

<b>ITEM No ...3.....</b>
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**REPORT TO:** CHILDREN AND FAMILIES SERVICES COMMITTEE - 22 AUGUST 2016

**REPORT ON:** ATTENDANCE, ABSENCE AND EXCLUSION

**REPORT BY:** EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

**REPORT NO:** 265-2016

## 1.0 PURPOSE OF REPORT

1.1 This report provides summary figures for attendance, absence and exclusion for academic session 2015/16. Official Scottish Government figures for attendance, absence and exclusion are collected and published every two years. The latest official figures pertain to academic session 2014/15. This report provides an interim set of Dundee-only figures. The next full set of Scottish data will be published in 2017.

## 2.0 RECOMMENDATIONS

2.1 Committee are asked to note:

- i. the significant reduction in exclusion levels;
- ii. the reduction in attendance lost to exclusions; and
- iii. the ongoing actions being taken to promote attendance .

## 3.0 FINANCIAL IMPLICATIONS

3.1 There are no direct financial implications arising from this report.

## 4.0 MAIN TEXT

4.1 Dundee's Children and Families Service are committed to working with schools to improve attendance and reduce absence, and particularly absence due to exclusion. Dundee has had the highest exclusion rate amongst local authorities in Scotland but schools have worked very hard to reduce exclusions. The Fairness Commission set a target to reduce exclusions in line with the national average, this target has already been met. Improving attendance levels has been challenging and levels remain fairly static, a picture echoed nationally. However, the Children and Families Service has introduced a range of measures to improve attendance and will continue to work with schools, children, young people and families to promote good attendance at school.

### 4.2 Attendance

Attendance rates across Scotland and for Dundee (Table 1) have remained essentially static over the last four academic sessions and national figures are published every second year.

**Table 1: Overall attendance rates for Scotland and Dundee**

	2012/13	2013/14	2014/15	2015/16
<b>Scotland</b>	93.6%	-	93.7%	-
<b>Dundee</b>	92.3%	92.7%	92.4%	92.5%

4.3 Attendance at Dundee schools remained broadly similar over the last four sessions; figures for each education sector have shown very little variation over this period (Table 2). The largest contributions to unauthorised absence are unauthorised parental holidays and truancy; of these, truancy has the greatest impact. The Children and Families Service through central support and in every school have a range of strategies to promote attendance. In addition to this they have taken a number of actions to promote attendance working on the positive benefits of attendance with parents, young people and schools. The main actions are listed below:

- Schools through CfE, and in particular secondary schools S3-S5 offer a more tailored curriculum with a diversity of opportunities to stimulate pupil interest and involvement. Greater opportunities exist with Dundee and Angus College along with direct work with employers through bespoke educational programmes.
- Extended opportunities for partnership working have been created to promote a better engagement with school where pupils are in danger of not maintaining good attendance. Additional programmes have been developed with Dundee City Council Services as well as Skillforce, Helm, Includem, the Outward Bound Trust and a range of other partners.
- A leaflet promoting attendance is sent annually to all families with children at school setting out the positive learning benefits of regular attendance. (attached as Appendix 1)
- School and Family Development Workers have been introduced to primary schools and their management has been devolved to school Head Teachers to enable targeted work with families where engagement with school is problematic.
- Education Resource Workers, who are tasked primarily with improving secondary school attendance, now work directly in schools as part of extended pupil support teams. This change allows for a more coordinated response to issues with non attendance.
- Through the Primary Attainment Challenge Transition Teachers have been deployed to work with young people who may have greater difficulties transitioning to secondary school to provide additional ongoing support and ensure a successful start at secondary school.

**Table 2: Attendance rates by sector for Scotland and Dundee**

		2012/13	2013/14	2014/15	2015/16
<b>Primary</b>	Scotland	94.9%	-	95.1%	-
	Dundee	94.0%	94.6%	94.3%	94.3%
<b>Secondary</b>	Scotland	91.9%	-	91.9%	-
	Dundee	90.4%	90.4%	90.0%	90.2%

#### 4.4 Exclusions

The percentage of openings lost to exclusion halved in Dundee between 2014/15 and 2015/16 (Table 3). Attendance lost to exclusion now matches the latest Scottish average and meets the target of 0.4% set in the Fairness Commission report.

**Table 3: Percentage of openings lost to exclusion, overall figures**

	2012/13	2013/14	2014/15	2015/16
<b>Scotland</b>	0.04%	-	0.04%	-
<b>Dundee</b>	0.11%	0.08%	0.08%	0.04%

- 4.5 The secondary sector, both in Scotland and Dundee, sees much higher levels of exclusions than the primary sector. In Dundee it is reduction in exclusions in the secondary sector that has driven down Dundee's overall figures. Now absence due to secondary exclusions matches the Scottish average. In the primary sector whilst levels are much lower, and have reduced since 2013/14, the percentage of openings lost to exclusions is still higher than the average across Scotland and will be a focus for moving forward.

**Table 4: Percentage of openings lost to exclusion by sector**

		2012/13	2013/14	2014/15	2015/16
<b>Primary</b>	Scotland	0.01%	-	0.01%	-
	Dundee	0.03%	0.03%	0.02%	0.02%
<b>Secondary</b>	Scotland	0.08%	-	0.07%	-
	Dundee	0.22%	0.15%	0.16%	0.07%

#### 4.6 Promoting Inclusion/Reducing Exclusion

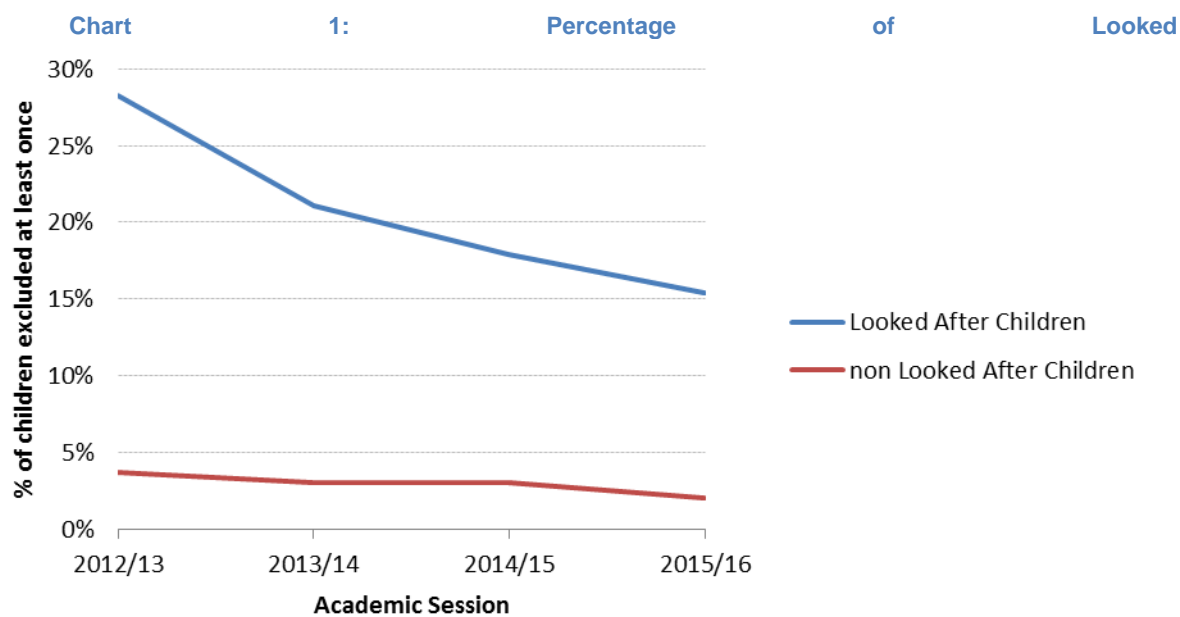
Since the launch of the Children and Families Guidelines 'Promoting Inclusion/Reducing Exclusion' in 2013 significant efforts have been made to reduce exclusion in the city. Four secondary schools were involved in the three year Inclusion Plus pilot, which concluded in June 2016. The learning from this project was reported to the Education Committee of September 2015, (Article IV of the Minute of Meeting of the Education Committee of 28 September 2015, Report 349-2015 refers). The learning from this pilot led to some significant changes in the restructuring of Offsite which was approved by the Children and Families Services Committee on 23 May 2016 (Article IV of the Minute of Meeting of the Children and Families Services Committee of 23 May 2016, Report No. 184-2016 refers) as well as continuing plans to expand partnership working with INCLUDEM. This pilot also informed some of the thinking behind recent changes to the Children and Families structure. All of these changes have been brought about to ensure that a holistic, family based approach is taken to support young people. This same approach is planned for future plans for closing the attainment gap and ensuring fairness for all service users.

- 4.7 The Education Department Service Plan 2012- 2017 highlighted the need to reduce the gap in the proportion of Looked After Children excluded compared to non Looked After Children. There have been significant reductions in the proportions of Looked After and non Looked After Children experiencing exclusion (Table 5 and Chart 1) and the gap between these two groups is closing. Children and Families Service remain committed to reducing exclusions for all pupils and will continue to address the inequity affecting Looked After Children.

Table 5: Percentage of Looked After and non Looked After Children excluded

	2012/13	2013/14	2014/15	2015/16
<b>Looked After Children</b>	28%	21%	18%	15%
<b>Non Looked After Children</b>	4%	3%	3%	2%
<b>Gap (percentage points)</b>	25*	18	15	13

\*NB rounding of all figures after calculation causes this slight anomaly



After and non Looked After Children excluded

**5.0 POLICY IMPLICATIONS**

- 5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An Equality Impact Assessment has been carried out and is attached to this report.

**6.0 CONSULTATION**

- 6.1 The Chief Executive, Executive Director of Corporate Services and Head of Democratic and Legal Services have been consulted in the preparation of this report.

**7.0 BACKGROUND PAPERS**

- 7.1 None.

MICHAEL WOOD  
Executive Director of Children and Families Service



## SCHOOL COMMUNITY SUPPORT SERVICE

Children and Families Service staff have backgrounds in Social Work, Teaching, Community Learning and Development and Education Welfare. They work with partners to support children, young people and their families by providing professional support and advice.

### HOW CAN YOU CONTACT THE SCHOOL COMMUNITY SUPPORT SERVICE?

Duty Officer is available 0900 hrs - 1700 hrs.

Dudhope Castle,  
Barrack Road,  
Dundee,  
DD3 6HF

Tel: 01382 307130

Email: [school-community.support@dundee.gov.uk](mailto:school-community.support@dundee.gov.uk)

This information is made available in large print or in an alternative format that meets your needs.

<b>Chinese</b>	欲知詳情，請致電：01382 435825
<b>Russian</b>	Если вам нужна информация в другом формате, пожалуйста, позвоните по телефону: 01382 435825
<b>Urdu</b>	مزید معلومات کے لئے براہ کرم 01382 435825 پر فون کریں۔
<b>Polish</b>	po dodatkę informację zadzwoń pod numer 01382 435825
<b>Alternative Formats</b>	For further information please contact the issuer of this publication

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# Attending School Every Day Counts





At first glance the attendance figures for Dundee pupils are similar to the national average. An attendance level of 94.3% in primary and 90% in secondary may seem good until we consider what this looks like in days and weeks lost to learning.

**GOOD ATTENDANCE AND TIME KEEPING IS IMPORTANT**

Having a good education will help to give your child the best possible start in life.

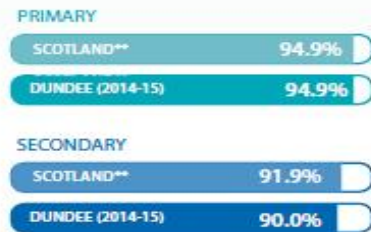
We know that children who do not attend or who are late for school regularly are more likely to:

- Fall behind in their school work
- Find it difficult to make and keep friends
- Be unhappy at school
- Become involved in antisocial behaviour

Setting good attendance and time keeping patterns from an early age helps children and young people later on in life. Employers want to recruit people who are reliable so young people with a poor school attendance record may have less chance of getting and keeping a good job.



**WHAT IS THE ATTENDANCE LEVEL IN OUR PRIMARY AND SECONDARY SCHOOLS?**



\*\* Scottish figure is based on the most recent 2012-2013 Census data

**HOW MANY DAYS OF EDUCATION ARE LOST EACH YEAR BECAUSE OF ABSENCE?**



\*\* Scottish figure is based on the most recent 2012-2013 Census data

**HOW CAN YOU WORK WITH US TO IMPROVE ATTENDANCE?**

- Early morning aches and pains often pass, so don't keep your child at home 'just in case' when they could be learning in class.
- Contact the school on the first day of absence.
- When your child returns to school, give them a note saying why and when they have been absent.
- Take family holidays during school holiday periods.
- Tell the school immediately when the your contact details or your emergency contact details change. (e.g address, telephone number or mobile number)

**WHAT WE DO TO SUPPORT YOU?**

If your child is absent and you do not contact the school, a text message will be sent on the first day of absence and on a daily basis until you tell them why your child is absent. If the school has no telephone contact number, a letter will be sent to your home. If the absence continues with no explanation, an Education Resource Worker will contact you directly at your home.

If the school is concerned about absence levels, they will write to you to say why they are concerned and ask you to meet with them. When absence is not because of illness, the school will support you to help your child improve attendance. If appropriate a referral will be made to the School Community Support Service.





## EQUALITY IMPACT ASSESSMENT TOOL

### Part 1: Description/Consultation

<b>Is this a Rapid Equality Impact Assessment (RIAT)?</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<b>Is this a Full Equality Impact Assessment (EQIA)?</b>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<b>Date of Assessment:</b> 2 August 2016.	<b>Committee Report Number:</b> 265-2016	
<b>Title of document being assessed:</b> Absence, Attendance and Exclusion		
<b>1. This is a new policy, procedure, strategy or practice being assessed</b> (If yes please check box) <input type="checkbox"/>	<b>This is an existing policy, procedure, strategy or practice being assessed?</b> (If yes please check box) <input checked="" type="checkbox"/>	
<b>2. Please give a brief description of the policy, procedure, strategy or practice being assessed.</b>	This report summarises absence, attendance and exclusion figures for Dundee school pupils for academic session 2015/16	
<b>3. What is the intended outcome of this policy, procedure, strategy or practice?</b>	Analyse statistics to allow the Service to make further plans to improve these outcomes.	
<b>4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.</b>	None	
<b>5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.</b>	No.	
<b>6. Please give details of council officer involvement in this assessment.</b>  (e.g. names of officers consulted, dates of meetings etc)	Data prepared by David Matthews. Commentary supplied by Paul Clancy.	
<b>7. Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy?</b>  (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	No	

## Part 2: Protected Characteristics

Which protected characteristics communities will be positively or negatively affected by this policy, procedure or strategy?

**NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.**

**If the impact on a protected characteristic communities are not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.**

	Positively	Negatively	No Impact	Not Known
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Part 3: Impacts/Monitoring

<p><b>1. Have any positive impacts been identified?</b></p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	No.
<p><b>2. Have any negative impacts been identified?</b></p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	No.
<p><b>3. What action is proposed to overcome any negative impacts?</b></p> <p>(e.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc. See Good Practice on DCC equalities web page)</p>	None.
<p><b>4. Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</b></p> <p>(If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p>	Not applicable.
<p><b>5. Has a 'Full' Equality Impact Assessment been recommended?</b></p> <p>(If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be required. Seek advice from your departmental Equality lead.)</p>	No.
<p><b>6. How will the policy be monitored?</b></p> <p>(How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.)</p>	Absence, attendance and exclusion data will continue to be monitored on an annual basis.

## Part 4: Contact Information

<b>Name of Department or Partnership</b>	Children and Families Service
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<b>Type of Document</b>	
<b>Human Resource Policy</b>	<input type="checkbox"/>
<b>General Policy</b>	<input type="checkbox"/>
<b>Strategy/Service</b>	<input type="checkbox"/>
<b>Change Papers/Local Procedure</b>	<input type="checkbox"/>
<b>Guidelines and Protocols</b>	<input type="checkbox"/>
<b>Other</b>	<input checked="" type="checkbox"/>

<b>Manager Responsible</b>	<b>Author Responsible</b>
<b>Name:</b> Paul Clancy	<b>Name:</b> David Matthews
<b>Designation:</b> Head of Service (Secondary, 16+ and Inclusion)	<b>Designation:</b> Senior Information Analyst Officer
<b>Base:</b> Dundee House	<b>Base:</b> Dundee House
<b>Telephone:</b> 01382 433088	<b>Telephone:</b> 01382 433428
<b>Email:</b> paul.clancy@dundeecity.gov.uk	<b>Email:</b> david.matthews@dundeecity.gov.uk

<b>Signature of author of the policy:</b>	Click here to enter text.	<b>Date:</b> 2 August 2016
<b>Signature of Director/Head of Service:</b>		<b>Date:</b> 2 August 2016
<b>Name of Director/Head of Service:</b>	Michael Wood	
<b>Date of Next Policy Review:</b>	August 2017	