

Cedarbank School

Every Day Counts Policy – Policy and Procedures

May 2026



Review Date May 2027

1. Every Day Counts Policy

Attendance matters because at school we can:

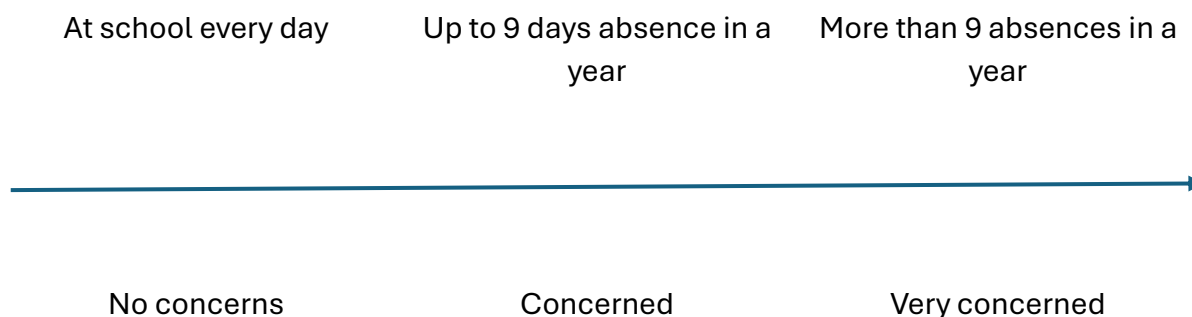
- Meet and make friends
- Explore and experience new things together with adults who know and care about us
- Learn about ourselves, and the world around us, in a place that is safe and supportive

Attendance is everyone's responsibility – this means:

Learners	Parents and Carers	Staff
Come to school everyday	Support your child to get to school	Are welcoming, caring and supportive
Go to and stay in classes	Keep in touch with the school about any absences	Help to make school safe, interesting and enjoyable
Join in learning activities	Share any concerns you have	Work together with learners, parents and carers to promote good attendance

Absence means lost opportunities to see friends and to learn:

Because we care we are concerned when learners miss any days of school, but we get more concerned the more days missed.



After a late arrival or an absence, we will always:

- Contact a parent or carer to find out what is wrong. We do this because we care;
- Ask if we can help and if we can, we'll ask what would be helpful;
- If the absence is unavoidable, we will offer learning that can be done at home so that the learner doesn't fall behind or miss out on important learning and life experiences.

What we do to support attendance Cedarbank:

At Cedarbank, all absences and appointments must be called into the school on 01506 280420 and selecting Option 1 for Absence and Appointments.

We also have a school mobile for school attendance, we recommend parents and carers save this number to their phone alongside the school number - **07901123369**.

Our Interventions Team are our dedicated attendance support team. They are there to support all families if there is anything affecting school attendance. They can support with a range of challenges including cost of the school day and can link families with other agencies.

School Attendance and Children's Rights

The **UN Convention on the Rights of the Child (UNCRC)** is an important, legally binding agreement signed by 196 countries which outlines the fundamental rights of every child, regardless of their race, religion or abilities. Articles in this convention include

Article 23: Children with disabilities

- Children with a disability have the right to a full and decent life, special care, and active participation in society.



Article 28: Right to Education

- Every child has the right to education.
- Governments are required to ensure that education is provided without cost to families to support children in their educational pursuits, including measures to promote attendance.



Article 29: Aims of Education

- Education should be directed towards the development of the child's personality, talents, and mental and physical abilities to their fullest potential.

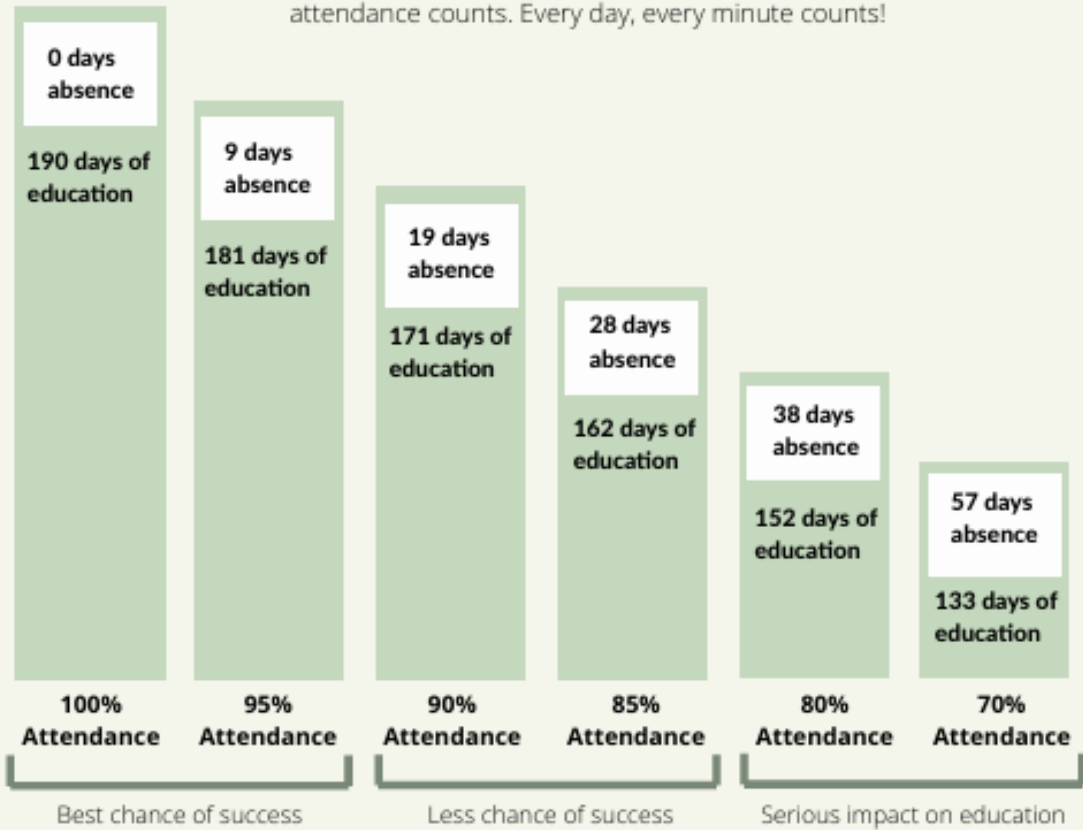




CEDARBANK SCHOOL

BE INSPIRED, BE INVOLVED, BE IN SCHOOL

Improving attendance is a key priority for Cedarbank. A high level of attendance will help support the attainment & achievement of all our young people. Below illustrates why attendance counts. Every day, every minute counts!



Did you know?
A two week holiday in term time means the highest attendance rate you can achieve is 94.7%

Did you know?
If you are 15 minutes late each day you will have missed two full weeks of school in one year

Time keeping matters!



5 minutes
late per day

3 school days
lost per year



10 minutes late
per day

6.5 school days
lost per year



15 minutes
late per day

10 school days
lost per year



20 minutes
late per day

13 school days
lost per year



25 minutes
late per day

19 school days
lost per year

ATTEND TODAY, ACHIEVE TOMORROW

2. School Operational Procedures

Cedarbank attendance procedures

At Cedarbank, we follow the advice and guidance within the West Lothian Attendance and Engagement at School policy. We monitor and support attendance in line with the tiered approach set out in the West Lothian policy:

90-100%	Tier 1: Universal
1	<ul style="list-style-type: none">• Preventative – at school/class level• Early Intervention approaches
70-90%	Tier 2: Additional
2	<ul style="list-style-type: none">• Identification of individual needs and barriers• Additional supports and interventions put in place• Communication and partnership with parents• Consultation/ advice with partner agencies
50-70%	Tier 3: Targeted
3	<ul style="list-style-type: none">• An Assessment of Need would be carried out• Individualised targeted planning with 6 weekly review• Working in partnership with parents and child/ young person• Consideration of referrals for partnership support
Below 50%	Tier 4: Enhanced
4	<ul style="list-style-type: none">• Highly individualised support and planning tailored to individual needs• This may be multi-service or a multi-tiered approach which involves bespoke planning with the child/young person and the family at the centre

Roles and Responsibilities

All staff

All staff have a responsibility to promote school attendance, and we all work together to create a caring and supportive environment in Cedarbank.

Sharing attendance information with the Interventions Team during tutor time.

Register teachers

All register teachers are responsible for accurately recording who is absent from school during tutor time. This information is then passed during tutor time to the interventions team in Hub 9.

Interventions team

The interventions team are responsible for accurately recording school attendance.

Link with the depute headteacher by 9.15am on any safe arrival concerns relating to vulnerable young people.

Providing an update of all absences by email to all staff by 10.00am.

Any young people receiving targeted attendance support for low attendance, who are not in school, will be contacted during the 30 mins of the school day and support to attend offered.

Interventions team begins to action targeted pupil's absences and any others directed by HT/DHT on the day.

School office

The school office provide support to our tiered approach through issuing the relevant letters and Group Call messages advised by the extended leadership team.

Issuing invitations to attend assessment of need/child planning meetings to parents and carers and supporting agencies (as appropriate) as directed by the extended leadership team.

Sharing information coming into the school office relating to attendance with the interventions team.

Recording young people leaving the building and when they arrive in school and passing this onto the interventions team or the depute headteacher/headteacher if there are any concerns relating to a vulnerable young person.

Extended Leadership Team

Monitoring attendance and following the 4-tier approach through weekly GIRFEC meetings.

Working with the interventions team to advise on young people with low attendance requiring additional targeted support to attend school.

Using PowerBi to analyse attendance and update the monthly attendance tracker.

Following the GIRFEC approach and liaising with support agencies where appropriate.

Conducting dynamic risk assessments to support safe arrivals when a vulnerable young person is not in attendance and the interventions team are unable to contact the family.

Monitoring Procedures

Daily – Tutor Time

Positive focus on those who are in school and those who have re-attended through positive conversations and making learner feel welcomed and missed.

Tutor teacher continues to encourage attendance and is positive in approach to improvements noticed.

Sharing concerns with the Interventions Team and/or Extended Leadership Team.

Weekly - Targeted meeting: Headteacher and Interventions Team

Targeted pupils (approx. 12) discussed and interventions agreed. Record held of decisions made – support is verbal, digital and practical.

(Positive supportive relationships between school and home are key to improvements)

Discussion around reasons for absence and interventions takes place.

Creative supportive solutions to support families are welcomed. This can include referral to school counsellor (in school on Thursdays).

Power BI updated along with in school WFCFM data.

School office advised of communications to be sent to parents/carers linked to tiered approach.

Fortnightly - GIRFEC meetings: Extended Leadership Team

Focused meeting on GIRFEC approach across the school.

Consideration of wellbeing concerns and identification of interventions and support.

Monthly – Attendance Tracking and Monitoring (GIRFEC Meeting)

The school attendance tracker (using PowerBi) will be updated monthly during GIRFEC meetings.

Actions are recorded and the school office advised on which communications to be issued to parents/carers.

Whole School Improvement Actions to Support Attendance

Friday Focus

Our data shows a drop off in school attendance on Fridays compared to Monday to Thursday.

Survey sent to all parents/carers and 17 responded.

Survey relayed that the most common reason learners do not attend on a Friday is tiredness, some relayed that this is due to ASN/health issues.

Non-attendance patterns monitored by both the Interventions Team and Extended Leadership Team.

Adaptions to Friday in school to include raffles, certificates, awards and assemblies.

Monthly therapeutic interventions on Fridays from 'Happy Hooves' for equine facilitated learning.

Full evaluation to be undertaken at the end of June 2026 to measure impact.

Curriculum – Cedar Path

S1-S4 Broad General Education

Our curriculum and school structure are being adapted for 2026/27 as we continue to adapt to the changing needs of our learners.

Adoption of 6 BGE classes with a blend of S1-S3 in classes, our class structures are not set in year groups but are instead focused on peer groupings as well as levels within the curriculum and additional support needs.

The BGE classes will have a core class model with one teacher working with them for almost all of their curriculum, supported by a team of advanced pupil support workers. Classes will also benefit from specialist inputs from PE, Home Economics and Art.

Senior Phase

Our senior phase curriculum offers a range of pathways focused on post-school positive destinations. All our curriculum areas in the senior phase are mapped to Cedar Pathways our learners could take to be successful in life after school.

Senior phase learners experience a range of work inspiration opportunities including volunteering, work placements, industry visits, further education transition days and visits and careers events.

Learners, parents, staff and partners worked together to create this policy

We will review and update this policy every two years.

This policy supports, and is supported by, our Celebrating Success Policy, Cedar Path Policy our Learning and Teaching Policy and our Getting it Right for Every Child approach.