



School Attendance Policy

Introduction

This policy was drawn up in consultation with staff, the Parents' Council and the Board of Management in accordance with the Education Act 1998 and the Education (Welfare) Act, 2000. This school recognises the clear connection between school attendance and school attainment. The school promotes an environment in which students feel valued - they will be missed when they are absent from school and they will be supported to catch up on their learning and sense of belonging within their class when they return to school. Since the formation of this policy, our school has received DEIS Band 1 Urban status. Therefore, with regard to school attendance, we are guided by our DEIS Attendance Action Plan. The following attendance policy is merely a broad overview.

Aims

- To ensure that the procedures in place to promote punctuality and good attendance, are clear and are understood by students, parents/guardians and staff
- To foster positive attitudes to school and to learning
- To inform the school community of its role and responsibility in relation to the Education (Welfare) Act, 2000
- To identify and support students who are at risk of developing attendance problems
- To discourage non-attendance for trivial reasons.
- To ensure a regular and consistent attendance monitoring system.

Responsibilities

Good school attendance and punctuality is the responsibility of everyone in the school community - students, parents/guardians, staff and Board of Management.

Students

Unless a student is sick or needs to be absent for an urgent family reason, students are required to **attend school, arrive on time and be well prepared for the school day**. They are reminded that if they have any worries about school, they are to discuss these worries with their teacher.

Parents/Guardians

Parents/guardians have a responsibility to support their child to attend school regularly and punctually. This is both a moral and a legal obligation. They are required to notify the teacher (on Aladdin/note/email/verbal report) if their child is absent, giving the reason for the child's absence within one week of the absence. Parents/guardians are asked to contact the school whenever any problem occurs that may keep the child away from school. Parents/guardians are asked to avoid, if possible, making medical/dental appointments for their child during school hours. They are asked to plan family holidays so that children do not miss school.

Parental involvement in promoting good attendance habits

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Further to the above, parents/guardians can promote good attendance habits by:

- Refraining, if at all possible, from taking holidays/ concerts during school time.
- Ensuring regular and punctual school attendance.
- Notifying the school if their children cannot attend for any reason.
- Working with the school and education welfare service to resolve any attendance problems.
- Making sure their children understand that parents support good school attendance.
- Discussing planned absences with the school.
- Showing an interest in their children's school day and their children's homework.
- Encouraging them to participate in school activities.
- Praising and encouraging their children's achievements.
- Ensuring, insofar as is possible, that children's appointments (with doctors etc.) are arranged for times outside of school hours.
- Contacting the school immediately if they have concerns about absence or other related school matters.
- Notifying the school in writing, if their child/children, particularly children in junior classes, are to be collected by someone not known to the teacher.

The School

The school will maintain a school register and daily school attendance records through Aladdin. The school will particularly recognise good/improved attendance and punctuality. Students who are absent, through sickness for any extended period of time, will be supported to keep up with their learning, as appropriate and/or if requested by parents, and will be supported to settle back into school upon their return. The school will make accommodation for parents/guardians whose first language is not English, or who may have literacy difficulties in meeting the requirement to account for their child's absences.

The school will provide a varied and flexible curriculum, and every effort will be made to differentiate learning tasks to meet the different needs of individual students. Children will be regularly reminded of the link between good attendance, success in learning and maintaining friendships in school. School attendance statistics will be reported to the school Board of Management, the Education Welfare Officer and the Tusla Educational Support Services (TESS)

Promoting good school attendance

The school employs a range of strategies to encourage good attendance and punctuality while simultaneously promoting Continuous Professional Development (CPD) and active Leadership (L) by the teachers and being sensitive to the Wellbeing (WB) of all pupils. Some of the broad strategies include:

- The need for **punctuality and good school attendance** is discussed at meetings of parents/guardians of new entrants each year and the importance of regular school attendance is emphasised to all parents/guardians in September each year.
- Punctuality and good school attendance is regularly discussed in class at roll call. It is also discussed at school assemblies.
- A child's school attendance is discussed at student/parent/teacher meetings and a child's yearly attendance total is included in the child's end of year school report.
- The school asks a parent/guardian to make early contact with the school to discuss any concerns about a child's punctuality or attendance. The school will liaise, where

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appropriate, with community and statutory agencies, when this may assist students and families who are experiencing difficulties.

- Students with full attendance are awarded certificates each term.
- Certificates/ awards are awarded for full/near full attendance at the end of each school year.
- Each class teacher is encouraged to acknowledge and encourage attendance at class and school level, also.

See the *DEIS Attendance Action Plan* for further strategies.

Procedures for supporting children

All absences are monitored on a regular basis by the class teacher, HSCL and the school Principal is made aware of concerns arising. School Completion Programme supports are available for pupils where attendance is a significant concern. If a parent/guardian does not give a reasonable account for absences or if a child has an irregular pattern of attendance, the class teacher will make early contact with the parent/guardian and will arrange a meeting to discuss what support can be put in place for the child.

At the end of Term 1, a text is issued from the Principal/Secretary to inform parents when their child has missed 12+ days. The same occurs again at end of Term 2 when a second text will be sent if their child has missed 16+ days. A letter is issued to inform parents at Christmas/Summer when their child has missed 20 days and that a report has been issued to TESS. In the case of explainable illness, the school can explain this to Tusla. Tusla will then make contact with the child's parent/guardian to offer support, when it is deemed necessary.

Students who have irregular/poor school attendance:

See Attendance Strategy in Appendix 1 below.

TESS - TUSLA Educational Support Services

TESS is the national agency responsible for school attendance. The school will report attendance statistics twice annually to TESS. The school must report to the Education Welfare Officer if a child's attendance is irregular, a child misses 20 or more days in a school year, where a student is removed from the school register and where a student is suspended or expelled for 6 days or more. In accordance with Section 24 of the Act, in the event that the Board of Management decides to expel a student, the Education Welfare Officer will be given written notice. Upon receipt of notification from the Education Welfare Officer, a student shall not be expelled from the school before the passing of 20 days.

Success criteria

The successful implementation of this policy will be measured by:

- Improvement in overall school attendance statistics
- Greater number of awards made to students for good/improved attendance
- Reduction in number of cases referred to the Educational Welfare Officer
- Fewer instances of unexplained absences or fewer absences for trivial reasons.

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- Children being in their class for 9 – punctuality is very important. Children lose valuable teaching through continued lateness.

Evaluation and review of policy

There will be on-going monitoring of these procedures. At staff meetings, staff will discuss their effectiveness, especially the follow-up of absences. The impact of procedures will be evaluated by reviewing attendance statistics and seeking feedback from students, parents/guardians and outside agencies, including Tusla. A full review of this policy will be undertaken every three to five years or as necessary.

Ratification and communication

This policy was discussed by staff, the Parents' Council and the Board of Management in January 2018 and was then ratified at a Board of Management meeting. It was later reviewed by staff, shared with the Parent's Association for feedback and again ratified by the Board of Management in November 2025. A summary of the policy is given to all parents/guardians on the enrolment of their child as part of the school handbook. The full policy is available on the school website and from the school office.

Mary O'Keeffe
Chairperson of Board of Management

19th of November 2025

Appendix 1:



**Template for the Statement of Strategy
for School Attendance**

Name of school	Presentation Primary School
Address	Greenside South Carrick on Suir, Co Tipperary
Roll Number	11872V
The school's vision and values in relation to attendance The school's high expectations around attendance	<ul style="list-style-type: none"> <input type="checkbox"/> We provide a warm, welcoming and supportive school environment for all children to develop and grow. <input type="checkbox"/> We see each child as a unique individual, entitled to a full education, education for the academic, spiritual, physical and emotional elements to their lives. <input type="checkbox"/> Children need to be in school to access this education and full attendance is expected, acknowledged and rewarded. <input type="checkbox"/> For times when children are too ill to be in school, the school acknowledges the importance for them to be cared for outside of the school premises. <input type="checkbox"/> We look to have a school community for which expectations around attendance become intrinsic and imbedded in their day to day lives.
How attendance will be monitored	<ul style="list-style-type: none"> <input type="checkbox"/> Daily attendance is taken by class teachers via the Aladdin database system before 10.10 a.m. <input type="checkbox"/> Class Teachers will monitor the attendance profiles of their pupils and attempt to address any arising issues of concern. Class teachers will inform either/both the Principal and HSCL co-ordinator of these concerns and request support when necessary. The Principal & HSCL will monitor these attendance concerns and will engage and support both pupils and families as required. The school secretary will support attendance by informing the Principal of any observed attendance patterns of concern. <input type="checkbox"/> Principal will meet with HSCL teacher regularly to discuss and review attendance concerns. (See DEIS Plan) <input type="checkbox"/> The School Completion Programme aims to minimise the risks of irregular or non-attendance and to maximise the opportunities provided to all pupils. Activities will be provided both in school and after school by SCP personnel

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	<p>and teaching staff to encourage children at risk of poor attendance, to come to school. Arising concerns will be communicated to the Principal, the HSCL Teacher and the SCP Co-ordinator.</p> <ul style="list-style-type: none"> □ Where a pupil has presented with Attendance Concerns in the previous year a pro-active approach will be taken by the HSCL and the SCP Coordinator. This will take the form of a restorative meeting the parents early in September/October to provide support to parents around getting their child to develop good attendance habits. □ When a parent wishes to remove their child early from school they must <ul style="list-style-type: none"> a. Call to the Secretary’s Office and complete a Sign-Out Permission Slip. b. A carbon copy of this Slip is retained in the office and the original copy is given to the teacher. c. Only those who are 18 years or older, who are main carers of the child may sign a child out of school. Otherwise the parent/ carer must notify the school beforehand if someone else is collecting the child during school hours. ➤ At the end of Term 1, a text is issued from the Principal/Secretary to inform parents when their child has missed 12+ days. The same occurs again at end of Term 2 when a second text will be sent if their child has missed 16+ days. A letter is issued to inform parents at Christmas/Easter/summer when their child has missed 20 days and that a report has been issued to the EWO. ➤ The school must inform the Education Welfare Officer where a child has missed 20 or more days in a school year, where a pupil is removed from the school register or where a child is expelled or suspended for 6 days or more. These reports are made twice a year via the Aladdin database system. ➤ Transfer to another School requires the Principal of the reception school to inform the previous school, in writing, of enrolment and transfer is then completed on the Pupil Online Database (POD).
<p>Summary of the main elements of the school’s approach to attendance:</p> <ul style="list-style-type: none"> ● Target setting and targets 	<ul style="list-style-type: none"> □ Looking at student list in September highlighting previous attendance patterns and any issues around attendance □ Work with HSCL teacher and class teacher to highlight the importance of improvement for target children.

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<ul style="list-style-type: none"> ● The whole-school approach ● Promoting good attendance ● Responding to poor attendance 	<ul style="list-style-type: none"> <input type="checkbox"/> The whole school approach will involve a combination of individual, class and whole school rewards system (See DEIS Plan) <input type="checkbox"/> The importance of attendance is highlighted and it is an ongoing discussion point during the school week/daily school life, parent meetings, assemblies, etc. <input type="checkbox"/> Attendance Barometer - to highlight good achievement and improvements. <input type="checkbox"/> Whole school/class graphs - to highlight good achievement and improvements. <input type="checkbox"/> Whole School Assembly - termly reminders to pupils around expectations around attendance and the importance of same. <input type="checkbox"/> 2nd to 6th classes log personal attendance profiles in their homework diaries. <input type="checkbox"/> Rewards, encouragement, reminders. <input type="checkbox"/> Regular announcements regarding attendance on school intercom. <input type="checkbox"/> Termly certificates <input type="checkbox"/> End of year certificates <input type="checkbox"/> See DEIS Plan also. <input type="checkbox"/> School looks to troubleshoot possible rationale behind poor attendance. Is there any reasons parents can give? Is there some way the school/HSCL/SCP can support these worries/reasons? <input type="checkbox"/> Regular contact with parents around attendance issues-phone calls, text messages, letters, etc <input type="checkbox"/> Reminders re legal obligation to attend school. <input type="checkbox"/> If no satisfactory absence on Aladdin/note/email/verbal report is received in cases where we are concerned, school will contact the parents. <input type="checkbox"/> Every avenue will be explored to help improve the child's attendance through various interventions such as HSCL, SCP and Principal supporting the family to address any issues which may be contributing to attendance concerns/difficulties. <input type="checkbox"/> If following such supports, further unexplained absences occur, the case will be referred to TESS.
<p>School roles in relation to attendance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Deputy Principal, School Principal, HSCL, SCP, Class Teacher and Secretary input information re attendance. <input type="checkbox"/> HSCL teacher and Principal meet regularly to discuss target children and attendance issues. <input type="checkbox"/> Principal and HSCL teacher speak regularly to staff re monitoring of attendance and the possibility of habits forming early on in the year. <input type="checkbox"/> Class teacher is best positioned to have initial responsibility re recording and monitoring attendance patterns - praising

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	<p>effort and highlighting the importance placed on good attendance.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principal reports monthly school attendance to BOM at every meeting.
Partnership arrangements (parents, students, other schools, youth and community groups)	<p>Attendance issues are discussed with;</p> <ul style="list-style-type: none"> <input type="checkbox"/> NEPS <input type="checkbox"/> TESS/EWO <input type="checkbox"/> HSCL <input type="checkbox"/> SCP <input type="checkbox"/> Secondary schools/shared families <input type="checkbox"/> CBS Boys School-Shared families <input type="checkbox"/> Parents <input type="checkbox"/> BOM <input type="checkbox"/> Children themselves
How the Statement of Strategy will be monitored	<p>Statement will be discussed;</p> <ul style="list-style-type: none"> <input type="checkbox"/> At BOM level <input type="checkbox"/> At staff meetings <input type="checkbox"/> Parent/Teacher Meetings <input type="checkbox"/> HSCL/SCP/Principal Meetings
Review process and date for review	<ul style="list-style-type: none"> <input type="checkbox"/> Review every 3-5 years or as required
Date the Statement of Strategy was approved by the Board of Management	January 2018
Date the Statement of Strategy submitted to Tusla	January 2018