



Chanel College
Malahide Road,
Coolock,
Dublin 5

Roll No:60550B

School Attendance Policy

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Glossary

EWO – Education Welfare Officer

EWS – Education Welfare Services

SCP – School Completion Programme

HSCL – Home School Community Liaison

NEPS – National Education Psychological Services

CAMHS – Children & Adolescent Mental Health Service

CDNT – Children Disability Network Team

Mission Statement

Our *mission* in Chanel College is to enable our students to reach their full potential so that they will make a positive difference in today's world. We strive to create a sense of community within the school and an informal but respectful atmosphere between students and staff members. In this pastoral environment, students are encouraged to take responsibility for themselves and for their learning.

The first *aim* of Chanel College is to bring young people to the fullness of their human potential in the light of the gospel.

The *charter* is a core statement that has been arrived at through a collaborative process with seeks to:

- reflect the fundamental character of the school
- guide the development of school policies, curriculum and structures
- reflect the partnership between, Staff, Parents, Students, Trustees...

The *charter* of Chanel College as a Marist School is:

- to provide an appropriate curriculum for all students in a Christian environment which is safe, caring and well disciplined.
- to foster a spirit of co-operation and mutual respect between students, staff and community.
- to enable each student to reach his full potential by promoting a sense of personal responsibility, which emphasises the values of honesty, justice and commitment to work.
- to be guided in a special way by the key Marist qualities of mercy and compassion.
- to recognise and where possible to cater for the emotional and professional needs of management and staff.

The Ethos of Chanel College

Marist schools are situated within the mission of the Society of Mary (Marist Fathers) and within the special vocation of the Catholic Church to continue the mission of Jesus Christ in every place and age. As such the Marist School will be clearly identified as Catholic and Marist. Its teachers and attitudes will seek to express the faith of the Church in the contemporary situation. The timetable and curriculum will consider the need to learn how to pray and worship, appreciate feasts and fasts, give quiet but regular service to the needy. The décor of the school will include elements discreetly recalling the spiritual life, the local and world-wide mission of the Church and the Society of Mary.

As their name suggests, Marists seek to orientate themselves and their activities with reference to the person of Mary, to the intuitions of the Marist founders, particularly Venerable Father John-Claude Colin, and to the living tradition of the Society of Mary. The characteristic “Marist spirit”, derives from the Gospel, meditation on the presence of Mary with Jesus in Nazareth, on her presence with the apostles as they waited in prayer for the coming of the Spirit, on her hidden presence in the early Church, and on her unique significance for the Church today. Therefore, the Marist School community will seek to reflect the service, commitment and acceptance which are evident in Mary’s life.

The tradition to which the Marist school belongs is rooted in the mission of the Church, the spirituality of the Society of Mary and the local environment in which the school is situated. The Marist school will value that tradition: always seeking to express the faith of the Church in the contemporary situation, adapting to the conditions of modern times as the early Marist Fathers did in post-revolutionary France in the nineteenth century and aware of the Marist spiritual heritage to which they are party the Marist school will take due care to actively pass on that tradition to the future generations of pupils, staff and parents.

A Marist school will seek to help each student become his/her best self in the context of the Catholic community of faith, and of our world today. In doing this a Marist school will nourish, support and show due concern for the development of all the dimensions of a student’s life, inclusive of the spiritual, the intellectual and the physical along with the emotional, moral and social dimensions.

A Marist school must endeavor to combine a successful pursuit of excellence with discretion, the simplicity we associate with Mary. The atmosphere and discipline of the school community should be as easy and cheerful as due order permits. The way staff encounter pupils allows them to speak to them will approach more nearly the personal, familial style rather than the institutional, again, in so far as the different circumstances allow.

A Marist school is a consciously nurturing community. It is a community of pupils, staff and families who have a shared endeavour where Mary’s way of believing and being present to others is made concrete; where there is agreement on the common task; where there is respect for the different roles within the community; and where there is an acceptance of the equality of dignity for all. By its actions, values and beliefs the school is specifically organised to draw families, teachers and pupils into community and to respect and affirm; the dignity of all, the specific roles and responsibilities of each, and the agreed task of the education of the young.

(Issued by the Provincial Council – Ireland 2007)

Rationale for this Policy

Chanel College prioritizes regular school attendance as a fundamental aspect of student success, confidence-building, and academic achievement. The school is committed to fostering a culture where all students attend consistently, and it aims to identify and support those facing attendance challenges. This commitment is guided by the Education Welfare Act 2002.

The rationale behind this policy underscores the collective responsibility of the entire school community, with parents as primary educators. Effective communication between the school and parents is vital for supporting teaching and learning. Additionally, the policy ensures compliance with legislative requirements and emphasizes the duty of care to students.

The policy outlines strategies aligned with Section 22(1) of the Education (Welfare) Act 2000, which mandates schools to develop a statement of strategy to promote appreciation of learning and regular attendance. Chanel College adheres to the TUSLA guidelines and submits its strategy electronically.

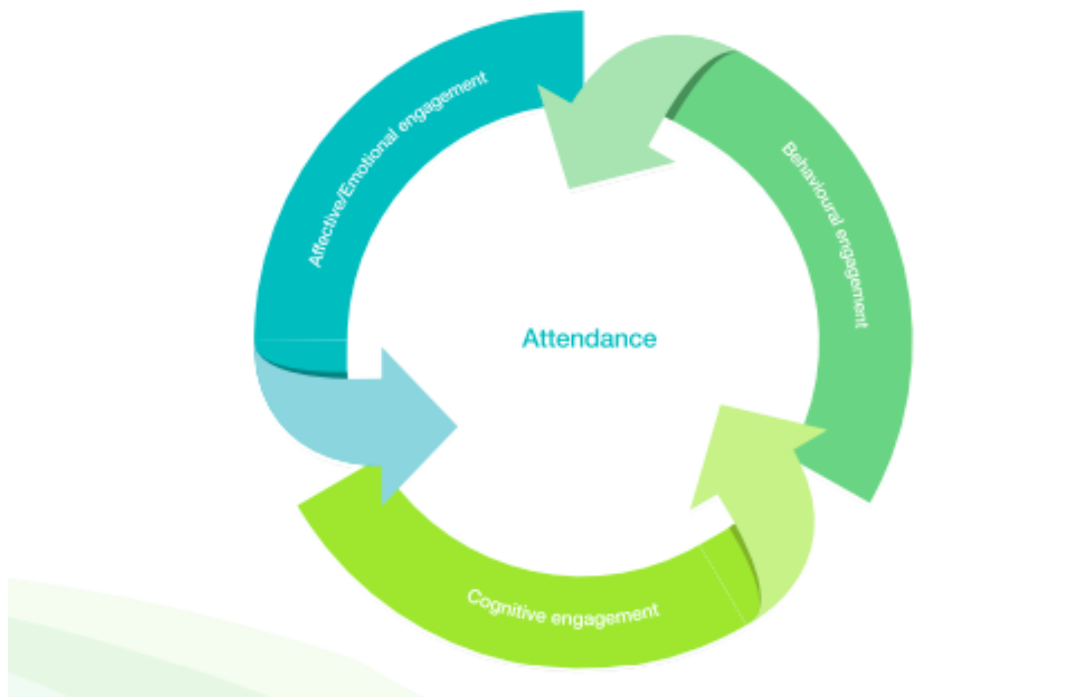
The aims and objectives of the policy include instilling discipline, promoting full attendance, identifying and supporting at-risk students, raising awareness about attendance importance, and enhancing communication with parents. The school's approach is structured around the Response to Intervention Model (RTI) as outlined in TUSLA guidelines.

In summary, Chanel College's attendance policy emphasizes collaboration, support, and communication to ensure students attend regularly and thrive academically.

Attendance Engagement & Student Wellbeing

In line with our focus on student engagement as a cornerstone of success, we align our understanding of engagement with educational research that highlights its correlation with attendance. Referring to Figure 1 from the TUSLA guidelines, we acknowledge as a school how attendance and a student's affective/emotional, behavioral, and cognitive experiences are interconnected. Enhancing outcomes in these three areas - affective/emotional, behavioral, and cognitive - can positively impact both the frequency and quality of students' attendance at school (Lawson and Lawson, 2013). This recognition, informed by research, underscores for us at Chanel College the intrinsic link between attendance, engagement, and the promotion of overall well-being.

Figure 1: The three spheres of engagement influencing school attendance



Response to Intervention Framework (RTI)

At our school, we follow the Response to Intervention Model (RTI) outlined in the TUSLA guidelines to guide our attendance support strategy. This model is structured into three tiers:

- Tier 1 intervention focuses on implementing universal and preventative measures to ensure that all students attend school regularly and participate fully in school activities.
- Tier 2 intervention provides additional support for students whose attendance patterns indicate the need for further encouragement and assistance within the school community.
- Tier 3 intervention offers targeted support for a select group of students who require significant assistance with attendance issues.

Figure 2: Response to Intervention (RTI) framework



Source: Kearney and Graczyk (2014). Framework reproduced with permission of Prof. Christopher Kearney, University of Nevada, Las Vegas.

Tier 1 – Universal Interventions

Our school employs a set of attendance practices and strategies aimed at fostering consistent attendance among all students while proactively preventing the development of poor attendance habits and addressing emerging attendance issues. These strategies encompass:

(i) General awareness raising and setting high expectations:

- The involvement of various staff members, including the HSCL, Year Head, Academic Monitor, Form Teacher, and Subject Teacher, in monitoring and encouraging good attendance.
- Career guidance classes emphasizing the opportunities linked to learning.
- Modules integrated into the Junior Cycle SPHE curriculum to promote learning and develop study skills.
- Providing regular feedback on student progress through exercise corrections by teachers and term reports.
- Support from Form Teachers, Academic Monitors, and Year Heads to encourage students in their academic endeavours.
- Daily monitoring of attendance by Form Teachers to identify patterns of non-attendance and engage with students promptly.
- Notification of any attendance patterns to the relevant Academic Monitor/Year Head.
- Recognizing the crucial role of parental dialogue in addressing attendance issues.

(ii) Involving parents in setting high expectations:

- Hosting meetings for parents of different year groups to discuss relevant matters, including the importance of regular attendance.
- Active involvement of the Parents' Association to promote parent engagement in school activities and events.
- Regular communication of school activities through social media platforms and the school website.
- Inclusion of attendance records in student school reports accessible through Tyro software.
- Highlighting the impact of missed classes and lateness on student achievement during interactions between Year Heads/Academic Monitors or HSCL and parents.

(iii) Providing support programs to enhance attendance:

- Implementation of support programs tailored to the needs of students and parents, such as the Breakfast Club, aimed at preventing hunger and promoting positive behaviour and engagement.
- Offering enrichment activities like art, music, drama, and sports to support academic and personal development.
- Leadership development programs to empower students and involve them in decision-making processes.

- Providing practical business and enterprise skills through various programs and projects.

(iv) Rewarding good attendance:

- Annual reward programs recognizing students with perfect attendance and those who have made significant efforts to improve attendance.
- Building links with other organizations.
- Collaboration with local primary schools to support student attendance during the transition to secondary school.
- Engagement with local principals' networks to raise awareness about attendance and share best practices.
- Consultation with youth organizations and local groups to address specific issues affecting students' attendance.
- Establishing connections with local Garda Diversion programs to support students in need.
- By implementing these practices and strategies, Chanel College aims to promote a positive school attendance culture and support the overall well-being and success of its students.

Tier 2 – Targeted Intervention

This section is based on Tier 2 of the RTI intervention model and identifies strategies for intervention with students who require additional support to encourage attendance. The Academic Monitors and Year Heads collaborate with the HSCL and SCP to engage with the strategies for intervention outlined in the TUSLA pre-referral form. All interventions by the school are recorded on the Pre-Referral Checklist.

The Care Team will customize approaches for individuals experiencing attendance issues.

Initial intervention involves the Year Head/Academic Monitor engaging with the student to identify challenges and encourage improved attendance. This approach emphasizes the student's responsibility for their attendance and learning.

Early communication with parents is crucial to address emerging attendance issues. In Chanel College, we employ the following methods:

1. The Academic Monitor contacts parents to understand the cause of lateness or non-attendance and emphasizes the impact on the student's learning opportunities. Informing parents about missed class content during absences can be helpful.
2. Informal correspondence with parents via phone calls, letters, or meetings discusses non-attendance matters and parental responsibilities. The HSCL teacher conducts home visits to offer support. If initial intervention fails, standard letters with response requirements are sent after 10 days of absence, considering parents' literacy and language challenges. This contact aims to understand home situations affecting attendance and facilitate positive communication to improve attendance.

During discussions with parents, the following strategies may be employed by Care Team:

- Setting specific attendance targets for individual students.
- Implementing a reward system to motivate individuals.
- Tailoring curriculum offerings to meet the needs of groups or individuals.
- Identifying extracurricular activities to encourage engagement and attendance.
- Establishing connections with community resources like support groups, church groups, and welfare organizations to provide attendance support.

Tier 3 – Intensive Intervention

This process is led by the HSCL who works in conjunction in the Educational Welfare Officer (EWO) and School Completion Programme. This may involve a referral to TUSLA's Educational Welfare Service. If the school has exhausted all efforts and sees no improvement in attendance, a referral is made to TUSLA's Educational Welfare Services, with the HSCL serving as the liaison with the EWS.

Upon receiving a referral, TUSLA's Educational Welfare Services will screen it and respond to the school. If the case is assigned to an Educational Welfare Officer (EWO), they will lead a plan to address the attendance issue, with the school remaining actively involved in the process. The goal is to explore all possible welfare interventions to resolve the attendance issues. Once attendance improves, the intensity of support may decrease, while ensuring that progress is maintained. If evidence suggests that parents are not making efforts to support their child's attendance, prosecution under the Education (Welfare) Act 2000 may be considered, although all welfare approaches must be exhausted before legal action is taken.

Supporting Re-engagement:

When a student has missed significant amounts of time, it's crucial to help them re-engage with learning and catch up on missed material. Failure to do so can lead to further disengagement, undoing the school's efforts to bring the student back. The school will work with the student's home to assist in this process. In cases where a student has attended a hospital school or received home tuition, the school will collaborate with tutors to ensure seamless re-engagement with school. Offering reduced timetables in cases of school avoidance, with involvement from NEPS psychologists or other relevant agencies, with notification to the EWS.

Procedures for Notification of Absence

This section of the policy is written in the context of the school Code of Behaviour

Full Absence Days

1. Students are expected to attend school at the following times:

| Day | Start Time | Finish Time |
|-----------|------------|-------------|
| Monday | 08:40 A.M | 15:47 P.M |
| Tuesday | 08:40 A.M | 15:47 P.M |
| Wednesday | 08:40 A.M | 13:07 P.M |
| Thursday | 08:40 A.M | 15:47 P.M |
| Friday | 08:40 A.M | 14:47 P.M |

Note: The school opens at 08:30 to allow students access to lockers, students are expected to be present for their first class at 08:40

2. Students are not permitted to be absent from school, unless they provide legitimate reasons. Legitimate reasons are unavoidable and may include the following:
 - Illness
 - Medical Appointments
 - Family Emergency
3. Parents/Guardians are responsible for outlining the reasons for absences via Tyro.
4. School management provide Parents/Guardians with the school calendar prior to the academic year beginning, this calendar is also available on the school website. Parents/Guardians are encouraged to ensure all discretionary absences occur outside of the school term.

Absence from Class for a Period of the School Day

Planned Partial Day Absence

1. A student wishing to leave the school for a legitimate reason during the school day must have a note from their parents/ guardian submitted via Tyro. This note should include the reason for the absence and the time the student is scheduled to leave school at.
2. The student must then proceed to the school office, once again providing the note.
3. No student will be permitted to leave the premises without following this procedure. Any student who leaves the school premises without authorization will be deemed to have breached the school code of discipline and appropriate sanctions will be applied.

Unplanned Partial Day Absence

1. In the event of a student becoming ill or getting sick during the school day, they must report this to their class teacher. Class teachers will sign the students journal, listing the reason why the student is leaving class, and send them to the school office.
2. The school office will contact Parents/Guardians to obtain permission for the student to go home. Parents/Guardians are expected to arrange collection or give permission for the student to make their own way home.

3. When a student returns to school after such an absence, they are expected to provide an explanatory note via Tyro.
4. Students are expected to attend all classes unless given permission by a member of staff. The unauthorized absence of a student from any class during the school day will be viewed as a breach of policy and disciplinary sanctions will be applied. These absences are identified by subject teachers who can identify when a student is absent, having been marked present previously. It is the class teacher's duty to email this absence to the school office for follow up.
5. On occasion, students may be absent from a class due to school activities such as a school trip, sport or meeting with the Guidance counsellor. Such absences are sanctioned on the understanding that students ensure all homework is sourced and carried out to a satisfactory standard. Students may be removed from such activities if they are adversely affecting their academic progress. When a teacher is organizing an approved activity which necessitates the absence of students from a class, the teacher must create a bulk attendance list via Tyro.

Communication

1. In the event of a student taking ill during lunchtime while off the school premises, the school must be notified immediately by Parent/Guardian via Tyro.
2. Teachers are requested to record on the school systems roll sheets all students in attendance and absent for each class period.
3. The office notifies Parent(s) and Guardian(s) of any students that are absent from school via Tyro messaging.
4. The Year Head/ Academic Monitor will contact the Parent(s) or Guardian(s) if there is a concern about an absence or absences as they come to our attention.

Absence from School for a Day or Longer

The following procedures apply should a student be absent from school for a day or longer.

On return to school after an absence of a day or more, a student must present a note via Tyro.

Procedures in this section are established to comply with the provisions of the Education (Welfare) Act, 2000. Section 18 imposes a duty on parents to inform the school of the reasons where a child is absent from the school during part of a school day or for a school day or for more than a school day. Under section 21(1) of the said Act, the school is obliged to keep a record of attendance for each student for each school day, which must specify the reasons for any absence. Pursuant to section 21(4) of said Act, where the aggregate number of school days on which a student is absent is not less than 20 or where a student, in the opinion of the Principal, is not attending school regularly, the Principal is obliged to so inform, via a referral in writing an Educational Welfare Officer within TUSLA.

Absence due to Term Time Holidays:

Parents have a legal duty to ensure that their child who is attending a recognised school is at school on every day that the school is open, unless there is a genuine reason for him or her not to attend (Section 17 of Education (Welfare) Act 2000). Only absences relating to activities organised by the school or in which the school is involved can be authorised by the principal (Section 21(9) of Education (Welfare) Act 2000). Therefore, Chanel College cannot give 'permission' for holiday absences during term time. Chanel College discourages parents from taking students on holidays during term time. If a parent decides to take a child out of school for holidays, the school requests that the parent provide a letter to say they are doing so and are aware of the implications. Where there are regular holiday absences, the school will remind parents of the educational and potential legal impact of removing students from school for periods of time.

Recording and Monitoring of Attendance

At the end of each term (i.e. four times a year), the school makes a return to TUSLA reporting the names of students under the age of sixteen who have been absent twenty days or more. The names of students who have been suspended for six days or more are also reported.

The number of days that each student has been absent is entered under the following categories: -
A. Illness B. Urgent family reasons (i.e. bereavement) C. Expelled D. Suspended E. Other F. Unexplained G. Transfer

- At the end of the school year, the Annual Attendance Report (AAR) is filled in. This report identifies: -
- The total number of days lost through student absence in the entire school.
- The total number of students who were absent for twenty days or more in the entire school.
- The total number of students expelled during the school year.
- The total number of students suspended during the school year.

Attendance data collected by the school is used for the following purposes:

- To monitor overall attendance and punctuality levels;
- To identify trends and patterns in attendance - to identify specific times of school year, week or day when attendance levels are lower;
- To monitor the attendance of vulnerable groups or individuals and to direct early intervention with groups and individuals
- To set targets for improvement in attendance and reduction of absence.

Implementation of This Policy

Roles and Responsibilities

Board of Management

1. To ratify attendance strategy and the DEIS attendance plan.

Principal

1. To oversee the implementation of this agreed policy.
2. To review the policy with teachers, parents, students and the Board of Management.
3. To communicate with parents and guardians about absenteeism, to improve attendance and ascertain reasons for non-attendance.

Deputy Principal

1. To liaise with the Principal on all issues regarding students including attendance.
2. To co-ordinate with the Principal and the Educational Welfare Officer as necessary.
3. To communicate with parents and guardians about absenteeism, to improve attendance and ascertain reasons for non-attendance.
4. To monitor morning and afternoon attendance records.

School Attendance Secretary:

1. To monitor and ensure the daily records are up to date on the school system and that parents/guardians are informed of any students who are absent.
2. To liaise/update Form Teachers, Academic Monitor, Year Heads and HSCL teacher regarding students who are noted as persistently absent or late.
3. Monitor correspondence with Parents/Guardians. Absence communicated via Tyro software.

Form Teacher

1. To ensure the daily attendance for the class group is taken during Form class and to make students aware of the importance of regular attendance.
2. To build a rapport with students and encourage good attendance.

Academic Monitor:

To assist the form teachers and year heads in monitoring attendance in Year Group and ensuring students are aware of the importance of regular attendance.

1. After 3 days of absence, the Academic Monitor must check with attendance secretary if there is no explanation of absence.
2. To alert the Year Head to students who are not responding to early intervention.
3. After 5 days of unexplained absences, the Academic Monitor checks in with HSCL Target List.
4. After 10 days of unexplained absences, a formal contact via letter is sent from Academic Monitor to Parent/Guardian.

Year Head:

1. To monitor attendance in Year Group and make students aware of the importance of regular attendance.

2. To ensure the students are aware of the importance of the procedures involved in recording partial and full-day absences.
3. To keep the Deputy Principal and Principal informed of students who have recurring lates or absences.
4. To contact the Parent(s) or Guardian(s) directly and record on Tyro, if a student has been absent for 15 or more days.
5. To arrange a meeting with the student, Deputy Principal/Year Head/Home School Liaison teacher and Parent(s) or Guardian(s) to discuss the situation to see if any supports can be put in place to rectify the situation

Subject Teacher:

1. To ensure that the class registration is taken during each class.
2. To build a rapport with students and encourage good attendance.

Home School Liaison Teacher:

HSCL Target List criteria is partly based on attendance figures from the previous year and information given by Primary Schools regarding attendance.

1. To monitor students referred by Year Heads, SSS Team on an on-going basis.
2. To liaise with the relevant Year Head in identifying and engaging with students who are persistently absent, are at risk of early school leaving or non-engagement with school.
3. To regularly engage with parents and guardians of the students listed above, by phone or partaking in home visits or meetings where needed.
4. The HSCL with the principal will do TUSLA Educational Referrals where significant Attendance issues have been identified. The HSCL teacher will work with the EWS by arranging visits in the school, facilitating Education Welfare Conferences and doing Home Visits with the EWO.
5. The HSCL will liaise with other agencies such as CAMHS, School Age Disability Team, NEPS, Tusla Social Work and Family Support (PPFS).
6. The HSCL teacher will liaise with SCP and arrange meetings (twice weekly) with SCP with students who may be referred to the EWS.
7. To work in conjunction with the Student Support Services team, identify students and their parents to counteract any 'gaps' in education because of absenteeism, which may lead to further absences.

Parents:

1. As primary educators, parents have a responsibility to ensure that their children attend school daily, unless there is an unavoidable and legitimate reason for their absence.
2. To inform the school of any absences or medical appointments, by way of a note via Tyro.
3. The Parent(s)/Guardian(s) are responsible for furnishing the school with a note via Tyro.
4. The HSCL teacher is there to support parents where parents are having difficulties with attendance, they may refer or signpost to other supports such as Parenting Courses, Local Family Support/Counselling etc.

Students:

1. Each student has a personal responsibility to arrive at school on time and attend school each day.

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2. If a student arrives late for school, the student is responsible for presenting himself to the office to get marked in for the day.

Threshold Days Absent and Actions to be taken by Chanel College

Actions:

1. Common letter and leaflet sent to all parents on the importance of attendance.
2. 5 days unexplained absence: Academic Monitor checks in with HSCL Target List. AM or HSCL to check-in with parent.
3. 10 days: Formal contact via letter from Academic Monitor to Parent/Guardian.
4. 15 days: Contact from Year Head directly and recorded on Tyro
5. 20 days: Letter from Principal and recorded on Tyro
6. 20+ days Liaise with relevant external agencies If a School Attendance Notice (SAN) has been issued by Educational Welfare Service (EWS) to a parent then refer to Section 8. It is essential that each subject teacher ensures that their roll is accurate and recorded in a timely fashion. It is essential that each year's head/academic monitor ensures accurate records regarding year groups are maintained. If any staff member is taking a group of students away from the school for any period during a school day, the relevant form (Standard Form 1) must be accurately completed and submitted to the office a minimum of 24 hours in advance of leaving the school. It is the responsibility of each individual teacher to ensure that the attendance records they input onto Tyro are accurate.

Statement of Strategy of School Attendance:

| Attendance Action for Few | Attendance Actions for Some | Attendance Actions for Whole School |
|---|--|--|
| <ul style="list-style-type: none"> • Referral to EWO • EWO/HSCL Clinic • SCP Mentoring Programme • Check and connect • Possible NEPS Intervention • Liaise with outside agencies such as CAMHS and School Disability Team • HSCL Home Visits | <ul style="list-style-type: none"> • HSCL supports/ Home Visits. • Attendance meetings/ phone calls by Academic Monitor/ Year Head • SCP Supports • Attendance Certs • Letters home regarding Attendance • Attendance Secretary informs TESS off all students who miss more than 20 days | <ul style="list-style-type: none"> • School/Form Class Assemblies • Attendance Certificates and Awards • Attendance Initiatives (20 Day Challenge) • Letter sent to all parents/ guardians if their son misses 10 days, 15 days, 20 days • Roll Call • Attendance Records and monitoring |

Policy Ratification: _____

Ratification date: _____

Review date: _____

Chairperson of the Board of Management: _____

Appendices

Appendix 1 - STANDARD LETTER 1 INTRODUCTORY LETTER FROM SCHOOL TO ALL PARENTS CONCERNING THE EDUCATION (WELFARE) ACT 2000.

Dear Parents/Guardians,

I am writing to tell you a little about the Education Welfare Act, 2000 (amended by the Child and Family Agency Act 2013) and about some of the responsibilities we share under the Act. As you know, a good education gives your child the best possible start in life. A good education helps young people to obtain secure employment and develop into mature and responsible citizens.

The Education (Welfare) Act 2000 encourages regular school attendance and participation in education and training for as long as possible. It is desirable that every child stays in school and completes the Leaving Certificate. Under the law, every child must attend school regularly up to sixteen years of age or complete at least three years' education in a post primary school, whichever comes later. As a parent, you must let the school know if your child is absent and the reason why.

It is school policy that reasons must be given in writing. The school will notify Tusla – Child and Family Agency if a child is absent for 20 days (about 3 weeks) or more or where the absence gives rise to concern. If your child is sick or is absent for other good reasons, no action will be taken by Tusla - Child and Family Agency. However, if there is concern about your child's attendance at school or about the reasons given, you may be visited by an Educational Welfare Officer who will discuss your child's education with you. The Officer will work with you and take full account of the child and the family's circumstances before deciding what further action is necessary to ensure that the child receives his/her education entitlement.

Further information concerning the new service and about school attendance matters generally can be obtained from the national Lo-Call Education Helpline - 1890 36 36 66.

Yours sincerely,

Dara Gill

Principal

Appendix 2 - STANDARD LETTER 2: LETTER TO PARENTS REGARDING A CHILD'S ABSENCE OF 10 DAYS

Dear Parents,

I am writing to you regarding attendance at school. STUDENTNAME has been absent for 10 days in the current academic year. Under the law, every child must attend school regularly. When your child is absent, you as parent must let the school know the reason for this absence every time.

If you wish to discuss your son's attendance or require support regarding his attendance, please contact the HSCL teacher.....(name) @ 0877474617 or email the Academic Monitor....., email address.

Yours sincerely,

Academic Monitor

Appendix 3 - STANDARD LETTER 3: LETTER TO PARENTS REGARDING A CHILD'S ABSENCE OF 15 DAYS

Dear Parents,

I am writing to you regarding attendance at school. STUDENTNAME has been absent for 15 days in the current academic year. Under the law, every child must attend school regularly. When your child is absent, you as parent must let the school know the reason for this absence every time.

If you wish to discuss your son's attendance or require support regarding his attendance, please contact the HSCL teacher.....(name) @ 0877474617 or email the Year Head....., email address.

Yours sincerely,

Year Head

Appendix 4 - STANDARD LETTER 4: LETTER REGARDING A CHILD'S ABSENCE WHERE THE SCHOOL IS CONCERNED ABOUT A CHILD'S NON-ATTENDANCE AND THE CONCERN IS BEING PASSED TO THE NEWB.

Dear Parents,

I am writing to you regarding attendance at school. STUDENT NAME has been absent for 20 days in the current academic year. The school has contacted you about this matter previously.

The school is now very concerned that < Insert name> is not receiving an education. The school may seek the advice of the Educational Welfare Service of TUSLA - Child and Family Agency on this matter. Under the law, every child must attend school regularly. When a child is absent, you as parent must let the school know the reason for the absence every time.

If you wish to discuss your son's attendance or require support regarding his attendance, please contact the HSCL teacher.....(name) @ 0877474617 or email the Academic Monitor....., email address.

Thank you for your co-operation in this matter.

Yours sincerely,

Dara Gill

Principal

Appendix 5: Procedures: Sanctions for Breaches of School Lates Policy:

1. *The student will be issued a 60-minute detention, by the Academic Monitor/Year Head, for every two late incidents that occur without a note.*
2. *A student may be put on a Student Observation Card, paying attention to punctuality/lates, to help them monitor and try to rectify the situation themselves.*
3. *A meeting may be arranged with the student, Deputy Principal/Year Head/Home School Liaison teacher and Parent(s) or Guardian(s) to discuss the situation to see if any support can be put in place to rectify the situation.*
4. *TESS will be notified as per the Education Welfare Act 2002.*