

EDUCATION DEPARTMENT POLICY

TITLE: SCHOOL ATTENDANCE POLICY

DATE: AUGUST 2017

1. Overview

This document describes procedures and processes relating to school attendance, punctuality and welfare of all pupils of compulsory school age. It sets out the arrangements that must be implemented to enable pupils to fully benefit from the educational opportunities available and in addition to support families to fulfil their statutory obligations.

This policy has been updated to take into account the changes in procedures and processes due to the development of an 'Operational Guidance for the Service Delivery of Education Welfare Team (EWT) in Jersey 2017'.

The Education Welfare Team currently consists of 3 central based Education Welfare Officers (EWOs) 4 school based EWOs for the 11 – 16 schools. For the purpose of this Policy the central based EWOs and school based EWOs will be referred to as CB and SBEWOs. The Education MASH Researcher also based at The Bridge sits within the Education Welfare Team.

2. Scope

This policy provides a framework which underpins the role of Education settings and parents/carers. For the purpose of this Policy parents/carers will be referred to as parents. It also upholds the principle that children attend school regularly, as stated in the Education Law (Jersey) 1999, article 12, para 1.

'ensure that the child receives a full-time education appropriate to the child's age, ability and aptitude and any special educational needs the child may have, either by regular attendance at school at which the child is a pupil or otherwise, in accordance with Article 13 of the Education (Jersey) Law 1999.'

3. Responsibilities and distribution

It is the responsibility of head teachers to ensure that all staff tasked with mandatory recording of pupils' attendance are made fully aware of the requirement placed upon them in regard to these procedures. Furthermore, head teachers should encourage all staff to maximise pupil attendance and work proactively to that end.

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The Responsibility of the Education Department

It is the responsibility of the Education Department (Education Welfare Team) to work in partnership with the schools, parents and pupils to provide support advice and guidance.

The EWT acts on behalf of the States of Jersey in enforcing a parents' legal duty to provide appropriate education. The main function of the EWT is to improve overall attendance and reduce persistent absences in all schools and alternative education providers. In addition the EWT also undertake other 'core' duties such as: welfare; transition and support for families requiring Early Help. To address this, the EWT provides all schools with a regular visiting/consultation service, delivered by a named CBEWO or a SBEWO.

The main role of the EWT is to:

- Contribute to the Departments' and school's drive for school effectiveness;
- Work in partnership with schools, pupils, parents and communities to ensure educational entitlement and regular attendance and;
- Link with services and agencies providing education, health and social care services for individuals with additional or specific needs.

This is achieved through:

- Promoting and supporting whole school attendance policies;
- Providing advice on evidence based good practice;
- Advice and support on initiatives and strategies to improve 'whole school' attendance;
- Contribution to the school's review framework in the area of attendance;
- Work with parents and pupils to promote, raise and maintain individual pupil attendance/punctuality and prevent absence from school. This could include (for e.g.) attending induction evenings and contributing to school assemblies;
- Compiling Dashboards for attendance and punctuality and informing schools of any trends or areas that require improvements;
- Collating, interpreting and presenting data on issues relating to relevant aspects of the work of the EWT and use it to plan and manage the work of the service;
- Targeted monitoring of the attendance of highly vulnerable learners (LAC/CP/at risk of CSE);
- Consultative support on matters of attendance and welfare. This would include phone and email advice;
- Undertaking 'late gates';
- Direct support for families requiring Early Help with identified attendance and/or welfare concerns. This may also include taking on lead role responsibility, which would include the need to co-ordinate work with the pupil, the family, the school and other agencies (where appropriate);
- Undertaking individual work with pupils;
- Undertaking family centred work;
- Developing group work with pupils and parents;
- Liaison between primary and secondary schools and other services during the year 6 to year 7 transition phases;
- Support schools to plan for post 16 pupils in further education, employment or training.
- The delivery of *Child Protection Training (SPB Foundation Level)*;
- The delivery of 'Keeping Safe and Well' in Primary schools years 2 to 6.
- Attending and participating in Parent Scope meetings across the island

- ‘Oversight’ of the statutory and legal components relating to non-attendance. This would include (for e.g.) warnings for non-attendance, initiating parish hall enquiries, legal processes and attending court;
- Recognising and working within the requirements of both the legislation and underlying principles relating to information sharing, data protection, access to personal files and pupil records;

Where a school experiences an unpredictable level of need, additional support from the EWT can be requested. Initial requests should be made through the school’s named CBEWO and these will be discussed with the Team Manager.

CB and SBEWOs will attend termly PARM meetings with the CBEWO agreeing to a schedule of consultation opportunities throughout the academic year. These consultations are an opportunity to discuss, negotiate and agree priorities for the term ahead on a rolling basis.

School Responsibilities

In the area of attendance, all schools and colleges are advised to consider the following;

- Encourage, promote and maintain positive individual pupil attendance and punctuality.
- Implement strategies and initiatives to improve ‘whole school’ attendance.
- Ensure that registers are accurate and up to date.
- Regular audit of school registers to identify any pupils with attendance or punctuality concerns and liaise with their named EWO.
- Monitor and promote the welfare of every child and young person.
- Ensure that all appropriate information and records are available to the EWO as part of a schools’ request for their involvement. This might include attendance plans; other evidence of relevant school-led intervention; minutes from meetings with parents and pupils and other correspondence from school to parents.
- Ensure that all pupils open to the EWT have a pupil file to record EWO intervention
- Regular case work supervision to be offered to the SBEWOs.
- Regular termly audits of pupil files to be carried out to ensure that record keeping is in line with the EWT’s Guidance for Maintaining a Pupil Folder (Appendix 1). Audits to be completed by the SBEWO Manager and the Manager for the EWT for quality assurance.
- Ensure all staff access required child protection training (including opportunities for refresher training).

School’s Attendance Policies

All schools should develop their Attendance Policies in line with the States of Jersey School Attendance Policy which should be reviewed annually. School Attendance Policies should ensure:

- A high priority is given to attendance and punctuality
- There is a named senior member of staff as part of the Senior Leadership Team with overall responsibility for attendance
- Clear guidance for staff on the process of registration, including the appropriate categorisation of absence
- Compliance with statutory requirements [including registration practices Appendix 2]
- Information is communicated to parents and pupils

- Clear procedures to identify and follow up all absence and lateness
- Schools collate and use attendance data effectively
- Recognition of the importance of early intervention, including first day response or contact with parents
- Monitoring of post registration truancy
- Schools are alert to critical times for e.g. Key Stage 2-3 and 4 transition
- A range of strategies to deal with absenteeism, lateness
- The provision of a clear hierarchy of sanctions
- The use of attendance incentive strategies
- Procedures are in place for identifying and reintegrating longer term absentees
- Regular structured meetings between the school staff and the EWO
- Reasonable steps are taken by the school before referring to the EWO
- Regular communication with parents to stress the importance of continuity of learning, particularly in relation to family holidays during term time
- The use of parents evenings and other opportunities to remind parents of the school policy on attendance
- The involvement of Governors (where applicable)
- Good practice is identified and disseminated
- School attendance is regularly monitored and reviewed
- The school culture encourages attendance by taking steps to address the school based causes of poor attendance such as bullying, discrimination and the curriculum
- Using a RONI as a tool to identifying students who are at risk of becoming NEET (not in education, employment or training). To be introduced during academic year 2017/18.
- Support pupils to plan post 16 options during years 10 and 11.

Response to Absences, Lateness and Welfare Concerns

Absences and Punctuality

Schools should adopt their own strategies such as first day response when responding to absences and lateness.

- *Independent research has shown that ‘first day response is the single most effective initiative in improving rates of attendance’ – in some schools by as much as 10%.*

Early intervention can have positive effects on poor attendance and punctuality therefore, when concerns begin to emerge it is the responsibility of the school to raise these concerns with the parents and pupils (age appropriate) in the first instance (Appendix 1 Flow Chart). Schools should make every effort to engage with parents and in doing so, where appropriate, introduce an Attendance Plan (Appendix 2). Review dates should be agreed with a view to improvements being made. Where there are no significant improvements, the school have exhausted all their strategies and absence and/or punctuality continues to deteriorate, schools should engage with parents to agree to the support of the Education Welfare Team. A Request for Involvement (RFI) form will then be completed (Appendix 3).

RFI forms must be completed by the school with an opportunity provided to parents/carers to also sign their agreement to the involvement of the EWT. Should a parent not wish to sign the RFI form, the reason will be recorded on the form. A RFI form is the mechanism that confirms that a case will be opened to the EWT and that an EWO will actively become involved in some capacity. In addition it is the RFI form which provides the EWT with a mandate to keep records and information such as chronologies on pupils and families.

Chronic Illness / Long Term Illness or Mental Health

Chronic or long term illness can be defined as a long lasting and/or reoccurring illness or condition which is impacting significantly on a child or young person's school attendance (Appendix 4 flow chart). The illness/condition should be professionally diagnosed by a paediatrician or other appropriate health care professional.

When a child is thought to be suffering with a chronic or long term illness, it would be expected that education and care plans are put in place at school. These measures will take into consideration the health needs of the child or young person, as well as their learning needs which may be impacted upon due to the high level of absenteeism they may experience.

Serious Injury

Where a child or young person who has had a serious injury which has required regular absences or a sustained period of time off school, he/she will also be considered under the chronic illness or long term illness title.

In all cases of chronic/long term illness or significant injury, the EWO will be involved to some capacity and will result in EWO's having an overview of the pupil's case to ensure that their education is not disadvantaged.

Attendance Panel Meetings

If there is no subsequent improvement in attendance and punctuality despite the input from the school and the EWT, in consultation with the Team Manager, warning letters with the intent to refer to Attendance Panel will be sent by the EWO. No further improvements will initiate an invitation from the Team Manager to parents and student (age appropriate) to attend an Attendance Panel Meeting.

Attendance Panels are required to address persistent concerns around school attendance and punctuality. Panel Meetings represent a platform for professionals to meet with parents and student (age appropriate) to receive and review reports from the EWT, schools and other services, and as part of this, to consider and agree suitable next steps to achieve improvements in this area.

Parents/carers are invited to submit their own reports/information and in conjunction with the pupil (age-appropriate) are encouraged to contribute to any discussions. Should the parents fail to attend, the meeting will continue and a decision will be made in their absence.

The decision to progress a case to a Panel Meeting is made by the Team Manager of the EWT and would typically include evidence of the following:

- Persistent and long term concerns in the area of attendance and/or punctuality;
- School-led intervention;
- Direct involvement from the CB / SBEWO as evidenced by relevant documents (e.g. Attendance Plans);
- Case oversight from the Team Manager of the EWO;
- Appropriate involvement of other agencies, for example, evidence of Early Help;
- Parental non-engagement/non or disguised compliance.

The Panel will consist of a Senior Manager of the Education Department, the Team Manager of the EWT and a Senior Manager from Social Services, an EWO and a representative from school and/or other relevant service/s.

Possible outcomes of the Attendance Panel include:

- A period of review for parents and pupil to evidence significant improvements. This will sit within an Attendance Plan or TAC/F Plan and may include the involvement of further professionals (Early Help) if not already considered;
- An Enquiry to the Multi Agency Safeguarding Hub (MASH);
- A referral to the Parish Hall with a view to prosecution;
- Application to the Court for an Education Supervision Order (refer to the Education (1999) Jersey Law).

Once the case has been referred to the Parish Hall, it is the responsibility of the Parish Connetable to contact the parents and pupil (age appropriate) and invite them to attend a Parish Hall Enquiry. This may result in a deferred decision to allow for a review period, the parents may be charged at Parish Hall level or required to attend Court under article 12 of the Education (1999) Jersey Law.

Welfare Concerns

In such cases where the welfare of the child or young person is of a concern, schools should make every effort to engage with the parents with a view to the situation improving. If attendance does not improve, schools should consider an 'Early Help' assessment, the outcomes of this assessment will determine the needs of the family, which will in turn dictate the need of internal/external and third sector services. The EWO may or may not be required to be part of the assessment and/or outcomes.

Emotionally Based Non Attendance (EBNA)

It is important to distinguish between non-school attendance, truancy and emotionally based non-school attendance, the latter being considered an emotional need. Schools should refer to the Graduated Response for EWT involvement to Include EBNA. There could be a number of contributing factors to EBNAs. Schools should refer to the EBNA Assessment Tool to establish the route of the problem (refer to EBNA Policy). Once this process has been completed schools, along with parents, should request the appropriate involvement of services such as Education Psychologists, Primary Mental Health workers, the Well-being team (primary) or the school ELSA in order that the appropriate support can be put in place to support the pupil.

Looked After Children (LAC)

Each school is responsible for supporting, monitoring and raising concerns in relation to attendance and/or punctuality and welfare for Looked after Children. The EWT are tasked with supporting schools by consistently raising LAC children during EWO/school consultation meetings including termly PARMS. Attendance and punctuality data will be collated at the end of each academic year.

Attendance Procedures and Recording Attendance and Punctuality

The following procedures underpin the principles in this Policy and generate good practice in matters concerning attendance and punctuality.

Attendance Registers

Attendance registers are legal documents and particular attention should be paid to accuracy. Incomplete registers are not acceptable.

Registration

Staff and pupils should be aware that registration is a key part of the school day. **Attendance registers must be called twice daily**, at the start of the morning session and once during the afternoon.

Pupils must be marked as:

- Present
- Engaged in approved educational activity off site
- Absent

In the case of an emergency evacuation, school policies must contain processes to enable staff to account for all pupils on the premises. Head teachers are responsible for ensuring that all staff, including supply staff, have up-to-date knowledge of this process.

Absences should be authorised by way of written or verbal communication with the parent. The appropriate code should be entered into the register and a reason for absence entered into the school's electronic data base. In the event of any absences school should make first day contact with parents and make every effort to ascertain the reason for any absences/lateness, where parents have not made contact.

Punctuality

Schools should actively discourage late arrivals due to the disruption this causes not only to the individual but also to the remainder of the class. Patterns of lateness can develop into non-school attendance if left unchallenged. Schools should be flexible where local conditions such as weather or local transport have an adverse effect on pupils arriving on time. Schools should have a consistent approach to lateness so as not to differentiate between classes/form groups and siblings.

Pupils who arrive

- Up to 30 minutes after the registration has closed should be marked as late – **(L)**
- More than 30 minutes after the registration has closed will be marked as a **(U)**. This will be counted as an unauthorised absence.

Pupils who arrive up to half an hour late as a result of a medical appointment can be marked as present. The school must have prior notification of such appointment and be recorded in the SIMS data base.

Pupils arriving late must sign in at the school office, recording the reason and time of arrival.

Schools are not obliged to accept reasons for absences or late arrivals to school.

Should any doubts remain after investigations have been made the absence could then be recorded as unauthorised and in the cases of late arrivals the appropriate code will be applied.

Alternative Educational Provisions

A pupil who is receiving part time/temporary education or training away from the school site but is retained on the register of the school should be marked as **(B)** in the register. This also applies to pupils on work experience who will be marked as **(W)** in the register. The supervising member of staff responsible for these students must check that the student is at the appropriate place of instruction prior to completing the register. Modified time tables and re-integration in to school must be planned and agreed by all parties and the register completed appropriately.

Pupils who are receiving all of their education in a separate provision to that of an education setting must be marked as 'left' on the register.

In the case where a student is attending an alternative school setting for an agreed period of time, the receiving school should register that pupil and they should be registered as **(B)** (educated off site) by the school of origin. Should the pupil return or not return to the school of origin they should be marked as on roll or left.

Modified / Reduced Timetables

Principles of modified and reduced statement

Transfer

Where students transfer to another school, the receiving school must notify the relinquishing school that the pupil has been admitted on the first day in the new school. The relinquishing school can then mark the pupil as left.

Study Leave

Study leave should be closely monitored and only used for pupils in Year 11 during mock and public exams. Study leave should not normally exceed 10 days prior to the exam period. Regard should be paid to the individual pupil's ability to manage study leave and benefit from it.

Unsupervised study leave is not an 'approved educational activity' and must be counted as authorised absence. The code **(S)** should be applied for study leave.

Children Missing from Education

Please refer to the Education Department's Policy for CME, Children Missing from Education.

Parents/carers Responsibilities

Parents are required by law to ensure that all children of compulsory school age (aged 5 to 16) receive a full time education either by registering a child at a school or be arranging an alternative to school in line with the Education Departments' Policy.

These responsibilities extend beyond ensuring regular attendance and punctuality, it requires parents/carers to make certain that each child arrives at school on time, appropriately dressed with the correct equipment and prepared for learning.

Parents can support their child/ren by keeping requests for absence to a minimum. It should not be automatically assumed that schools will agree to absence requests. Nor should unjustified absences from school be condoned. If a pupil is unable to attend school for whatever reason, parents are responsible for notifying the school on the first day of absence and to keep the school updated on subsequent days.

Parents should work in partnership with schools in all matters concerning their child/ren's education by actively supporting school policies on attendance, punctuality, behaviour and homework.

Parents should avoid taking their child/ren out of school during term time. Such absences can seriously disrupt continuity of learning. It is at the discretion of the Head teacher to grant leave, only in exceptional cases.

Leave during Term Time

The Education Department does not, at any time, support leave during term time, however, in exceptional circumstances head teachers have the discretionary power to grant leave in accordance with this Policy.

Each case should be considered carefully taking into account:

- The age of the child;
- The time of year;
- The nature and purpose of the trip;
- Family circumstances;
- Attendance pattern of the pupil;
- Previous requests.

Head teachers can refer to the guidance for exceptional circumstances (Appendix 5):

Whilst each case is unique, the guidance strives for consistency across all schools. To further support consistency, where siblings are concerned, primary and secondary schools should endeavour to liaise with each other prior to a decision being made.

Parents do not have the automatic right to withdraw their child/ren from school and must request permission in advance from the head teacher.

Furthermore, parents must make a strong case to justify taking pupils out of school during term time as the absence can seriously disrupt continuity of learning. It is expected that parents will support their child's education by arranging all leave to coincide with school holidays.

Where a pupil is absent for longer than the agreed time, s/he should be marked as taking unauthorised leave. The same applies to those parents/carers who remove their child/ren from school without permission.

Parents who wish to take their child/ren out of school for longer than **four weeks** will have to re-apply for their school placement. It should not therefore be considered that a pupil has the automatic right to return to their departing school. Should the departing school be full upon the pupil's return to the island, the Education Department will support parents to enrol their child/ren in an alternative school setting.

Codes for Absence

When applying codes for absences or late arrivals, schools are required to refer to Appendix 6 of this document.

Attendance Data

Attendance data will be collated for individual schools on dashboards by the EWT at the end of each term. This information will be broken down into year groups, allowing the EWT and schools to direct their services appropriately. Furthermore, all information will form part of schools' review framework.

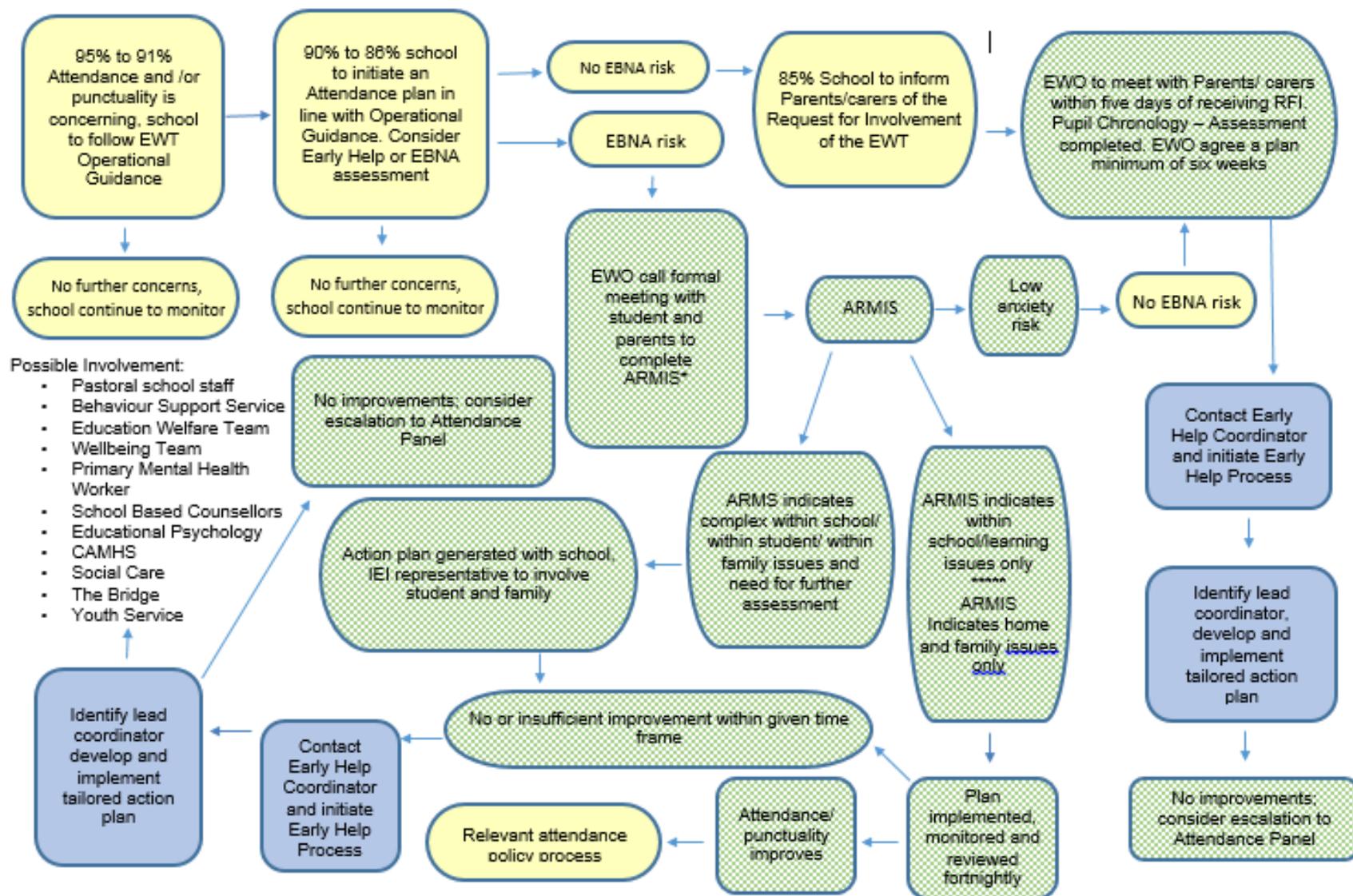
This information will provide:

- The number of pupils attending schools;
- The number of authorised/unauthorised absences – the number of days lost to illness – the number of days lost to medical appointments – the number of days lost to exclusions and behaviour with year groups;
- The number of absent days broken down into year group;
- The average number of late arrivals (including after the close of registration);
- The number of days lost to authorised/unauthorised leave;
- The average school attendance primary and secondary

LAC Attendance Data

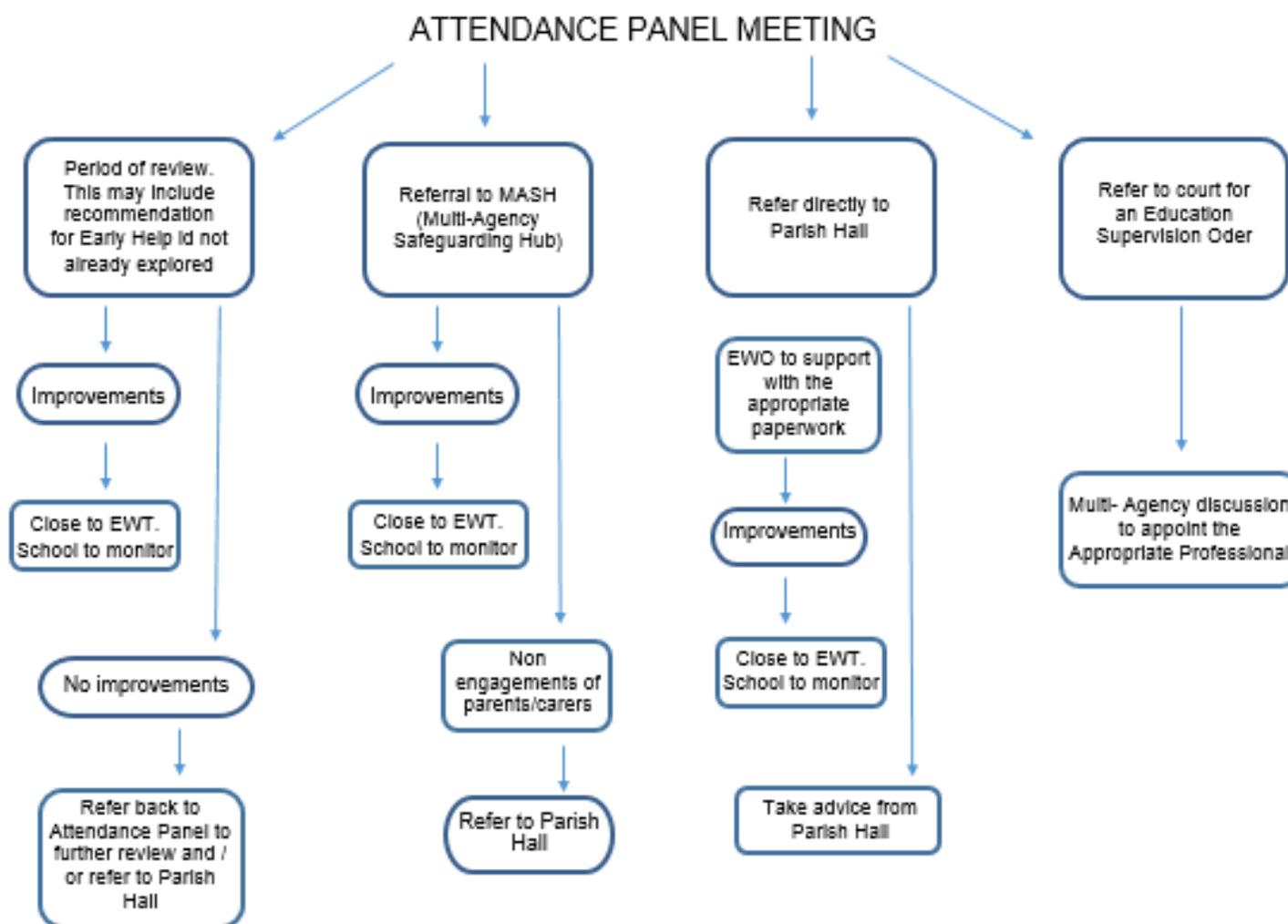
- Attendance Data will be collated at the end of each academic year.

Appendix 1 - Graduated response for the involvement of the EWT to include EBNA



Appendix 1 - Graduated response for the involvement of the EWT to include EBNA

*ARMIS = Attendance Risk Monitoring Interview Schedule





This Plan should be developed following initial consultations with the parent/carer, the school and other agencies as appropriate

ATTENDANCE / PUNCTUALITY / WELFARE PLAN

Date of Plan:		Review Date:	
Name:	D.O.B	Yr:	
Sibling(s)	D.O.B:	Yr:	
School:	School Contact:		
Education Welfare Officer :			
Parents/Carers:		Tel:	
Purpose of Plan			
Pupil Impact/View			
Parents/carers:			
Views and agreed actions			
School:			
View and agreed actions			
Education Welfare Officer:			
Other Agency (as appropriate):			

Signed: Parents/carers

.....

Pupil

.....

School Practitioner

.....



Education Welfare Team

Request for Involvement

The information on this form will be used to determine if involvement of the Education Welfare Team is an appropriate next step.

Please only submit this form after initial discussion with your allocated Education Welfare Officer.

When completed, the signed form must be discussed with the child's/young person's parent(s)/guardian(s).

Name:	DoB: M / F	School: Yr:
% School Attendance:	Class teacher's name/contact:	Other adults involved within school:
No. of Lates:	Head of Year: (if applicable)	
No. of 'U's		
Address(es) of parents/carers:	Parents/Carers Names:	Is this child/young person looked after? Yes No
Home Tel: Mob:	First Language:	If yes, please provide the named Social Worker:
Do both parents have Parental responsibility? Yes: No:		
Any other person(s) with parental responsibility? Yes No		Address of other/s with parental responsibility:
		Home Tel: Mob:
Medical Information: (e.g. hearing, vision, medication, diagnosed conditions)		
Visiting the home – known risks:		
Please state which other agencies...	Are involved:	Have been involved: Date:
Educational Psychology		
Primary Mental Health worker		
Wellbeing Support / ELSA support		
Family Support Worker (Early Help)		
Child and Adolescent Mental Health Service		
Health Visiting		
School Nursing Services (Name)		
Family GP / Paediatrician (Name)		
Children's Services		
Parenting Support/Service (The Bridge)		
Outreach (e.g. MAL, or Social Communication/ASC)		
Occupational Therapy		
Speech and Language Therapy		
Voluntary Services		

What is the nature of your concern?
Attendance / Punctuality / Welfare / Early Help / Transition
Date of initial contact with Parent/carer
Outcomes of discussion:
Timescales for improvement agreed:
Date(s) of discussions/written contact with parent/carer:
Outcome:
Date of meeting with parent/carer:
Outcomes of discussions:
How do you hope your EWO can support you in meeting this pupil's needs?

For School Practitioner: I have discussed the contents of this form with parents/carers of the child/young person.

School Practitioner **Date:**

Print Name:

For parents/carers: I agree with this request. I give my consent for this information to be shared with the Education Welfare Service and for this Service to access confidential records from agencies previously or currently involved. I also agree that written reports produced by the Service may be shared with relevant professionals from other agencies.

Parent/Carer Signature(s): **Date :**

Young Person's Signature **Date :**

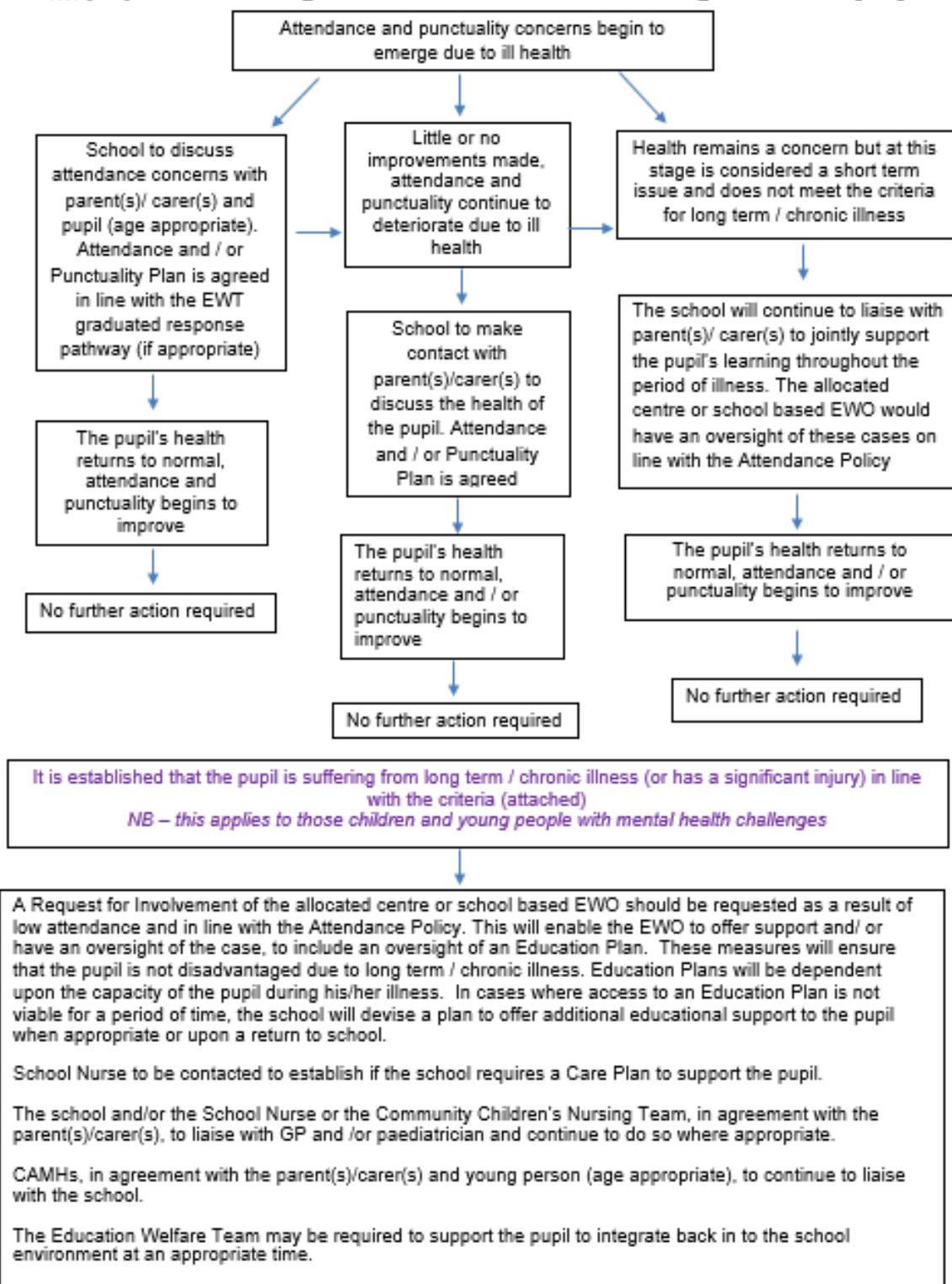
Parent does not wish to sign the RFI form **Reason given for not signing the RFI**

.....

Appropriate paper work attached supporting this RFI	Please Tick:
Attendance / Punctuality / Welfare forms signed and dated	
Letters to parents	
Minutes/notes of conversations with Parent(s)/Carer(s)	



Education Department Graduated Response to pupils with long term/ chronic illness or significant injury



Definitions for the purpose of schools

Chronic Illness / Long Term Illness

A chronic / long term illness can be defined as a long lasting and/or reoccurring illness or condition which is impacting significantly on a child or young person's school attendance. The illness/condition should be professionally diagnosed by a paediatrician, CAMHS or other appropriate health care professional.

When a child or young person is thought to be suffering with a chronic / long term illness, it would be expected that education and care plans are put in place at school. These measures will take into consideration the health needs of the child or young person, as well as their learning needs which may be impacted upon because of a high level of absenteeism due to their illness/condition.

Serious Injury

Where a child or young person who has had a serious injury which has required regular absences or a sustained period of time off school, he/she will also be considered under the chronic illness /long term illness criteria.

Questions to ask when confirming a child or young person meets the Chronic Illness or Long Term Illness criteria

- Has the illness/condition been diagnosed by an appropriate health professional (in the majority of cases a paediatrician or mental health practitioner would be considered appropriate). A serious injury may not require a formal diagnosis depending on individual circumstances.
- Is there a formal education and health care plan in place?
- If an education plan is not immediately viable, has a plan been put in place to support the pupil at a later date to prevent absenteeism impacting on his or her learning needs?
- Is the centre or school based EWO involved and/or has an oversight of the case?
- Where appropriate, has a back-to-school plan been put in place?

Examples of long term or chronic illness

- Life limiting illnesses
- Juvenile arthritis
- Disabilities (complex needs)
- Crohn's disease
- Mental health challenges – supported by CAMHS
- Chronic skin conditions

Leave in Term Time Guidance for Head teachers

The following is to support Head teachers when considering requests for authorised leave.

Whilst each case is unique, this guidance strives for consistency for schools and families across the Island.

It starts from the premise that **every day counts** and that permission is only authorised in Exceptional Circumstances. Furthermore, leave is not granted as a reward for good attendance.

Examples of Exceptional Circumstances for Holidays:

- No alternative to flights (e.g. Tuesday flight to/from Madeira);
- Changes to flight/ferry time (parents must provide original ticket information);
- Significant family event (e.g. wedding, graduation, christening, significant birthday of a member of the family);
- Inflexible work patterns of parents;
- Research for family re-location.

Examples of Exceptional Circumstances for Non-Holiday Leave:

- Island or Club Representative (with evidence);
- Family crisis (e.g. funeral, illness);
- Off-Island medical appointment (with evidence).

Examples of Rejected Requests for Leave:

- Concerts/shows/'treats';
- Cheap Travel;
- Convenience.

Codes and Definitions for school absence

Code	What it means	When do we use it?	Statistical absence
/\	In attendance	When a child has arrived in school and is punctual.	
B	Educated off site	When a registered pupil on roll is currently being educated off-site in a supervised activity approved by the school. Eg: <ul style="list-style-type: none"> • attending taster days at other schools • pupils attending another school as 'guest pupils' • pupils attending vocational courses at college • pupils attending alternative provision arranged and or agreed by the school • pupils undertaking work experience as part of an alternative curriculum supervised and arranged by the school • pupils attending educational support programmes such as speech and language, outdoor learning, outreach etc 	no
C	Other Authorised Circumstances	When absences are deemed to be one off, unavoidable and/or where there are exceptional circumstances. Eg: <ul style="list-style-type: none"> • Family Crisis • Bereavement and/or attending a funeral • Visiting a parent in prison • Unexpected delays with (off island) travel (providing parents have contacted the school) • Parent being unwell. Whilst it may be unavoidable for a child to remain off school on the first day of a sudden parental illness, it would be expected the parent to make the necessary arrangements for subsequent days. If a child was to remain off longer than one day then further days should be recorded as unauthorised. 	yes
D	Dual Registration	When a pupil is dually registered at two schools. The school where the child is expected to attend is responsible for accurately recording the pupil's attendance and chasing up non-attendance. <i>Schools should ensure that they have in place arrangements whereby the school where the pupil is scheduled to be can notify the "other" school of any absences by individual pupils so that both schools can record the pupil absence using the relevant absence code.</i>	no

E	Exclusion	When a child has been formally excluded from the school for an agreed and fixed amount of time and where the department has been notified through the proper paperwork for the exclusion.	yes
G	Unauthorised Leave / Holiday	When a family has gone on holiday or taken leave which has not been authorised by the head teacher, or where a family has failed to return on the date expected back following an authorised holiday/leave.	yes
H	Authorised Holiday / Leave	When the parents have requested permission to take their child out of school in advance and the head teacher has authorised the absence.	yes
I	Illness	When a child is unable to attend school due to a physical or mental illness. This code should also be used for periods of hospitalisation.	yes
L	Late	When a child arrives after the agreed start time but not more than 30 minutes after the close of registration period. There may be some cases where discretion may be made such as unexpected extreme weather which impacts on the whole school. Discretion may also be used in individual cases where there are exceptional circumstances. These should be agreed in advance by the school with the parent.	no
M	Medical appointments	Where a child has attended a medical appointment (out of school) for the whole session. Discretion can be used if the child has only missed part of the session and advance notice was given to the school. Medical appointment would include: <ul style="list-style-type: none"> • GP • Dentist • Hospital appointments (not stays) • Off island medical appointments • CAMHS 	yes
N	No Reason (unauthorised)	An N would be recorded if the reason for absence is unknown. <i>An N should not be left showing on a pupil's record indefinitely and should be changed once the reason for the absence is known.</i>	yes

O	Unauthorised absence	Where the absence is deemed not appropriate and/or there is no reasonable explanation as to why the child is not in school.	yes
P	Approved sporting activity	When a child is absent for the <u>whole session</u> because they are participating in an activity supervised by a person authorised by the school. The pupil must be taking part in the activity.	no
R	Religious Observance	Where the child is attending or taking part in an event set aside exclusively for religious observance by the religious body to which the parents/child belongs. This would include religious festivals. Additional holidays and days off linked to the religious festival but not “exclusively set aside for religious observance” by the religious body should not be recorded using code R.	yes
S	Study Leave	Study leave should be used only for Year 11 pupils during mock and public examinations	yes
T	Traveller Absence	UK based for children of traveller families. There should be no use of the code T in Jersey	n/a
U	Late 30 minutes or more after the close of registration	Children who arrive late 30 minutes or more after the close of registration where the reason for the lateness is not deemed acceptable. Eg: <ul style="list-style-type: none"> • Over sleeping • School refusal • Shopping • Haircut • Uniforms not dry • Car repeatedly breaking down. (Whilst a one off unavoidable break down may be seen as a ‘crisis’, cars that break down on a regular basis should not be seen in the same way. <p>School may use discretion and mark children as present on arrival where there is one off, unavoidable and/or exceptional circumstances and parents have contacted the school.</p>	yes
V	Educational Visit or Trip	Where a child is on a school organised trip or visit including residential trips (on and off island).	no

		<p>This can also be where a student is attending an event arranged by other (official) organisations, provided they are supervised.</p> <ul style="list-style-type: none"> • Representing the island or a club in a sporting event • Eisteddfod • Choir or music performance/event • Acting or drama performance/event <p>This would not include time off for practise or going to watch/support events.</p>	
W	Work experience	Where a child is attending a work experience placement arranged by someone other than the school, but approved by the school such as Project Trident / Princes Trust	no