2026/2027

Attendance and Punctuality Policy

WHOLE SCHOOL

MORNA INTERNATIONAL COLLEGE IBIZA SINCE 1973

Policy Owner:

Head Teacher

1. Purpose and Scope

Morna International College is committed to promoting regular and punctual attendance because attendance supports learning, wellbeing, relationships and safeguarding. The school will identify and respond to absence early, consider the reason and pattern of absence as well as the percentage, and work with students and families to remove barriers wherever reasonably possible.

This policy applies to all enrolled students in EYFS, Primary and Secondary. It also sets out the responsibilities of staff involved in registration, attendance administration, pastoral support, safeguarding, leadership and communication with families.

2. Roles and Responsibilities

The relevant Heads of Section and designated Pastoral Leaders are responsible for the day-to-day oversight of attendance, thresholds, intervention, family liaison and escalation. The Head Teacher remains the policy owner with overall accountability for the school's attendance arrangements.

School Office. The School Office checks that registers have been completed, records verified late arrivals and early departures in iSAMS, and carries out the Secondary first-day absence checks and parent contact set out in Section 4.

Pastoral Leaders and Heads of Section. These leaders review patterns, coordinate support and meetings with families, monitor agreed actions and escalate unresolved concerns.

Designated Safeguarding Lead (DSL). The DSL must be informed promptly where unexplained, unusual or persistent absence gives rise to a safeguarding or welfare concern, including concerns relating to vulnerability, possible neglect, a missing child or uncertainty about a student's whereabouts.

Form Tutors and Class Teachers. Form Tutors and Class Teachers complete registers accurately and on time, notice patterns, reinforce punctuality expectations and refer concerns in accordance with this policy. In Secondary, Form Tutors are responsible for following up unresolved absences with the relevant Pastoral Leader following the School Office's first-day absence checks.

Parents/Carers and Students. Parents/carers must support regular and punctual attendance and report unexpected absence promptly by telephone or by emailing the student's Class Teacher/Form Tutor and copying the School Office at **info@micibiza.com**. Parents/carers must also provide requested evidence where appropriate, request planned absence in advance and keep contact details current. Students are expected to attend regularly, arrive on time and follow sign-in/sign-out procedures.

3. Attendance Recording in iSAMS

Attendance is recorded in iSAMS. iSAMS is the school's authoritative attendance record for present/absent status, lateness, reasons, amendments and associated attendance notes.

Staff must use the Morna-approved iSAMS attendance codes and presence reasons. The code recorded must reflect the information known to the school and should be updated where verified information changes the appropriate category.

Study Leave. Where Study Leave is formally authorised by the school, the **SL** code will be used. Study Leave is excluded from attendance calculations and reduces the total number of possible attendance sessions accordingly. It will not, in itself, be treated as an attendance concern.

Code For ABSENT	Category	Use
N	No Reason Yet Provided for Absence	Use where the student is absent and the reason has not yet been provided or verified (or where we are notified and the parent provides no reason).
I	Illness	Absence due to illness; school has been notified that the student is sick.
M	Medical	Absence due to hospitalisation or a medical appointment. The school may request written evidence.
H	Holiday	Absence for a holiday or discretionary travel during term time.
C	Authorised Circumstances / Compassionate Leave	Absence due to exceptional personal or family circumstances, including bereavement or other serious family matters.
B	Home Study	Temporary home-study arrangement formally agreed by the school.
E	Excluded (School Sanction)	Absence resulting from a formal school sanction.
Code For PRESENT	**Category**	**Use**
SE	Onsite School Event	Student is on site participating in or supporting an approved school event or activity instead of attending normal lessons.
ST	School Trip	Student is participating in an approved school trip or off-site educational activity instead of attending normal lessons.
TW	Working in Isolation (Time With)	Student is present in school but working separately from normal lessons under staff supervision as a behavioural sanction.
Code For STUDY LEAVE	**Category**	**Use**
SL	Study Leave	Student is on approved study leave. Study leave is excluded from attendance calculations, reducing the total number of possible attendance sessions accordingly.
J	Employment/Educational Interview/Exam	Student is attending an interview or exam related to gaining employment or admission to another educational institution.

Where no reason has yet been provided, the absence remains recorded as No Reason Yet Provided for Absence until reliable information is received. The School Office will then amend the record to the appropriate code, retaining the available audit trail.

Present students outside normal lessons. Where a student is present in school or participating in an approved school activity but is not attending their normal lesson, the appropriate present code (SE, ST or TW) should be used so that the student's whereabouts are accurately recorded.

4. Daily Registration and First-Day Procedure

Primary and Secondary morning registers must be completed in iSAMS by **09:00**, and EYFS morning registers by **09:20**. Secondary Form Tutors and Primary/EYFS Class Teachers are responsible for completing the morning register accurately and adding any information they already hold regarding a student's absence.

The School Office records absence information received directly from parents/carers by email or telephone, together with verified late arrivals and early departures, and updates iSAMS accordingly. The Office also checks for missing registers or missing marks once the morning information has been processed and contacts the relevant member of staff where necessary. Any register still incomplete after a prompt must be escalated to the relevant Pastoral Leader, and repeated failure to complete registers will be escalated to the relevant Head of Section.

EYFS and Primary. Each morning, once the available absence information has been processed, the Heads of EYFS and Primary will review the iSAMS attendance report for their respective sections. Where a student is absent and no reason has been provided or recorded, the absence will be flagged to the relevant Class Teacher, who will send a standard absence email to the parent/carer requesting confirmation of the reason for absence.

If no response has been received by the end of the same school day, the absence will remain flagged for follow-up. If the absence is still unexplained the following morning, the School Office will contact the family by telephone and record the outcome in iSAMS, updating the relevant Class Teacher or Head of Section as appropriate.

Secondary. Parents/carers are required to notify the school of a student's absence by telephone or by email to **both the School Office and the student's Form Tutor**, providing the reason for absence.

At **11:30**, the School Office will check Secondary attendance records for any student who remains recorded with an **N – No Reason Yet Provided for Absence** code. The Office will attempt to contact the parent/carer by telephone. Where contact cannot be made, an automated email will be sent informing the parent/carer that the student is absent, that the school has attempted to make contact, and requesting confirmation of the student's whereabouts and reason for absence. The student's Form Tutor must be copied into this email.

From this point, the **Form Tutor is responsible for following up any unresolved absence with the relevant Pastoral Leader** and ensuring that appropriate further action is taken.

Staff absence and safeguarding. Where the relevant Class Teacher, Form Tutor or person responsible for the daily attendance review is absent, the relevant section must have a clear line of cover to ensure that the required checks and follow-up are completed.

Where a student is vulnerable, the absence is unusual, there is a safeguarding concern, or the student's whereabouts cannot be established, staff must not wait for the normal follow-up

process. The matter must be referred immediately to the relevant Pastoral Leader and/or DSL, who will determine what same-day welfare enquiries and/or external referral are required.

5. Late Arrival and Punctuality

EYFS. Students arriving after 09:20 follow the section's late-entry procedure. The School Office/section ensures that the iSAMS record reflects the actual arrival time.

Primary. Students arriving after 09:00 must report to the School Office, where their late arrival and actual arrival time are recorded in iSAMS. Students are given a reusable laminated Late Arrival Ticket featuring a picture of a boy or girl. School Office staff will write the student's name on the back using a wipeable pen. The ticket must be handed to their Class Teacher or left on the teacher's desk if the class is elsewhere. This confirms that their arrival has been recorded by the School Office. Class Teachers should return tickets to the School Office periodically for reuse.



Secondary. Students arriving after 09:00 must report to the School Office and sign in before proceeding to lessons. The late arrival and actual arrival time, where known, are recorded in iSAMS. Secondary lesson registers provide an additional safeguard where a student does not follow this procedure and goes directly to a lesson. Where a student previously recorded as absent is subsequently identified as present in a lesson, the Form Tutor will check the attendance record the following school day and ensure that it is updated as necessary.

The School Office is responsible for recording verified late arrivals and arrival times where known in iSAMS. Form Tutors/Class Teachers, Pastoral Leaders and Heads of Section are responsible for monitoring lateness and identifying repeated or persistent patterns.

Where a pattern of lateness is identified, the Form Tutor/Class Teacher will follow this up with the family in the first instance, with repeated or significant concerns referred to the relevant Pastoral Leader or Head of Section.

Persistent or worsening lateness may lead to a punctuality plan, proportionate consequences under the relevant Behaviour Policy and, where the pattern indicates a possible welfare concern,

safeguarding review. Disability, medical needs, transport disruption outside the family's reasonable control and other relevant circumstances must be considered before consequences are applied.

6. Planned, Authorised and Unauthorised Absence

Requests for planned absence must be submitted in advance by email. In EYFS and Primary, the email should be sent to the student's Class Teacher, copying the relevant Head of Section and the School Office at info@micibiza.com. In Secondary, the email should be sent to the student's Form Tutor, copying the relevant Head of Key Stage/Pastoral Lead and the School Office at info@micibiza.com.

The decision must be recorded, including the reason, dates, decision-maker and any conditions. Family holidays during term time are not normally authorised.

Authorisation is a school decision, not an automatic consequence of a parental request. Decisions will consider the reason, duration, timing, the student's attendance and educational needs, safeguarding information and exceptional circumstances. Medical or therapeutic absence should be supported by appropriate information where the school reasonably requires it, while avoiding unnecessary collection of sensitive data.

Absence without approval, without a satisfactory explanation, or where the stated arrangement is not followed may be recorded using the appropriate approved unauthorised/unresolved iSAMS category and followed up under the intervention stages below.

7. Long-Term Absence, Home Study, Overseas Education and Suspension

Long-term illness or injury. The school will seek to maintain reasonable educational continuity, taking account of the student's health, capacity and likely duration of absence. Any reduced timetable or alternative educational arrangement must be agreed by an appropriate school leader, recorded, reviewed regularly and adjusted as necessary.

Home study. Home study is not an attendance category to be used simply because a student is absent from school. It may only be recorded where the school has formally agreed a defined temporary educational arrangement. The dates, responsible staff member, learning expectations, review arrangements and appropriate iSAMS attendance category must be recorded.

Temporary education overseas or elsewhere. Where parents/carers advise that a student will be temporarily educated at another school or educational provider, they must provide sufficient information for Morna to verify the arrangement, including the name and location of the institution/provider, relevant contact details and the dates of attendance. The school will record the arrangement and maintain reasonable contact where appropriate. If the arrangement cannot be verified, the absence may be treated as unresolved or unauthorised and followed up in accordance with this policy and the school's safeguarding procedures.

Suspension or exclusion. Any suspension or exclusion must be formally authorised in accordance with the school's Behaviour Policy and procedures, communicated to parents/carers in writing and appropriately recorded in iSAMS, including the relevant dates and attendance category. Appropriate arrangements for the student's education and safeguarding will be made during the period of suspension or exclusion.

8. Attendance Benchmarks and Intervention Triggers

Attendance percentages recorded in iSAMS are the primary measure used to monitor attendance. The number of days shown below is for guidance only, based on Morna's normal 175-day school year. Intervention should always take account of the individual student's circumstances and patterns of absence, rather than relying on percentage thresholds alone.

Attendance / trigger	Meaning	Normal school response	Illustrative 175-day equivalent
96% or above	General benchmark	Routine monitoring. Concerning patterns should still be followed up even where overall attendance remains high.	Up to about 7 days absent
Below 96%	Emerging concern	Stage 1: Review reasons and patterns of absence. Contact parents/carers where a concern is developing.	More than about 7 days absent
Below 90%	Persistent attendance concern / formal concern	Stage 2: Formal review, appropriate support and scheduled monitoring. Consider safeguarding concerns and external advice where appropriate.	More than about 18 days absent
Below 80%	Major concern	Stage 3: Senior Leadership/DSL review and formal escalation. External referral where appropriate.	More than about 35 days absent
Any concerning pattern	Non-percentage trigger	Act promptly in cases of repeated unexplained absence, concerning partial-day absence, repeated Monday/Friday patterns, accumulated lateness, vulnerability or uncertainty about a student's whereabouts.	Not percentage-dependent

For in-year monitoring, the same percentage thresholds apply to the number of possible school sessions available to the student at that point in the academic year. Staff should use the student's current attendance percentage in iSAMS rather than relying on estimated day equivalents. Approved Study Leave coded as **SL** is excluded from the number of possible attendance sessions and therefore does not count as absence for the purpose of the attendance calculation.

9. Stages of Intervention

Stage 1 – Form Tutor/Class Teacher. Follow up absence in accordance with the first-day procedures set out in Section 4; identify repeated, unexplained or concerning patterns; contact parents/carers where appropriate; and refer continuing concerns to the relevant Head of Section or Pastoral Leader. In Secondary, unresolved absence following the school office's first-day checks must be followed up by the Form Tutor with the relevant Pastoral Leader.

Stage 2 – Head of Section/Pastoral Lead. Review the student's current iSAMS attendance percentage, lateness, reasons for absence and any concerning patterns; communicate or meet with parents/carers; identify any barriers to attendance and appropriate support; agree an attendance and/or punctuality plan with a review date; and consult the DSL where concerns are significant or unresolved.

Stage 3 – Senior Leadership / DSL. Formally review the concerns, including any relevant safeguarding and welfare information; agree further school actions and timescales; and determine whether advice from, or referral to, an appropriate external authority or service is required.

A safeguarding concern overrides attendance percentage thresholds and must be escalated immediately in accordance with the school's safeguarding procedures.

10. Local Safeguarding and External Escalation

Morna is a foreign educational establishment operating in the Illes Balears. Where persistent or unexplained absence raises a welfare, safeguarding or possible non-schooling concern, the Pastoral Leaders and DSL will follow the current Balearic absenteeism and safeguarding procedures applicable to the school, including the Govern de les Illes Balears guidance on the management of school absenteeism.

Where appropriate, advice may be sought from, or a referral made to, the relevant education authorities, education inspection, Policía Tutor/local police, social services or child-protection services. The appropriate referral route will be confirmed before a non-emergency referral is made.

For Ibiza, appropriate absenteeism or cases where a student's whereabouts or educational arrangements cannot be established may be referred to the Policía Tutor/local police service for the relevant municipality. The school will record the referral date, recipient, advice or outcome received and any required follow-up.

Immediate safeguarding or child-protection concerns will be escalated without waiting for attendance thresholds to be reached and in accordance with the school's safeguarding procedures.

11. Leaving Morna and Removal from Roll

A student will not be removed from Morna's roll simply because they have stopped attending or because a fixed number of days has elapsed. Parents/carers must provide written notice of

withdrawal and, for students of compulsory school age, details of the student's next school or intended educational arrangement. Morna will take reasonable steps to verify this information.

Before a student is removed from roll, the School Office and Pastoral Leaders must record the withdrawal request, final date of attendance, intended educational destination and relevant contact details, together with the steps taken to verify the student's onward education. Any safeguarding concerns and external advice or referrals must also be recorded.

Where the student's destination or educational arrangements cannot be confirmed, the student cannot be located, or there is concern that the student may not be receiving education, the DSL/Pastoral Leaders will follow the appropriate Balearic education and safeguarding procedures before the case is closed. Any external authority or service contacted, together with the advice or outcome received, must be recorded.

Where parents/carers advise that the student will be educated at home, overseas or through another alternative educational arrangement, the school will seek sufficient information to understand and, where appropriate, verify the intended arrangement. Advice will be sought from the relevant education authority where necessary before the student's removal from roll is completed.

12. Recognising Positive Attendance

The school may recognise excellent or significantly improved attendance through age-appropriate praise, certificates, house points or other forms of recognition. Attendance recognition will be applied fairly and should not disadvantage students due to disability, genuine illness, medical treatment or other unavoidable circumstances. Improvement, effort and engagement may be recognised alongside overall attendance.

13. Records, Monitoring and Review

The Pastoral Leaders will regularly review iSAMS attendance and punctuality data, missing marks, **absence follow-up**, intervention cases and any concerning patterns by phase or group. Significant concerns will be escalated to Senior Leadership and the safeguarding team. Attendance records and related communications will be retained in accordance with the school's data protection and records-retention arrangements. This policy will be reviewed at least annually, and sooner where there is a significant change to iSAMS configuration, school procedures, safeguarding guidance, the applicable Balearic referral route or relevant legal or regulatory requirements.

As part of each review, the School Office will confirm that the attendance codes contained in this policy correspond with the current iSAMS configuration. The Pastoral Leaders/DSL will also confirm that the Balearic referral procedures and removal-from-roll arrangements referred to in this policy remain current.

14. Related Policies and Framework

This policy should be read alongside the school's Safeguarding Policy, relevant Behaviour Policies, Admissions Policy, SEN Policy, and Data Protection and Privacy arrangements.

Morna operates as a foreign educational establishment in Spain under the applicable Spanish and Balearic legal and regulatory framework, including **Real Decreto 806/1993, de 28 de mayo**, and is subject to the competent educational administration in the areas provided for by that framework. The school will also have regard to current Illes Balears absenteeism and

safeguarding procedures insofar as they apply to Morna or are used by the competent authorities to coordinate local action.

Policy Control

Policy Title	Attendance and Punctuality Policy 2026/2027
Policy Owner	Head Teacher
Responsible Officers	Heads of Section, Pastoral Leaders, School Office and Designated Safeguarding Lead
Applies to	All enrolled students in EYFS, Primary and Secondary, and staff with attendance, registration, pastoral, safeguarding or administrative responsibilities.
Approved by	Executive Director
Date Approved	9 September 2026
Review Frequency	At least annually and sooner following legal, regulatory, system or procedural change
Next Review Date	9 September 2027
Version	1.1