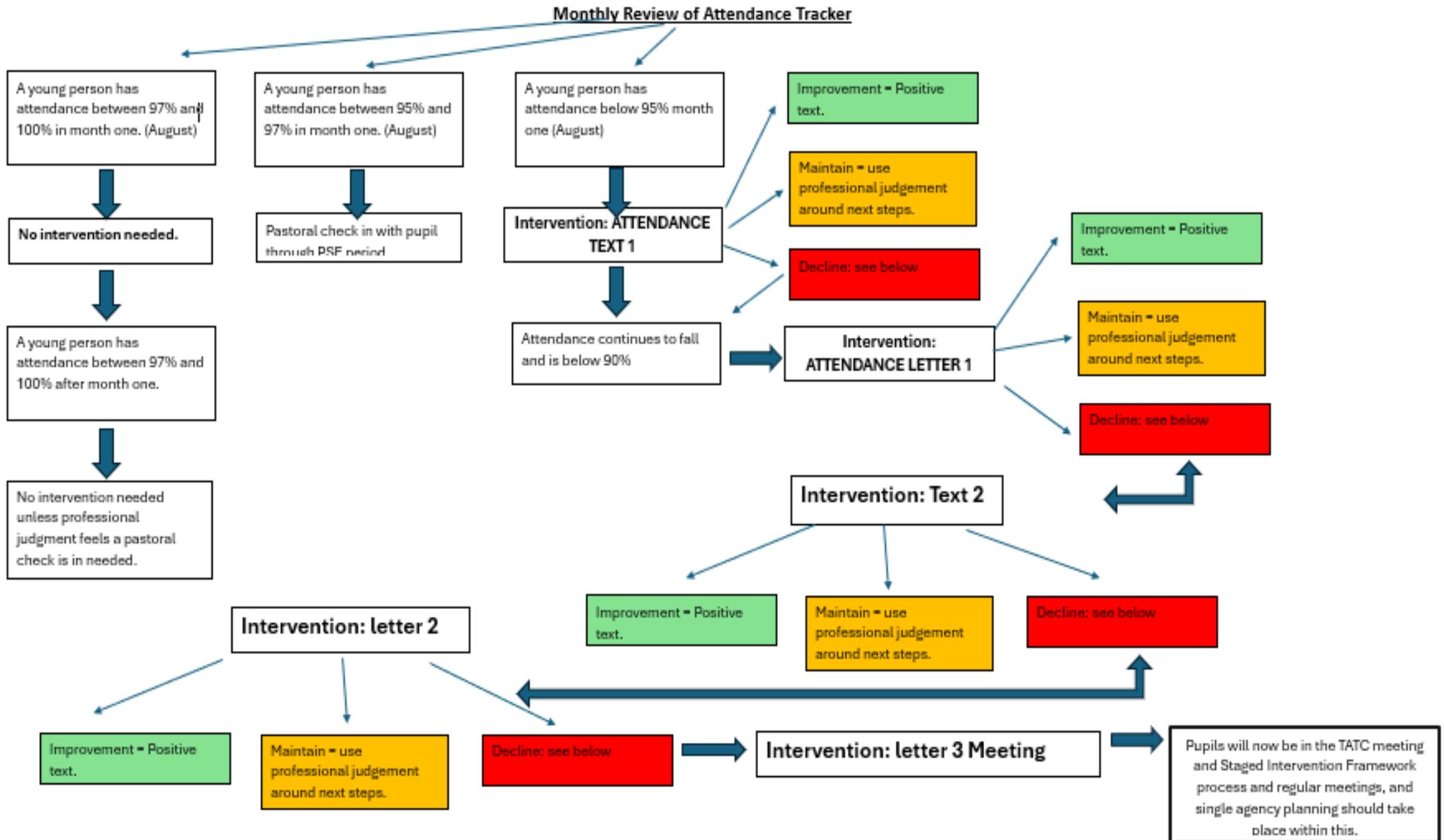
Any child protection concerns should be sent to our Child Protection Officer Ms Gemma Lawson e. [gemma.lawson@renfrewshire.school](mailto:gemma.lawson@renfrewshire.school)

### Additional Support for Parents, Children and Young People

ORGANISATION	CONTACT DETAILS
<b>Education Scotland</b>	<a href="https://education.gov.scot/improving-attendance-understanding-the-issues">https://education.gov.scot/improving-attendance-understanding-the-issues</a>
<b>Childline</b>	<a href="https://www.childline.org.uk/">https://www.childline.org.uk/</a>
<b>Renfrewshire Duty Social Work</b>	Johnstone office Address: Johnstone Town Hall, 25 Church Street, Johnstone PA5 8FA.  email: childrenandfamilies@renfrewshire.gov.uk  call: 0300 300 1199
<b>The Family Wellbeing Service (Schools Team)</b>  Formerly known as the Home Link Service. They work directly with families to bridge the gap between home and school.	Parents can request assistance directly via the <a href="#">Renfrewshire Council website</a> or through their child's school.
<b>Renfrewshire Educational Psychology Service (REPS)</b>  The REPS provides specialist guidance, particularly for Emotionally Based School Avoidance (EBSA)—where anxiety is the primary driver of non-attendance.	Resources: They provide specific leaflets and toolkits for parents on "Supporting Your Child's Attendance."  Contact: Parents and carers can reach them at REPS@renfrewshire.gov.uk or via the main Children's Services line at 0300 300 0170.
<b>Parent Club Scotland (National Support)</b>	What it offers: Tips for starting difficult conversations with children about why they are reluctant to go to school and advice on collaborating with teachers.  <a href="https://www.parentclub.scot/">https://www.parentclub.scot/</a>

**Appendix 1: Staged Intervention Process**     **Johnstone High School Attendance Intervention Framework**

*Please note that this is an overview of our standard attendance interventions process however professional judgment should be used in all cases and intervention relating to attendance by a young person's key adult. Appropriate interventions should be utilised as and when appropriate for a specific young person and their families.*



Appendix 2 – Commonly used Seemis codes

Code	Description	Status	Notes
LAT	Late (arrives before mid-opening).	Present	Pupil is late but arrived within the first half of the period/opening. Counts as attendance.
OAT	Other Attendance.	Present	Used for educational activities outwith school (e.g., college, sports, interviews). Counts as attendance.
SCH	In School (not in class).	Present	Pupil is in the building but with another staff member (e.g., Pastoral, Nurture, Support for Learning, Prelim).
WRK	Work Experience.	Present	Pupil is on an approved work placement.
MIS	Missing	Present	We are aware the pupil is within the school building but self-selecting to miss a lesson and is not learning in a learning space.
ABS	Other Authorised Absence.	Absent	Absence for a valid reason (e.g., wedding, bereavement, court). Authorised but counts as "missed" time.
MED	Medical / Dental.	Absent	Medical or dental appointment. Usually classified as Authorised Absence unless the pupil is only out for a short part of the period.
SEL	Self-Certified Sickness.	Absent	Pupil is ill and a parent has provided a note/call (no doctor's note required). Authorised Absence.
UNA	Unauthorised Absence.	Absent	No valid reason provided, or reason is not accepted (e.g., shopping, birthday). Includes unexplained absence.
TRU	Truancy.	Absent	Pupil is known to be truanting (skipping class/school).
TBC	To Be Confirmed.	Absent	Temporary code until a reason is provided. If no reason is given, it usually defaults to UNA (Unauthorised).
PER	Permission / Appointment.	Absent	Often used for medical/dental appointments or other permitted absences. Specific usage varies but generally counts as Authorised Absence.

### Appendix 3: Text Messages sent home

#### Text One –

<Child's name>'s attendance has fallen below 95%. If there are any concerns or if you require some school supports, please get in contact with the PT of Pastoral Support.

#### Text Two –

<Child's name>'s attendance has declined to <INSERT%>. Please contact the PT of Pastoral Support to discuss potential supports to ensure a successful return to their learning.

#### Text– improvement

*Following intervention [enter name] attendance has improved this month. We are proud of their determination to improve and will continue to support this.*

Appendix 4: Attendance Letter One

Johnstone High School  
Beith Road  
Johnstone  
PA5 0JN  
Tel: 0300 300 1331  
Web: [www.johnstonehigh.co.uk](http://www.johnstonehigh.co.uk)  
Email: [johnstonehighenquiries@renfrewshire.gov.uk](mailto:johnstonehighenquiries@renfrewshire.gov.uk)



Date: **[ENTER DATE]**

Dear Parent/Carer,

I am writing to check in on **[NAME OF PUPIL]** and offer support.

**[NAME OF PUPIL]** has been late/absent on **[enter no of lates /absence]** occasions this session. Is there anything we can do for them to help encourage better attendance?

Going to school is an opportunity for **[NAME OF PUPIL]** to:

- Engage in learning.
- Build routines and provide structure to help improve well-being.
- Connect with friends, teachers and their school community.

Within Renfrewshire we know that:

- If a child is late 15 minutes every day, they will miss the equivalent of two full weeks of education over a full school year.
- Pupils are 4 times more likely to achieve a Higher qualification if they have attendance above 90%.
- Pupils are much more likely to move into a positive destination post school if they have an attendance of 90% or above.

At the moment **[PUPIL'S NAME]** is currently sitting at **[ATTENDANCE % AT TIME OF LETTER GOING TO PARENTS]**

We would like to partner with you to improve **[NAME OF PUPIL]**'s attendance.

If there are any concerns regarding attendance, please call me on 0300 300 1331.

Sincerely,

**PT Pastoral Support**

Director of Children's Services: Janie O'Neill  
Council Headquarters, Renfrewshire House, Cotton Street, Paisley PA1 1TZ  
Website: [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk)



Appendix 5: Attendance Letter Two

Johnstone High School  
Beith Road  
Johnstone  
PA5 0JN  
Tel: 0300 300 1331  
Web: [www.johnstonehigh.co.uk](http://www.johnstonehigh.co.uk)  
Email: [johnstonehighenquiries@renfrewshire.gov.uk](mailto:johnstonehighenquiries@renfrewshire.gov.uk)



Date: [ENTER DATE]

Dear Parent/Carer,

I am writing to check in on [NAME OF STUDENT] and raise further concerns around their attendance at school. We are keen to offer any support we can in order to ensure [NAME OF STUDENT] is thriving in their education.

[NAME OF STUDENT] is currently sitting at [insert current attendance] attendance this session. This session the following communications have taken place to support [NAME OF STUDENT]'s attendance; attendance text 1, attendance letter one, attendance text 2. Despite previous interventions, in line with our commitment to improving attendance at school, [NAME OF STUDENT]'s attendance continues to decline.

Getting back into the habit of daily attendance matters more than ever. Going to school is an opportunity for your student to:

- Engage in learning
- Build routines that help improve well-being.
- Connect to their friends and teachers.

When students attend regularly, they are much more likely to achieve their potential and leave school with a positive destination.

We would like to partner with you to improve [NAME OF STUDENT]'s attendance. We will continue to monitor attendance and will put in the necessary supports at school.

Should there continue to be a decline in your young person's attendance we will be looking to arrange a meeting with you to discuss.

If you wish to discuss further, please do not hesitate to get in touch on 0300 300 1331.

Yours sincerely,

PT Pastoral Support

Director of Children's Services: Janie O'Neill  
Council Headquarters, Renfrewshire House, Cotton Street, Paisley PA1 1TZ  
Website: [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk)



Appendix 5: Attendance Letter Three

Johnstone High School  
Beith Road  
Johnstone  
PA5 0JN  
Tel: 0300 300 1331  
Web: [www.johnstonehigh.co.uk](http://www.johnstonehigh.co.uk)  
Email: [johnstonehighenquiries@renfrewshire.gov.uk](mailto:johnstonehighenquiries@renfrewshire.gov.uk)



[insert date]

Dear [insert parent/carer name],

I am writing to inform you that we have ongoing concerns regarding [insert pupil's name] attendance at school. As [pupil's name] attendance is sitting at [insert percentage at time of letter] I am inviting you to attend a meeting with the House team – Principal Teacher of Pastoral Support and Depute Head Teacher. The meeting will take place at Johnstone High School at [insert time] on [insert date].

This meeting is to discuss supports and the possibility of progressing to a multi-agency planning meeting. A multi-agency child's planning meeting involves representatives from Education, Social Work, and if appropriate Health.

We are keen to work in partnership with yourself to support [insert pupil's name] to engage in their learning.

If the above date and time is not suitable then please contact me on 0300 300 1331 to arrange a more suitable time for the meeting.

Yours Faithfully,

PT Pastoral Support

Director of Children's Services: Janie O'Neill  
Council Headquarters, Renfrewshire House, Cotton Street, Paisley PA1 1TZ  
Website: [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk)



## Administrative Information

**First Published August 2024**

### History of Changes

<b>Version</b>	<b>Rationale for change</b>	<b>Date</b>
2.0	Following the implementation of the 'Enhancing and Maximising' Attendance policy as a working document in August 2024, several amendments have been made to reflect practical insights and the specific operational context of Johnstone High School.	January 2026
1.0	Initial working document released.	August 2024