



Calderglan Learning Community



Attendance Matters



Every Day Counts....

**Attendance and Late Coming Policy
Version 1.0 – June 2026
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Calderglan Learning Community

Calderglan Learning Community is committed to working in partnership with families to ensure every child is present, ready to learn and able to thrive every day.

Rationale

Within the Calderglan Learning Community, we are committed to ensuring that every child achieves their full potential through consistent engagement in high-quality learning experiences. Regular attendance and punctuality are fundamental to successful learning, wellbeing, and attainment.

This policy aligns with current South Lanarkshire Council expectations and Scottish Government guidance, which emphasise:

- The right of every child to access education
- Early intervention and prevention of attendance concerns
- Partnership working with families
- A supportive, relational and inclusive approach

Evidence shows that even small reductions in attendance can significantly impact attainment, confidence, and wellbeing. Late coming also disrupts learning, impacts classroom routines and can affect a child's confidence and readiness to learn. Regular attendance and punctuality supports:

- Continuity in learning
- Strong relationships with peers and staff
- Development of routines, resilience and independence

Aims

It is the intention of this policy to provide a clear and coherent strategy to supporting high levels of attendance across the learning community through a consistent approach, keeping the wellbeing of our children and families at the heart, throughout the Learning Community.

We aim to:

- Promote a culture where attendance is everyone's responsibility
- Support all families to achieve at least 90% attendance
- Identify concerns early and intervene appropriately
- Reduce persistent absence and late coming
- Ensure a consistent approach across the Learning Community



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Roles and Responsibilities

Within the Calderglan Learning Community, we believe that supporting attendance and reducing late coming is the responsibility of all. Clear roles and responsibilities are essential to promoting strong attendance and ensuring a coordinated approach across the school community. This section outlines how leadership teams, the Attendance Lead, teaching staff, and families work together to support pupils' attendance. Through shared expectations, effective communication and timely intervention, each group plays a vital role in identifying challenges early, implementing appropriate strategies and fostering a culture where regular attendance is valued and supported.

Leadership Teams will:

- Oversee data analysis and strategic response
- Ensure consistency across the Learning Community

Attendance Lead will:

- Coordinate interventions and communication
- Monitor impact of strategies

Teaching Staff will:

- Promote attendance expectations daily
- Identify concerns early
- Build positive relationships with learners and families

Families will:

- Ensure children attend school regularly and on time
- Communicate reasons for absence promptly
- Engage with support offered by the school

Shared Approach to Support Attendance and Reduce Late Coming

Clear, consistent procedures are essential to improving attendance and reducing late coming. This section outlines the structured steps our Learning Community schools will implement to promote punctuality, address barriers to attendance and provide timely support where concerns arise. Through early identification, effective communication and targeted intervention, these procedures aim to create a shared understanding of expectations and ensure that all pupils are supported to attend regularly and arrive on time, maximising their engagement and success in learning.

Proactive Procedures

Monthly Data Analysis

- Attendance and late coming data will be reviewed monthly by Senior Leadership Teams using the SLC Business Intelligence Tool.
- Data will be analysed to identify:
 - Whole school trends
 - Stage/class patterns
 - Individual pupils below 90%
 - Persistent latecomers
 - Target groups identified for intervention



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Reporting and Visibility

- During the first week of each month, individual schools will share a "Spotlight on Attendance" visual, detailing their statistics in school newsletters and on social media platforms with key messages promoting the importance of attendance and illustrate impact of absence
- At 3 key points in the year, individual attendance statistics will be shared with all families.

Reactive Procedures

Communication with Families

- When a child is absent from school, we would expect a reason to be communicated by families through the messaging systems in place. All absences will be recorded in line with SLC Absence Codes.
- If no message is received, schools will contact individual families to seek clarity through a text/telephone call/email (primary schools) or messaging system (secondary).
- If no reason is forthcoming and no contact has been made by family after 3 days, Leadership Teams will arrange a home visit.

Tiered Letter System

A consistent, staged approach to communication is used across Calderglan Learning Community, comprising of letters at Stage 1, 2 and 3, as well as Improvement and Late Coming letters.

Stage 1 – When attendance falls below 90%

Letter 1a – Awareness (Known Reason)

- Used when absence reasons are known
- Supportive tone recognising circumstances
- Reinforces importance of improving attendance

Letter 1b – Awareness (Unknown Reason)

- Used where absence reasons have not been shared
- Reinforces parental responsibility to communicate
- Encourages contact with school to enable support

Letter 1c – Term Time Holidays

- Used when term-time holidays impact attendance
- Acknowledges family experiences while highlighting impact
- Reinforces importance of maximising attendance

Stage 2 – Significant/Ongoing Concern

Letter 2 – Attendance below 85%

- Used when attendance drops to 85% or below
- Stronger tone highlighting the serious impact of persistent absence
- Emphasises long-term consequences on learning, attainment, and wellbeing
- Reinforces urgency for immediate improvement
- Offers support while signalling that further action may be required if attendance does not improve



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Stage 3 – Continued Concern or Improvement

Letter 3a – No Improvement

- Used when there has been no improvement following earlier interventions
- Clear and formal tone reflecting ongoing and escalating concern
- Invites parents/carers to a meeting in school to discuss barriers and next steps
- Reinforces attendance as a non-negotiable expectation
- Focuses on joint planning and accountability to secure improvement
- Solution focused with targeted interventions to support families. These will be decided on a case-by-case basis, based on the reasons for absence.

Letter 3b – Improvement

- Used when there has been a positive improvement in attendance
- Warm, celebratory tone recognising effort and progress
- Reinforces the benefits of consistent attendance on learning and relationships
- Encourages families to maintain improved attendance levels
- Supports continued home–school partnership to sustain success

If improvements sustain or no concerns remain for a rolling 12-month period from the issue date of the first letter, the process will cease and reset.

Next Steps

In the event attendance does not improve, or families fail to engage with identified supports, a referral to the Scottish Children's Reporter Administration (SCRA) may be considered

Late Coming

Promoting good punctuality is an essential part of ensuring every child has the best possible start to their school day. When patterns of lateness emerge, it is important that we work in partnership with families to address any barriers and support improvement. This communication is intended to raise awareness, highlight the importance of arriving on time, and offer practical guidance to help establish consistent, positive routines.

Late Coming Letter – Persistent (More than 10 occasions) or Patterned Late Coming

- Used when a child has been arriving late on multiple occasions
- Supportive tone recognising that there may be valid reasons for lateness
- Emphasises the importance of arriving on time to access key learning and routines
- Highlights the impact of lost minutes on literacy, numeracy, routines, and social connections
- Reinforces that persistent lateness can create gaps in learning and belonging
- Provides practical strategies to support improvement (e.g. routines, preparation, time management)
- Encourages home–school communication to offer further support



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Evaluation and Review

This policy will be reviewed annually to ensure alignment with national and local guidance and to reflect the needs of the Calderglan Learning Community.

Impact will be measured through:

- Improved overall attendance rates
- Reduction in persistent absence
- Reduction in late coming
- Positive feedback from families and staff