



School Absence Plan

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Vision

To provide a unique and culturally diverse educational experience to the local and expat community in the greater Sandnes area. We aim for our students to be kind, caring, and respectful young people who, by practicing resiliency and a growth mindset, thrive in meeting their individual learning needs and goals. We strive to develop confident global citizens who will be prepared to meet the needs and challenges of the future and help make the world a better place for everyone.

Mission

Sandnes International School contributes to making the world better by providing its students with a holistic international education. To this end, students are encouraged to take meaningful action and lead change in a safe and positive learning environment. Every individual learner's needs are supported, their differences are respected and their unique qualities are valued and nurtured.

Values

Be Safe	Be Kind	Be Responsible	Be Respectful
Prioritize safety in all actions and decisions.	Show compassion and empathy towards others.	Take ownership of your actions and their consequences.	Treat others with dignity and consideration.

Rationale / Purpose of the plan

This plan is created to develop a shared understanding in our school community to support our students attending school. According to the Opplæringslova §2-1 & §2-2 (Education Act §2-1 & 2-2) and Privatskolelova §2-2.(Private School Act §2-2), all students from the age of 6 years old until the end of year 10 have the right and obligation to attend school. In developing this plan, Sandnes International School (SDIS) has referred to the guidelines provided by Sandnes Kommune.

Preventative Work

For school

As an International Baccalaureate school SDIS works systematically to promote a good school environment where students want to attend school. This is found throughout our curriculum documents and aligns closely with the school's vision, mission, and values mentioned above.

The work that specifically links to promoting student attendance are:

- The plans and routines outlined in the school environment plan
- The Admissions Policy with limited places in a specific year level
- The Behaviour and Conduct Policy
- The building of positive relationships between staff and students as well as between students
- The systematic home-school collaboration
- The transparent attendance platform, where parents/caregivers can immediately view attendance
- The Parent/Caregiver information meetings scheduled throughout the academic year
- Transitions and preparations related to starting school or changing schools.
- The structure and predictability of lessons during the school day
- The opportunities for students to develop choice and agency in their learning

For Parents/Caregivers

- Talk positively about the school
- Provide routines at home to ensure their child can be at school on time
- Two useful links for parents: [Ti råd mot skolefravær](#) and [Kronikker og innlegg om skolevegring](#).
- Make arrangements for their child to come to school, on time.

School Expectations for Attendance

Attendance records

As stated above, all students from years 1 to 10 have the right and obligation to attend school. Opplæringslova §2-1 & §2-2 (Education Act §2-1 & 2-2) and Privatskolelova §2-2.(Private School Act §2-2) This means that it is a parent/caregiver's responsibility to inform the school why a student is not in school. After a student reaches a 10% absent rate within an academic year without appropriate notifications, the school must document the actions they have taken so every student receives their right to education.

How the school takes attendance

All staff enter attendance following the protocol below. If a student is not present in the class, then they will be marked as absent. If a student is sick, they will be marked as absent.

Absent (A)	<ul style="list-style-type: none"> • Student is absent • Student has an approved study leave from the principal (caregivers need to apply for this to be removed from the report) • Student has missed 20 minutes or more of the lesson without a note (Teacher must send email to the office so caregivers can be contacted by the office for clarification) • Student has missed more than 20 minutes of the lesson and has a note. (Teacher must make a note of time in attendance)
Present (P)	<ul style="list-style-type: none"> • Student is present for lesson or contact teacher attendance in the morning • Student has come to class late with a note explaining why (Only when it is within the first 20 minutes of the lesson. Teacher must note the time in attendance)
Late (L)	<ul style="list-style-type: none"> • Student comes in 1 minute after the lesson has started and has no note.
Excused (EA)	<ul style="list-style-type: none"> • Student is working on another project in school that is pre-planned and approved (eg Personal Project, Exhibition, being individually assessed) • Student is attending a recognized course (ie student council courses in the Kommune)

- 1) The Homeroom teacher is responsible for reviewing the attendance periodically.
 - a) PYP teachers record attendance at 8.15
 - b) MYP subject teachers record absences at the beginning of each lesson.
 - c) If a student arrives 20 minutes after the lesson has started, they are recorded as absent for that lesson.
 - d) In MYP, the office administrator records the daily attendance based on the first lesson's attendance, before 09.00.
- 2) No notification about the absence
 - a) The office administrator will call the parent/caregiver the same day to clarify why there is no absence notification recorded on the learning platform.
 - b) The homeroom teachers must be informed when this happens so they can support.
- 3) The Homeroom teacher raises concerns about attendance
 - a) The homeroom teacher looks at attendance data in the learning platform and takes note of concerns
 - b) The homeroom teacher decides if further investigation is needed based on the information found
 - c) The homeroom teacher contacts the appropriate staff to start the investigation (See the flowchart below on page 7)
- 4) The Leadership Team regularly reviews the absence protocols and general absence issues with the appropriate staff.
 - a) The school completes this in accordance with its preventive plan.
 - b) If there are concerns regarding individual students' absences, the school starts the process outlined below.

- c) Absence is a separate item on the meeting agenda at the weekly PYP/MYP team meetings when there are concerns.
- d) In the case of alarmingly high absence and/or suspected school refusal (see Staff Guidance below) this must be sent as a concern to the Student Wellbeing Team so it can be discussed and appropriate actions can be taken

The attendance is checked daily by the office administrator to ensure that it is completed appropriately. If nothing is entered, they will be sending reminders to the staff to ensure accuracy is maintained in our system.

How the parents/caregivers must notify

- 1) In case of absence, the parents/caregivers must contact the school on the first day (via the learning platform). After 3 days parents may need to obtain further clarification. (eg, from a doctor)
- 2) If a parent/caregiver would like to request an absence for 1-3 days, this is approved by the homeroom teacher through an email. The students will still be marked as absent.
- 3) If a parent/caregiver would like to request an absence for 4-10 days, they must apply online through the school website. This application is approved by the Director of the school in consultation with the appropriate staff members. The staff will prepare work for them to do during this time. The students will be marked absent during this time. It can be removed following the guidelines below.

Which absences can be removed from the attendance records

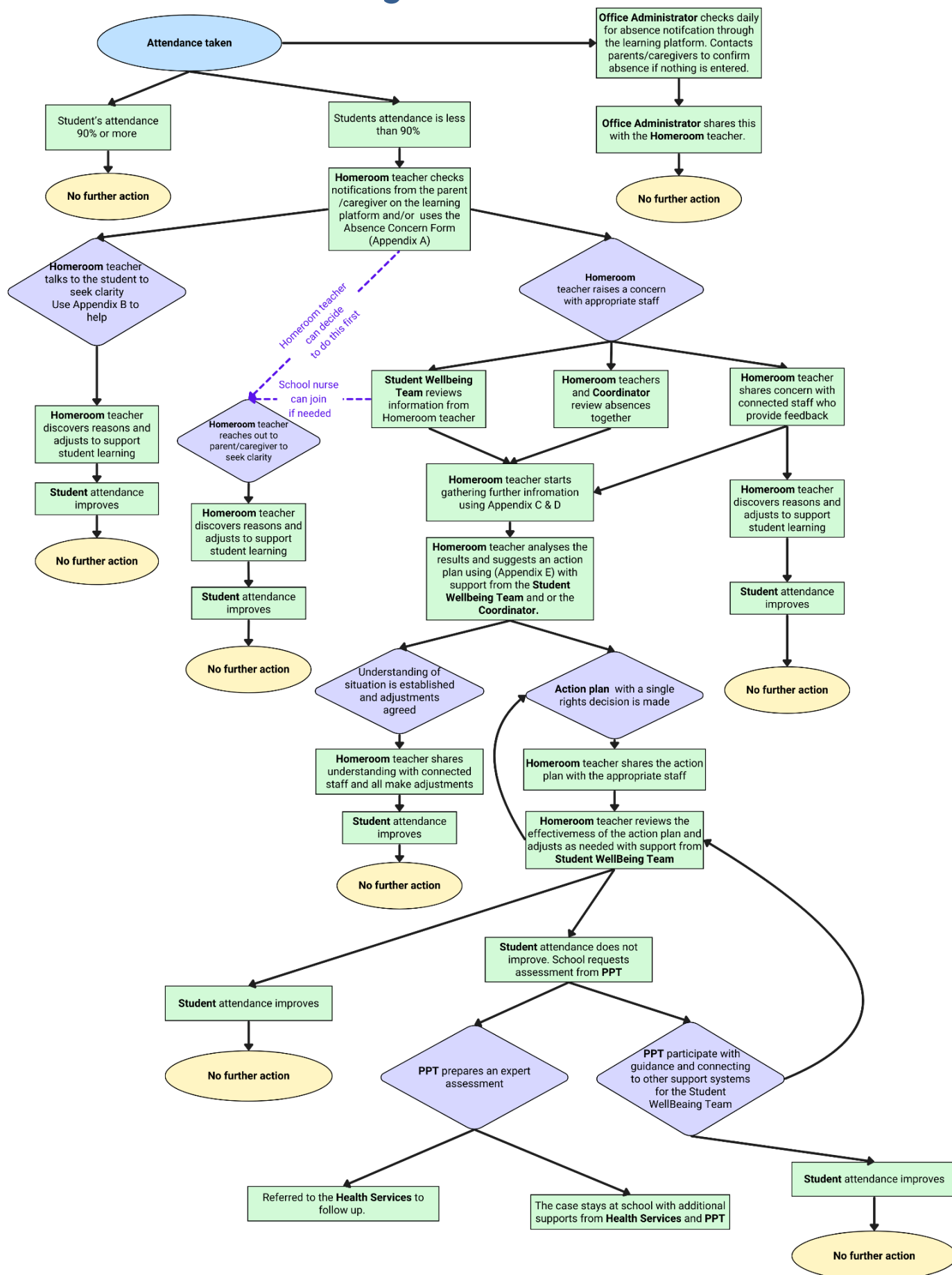
Throughout the academic year, a student may not be able to attend school for a legitimate reason. A parent/caregiver can have an absence removed from the official records when they fall into the following categories.

- 1) Illness or health conditions with a doctor's note
- 2) Welfare conditions (such as serious illness or death of a close family member) Must be accompanied by a note.
- 3) Student council work (The school generally marks this as Excused and it is not counted as an absence)
- 4) Appointment with School Nurse (The school generally marks this as Excused and it is not counted as an absence)
- 5) Pre-arranged meeting with staff member (The school generally marks this as Excused and it is not counted as an absence)
- 6) Meeting with the Principal/Director of the School. (The school generally marks this as Excused and it is not counted as an absence)
- 7) Religious holiday outside of the Church of Norway (Up to 2 days)
- 8) Approved Absence with completed work

In Norway, all absences are included in the academic transcripts. This is particularly important for the end of MYP. All these absences can be removed from the official attendance as long as parents/caregivers submit approved documentation.

In the MYP students with more than 15% may not receive any grades in their half-yearly or yearly reports. Parents/Caregivers and students will be notified of the risk throughout the school year.

Absence Flowchart Diagram



Roles and Responsibilities

Role	Responsibilities
Student	<ul style="list-style-type: none"> Attend lessons Communicate with appropriate staff members Be punctual and ready for lessons
Parent/Caregiver	<ul style="list-style-type: none"> Ensure your child attends school Supports students to be punctual (on time) Communicate about absences and or lateness on the learning platform Respond to questions about attendance or lateness Attend meetings as needed or requested Collaborate with the school to get their child back to school in line with an Action Plan
Homeroom Teacher	<ul style="list-style-type: none"> Routinely check students' attendance Keep documentation of meetings with parents/students Communicate with the student to clarify absences or lateness. (use Appendix B to support) Clarifies absence concerns with parents. Can use Appendix A to support documentation along with meeting minutes Communicate and meet with the parents about absence or lateness concerns. Can use Appendix D to support as well as meeting minute minutes Talk to the appropriate staff members (Social Well-Being team/ Coordinators, other staff involved with the student) Can use Appendix E to support documentation from staff members Can use Appendix F to support analysis of absences. Lead the development of an Action Plan with the support of appropriate staff members. Use Appendix G as the action plan template. Arrange meetings with the appropriate staff, parents, and students to periodically check the action plan progress Use the checklist in Appendix H.
Coordinators (Learning Support or Program)	<ul style="list-style-type: none"> Meet with the homeroom teacher and support with absence concerns Support homeroom teacher to follow school procedures Support the contact/homeroom teacher with the Action Plan. Support communication with the necessary staff members Contact and support the preparation of necessary documents for PPT, BUP, Resource Center in Sandnes, or Child and Family Center in Stavanger. Support the parents understanding of the external support services. Support the parents with applications and referrals to external agencies.
Student Well-Being Team	<ul style="list-style-type: none"> Discuss more options and provide solutions for the next steps. Support the development of Action Plan Make recommendation on who will follow up on the case, and support a date for revision
Head of School	<ul style="list-style-type: none"> Review the process outlined and approve the single rights decisions.

What to look for?

Parent/Caregiver guidance

1. Your child has a reluctance to go to school
2. Your child is usually at home during school hours
3. Your child becomes withdrawn and avoids contact
4. Your child may get emotionally upset just thinking about going to school and may get somatic troubles, anxiety, start to cry, and become depressed.
5. Your child may have strong opposition if their parents try to persuade them to go to school.

Staff guidance

1. When there is no valid excuse for the absence from the parent/caregiver reported on the learning platform.
2. When there are three absences in a month or five days of absence in a semester.
3. Comes to school but leaves again.
4. Absence connected to a specific school day or a specific school subject
5. When the student is noted as not attempting work consistently
6. Frequently late to school (more than three times a month)
7. When there are unexplained physical complaints
8. When a parent/caregiver communicates that their child does not want to go to school
9. If the student is at school but does not attend classes, or misses large parts of classes
10. Look for avoidance behavior such as:
 - a. Situational avoidance - staying away from people, places, or activities
 - b. Cognitive avoidance - dissociating, fantasizing, obsessive thoughts, chronic worrying
 - c. Protective avoidance - keeping lucky charms, compulsive cleaning, perfectionism, procrastinating

What does the Student Wellbeing Team do?

After the homeroom teacher identifies and starts taking some steps to rectify the situation, they can decide to obtain further advice from the Student Wellbeing Team. This team consists of Teachers, Parents, Support staff, Students, Coordinators, the School nurse, the school Counselors and/or PPT representative. The homeroom teacher does this by filling in the form called Student of Concern Reporting. This form is found on the teacher's portal, One Place for Employees. The Learning Support Coordinator will review the information provided and then decide if a meeting with the Student Wellbeing Team or if more information is needed from the homeroom teacher. The meeting may include. In the meeting, the information will be presented and this team will suggest and support the homeroom teacher in what steps to take next. It may require that an additional meeting is arranged at a later date.

How to Analyze Attendance

Go through the attendance records regularly and consider:

- Review the attendance for absences. If a student is more than 10%, the homeroom teacher must start investigating the reasons for the absences.

- Have you spoken to the student about his/her attendance/absence? Evaluate if you should speak with the student first.
- Is there a pattern in absences or other aspects that stand out?
- Is there a need to be worried?
- Think through what the students experience as safe to be at school.
- Do any students have a high number of excused absences (sports, school organised activities)?
- What kind of dialogue do you have with parents/caregivers?
- Document your evaluation in the student's file.
- If you determine that there is a need for follow-up, review the steps.

The longer the absence has lasted, the more sustaining factors exist. The longer a student is absent, the higher the threshold can become in returning to school. The "pain" the student experiences, psychosomatic pain, can be greater if one is at home. The more you feel them, the more it hurts.

Involving External Supports

If the actions are unsuccessful, the school must immediately discuss the case with the student's residential municipality's external support. For students who are residents in Sandnes, the school contacts [Ressurssenter for barn og familie](#) if the student resides in Stavanger, the school contacts [Barne- og familiesenteret](#) via Student Well Being (SWB), and the Leadership Team will evaluate the best approach for further follow-up. This can result in several different outcomes:

- The working team continues as is.
- There is agreement that the SWB/working team becomes more involved without sending a formal referral.
- Resources from the school or the external support can be used to support school attendance (always with permission from parents).
- If SWT/ the working team concludes that the student requires specialist support from the external support related to learning, requires guidance for the parents/caregivers or the school, or if the student should be referred to BUP or additional support.

Before contacting external support to discuss the case, the school should ensure that there have been documented attempts to resolve the attendance before any contact with external agencies has occurred. The school must ensure that all documentation related to actions, checklists, and evaluations related to school absences are stored securely in the student's file.

Referral

If the conclusion of the discussions with the external support requires support from them, the school in collaboration with the parent, must fill out the referral. Parents can also contact themselves to request support. The school must have permission from the parents before a referral can be sent.

If the case is referred according to The Education Act (Opplæringsloven)

The following attachments must be included with the referral:

- Children and Family Resource Centers Referral Form - [Sandnes](#) and [Stavanger](#)
- Detailed overview of attendance and absences (days, weeks, subjects, etc.)
- Meeting Minutes from the SWB/Working Team around the student
- Action Plan that is developed, implemented, and evaluated

Child Services (Barnevern)

High absence amongst young students and youth is not a reason in itself to report a concern to child services. All children have the right to be heard in matters that concern them, and their opinions must be given weight in accordance with their age and development (Barnekonvensjonen Art. 12, Grunnloven §104, Barneloven §31, Udir (opplæringsloven)).

Parents Information

Two useful links for parents: [Ti råd mot skolefravær](#) and [Kronikker og innlegg om skolevegring](#).

Checklist for information from parents

- The guardian's understanding of the pupil's general well-being, at school and in free time
- The guardian's description and understanding of the pupil's difficulties. Parents think it can turn around about school refusal or are there other explanations?
- Is the student being harassed or bullied at school, on the way to school or in their free time?
- Description of possible refusal behavior at home (is it difficult to get the student to get ready for school in the morning, does the student have physical complaints in connection with demands for school attendance, but is otherwise healthy)
- If the student is absent, what happens during the time the student is away from school? (computer games, family visits, extra attention from parents, meeting friends outside school, schoolwork)
- Health conditions of importance for the pupil's functioning and absence (medical history, sleep rhythm, appetite)
- Has there been a sudden change or stress in the family that can be linked with the student's difficulties? (divorce, moving, siblings, illness)
- Individual situations where the student manages to attend school or participate in activities as he/she usually have difficulties participating in.

caregivers' distribution of responsibilities when it comes to following up on school and school attendance

- Any other bodies involved in the family
- Any other supporters in the family's network
- What measures have been tried at home and how have these worked? (morning routines, change of roles between parents, conversation with the student)
- The guardian's wishes and goals for the pupil's future functioning.

Appendix A - Parent/Caregiver Clarification of Absences

You are receiving this form because there are a number of absences that require further explanation.

Each student has the right and obligation to attend school. Opplæringslova §2-1 & §2-2 (Education Act §2-1 & 2-2) and Privatskolelova §2-2.(Private School Act §2-2) states that regular attendance in school is a requirement. The school is responsible for notifying Parents/Caregivers if a student's attendance is not meeting this requirement. This form is being provided by the school to promote the success of this student's learning and to reduce the chance that this student's absence will adversely affect learning and right to education. Please contact your child's homeroom teacher if you have any questions.

Please fill in this form to explain and/or clarify. *Link to the form for staff to use - [Parent/Caregivers Clarification of Absence](#)*

Student Name:				Contact Teacher.	
				Contact teacher email:	
Date (dd.mm.yy)	Whole Day	Partial Day	Concern from teacher (eg - Regularly late and or misses lessons/specific days)	Communication	Further explanation from parents
	<input type="checkbox"/>	<input type="checkbox"/>		Learning Platform <input type="checkbox"/> Email <input type="checkbox"/> Phone Call <input type="checkbox"/> Missing communication <input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>		Learning Platform <input type="checkbox"/> Email <input type="checkbox"/> Phone Call <input type="checkbox"/> Missing communication <input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>		Learning Platform <input type="checkbox"/> Email <input type="checkbox"/> Phone Call <input type="checkbox"/> Missing communication <input type="checkbox"/>	

Appendix B: Meeting guidelines with a student

Preparation:

- The student should be informed ahead of the meeting: about what the concern is related to, where it will take place, how long it will take and who will participate.
- Collect information about the student (attendance/absence records, previous meeting minutes, etc.) if it is relevant to the goal of the meeting.
- Reflect on the questions:
 - What is my experience of the student?
 - Do I require additional support?
 - How shall I record the student's responses?
 - Should I use the checklist (in Appendix B and C) to map the situation, or to lead the discussion?
- Many students require time with a staff member to feel they can safely speak about what might be hard for them. Do not expect that the student will tell you everything at once, but you can plan to have additional meetings together where you build trust over time.

In the meeting with the student:

Documenting the conversation with students when discussing absences: The aim of the conversation is to clarify the student's difficulties. You need to find out what the explanatory model fits each student.

Framework for a good conversation:

- Agree in advance how long the conversation will be
- Before the conversation, it can be clarified whether the student should participate. If the student does not participate, that is important that the student experiences good information about what is said and done, and why.
- Prepare well by collecting information from teachers who have students in various subjects.
- Take into account the emotional reactions of parents and pupils. Confirm and acknowledge without entering in defense.

Start of conversation:

- Start by informing that one of the purposes of the conversation is to share the school's concern about the pupil's absence from school, and to come up with good measures that can provide a normal presence at school
- Give concrete feedback about the extent of the absence. Inform about the municipality's routines for following up on school absences.
- Inform that the school is responsible for ensuring that pupils have a good and safe school day, and that parents are responsible for the pupil coming to school.
- In a student conversation where the relationship is in place, the introduction can be, for example: "I wanted this conversation because I've been worried about you lately. I'd like to talk to you a bit to hear how you're doing and find out how we can make things better for you at school."

Suggestions for how to have a conversation with students about difficult topics:

- Ask open-ended questions that give the student the opportunity to answer more than yes/no, and that are puzzling both in content and the way they are presented
- Give the student enough time to answer and tolerate some silence
- Give the student enough time to answer and tolerate some silence.
- Summarize what the student says at regular intervals, so that the student can confirm whether one has understood correctly
- It can be useful to start from concrete situations. The younger the student, the more concrete one should be. Eg "when you entered the school gate this morning, how did you feel?"
- To support the student in expressing his own experience, it can be useful to present someone else's alternative experiences and let the student choose what suits them. Ex. "Some children/ young people who are away from school may be nervous about what the other children will think if they come back, while some don't want to think too much about it. Is that something on your mind?"
- To get the best possible impression of the student's experience, it can be useful to use scales Ex "You have said that you are afraid to give a presentation. If we look at a scale from one to ten, where ten is extremely scared and one is just a little scared, how scared are you when you have to give a presentation?"
- Spend enough time focusing on what works and what makes it work. Focus on the student's mastery!

Mapping of Absence:

Mapping factors related to school absence is an important part of describing the case. However, it should be broad and systematic. Mapping tools can not replace collaborative work between the school and the home. Mapping should help to build the relationship between the student, parents/caregivers, and the school. Always check, "Have I understood you correctly?"

Appendix C - Student perspective - Assessment scale for school absence

Name:

Age:

Date:

Please circle the answer that best fits the following questions:

		Never	Rare	Some times	Half of the time	Usually	Almost Always	Always
1	How often do you have pain or feelings in relation to going to school, because you are afraid of something related to the school? (for example: test, school bus, teachers, fire alarm)	0	1	2	3	4	5	6
2	How often are you away from school, because it is difficult to talk to other students?	0	1	2	3	4	5	6
3	How often do you want to be with your parents more than going to school?	0	1	2	3	4	5	6
4	When you are not at school during the week (Monday to Friday), how often do you leave home to do something fun?	0	1	2	3	4	5	6
5	How often do you stay away from school because you have felt sad or depressed about being at school?	0	1	2	3	4	5	6
6	How often do you stay away from school because you feel embarrassed in front of other people at school?	0	1	2	3	4	5	6
7	How often do you think about your parents or your family when you are at school?	0	1	2	3	4	5	6
8	When you are not at school during the week (Monday to Friday), how often do you talk to or meet others? (beyond your own family)	0	1	2	3	4	5	6
9	How often do you feel worse at school (e.g. scared, nervous, or sad) compared to how you feel at home with friends?	0	1	2	3	4	5	6
10	How often are you away from school, because you don't have many friends there?	0	1	2	3	4	5	6
11	How much would you rather be with your family than going to school?	0	1	2	3	4	5	6

12	During the week when you are not at school (Monday to Friday), how much do you enjoy doing other things you like (for example, being with friends, going to different places)?	0	1	2	3	4	5	6
13	How often do you feel bad feelings (for example, getting scared, nervous or sad) when you think about school on Saturday or Sunday?	0	1	2	3	4	5	6
14	How often do you avoid certain places at school? (for example the corridors, places where specified groups stay, etc)	0	1	2	3	4	5	6
15	How often would you rather be taught at home by your parents, rather than your teacher at school?	0	1	2	3	4	5	6
16	How often do you refuse to go to school because you want to have fun somewhere other than school?	0	1	2	3	4	5	6
17	If you had fewer bad feelings related to school (for example, being scared, nervous, sad), would it be easier for you to go to school?	0	1	2	3	4	5	6
18	If it were easier for you to make new friends, would it be easier for you to go to school?	0	1	2	3	4	5	6
19	Would it be easier for you to go to school if your parents were with you?	0	1	2	3	4	5	6
20	Would it be easier for you to go to school, if you could do more things you like after school (for example, being with friends)?	0	1	2	3	4	5	6
21	How much pain or negative feelings about going to school (for example, feeling scared, nervous or sad), compared to others your age?	0	1	2	3	4	5	6
22	How often do you avoid other people at school, compared to others your age?	0	1	2	3	4	5	6
23	Would you rather stay at home with your parents, more than most people your age?	0	1	2	3	4	5	6
24	Would you rather do something fun outside of school, more than most others at your age?	0	1	2	3	4	5	6

Appendix D: Parent Perspective - Assessment scale for school absence

Name:

Age:

Date:

Please circle the answer that best fits the following questions:

		Never	Rare	Some times	Half of the time	Usually	Almost Always	Always
1	How often does your child have bad feelings related to going to school, because he/she is afraid of something related to the school (for example: a test, the school bus, the teacher, or a fire alarm)?	0	1	2	3	4	5	6
2	How often is your child absent from school because it is difficult for him/her to talk to other children at school?	0	1	2	3	4	5	6
3	How often would your child rather be with you, or your spouse/partner, than going to school?	0	1	2	3	4	5	6
4	When your child is not at school during the week (Monday to Friday), how often does she/he leave home to do something fun?	0	1	2	3	4	5	6
5	How often does your child stay away from school because he/she feels sad or depressed if he/she goes to school?	0	1	2	3	4	5	6
6	How often does your child hold away from school, because he/she feels embarrassed in front of other people at school?	0	1	2	3	4	5	6
7	How often does your child think of you, your spouse/partner or the family when he/she is at school?	0	1	2	3	4	5	6
8	When your child is not at school during the week (Monday to Friday), how often does he/ she talk to or meet others (other than his/her own family)?	0	1	2	3	4	5	6
9	How often does your child feel worse at school (e.g. scared, nervous or sad) compared to how he/she feels at home with friends?	0	1	2	3	4	5	6
10	How often is your child absent from school because he/she does not have many friends there?	0	1	2	3	4	5	6
11	How much would your child prefer to be with his/her family rather than at school?	0	1	2	3	4	5	6

12	When your child is not at school during the week (Monday to Friday), how much does he/she like to do other things (for example, being with friends, going different places)?	0	1	2	3	4	5	6
13	How often does your child have bad feelings related to school (for example, is scared, nervous, or sad) when he/she thinks about school on Saturday or Sunday?	0	1	2	3	4	5	6
14	How often does your child avoid certain places at school (for example: the hallway, places where certain groups stay), where he/she would have to talk to someone?	0	1	2	3	4	5	6
15	How much would your child rather be taught by you or your spouse/ partner at home than by the teacher at school?	0	1	2	3	4	5	6
16	How often does your child refuse to go to school because he/she would like to have fun outside of school?	0	1	2	3	4	5	6
17	If your child had fewer bad feelings related to school (for example, being scared, nervous, sad), would it be easier for him/her to go to school?	0	1	2	3	4	5	6
18	If it were easier for your child to make new friends, would it then be easier for him/her to go to school?	0	1	2	3	4	5	6
19	Would it be easier for your child to go to school if you or your spouse/partner went to school with him/her?	0	1	2	3	4	5	6
20	Would it be easier for your child to go to school, if he/she could do more things after school that he/she likes (for example, being with friends)?	0	1	2	3	4	5	6
21	How much more does your child experience bad feelings related to school (for example, being scared, nervous or sad) compared to others his/her age?	0	1	2	3	4	5	6
22	How often does your child avoid other people at school, compared to others his/her age?	0	1	2	3	4	5	6
23	Does your child want to be at home with you or your spouse/partner more often than with others his/her age?	0	1	2	3	4	5	6
24	Your child would rather do fun things outside of school than most others his/her age?	0	1	2	3	4	5	6

Appendix E: Staff Perspective - Assessment scale for school absence

Name:

Age:

Date:

Please circle the answer that best fits the following questions

		Never	Rare	Some times	Half of the time	Usually	Almost Always	Always
1	How often does the student feel bad about going to school because he or she is afraid of something at school (e.g. tests, the school bus, teachers, fire alarms)?	0	1	2	3	4	5	6
2	How often is the student absent from school because it is difficult to talk to other students at school?	0	1	2	3	4	5	6
3	How often does the student want to be with their parents more than going to school?	0	1	2	3	4	5	6
4	When the pupil is not at school during the week (from Monday to Friday), how often does the pupil leave home and do something fun?	0	1	2	3	4	5	6
5	How often is the student absent from school because the student will feel sad or bored/scared by going there?	0	1	2	3	4	5	6
6	How often is the student absent from school because he or she is embarrassed by being with others at school?	0	1	2	3	4	5	6
7	How often does the student think about his or her parents or family when he or she is at school?	0	1	2	3	4	5	6
8	When the student is not at school during the week (from Monday to Friday), how often does he or she speak with or is with others outside the family?	0	1	2	3	4	5	6
9	How often does the student feel bad at school (is afraid, nervous, sad) compared to when he or she is at home with friends?	0	1	2	3	4	5	6
10	How often is the student absent from school because he or she does not have many friends there?	0	1	2	3	4	5	6

11	How often would the student rather be with his/her family than go to school?	0	1	2	3	4	5	6
12	When the student is not at school during the week (from Monday to Friday), how much does the student enjoy things like being with friends or going somewhere?	0	1	2	3	4	5	6
13	How often does the student feel bad (scared, nervous, sad) when he or she thinks about school on a Saturday or Sunday?	0	1	2	3	4	5	6
14	How often does the student stay away from certain places in the school (e.g. hallways or where special students hang out), where he or she has to talk to others?	0	1	2	3	4	5	6
15	How much would the student like to have lessons with one of their caregivers at home instead of with their teacher at school?	0	1	2	3	4	5	6
16	How often does the student refuse to go to school because he or she would rather do fun things elsewhere?	0	1	2	3	4	5	6
17	Would it have been easier to go to school if the student had been in less pain (was less afraid, nervous, sad) at school?	0	1	2	3	4	5	6
18	Would it have been easier to go to school if it had been easier to make new friends?	0	1	2	3	4	5	6
19	Would it have been easier to go to school if one of the parents was there?	0	1	2	3	4	5	6
20	Would going to school be easier if the student could do more fun things after school (like hang out with friends)?	0	1	2	3	4	5	6
21	How much more painful does the student feel at school (is afraid, nervous, sad) than others of his or her age?	0	1	2	3	4	5	6
22	How much more does the student stay away from students at school than others of his or her age do?	0	1	2	3	4	5	6
23	Does the child want to be at home with one of his or her parents more than others the same age?	0	1	2	3	4	5	6
24	Does the student want to do fun things outside of school more than others of the same age?	0	1	2	3	4	5	6

Appendix F - How to interpret the Assessment scales

These forms ask some questions about why a student does not want to go to school. For each question, the person being surveyed needs to select the number that best describes the past couple of days. When each person finishes answering a question, they move on to the next one. All questions must be answered.

There are no right or wrong answers. Just choose the number that best describes how they feel about going to school. They place a ring around the number.

The chart below helps to analyse all the interviews from the three parties to help you narrow down the reason/s for the absences.

Scoring table - SRAS

Avoids things or situations that cause discomfort		Avoids situations that involve evaluation/judgment		Seeking attention		Choosing concrete attractive activities	
1		2		3		4	
5		6		7		8	
9		10		11		12	
13		14		15		16	
17		18		19		20	
21		22		23		24	
Sum =		Sum =		Sum =		Sum =	
Sum/6 =		Sum/6 =		Sum/6 =		Sum/6 =	

These assessment scales have been developed by Holden & Sällman, 2010

Appendix G: School Absence Action Plan

Date of Birth	Grade Level	Start Date and duration	Date Updated
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CASE DESCRIPTION What was reported?					
STUDENT'S OWN PERSPECTIVE OF THE SITUATION Article 12 of the Convention on the Rights of the Child: The right of the child to be heard					
SCHOOL'S EVALUATION OF THE CASE REPORTED Briefly summarize what the school is already familiar with and what the school has already done					
MAIN GOAL The Main Goal must describe the desired situation.					
SUBGOALS Make an overview of all of the sub-goals at different levels. Add more rows as necessary.					
Subgoal Use keywords in the problem description	What will the measure solve? Enter the relevant problem to be solved with help of the measure.	Measure / Action Use research-based actions. Examples can be found at Udir.no	Responsible Specifically who is responsible	Timeframe Set a time: week, month or date	Evaluation Who evaluates when? How will it be evaluated? (conversations, class meetings, student surveys, scale 1-10)
Subgoal on Individual Level	What will the measure solve?	Measure / Action	Responsible	Timeframe	Evaluation
Subgoal on Group Level	What will the measure solve?	Measure / Action	Responsible	Timeframe	Evaluation
Subgoal on Systematic Level	What will the measure solve?	Measure / Action	Responsible	Timeframe	Evaluation
Subgoal on Health (if desired)	What will the measure solve?	Measure / Action	Responsible	Timeframe	Evaluation
ARTICLE 12 OF THE CONVENTION ON THE RIGHTS OF THE CHILD: The Right of the Child to be Heard Describe how the student has been heard in this case.					
ARTICLE 3 OF THE CONVENTION ON THE RIGHTS OF THE CHILD: Best interest of the child Describe how the school has assessed the best interest of the child in this case.					
SIGNATURES Place and Date			Signature Student		
Signature Parent(s)			Signature Head of School		

Appendix H - Homeroom teacher checklist

Checklist	Date
<input type="checkbox"/> Have you talked to the student about attendance and/or lateness?	
<input type="checkbox"/> Have you contacted parents about attendance/lateness?	
<input type="checkbox"/> Have you documented actions you have attempted with the parents and students	
<input type="checkbox"/> Have you raised concerns with appropriate staff members (mainly MYP homeroom teachers)	
<input type="checkbox"/> Have you submitted a Student of Concern Reporting on One Place for Employees?	
<input type="checkbox"/> Have you talked with the School nurse	
<input type="checkbox"/> Have you used the questionnaires in the Absence plan?	
<input type="checkbox"/> Have you created an action plan and talked with the appropriate coordinator?	
<input type="checkbox"/> Have you reviewed the action plan and made adjustments if needed?	
At this time, the case may go to PPT for further assessment.	



Further Information

[Absence Limit from Udir.no](#)

<https://psychcentral.com/health/types-of-avoidance-behavior#substitution> (for avoidance behaviour)

Worrying Absences / Bekymringsfullt skolefravær from Sandnes Municipality