Response from Glasgow City Council to the request from the Education and Gaelic Committee on Support for pupils with persistent absence

The Committee would welcome an update from your Local Authority on how the guidance is being implemented in practice and whether it is leading to improvements in local approaches. The Committee is also interested in how schools within your Local Authority identify and respond to persistent absence, how effective multi-agency working is in supporting individual pupils and their families, and how knowledge of effective practice is shared across the education system.

Reasons for pupil non-attendance and persistent absence in Scottish schools' post-COVID and Glasgow City Council Education Service's response

Persistent absence in Scotland is best understood as a complex interaction between the child or young person, their family, their experience of school, and wider social circumstances. The COVID-19 pandemic may have intensified existing difficulties, introduced new barriers to attendance, and changed some families' expectations about when a child should remain at home.

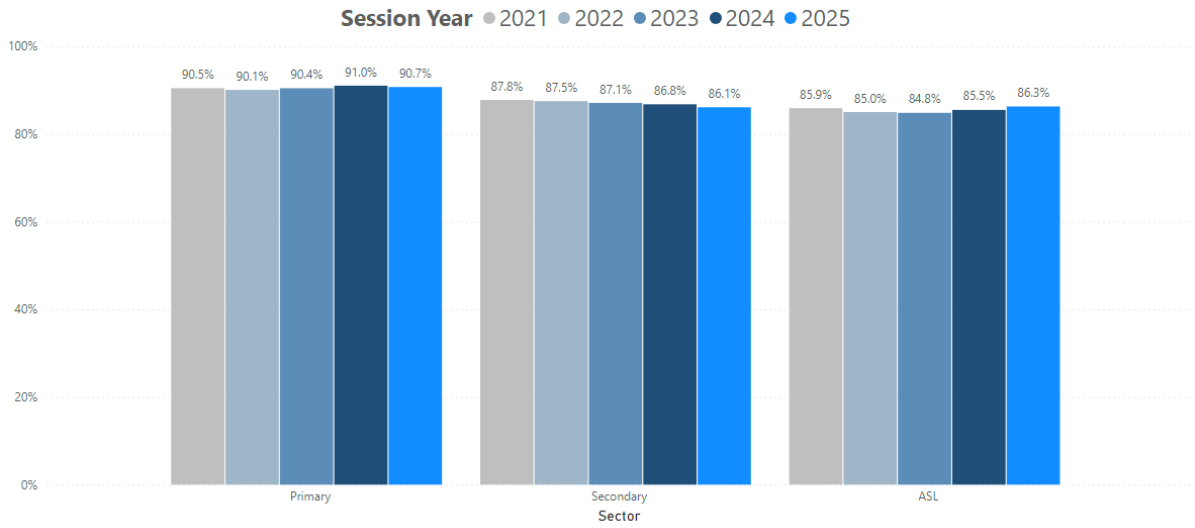
The challenge for schools is to understand not simply why a pupil is absent, but what makes attending school difficult, what may be maintaining the absence, and what needs to change to support successful re-engagement.

The scale of the issue

The Scottish Government's latest published attendance statistics, for 2024/25, show that attendance is improving but remains below pre-pandemic levels. Persistent absence is defined here as missing at least 10% of possible school sessions — approximately 19 full school days in a typical 190-day year.

The figures demonstrate that, although attendance has recovered somewhat since 2022/23, a substantially larger proportion of pupils are missing significant amounts of education than before the pandemic. Glasgow City had the highest local authority rate of persistent absence in Scotland in 2024/25, at 35.8%.

Attendance Trends by Sector



% Attendance Per Year - City

BY SESSION YEAR, SECTOR

Sector	2021	2022	2023	2024	2025
ASL	85.9%	85.0%	84.8%	85.5%	86.3%
Primary	90.5%	90.1%	90.4%	91.0%	90.7%
Secondary	87.8%	87.5%	87.1%	86.8%	86.1%

Moving beyond attendance percentages: understanding a complex issue

Percentage school attendance is an important measure of whether children and young people are accessing education. However, it represents only one dimension of a complex, multifactorial issue. Attendance is influenced by the interaction of individual, family, school, community and wider societal factors, including mental health, additional support needs, poverty, family circumstances, relationships, school culture, and experiences of inclusion.

A focus on attendance percentages alone risks oversimplifying this complexity, obscuring the underlying reasons for absence, and failing to recognise meaningful progress in engagement, wellbeing, and reintegration. Identical attendance figures can reflect very different needs and circumstances, requiring different forms of assessment, support, and intervention.

Furthermore, improvements in attendance do not necessarily indicate that the barriers to learning have been resolved, just as a temporary deterioration in attendance does not necessarily indicate that support has been ineffective. Meaningful evaluation requires an understanding of the context, the trajectory of change and the experiences of the child or young person.

In Glasgow we retain attendance data as a key performance indicator while embedding it within a broader, evidence-informed approach to understanding and improving attendance. This combines quantitative monitoring with qualitative information, pupil and family perspectives, assessment of barriers, evaluation of interventions and consideration of wider outcomes relating to wellbeing, inclusion, engagement, and participation.

The strategic objective should be not simply to improve attendance percentages, but to ensure that all children and young people are supported to access education through timely, proportionate, and effective responses to the barriers they experience. Success should be judged by both the extent of attendance and the extent to which schools and partner services are creating the conditions in which attendance, engagement and sustained participation become achievable.

Key reasons for non-attendance and persistent absence

The Scottish Government's revised Included, Engaged and Involved Part 1: Improving Attendance in Scotland's Schools (March 2026) identifies barriers associated with school, home and community experiences, mental health, additional support needs, substance use and disengagement from learning. These factors frequently overlap.

1. Mental health, anxiety, and emotional wellbeing

- Anxiety about attending school, separating from parents or being away from home.
- Emotionally based school avoidance (EBSA), including panic, distress or physical symptoms associated with school.
- Low mood, depression, reduced motivation, and loss of confidence.
- Social anxiety, fear of judgement, embarrassment, or making mistakes.
- Difficulties managing transitions, uncertainty, and the demands of a full school day.
- Increased anxiety following prolonged periods away from school during lockdowns.

Post-COVID consideration: for some pupils, time away from school may have reduced opportunities to practise coping with everyday social and educational demands. Returning to busy classrooms, peer groups and established routines may subsequently feel overwhelming. This is a plausible pathway for some pupils, rather than an explanation established for every case.

2. Relationships, bullying and feeling unsafe

- Bullying, cyberbullying, prejudice-based bullying, or fear of victimisation.
- Difficulties with friendships, peer rejection, social isolation, or relationship breakdown.
- Conflict with teachers or other school staff.
- Fear of particular pupils, school corridors, playgrounds, changing rooms or travelling to school.
- Concerns about discrimination, identity, confidentiality or how additional support is provided.
- Feeling that adults do not listen, understand or respond effectively to concerns.

A pupil may appear reluctant to attend when the underlying issue is a perceived threat to their safety, dignity, or sense of belonging. The Scottish Government's 2026 guidance explicitly recognises these school-related barriers.

3. Additional support needs and unmet learning needs

- Autism, ADHD, sensory processing differences, and difficulties with executive functioning.
- Communication and interaction difficulties.
- Learning difficulties or a curriculum that is insufficiently accessible.
- Sensory overload, noise, crowded spaces, and unpredictable changes.
- Distress associated with transitions between classes, teachers, or stages.
- Difficulties with emotional regulation, relationships and coping with perceived demands.
- Support arrangements that are inconsistent, poorly matched to need or experienced as stigmatising.

Pupils may be physically present in school but unable to engage in lessons or may increasingly avoid school altogether. In 2024/25, pupils with additional support needs had an attendance rate of 88.2%, compared with 92.9% for pupils without identified ASN.

4. Disengagement from learning and the school experience

- Gaps in learning or reduced confidence following disrupted education.
- Feeling unable to catch up with missed work or cope with examinations.
- Repeated experiences of failure, criticism, or low achievement.
- Difficulty seeing the relevance of the curriculum or future pathways.

- Dissatisfaction with subject choices, course content, or teaching approaches.
- School feeling like a place where pupils experience repeated difficulties rather than success.
- Reduced connection to teachers, peers, and the wider school community.

This may be particularly relevant in secondary school, where pupils navigate multiple teachers, subject-specific expectations, examinations, and increasingly complex social relationships.

5. Family circumstances, adversity, and caring responsibilities

- Parental or family mental health difficulties.
- Domestic abuse, trauma, bereavement, or family breakdown.
- Housing insecurity, overcrowding, or frequent moves.
- Caring responsibilities for parents, siblings, or other family members.
- Substance misuse or other difficulties within the household.
- Family conflict disrupted routines or difficulties getting a child ready for school.
- Parents' concerns about their child's wellbeing or safety in school.

In some cases, a pupil may be reluctant to leave home because they are worried about a parent or sibling. In others, family pressures can make regular routines difficult to sustain. These circumstances require sensitive assessment rather than assumptions about parental commitment.

6. Physical health and health-related absence

- Recurring infections and other physical illnesses.
- Long-term health conditions, pain, fatigue, or sleep difficulties.
- Anxiety-related physical symptoms, such as nausea, headaches, or abdominal pain.
- Difficulties accessing timely assessment or treatment.
- Eating difficulties, sleep disruption and other problems affecting daily functioning.
- Family uncertainty about whether a pupil is well enough to attend.

Scottish Government data identifies sickness without education provision as the largest recorded category of authorised absence. In 2024/25, it accounted for 4.4% of possible half-day sessions, compared with around 3.5% before COVID-19. This is an important trend, although the figures do not establish how much is attributable to physical illness, mental health, or other health-related factors.

7. Poverty, disadvantage, and practical barriers

- Transport difficulties and the cost of getting to school.
- Inadequate clothing, food insecurity, or lack of equipment.
- Unstable accommodation and disrupted family routines.
- Limited access to digital devices or quiet spaces for catching up on learning.
- Parents' work patterns, health difficulties, or competing responsibilities.
- Difficulties accessing appropriate support outside school.

National data shows a strong association between deprivation and attendance. In 2024/25, attendance was 87.6% among pupils living in the 20% most deprived areas, compared with 94.1% among those in the 20% least deprived areas. These differences should be understood in the context of unequal circumstances and opportunities, not as evidence of a lack of aspiration.

8. Changed attendance routines and expectations after COVID-19

Possible contributing factors include:

- Greater acceptance of staying at home when experiencing relatively minor symptoms or emotional distress.

- Families finding it harder to re-establish consistent morning routines.
- Pupils becoming accustomed to reduced contact with peers or adults outside the household.
- Absence becoming an established coping strategy when school feels difficult.
- Families and schools differing in their understanding of when attendance is appropriate.
- A pupil's initial short-term absence developing into a more entrenched pattern.

These are useful hypotheses to explore in individual cases. They should not be interpreted as evidence that pupils or parents have simply become less committed to education.

9. Peer influences, risk-taking and community factors

- Spending time with peers who are also disengaged from school.
- Fear of bullying, violence, exploitation, or conflict in the local community.
- Involvement in antisocial behaviour or risky activities.
- Alcohol or drug use, including the impact of substance use within the family.
- Becoming disconnected from positive relationships with school staff.
- Financial incentives or opportunities associated with spending time outside school.

These factors may become more significant as pupils move through secondary school. They are identified in Scotland's national guidance as potential contributors to persistent absence and disengagement.

How absence can become persistent

A particularly useful distinction is between the initial trigger for absence and the factors that subsequently maintain it.

For example, a pupil may initially miss school because of anxiety, bullying, illness, or a family crisis. Once absence continues, additional difficulties can develop:

- Avoidance provides immediate relief: staying at home reduces anxiety or removes the immediate source of distress.
- Re-entry becomes harder: the pupil worries about missed work, questions from peers, changes in routine or returning to a difficult situation.
- Social connections weaken: the pupil becomes increasingly detached from friendships and school life.
- Learning gaps widen missed learning reduces confidence and increases the perceived demands of returning.
- Family anxiety increases: parents may become increasingly concerned about the distress associated with attendance.
- Absence becomes established: each unsuccessful attempt to return may reinforce the expectation that school is unmanageable.

A cycle of persistent absence

Trigger or difficulty

Anxiety, bullying, unmet need, Additional Support Need, illness, or family adversity



Absence reduces immediate distress

The pupil feels temporarily safer or more comfortable at home



Barriers to returning increase

Missed learning, social disconnection and anticipatory anxiety



Absence becomes more difficult to reverse

A coordinated, supportive re-engagement plan is needed

The implication for practice is that resolving the original problem may not, by itself, restore attendance. Schools also need to address the consequences of prolonged absence and help pupils rebuild confidence, relationships, learning and a sense of belonging.

What should schools investigate when a pupil is persistently absent?

The Scottish Government's 2026 Included, Engaged and Involved Part 1 guidance recommends a comprehensive, coordinated assessment involving the pupil, parents, school staff and relevant partners, aligned with GIRFEC and staged intervention procedures.

A practical assessment could explore the following areas.

Area	Questions to explore
Pupil voice	What does the pupil say makes attendance difficult? What would make school feel safer or more manageable?
Patterns of absence	Is absence concentrated on particular days, lessons, transitions, or times of year?
Emotional wellbeing	Is anxiety, low mood, trauma, or fear affecting attendance?
Relationships and safety	Are there concerns about bullying, peers, staff, or the journey to school?
Learning and ASN	Is the curriculum accessible? Are communication, sensory, learning or regulation needs being met?
Family and community	Are there caring responsibilities, housing difficulties, family pressures, or safeguarding concerns?
Health	Are physical illness, sleep, fatigue, or other health-related difficulties contributing?
School experience	Does the pupil feel included, valued, and successful? Are support arrangements helping?
Existing responses	What has already been tried? What helped, what did not, and what needs to change?

The purpose is to develop a shared understanding of the barriers to attendance and agree proportionate, achievable actions, with clear responsibilities and review dates.

Implications for Glasgow schools and Education Services

For Glasgow, where persistent absence is a significant concern, we have identified several priorities.

1. Move beyond attendance codes. Administrative categories identify whether an absence is recorded as authorised or unauthorised, but they do not necessarily explain its underlying cause.

2. Identify patterns early and intervene as soon as possible. Monitor emerging absence, lateness, missed lessons and repeated absences around specific subjects or transitions before patterns become entrenched.

3. Strengthen the focus on emotionally based school non-attendance / avoidance. We need to support schools distinguish anxiety-driven absence from other forms of disengagement while recognising that these may overlap.

4. Examine the school contribution. Review the accessibility of the curriculum, relationships, bullying responses, sensory environments, support arrangements, and the pupil's sense of belonging.

5. Coordinate support across services. Where necessary, involve educational psychology, school counselling, health services, social work, family support, and third-sector partners.

6. Develop individualised reintegration plans. Where appropriate, agree a supported and carefully reviewed return, with clear expectations, meaningful learning, and a planned progression towards fuller attendance.

7. Use a strengths-based, relational approach. Maintain clear expectations that education matters while avoiding responses that increase shame, anxiety, or disconnection.

8. Evaluate outcomes, not just activity. Monitor improvements in attendance alongside wellbeing, engagement in lessons, relationships, progress in learning and the sustainability of reintegration.

What have we done so far?

We have a multiagency Attendance Strategy Group that meets each term that oversees the implementation of an action plan.

The group is chaired by the Principal Educational Psychologist, who has strategic responsibility for attendance and there are representatives from:_

Primary Schools – 2 Headteachers
Secondary Schools- Headteacher, 2 Depute Headteachers
ASL Schools- Depute Headteacher, Principal Teacher
CAMHS- Clinical Psychologist
Glasgow HSCP- Service Manager (Intensive Services)
Performance Planning and Research (PPR) team
Glasgow Virtual School – Headteacher
Third Sector Partner- Quarriers
Glasgow Educational Psychology Service- 2 Educational Psychologists
Education Scotland- Attainment Advisor

The Group is responsible for monitoring and supporting improvement of attendance of all young people within Glasgow schools. The group reports directly to the Education Directorate. Core tasks that the Attendance Strategic Group carries out are:-

- Development and review of Glasgow Education Service's Attendance Policy
- Review of the Glasgow's Attendance Practice Guidelines.
- Review and analysis of school attendance statistics across the education estate.
- Oversight and quality assurance of services commissioned to support young people's attendance in schools.
- Commissioning services that support young people's attendance and engagement in schools.
- Linking with the Glasgow Inclusion Challenge and Glasgow Virtual School (GVS) to ensure consistency or practice through capacity building of all staff.
- Identification of areas of unmet need.

- Gathering data, intelligence, and identifying examples of best practice to support schools in further improving attendance.
- Linking with other partners as part of the wider Integrated Children's Services Plan.
- Linking with the West Partnership Attendance Group
- Producing an annual Report.

The workplan sets out ten strategic actions designed to improve school attendance across Glasgow Education Services. Its main focus is to strengthen attendance policy and guidance, improve the use of data, develop school practice, provide targeted support for pupils experiencing barriers to attendance, and improve partnership working.

Summary of the Glasgow Attendance Strategic Workplan 2024–27

The plan adopts a city-wide approach, with responsibilities allocated to identified lead officers.

There are 9 workstreams.

1. Attendance policy Develop a Glasgow Education Services attendance policy, informed by existing local authority approaches and statutory requirements.

2. Attendance data and analysis Develop a Business Intelligence dashboard to support monitoring of attendance at school and individual pupil levels, with clearer responsibilities for Area Improvement Teams.

3. SEEMiS attendance coding Improve consistency in the recording of attendance through guidance, staff development, and clarification of attendance codes.

4. Sharing good practice Identify and share effective attendance approaches across primary, secondary, and additional support needs establishments.

5. Attendance practice guidelines Update existing emotionally based school non-attendance (EBSNA) guidance to provide comprehensive attendance guidance for schools.

6. Training for schools in identifying and supporting pupils with Emotionally Based School Non-Attendance (EBSNA) Deliver training for schools and support and development groups, informed by an ongoing EBSNA workplan.

7. Partnership working and service development Audit existing services, identify unmet need, share innovative practice, and explore new partnerships and funding to support disengaged learners.

8. REACH service Monitor contract performance, secure continued funding and meet reporting requirements associated with Whole Family Early Intervention funding.

9. Supporting Care-experienced learners Establish multi-agency work to understand attendance difficulties, examine reduced timetables and placements in children's houses, and develop practical support toolkits.

Key strategic priorities

The workplan reflects five overarching priorities.

1. Establish a consistent city-wide approach

Develop a common policy, clear guidance, and consistent recording arrangements so that schools have a shared understanding of attendance expectations, procedures, and responsibilities.

2. Strengthen monitoring and accountability

Improve the quality, accessibility and use of attendance data to identify emerging concerns, monitor individual pupils and schools, and inform targeted improvement activity.

3. Build staff capacity and share effective practice

Support schools through EBSNA training, practical guidance, and opportunities to learn from approaches that have improved attendance and engagement elsewhere.

4. Provide targeted and coordinated support

Improve partnership working and identify unmet needs, particularly for vulnerable learners, care-experienced children and young people who have become disengaged from education.

5. Improve communication and organisational learning

Establish effective mechanisms to share developments, communicate expectations, and disseminate successful practice across Glasgow schools.

Progress to date

1. Attendance policy The policy for Glasgow Education Services has been developed and is currently out for consultation with schools, Glasgow HSCP, young people, parents/carers, legal services, and health colleagues. We plan to publish the policy late December 2026 or January 2027 once all responses have been received. The policy strongly aligns with Included, Engaged and Involved Part 1: Improving Attendance in Scotland's Schools (March 2026) and with Glasgow's Nurturing Relationships Policy (2025) and our revised Anti-bullying Policy (2026)

2. Attendance data and analysis The PPR team have developed a Business Intelligence dashboard to support monitoring of attendance at school and individual pupil levels. The dashboard provides up to date (weekly) attendance data on individual pupils. Each school has the facility to analyse and compare pupil data and identify trends. There is a user feedback group that is working to further develop the data analysis to help schools target specific groups of vulnerable pupils. The BI Dashboard has improved accuracy but also the consistency across all schools in Glasgow.

3. SEEMiS attendance coding The PPR team have developed further guidance for schools in the use of specific attendance codes. This has improved the consistency and clarification in the recording of attendance.

4. Sharing good practice, We now Identify and share effective attendance approaches across primary, secondary, and additional support needs establishments.

A total of 62 representatives from 29 secondary schools attended the Secondary Attendance Seminar held in May 2026 in Shawlands Academy. Feedback reflects perceptions of increased knowledge, confidence, and intended changes to practice, alongside suggestions for future improvement.

Key Themes from Qualitative Feedback
a. Data-Informed Practice
Participants frequently highlighted:

- The value of Power BI / attendance tracking tools
- Use of data to identify target groups
- Supporting strategic planning and school improvement

"Use data to drive improvement."
"The Attendance Tracker has incredible potential."

b. Targeted Interventions
A consistent takeaway was:

- Focus on specific attendance bands (e.g. 75–90%)

- Early intervention before disengagement escalates
- Monitoring individual pupil progress

c. Sharing Practice & Collaboration
Strong appreciation for:
- Learning from other schools' strategies
- Hearing case studies and examples
- Opportunities to network across the city

"Great to hear how other schools are tackling attendance."

d. Strategic Alignment
Participants noted:
- Attendance as a key priority in School Improvement Plans (SIP)
- Alignment with policy and system-level priorities
- Importance of a whole-school approach

e. Multi-agency & Relational Approaches
Feedback emphasised:
- Importance of multi-agency collaboration
- Maintaining a child-centred and inclusive approach
- Linking attendance with wellbeing and attainment

Intended Next Steps Identified by Participants
Actions include:
- Increased use of Power BI/dashboard tools
- Developing or refining attendance strategies
- Sharing learning with senior leadership and pastoral teams
- Identifying and supporting target groups
- Continuing networking and collaboration

Conclusion
The seminar was highly valued by attendees, with clear evidence of:
- Increased knowledge and confidence
- Strong engagement with data-informed approaches
- Commitment to collaborative improvement

There is a clear appetite for:
- Ongoing networking and shared learning
- Greater access to tools and data
- Continued focus on strategic, early intervention approaches to attendance

We held our first school's symposium on attendance on 11th September 2026 and over 180 delegates from schools across Glasgow attended.

- To deepen understanding of attendance as wellbeing and inclusion issue, not solely a
- procedural one.
- To explore how the principles of Included, Engaged, and Involved can be enacted through Glasgow
- Pedagogy.
- To share effective practice across establishments in Glasgow.
- To strengthen relational and restorative practice approaches to attendance.
- To develop practical, equity-focused strategies for improving attendance.

The full day event involved keynote speakers and workshops provided by schools, Glasgow Educational Psychology Service, University of Glasgow, and Third Sector partners.

The feedback from the event was exceptionally positive, with 77 evaluation responses providing a really strong picture of the impact of the day. Across all of the key measures, between 94.8% and 100% of respondents agreed or strongly agreed that the symposium had achieved its intended outcomes.

Some particular highlights include:

- 100% agreed or strongly agreed that they had identified actions to take forward following the symposium.
- 98.7% felt the workshops provided practical approaches they could apply within their own context.
- 98.7% agreed that the symposium provided valuable professional learning.
- 97.4% reported an increased understanding of the factors influencing attendance.
- 97.4% recognised the important relationship between attendance, inclusion, and wellbeing.
- 97.4% felt more confident in addressing barriers to attendance.

5. Attendance practice guidelines We have updated existing emotionally based school non-attendance (EBSNA) guidance to now provide comprehensive attendance guidance for schools. The guidance complements the policy and is designed to support schools in understanding and reposing to persistent non-attendance. The guidelines can be accessed online HERE

6. Training for schools in identifying and supporting pupils with Emotionally Based School Non-Attendance (EBSNA)

Educational psychologists led on this workstream. During 2025–26, GEPS continued to develop training and resources on Emotionally Based School Non-Attendance (EBSNA) and produced Attendance Practice Guidelines for schools and ELCs. This work supports a more shared understanding of EBSNA and provides a basis for consistent practice.

Six multi-agency EBSNA Support and Development Group (SDG) sessions took place in the North East between September 2025 and May 2026. Educational Psychologists, Speech and Language Therapy and CAMHS facilitated the sessions. Fifty-six primary, secondary and Speech and Language Therapy colleagues attended. Overall satisfaction ratings were high across sessions (4.27–4.56 out of 5); opportunities for reflection and sharing experiences received particularly strong ratings (4.38–4.65 out of 5). This suggests the groups provide valued opportunities for professional dialogue and shared learning.

In May 2026, the EBSNA city lead group asked professionals to contribute to self-evaluation of partnership outcomes for children, young people and families. Thirteen respondents described the contribution of the GEPS EBSNA CLG to their practice. Feedback referred to increased confidence, access to guidance, and improved understanding of EBSNA. Respondents also described changes to organisational guidance and service delivery. Examples of reported benefits for children and families included re-engagement with school, access to qualifications, signposting to support and consideration of more bespoke timetables.

GEPS also delivered three professional learning sessions for 16 participants from nine third sector and partner organisations. The programme was developed in response to partner needs and covered networking and needs analysis; school processes, staged intervention and gathering children's views; and parental engagement and support for families experiencing EBSNA. This is a relevant response to the need for joined-up support. Evidence of subsequent changes in referral pathways, shared planning or family experience would strengthen evaluation of its effectiveness.

We have also created an online learning programme for all staff that provides an introduction to Emotionally Based School Non-Attendance. This can be accessed HERE and will be available as a GOLD module on the Councils' Intranet.

7. Partnership working and service development We continue to audit existing services, identify unmet need, share innovative practice and explore new partnerships and funding to support disengaged learners. The Secondary Schools network that has now been established following the initial seminar.

We are now involved in the third cohort of the Attendance CYPIC Programme (Children and Young People Improvement Collaborative) that is supported by Education Scotland. This year the programme is being run by a Quality Improvement Officer and Educational Psychologist and involves a further 4 Learning Communities. 6 Learning Communities have attended the CYPIC programme to date; Springburn, Lochend, Whitehill, Govan, Drumchapel and Castlemilk

The development of the SEEMIS BI Dashboard has helped schools participating in the CYPIC programme to analyse and understand data trends. We have now developed a model of coaching and mentoring across schools and LCs supported by CYPIC leads so that staff are more confident in data analysis.

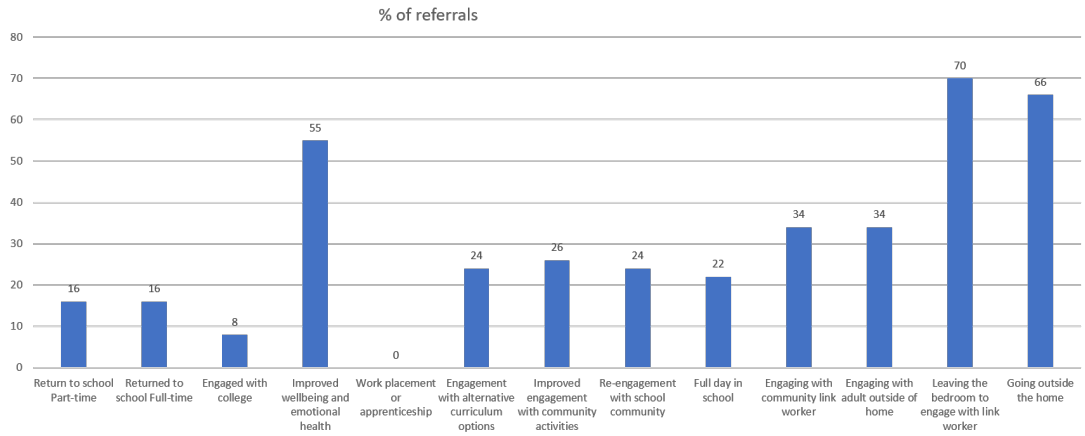
8. REACH service The Strategic group monitors the performance of this service. The aim of the Quarriers REACH service is to provide targeted support to children and young people, who have chronic non-attendance or are starting to show signs of developing a non-attendance profile, at school and / or to ensure that they are engaged in a positive destination. This may include work, college placements or community engagement or accessing services which will support additional needs.

Respond
Engage
Ask
Connect
Hope

The service was contracted for 24 months	
Total Number of referrals received	459
Number of referrals on waiting list	100
Referrals completed	161
Young People engaged with worker	242

42% of cases were known to Social Work Services
58% were either known to CAMHS or on a waiting list.

Outcomes for young people from this service were highly positive. In addition, Quarriers staff developed new skills and approaches for supporting young people with significant school non-attendance (less than 60%). They have been able to take and adapt this learning to be used in other projects across Scotland.



One learning point from this project was the impact that school non-attendance has on the wider family and specifically employment. Quarriers started to record the impact on working hours due to pupil not attendance and the data showed a clear correlation, as shown below.

Number of Families	Employed	Hours Worked	Reduced Hours to care for C/YP (Number)	Stopped work to care for C/YP (Number)
57	Yes – 24 No-33	8 x 25 6 x 35 10 x Part time	17	16

This is evidence of the wider impact of persistent non-attendance.

9. Supporting Care-experienced learners This workstream has focussed on the needs of young people who are Care Experienced, either living at home or in one of Glasgow's Children's Houses. We are looking at supporting this vulnerable group and developing alternative supports when required. For example, we are developing community learning hubs where disengaged young people can receive support from Interrupted Learners Service (ILS) staff as a pathway to either re-engage with school or look at alternative options.

For further information on the Attendance Strategy in Glasgow please contact Barry Syme, Principal Educational Psychologist barry.syme@glasgow.gov.uk