

Caledonia High School

Attendance Policy

(Parents/Carers)



CHS Vision & Values

Our Vision

Caledonia High School aims to create a community where everyone feels included, respected, safe and nurtured. Together, we strive to provide consistently high quality learning and teaching that develops confident and ambitious learners. The whole school community supports our young people to achieve their full potential and to prepare them for life beyond school.

Ambitious

We are determined to achieve success, setting high expectations for ourselves and taking responsibility for our learning.



Respectful

We are respectful to ourselves, each other and our community. We respect differences and everyone's contributions are valued.



Kind

We are caring, showing empathy and compassion through our words and actions. This helps to create an inclusive, supportive and nurturing environment.



Why is good school attendance important?

Caledonia High School strives to support all pupils to achieve their potential. A crucial step in achieving this is for pupils, parents/carers and school staff to work together to ensure good attendance and meaningful partnership working. Furthermore, good attendance in school allows young people to:

- Develop friendships and networks of support
- Develop a sense of responsibility
- Have their achievements recognised and celebrated
- Build their confidence and self-esteem
- Attain and achieve

Young people may be unable to access a full educational provision for a number of reasons. We fully understand and support exceptional circumstances and will endeavour to support families and young people who require alternative arrangements, flexible attendance and/or off campus provision.

Absence from school (without authorised or acceptable reason) can impact the development and education of a young person. Ongoing absence can have a detrimental effect on time in the classroom and limit a young person's opportunity to attain and achieve.

Supporting good attendance

Your child's Guidance Teacher is the first point of contact if you or your child requires support with attendance. Please contact the school should you wish to discuss absence or attendance concerns with your child's Guidance Teacher.

To support your child's attendance at school, your child's Guidance Teacher may consider:

- Short term changes to daily routines e.g. attendance monitoring slips or progress slips, a 3-minute early pass, classroom seating arrangements, break and lunchtime clubs or interventions via our Continuum of Support
- Agreed Reduced Arrangements (ARA) whereby young people are supported with a blended model of learning across various settings e.g. home, online, community spaces or smaller groups in school (please note this should only be used in very specific circumstances)
- Supports from our external partners e.g. Educational Psychology, School Nurse Service, Barnardo's, DAPL, Clued-Up, FRASAC, Community Learning and Development or Pupil Support Services

Pupil Absence Procedures

However, we do acknowledge that pupils can be absent from school, and we hope the below link will support you in making these decisions:

[Should I keep my child off school or childcare? \(publichealthscotland.scot\)](https://publichealthscotland.scot/)

If your child is absent, please contact the school using one of the options shown below. Please provide information related to the absence and planned duration of absence.

Parents Portal  : parentsportal.scot

Text  : 07860030889

Phone  : 01383 602403

Pupil Appointments

Parents/carers should contact the school to report their child's personal appointments using one of our options (shown above). Within the contact please include:

- Child's name and class
- Reason for appointment
- Date of appointment
- When they need to leave school and/or when they will return to school

After you have shared this information with the school, we will record this on the class register so teachers are aware. If your child has an appointment, they must:

- Sign out at the main reception as they leave for their appointment
- Sign back in at main reception when they return to school

We strongly encourage you to try to make appointments out with the school day, where possible.

Communication from Caledonia High School to Parents/Carers

As a school, we have a clear responsibility to contact you regarding any absences your child may have from school.

If your child is absent during the school day, we will be in contact with you as outlined in the table below.

Attendance Processes and Protocols (Monday to Thursday)

Marked as Absent	Communications from Caledonia High School to Parents/Carers
Period 1	Attendance Groupcall Text sent to main Parent/Carer contact by Office Staff
Period 2	Vulnerable Learner Protocols trigger contact from classroom teacher to Duty Timetable if a vulnerable pupil is marked absent after being recorded as in school during the previous period. Safety protocols will then follow.
Period 3	Vulnerable Learner Protocols trigger contact from classroom teacher to Duty Timetable if a vulnerable pupil is marked absent after being recorded as in school during the previous period. Safety protocols will then follow.
Period 4	Attendance Groupcall Text sent to main Parent/Carer contact by Office Staff Vulnerable Learner Protocols trigger contact from classroom teacher to Duty Timetable if a vulnerable pupil is marked absent after being recorded as in school during the previous period. Safety protocols will then follow.
Period 5	Vulnerable Learner Protocols trigger contact from classroom teacher to Duty Timetable if a vulnerable pupil is marked absent after being recorded as in school during the previous period. Safety protocols will then follow.
Period 6	Attendance Groupcall Text sent to main Parent/Carer contact by Office Staff Vulnerable Learner Protocols trigger contact from classroom teacher to Duty Timetable if a vulnerable pupil is marked absent after being recorded as in school during the previous period. Safety protocols will then follow.
Period 7	Vulnerable Learner Protocols trigger contact from classroom teacher to Duty Timetable if a vulnerable pupil is marked absent after being recorded as in school during the previous period.

After School Day	Additional email (ATT1) sent requesting a Parent/Carer response to any absences (with certain periods listed or a full day TBC). Any truancies shared with Guidance Teachers and SLT for follow up with pupils and families for support.
Ongoing Communications between school and home	Any absences still unexplained after 3 days will result in contact home by Guidance Team. This may take place sooner or in the form of a home visit in line with safeguarding.
Under 90% Attendance	Guidance Teachers access attendance statistics on a weekly basis by House PSAs. Guidance Teachers communicate home where there are concerns over pupils with under 90% attendance. Guidance staff to analyse these patterns and support pupils and families. Letters are shared with families on a termly basis to all pupils with under 90% attendance. This is to support young people and families.
Celebrating Good Attendance	Letters will be sent home each term for those above 90% attendance to celebrate good attendance.

Attendance Processes and Protocols (Friday Only)

Marked as Absent	Communications from Caledonia High School to Parents/Carers
Period 1	Attendance Groupcall Text sent to main Parent/Carer contact by Office Staff
Period 2	Vulnerable Learner Protocols trigger contact from classroom teacher to Duty Timetable if a vulnerable pupil is marked absent after being recorded as in school during the previous period. Safety protocols will then follow.
Period 3	Attendance Groupcall Text sent to main Parent/Carer contact by Office Staff Vulnerable Learner Protocols trigger contact from classroom teacher to Duty Timetable if a vulnerable pupil is marked absent after being recorded as in school during the previous period. Safety protocols will then follow.
Period 4	Vulnerable Learner Protocols trigger contact from classroom teacher to Duty Timetable if a vulnerable pupil is marked absent after being recorded as in school during the previous period. Safety protocols will then follow.

Lateness

Stage	Response
Late to Class	Lateness to a class data is sent to Guidance Teachers on a weekly basis to follow up on. Persistent late coming may lead to pupils giving some time back to Departments to support lost learning time.
Late after Lunchtime	Lateness back after lunchtime is monitored each day and a communication is sent home if a pupil is late back after lunchtime. If this persists, pupils will be supported to stay on campus during lunchtimes to support learning.
Actions and Supports	Class Teachers, Guidance Teachers and Principal Teachers will work together to support pupils who are persistently late and communication may go home for additional support if needed.

Legal Framework

This policy has been drawn up based on overarching legislation and guidance that seeks to protect children, namely but not exclusively:

- National Guidance for Child Protection in Scotland, Scottish Government, 2021 - updated 2023
[national-guidance-child-protection-scotland-2021-updated-2023.pdf](#)
- Fife Multi-Agency Overarching Child Protection guidance 2025
[Fife Multi-Agency Overarching Child Protection Guidance 2025](#)
- Getting it Right for Every Child Policy
<https://www.gov.scot/policies/girfec/latest/>
- General Data Protection Regulation/Data Protection Act 2018
<https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/>
- Children's Hearing (Scotland) Act 2011
<https://www.legislation.gov.uk/asp/2011/1/contents>
- Children and Young People (Scotland) Act 2014
<http://www.legislation.gov.uk/asp/2014/8/contents/enacted>
- Children (Scotland) Act 1995
<https://www.gov.scot/publications/scotlands-children-children-scotland-act-1995-regulations-guidance-volume-1-support-protection-children-families/documents/>
- Children Scotland Act (2020)
<https://www.legislation.gov.uk/asp/2020/16/body/enacted>
- Education (Additional Support for Learning) (Scotland) Act 2004
<https://education.gov.scot/improvement/research/education-additional-support-for-learning-scotland-act-2004/>
- National Framework for Child Protection Learning and Development in Scotland (2024)
[national-framework-child-protection-learning-development-scotland-2024.pdf](#)
- The Protection of Vulnerable Groups (Scotland) Act 2007
<http://www.gov.scot/Publications/2011/08/04111811/1>
- United Nations Convention on the Rights of the Child
<http://www.unicef.org.uk/UNICEFs-Work/Our-mission/UN-Convention/>