



## TQA Operating Procedures

### Wellbeing and Attendance – The Head of Year / Assistant Principal

**Purpose:** The Quest Academy’s operating procedure for student wellbeing and attendance is to ensure that all students feel safe, supported, and able to achieve their full potential. It sets out clear expectations and consistent approaches for promoting positive wellbeing, securing regular attendance, and safeguarding every learner. By providing early identification of concerns and timely interventions, the procedure helps staff, students, and families work together to remove barriers to learning, foster resilience, and build the habits that underpin long-term success.

Stage 03 – The Head of Year / Assistant Principal		Attendance: 87% – 89%
01.	Students attendance has dropped between <b>87% - 89%</b> and is in decline.	
02.	Attendance lead (JHE) emails the Head of Year and Assistant Principal to confirm that a child in their year group requires an urgent meeting as attendance remains in decline (Failed Attendance Contract) since Pastoral Assistant face to face meeting. Meeting must take place <b>within 3-days</b> of email being sent.	
03.	<p>Head of Year / Assistant Principal Script for call (in line with DfE guidance):</p> <p><b>Greeting &amp; Purpose</b>            “Good [morning/afternoon], this is [Your Name], Head of Year or Assistant Principal at The Quest Academy. Am I speaking with [Parent/Carer’s Name]? Thank you for taking the call. I’m contacting you today regarding [Child’s Name]’s attendance.”</p> <p><b>Acknowledgement of Previous Meeting</b>            “As you know, you have already had a meeting with our Pastoral Assistant [Name here], and an attendance contract was agreed to support [Child’s Name] in improving their attendance. Unfortunately, [Child’s Name]’s attendance has now dropped further to between 87% and 89%, which means the contract has not been met.”</p> <p><b>Link to DfE</b>            “I need to stress that the Department for Education is very clear: the national expectation for attendance is at least 95%, and children who fall below 90% are classed as persistently absent. At the moment, [Child’s Name] is in this category. Every day missed has a direct impact on learning and progress.”</p> <p><b>Next Steps - Urgent Meeting</b>            “As a result, it is now urgent that we meet together. This meeting will be with myself, and we will review [Child’s Name]’s attendance in detail. We need you to bring any relevant evidence with you - for example, medical documentation or appointment letters; so we can take everything into account when planning next steps.”</p> <p><b>Expectation &amp; Support</b></p>	

	<p>“Our aim is always to work with you and support your child, but we do need a clear plan to ensure [Child’s Name] attends school every day. Continued absence could result in further action being taken, which I know we all want to avoid.”</p> <p><b>Booking the Meeting</b></p> <p>“When are you available this week so we can book this meeting as a priority?”</p> <p><b>Closing</b></p> <p>“Thank you for your time today. We do appreciate the challenges families face, and we want to support you in making sure [Child’s Name] is back on track. I’ll send confirmation of the meeting time once agreed. Please remember to bring all relevant evidence with you.”</p>
04.	<p>Update the Stage Tracker straight after your phone call (e.g. write date and time of the proposed face to face meeting). If you reach voicemail, please try contact 2 and update spreadsheet with the time and date of all calls.</p>
05.	<p>Write a confirmation email and cc in Attendance Lead - JHE:</p> <p>Dear [Parent/Carer’s Name],</p> <p>Thank you for taking the time to speak with me today regarding [Child’s Name]’s attendance. As discussed, despite the recent meeting with the Pastoral Assistant [Name here] and the attendance contract that was agreed, [Child’s Name]’s attendance has now fallen further to [XX%]. This is between 87–89% and therefore below the Department for Education’s threshold of 90%, which defines a student as persistently absent. The DfE expectation is for all students to achieve at least 95% attendance.</p> <p>It is now urgent that we meet together to review [Child’s Name]’s attendance and agree next steps. I would ask you to please bring all relevant evidence with you to this meeting, such as medical documentation or appointment letters, so we can take these into account.</p> <p>We have scheduled this meeting for:</p> <p><b>Date:</b> [Insert date]</p> <p><b>Time:</b> [Insert time]</p> <p><b>Location:</b> The Quest Academy (I will meet you in the main reception)</p> <p>If you are unable to attend this appointment, please contact me immediately so that we can rearrange at the earliest opportunity. Our aim is always to work with families to support students, but I must also stress that continued low attendance could result in further action being taken. We want to avoid this and ensure [Child’s Name] is in school every day, accessing their full education.</p> <p>Thank you for your cooperation and support in this matter. Please confirm your attendance at the meeting by replying to this email or contacting me directly.</p> <p>Kind regards, [Your Name]</p>
06.	<p>Things to discuss in your meeting:</p> <ul style="list-style-type: none"> <li>• Identify challenges to Attendance</li> <li>• Review Attendance Contract (make necessary iterations)</li> <li>• Review medical evidence. Do you require any further information?</li> <li>• Attendance will continue go down as unauthorised from this meeting.</li> </ul>

	<ul style="list-style-type: none"><li>• Identify additional areas of support for family and student. Examples being: Conduct and Positivity report, Mentoring, Family Early Help Referral, Time out, Soft start. Other examples of Attendance intervention can be found on Microsoft Teams.</li><li>• Should attendance decline by 1% – case will be referred to EWO.</li></ul> <p>All requests and agreements must be recorded and shared with the parent/carer.</p>
<b>07.</b>	Scan through your meeting notes, Amended Attendance Contract and agreed interventions into the students evidence file.