Attendance Policy and Strategy

1. Our commitment

Every student matters in Presentation College Headford. We want students to feel safe, connected and ready to learn. This policy applies across the school and combines high expectations for attendance with care, early intervention and practical support for students and families.

2. Attendance and recording absences

Students are expected to attend every school day, arrive on time and remain for all timetabled classes, unless there is a valid reason for absence. Families should avoid term-time holidays and arrange appointments outside school hours where possible.

Parents/guardians must explain all absences through TYRO, preferably before school begins, giving the dates and reason. Unexplained absences will be followed up. Families experiencing difficulty accessing TYRO should contact the office so that the reason can be recorded and access supported.

Teachers record attendance in every class. Students arriving late must sign in at the office. Office staff update TYRO for late arrivals, early departures and returns. Year Heads review attendance patterns weekly and raise concerns promptly.

3. Leaving school during the day

No student may leave the premises during the school day without school permission and a parent/guardian physically present to collect and sign them out at the school office.

Planned departures must be explained through TYRO in advance. An email, phone call, TYRO message or statement accepting responsibility does not replace in-person collection and signing out.

A student who feels unwell must report to a staff member or the office; the school will contact home where necessary. Students returning that day must sign back in. These procedures are essential to student safety.

4. Attendance notifications and follow-up

Thresholds refer to cumulative school days absent in the school year, not consecutive days or individual missed classes. TYRO's Rules Engine will send parents/guardians notifications at 5, 10 and 15 days absent. Explained absences, including illness, remain part of the absence total.

Days absent	PCH response
5 days	TYRO notification: attendance update, reminder to explain absences and invitation to seek support.
10 days	TYRO notification and Year Head review; personal contact where concerns arise.

Days absent	PCH response
15 days	TYRO notification; where needed, a meeting with the student and parents/guardians to agree or review an attendance support plan.
20 days	Parents/guardians informed; the student is included in the required Tusla absence return, subject to statutory reporting criteria. Support continues.

Tusla's individual absence returns cover students who have not reached 16 or have not completed three years of post-primary education, whichever is later. These returns include explained and illness-related absences.

The 20-day absence report is distinct from an Educational Welfare referral seeking intervention. Where concerns persist despite school and home interventions, PCH will make a separate referral in line with Tusla procedures. Support will not wait for any numerical threshold.

Notifications are supportive reminders, not sanctions. Follow-up will take account of illness, bereavement, family circumstances and existing support plans.

5.

Related Policies	Connection with attendance
Code of Behaviour	Consistent expectations for attendance, punctuality and participation, with responses that take account of individual circumstances and support needs.
Bí Cineálta and Acceptable Use Policy	Concerns about bullying, including online bullying, that affect attendance are addressed through the relevant procedures.
Child Safeguarding Statement, Risk Assessment and child protection procedures	Safe supervision, signing-out arrangements and appropriate responses to welfare or safeguarding concerns.
Mobile Phone/Devices Policy	Students arrange contact home and early departure through the office, not independently using their phones. Parent/guardian collection and signing out remain required.
Wellbeing, guidance and inclusion arrangements	Attendance support is coordinated with pastoral care, additional educational needs provision and individual student support plans.
Data protection arrangements	Attendance records and sensitive information are handled confidentially and shared only as appropriate.

6. Promoting attendance

The supplied examples emphasise a welcoming school environment, engaging teaching, student voice, recognition and early support. The proposed PCH wording builds on these approaches, with additional emphasis on recognising **improvement and individual progress**, rather than perfect attendance alone.

Every day matters. Every student belongs.

Positive communication. PCH will use assemblies, tutor time, parent information evenings, TYRO and the school website to explain attendance expectations, safe signing-out arrangements and how to seek support.

Recognition of progress. Encouragement, positive messages home and appropriate Year Head acknowledgement will recognise regular attendance, improved attendance and achievement of individual goals—not only perfect attendance.

A sense of belonging. Welcoming classrooms, engaging teaching, student voice, peer support and accessible extracurricular activities will encourage participation in school life.

Early encouragement and support. TYRO attendance information will help staff identify emerging patterns, make supportive personal contact and agree achievable next steps with students and families. Automated notifications will complement, not replace, this personal contact.

Recognition will be sensitive to illness, disability and personal circumstances. **Students will not be shamed or compared publicly**, and no initiative will encourage attendance when a student is too unwell to attend.

7. Supporting students who find attendance difficult

Parents/guardians should contact the Year Head as soon as a student becomes reluctant or anxious about attending. PCH will listen to the student and family, identify barriers and work together on solutions rather than assuming deliberate non-compliance.

The Year Head and Student Support Team will coordinate an individual plan where needed. Supports may include a named trusted adult, regular check-ins, learning or sensory adjustments, manageable catch-up work and guidance support. NEPS, Tusla or other appropriate services may be involved.

Plans will identify achievable goals, agreed actions and a review date. Returning students will be welcomed discreetly and progress recognised. Any exceptional reduced-school-day arrangement must follow national guidelines and Tusla notification requirements.

8. Oversight and review

The Principal, and both Deputy Principals share oversight of this strategy and ensure required Tusla returns are submitted. Attendance patterns and the impact of supports will be reviewed each term. The policy will be reviewed regularly with input from staff, students and parents/guardians.

Ratified by the Board of Management:
Date_____14/09/2026_____

Review date: _____14/09/2029_____