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St. Anne's School
ALDERNEY

ATTENDANCE POLICY FOR SCHOOLS

Policy Directive and Guidelines

Document Control & History

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1.0 Introduction

1.1. Policy Statement

The Committee *for* Education, Sport & Culture (“The Committee”) and schools seek to provide high standards and high expectations for all, to enable learners to be successful and pursue a happy and fulfilling life. It is essential that all learners registered for school education attend regularly and on time and that they access all that education offers. The Committee’s expectation is that all learners will achieve an attendance of at least 95%.

The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual learners and families (*Working Together to Improve School Attendance, May 2022, DfE*). Therefore, St Anne’s schools need to work closely with families, carers and both professional and community partners to remove any barriers to attending school.

Recent research and reflections on good practice across the UK indicate that high levels of attendance are achieved when a high quality of education is offered to learners. This is achieved through providing a curriculum which is ambitious, broad and balanced, and led by specialists.

Article 3 of the United Nations Conventions on the Rights of the Child states that “in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.”²

Learners who do not attend school regularly are at risk of poor outcomes in regards to; low attainment, reduced social contact and vulnerability to compromised mental health and wellbeing. This has an impact on later life, including health risks and limited employment and social opportunities. The link between poor school attendance, poor academic achievement and limited life outcomes has been well established across international studies and local data also reinforces the importance of school attendance in terms of attainment at Level 2 qualifications.

It is therefore the intention of The Committee and schools that we act in the best interests of learners by promoting their attendance at their registered school.

The key principles which underpin the policy and procedures for managing attendance are that:

² [The United Nations Convention on the Rights of the Child](#)

- Parents/carers whose children attend school have a duty to ensure that their children attend regularly and punctually to benefit most 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 schools and settings³ 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 focused on children of compulsory school-age, policy statements regarding holidays in term time also apply to Post 16 provision at both The Guernsey Institute (TGI) and the Sixth Form Centre.

It is acknowledged that TGI have their own policies and practices which would align with the philosophy and practice of this policy. Schools are responsible for learners attending TGI College of FE Partnership Courses and should ensure registers are updated accurately.

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

The application of this policy is delegated to officers within The Education Office.

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

³ Both States and otherwise

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

The Education Office, on behalf of The Committee has duties to:

- Carry out checks on school attendance registers in SIMS
- Remind parents/carers of school children of their duty to ensure their children access education
- Refer children to the Office of the Children's Convenor (under section 35 of the Children Law).

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](#)

[Education Strategy](#)

[Model Safeguarding and Children Protection Policy](#)

TGI College of FE Student Attendance Policy

1.7 Alignment with the Education Strategy

The policy aligns with the following commitments under the Education Strategy

Equity, Safety & Inclusivity

1. Embedding whole-setting cultures and practices which promote inclusivity, challenge inequity, support health and well-being for all and remove barriers to personal ambition.
3. Ensuring that the protective measures in place to safeguard and keep learners safe are of the highest standard in all settings
4. Striving for excellence, by acting quickly to challenge any areas of under-performance and providing effective and responsive support to settings so that all learners receive a high quality of education

Meeting the Needs of Our Community

3. Operating in a spirit of openness and transparency so that all stakeholders understand the processes in place across the Bailiwick to maintain the highest quality of education

High quality learning and excellent outcomes

1. Championing early intervention approaches in all phases and building on excellent foundations to provide the best outcomes for our learners

Outstanding Leadership and Governance

3. Reporting regularly, accurately and meaningfully on the quality of education across the Bailiwick

4. Developing a shared culture of trust, honesty, open communication and reflection across the whole education sector that embraces and promotes continuous improvement and accountability at all levels

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)⁴ 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 otherwise⁵.

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 Inclusion Services has a duty to take appropriate action by serving a School Attendance Order on the parent(s)/carer(s).

Under Section 35 of the Children (Guernsey and Alderney) Law, 2008, the following conditions must be satisfied to justify a court or the Tribunal making an order about a child for reasons of non-attendance:

"There is, or appears to be, no person able and willing to exercise parental responsibility in such a manner as to provide the child with adequate care, protection, guidance or control, and;

(g) the child (being under the upper limit of the compulsory school age) is failing to attend school without good reason"⁶

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

- Maintain school registers

⁴ 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.

⁵ '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.)

⁶ [The Children Law \(Guernsey and Alderney\), 2008, page 57-58.](#)

- 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 Inclusion 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.

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:

- Promoting the highest standards of safeguarding by ensuring that the attendance codes and notes which are recorded on the School's Information Management System (SIMS) are accurate and up to date
- Remind staff that the primary motivator for learners to attend school is the offer of a high-quality education
- Collating and analysing data for the purpose of intervention and forward planning
- Establishing whole school procedures, based on the Staged Approach to managing attendance, so that escalating systems and procedures are adhered to for the management of attendance (see Appendix 2)
- Monitoring and evaluating the implementation of these procedures in the School Termly Audit Checklist and Action Plan (see Appendix 1)
- Liaising with administration staff around the communication from parents/carers regarding absence and procedures

- Liaising with the Head of Year, Form Tutors, Class Teachers, Special Educational Needs Co-ordinator (SENCo) and Family Liaison Officer (FLO)/Family Support Worker (FSW), Inclusion Lead, regarding systems, procedures and interventions
- 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 Approach to Managing school attendance (see Appendix 2)
- Meeting regularly with the designated School Attendance Service (SAS) Officer for the school to discuss whole school and individual cases including any new referrals
- Attendance at Education Inclusion 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 unauthorised absence, including holidays in term time. Factual information such as '90% attendance is the equivalent to half a day off school per week' and 'a learner 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's information on the Attendance Policy for Schools must convey:

- Details of the systems for promoting attendance, recording attendance within SIMS and absence and for addressing lateness and absence of all learners to ensure consistent implementation
- Details of the Staged Approach to Attendance Management including escalation of concerns for absence beyond first day calling.
- Roles, responsibilities and contributions of the whole school community, including parents/carers
- The arrangements for monitoring of attendance within SIMS and the measures that will be taken to tackle poor attendance, including the involvement of external agencies and the use of statutory powers
- 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 unauthorised absence, for example holidays in term time (Appendix 4 provides an optional form for use by schools)

- Information about systems for working with the 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 school's Attendance Lead to obtain further information.

As school attendance is our key means of safeguarding learners, schools may encourage the provision of specific tasks for some learners to complete, as a transition item by which to have them come into school but any more substantial arrangement than this would be likely to reinforce their non-attendance.

It is recognised that schools are undergoing a post-COVID-19 recovery phase. During this time, incremental attendance targets aligned with the national (English) attendance headlines, from the previous term, can be used.⁷

Schools will regularly draw upon advice from the SAS to establish and review their own procedures. The School Audit Checklist (see Appendix 1) will be used on a termly basis.

4.0 School Data Analysis

School attendance data is held on 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. These interventions should be communicated and shared across the school.

Analysis of data should include consideration of:

- Patterns with particular subjects, classes or year groups

⁷ Schools should continue to track their attendance and set incremental, school specific attendance targets (in alignment with *FFT Regional Attendance Tracker*) to work towards achieving attendance 95% or higher. These figures should be appropriately applied as incremental, internal targets for the special schools, depending on the school setting. It should be noted that any review of attendance data within these settings should recognise the small and varied cohorts. It is acknowledged that certain learners who have been identified as requiring special school placement will commence those placements with a lower baseline attendance than would be the case of learners at mainstream schools. Attendance figures can be disproportionately affected by a small number of learners.

- Individual learners with punctuality problems, broken weeks of attendance or post registration absence
- The attendance of different groups of learners such as Special Educational Needs (SEN), Children in Care (CIC) and other vulnerable groups
- Difference in attendance and absence of male and female
- 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 analysis which the school should investigate. 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 escalated measures (as noted below).

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 Children's Convenor or to the Law Officers of the Crown with any referral that is made.

5.0 Attendance Registers

Schools are legally required to maintain registers of attendance. The school has a duty to ensure these registers are accurate and timely to safeguard their learners, as detailed within the Model Safeguarding and Child Protection policy. The Education Office 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.

It is important to note that The Bailiwick has bespoke attendance codes and descriptions differ from guidance published by the Department for Education. Schools should always refer to the Attendance Policy for Schools for guidance on the meaning of codes.

Only schools (not parents/carers) can authorise absence and schools must adhere to Absence and Attendance Codes (Appendix 5) as listed within this policy, 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/Principal 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.**

A building timetable in school may only be agreed as part of a planned package which has been implemented 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 building timetables for an indefinite period. Any building 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 building 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	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
7	Illness: Tested positive for COVID-19	Authorised absence
N	No reason yet provided	Unauthorised absence
O	Unauthorised circumstances	Unauthorised absence
P	Approved sporting event	Approved Educational activity (counts as present)
R	Religious Observation	Authorised Absence
S	Study Leave (Yr 11 & Yr 13 learners sitting public examinations only)	Authorised Absence
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

On the last day of term, where schools chose to close after the morning session, schools should record a half day for the afternoon session in the School Diary on SIMS. This will mean that attendance is not required during the afternoon session.

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 Attendance policy for recording absence is in line with Guernsey Law. Should it become necessary for the States of Guernsey to use statutory power, the application of this policy should underpin that action.

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:

The following absences from school are authorised by The Education Office: illness, medical and dental appointments (where these cannot be secured outside of the school day), interviews (with prospective employers or for further schooling), exclusions and special circumstances (See Appendix 5).

7.2 Unauthorised Absence includes:

The following absences from school are not authorised by The Education Office (as any unauthorised absence poses safeguarding risks for learners): holidays during term time, family events, spectating at sporting events (See Appendix 5).

8.0 Medical Absence

Please refer to Appendix 5.

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 and transparent 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/carer decides that they wish to home educate then they must write to the Director of Education and make their child's school aware of their intention. A Children's Officer, SAS Officer and/or an appropriate officer from The Education Office will then arrange to make a home visit to seek parental confirmation that an appropriate alternative education programme is being provided for the learner 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 Inclusion Services.

11.0 The Schools' Attendance Service

The SAS works within the legal framework of the 1970 Law and the Children Law 2008 is directly concerned with discharging 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. The SAS becomes engaged in a case via the agreed referral process following the school-based stages of intervention as detailed within this policy.

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 SAS Officer 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 secondary schools will be visited once every week by the designated SAS Officer 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 SAS Officer with a designated member of staff
- Primary and Special schools will be visited at least once every half term. The school is able to contact the SAS Officer 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 Inclusion 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 Inclusion 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 SAS Officer, for them to participate in the agreement of suitable next actions. Other learners with higher levels of attendance, but whose pattern of attendance is of concern, may also be discussed with the SAS Officer.

In some instances, the SAS Officer may participate in a school-organised one-off meeting with parents/carers and/or learners. (Stage 2 of the Staged Approach to attendance

management). The school must inform parents/carers, with two days' notice, that the SAS Officer 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 SAS Officer so that they may co-work on the case. 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**
- the school to receive support from the SAS Officer to carry out further work with the learner and family with a view to improve engagement and attendance

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 the following outcomes would be expected:

- All schools will have attendance procedures in place
- All schools are operating first day absence procedures with escalating staged approaches beyond this
- Schools are actively promoting the importance of attendance
- Improved overall school attendance levels are evident across the Bailiwick
- Improved attendance is evident for vulnerable groups
- Schools have robust systems for collating, analysing and monitoring attendance data
- Improved attendance across primary, secondary and special schools is evident
- Schools are linking strategies for improving attendance to raising achievement with improved outcomes
- Reduced numbers of learners have attendance below 85% (persistent absentees)
- Reduced absence for holidays in term time is evident
- There is a reduction in the numbers of learners having unauthorised absences
- Absences due to medical or dental appointments are reduced in number and as a percentage of overall absence

- Schools raise awareness of the importance of improving school attendance for parents/carers
- There is a reduction in the number of learners becoming “Not in Education Employment or Training” (NEET) when leaving Year 11

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

 <p>States of Guernsey Education Inclusion Services</p>
<p>Notification by Parent/Carer of Leave of Absence for Holiday During Term Time</p>
<p>The Education Office within the States of Guernsey cannot and does not approve of school learners taking holiday in term time.</p>
<p>For reasons of safeguarding though, it is essential that schools are informed as to a learner's whereabouts when not in school during term time.</p>
<p>There is therefore a requirement for you to complete the form at the foot of this page and submit it to your child's Headteacher/Principal at least 2 weeks in advance of the date of the proposed holiday.</p>
<p>As holidays during term time are not authorised, your child will be marked as absent from school throughout the period of the holiday.</p>
<p>The Committee <i>for</i> Education, Sport & Culture and schools seek to provide high standards and high expectations for all, to enable learners to be successful and pursue a happy and fulfilling life. It is essential that all of the learners registered for school education attend regularly and punctually and that they access all that education offers. The Committee's expectation is that all learners will achieve an attendance of at least 95%.</p>
<p>A learner who has 10 days of absence across the school year will not meet this minimum standard.</p>
<p>Learners who do not attend school at or above 95% of the school year are at risk of poor outcomes in regards to; low attainment, reduced social contact, vulnerability to compromised mental health and wellbeing. This has an impact on later life, including health risks and limited employment and social opportunities.</p>
<p>I am notifying you that (name of child): _____</p> <p>Will be taking leave of absence from (name of school): _____</p> <p>from (date): _____ to (date): _____</p> <p>in order to take part in a holiday.</p> <p>I understand that this absence is not authorised by the school and will have a detrimental impact on my child's educational opportunities.</p> <p>Signature of parent/carers: _____ Date: _____</p>

