



School Attendance Policy for Pupils of Compulsory School Age

Document Purpose	To identify statutory processes and procedures relating to school attendance, punctuality and the educational welfare of all pupils of compulsory school age.
Author	Education Welfare Manager
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Target Audience	All CYPES staff and departments including Government of Jersey Schools; grant funded schools; and non-provided schools; parents and carers.
Circulation List	All CYPES staff and departments
Description	This policy sets out the processes and procedures that must be implemented to enable pupils to benefit from the educational opportunities available and to support families to fulfil their statutory obligations.
This policy should be read in conjunction with:	Education (Jersey) Law 1999 Children and Young Peoples (Jersey) Law 2022 Children and Young People Jersey Law 2022 Statutory Guidance (gov.je) Part-time Timetable Policy Positive Behaviour and Exclusions Policy Elective Home Education Policy Jersey and the UNCRC Inclusive Charter
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1. Overview

The purpose of this Attendance Policy is to establish universal principles, processes and procedures relating to school attendance, punctuality and the educational welfare of all pupils of compulsory school age.

The Department for Children, Young People Education and Skills (CYPES) is working with schools and other agencies in Jersey to improve attendance. Improving attendance is a shared responsibility. The foundation of good attendance is a calm, orderly, safe, and supportive school where all pupils want to learn.

The policy sets out the arrangements that must be implemented to enable pupils to benefit from the educational opportunities available and to support families to fulfil their statutory obligations. It upholds the principle that children attend school regularly, or an alternative approved education provider, from the term in which the child turns 5 years of age, and until 30th June of the academic year in which they turn 16, as stated in the [Education Law \(Jersey\) 1999, article 12, para 1](#):

12 Duty of parent of child of compulsory school age

- (1) *A parent of a child of compulsory school age shall ensure that the child receives 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 a school at which the child is a pupil or otherwise, in accordance with Article 13.*

2. Scope

The School Attendance Policy for Pupils of Compulsory School Age applies to all pupils of compulsory school age, (5 to 16 years) and is to be followed by schools, alternative approved education providers, families and CYPES.

3. United Nations Conventions on the Rights of the Child (UNCRC), Jersey's Children First Practice Framework and Jersey Inclusive Education Principles

This policy is written in line with the UNCRC, particularly supporting the underlying principles of articles 2, 3, 6 and 12. In addition to these articles, 28 and 29 are prevalent in supporting the education of children.

CYPES is committed to support children's rights in all schools and settings across Jersey. A link to the UNCRC can be found here [Jersey and the UNCRC \(gov.je\)](#).

The policy in line with the [Jersey's Children First](#) practice framework sets out how agencies should work together to ensure children, young people and their families can access the right help at the right time from the right services. At the heart of Jersey's Children First is a commitment to early intervention and prevention for children which, when a multi-agency approach is needed, is coordinated around children and families with a single integrated wellbeing plan.

The policy additionally adheres to the 7 principles agreed in [Building an Inclusive Education and Early Years system in Jersey \(gov.je\)](#).

4. Responsibilities and distribution

4.1 Headteachers and the Department for Children, Young People, Education and Skills (CYPES)

Headteachers must ensure that all staff tasked with mandatory recording of pupils' attendance are made aware of the requirement placed upon them regarding these procedures.

Headteachers should encourage all staff to maximise pupil attendance and work proactively to that end.

This must include:

- registers are taken twice daily, for am and pm sessions and are accurate and up to date
- regular audits of school registers to identify any pupils with attendance or punctuality concerns and liaise with their named Education Welfare Officer.

The Education Welfare Team (EWT) manages attendance processes and procedures for CYPES, on behalf of the Government of Jersey. The team provide all schools, and elective home educated (EHE) children, with a visiting and consultation service, delivered by a named Centrally Based Education Welfare Officer (CBEWO) in primary schools and a School Based Education Welfare Officer (SBEWO) in secondary schools.

The function of the EWT is to improve attendance and reduce persistent absences in all schools and educational settings. The team achieves this function through:

- Education welfare support
- transition monitoring and support
- support for families requiring Early Help
- links with appropriate services and agencies providing education, health, and social care services for individuals with additional or specific needs
- termly Attendance meeting in schools
- referrals to Attendance Panel, Panel A and Panel B (refer to section 8).

4.2 Parents / Carers

Parents are required by law [Education \(Jersey\) Law 1999 \(jerseylaw.je\)](http://jerseylaw.je), 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 by arranging an alternative to school in line with the [CYPES Elective Home Education Policy](#).

These responsibilities extend beyond ensuring regular attendance and punctuality. The law requires parents to make certain that each child arrives at school on time, dressed in line with the school's dress code or agreed alternative, with the correct equipment and prepared for learning.

Parents can support their child by keeping requests for absence to a minimum. It should not be assumed that schools will agree to absence requests and unjustified absences from school should not 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 keeping the school updated on subsequent days.

Parents should avoid taking their child out of school during term time. It is at the discretion of the Headteacher to grant leave in exceptional cases.

5. School Attendance Policy/Standards

Schools should develop and annually review their attendance policies in line with this CYPES Attendance Policy.

The policy must foster a school culture where high priority is given to promoting and monitoring attendance and punctuality. It should also outline steps to recognise school-based causes of poor attendance such as bullying, discrimination and address these through the curriculum.

In order to achieve this the policy should:

- identify the named senior leader with overall responsibility for attendance
- give clear guidance for staff on the process of registration, including the appropriate categorisation of absence and describe strategies to deal with absenteeism, lateness
- comply with statutory requirements, including registration practices and the procedures for monitoring of post registration truancy
- outline the school's attendance incentive strategies as well as systems for support, consequences and sanctions
- ensure appropriate information is communicated to parents and pupils in an accessible format
- share clear guidelines about how the school collates and uses attendance data effectively
- recognise the importance of early intervention, including first day response or contact with parents
- raise awareness of critical times e.g. Key Stage 2, 3 and 4 transitions
- ensure procedures are in place for identifying and reintegrating longer term absentees
- make sure the Graduated Approach is followed by the school before referring to the Education Welfare Officer ([see Appendix 1](#))
- promote regular communication with parents to stress the importance of continuity of learning, particularly in relation to family holidays during term time
- describe the level of involvement of Governors (where applicable)
- ensure pupils are supported in planning for post-16 options during Years 10 and 11 and processes are in place to identify those at risk of becoming NEET (Not in Education, Employment or Training) with plans to prevent this.

6. Attendance Procedures and Recording Attendance and Punctuality

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

Registers

Attendance registers are legal documents, and particular attention should be paid to accuracy and to timeliness.

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:

- Code: / or \ (Present on-site)
- Code: B (engaged in approved educational activity off-site),
- Code: absent (with the appropriate code)

For the codes used, specify the reason for absence, or the nature of the offsite education, its location, ([see Appendix 2](#)).

In the case of an emergency evacuation, school policies must contain processes to enable staff to account for all pupils on the premises. Headteachers 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 on the school's electronic data base. In the event of any absences, the school should make first day contact with parents to ascertain the reason for any absences/lateness.

(N) would be recorded if the reason for absence is unknown. Every effort should be made to establish the reason for a pupil's absence. When the reason for the absence has been established the register should be amended. This code should not be left on a pupils' attendance record indefinitely: if no appropriate reason for absence is provided after a reasonable time it should be replaced with Code O (unauthorised absence). **If no contact is made with the child's family, the Education Welfare Team should be informed as a matter of priority**, and a home visit can be arranged.

Punctuality

Schools should actively discourage late arrivals due to the disruption this causes. 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)
- pupils who arrive 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 30 minutes late because of a medical appointment can be marked as present. The school must have prior notification of such appointment and be recorded in SIMS.
- pupils arriving late must sign in at the school office, recording the reason and time of arrival. The register must be updated with the appropriate code once the pupil has arrived.

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 can then be recorded as unauthorised and, in the cases of late arrivals, the appropriate code will be applied.

Study Leave

Schools must record study leave as authorised absence. Study leave should not be granted by default once tuition of the exam syllabus is complete. Study leave should be used sparingly and only granted to Year 11 pupils during public examinations. Regard should be paid to the individual pupil's ability to manage and benefit from study leave and provision should still be

made available for those pupils who want to continue to come into school to revise. 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.

Leave during term time

The Minister does not support leave during term time, however, in exceptional circumstances, headteachers have the discretionary power to grant leave in accordance with this policy. It starts from the premise that **everyday counts**, and that permission is only authorised in exceptional circumstances. Furthermore, leave must not be granted as a reward for good attendance.

Each case should be considered carefully considering:

- the amount of time requested
- any known safeguarding concerns
- the age of the pupil
- the time of year and resulting impact on education
- the nature and purpose of the trip
- family circumstances
- attendance pattern of the pupil
- previous requests.

Where siblings are concerned, schools should liaise with each other in reference to this policy prior to any decision being made to ensure consistency.

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

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

Parents should be informed when a holiday request has not been authorised and the reason given. If further 'unauthorised' holidays are then taken, the Education Welfare Team manager should be informed so that further action can be taken, including consideration of legal intervention.

Parents who wish to take their child out of school for longer than 6-weeks (30 consecutive school days) need to be aware that their child can lose their place at the school. If so, parents would then have to re-apply for their school placement on their return and by then the school may not have a place to offer. Should a child go off roll and not be re-registered, CYPES are likely to consider the child 'missing from education'.

A child being taken out of school for an extended period of travel (more than 30 consecutive school days) must apply for their child to be '[Elective Home Education](#)' and may lose their place on roll.

Some specific situations may be acceptable, and the child will remain registered at the school. For example, a family returning to a home country for longer than 30 consecutive school days for medical treatment.

It should not be considered that a pupil has the automatic right to return to the school they have left. If this school is full upon the pupil's return to the island, CYPES will support parents to enrol their child in another school.

Extended medical absence

Long-term / chronic illness or mental health concerns

Long-term/ chronic illness can be defined as a long lasting and/or reoccurring illness or condition which is impacting significantly on a pupil's school attendance. The illness/condition should be professionally diagnosed by an appropriate medical professional for example a paediatrician or Child and Adolescent Mental Health Services (CAMHS). ([see Appendix 3](#)).

When a child or young person is suffering with a chronic or long-term illness, a Medical/Care Plan ([see Appendix 4](#)) should be developed by school, supported by a medical professional and copied to the Educational Welfare Officer. These measures will take into consideration the health needs of the pupil, as well as their learning needs which may be impacted upon due to the high level of absenteeism they may experience and should specify ongoing contacts and comments between school and families / carers.

Questions to ask/consider 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 most cases a paediatrician or mental health practitioner would be considered appropriate
- a serious injury may not require a formal diagnosis depending on the individual.

Examples of long-term or chronic illness

- life limiting illnesses
- juvenile arthritis
- disabilities (complex needs)
- Crohn's disease
- mental health challenges – supported by Child and Adolescent Mental Health Services (CAMHS)
- chronic skin conditions.

Serious injury

If a child has a serious injury, which has required regular absences or a sustained period of time off school, this is also considered under the long-term illness pathway ([see Appendix 3](#)).

In all cases of chronic/long term illness or significant injury, the Education Welfare Officer must be involved, maintaining an overview of the pupil's case to ensure that their education is not disadvantaged.

Recording a pupil as educated off the school site

A pupil receiving temporary education or training away from the school site but retained on the school register, should be marked as B 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 and update it with the appropriate code.

A pupil that is temporarily placed on an agreed part-time timetable by the school and parents / carers, must be marked in the register as code C2 when they are not expected to attend. C2 is an authorised absence code specifically for part-time timetables. More information can be found in the [Part-time timetables for pupils of compulsory school age Policy](#).

Pupils on work experience will be marked as (W) in the register.

For those pupils that are of compulsory school age and registered at a secondary school, and attend planned sessions at Highlands College, arrangements will be made between the school and the college regarding registering each session. This will also include maintaining records of attendance and notifying the school of all absences. Highlands College will send details of absentees to schools within an agreed period from the start of class.

Recording a pupil attending an alternative school / setting for an agreed period of time

Where a pupil is attending an alternative school setting for an agreed period of time, as part of the dual registration process, the alternative school should register daily attendance for that pupil and the enrolment code used should be (M) (Main – Dual Registration).

The original school should record attendance code (D) (Dual Registration), and the enrolment code used should be (S) (Subsidiary – Dual Registration). Should the pupil return or not return to the original school they should be marked as on roll or left, and the enrolment code should revert back to (C) (Single Registration).

Transfers

Where pupils 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.

Please refer to [Applying for a school](#) and Children and Families Hub for more information.

7. Response to absences, lateness and welfare concerns

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%.

If parents have not contacted their child's school to report an absence and school is unable to make, contact with parents an Education Welfare Officer will be available to complete a home visit. If concerns begin to emerge, it is the responsibility of the school to raise these with the parents and pupils (age appropriate) in the first instance.

- If attendance is between 86 - 90 % - an attendance plan / review should be implemented
- If attendance drops below 85% a request for involvement (RFI) should be implemented with agencies and parents

([See Appendix 1](#)) - Graduated approach for the involvement of the Education Welfare Team.

Schools should make every effort to engage with parents and where appropriate, introduce an Attendance Plan, [see Appendix 7](#) for template or consider requesting an Early Help wellbeing assessment. Review dates should be agreed with a view to improvements being made. If concerns continue the Attendance Plan should be reviewed with a referral to EWT.

Referral to Education Welfare Team (EWT)

Where there are no significant improvements, schools must engage with parents to inform them of the involvement of the Education Welfare Team. A request for involvement (RFI) form will then be completed ([see Appendix 8](#)).

RFI forms must be completed by the school, and parents provided with an opportunity to sign their agreement (consent) to the referral. Should a parent not sign the RFI, the reason will be recorded on the form. The information on the form will be used to determine whether a case will be opened by the Education Welfare Team. It also provides the Education Welfare Team with a mandate to keep records and information such as chronologies on pupils and families.

Wellbeing and Welfare concerns

In cases where the wellbeing or welfare of the pupil is a concern, schools should make every effort to engage with parents with a view to the situation improving. If attendance does not improve, schools should consider completing an Early Help wellbeing assessment, [Jersey's Children First in practice](#) provides information on this, consider involvement of other relevant professionals and when indicated, arrange a team around the child (TAC) meeting. If health, development or safeguarding needs are evident, schools should make a referral to the [Children and Families Hub \(gov.je\)](#).

Children In Care (CIC)

Each school is responsible for supporting, monitoring and raising concerns in relation to attendance and/or punctuality and welfare for 'Children In Care'. The Education Welfare Team are tasked with supporting schools by consistently raising Children In Care during school consultation meetings, including termly multi agency meetings. Attendance and punctuality data facts will be collated at the end of each academic year by the CYPES Informatics team.

Children in Care are children who are brought into the care of the minister under either article 17 (voluntary care) or Article 42 (emergency protection order). More detail for these can be found in the [Children \(Jersey\) Law 2002](#).

Children Missing from Education (CME)

When children and young people go missing from education, for whatever reason, steps should be taken by schools and CYPES to identify and locate them by working collaboratively with other authorities and jurisdictions. A pathway is attached to this Policy ([see Appendix 5 – Children Missing in Education](#)) to ensure that all children and young people are identified quickly to ensure a swift and effective response. Additionally, this pathway will support schools in taking a consistent approach in the management and sharing of information in relation to children and young people who leave their school and /or the island with or without notification.

8. Attendance Panel

The decision to progress concerns about a child's attendance or punctuality to a panel meeting is made by the EWT Manager/SBEWO Manager and would typically include evidence of persistent and long-term concerns in attendance and/or punctuality despite:

- school-led intervention, including completion of an early help wellbeing assessment when parents have consented to early help,
- direct involvement from the CBEWO / SBEWOs as evidenced by relevant documents (e.g. attendance plan, early help wellbeing plan),
- appropriate involvement of other agencies, with a team around the child formed and an early help wellbeing plan being reviewed if parents have consented to early help

When making a referral to the Attendance Panel ([see appendix 5](#) for Attendance Panel Terms of Reference) schools must ensure all appropriate information and records are available to the Education Welfare Officer as part of a schools' request for their involvement. This should include:

- Attendance Plans
- other evidence of relevant school-led intervention
- minutes from meetings with parents and pupils and other correspondence from school to parents
- a pupil file to record Education Welfare Officer intervention, ensuring regular case work supervision is provided to the SBEWOs.

The Attendance Panel addresses persistent concerns around school attendance and punctuality. Panel meetings represent a platform for professionals to meet with parents and pupils (age appropriate), to receive and review reports from the EWT, schools and other services and to consider and agree suitable next steps to achieve improvements.

There are two different Attendance Panels, A and B. For both panels, parents are invited to submit their own information either verbally or in writing and, in conjunction with the pupil (age appropriate), are encouraged to contribute to any discussions. Should the parents not attend, the meeting will proceed, and a decision made in their absence.

Attendance Panel A is a supportive forum where parents are engaging with services.

Panel A consists of representatives from Education, Health, the Children and Families Hub Service and Children's Social Care. This panel primarily considers children with persistent and long-term concerns in the area of attendance and/or punctuality where improvements are not being made.

Possible outcomes of the Attendance Panel A include:

- a period of review for parents and pupil to evidence significant improvements. This will sit within an Attendance Plan, an early help wellbeing plan or a children's social care wellbeing plan and may include the involvement of further professionals recommended by the panel if not already considered
- support request made for the involvement of other agencies to meet identified needs
- a submission to the Children and Families Hub if, in line with the [Continuum of Children's Needs Guidance \(safeguarding.ie\)](#), the child is presenting with health or development needs or safeguarding needs
- a place at Le Passarelle School is considered.

Attendance Panel B is for children with persistent and long-term concerns in the area of attendance and/or punctuality that might require a more immediate legal route.

Cases for Panel B would include a family showing non-engagement with services or repeated unauthorised holidays. This panel consists of the EWT Manager and a Centenier from the parish the school is situated in.

Possible outcomes of the Attendance Panel B include the options listed above for Panel A plus:

- a referral to the Parish Hall with a view to a deferred decision or caution,
- 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).

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

Appendices

Appendix 1 – Graduated Approach

Appendix 2 – Attendance codes and enrolment codes for schools and colleges

Appendix 3 - Long term / chronic illness or significant Injury

Appendix 4 - Medical / care plan for pupils on long term absence

Appendix 5 - Attendance panels - Terms of Reference

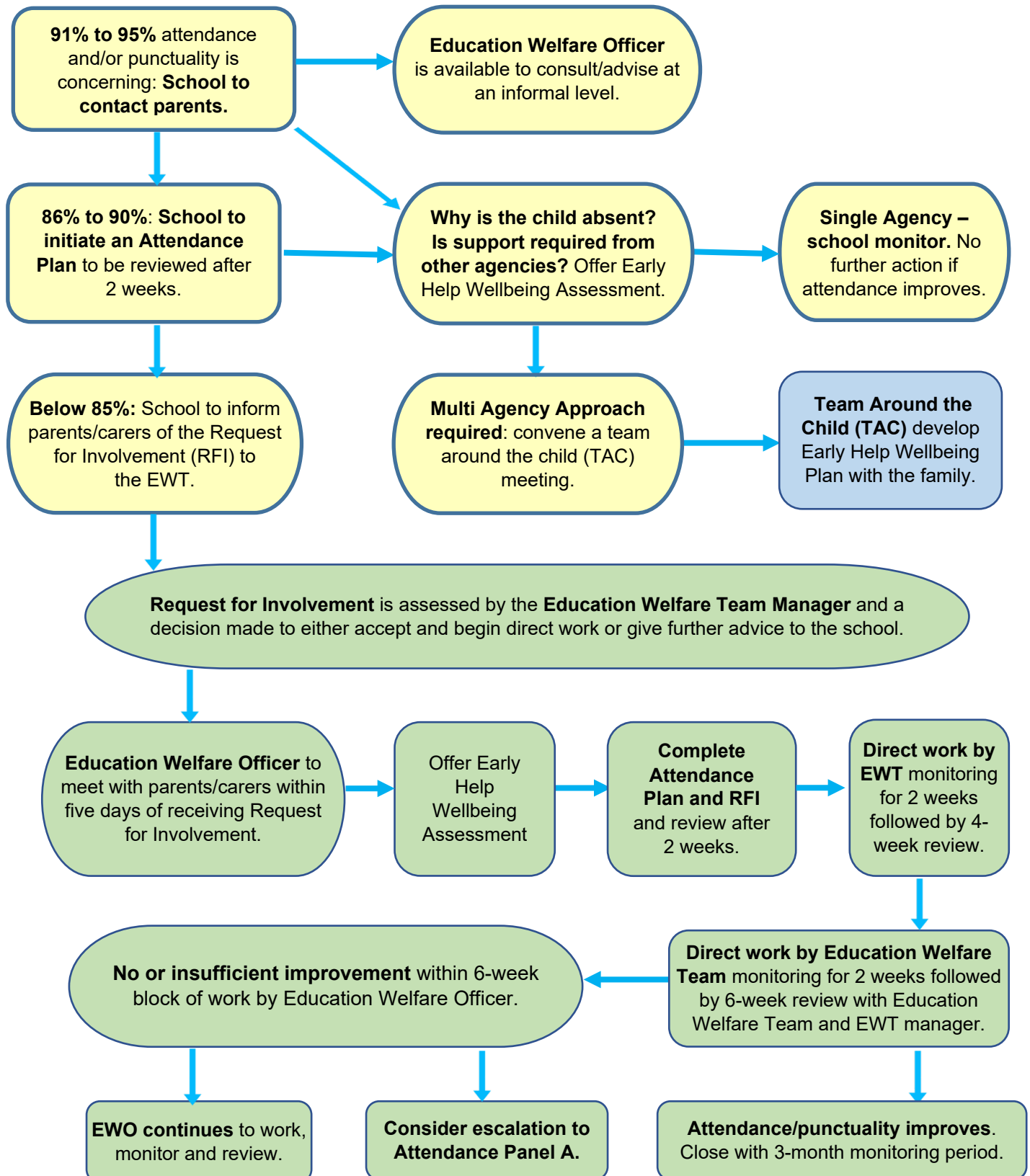
Appendix 6 – Children missing from education

Appendix 7 - Attendance / punctuality / welfare & review plan

Appendix 8 – Request for Involvement (RFI) with Education Welfare Team



Appendix 1 – Graduated Approach (prior to and including involvement of the Education Welfare Team)





Appendix 2 – Attendance codes for schools - AM and PM

Group	As entered by the school	Meaning	Attendance comments / tips	Comments
Present	/	Present (AM)		Records with these codes ARE counted in overall percentage totals
Present	\	Present (PM)		
Present	B	Approved educational activity as pupil being educated off site (not dual registration) E.g. <ul style="list-style-type: none"> attending taster days at other schools pupils attending another school as 'guest pupil' 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. 	<i>For safeguarding purposes please add a comment of where the Pupil/Student is being educated.</i>	
Present	L	Late (before registers closed) marked as present		
Present	P	Approved education activity as pupil is participating in an approved supervised sporting activity.		
Present	V	Approved educational activity as pupil is at an organised educational visit or trip.		
Present	W	Approved educational activity as pupil is attending work experience.	<i>i.e. Trident.</i>	

Authorised Absence	C	<p>When absences are deemed to be one off, unavoidable and/or where there are exceptional circumstances. (Please enter a reason for using this code in SIMS)</p> <p>E.g.:</p> <ul style="list-style-type: none"> • Family Crisis • Bereavement and/or attending a funeral • 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 • Visiting a parent in prison 	<p><i>Attendance Code "C" should always have a reason for authorised absence, this can be entered on the first session with this code, if the pupil is off for another consecutive week please add a comment to the Monday morning AM session so it can be identified the pupil is off for the same reason.</i></p>	
Authorised Absence	C1	Leave of absence - regarding performance or employment abroad	<i>New</i>	
Authorised Absence	C2	Leave of absence - Part-Time Timetable	<i>New - This code is to be used when the Pupil/Student is not required in school according to an agreed plan.</i>	
Authorised Absence	E	Exclusion - when a pupil 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. The authorised absence of the excluded pupil is still on the admission register with no alternative provision made.	<i>Please remember to enter the exclusion details within the Exclusions section of SIMS, the exclusion and attendance time frame should match <u>exactly</u>.</i>	
Authorised Absence	H	Authorised absence due to authorised family holiday, when the parents have requested permission to take their child out of school in advance and the Head teacher has authorised the absence.		
Authorised Absence	I	<p>Authorised absence due to Illness (NOT medical or dental appointments etc).</p> <p>When a pupil is unable to attend school due to a physical or mental illness. This code should also be used for periods of hospitalisation.</p>	<i>This code is also to be used for confirmed cases of Covid or symptoms of Covid. (if confirmed as Covid, please add comment "Confirmed Covid" in the comments).</i>	

			<i>Additionally, it is not necessary to use the I01 illness code so you can revert to just the "I" code, the I01 code was introduced during Covid to Identify an Illness and this no longer applies.</i>	
Authorised Absence	J1	Approved educational activity as pupil is attending interview with prospective employer or another educational establishment.	<i>New replacing J</i>	
Authorised Absence	M	<p>Authorised absence due to medical / dental appointments. Where a pupil has attended a medical appointment (out of school) for the whole session. Discretion can be used if the pupil has only missed part of the session and advance notice was given to the school.</p> <p>Medical appointment would include:</p> <ul style="list-style-type: none"> • GP • Dentist • Hospital appointments (not stays) • Off island medical appointments • Children and Adolescent Mental Health Service (CAMHS) 	<i>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.</i>	
Authorised Absence	R	Authorised absence due to religious observance. Where the pupil 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.		
Authorised Absence	S	Authorised absence due to study leave during mock and public examinations.	<i>This code should be used for key stages 4 & 5 <u>only</u>.</i>	
Authorised Absence	T	UK based for children of traveller families.	<i>There should be no use of the code T in Jersey.</i>	
Unauthorised Absence	G	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.		
Unauthorised Absence	N	<p>Unauthorised absence as pupil missed session/s for a reason that has not yet been provided.</p> <p>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.</p>	<i>This code should only be used temporarily until the true reason has been provided, so please make regular checks of your records and have SIMS updated with the correct valid attendance code.</i>	

Unauthorised Absence	O	Unauthorised absence as the school is not satisfied with the reason given for the absence, has not authorised the absence and it is not covered by any other code / description (Please enter a reason for using this code in SIMS).	<i>Attendance Code 'O' should always have a reason for unauthorised absence, this can be entered on the first session with this code, if the pupil is off for another consecutive week please add a comment to the Monday morning AM session so it can be identified that they are off for the same reason.</i>	
Unauthorised Absence	U	<p>Unauthorised absence as pupil arrived after registration closed. Pupils who arrive late 30 minutes or more after the close of registration where the reason for the lateness is not deemed acceptable. E.G.</p> <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 pupils as present on arrival where there is one off, unavoidable and/or exceptional circumstances and parents have contacted the school.</p>		
Exclude	#	Planned whole or partial school closure - not counted in possible attendances		Records with these codes are NOT counted in
Exclude	D	<p>Dual registered (at another establishment) - not counted in possible attendance</p> <p>Where a pupil is attending an alternative school setting for an agreed period of time, as part of a dual registration process, the receiving school should register daily attendance for that pupil and the enrolment code used should be (M) (Main – Dual Registration).</p> <p>The school of origin should record attendance code (D) (Dual registration) and the enrolment code used should be (S)</p>		

		(Subsidiary - Dual Registration). Should the pupil return or not return to the school of origin they should be marked as on roll or left, and the enrolment code should revert back to (C) (Single Registration).		overall percentage totals
Exclude	X	Non-compulsory school age absence - not counted in possible attendances		
Exclude	Y1	Unable to attend - normal transport not available		
Exclude	Y2	Unable to attend - widespread travel disruption		
Exclude	Y3	Unable to attend - unavoidable partial closure		
Exclude	Y4	Unable to attend - unavoidable full closure	<i>This code should be used for exceptional circumstances i.e., Strike action or adverse weather conditions</i>	
Exclude	Y5	Unable to attend - criminal justice detention		
Exclude	Y6	Unable to attend - public health Guidance/Law		
Exclude	Y7	Unable to attend - unavoidable other than Y1-Y6		
Exclude	Z	Pupil not yet on roll - not counted in possible attendances		
Not recorded	-	Not recorded (No Pupil/Student should have missing marks)	-	



Appendix 2 continued - Enrolment codes

Alternative educational provisions

A pupil receiving part time/temporary education or training away from the school site but retained on the school register, should be marked as (B) in the register and the enrolment code used should be (C) (Single Registration). 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 and update it with the appropriate code. Pupils who are receiving all their education in a separate provision to that of an education setting must be marked as 'left' on the register.

Managed moves

Where a pupil is attending an alternative school setting for an agreed period of time, as part of a managed move process, both schools should use enrolment code (C) (Single Registration). The receiving school should register daily attendance for that pupil and the school of origin should record attendance code (D) (Dual registration) adding comments in the AM session '**Managed Move from (please enter the) sending school & receiving school**' names. Should the pupil return or not return to the school of origin they should be marked as on roll or left.

Dual registration

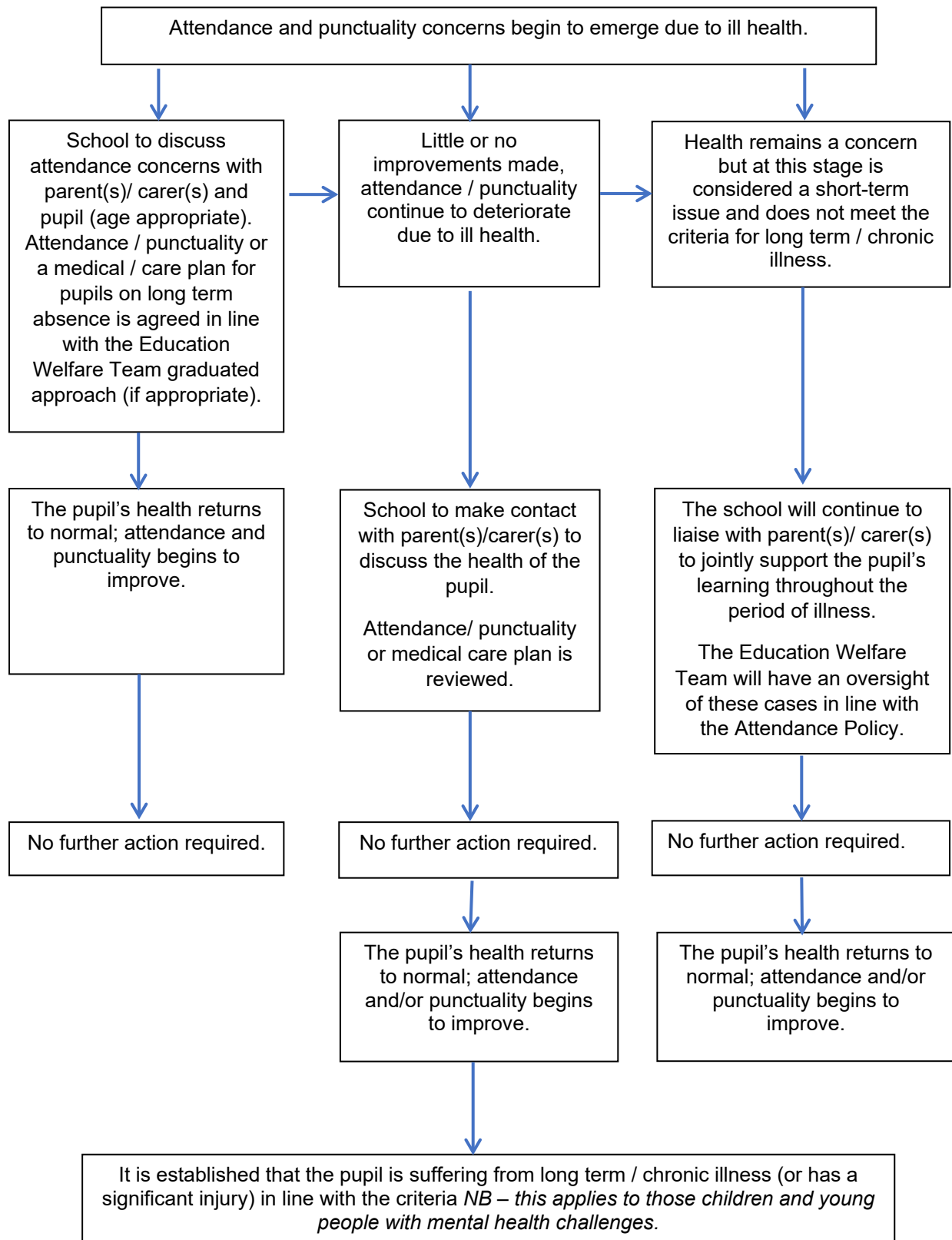
Where a pupil is attending an alternative school setting for an agreed period of time, as part of a dual registration process, the receiving school should register daily attendance for that pupil and the enrolment code used should be (M) (Main – Dual Registration). The school of origin should record attendance code (D) (Dual registration) and the enrolment code used should be (S) (Subsidiary - Dual Registration). Should the pupil return or not return to the school of origin they should be marked as on roll or left, and the enrolment code should revert back to (C) (Single Registration).

Guest pupils

Where a pupil is attending part time/temporary education at an alternative school setting, as a guest pupil, the school of origin should use enrolment code (C) (Single Registration) and the receiving school should use enrolment code (G) (Guest pupil). The supervising member of staff responsible for these students at the original school must check that the student is at the appropriate place of instruction prior to completing the register and update it with the appropriate code.



Appendix 3 - Long term / chronic illness or significant Injury





Appendix 4 - Medical / care plan for pupils on long term absence

This form is to be completed by the pupil's school, supported by a medical professional and a copied to the Educational Welfare Officer.

Adapt this form as appropriate for the pupil

Pupil Details

Pupil name	
Name of school/setting	
Year Group/class/form	
Medical diagnosis or condition	
Start date of absence	
Estimated time absent from school/setting	
Agreed point of school contact for pupil	
Agreed type of contact phone/email/other	
Specific support for the pupil's educational, social and emotional needs	

School / Setting Contact Information

Main school contact e.g. Form Tutor, Head of Year, Class Teacher, SLT	
Contact number / email	
Alternative school contact e.g. Form Tutor, Head of Year, Class Teacher, SLT	
Contact number / email	
Agreed support (online, phone, by mail etc)	
Agreed frequency of check in (daily, weekly, fortnightly etc)	
Agreed review dates	
Adaptive requirements	
Part-time Timetable agreed & details (if applicable)	

Family /Carer Contact Information

Name	
Relationship to child	
Phone (mobile / home)	
Phone (work)	
Email	
Name	
Relationship to child	
Phone no. (mobile / home)	
Phone (work)	
Email	
Agreed point of school contact with parent / carer	
Agreed contact frequency	

Clinic/Hospital Contact

Name	
Phone number	

G.P.

Name	
Phone no.	

Record of contacts

Date	School Contact	Pupil / Parent / Carer	Summary
01/01/25	Form Tutor	Parent	Pupil in ICU no work set – weekly contact agreed



Appendix 5 - Attendance panels - Terms of Reference

1. Two Panels

- Panel A - Primary and Secondary School meeting half termly
- Panel B - Primary and Secondary School meeting when required

2. Referral to Attendance Panel

The decision to progress a case to a Panel meeting would typically include evidence of the following:

Panel A

Panel A is designed to support 'stuck' cases in which relevant work has been completed by school and EWO, there is engagement from parents and support from professional agencies, but attendance is not improving. Evidence to consider by the panel is likely to include:

- Persistent and long-term concerns resulting in attendance reducing to 70%.
- Persistent and long-term concerns around punctuality; more than once a week or 10 times in a term.
- The chronology and impact of school-led interventions.
- Direct involvement from Central Based or School Based EWO as evidenced by relevant documents (e.g. attendance plans).
- Appropriate involvement of professional agencies and consideration of the need for a specialist placement.

Panel B

Panel B is designed to initiate taking a case along a legal route due to:

- Parental non-engagement with school, EWT or other agencies.
- Repeated re-referrals to EWT.

Resulting in:

- Persistent and long-term concerns resulting in continued non-attendance.
- Persistent and long-term concerns around punctuality; more than once a week or 10 times in a term.

A case may also be brought to Panel B for:

- Repeated unauthorised holidays during term time.
- Failure to improve attendance after involvement of Panel A.

3. Membership

Members of the Attendance Panel will include:

- Chair – the Team Manager for the Education Welfare Team
- Independent professionals (e.g. Social Worker) (Panel A)
- A Parish Centenier (Panel B)
- A minute taker

In addition, the following must be invited, either in person or by providing a report, to contribute:

- A representative from the relevant school, to include a practitioner from teaching and learning as appropriate – e.g. Head Teacher, Deputy Head Teacher, Designated Safeguarding Lead, Educational Needs Co-ordinator.
- A Central Based or School Based Education Welfare Officer.
- Any other practitioners actively involved with the pupil and/or family (unless the practitioner has provided a report).

4. Purpose, Process and Scope of Attendance Panels

Purpose

Attendance Panels are required to address persistent concerns around school attendance and punctuality. They represent a platform for professionals to meet with parents/carers and pupil (age appropriate) to receive and review reports from the Education Welfare Team, 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. The pupil (age-appropriate) will be encouraged to meet with a chosen member of school staff or the EWO prior to the Panel to enable him/her to have the opportunity to voice his/her concerns/ views. The Pupil Overview / Preparation form for Attendance Panels should be provided to the pupil in order that he/she understands the Panel process and are able to record his/her comments to be shared at the Panel. Pupils (age appropriate) are also encouraged to attend the Panel and to contribute to any discussions.

Panel A purpose is to review work done in cases of non-attendance in which there is full co-operation by parents, there has been multi-agency involvement, but progress has not been made (health, anxiety) in improving attendance. These cases are not deemed to be relevant for a legal route but may require escalation or further specialist input.

The role of Panel B is to determine whether legal action is deemed appropriate due to persistent or repeated non-engagement with services by parents or persistent unauthorised absences e.g. holidays during term time.

Process

Attendance Panel meetings aim to be outcome focussed and will work to the following indicative process:

- The Chair will open the meeting; facilitate introductions; clarify the purpose of the meeting and summarise key information.
- The Chair will invite practitioners to provide a brief chronology/summary of their support and intervention to date.
- The Chair will invite the parents and pupil to give their account of the situation.
- When all relevant information has been shared, the Chair may ask professionals, parents, and the pupil to leave the room to consider the evidence and agree next steps. Possible outcomes of the Panel include:
 - I. A review period for parents and pupil to evidence significant improvements. This will sit within an attendance plan or TAC and may include the involvement of further professionals.
 - II. An enquiry to the Child and Family Hub

III. A referral to the relevant Parish Hall with a view to prosecution.

The Chair will then share the agreed next steps with the parents and pupil.

1. Roles and Responsibilities

The Role of the Chair

It is the responsibility of the Chair to:

- Manage the process/agenda for the meeting and ensure that discussions are action-based, and outcome focussed.
- Ensure the emotional and physical safety of all those attending the meeting.
- Write to the parents and the pupil to confirm the outcomes of the meeting within 5 working days.

The Role of the EWT Manager

It is the responsibility of the EWT Manager to:

- Confirm all Attendance Panel dates with relevant professionals a year in advance to ensure and secure professional availability.
- Agree a case to Panel.
- Ensure all professionals attending are made aware of the purpose, scope and processes associated with Attendance Panels and as part of this, their role and contribution.
- Ensure that all relevant documentation is present/ completed in line with the expectations outlined by the Law Office Department.
- Brief the Chair and provide relevant reports/case notes.
- Invite parents and pupil and ensure they are informed of the Panel process and as part of this make available suitable information.
- Ensure a minute taker is available; verify the minutes for accuracy and circulate to all attendees.
- Prepare an agenda for the Panel meeting.
- Co-ordinate and produce an annual report on all data related to Attendance Panels.

The Role of the CB and SBEWOs

- Ensure a warning letter has been sent to parents.
- Notify the EWT Manager of cases prior to 10 working days.
- CBEWOs and SBEWOs must invite all professionals involved with the pupil and family (reports must be submitted for those professionals that are unable to attend).
- Attendance Panel should be considered at the point where the TAC (Team Around the Child) holds a unanimous view that the outcome of their impact is minimal.
- Ensure that the child or young person has had the opportunity to share their views about the Attendance Panel referral through the Young Person's Voice sheet.
- Ensure that documentation is made available two weeks (10 working days) in advance of the Panel meeting to ensure sufficient information is available to support effective discussion.

The Role of Practitioners

It is expected that all practitioners will:

- Attend Panel meetings and in their absence nominate a replacement individual or ensure that sufficient and suitable information (i.e. reports) are made available to support the Panel in identifying and agreeing next steps.
- Support the Panel in developing a full and broad understanding of the case by presenting their professional assessment and their direct involvement.

2. Organisation of Attendance Panels

Panel A – Half-termly.

Panel B – when required (a minimum of 2 weeks' notice is required for Centeniers).

3. Terms of Reference – Review

These terms of reference will be reviewed every 2 years.

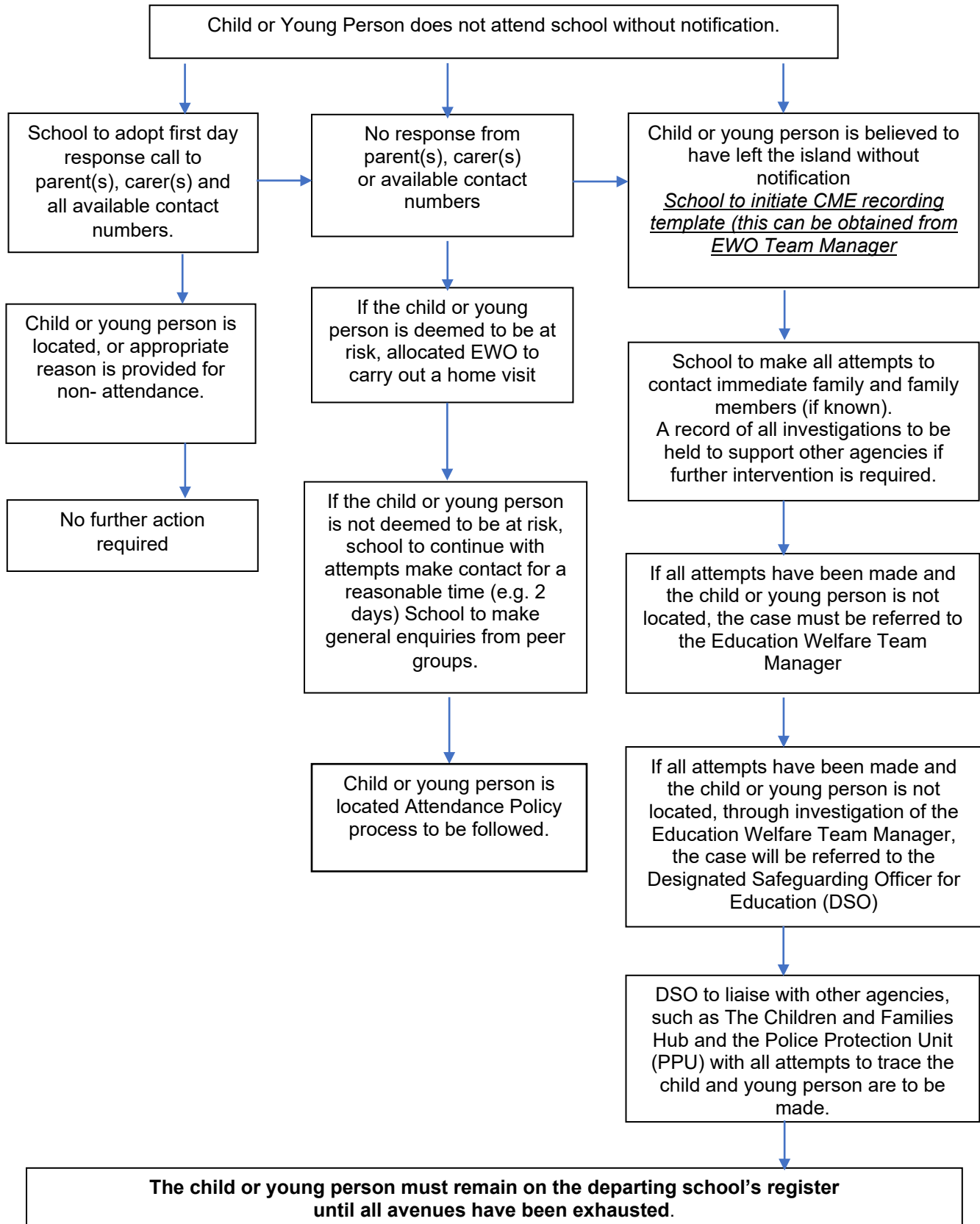
Decision to Prosecute – Panel B appropriate only for professionals

In reaching a decision to refer to the relevant Parish Hall with a view to prosecution, the Attendance Panel will consider the following:

- How poor the attendance level is.
- If there is a history of poor attendance (e.g. repeat referrals, repeated term time holidays).
- Genuine reasons for absence [bullying, bereavement, emotional or medical issues].
- If school have authorised the absence.
- If parents are aware of the absence.
- Control and influence of the parent over the pupil.
- Co-operation of the parents.
- Family circumstances.
- Pupil's view of the situation.
- Work already undertaken with the family and the impact of this.
- Sufficiency of the evidence to support a prosecution.
- If prosecution would support the resolution of the attendance problem.
- If prosecution would be in the public interest.



Appendix 6 – Children missing from education





Appendix 7 - Attendance / punctuality / welfare & review plan

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

Date of Plan:	Review Date: Frequency of review:
Pupil Name: Yr: Present / not present:	School: School Contact:
Parent/Carer Name: Contact Tel: Present / not present:	Current Attendance / punctuality of pupil: Number of lates of pupil:
Education Welfare Officer (EWO):	
Purpose of Plan <i>(outline current concern and the need for improvement)</i>	
Pupil: <i>(state the pupil's views and impact on their education)</i>	
Parents/carers: <i>(state the agreed action to support an immediate improvement)</i>	
School: <i>(state support offered by school to improve situation)</i>	
EWO: <i>(state the support offered by the EWO and agreed actions)</i>	
Other Agency (Name other agencies who support the child, and any new referrals required)	

Attendance / punctuality Review Plan	
	What has gone well?
	What could be better?
	Next steps / actions:

Signed by: Parents/carer.....

Pupil.....

Education Welfare Officer

Date.....

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 As a 'controller' under the Data Protection (Jersey) Law 2018 we process and hold your information in order to provide public services and meet our statutory obligations. We may not be able to provide you with a service unless we have enough information, or your permission to use that information. At the following website, we explain what we collect; how we will use your information; and what your rights are:
<https://www.gov.je/Government/Departments/PrivacyPoliciesRetentionSchedules/CYPEPrivacyPolicies/Pages/EducationDepartment.aspx>



Appendix 8 – Request for Involvement (RFI) with Education Welfare Team

The paperwork listed below is required to accompany the RFI for it to be considered	Please Tick:	
Individual Attendance Grid for this and last Academic year	<input type="checkbox"/>	<input type="checkbox"/>
Most recent Attendance Plans signed and dated by Parents	<input type="checkbox"/>	<input type="checkbox"/>
Attendance Plan review: <i>(i.e. within 2 weeks of the Attendance Plan)</i>	<input type="checkbox"/>	<input type="checkbox"/>
Relevant documents e.g. Early Help (wellbeing), assessment, CIN (health and development need) plans etc	<input type="checkbox"/>	<input type="checkbox"/>

Name:	DoB:	Gender, please specify:
School/setting:	Current year group:	School Attendance (%): Lates: Us:
Person responsible for school attendance:	Head of Year: (if applicable)	Other adults involved in school and role:
Is this child/young person open to Early Help (wellbeing need) or have a CIN (health and development need) or CP (safeguarding need) plan? EH / CIN / CP Is this child/young person looked after? Yes/No If yes to EH, CLA, CIN or CP please provide the named Social Worker or TAC lead:		
Parents/Carers Names:		
Do both parents have parental responsibility? Yes/No – please specify who:		
Any other person(s) with parental responsibility? Yes/No		
Address(es) of parents/carers: Postcode: Home Telephone: Daytime: (if different) Email address:	Name & Address of other/s with parental responsibility: Postcode: Home Telephone: Daytime: (if different) Email address:	

Medical Information: (e.g. hearing, vision, medication)		
Home Visits – any known risks?		
Other professionals involved: (please tick where appropriate and attach relevant reports)		
<input type="checkbox"/> Inclusion & Early Intervention	<input type="checkbox"/> Paediatrician	<input type="checkbox"/> Social Services
<input type="checkbox"/> Speech and Language Therapy	<input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> Audiology
<input type="checkbox"/> Physiotherapy	<input type="checkbox"/> Brighter Futures	<input type="checkbox"/> Family Partnership Worker
<input type="checkbox"/> CAMHS	<input type="checkbox"/> School Nurse	<input type="checkbox"/> Other:
If yes, please name the professional and briefly explain their involvement with the child or family.		
If a wellbeing need has been identified, has a wellbeing assessment (Early Help) been offered / completed?		
What is the nature of your concern?		
How do you hope the Education Welfare Team can support you in meeting this child/young person's needs?		
Referrer details:		
Name:		
Title:	Service:	
Signature:	Date:	
Parent/carer:		
I agree to the request for involvement of the Education Welfare Team		Yes/No
I have received a copy of the Education Welfare Team leaflet for parents		
Yes/No		
Parent/Carer Signature(s):		Date:
Print Name:		

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<https://www.gov.je/Government/Departments/PrivacyPoliciesRetentionSchedules/CYPESPrivacyPolicies/Pages/EducationDepartment.aspx>

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change
0.1	May 2016	Children, Young People, Education and Skills	First Publication
0.2	January 2019	Children, Young People, Education and Skills	Review / amendments
0.3	July 2025	Children, Young People, Education and Skills	Review and amendments to reflect current practice including additional appendices