




Policy Directive and Procedures

ATTENDANCE POLICY FOR SCHOOLS

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1.0 Introduction

1.1. Policy Statement

Education Services and schools seek to provide high standards and high expectations for all to enable learners to realise their full potential and pursue a happy and fulfilling life. It is essential that all of the learners registered for school education attend regularly and on time and that they access all of the opportunities that education offers. Education Services' expectation is that all learners will achieve an attendance of at least 95%.

Learners who do not attend school regularly are at risk from a range of factors that may lead to poor outcomes including low attainment and social exclusion. The link between poor school attendance, poor academic achievement and limited life outcomes has been well established in national research and local data also reinforces the importance of school attendance in terms of attainment at GCSE.

The key principles which underpin Education Services' policy and procedures for managing attendance are that:

- Parents/carers whose children attend school have a duty to ensure that their children attend regularly and punctually in order to get the most benefit from their education
- Regular and punctual attendance at school is key to the academic and social development that will improve the life chances of learners
- Learners who attend school regularly and punctually are less likely to be at risk, both in terms of engaging in anti-social behaviour and in terms of their own health, safety and welfare

1.2 Policy Objectives

This Attendance policy directive and procedures set out the requirements for the management of learner attendance and absence. They reflect statutory requirements, national guidance and good practice.

1.3 Policy Application

All schools¹ in Guernsey and Alderney must satisfy the statutory obligations relating to registration listed in Section 2.0. The further detailed direction provided within this policy and procedures applies to all States schools (including Catholic voluntary schools). Whilst this policy is primarily focussed on children of compulsory school-age, policy statements regarding holidays in term time also apply to Post 16 Provision at both the College of Further Education and the Sixth Form Centre.

¹ Both States and otherwise

Throughout this policy directive, 'Headteacher' refers to Heads of Service and the College of Further Education Principal, and 'school' refers to any education establishment.

1.4 Accountabilities

Parents/carers have a legal duty under Section 17 of the Education (Guernsey) Law 1970 to ensure that any children of compulsory school age receive an efficient and suitable full-time education.

Headteachers are accountable for:

- Ensuring the maintenance of accurate school registers
- Ensuring the management of attendance at whole school level, in line with effective whole school procedures

Education Services has duties to:

- Carry out checks on school attendance registers
- Serve a School Attendance Order on parents/carers who fail to secure their child's regular attendance at school.

1.5 Linked Documents

[Home Education](#)

[School Audit Checklist and Action Plan \(Appendix 1\)](#)

[Staged Approach to Attendance Management \(Appendix 2\)](#)

[Model Letters for Parents/Carers \(Appendix 3\)](#)

[School letter – formal template for individual schools \(States of Guernsey Communication manual\)](#)

[Notification of Leave of Absence \(Optional form for school use\) \(Appendix 4\)](#)

1.6 Associated Documents

[SEN/Inclusion - Default](#)

[Behaviour - All Documents](#)

[School's Management Information Systems \(SIMS\) policy](#)

2.0 The Legal Framework

Section 17 of the Education (Guernsey) Law 1970 (the '1970 Law') places a legal duty on parents/carers of every child of compulsory school age (5-16)² to ensure that they are receiving efficient full-time education suitable to their age, aptitude and to any special educational needs they may have, either by attendance at school or otherwise³.

Under Section 20 of the 1970 Law, parents/carers who fail to secure their children's regular attendance (at school) shall be guilty of an offence and Education Services has a duty to take appropriate action by serving a School Attendance Order on the parent(s).

In accordance with the Learners' Registration (Guernsey) Regulations, 1970, it is a statutory requirement for schools to:

- Maintain school registers
- Accurately record the presence or absence of all learners at the commencement of each morning and afternoon session
- Make their registers available for inspection by Education Services

3.0 Managing School Attendance

Schools are in the best position to raise levels of attendance. Schools have the primary responsibility for promoting regular attendance and for dealing with poor punctuality and attendance in the initial stages. The most effective model for managing attendance is through clear registration systems and an active whole-school staged and escalating approach involving all members of staff.

Attendance is an important whole-school issue and needs to be managed by a senior member of staff within every school. The Headteacher, with the support of the Senior Leadership Team (SLT), needs to ensure that the management of attendance at whole school level is achieved with clear roles and responsibilities for Form Tutors, Headteachers of Year and the relevant SLT member. The management of attendance must be based on effective whole school procedures which set out how attendance will be addressed both in terms of individual learners and as a whole school issue. The school attendance procedures should underpin all actions and promote and improve attendance and actions to address absence.

² Compulsory school age is defined as the start of the term commencing on or after the child's fifth birthday, until the last Friday of June in the school year in which they reach 16 years of age (Section 16 of the 1970 Law, as amended by the Education (Guernsey) (Amendment) Law, 2009 and the Education (Compulsory School Age) (Guernsey) (No2) Ordinance 2008.

³ 'Otherwise' refers to educational provision that does not take the form of attendance at school. The majority of these cases will apply to learners who are being home educated or receiving individual tuition or having an individualised learning programme as prescribed by a Determination of Needs.)

Schools should consider carefully any use of exclusion in individual cases where regular and punctual attendance is an issue, as this may exacerbate and appear to condone or reward non-attendance.

The following guidance indicates the areas of responsibility for the Attendance Lead:

- Establishing whole school procedures, including staged, escalating systems and procedures for the management of attendance
- Monitoring and evaluating the implementation of these procedures in the cycle of improvement
- Liaising with administration staff regarding communication from parents/carers regarding absence and procedures for the use of Group Call
- Collating and analysing data for the purpose of intervention and forward planning
- Liaising with Headteachers of Year, Form Tutors, Class Teachers, Special Educational Needs Co-ordinator (SENCO) and Behaviour Co-ordinator (BECO), Inclusion Lead, regarding systems, procedures and interventions
- Monitoring the accuracy of registers on a regular basis
- Issuing letters to parents/carers as a follow up to non-attendance and where there are concerns about levels of absence (see Appendix 3)
- Arranging school attendance meetings with parents/carers as part of the staged escalation procedures for the management of attendance (see Appendix 2)
- Meeting regularly with the designated School Attendance Officer (SAO) for the school to discuss whole school and individual cases including any new referrals
- Attendance at Education Services' Attendance Meetings (ESAM), when required
- Preparation of written reports and statements for legal purposes and representing the school in the Magistrates Court or the Child Youth Community Tribunal

The school prospectus should include a statement on parental responsibility for their child's school attendance, expectations regarding attendance and punctuality, guidance on notifying the school of learner absence, and holidays in term time. Factual information such as '90% attendance is the equivalent to half a day off school per week' and 'a child who has 10 days of holiday in term time can only achieve a maximum of 94.7% attendance for that school year' could also be included.

The school procedures must include:

- Details of the systems for promoting attendance, recording attendance and absence and for addressing lateness and absence of all learners to ensure consistent implementation
- Details of a staged escalation process for the management of all categories of absence beyond first day calling (Group Call)
- Roles, responsibilities and contributions of the whole school community, including parents/carers

- The arrangements for monitoring of attendance and the measures that will be taken to tackle poor attendance, including the involvement of external agencies and the use of statutory powers
- Information for parents/carers on their responsibility for attendance and how the school will work with parents/carers
- A clear statement on the timing of the school day and for register closure (20 minutes after the start of the school session for both morning and afternoon)
- Details on the procedures for parents/carers to notify school when learners are absent
- Details of how and when the school will contact parents/carers as a follow up to school absence
- Procedures for dealing with notifications of holidays in term time (Appendix 4 provides an optional form for use by schools)
- Information about systems for working with the Schools' Attendance Service (SAS) on whole school initiatives and individual referrals
- Information for advising parents/carers who are concerned or may need additional support

Schools are in the best position to raise levels of attendance. Schools should consider the use of targets for individuals, classes and year groups to promote good and improving attendance. There are various schemes and systems that can be implemented and schools should contact their SAO to obtain further information.

Schools can draw upon advice from the SAS to establish and review their own procedures. The SAS has produced an Attendance Audit Checklist (see Appendix 1) and is able to support schools to develop their own procedures and practice.

4.0 School Data Analysis

School attendance data is held on a school's information management system (SIMS) and the school is responsible for the accuracy and maintenance of this data. Schools should analyse the patterns of attendance and absence on a regular basis. It is essential that the Attendance Lead uses this whole school data to determine how the school should address the attendance issues within their own context and to set meaningful targets for improvement and that these interventions are communicated and shared across the school.

Analysis of data should include consideration of:

- Patterns with particular subjects, classes or year groups
- Individual learners with punctuality problems, broken weeks of attendance or post registration truancy

- The attendance of different groups of learners such as Special Educational Needs (SEN), Looked After Children and other vulnerable groups
- Difference in attendance and absence of boys and girls
- Analysis of absence by registration code
- The number of learners having short but regular absences
- The impact of a few learners with very high levels of absence

This list is not exhaustive but includes examples of factors which the school should take into account. It is vital to analyse this data in order to identify areas for improvement. This enables different groups and strategies to be prioritised in order to improve attendance across the whole school as well as making effective use of resources. It is essential that the school communicates with parents/carers about attendance and absence. These communications must provide clear details and audit trails about school level action, as they may be needed at a later date to support legal intervention by the SAS.

It is of the utmost importance that school attendance records are entirely accurate and that school is in a position to demonstrate that every effort has been made to support learners who fail to maintain regular attendance at school. Factual information and records will need to be passed to the Law Officers of the Crown or the Children's Convenor with any referral that is made.

5.0 Attendance Registers

Schools are legally required to maintain accurate registers of attendance. Education Services has a statutory responsibility to carry out register checks and the SAS is authorised by the Director of Education to inspect attendance registers.

Registers should indicate whether the learner is present or absent and whether the absence is authorised or unauthorised. Authorised absence is where the school has given approval in advance for absence or has accepted an explanation afterwards as a satisfactory reason for absence.

Only schools (not parents/carers) can authorise absence and schools must adhere to Education Services' guidance on Absence and Attendance Codes (Appendix 5) relating to authorisation.

Schools must record separately if learners are on an approved educational activity using the correct code. This will count as a present mark but for health and safety reasons it is recorded separately. Such activities might include work experience, field trips, sporting activities or Year 6 learners attending 'taster days' at their secondary school.

Schools must be aware that they are responsible for Child Protection and Health and Safety of learners in all of the circumstances described in the above paragraph. The Headteacher must ensure accurate registration procedures and regular communication between the school and staff responsible for the alternative provision, such as work experience, regarding attendance. If the learner does not attend the alternative provision, they should not be marked as present in the school register, and normal procedures for dealing with non-attendance should be triggered. **Schools must not complete the register using a 'blanket' code to cover certain days in each week in advance. Attendance data should be exchanged between the provider and school on a daily basis and the school register updated accordingly.**

Part-time programmes in school may only be agreed as part of a planned package which has been agreed at a School Action Plus SEN Review meeting, or School Attendance Stage 2 or 3 meeting, or Team Around the Child (TAC) meeting. Schools should not place learners on part-time timetables for an indefinite period. Any part-time timetable should be time limited and include a plan to return to full time within six weeks at the longest. Schools should monitor and review any plan at least fortnightly, with a multi-agency meeting at least six weekly in order to look at what is working and what is not and try to amend any plan to find a way forward. All part-time timetables must be notified to the SAS via minutes and a copy of the timetable. All sessions for which the learner does not attend school should be marked in the register with a 'C' (Other Authorised Circumstances –statistical meaning authorised absence. See Appendix 5.)

School registers will be monitored in a variety of ways by School Attendance Service Officers:

- By viewing registers, either at school or remotely
- By requesting attendance certificates from school

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CODE	DESCRIPTION	STATISTICAL MEANING
/	Present (for morning session)	Present
\	Present(for afternoon session)	Present
B	Educated off site	Approved Educational Activity (counts as present)
C	Other authorised circumstances	Authorised absence
D	Time out or internal exclusion	Approved Educational Activity (counts as present)
E	Excluded	Authorised absence
G	Special Circumstances (sent home)	Authorised absence
H	Holiday during term time	Unauthorised absence, including for Post 16 learners (for safeguarding reasons, school must be informed that holiday is taking place)
I	Interview	Authorised absence
L	Late during registration	Present
M	Illness or dental treatment	Authorised absence
N	No reason yet provided	Unauthorised absence
O	Unauthorised circumstances	Unauthorised absence
P	Approved sporting activity	Approved Educational activity (counts as present)
S	Study Leave (Yr 11 & Yr 13 learners sitting public examinations only)	Approved Educational Activity (counts as present)
T	Late after registration closed	Present
V	Educational visit	Approved educational activity (counts as present)
W	Work experience	Approved educational activity (counts as present)
X	No attendance required	Attendance not required—not counted in possible attendances
#	School closed to all learners	Attendance not required—not counted in possible attendances
Y	Enforced school closure	Attendance not required—not counted in possible attendances

6.0 Individual Tuition

Learners engaged in an alternative provision programme of individual tuition, for example, delivered through an e-learning system, should remain on the roll of their school, with relevant codes (see Appendix 5) used as appropriate to record sessions.

7.0 Recording Absence

The States of Guernsey Education Services' Attendance policy for recording absence is in line with Guernsey Law. Implementation of this policy will ensure that should it become necessary for the States of Guernsey to use statutory power, the case will be robust.

Schools need to give careful consideration to authorisation of absence for some learners and the following guidance may be of help in making decisions concerning authorisation.

7.1 Authorised Absence includes:

- Illness, medical and dental appointments. Parents/carers should be encouraged to make appointments out of school hours and ensure that their child returns to school as soon as possible following the appointment. (See separate section for further explanation)
- Interviews with prospective employers, or for a place at another school including exam entry for that school
- Study leave (only for learners in Year 11 and Year 13 who are undertaking public examinations). Study leave is not authorised absence but approved educational activity. Further information is included in Appendix 5, codes 'S' and 'X'.

7.2 Unauthorised Absence includes:

- Holidays in term time. Although Guernsey law does not preclude term-time holidays Education Services and schools are able to express concern and disapproval of term-time holidays. Education Services and schools do not have the power to prevent parents/carers arranging term time holidays for their children but holidays in term time are not a right and will not be authorised. For safeguarding reasons, if parents/carers do intend to arrange for their child to have holiday in term time, they will be required to notify the Headteacher in writing of their intention and the dates of the holiday. The form found at Appendix 4 can be used for this purpose; alternatively, schools may seek written (letter/email) notification from parents/carers and may make clear to parents/carers the impact that term-time holidays have on a child's attendance. When learners are absent from school for holiday during term time, schools are not obliged to provide and/or mark school work for the holiday period.

8.0 Medical Absence

The staged process for managing medical absence is as follows:

- When a learner is absent from school, parents/carers are required to contact the school on the first day of any absence with an explanation for their child's absence. Schools are able to operate a first day response system for those learners whose parents/carers have not contacted the school by using the automated Group Call System. A reason for the medical absence should be included as a note on SIMS. If parents/carers do not make contact with the school then the absence should be recorded as 'N' (no reason yet provided). As this is a temporary code it should be substituted after three school days at the latest with either an 'O' (unauthorised circumstances) or 'M' (authorised medical absence) if the absence extends to three days. **If the code 'M' is recorded then legally this represents that the school has accepted the parent's explanation for the absence due to illness or dental treatment**
- Where the school does not accept the reason for medical absence as being valid then contact must be made with parents/carers to discuss the reason for absence and inform them if the decision is to not authorise that absence. If the school has concerns about the frequency or duration of a medical absence then this can be discussed initially with the school nurse who may be able to offer advice or a drop-in appointment for the learner and/or parent
- When parents/carers make contact with the school they should be asked to provide a specific reason for absence and indicate when they anticipate that their child will be fit to return to school. Clearly, there are illnesses/medical reasons where the absence is likely to extend beyond three school days, and these should be recorded as 'M' authorised medical absence. Parents/carers are expected to keep the school informed of the reason for the ongoing absence from day one to day three in order for the school to continue to record the absence as 'M', authorised medical absence
- Where an absence persists beyond three days and there is no reason provided then the school should make direct contact either by phone or home visit with the parents/carers to discuss any difficulties which may be preventing the learner from attending. Once contact has been made, good practice would be to invite parents/carers into school to meet and discuss the difficulties. Any records of conversations/meetings between school staff and parents/carers should be kept on the learner's individual file and may be requested at a later date in the case of any future referral to the SAS, the Child and Youth Community Tribunal or the Law Officers.

- Where the illness absence persists beyond five days or where there are repeated medical absences which reach the threshold (three separate illness absences during a single half term period regardless of the length of each) then it is reasonable for schools to request that parents/carers provide medical evidence in support of their child's future medical absences from school. Evidence can take the form of medical certificates, medical notes and letters from medical practitioners, or appointment notifications. Whilst parents/carers are not legally obliged to provide schools with such documentation, they need to be aware that the absence of evidence could lead to future legal action being brought against them for failing to secure their child's regular school attendance (**providing that the school has not recorded all absences as 'M', authorised medical**). In any such proceedings one of the defences available to parents/carers is that their child's absences from school are due to genuine ill health. Proof of historical ill health can only be in the form of documents described above and without this evidence parents/carers will not have a statutory defence. Schools should discuss these health issues with the School Nurse.
- If there are regular short term illness absences which reach the cumulative threshold of three separate illness absences within a half term that are not supported by medical evidence then the school should arrange a meeting with parents/carers to address the reasons for these absences. The most effective method of dealing with such school attendance meetings is to schedule them once every half term as a discrete group within the Stage 2 School Attendance Meetings and consideration should be given to involving the School Nurse in these meetings (See Appendix 2 for Stage 2 School Attendance Meeting)
- If a learner is known to have a medical / dental appointment at the commencement of a morning or afternoon session then this should be recorded as 'M'. If the appointment is during a session then the learner should be marked present at the start of the session and should use the school's signing out system to record when they have left school

9.0 Staged Approach to Attendance Management

The staged approach to attendance management is detailed in Appendix 2 and this should be followed by schools to ensure that there is a comprehensive process of management and intervention across the whole continuum of attendance management from school level, through the SAS to possible Child and Youth Community Tribunal or referral to Law Officers.

10.0 Home Education

Parents/carers have the right to educate their children other than at school. If a parent decides that they wish to home educate then they must write to the Director of Education

at Education Services. An Education Development Officer (EDO) and an SAO will then arrange to make a home visit to ensure that the parent is able to provide an appropriate alternative education programme and that the home is a suitable environment for this programme. Schools should not remove a learner's name from the school roll until they are notified to do so by Education Services.

11.0 The Schools' Attendance Service

The SAS works within the legal framework of the 1970 Law and is directly concerned with discharging Education Services' legal obligations in relation to school attendance, welfare and employment of children. In particular, the SAS is concerned to ensure that the 1970 Law (which relates to the children of compulsory school age receiving full-time education) is applied fairly and equally for the benefit of learners. The SAS works in partnership with schools and with a wide range of other support agencies in order to support families and children in improving school attendance.

In order to ensure that registered learners of compulsory school age attend school regularly and punctually the SAS uses a number of approaches:

- Allocation of a designated SAO to each school
- Provision of strategic advice to schools in self-evaluation of attendance and in developing improved systems and policies for managing attendance
- Monitoring attendance through regular inspection of school records and liaising with the school Attendance Lead
- Gathering wider information on issues that impact on attendance, for example by researching the views of learners and parents/carers, being aware of information known to Multi Agency Support Hub (MASH)
- Participating in school meetings with parents/carers and learners, following staged and escalating intervention by the school
- Undertaking individual case work following staged and escalating intervention by the school
- Enforcing school attendance either through the provision of The Education (Guernsey) Law, 1970 or The Children (Guernsey & Alderney) Law 2008

The SAS will make routine visits to schools according to need and to meet a minimum schedule:

- Mainstream High schools will be visited once every week by the designated SAO in order to meet with members of staff responsible for managing school attendance
- Grant aided colleges will be visited once every half term in order that the school attendance records can be inspected and any concerns discussed by the SAO with a designated member of staff

- The Grammar School, Primary and Special schools will be visited at least once every half term. The school is able to contact the SAO in between these scheduled visits should concerns arise

12.0 Process for Requesting SAS Individual Casework with a Learner

Schools have responsibility to promote, manage and monitor attendance and to respond appropriately to non-attendance.

Education Services expects that the school will have implemented a variety of strategies and interventions in a staged and escalating process to attempt to improve the attendance of a learner including meetings with parents/carers and they will have made a written record of these interventions before a request is made for SAS involvement

Appendix 2 outlines the staged and escalating attendance management process, including the criteria, processes, actions and responsibilities for schools, Schools' Attendance Service and Education Services in ensuring that the Education [Guernsey] Law 1970 is effectively discharged.

The SAS has two levels of work with individual learners and their families:

1. 'Known to the SAS'

All learners whose attendance is:

- At secondary school, below 85%
- At primary school, below 90%
- And/or whose punctuality is cause for concern

will be discussed by the school Attendance Lead and the SAO, for them to participate in the agreement of suitable next actions. Other pupils with higher levels of attendance, but whose pattern of attendance is of concern, may also be discussed with the SAO.

In some instances, the SAO may participate in a school-organised one-off meeting with parents/carers and/or learners. (Stage 2 or Stage 2 Continued of the Attendance Management Process). The school must inform parents/carers, with two days' notice, that the SAO will be meeting their child.

2. 'Active Casework with the SAS'

Requests for SAS casework involvement with a learner will be agreed between the school and SAO. Such requests will be made by the school completing a Request for Involvement form, which notes details about the learner and the processes already used by school to

improve that learner's attendance. These learners will be considered to be '**Active Casework with the School Attendance Service**' (Stage 3 of the Attendance Management Process).

The main reason for a request for involvement for Active Casework will be:

- Despite school staff carrying out actions in keeping with their attendance procedures, attendance remains poor and/or there is persistent lateness
- and**
- A shared view that the SAO will be able to carry out work that will potentially lead to an improvement in attendance and/or persistent lateness

For all requests for involvement to be agreed, in keeping with the required stages of school level intervention, the school will have a robust record of key issues and the actions taken in relation to the learner's attendance.

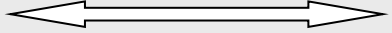
13.0 How will the Attendance Policy be Evaluated?

If the policy directive is working then Education Services and schools would expect to see the following outcomes:

- All schools will have attendance procedures in place
- All schools operating first day absence procedures with escalating staged approaches beyond this
- Schools actively promoting the importance of attendance
- Improved overall school attendance levels across the Bailiwick
- Improved attendance for vulnerable groups
- Schools having robust systems for collating, analysing and monitoring attendance data
- Improved attendance across primary, secondary and special schools
- Schools linking strategies for improving attendance to raising achievement with improved outcomes
- Reduced numbers of learners having attendance below 85% (persistent absentees)
- Reduced absence for holidays in term time
- Reduced numbers of learners having unauthorised absences
- Absences due to illness or dental appointments 'M' are reduced in number and as a percentage of overall absence
- Parents/carers understand their role in improving school attendance and are able to contribute to the strategy
- Reduced numbers of learners becoming Not in Education Employment or Training (NEET) when leaving Year 11

Appendix 1: School Audit Checklist and Action Plan

Considerations	Development Points	RAG	Statements to aid considerations	
			Red	Green
Recent Performance				
1. Is attendance improving across all year groups?			Attendance remains at low levels across all year groups.	Attendance consistently improves across all year groups.
2. Is attendance improving across all departments?			Attendance remains poor in 30% of departments.	All departments are showing improved attendance.
3. Is the school analysing data on a regular basis?			The school does not regularly analyse its data.	The school analyses data regularly.
Capacity to drive progress				
4. Is attendance a priority for the school?			There is little or no time given to discussing and planning to improve attendance.	Attendance features as a standard agenda item on SLT agenda.
5. Is the school Attendance Lead a member of the SLT?			Staff view attendance as the responsibility of pastoral and administrative staff.	Headteacher takes a lead on attendance across the school. All staff own the attendance agenda and actively promote attendance with all learners.
6. Are all staff actively engaged in promoting regular attendance?			The school is unaware of the reasons for poor attendance and has no improvement plan in place. No electronic systems in place.	The school has a concise view of the attendance issues and reviews this regularly. Electronic registration used.
7. Has the school got a concise picture of current attendance issues?				

Considerations	Development Points	RAG	Statements to aid considerations <div> Red  Green </div>	
8. Is time allocated to the Attendance Lead to manage attendance activities, including monitoring and evaluating their impact?			Attendance is given little time and therefore monitoring is ad hoc and unreliable	Attendance Lead has identified protected time to review attendance support and reallocate resources as required.
9. Are all members of staff, learners, parents/carers and services clear about their roles and responsibilities in relation to promoting regular attendance in the school?			Staff view attendance as the responsibility of pastoral and administrative staff.	All staff own the attendance agenda and actively promote attendance with all learners.
10. Does the school work well with learners and parent/carers and are roles and expectations made clear?			Poor co-operation. No agreed means of managing the relationships.	The relationships are effective and are managed within procedure guidelines.
11. Does the school have clear processes for referral to SAS and other agencies?			Unclear referral processes.	Referral processes are clear.
Quality Of Planning 12. Does the school have formal attendance procedures which have been agreed with all key stakeholders incl. staff, parents/carers and learners?			No formal procedures or procedures which are unclear. Poor communication procedures.	Clearly defined procedures which have been agreed; consulted on; effectively communicated; applied consistently and are reviewed.
13. Are the procedures rigorously and consistently applied across all levels?			No review system.	There is clarity of roles, responsibilities and expected outcomes.
14. Is there a school level action plan to improve attendance (with timescales) that has been agreed with, and is supported by Education Services?			No plan or poor implementation or adherence to policies.	Strong evidence of an effective plan which is improving attendance.

Considerations	Development Points	RAG	Statements to aid considerations <div> Red ← → Green </div>	
Performance Management 15. Does the school regularly collate and analyse its data to enable effective monitoring of performance against trajectory (minimum half-termly basis) using robust systems?			No data collection, performance not monitored and problems not identified. Where data is available the school does not use it to take action.	Accurate, timely data flows from departments and Headteachers of Year to the school Attendance Lead, which is used to inform rapid and effective action.
16. Are interventions reviewed and their impact monitored?			Interventions are unplanned, inconsistently applied and reviewed infrequently.	Interventions are monitored and reviewed to assess impact on attendance.
17. Is there a clear escalation process for groups of learners and parents/carers who persistently under-perform?			There are no structured escalations in place.	Escalation process is clearly understood and consistently used by staff.
18. Does the school link attendance data to learner level attainment?			Attendance data is not aligned to learner attainment.	Clear links are made between attendance and attainment.
19. Are the school staff aware of the target to improve attendance?			School staff are unaware of the target or the challenge involved in improving attendance.	School staff have all contributed information to agree the plan.
20. Does the school use a range of effective strategies to provide support, incentives and sanctions, including measures to tackle persistent truancy?			No strategies are in place to promote attendance and reduce truancy. Escalation procedures are not followed through.	A range of effective strategies are in place which are jointly monitored and developed. Escalation procedures in place where first stage of sanctions not working.

Considerations	Development Points	RAG	Statements to aid considerations	
			Red	Green
21. Is improving teaching and learning central to attendance performance improvement?			Teaching is not central to reducing absence.	Improving teaching is a key part of the whole school procedures to reduce absence.
22. Does the school operate first day calling?			First day calling not considered and there is no clear escalation process for subsequent days of absence.	First day calling used effectively and there is a clear escalation and on-going process for subsequent days' absence.
23. Is there a clear escalation of intervention to address absence from the first day of absence?			There is no clear escalation process for subsequent days of absence	There is a clear escalation and on-going process for subsequent days' absence.
24. Does the school have a process to ensure that data is accurate (for example, all sessions recorded; 'N' codes are cleared and codes are amended within five days, 'B' codes altered if student reported absent off site)?			There is no clear process to monitor and amend data and there are many inaccuracies in school data.	There is a clear process to ensure that data is accurate and Temporary codes are amended in a timely way
25. Is relative performance fed back regularly to staff, learners and parents/carers?			There is no communication on attendance performance.	There are a range of effective strategies to communicate attendance performance to the full range of audiences.
26. Does the school display high profile information on attendance in school?			There is no communication of attendance performance anywhere in the school	There are a range of effective strategies to communicate attendance performance to the full range of audiences
27. Does the school display high profile information on key messages about attendance at parents'/carers' evenings?			Schools only communicate when attendance is worsening and sanctions are to be enforced.	School uses newsletters, celebration assemblies, and notes home to promote improved and maintained good attendance.

Action Plan for Attendance Management 20__

1. Recent Performance				
Actions / Tasks	By when?	Responsibility	Resources and Training required	Success Criteria
•				
•				
•				
•				
•				

2. Capacity to drive progress				
Actions / Tasks	By when?	Responsibility.	Resources and Training required	Success Criteria
•				
•				
•				
•				

3. Quality of planning				
Actions / Tasks	By when?	Responsibility	Resources and Training required	Success Criteria
•				
•				
•				
•				
•				

4. Performance Management				
Actions / Tasks	By when?	Responsibility	Resources and Training required	Success Criteria
•				
•				
•				
•				

Appendix 2: Staged Approach to Attendance Management

	Stage 1: School Action	Stage 2: School Action +	Stage 2 Continued: School Action + Continued
	It is the responsibility of the Attendance Lead for the school to ensure that the following procedures are followed.	It is the responsibility of the Attendance Lead for the school to ensure that the following procedures are followed.	It is the responsibility of the Attendance Lead for the school to ensure that the following procedures are followed.
Purpose	<ul style="list-style-type: none"> Formal recognition that 'there is a problem here' Draw a line in the sand / prevent drift 	<ul style="list-style-type: none"> Make it clear that the matter is serious Look at the pattern of attendance Discuss causes of poor attendance and record relevant key points Agree and record attendance targets for learner for next 4 weeks Agree and record action to improve attendance 	When Stage2 has had some impact but <ul style="list-style-type: none"> There continue to be concerns about the level of attendance The Attendance Action Plan can be carried out by school staff (and possibly HSC agencies) and without the involvement of the SAS
Reason	When for whatever reason: <ul style="list-style-type: none"> Attendance is below 95%, and/or Lateness recorded as 'T' for at least three sessions within a two week period and/or Attendance situation (as observed in school register or from other information known to school) gives cause for concern, for example: <ul style="list-style-type: none"> Regular same day absent over time Greater clarity about medical absence wanted In school, but not attending lessons High number of occurrences of going home sick during day 	When Stage 1 Impact Review indicates that Stage 1 action has not led to improvement* in attendance. *this is deliberately not specified, so as to allow school staff to make considerations within the context of their school and the profile of the learner. Within routine meetings SAOs will discuss the pattern of judgements that are made.	When a Stage 2 Impact Review or a 'Continue Stage 2' Impact Review indicates that this is appropriate action
Action	School staff send written communication home, stating: <ul style="list-style-type: none"> Nature of concern Possible outcomes if attendance does not improve (i.e. possible Stage 2 actions) 	Headteacher or designated member of staff use judgement* to decide one of the following to be organised by school: <ol style="list-style-type: none"> School staff meeting with parent/carer and/or learner School staff meeting with parent/carer, learner and SAO ('known to SAO'). School must inform parent/carer, with two days' notice, that the SAO will be meeting their child If there is a 'Team around the child' (TAC), Convenor, Child Protection framework, raise the matter with the relevant group of professionals and decide what to do next Other professionals, for example, School Nurse, Child and Adolescent Mental Health Service (CAMHS), Youth Justice (YJ), could be invited to any of these meetings as is judged helpful to improving attendance	The same as for Stage 2, except without SAO attendance at meetings with learner and parent. The learner will continue to be 'Known to' the SAS.
Record Keeping	School staff must log on SIMS: <ul style="list-style-type: none"> Date the written communication sent Copy of the content of written communication 	School staff must log on SIMS: <ul style="list-style-type: none"> Which type of Stage 2 meeting has been held (a, b or c) Date of meeting Record of relevant key points discussed Attendance targets for learner for next four weeks Agreed actions Review date 	The same as for Stage 2.
Impact Review	Within four weeks of sending written communication: Headteacher or designated member of school staff reviews any change in attendance and uses judgement to decide: <ul style="list-style-type: none"> 'Well done' written communication (where improvement), or Continue at Stage 1 action, or Move to Stage 2 action Decision to be recorded in SIMS	Within four weeks of the meeting: Headteacher or designated member of school staff, in consultation with SAO, review any change in attendance and use judgement to decide: <ul style="list-style-type: none"> 'Well done' written communication (where improvement), or Continue at Stage 2 action Stage 3 action Decision to be recorded on SIMS	The same as for Stage 2. <i>(Stage 3: SAS Involvement over the page...)</i>

	Stage 3: SAS Involvement
	It is the responsibility of the Attendance Lead for the school and the school SAO in partnership to ensure that the following procedures are followed.
Purpose	<ul style="list-style-type: none"> Reinforce the level of concern about attendance, whether the absence is authorised or unauthorised SAO able to: <ul style="list-style-type: none"> Further identify and investigate reasons for the high number of absences Carry out appropriate range of casework with the learner and their parents/carers Contribute to 'bridge building' between home and school Join school staff in developing and reviewing an Attendance Action Plan to improve attendance
Reason	<p>SAO and designated school Attendance Lead agree that the Impact Review at Stage 2 or Continue Stage 2 indicates that SAS involvement required alongside school action.</p> <p>and</p> <p>School has made a written Request for Involvement of the SAS (using current proforma request form).</p>
Action	<p>Upon receipt of written Request for Involvement SAO begin casework as suitable for the learner.</p> <p>Within three weeks of receipt of the written Request for Involvement, key school staff and SAO meet to draw up a Stage 3 Attendance Action Plan for the learner*. The SAO to co-ordinate this meeting, appropriate school staff to attend, parents/carers and learner invited to the meeting. The meeting to go ahead between key school staff and SAO even if learner and parent unable to attend. If there are a high number of Medical absences the SAO will request that the parent/carer sign a declaration which will enable the SAO to obtain/share all relevant health information with health care professionals.</p> <p>Once Stage 3 Attendance Action Plan has been drawn up:</p> <ul style="list-style-type: none"> Key school staff share the plan with other relevant school staff If parents/carers and learner have been unable to attend the Attendance Action Plan meeting, the SAO share the plan with them. Key school staff and SAO agree who will share the Attendance Action Plan with other professionals involved. <p>Within six school weeks of Stage 3 Attendance Action Plan meeting, key school staff and SAO meet for a Stage 3 Attendance Action Plan Review. The SAO to co-ordinate this meeting, appropriate school staff to attend, parents/carers and learner invited to the meeting. The meeting to go ahead between key school staff and SAO even if learner and parent unable to attend.</p> <p>*If there is already a 'Team around the child' (TAC), the Stage 3 Attendance Action Plan meetings should be subsumed within a TAC meeting with the related discussion clearly minuted and any relevant information recorded in the Child's Plan.</p> <p>*For St Anne's School, this meeting could be conducted over the telephone or via video conferencing, followed up with a face-to-face meeting at subsequent monthly visit by SAO.</p> <p>From time of receipt of written Request for Involvement, SAO casework with learner and their family, and liaison with school staff and other professionals, will take place according to the professional judgement of the SAO.</p>
Record Keeping	<p>School staff must log on SIMS:</p> <ul style="list-style-type: none"> Date of Stage 3 Attendance Action Plan meeting Record of relevant key points discussed The content of the Attendance Action Plan Review date <p>SAO must log on SAS electronic file:</p> <ul style="list-style-type: none"> Chronology of their work Attendance Action Plans Correspondence and meetings of other meetings related to the learner Childs Plan / Reports
Impact Review	<p>During the period of SAO Involvement and casework, at least monthly, SAO and key school staff review progress and use judgement to decide:</p> <ul style="list-style-type: none"> 'Well done' written communication (where improvement) Continue at Stage 1 Return to 'Continue Stage 2', because the attendance is improved enough and stable enough for SAO involvement and casework to cease, but continued school action is required Continue at Stage 3 action, with SAO involvement and amendment to the Attendance Action Plan as appropriate Continue at Stage 3 action, with SAO involvement and amendment to the Attendance Action Plan as appropriate, plus referral on attendance grounds to one or more of the following: <ul style="list-style-type: none"> Multi-Agency Support Hub (MASH) Convenor Education Service Attendance Meeting (ESAM)

Appendix 3: Suggested Model Letters to Parents/Carers

The following gives suggested content for letters to parents/carers. The overall layout for letters should be in line with that set down in the States of Guernsey Communication Manual, where an example letter is provided for each individual school: [Home - Corporate Communications](#)

Letter for Unexplained Absence

Dear

Absence from School

I am pleased to see that your son/daughter, (*name*), has returned to school following a period of absence. However, the school has not received from you an explanation for (*name's*) recent absence.

It is a legal requirement that the school maintains accurate records regarding learner attendance and in particular the reasons for any absence. Such records contribute to the process of promoting regular school attendance among learners.

I should, therefore, be grateful if you would contact the school at your earliest convenience with an explanation for (*name's*) recent absence from school.

Thank you for your co-operation.

Yours sincerely

Letters for Punctuality

Dear

Punctuality at School

I am writing to you to express concern regarding your child, (*name's*) punctuality at (*name*) School. Attendance records held by the school reveal that since (*date*), (*name*) has arrived late for school on (*number*) occasions.

I should like to emphasise the importance of learners arriving punctually at school for both morning and afternoon sessions. This ensures that learners do not miss out on important information at the beginning of each session, and it avoids disruption to the learning of other learners.

Your co-operation in this matter would be greatly appreciated.

Yours sincerely

OR

Dear

Punctuality at School

I am writing to you to express concern regarding your child, (*name's*) punctuality at (*name*) School. Attendance records held by the school reveal that since (*date*), (*name*) has arrived late for school on (*number*) occasions.

I should like to emphasise the importance of learners arriving punctually at school for both morning and afternoon sessions. This ensures that learners do not miss out on important information at the beginning of each session, and it avoids disruption to the learning of other learners. Additionally, late arrival at school (after registration) may contravene Section 20 of The Education (Guernsey) Law, 1970 regarding regular school attendance.

Should you wish to discuss this matter further with me, please do not hesitate to contact me, Tel: (*number*).

Yours sincerely

Letters for Illness/Medical Reasons

Dear

Absence from School – Illness

I am grateful to you for having notified the school of your son/daughter, (*name(s)*) ill health, which has been responsible for his/her recent absences from school. These absences have been recorded as 'authorised' in the school attendance register. However, in order to continue recording (*name's*) absences as 'authorised', the school will require confirmation of (*name's*) continuing ill health from a medical practitioner.

I should, therefore, be grateful if you could provide the school with a letter or medical certificate from your family medical practitioner regarding (*name's*) current state of health.

Should you wish to discuss this matter with a member of staff, please would you ask for (*name*).

Yours sincerely

OR

Dear

Absence from School

You will be aware through the school's contact with you that your son/daughter, (*name's*) record of school attendance during the (*name*) Term (*year*), has given cause for concern. During this period (*name*) attended school for (*number*) out of a possible (*number*) sessions, thereby achieving only (*number*)% attendance.

It is not entirely clear whether (*name's*) absences from school can be attributed to ill health. Should ill health be responsible for all or part of (*name's*) absences from school it would be in your interest to provide the school with evidence of this in the form of medical certificates or a letter from your family doctor.

Should (*name's*) record of school attendance continue to give cause for concern and in the absence of medical certificates or a letter from your family doctor, it will be necessary for the school to decide what further action should be taken by both school and Education Services.

Should you wish to discuss the contents of this letter with a member of staff please would you contact the school and ask for (*name*).

Yours sincerely

Letters for 95% and 90% Attendance

Dear

Attendance at School

I am writing to inform you that your child's attendance is giving cause for concern. At present, your child's attendance for the current school year is (*number*)%.

Our expectation is that all students achieve an attendance percentage of at least 95%. Students who do not regularly attend inevitably fall behind in their subject areas and so regular attendance is crucial particularly at this vital time in your child's education.

I understand there may be good reasons for your child's absence which we may not be fully aware of. If you feel your child is experiencing any issues related to school that are affecting their attendance, please telephone me on (*number*). This will enable us, as a school, to support your child to the best of our ability and also to ensure your child receives positive experiences with the school.

Please do not hesitate to contact me should you wish to discuss this or require further information.

Please find enclosed a copy of your child's attendance certificate for you information.

Yours sincerely

OR

Dear

Attendance at School

The purpose of this letter is to inform you that your child's attendance was (*number*) % last half term and is currently (*number*) % for this academic year. Any child whose attendance falls below 90%, for whatever reason, including sickness absence and holidays becomes a cause for concern.

We understand that most parents and carers always inform school of any absences but it is our duty to let you know whenever your child's absence falls below an acceptable level. If you are experiencing any difficulties and attendance is becoming a problem, please contact school as there are many ways in which we can provide support and help.

All parents/carers have a legal responsibility to ensure their children attend school regularly and punctually. If there is no improvement in attendance, a referral may be made to the School Attendance Officer (SAO) concerns list. In extreme circumstances legal proceedings can be entered into.

As you know, frequent absences have a serious effect on educational progress. If your child is ill, please continue to inform the school on the first morning of absence. Please remember that you must leave a reason for the absence including the nature of the illness. In cases where there are frequent absences due to illness, we may ask you to provide medical evidence from your GP in order for the school to authorise the absence. Please get in touch with the school if you have concerns about your child's health impacting on their attendance so that we can discuss ways in which we can help.

Please find enclosed a copy of your child's attendance certificate for this year and last.

Thank you for your continued support.

Yours sincerely

OR

Dear

Attendance at School

The purpose of this letter is to inform you that your child's attendance was (*number*) % last half term and is currently (*number*) % for this academic year. Any child whose attendance falls below 90%, for whatever reason, including sickness absence and holidays becomes a cause for concern.

We understand that most parents and carers always inform school of any absences but it is our duty to let you know whenever your child's absence falls below an acceptable level. If you are experiencing any difficulties and attendance is becoming a problem, please contact school as there are many ways in which we can provide support and help.

As a result of this your child has been placed on the School Attendance Officer (SAO) concerns list. The role of the SAO is to monitor your child's attendance and where appropriate a home visit may be required to discuss with you reasons for your child's absence and offer support to improve attendance. All parents/carers have a legal responsibility to ensure their children attend school regularly and punctually. In extreme circumstances legal proceedings can be entered in to.

As you know, frequent absences have a serious effect on educational progress. If your child is ill, please continue to inform the school on the first morning of absence. Please remember that you must leave a reason for the absence including the nature of the illness. In cases where there are frequent absences due to illness, we may ask you to provide medical evidence from your GP in order for the school to authorise the absence. Please get in touch with the school if you have concerns about your child's health impacting on their attendance so that we can discuss ways in which we can help.

Please find enclosed a copy of your child's attendance certificate for this year and last.

Thank you for your continued support.

Yours sincerely

Appendix 4: Notification of Leave of Absence for Holiday (Optional Form for Use)



States of Guernsey
Education Services

Notification by Parent/Carer of Leave of Absence for Holiday During Term Time

Education Services' position on term time holidays is set out below. If a parent or carer intends to take their child out of school during term time to go on a holiday, for safeguarding reasons they should complete the form at the bottom of the page.

Education Services' Position on Term Time Holiday

Education Services and schools seek to provide high standards and high expectations for all to enable learners to realise their full potential. Education Services' expectation is that all students will achieve an attendance of at least 95%.

Although Guernsey law does not preclude term time holidays, they are not a right. Absence for holiday negatively impacts a child's attendance at school and, as such, Education Services does not approve of them. (For example, a child who misses 10 days of school for a holiday can only achieve a maximum attendance figure of 95% for that school year. Additional leave for illness at any time during the year would drop the child below the expected level.)

It is, therefore, the position of Education Services that holidays in term time will **not** be authorised.

For safeguarding reasons, it is important that schools are aware of a child's whereabouts during term-time. Therefore, if parents/carers do intend to arrange for their child to have holiday in term time, they should inform the Headteacher of their intention and the dates of the holiday by completing the form below and returning it the school no less than two weeks before the date the period of absence is intended to start.

I am notifying you that (name of child): _____

Will be taking leave of absence from (name of school): _____

from (date): _____ to (date): _____

in order to take part in a holiday.

I understand that this absence will not be authorised by the school and will impact my child's attendance figure for the year.

Signature of parent/carers: _____ Date: _____

Appendix 5: Absence and Attendance Codes

Registration Code: / \

Brief description	Present / =am \ =pm
Statistical Meaning	Present
Legal Meaning	Present
Physical Meaning	In for whole session

Additional useful information:

- Learners should not be marked present if they were not present in school registration. Activities outside the school day should not be recorded as present in registration for a session in the school day. This would erroneously make it appear that the learner attended lessons during that session which could have unwanted consequences
- Learners who are present at other provision in school such as 'internal exclusion' or learning support units are recorded in the same way as other learners i.e. the school records them in the same way if they are present in registration and use the appropriate code for absence if they are absent
- If a learner were to leave the school premises after registration they would still be counted as present for statistical purposes
- The afternoon registration must take place at the start or during the first session and not at the end of the session
- For Health and Safety and Child Protection reasons, schools need to be aware of where learners are, particularly those leaving or arriving on the premises during a session. This might be best achieved through a paper system in the school office, such as requiring learners to sign in and out as they come and go, to record that a learner has left the premises. The report 'Lesson Monitor' can also help identify learners who are missing from lessons
- Schools should close the register to learners 20 minutes after start of the session at the beginning of both morning and afternoon sessions and any learner arriving after that time should have their attendance coded using the appropriate late mark
- For safeguarding and educational reasons, schools must follow up all unexplained absence in a timely manner and provide first day calling, such as through the use of Group Call or through their office administration staff

Registration Code: B

Brief Description	Educated off site
Statistical Meaning	Approved educational activity
Legal Meaning	Attending approved educational activity

Additional useful information:

This code can be used for learners who are present at educational provision which is not based at school. Examples of when this code would be used:

- Attending a taster day at another school
- Attendance at the College of Further Education
- Individual tuition at home or other agreed location (only for the sessions when they are receiving this)
- Work experience where this is part of an educational programme or alternative curriculum. Not to be used for general work experience
- For educational and safeguarding reasons, schools should ensure that they have in place arrangements whereby the provider of the alternative activity provided 'off-site' can notify the school of any absences by individual learners so that the school can record learner absence and use the relevant absence code. **The updating of the learners absence and attendance must be completed at least on a daily basis and learners must not be given 'blanket' codes indicating attendance at alternative provision for the whole school year**
- This code must not be used if the learner is participating in the alternative provision on the school site
- Schools should not use this code if a learner has an agreed part-time timetable as part of reintegration or transition. The school is authorising the absence for the sessions that a learner is not required to be in school, and the learner should be recorded as Code C for those sessions. Part-time timetables are a useful strategy to help learners adapt or re-adapt to the school setting but must only be used as a short term measure. See guidance within the Attendance policy document for further explanation and procedures regarding part-time timetables

Registration Code: C

Brief Description	Other authorised circumstances (not covered by another appropriate code)
Statistical Meaning	Authorised absence
Legal Meaning	Absent
Physical Meaning	Out for the whole session

Additional useful information:

Only exceptional occasions warrant leave of absence. Schools should consider each request individually taking the following into account:

- The nature of the event for which leave is requested
- Its frequency (is it one-off or likely to be on-going)
- Whether the parent gave advance notice
- The learner's overall attendance pattern

Learners who are absent from school for the purposes of attending weddings, funerals, specialist exams (e.g. dancing exams, music grade exams) should receive code 'C' in the attendance register, providing parents/carers have given prior notice to the school of the reason for absence **and the school has agreed to this absence.**

This code C is also used for learners of statutory school age who, for one reason or another, are not required to attend school for a specific session. This code should be used for:

- Students on a temporary part-time timetable as part of a planned package which has been agreed at a School Action Plus SEN Review meeting, or School Attendance Stage 2 or 3 meeting, or Team Around the Child (TAC) meeting. Schools should not place learners on part-time timetables for an indefinite period. Any part-time timetable should be time limited and include a plan to return to full time within six weeks at the longest. Schools should monitor and review any plan at least fortnightly, with a multi-agency meeting at least six weekly in order to look at what is working and what is not and try to amend any plan to find a way forward. All part-time timetables must be notified to the SAS via minutes and a copy of the timetable
- This code should be used together with a comment in the comment box on SIMS in which 'no attendance required' should be entered

See guidance on code X regarding learners who are of a non-statutory school age who are not required to attend certain sessions.

Registration Code: D

Brief Description	Time out or internal exclusion
Statistical meaning	Approved educational activity
Legal Meaning	Present
Physical meaning	In for whole session

Additional useful information:

This code is available to be used for secondary schools and is to be used for learners who are present in school, but are temporarily segregated from other learners (in a time out facility within school or some other form of internal exclusion arrangement).

Registration Code: E

Brief Description	Excluded
Statistical meaning	Authorised absence
Legal meaning	Absent
Physical Meaning	Out for whole session

Additional useful information:

Schools should consider carefully any use of exclusion in individual cases where regular and punctual attendance is an issue, as this may exacerbate and appear to condone or reward non-attendance.

This code is used to record learners' absence because they have been excluded from school:

- Parents/carers must receive the notification letter within 24 hours of exclusion and must be notified before then regarding attendance at school for the day after the exclusion. The Exclusion Letter should state very clearly the length of the exclusion in terms of days and the date and time of when the learners should return to school
- Learners who fail to return to school following a period of exclusion should be recorded as 'N' (no reason yet provided)

Registration code: G

Brief Description	Special circumstances (sent home)
Statistical meaning	Authorised absence
Legal meaning	Absent
Physical meaning	Out of school for whole session

Additional useful information:

This code is used when learners are sent home under special circumstances (previously known as 'cooling off'). This includes:

- The day when the learner is sent home and a maximum of one additional day. This is conditional upon parents/carers agreeing to their child being sent home and agreeing to attend a meeting in school. If parents/carers do not agree to their child being sent home, schools may decide to implement an alternative behaviour management strategy

Registration code: H

Brief Description	Holiday during term time
Statistical Meaning	Unauthorised absence
Legal Meaning	Absent
Physical Meaning	Out of school for whole session

Additional useful information:

It is the responsibility of parents/carers to ensure that their children receive full- time education as far as is possible and avoid any disruption to their education.

Although Guernsey law does not preclude term-time holidays, Education Services and schools are able to express concern and disapproval of term-time holidays.

Education Services and schools do not have the power to prevent parents/carers arranging term time holidays for their children but holidays in term time are not a right and will not be authorised.

A learner who has 10 days holiday in term time during one whole academic year will only attain a maximum of 94.7% attendance.

If parents/carers do intend to arrange for their child to have holiday in term time, for safeguarding reasons, in advance of the holiday they will be required to inform the Headteacher in writing of their intention and the dates of the holiday. (There is an optional proforma available for this at Appendix 4.) This process should be explained in the school prospectus and emphasis should be placed on the fact that Education Services and the school believe that holidays in term time can be prejudicial to children's education.

Schools are under no obligation to set or mark work of learners whilst they are on holidays during term-time.

When notification for term time holidays has been received, the absence code 'H' should be entered in the register for the duration of the leave which has been requested and agreed.

In the event of a learner being withdrawn from school for holidays without prior notification then the absence should be recorded as 'N' and when notification is received from parents/carers of the reason for absence it should be coded 'H'.

If parents/carers keep the child away from school for longer than was notified any extra time should be recorded as unauthorised absence using the code 'N' until parents/carers contact the school, when this should be coded as 'O' unauthorised absence.

It is Education Services' view that to seek punitive action against parents/carers would probably only succeed if there was a demonstrable case that the child's education was being adversely affected by the frequency or duration of family holidays in term time.

A variety of promotional resources are available to display at parents/carers' evenings and through other communications with parents/carers which would enable them to gain a clearer understanding of the impact of absence, including term-time holidays, on their child's progress. The Schools' Attendance Service can discuss these resources with you. The promotion of regular attendance and the development of positive attitudes towards school are the key messages.

Registration Code: I

Brief Description	Attendance at interviews directly related to career or continuing education
Statistical meaning	Authorised absence
Legal meaning	Absent
Physical meaning	Out for whole session

Additional useful information:

This code should only be used to record time spent in interviews with prospective employers or for a place at a further or higher education establishment (Years 11, 12 and 13). It should not be used for interviews for other employment.

School need to be satisfied that the interview is linked to further education or employment and school staff should normally ask for advance notice and proof of the appointment.

Registration Code: L

Brief Description	Late during registration
Statistical meaning	Present
Legal Meaning	Present
Physical meaning	Late for session

Additional useful information:

Education Services advises that schools should close the register to learners 20 minutes after the start of the session for both the morning and afternoon period and that the register should not be left open for the whole session.

For safeguarding reasons schools must follow up all unexplained absences on the first day, such as through the use of 'Group Call'.

If the learner arrives late for school through no fault of their own, but as a result of late arrival of the school bus then either the code 'L' or the code 'T' should be used, depending on whether the lateness is during or after registration, together with a comment in the comment box in which 'late due to transport' is entered.

Registration code: M

Brief description	Illness or dental treatment, medical
Statistical Meaning	Authorised absence
Legal meaning	Absent
Physical Meaning	Out for whole session

Additional useful information:

For Health and Safety and Safeguarding reasons a system must be in place to record that a learner has either arrived in school or left the premises during the session. This could be a paper-based system where learners sign in/out at the office giving details of arrival and departure times and where they are going

Parents/carers and learners should be encouraged to make appointments out of school hours. Sight of an appointment card and/or letter from parents/carers is advisable.

If the learner is present for registration but has a medical appointment later, no absence need be recorded for that session. Schools should keep a record of learners leaving or returning to the site in case of emergency.

If a learner is absent from school parents/carers are required to contact the school on the first day of absence with an explanation of their child's absence. In the event of parents/carers failing to do this or failing to reply to Group Call then the absence should be recorded as 'N' (no reason yet provided). **As this is a temporary code it should be substituted after three school days with either 'O' (unauthorised circumstances) or 'M' (authorised medical absence) whichever is appropriate. If the code 'M' is used, this represents acceptance by the school of a parent's explanation that their child's absence from school is due to illness or dental treatment. In such cases no action can be taken by SAS on these absences as they have already been agreed and accepted as being a valid reason for absence by the school.**

When parents/carers contact the school they should be asked to provide a specific reason for absence and indicate when it is anticipated that their child will be fit to return to school. Clearly there are some illnesses where the learner's absence is likely to extend beyond three school days, and these should be recorded as 'M', authorised medical absence. Parents/carers should be encouraged to keep the school regularly informed of their child's progress.

In the case of longer term medical absences such as children undergoing surgery or those having fractures, weekly contact by the parents/carers with the school is of particular importance.

If a learner does not return to school when they are expected to then parents/carers are required to keep the school informed in order to maintain the registration mark of 'authorised medical absence'. **This mark 'M' should not normally be continued beyond three days without confirmation from the parents/carers of their child's continuing ill health and a comment on the reason for absence should be entered in the comment box.**

In the event of the parent/carer failing to contact the school following a child's absence over three days then the school should consider how to record the continuing absence. It is at the school's discretion as to whether the continuing absence from school is recorded as 'authorised' (M) or 'unauthorised' (O) but it is very important that the parents/carers are informed of the school's decision otherwise they may cite this as a reason for not being aware of the level of unauthorised absence when further legal or Tribunal action is taken and this could prejudice an action.

Where an absence persists beyond three days and there is no reason provided then the school should contact the parents/carers to discuss any difficulties which may be preventing the learner from attending; good practice would be to invite parents/carers into school to meet and discuss these difficulties. A record of this conversation/meeting between school staff and parents/carers should be kept on the learner's individual file and may be requested at a later date in the case of any future referral to SAS, the Law Officers or Child and Youth Community Tribunal.

See additional information in the Attendance policy document for further detail regarding the management of illness absence.

Registration Code: N

Brief Description	No reason yet provided for absence
Statistical meaning	Unauthorised absence
Legal meaning	Absent
Physical meaning	Out for whole session

Additional useful information:

This code is restricted to absences for which explanations from parents/carers have not been received. **This is a temporary code and should be substituted by the relevant code within three school days of the initial entry.**

Every effort should be made to establish the reason for the learner's absence from school

Schools should ensure that they have systems and procedures in place to follow up these absences and establish reasons for absence

Where a learner is recorded initially as 'N' and this is subsequently amended with a reason for the absence of the learner, the new information is regarded as the first entry in the register and does not require that the change from Code N is associated with who made the change, when or why. Any other information entered into either the attendance register must be accompanied with details of the original and new entries, who made the change, when and why.

Registration Code: O

Brief Description	Unauthorised absence (not covered by any other code)
Statistical meaning	Unauthorised absence
Legal meaning	Absent
Physical Meaning	Out for whole session

Additional useful information:

Examples might include:

- Learner's/sibling's/relative's birthday
- Shopping
- Having hair cut
- Special treat
- 'Couldn't get up'

This code should also be used in cases where despite attempts by the school to obtain an explanation from parents/carers for a learner's absence, no explanation has been received. The Code 'N' should therefore be substituted by the code 'O'.

Registration Code: P

Brief Description	Approved educational activity
Statistical meaning	Approved educational activity
Legal meaning	Attending approved educational activity
Physical meaning	Out for whole session

Additional useful information:

This code applies to learners who are physically absent from school but are undertaking a sporting or cultural activity that can only be attended during the school day, as part of the school's Big Picture curriculum or some other form of specific educational activity that meets with the approval of the school

For example, the P code should be used for those learners:

- Participating in Eisteddfod events (whether entered by school, parents/carers or out-of-school group)
- Participating in the Jersey Dance World Cup

The learner must be taking part in the activity. Spectating at an event must not be treated as an approved educational activity.

If schools have concerns about the appropriateness of an activity then they can seek advice from the Schools' Attendance Service. However, the final decision rests with the school and they should take the effect on the learner's general education into account when deciding whether to authorise this or code it as 'O' unauthorised absence

The activity must take place during the session for which the mark is given.

Registration Code: R

Brief Description	Religious observance
Statistical meaning	Authorised absence
Legal meaning	Absent
Physical meaning	Out for whole session

Additional useful information:

Absence is to take part in any day set aside exclusively for religious observance by the religious body to which the parents/carers belong, including religious festivals. Parents/carers should be encouraged to give advance notice.

If a parent's religious organisation sets the day as a religious festival then the school must authorise the absence.

If the religious organisation has not set the day aside then there is no requirement for the school to approve the absence or grant leave of absence.

Registration Code: S

Brief Description	Study leave
Statistical meaning	Authorised absence approved educational activity
Legal Meaning	Absent
Physical meaning	Out for whole session

Additional useful information:

This code should only be used for Year 11 and Year 13 learners sitting public examinations. When calculating the use of study leave, and therefore the authorised absence caused by recording this, schools should be aware that:

For Year 11 learners sitting public examinations:

- Study leave should not be granted for mock examinations
- The earliest that use of code 'S' can commence in advance of public examinations is following the Summer half-term holiday
- Learners cannot leave school until the last Friday in June of the school year when they reach 16 years of age. Code 'S' should be used for Year 11 **until** the last Friday in June, with code 'X' (attendance not required) being used after this date until the end of the summer term
- Code 'S' should not be used for learners who are present at examinations

For Year 13 learners sitting public examinations:

- The availability and timing of study leave will depend upon the type of course being undertaken
- If granted for mock examinations, it should only be used during the mock examination period (not in advance)
- Code 'S' should not be used for learners who are present at examinations
- If learners are not required to return to lessons after the public exams, code X should be used from the end of the examination period until the school's official end of term

Registration Code: T

Brief Description	Late after registration closed
Statistical meaning	Present
Legal meaning	Present
Physical meaning	Late for session

Additional useful information:

Schools should close the Register 20 minutes after the start of the session for both morning and afternoon sessions.

This code should be used when a learner arrives late after the close of registration.

If the late arrival is through no fault of their own and as a result of the late arrival of the school bus then this code should be used and a comment added in the comment box.

Registration Code: V

Brief Description	Educational visit or trip
Statistical meaning	Approved educational activity
Legal meaning	Attending approved educational activity
Physical meaning	Out for whole session

Additional useful information:

Approved educational activity must be supervised by someone approved by the school. It must also take place during the session for which the mark is recorded.

Learners who are involved in approved field trips or activities within or outside the Island including activities that form part of 'activities week/project week' should be recorded as 'V' in the register. Although this code denotes that they are not physically present on school premises, for statistical purposes they will not be recorded as absent.

Registration Code: W

Brief description	Work experience
Statistical meaning	Approved educational activity
Legal meaning	Attending approved educational activity
Physical meaning	Out for whole session

Additional useful information:

This code is used for learners in Year 10 and 11 who are attending an approved 'work experience placement'.

Approved educational activity must be supervised by someone approved by the school.

Registration Code: X

Brief Description	No attendance required
Statistical meaning	No attendance required – not counted in possible attendances
Legal meaning	Absent
Physical meaning	Not required to be in school

Additional useful information:

This code should only be used in relation to learners of non-statutory school age who are not required to be in school.

This code should be used for:

- Reception children who are following a phased entry into school
- Year 11 **after** the last Friday in June, the official school leaving date, until the end of the summer term. (Code 'S' -study leave should be used as relevant for Year 11 until the last Friday in June.)
- Year 13 learners who are not required to return to lessons after public exams, from the end of the examination period for their course, until the school's official end of term. (Code 'S' - should be used to reflect any study leave during the exam period)

The code should **not** be used in cases where the school places a compulsory aged learner on a part-time timetable, for example as part of an integration programme, then the school is authorising the learner's absence from the sessions not the timetable. That absence should be recorded under Code 'C'.

Learners of statutory school age who are not required to attend certain sessions are recorded as C with the comment box being completed accordingly. See section on Code 'C'.

Registration Code:

Brief Description	School closed to learners
Statistical meaning	Not counted in possible attendances
Legal meaning	No session held
Physical meaning	Not required to be in school

Additional useful information:

This code will apply to INSET days or days exclusively set apart for staff.

It is also used for whole school planned closures such as between terms, half term.

Registration Code: Y

Brief description	Forced and partial closure
Statistical meaning	Attendance not required
Legal meaning	Unable to attend due to exceptional circumstances
Physical meaning	Not required to be in school

Additional useful information:

In the event of schools being forced to close due to emergency repair work, adverse weather conditions, health and safety reasons etc. the code 'Y' is to be used.

The code should not be used for planned closures of the school site which could be recorded as Code '#'.

It must not be used for learners on part-time timetables or any form of exclusion.

Where the whole school is forced to close in exceptional circumstances then this can be recorded in SIMS by way of selecting a 'system wide' entry for the whole school and applying enforced closure to all learners in the school.