



La Moye School: Attendance Policy

June 2025

This policy aims to:

- Describe our procedures and processes relating to school attendance, punctuality and welfare of all pupils on roll.
- Set out the arrangements that are in place to enable pupils to fully benefit from the educational opportunities available by maximising attendance and punctuality and in addition to support families to fulfil their statutory obligations.

Responsibilities:

It is the responsibility of the Headteacher to ensure that all staff tasked with recording pupils' attendance are made fully aware of the legal requirement placed upon them in regard to these procedures. The Headteacher has overall responsibility for attendance and welfare, although this is delegated to the Key Stage Managers and then to the class teachers.

It is the responsibility of the school to record and monitor attendance, punctuality and the general welfare of the pupils.

We take attendance very seriously and actively monitor attendance with a view to improving it. We:

- Encourage, promote and maintain positive individual pupil attendance and punctuality;
- Implement strategies and initiatives to improve 'whole school' attendance;
- Ensure that registers are accurate and up to date, using the correct codes (see Appendix 1);
- Monitor and promote the welfare of every child and young person;
- Regularly monitor registers to identify any pupils with attendance and/or punctuality concerns;
- Ensure that all appropriate information and records are available to the Education Welfare Officer (EWO) as part of a schools' request for Education Welfare Service (EWS) involvement.
- Communicate information about attendance and punctuality to parents/carers and pupils, including holidays in term-time;
- Collate and utilise attendance data effectively;
- Recognise of the importance of early intervention, including first day response in contacting parents/carers;
- Ensure that children and young people with chronic/long term illness are supported in accessing their learning needs.

- Ensure consideration is given to critical times e.g. Key Stage 2-3 transition;
- Have a range of strategies in place to deal with absenteeism, lateness;
- Have a clear hierarchy of sanctions;
- Consider the use of attendance incentive strategies when considered appropriate;
- Attend regular structured meetings between the schools and the EWO;
- Follow procedures before requesting the involvement of the EWO;

Attendance Lead: Hannah Le Couilliard, SENCo

Response to Absences, Lateness and Welfare Concerns

Attendance and Punctuality

We categorise and respond to attendance as follows (see Appendix 2):

- 99% Excellent. No action required.
- 95-99% Good Attendance. No action required.
- 90-94% Fair attendance. Informal monitoring.
- 85-89% Of Concern. Careful monitoring. Discuss with EWO. Letter and Attendance Plan or further action.
- Below 85% Of Significant Concern. High level weekly monitoring/attendance plan. EWO referral likely.

Cumulative actions to support good attendance:

1. Class teacher discussion with parents.
2. Attendance lead discussion with parents. Weekly monitoring by school.
3. Letter to parents from Headteacher and/or meeting.
4. Chronology of attendance and contact made. This will be recorded on MyConcern
5. Attendance Plan in place. Weekly monitoring by school. Uploaded to MyConcern.
6. Referral to EWO. Weekly monitoring by school. Uploaded to MyConcern.
7. Attendance Panel. Weekly monitoring by school. Outcome recorded on My Concern.

As soon as improvements are made, reduced levels of action are taken.

Punctuality

Children can arrive unaccompanied at school from 8:30 am. From 8:30 children enter their classrooms and have morning learning activities to complete. Children need to be in class and ready for registration by 8.45 am. After this time and until 9:15am, they are marked as 'L' meaning late. After 9:15am, they are marked as 'U' meaning late after close of registers. A 'U' is counted as an unauthorised absence.

We have a Breakfast club provision available for all children in school, which is provided by school staff providing supervision from 7:30-8:30am, which can be a useful support to parents where punctuality is a challenge, such as those living some distance from the school, or those with other children to drop off elsewhere.

We monitor punctuality closely. Where patterns of lateness or regular lateness occurs the following actions will take place:

Cumulative actions to support good punctuality:

1. Class teacher discussion with parents
2. Headteacher / Attendance Lead discussion with parents
3. Letter to parents from Head teacher. Weekly monitoring by school.
4. Chronology of punctuality This will be recorded on MyConcern
5. Attendance Plan in place. Weekly monitoring by school. Uploaded to MyConcern.
6. Referral to EWO. Weekly monitoring by school. Uploaded to MyConcern.
7. Attendance Panel. Weekly monitoring by school. Outcome recorded on My Concern.

As soon as improvements are made, reduced levels of action are taken.

Recording significant concerns about attendance and punctuality on My Concern.

MyConcern is the school's safeguarding and welfare recording system and is used by all schools in Jersey. Patterns of poor attendance impact on a child's learning and welfare. In some cases, poor attendance can be an indicator of wider safeguarding concerns. The school will record on this system significant concerns about attendance on MyConcern for these reasons. These records will be passed on to the child's next school or electronically transferred if they use the same system.

School attendance plans and EWO attendance plans

We make every effort to engage with parents/carers over attendance and in doing so, where appropriate, introduce an Attendance Plan (Appendix 3). Review dates should be agreed with a view to improvements being made. These forms will be uploaded to MyConcern.

Where there are no significant improvements, and when we have exhausted all our strategies and absence and/or punctuality continues to deteriorate, schools should engage with parents/carers to agree to the support of the EWS. A Request for Involvement (RFI) form will then be completed (Appendix 4). These forms will be uploaded to MyConcern.

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

Please refer to the Graduated Response document (Appendix 5) and the guidance notes provided by the EWS (Appendix 6).

Attendance Panel Meetings

If there is no subsequent improvement in attendance and punctuality despite the input from the school and the EWS, in consultation with the Team Manager, warning letters with the intent to refer to Attendance Panel will be sent by the EWO. No further improvements will

initiate an invitation from the Team Manager to parents/carers to attend an Attendance Panel Meeting.

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

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

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

- Persistent and long-term concerns in the area of attendance and/or punctuality;
- School-led intervention;
- Direct involvement from the school's EWO/school-based EWO as evidenced by relevant documents (e.g. Attendance Plans);
- Case oversight from the Team Manager of the EWS;
- Appropriate involvement of other agencies;
- Parental non-engagement/non or disguised compliance.

Decisions to progress to Attendance Panel will be recorded on MyConcern.

The Panel will consist of a Senior Manager of the Education Department, the Team Manager of the EWS and a Senior Manager of the Multi Agency Safeguarding Hub (MASH), an EWO and school representative.

Possible outcomes of the Attendance Panel include:

- A review period for parents/carers and pupil to evidence significant improvements. This will sit within an Attendance Plan or a Team Around the Child/Family (TAC/F) Plan and may include the involvement of further professionals;
- An Enquiry to the Children and Families Hub (CaFH);
- A referral to the Parish Hall with a view to prosecution;
- Application to the Court for an Education Supervision Order (refer to the Education (1999) Jersey Law).

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

Welfare Concerns

In such cases where the welfare of the child is of a concern, we make every effort to engage with the parents/carers with a view to the situation improving. If this is not the

case, we will consider an 'Early Help' assessment. The outcomes of this assessment will determine the needs of the family, which will in turn dictate the need of internal/external and third sector services. The EWO may or may not be required to be part of the assessment and/or outcomes.

Emotionally Based Non-Attendance (EBNA)

It is important to distinguish between non-school attendance, truancy and emotionally based non-school attendance, the latter being considered an emotional need. There could be a number of contributing factors to EBNA's. We use the Education Department's EBNA Assessment Tool to establish the route of the problem (refer to EBNA Policy). Once this process has been completed schools, along with parents/cares, should request the appropriate involvement of services such as Education Psychologists or CAMHS in order that the appropriate support can be put in place to support the pupil.

Children Looked After (CLA)

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

Attendance Procedures and Recording Attendance and Punctuality

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

Attendance Registers

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

Registration

Staff and pupils should be aware that registration is a key part of the school day.

Attendance registers must be called twice daily, at the start of the morning session and once during the afternoon.

Pupils must be marked as:

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

Absences should be authorised by way of written or verbal communication with the parent/carer. Parents are required to telephone the school before 8:45 am and explain why they will be absent. If a child is absent for more than one day, parents must phone every day.

The appropriate code should be entered into the register and a reason for absence entered into the SIMS Events.

If no message is left, the School Secretary will contact parents/carers directly. If no contact can be made then, in the interest of safeguarding children, the school will inform the Education Welfare Officer who will take further measures to ensure contact.

Punctuality

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

Pupils who arrive

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

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

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

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

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

Alternative Educational Provisions

A pupil who is receiving part time/temporary education or training away from the school site but is retained on the register of the school should be marked as **(B)** in the register.

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

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

Children Missing from Education

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

Parents/carers Responsibilities

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

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

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

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

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

Leave of Absence

The Education Directorate and La Moye School do not, at any time, support leave during term time, however, in exceptional circumstances head teachers have the discretionary power to grant leave in accordance with this policy. It starts from the premise that every day counts and that permission is only authorised in exceptional circumstances. Furthermore, leave is not granted as a reward for good attendance.

If parents are forced to take their child out of school during term-time they must request leave of absence by completing an 'Authorised Absence Request Form' prior to any booking being made (see Appendix 7).

We will either write back, or complete our section of the Request form, informing you whether or not permission has been granted.

Each case is considered carefully taking into account:

- the age of the child;

- the time of year;
- the nature and purpose of the trip;
- family circumstances;
- attendance pattern of the pupil;
- previous requests.

We also refer to Education Department guidance for exceptional circumstances:

- No alternative flights;
- Changes to flight /ferry timetables;
- Some significant family events depending on the circumstances (wedding, bereavement, funeral, graduation, christening, significant birthday of family member);
- Inflexible working patterns of parents;
- Research for family relocation.

Whilst each case is unique, the above guidance strives for consistency across all schools. To further support consistency, where siblings are concerned, we try to contact the sibling's secondary school to liaise with each other prior to a decision being made.

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

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

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

Parents/carers who wish to take their child/ren out of school for longer than ***four weeks*** will have to re-apply for their school placement. It should not be considered that a pupil has the automatic right to return to the school.

Codes for Absence

When applying codes for absences or late arrivals, schools are required to refer to Appendix 1 of this document.

Attendance Data

Attendance data will be collated centrally by the EWS at the end of each term and is shared with our school. This information will be broken down into year groups, allowing the EWS to direct their services appropriately. Furthermore, all information will form part of our self-evaluation.

This information will provide:

- The number of pupils attending;
- The number of authorised/unauthorised absences;
- The number of absent days broken down into year group;
- The average number of late arrivals (including after the close of registration);
- The number of authorised/unauthorised holidays;
- The number of Emotionally Based Non-Attendance (EBNA) pupils;
- Pupils with a diagnosed significant illness impacting on their attendance.

CLA Attendance Data

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

Chronic illness / long term illness or poor mental health

Chronic or long-term illness can be defined as a long lasting and/or reoccurring illness or condition which is impacting significantly on a pupil's school attendance (Appendix 2). The illness/condition should be professionally diagnosed by a paediatrician, CAMHS or other appropriate health care professional. When a pupil is thought to be suffering with a chronic or long-term illness, education and care plans should be developed by school. These measures will take into consideration the health needs of the pupil, as well as their learning needs which may be impacted upon due to the high level of absenteeism they may experience.

Serious injury

Where a pupil who has a serious injury, which has required regular absences or a sustained period of time off school, s/he will also be considered under the chronic illness or long-term illness pathway. In all cases of chronic/long term illness or significant injury, the EWO will be involved to some degree, involving as a minimum an overview of the pupil's case to ensure that their education is not disadvantaged.

Collection of children from school

- The school should be notified of who will normally collect the child when the child joins the school.
- Parents have a responsibility to notify the school in advance if this changes, giving details of the person authorised to collect the child.
- Parents should also be asked to inform schools where children are subject to court orders that limit contact with a named individual.

- **In the event that anyone who is not authorised to do so attempts to collect the child, the school should not allow the child to leave and contact the parent immediately.**
- If a child is not collected at the end of the school day:
 - Office/Duty staff should check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members and wait with the child until someone comes to collect them.
 - **Children should not be released into the care of another parent even where they offer to take the child home.**
 - If there are still difficulties in contacting parents or other family members by 4pm, we will discuss this with the CaFH team.
 - If no contact can be made with the parent by 4.30pm, the school should contact the CaFH Co-ordinator who will arrange for a Child Care Officer to collect the child or make arrangements for the child to be transported to the Children's Services Department.

Schools should regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so.

Where children are regularly not collected or collected late, this should be discussed with parents/carers early on and if no improvement is witnessed then DSLs/Headteachers should refer the case to the Education Welfare Service. If there are also child protection concerns, consideration should be given to making a MASH Enquiry and this should be discussed with the parent/carer

Acrimonious parental relationships, Parental Responsibility (PR) and collecting child from school

Caution should always be taken where the welfare of a child is of concern and their welfare will always take priority

- Our obligation is for the education and welfare of the child. We work with and are guided by the Jersey Family Court Advisory Service (JFCAS)
- Any difficulties that arise between parents with parental responsibility (PR) should be managed by JFCAS and the Family Court. Staff should be careful not to become involved in custody disputes.
- If either parent or their respective lawyers request a member of staff to either write a statement or appear in court on their behalf, they should refer to the Headteacher who will seek advice from Head of Governance at the Education Department.
- If the Head teacher becomes aware of problems between parents, it is good practice that a meeting with both parents takes place to try and resolve any difficulties that may negatively impact on their child.
- However, it is important to ensure that these conversations remain around the child's educational needs and welfare, and that you are not drawn into custody or divorce disputes, which are beyond ED's remit.

- Court Orders will inform contact arrangements, which can include the collection of children from school. It may be necessary to ask for a copy of relevant Court Orders which can be included in the child's file. Court Orders regarding collection must be adhered to until and unless they are changed.
- In the absence of a Court Order when there is a disagreement about who can collect the child, an 'adult conversation' with parents should take place about who collects the child with a signed agreement between both parents and the Head teacher
- The DSO can be contacted and will attend the meeting with parents and Head teacher if requested. If no resolution can be reached, the parents should be directed to seek legal advice.
- If the Head teacher does make the judgment that a parent is not in an appropriate condition to release the child, then they can refuse to do so. However, this would be the case regardless of whether or not there was a Court Order in place and is a safeguarding matter. In this situation, advice must be sought immediately from MASH or the States of Jersey Police, Public Protection Unit (PPU)
- In the event that the Head teacher or school staff suspect there may be a problem, or either parent has made a threat, this should be flagged as early as possible; advice from the DSO, Social Worker (if there is one) or the PPU should be sought
- Where Head teachers or school staff have grounds to believe a child may be at risk of harm by a breach of the peace or that a crime may be committed, they must contact the police immediately.

Appendix 1

Attendance Codes, Descriptions and Meanings

CODE		
/	Present (AM)	Present
\	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
C	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence
D	Dual registration (i.e. pupil attending other establishment)	Approved Education Activity
E	Excluded (no alternative provision made)	Authorised absence
F	Extended family holiday (agreed) (extended defined as greater than 10 school days)	Authorised absence
G	Family holiday (NOT agreed or days in excess of agreement)	Unauthorised absence
H	Family holiday (agreed) (up to a maximum of 10 school days)	Authorised absence
I 01	Illness (NOT medical or dental etc. appointments) NB Replaces I and is for general illness (not Covid-related)	Authorised absence
I 02	Illness – Confirmed case Covid-19	Authorised absence
J	Interview	Approved Education Activity
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorised absence
N	No reason yet provided for absence	Unauthorised absence

O	Unauthorised absence (not covered by any other code/description)	Unauthorised absence
P	Approved sporting activity	Approved Education Activity
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
U	Late (after registers closed)	Unauthorised absence
V	Educational visit or trip	Approved Education Activity
W	Work experience	Approved Education Activity
X 01	Non-compulsory school age absence	Not counted in possible attendances
Y	Enforced closure	Not counted in possible attendances
Z	Pupil not yet on roll	Not counted in possible attendances
#	School closed to pupils	Not counted in possible attendances

Appendix 2

SCHOOL ATTENDANCE MATTERS

Above 99%	EXCELLENT	No action is required to improve school attendance.	DID YOU KNOW? Children who rarely miss school are more likely to be successful in school and have better opportunities to meet their full potential.
95% - 99%	GOOD TO VERY GOOD	The child / young person's school attendance may range from average to very good, with between 3 and 9 days of school missed over the year. It would not be expected that any action would be required unless a pattern of absence began to emerge or the absence(s) were deemed to be inappropriate.	95% attendance could still mean up to 60 lessons missed during the school year.
90% - 94%	LOW	The child / young person's school attendance is below average to low. Whilst many students experience unavoidable absences the school should be aware of these students to ensure that all absences are appropriate.	A child / young person with 90% attendance at the end of the school year will have missed almost 4 weeks of school. This could mean up to 120 hours of school lost over the academic year.

85% - 89%	OF CONCERN	A child / young person whose attendance falls below 90% is now starting to miss a lot of school. This would be a concern. Conversations should be had with parents / carers about improving attendance and the school may inform the Education Welfare Officer attached to the school that concerns are emerging. In some cases it may be appropriate for attendance plans to be agreed with parents / carers of children whose attendance is low.	85% attendance is almost 6 weeks or half a term of education missed over the year. Children who experience low attendance are at serious risk of falling behind in their school work.
Below 85%	OF SIGNIFICANT CONCERN	Children whose attendance falls below 85% are missing a substantial amount of school and this is a cause for significant concern. The Education Welfare Officer will be aware of all children whose attendance scores under 85% and there should be a plan in place to improve the child / young person's school attendance. A referral to the Education Welfare Service may also be considered.	Missing more than half a term of education over the school year will seriously impact on a child / young persons' ability to meet their full potential. Research shows that there is clear evidence of a link between poor attendance at school and low levels of achievement.
LATENESS		A child or young person who arrives late for school 10 or more times in any term will be considered as being persistently late. It would be appropriate for any child / young person who is persistently late to be on an attendance plan; a referral to the Education Welfare Service may also be considered.	Arriving on time for school is important as this is the 'settling in' period before the school day starts. This is also important time for socialisation within peer groups. Some children can develop anxiety by continuing to arrive late for school. Lateness also creates difficulties for teachers who may have to repeat part of the lesson. Lateness also causes disruption to other children.

Appendix 3



ATTENDANCE / PUNCTUALITY / WELFARE PLAN

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

Date of Plan:		Review Date:	
Name:		D.O.B	Yr:
School:		School Contact:	
Parent/Carer:		Tel:	
Email:			
School Practitioner _____			
Purpose of Plan <i>(concern/attendance data)</i>			
Pupil: <i>(impact on the pupil)</i>			
Views and agreed actions			
Parents/carers:			
Views and agreed actions			
School:			

View and agreed actions	
Other Agency (as appropriate):	

Signed: Parents/carers

.....

Pupil

.....

School Practitioner

.....

Appendix 4

Inclusion
PO Box 142 | Highlands Campus
Jersey | JE4 8QJ

Education Welfare Team

Request for Involvement

When completing, this form must be discussed with the child's/young person's parent(s)/guardian(s) and signed by them

Name:	DoB:	Gender, please specify:
School/setting:	Current year group:	School Attendance (%):

Person responsible for school attendance:	Head of Year: (if applicable)	Other adults involved in school and role:
Is this child/young person open to Early Help or have a CIN or CP plan? EH / CIN / CP Is this child/young person looked after? Yes/No If yes to EH, CLA, CIN or CP please provide the named Social Worker or TAC lead:		
Parents/Carers Names:		
Do both parents have parental responsibility? Yes/No – please specify who:		
Any other person(s) with parental responsibility? Yes/No		
Address(es) of parents/carers: Postcode: Home Telephone: Daytime: (if different) Email address:	Name & Address of other/s with parental responsibility: Postcode: Home Telephone: Daytime: (if different) Email address:	
Medical Information: (e.g. hearing, vision, medication)		
Home Visits – any known risks?		
Other professionals involved: (please tick where appropriate and attach relevant reports)		
☐ Inclusion & Early Intervention	☐ Paediatrician	☐ Social Services
☐ Speech and Language Therapy	☐ Occupational Therapy	☐ Audiology
☐ Physiotherapy	☐ Brighter Futures	☐ Family Partnership Worker
☐ CAMHS	☐ School Nurse	☐ Other:
If yes, please name the professional and briefly explain their involvement with the child or family.		
What is the nature of your concern?		

How do you hope the Education Welfare Team can support you in meeting this child/young person's needs?

Name:

Title:

Service:

Signature:

Date:

Parent/carer:

I agree to the request for involvement of the Education Welfare Team

Yes/No

I have received a copy of the Education Welfare Team leaflet for parents

Yes/No

Parent/Carer Signature(s):

Date:

Print Name:

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

Appropriate paperwork attached supporting this RFI

Please Tick:

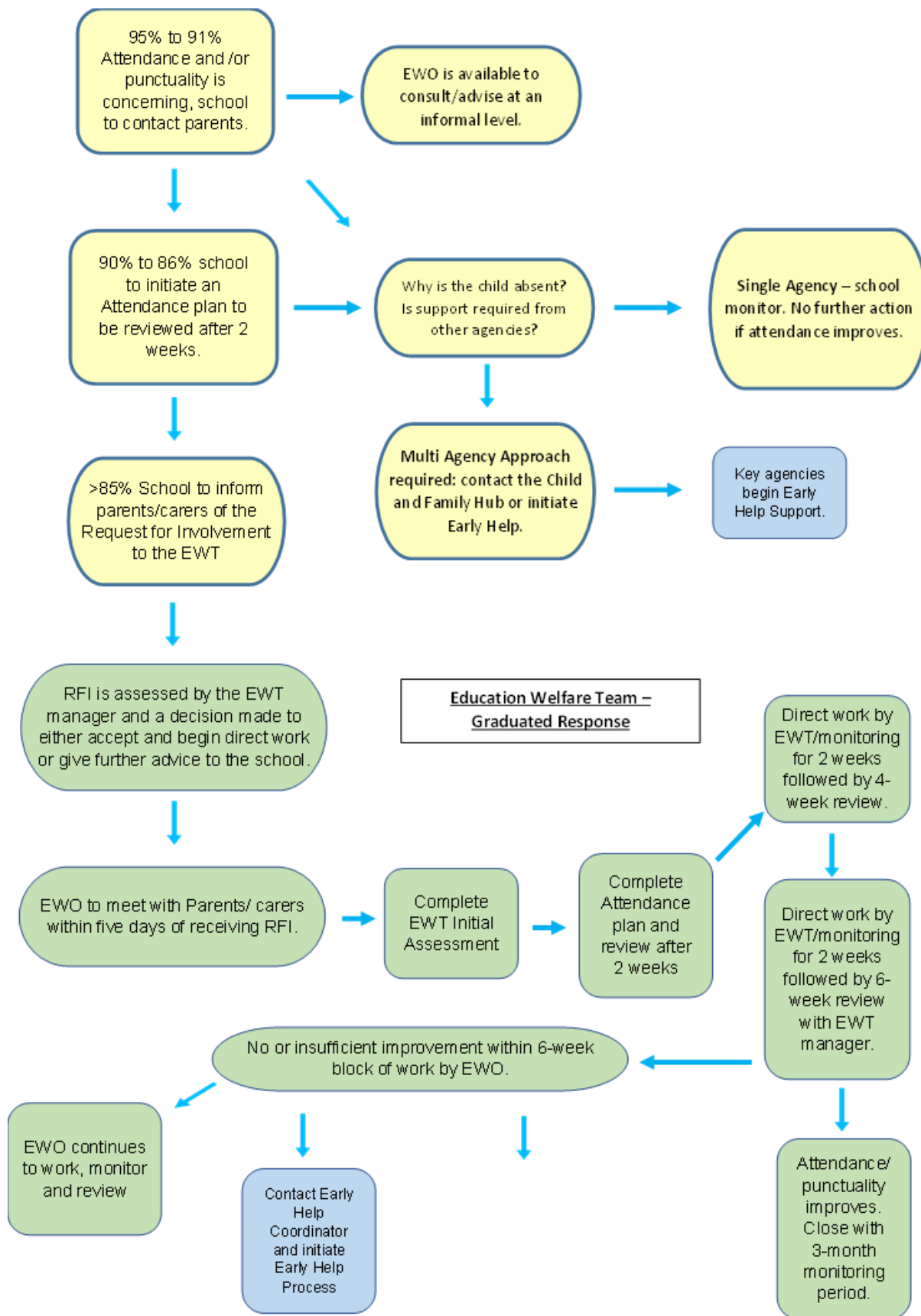
Individual Attendance Grid for this and last Academic year

Most recent Attendance Plans signed and dated by Parents

Attendance Plan review: (i.e.: within 2 weeks of the Attendance Plan)

Relevant documents e.g. Early Help Assessment, CIN plans etc

20



Appendix 6

Education Welfare Team

Updates to the Graduated Response Flowchart and Request for Involvement Form

Following a review of our procedures there have been some changes made to the two documents attached.

Below is a summary of these changes along with some helpful guidance.

Please ensure all members of staff responsible for attendance receive this information.

Graduated Response

The new Graduated Response Flowchart is a simplified version that gives further direction for schools.

Key: Yellow – school, Green – EWO, Blue – Multi-agency

91% to 95% - schools contact parents informally to highlight current attendance. *Early intervention is crucial. The more engrained poor attendance is, the harder it is to resolve.*

86% to 90% - school contact parents formally to agree a school attendance plan with a review date 2 weeks later. *Keeping the time between plan and review tight will prevent drift if there is no improvement.*

Below 85% - if, despite school intervention, attendance continues to fall, complete a Request for Involvement to the EWT. Include all relevant documentation listed at the bottom of the form unless the child is at EH, CIN or CP when just the RFI is required.

Whilst working with a family and before a request for involvement is sent, consider why the child is absent.

This might give a narrative to the absences which would mean a referral is not required or point you in the direction of a specific agency for support (e.g. is there a pattern of illness that the school nurse could support with?).

If there are agencies already involved, or you think more than one agency is required, contacting the Child and Family Hub, or seeking parental consent to initiate Early Help might be an appropriate next step.

Your EWO is available to consult with before an RFI is required but a case must be open before receiving or being included in correspondence between parents and professionals.

A parent signature should be included on the RFI but if the parent refuses, state this and still submit the form. Include other evidence of non-engagement such as meetings or school attendance plan.

The EWT manager will review the RFI to determine whether it meets the criteria for direct work. If it is not accepted, an explanation and advice will be sent to the school.

Once accepted, the EWO will meet with the parents and child, and complete an initial assessment followed by an attendance plan. This will be supported by direct work, monitoring, and regular reviews to determine next steps. Time frames will differ on a case-by-case need.

At all times the EWO will liaise with the school to keep the relevant person up to date with progress.

Secondary Schools with a School Based EWO

The Graduated Response can be adapted to comply with the school's attendance policy, to identify the role of the form tutor, head of year, pastoral leaders, EWO and any other member of school staff at the at which they are involved.

Request for Involvement form

Below are the changes to the RFI form.

- The staff member responsible for attendance has been added to the RFI.
- Identifying whether the child is open to Early Help, or a CIN or CP plan including the name of TAC lead or social worker.

- Name and role of professionals already involved.

Consent from the parent is required through a signature on the RFI. If a parent is not willing to give consent, this is to be indicated on the form and then sent to the EWT.

All paperwork listed at the bottom of the form **MUST** be included for the RFI to be accepted unless a child is at Early Help, CIN or CP when just the RFI is required.

Please contact your designated EWO or the EWT manager on 449449 if you have any questions.

Appendix 7

LA MOYE SCHOOL

Application for Authorised Leave

Please submit this application along with an Attendance Record provided by the Office



PUPIL NAME (First and Surname)	
CLASS	
Siblings in other schools:	
PARENT CONTACT NUMBER	WORK
	HOME

NUMBER OF SCHOOL DAYS REQUESTED <i>Do not include SAT/SUN</i>	DAYS IN TOTAL	FROM DAY / MONTH / YR	TO DAY / /MONTH / YR
REASON FOR REQUEST (Please provide sufficient detail to inform the decision-making process).			
HAS YOUR CHILD HAD ANY OTHER HOLIDAY REQUESTS IN THE CURRENT ACADEMIC YEAR?	YES / NO	IF YES PLEASE GIVE DATES AND DETAILS:	

Signed (Parent/Guardian)..... Date

FOR OFFICE USE ONLY	
PERMISSION GRANTED / PERMISSION DECLINED	
REASON:	
SIGNED:	DATE:

Attendance at school is statutory and children are required to attend school for 188 days each year, and every day is important. Headteachers may only authorise absence in exceptional circumstances.

In order to obtain permission parents are reminded that:

1. Holiday bookings should not be confirmed prior to gaining approval.
2. Adequate notice is required for applications to be processed.

There will be certain occasions when holiday requests will not be granted e.g. during exam time, child's poor attendance record. If request for holiday leave is declined, parents have the right to appeal to the Director of Education.