

Castle Douglas High School



June 2026 – Attendance policy

Introduction

Education research has highlighted that there is a clear connection between what a young person's attendance at school is, and what that young person is able to achieve. Consequently, the target attendance rate for all schools in Dumfries and Galloway is 95% and above.

100% Attendance	0 Days Missed
95% Attendance	9 Days Absence (1 Week and 4 Days of Missed Learning)
90% Attendance	19 Days Absence (3 Weeks and 4 Days of Missed Learning) 90% attendance is an indicator that there will already be a negative impact on attainment
80% Attendance	36 Days Absence (7 Weeks and 3 Days of Missed Learning) Half a term absent
75% Attendance	45 Days Absence (9 weeks and 1 Day of Missed Learning) Almost a full term absent

Rationale

It is important that all young people attend school on a regular basis in order to maximise their academic and social potential.

Attendance at school is a legal requirement and it is the duty of parents/carers to ensure that their child attends school regularly.

As part of our analysis of the **S4 National Qualifications results from 2023-24** and having analysed our attainment last year related to attendance, we found that:

1. When a pupil is above 90% attendance, the majority of pupils attain six qualifications, mostly at N5.
2. When a pupil is between 80 - 89% attendance, the pupils mostly have a mixture of N4's with some N5's.
3. When a pupil is below 80% attendance they mostly achieve less than six N4's with one N5 at best.

As part of our analysis of the **S5 Higher National Qualifications results from 2023-24** and having analysed our attainment last year related to attendance, we found that:

Honesty

Ambition

Community

Kindness

1. When a pupil is above 90% attendance, the majority of pupils achieve a number of Highers, ranging from three to five.

2. When is pupil is below 90% attendance, the majority of pupils achieve no more than two Highers

There are of course, some cases where pupils achieve qualifications not related to their attendance as noted above.

The connection is there- for the most part- that with lower attendance there is a risk that the pupil will achieve fewer qualifications and at lower SCQF levels (N4, N5 or Higher). Whilst we acknowledge people can be absent for legitimate unavoidable reasons, any absence creates challenges and additional work is required, supported by the school, to catch up.



Attendance Roles and Responsibilities

Honesty

Ambition

Community

Kindness

Young Person

- Arrive to school on time and prepared for classes.
- Arrive at classes on time.
- Sign in and sign out at the school office if arriving/leaving out with the normal school day.
- Let the class teacher know you have arrived
- Report to the school office if feeling unwell. A member of staff will see you and decide whether the young person needs to go home or not. The office will contact parents/carers or emergency contacts if this is the case. Young people should not contact parents/carers directly.
- Catch up on work missed

Parent/Carer

- Ensure your child arrives at school on time and that they are prepared for classes.
- Advise the school office of your child's absences by phone call or email. This should be done between 8.30am and 9am every day of absence or in advance if it is a known appointment. You will need to give a reason for absence.
- If your child is absent beyond the date already advised, please contact the school again as it cannot be assumed that they are still absent for the same reason.
- Respond to group calls related to your child's absence.
- Check attendance information contained within reports and advise us of any inaccuracies /reasons for unauthorised absence codes.
- Make contact with your child's Pupil Support teacher to discuss any issues and appropriate support if needed.
- Make contact with your child's Pupil Support teacher to arrange for the provision of educational materials should the absence go on for an extended period of time (more than a week).
- Should you need to pick your child up early from school, please contact the school office and they will pass the message on.
- Work in partnership with the school and any other partner agencies to resolve any problems to maximise your child's attendance.

Class Teachers

- Complete register on SEEMIS accurately within the first 5 minutes of the lesson, ensuring each young person is marked either present, absent or late.
- PE to send paper register to the school office with a pupil at the start of the lesson if unable to complete on SEEMIS.
- Ensure registration is updated should a young person subsequently arrive late to class.
- Advise the office if you have a pupil in your class who is not on your register.
- Advise PT of Curriculum/PT Pupil Support of any attendance concerns/patterns of non-attendance.

Principal Teachers of Curriculum

- Advise the school office of any changes to class sets/levels before the young person moves.
- Follow up any attendance concerns relating to subjects in your faculty (eg. A pupil is persistently avoiding attending a specific class).
- Ensure young people taken out of class for any reason (prior to lesson registration) are notified to the school office.

- Check attendance spreadsheet for information from Pupil Support and have further consultation with them if necessary.

Principal Teachers of Pupil Support

- Monitor the attendance of all young people within caseload.
- Ensure correct codes are being used for absences.
- Follow up on unexplained absences and update these where applicable.
- Identify patterns of non-attendance.
- Work with young person, parents/carers/partners to support in removing barriers to attending school.
- Ensure part-time timetables and any off-site arrangements are communicated with the school office.
- Send out attendance letters to any young people under 85% attendance.
- Ensure young people taken out of class for any reason (prior to lesson registration) are notified to the school office.
- Ensure attendance procedures are followed for all young people who fall below 85%.
- Alert the office if you have a young person with you who should be in class.

Depute Headteachers

- Ensure the school office staff are notified of any option changes.
- Ensure young people taken out of class for any reason (prior to lesson registration) are notified to the school office.
- Work together with Pupil Support staff to support young people.

School Office

- Accurately record all absences received from parents/carers direct. Ensure all relevant fields are populated (place a broad reason for absence in the strapline field as it shows on class registers), **record Name of the person who Called, Reasons for Absence** in the larger field. Remove 'Note Required' tick and tick 'Protected Event.'
- Record all absences in relation to exclusions, extractions, excursions and off-site provisions etc.
- Record all pupil signing-in and signing-out instances (including medical).
- Ensure all registers are submitted each period – flag up and follow up outstanding registers after the first 10 minutes of each lesson.
- Send GroupCall messages timeously for all unexplained absences throughout the day as required.
- Submit Daily Absence Report and place a copy in the Emergency Evacuation Folder.
- Check responses from GroupCall messages throughout the day and update attendance accordingly.
- Change all TBC's to UNA's on a daily basis.
- Generate letters to parents/carers further at the direction of Pupil Support staff.
- Process Leavers Forms timeously.
- Amend the attendance of pupils on roll but FE elsewhere (Xmas and Summer leavers).
- Process options changes/class changes.
- Check all TBC's throughout the day by phoning to double check pupils not in class. Report any concerns to Pupil Support staff.
- Termly text message sent to all young people whose attendance is between 95%-100% to acknowledge good attendance.

Appendix 1

Attendance Process Chart

Stage 1:
Attendance between 100%-95%
<ul style="list-style-type: none">• Termly text message home to highlight good attendance
Stage 2:
Attendance between 95% - 90%
<ul style="list-style-type: none">• Speak with pupil regarding attendance %• Communication with home – Group call/Email/Phone Call to alert parent/carer of attendance pattern and or their child’s attendance %• Act on any issues that arise from discussions
Stage 3:
Attendance between 90% - 85%
<ul style="list-style-type: none">• Send attendance letter 1• Speak with pupil regarding attendance %• Supportive communication with home – Group call/Email/Phone Call to alert parent/carer of attendance pattern and or their child’s attendance• Act on any issues that arise from discussions• Classroom and school-based supports to address barriers to maximising attendance• Interventions agreed with pupil and parents/carers and shared with staff• Record in pastoral notes
Stage 4:
Attendance between 75% - 85%
<ul style="list-style-type: none">• Follow up Stage 3 steps• Send attendance letter 2• Undertake assessment such as CAR form, GIRFEC Wellbeing indicators, My World Triangle or School refuser Scale that fully engages the young person and their parent/carer• Agree appropriate supports depending on outcome• A Child’s Plan may be opened which clearly outlines the supports and structures that require to be put in place to support any wellbeing or additional support needs.• Named person may consider completing a Request for Assistance to the Attendance Team.• Record in pastoral notes
Stage 5:
Attendance between 75% - 60%
<ul style="list-style-type: none">• Follow up Stage 4 steps• Named person must ensure that a Request for Assistance is submitted to either the attendance team, the care-experienced team or autism outreach depending on the needs of the young person (75% in the case of care-experienced young people).
Stage 6:
Attendance falls below 60%

- If all attempts have been unsuccessful through the mechanisms of a multi-agency child's plan meeting an agreement should be reached about potential next steps which may include consideration of alternative educational provisions such as a school-led supported move, flexi-schooling arrangement, home tuition, home education etc
- Referral to social work for non-attendance
- Referral to the Children's Reporter (SCRA)
- Advice from the attendance team raising an attendance order