

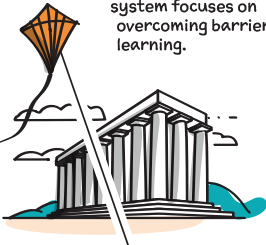


- \* **EDUCATION (SCOTLAND) ACT 1980:**  
**PARENTAL DUTY** – Parent/carers must ensure that they provide education for their child by attending school or otherwise – section 30.  
**LOCAL AUTHORITY DUTY** – Schools are legally responsible for asking parent/carers why a child or young person is absent.

- \* **SCOTTISH SCHOOLS (PARENTAL INVOLVEMENT) ACT 2006:** Parents and schools working together will benefit from their shared knowledge and be able to support children towards reaching their full potential.

- \* **UNCRC INCORPORATION SCOTLAND ACT 2024:** Right to an education that develops personality, talents and mental and physical abilities to their fullest potential

- \* **ADDITIONAL SUPPORT FOR LEARNING ACT 2004:** All children and young people have the right to get the support they need to reach their full learning potential. Our inclusive educational system focuses on overcoming barriers to learning.



- \* **GETTING IT RIGHT FOR EVERY CHILD:** Ensuring people work together for children and young people to grow up loved, safe and respected and reach their full potential

- \* **NATIONAL IMPROVEMENT FRAMEWORK 2024:** Improving outcomes and ensuring every child and young person has the same opportunity to succeed

- \* **SCOTTISH ATTAINMENT CHALLENGE 2023:** Tackling the disadvantages created by poverty

- \* **MENTAL HEALTH AND WELLBEING: WHOLE SCHOOL APPROACH: FRAMEWORK (2021) AND COUNSELLING THROUGH SCHOOLS.** The whole school community supports the wellbeing needs of its children and young people.

# ATTENDANCE POLICY CONTEXT

## Legislation

## Education Supporting Structures

## National Supporting Structures

## Policy Guidance on Relationships, Behaviour and Attendance

- \* **DEVELOPING A POSITIVE WHOLE SCHOOL ETHOS AND CULTURE:** Relationships, learning and behaviour 2018. Values, attitudes, beliefs which promote connectedness and a feeling of being accepted, respected and bonded to the school environment



- \* **INCLUDED, ENGAGED AND INVOLVED 2019:** Attendance is indicative of school connectedness which is can be linked to outcomes including attainment and wellbeing.

- \* If self-determination is a vital part of psychological wellbeing then we need to pay attention to learners sense of affiliation with their educational setting, and their sense of autonomy and agency in what and how they learn. (THE 3 A'S)



- \* **CURRICULUM (CFE)**  
A curriculum that is engaging and meets the needs of all learners. The environment for learning should offer personalisation and choice, challenge and enjoyment.

- \* **TEACHING, LEARNING & ASSESSMENT**  
The environment for learning should offer personalisation and choice, challenge and enjoyment (BtC3)

- \* **INCLUSIVE EDUCATION:**  
The four key elements of inclusion are present, participating, achieving and supported.

- \* **HEALTH AND WELLBEING**  
Responsibility of All

- \* **STAFF WELLBEING**

- \* **PSE REVIEW 2019**

