Attendance Policy

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Purpose

1.1 This policy outlines the principles and practices for attendance and punctuality at Craven College, applying to all students and apprentices. It is a college-wide policy relevant to both staff and students. Craven College sets high standards for attendance and punctuality among staff to provide a positive example for students and apprentices.

1.2 Attendance is also part of the college's commitment to safeguarding students and their welfare and this policy aligns with the requirements of Keeping Children Safe in Education 2024. While the policy is to be applied fairly and consistently, it also considers the unique needs of individual students and apprentices, including any specific barriers to attendance they or their families may face. Recognising that each learner's attendance journey is different, the approach is personalised to support every learner in achieving their best attendance, thereby enabling 'Unlocking potential, Changing lives'.

1.3 Improving attendance is everyone's responsibility. The barriers to accessing education are wide and complex, both within and beyond college walls, and are often specific to individual students and apprentices and families.

Scope

2.1 This policy sets out the principles and practice of Attendance and punctuality. It applies to all students and apprentices enrolled at Craven College. This policy is a cross-college policy for staff and students. Craven College has high expectations and standards for its staff around attendance and punctuality and these serve as important modelling for our students and apprentices.

2.2 The policy meets the requirements of Keeping Children Safe in Education 2024 and adheres to the principles of Working together to improve school attendance 2024.

2.3 The policy should be applied fairly and consistently but in doing so it will account for the specific needs of individual students and apprentices and their families who may have specific barriers to attendance. Attendance is a unique experience for every learner – one size does not fit all and therefore it should be personalised, taking all circumstances into consideration. We must strive in supporting learners to achieving and maintaining the highest level of attendance, to ensure that they are able to achieve and exceed their potential.

2.4 Any mitigating circumstances affecting attendance and adjustments will be agreed by the Head of Safeguarding or the Deputy Safeguarding Officer and recorded on the learners ILP (INDIVIDUAL LEARNING PLAN).

Aims

3.1 The college is committed to providing high quality education and training and to student success. To achieve this, we must maximise students and apprentices learning opportunities by:

- Having high expectations for staff, students and apprentices for attendance and punctuality at all timetabled sessions.

- Working in partnership with students and apprentices and parents/carers, employers and external services is key in achieving positive outcomes.

- This is an individualised attendance process and must be learner/family led and focussed.

- The focus must be on early targeted support, intervention and identification with a view to building resilience and confidence.

3.2 The college understands that some students and apprentices find it harder than others to attend and that securing good attendance cannot be seen in isolation. Being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation. The college is committed to working with students and apprentices, families and wider partner agencies to put the right support in place.

3.3 The college has an effective response and practices supporting a strong cross-college approach to ensure that learner needs are identified, and the right support is put in place. We will do this by ensuring:

- All sessions will start on time.

- Registers will be marked within the first 10 minutes and accurate.

- All staff and learners to be prepared and ready for every session.

- No class should be disrupted due to staff absence.

- Punctuality (no more than 10 minutes late) and full attendance to be measured alongside performance and quality of provision.

- Where classes are timetabled back-to-back, tutors should endeavour to provide a prompt start, planning for sessions to finish no sooner than 5 minutes before the end.

Responsibilities

4.1 All staff are responsible for ensuring good attendance and punctuality of their students and apprentices and for dealing with attendance and punctuality issues whenever they occur.

4.2 Their specific roles and responsibilities are detailed in APPENDIX I.

4.3 Student responsibility: Students are expected to attend 100% of all timetabled lessons. If a student needs to record an absence, they need to follow the steps below to ensure accurate tracking:

- Prepare Information: Before calling, ensure the following information is ready: Full name, Student ID number, Reason for absence.

- Contact the Attendance Phoneline or Email: Call the attendance phoneline at 01756 791411 or send an email to absence@craven-college.ac.uk. This must be done before 9:00 AM on the first day of absence and every subsequent day of absence.

- Provide Information: When prompted, clearly state: Full name, Student ID number, Reason for absence (e.g., illness, personal reasons, etc.). If the absence is due to illness, confirm whether a doctor has been contacted.

- Daily Contact and Evidence: Contact the attendance line or email every day of the absence unless evidence has been provided in advance. Attendance checks may involve contacting the student or a parent/guardian if the student is under 19 years old.

- Unauthorised Absences: Absences that are not recorded or lack a justified reason will be marked as unauthorised. Notifications regarding unauthorised absences will be sent to the student and their parent/guardian if applicable.

Early Help and Safeguarding

5.1 KCSIE 2024 requires the college to have a 'safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods.' This section sets out that response and the roles and responsibilities of all staff but in particular the specific responsibilities of the Safeguarding and Wellbeing team.

5.2 Securing good attendance, as with safeguarding, is everyone's responsibility and cannot be seen in isolation. All staff have a part to play and effective practice for identification of absences and for improvement of attendance must be a concerted effort across all teaching and support staff. All staff should act in the best interests of the young person and alert the Safeguarding and Wellbeing team when difficulties arise.

5.3 Any unauthorised absences will be followed up. The Supportive Attendance Procedures sets out in more detail the procedures that will be undertaken. (Appendix 2)

Emotionally Based Non-Attendance (EBNA)

6.1 Emotionally Based Non-Attendance is a broad umbrella term used to describe a group of children who have severe difficulty in attending school due to emotional factors (such as anxiety or depression), often resulting in prolonged absences from school. Previously referred to as 'school refusers' that terminology is now regarded as unhelpful and implying the young person has control over the non-attendance.

6.2 Research has demonstrated that investing time and resources into improving and building positive relationships in schools and colleges leads to positive outcomes for attainment and achievement. This aligns with Craven College's vision and values and to our commitment to being a Trauma-Informed College.

6.3 Transition from school into college is a significant area of anxiety for young people. To support this cohort, we will:

- Work in partnership with Local Authority, Secondary schools and Children's Social Care to identify Year 11 pupils who have been identified as EBNA and are Elective Home Educated (EHE).

- Develop a bespoke and specific transition program aimed at reducing anxiety, building confidence to enable reintegration in education.

- Identify a keyworker from the Safeguarding and Wellbeing team who will build a positive relationship and be their point of contact throughout their time in college.

- Work with families and carers to alleviate their anxieties and ensure that the needs of the young person are being met.

- Consider the young person's feelings and fears, family situation and relationships and agree a Personal Attendance target that meets their needs and promotes resilience.

Registers

7.1 Registers are a legal document and must be completed by the tutor within the first 10 minutes of the lesson. All registers must be marked on the college MIS system ProSolution.

7.2 Any changes to registers such as change in room or time must be reported to the MIS department prior to the lesson taking place to ensure safeguarding and accurate monitoring.

7.3 Registers can be edited on the same day of the scheduled session; this is to enable accurate recording of lateness and absence. If a register needs to be updated after the end of the day, please contact the MIS department with a valid reason to update the register.

7.4 There may be times when a tutor does not have access to their registers. In such circumstances an exception can be made and a paper register taken. This must be approved by the Head of Department prior to the session and must be accurately put on the college system within 24 hours.

Celebrating Attendance

At Craven College we believe that excellent attendance is essential for academic success and personal development. Our Attendance Policy is designed to support students in maintaining regular attendance, while also allowing for flexibility in the case of genuine absences. We recognise and celebrate exceptional attendance through awards, certificates, and recognition events, showcasing the commitment and dedication of our students. By working together, we can ensure every student has the best opportunity to succeed, thrive, and reach their full potential.

Monitoring and Evaluation

The policy will be reviewed regularly to assess implementation and impact by Assistant Principals, Head of Student Services, and Head of Quality.

Documents Associated with this Policy

- Appendix 1: Roles and Responsibilities

- Appendix 2: Supportive Attendance Procedures

- Appendix 3: Register Marks

- Appendix 4: Severe Weather Procedures

Appendix 1: Roles and Responsibilities

Roles	Responsibility
Principal and CEO	- Ensures that attendance policies and procedures are effectively implemented - Supports other leaders in prioritising attendance
Assistant Principals	- Collaborates with HODs to monitor student attendance - Focuses on the overall student experience, including attendance - Supports other leaders and managers in prioritising early identification of absence issues and with actions needed
Head of Quality/ Student Services	- Identifies trends and implements strategies to improve attendance - Supports students and apprentices in overcoming barriers - Reports attendance data to Standards Committee and Governing Board - Ensuring the college implements a safeguarding response to children absent from education attendance (KCSIE 2024) - In relation to attendance and this policy - ensures that requirements of statutory legislation (KCSIE 2024, WTSC 2023) are adhered to across all departments by working with senior managers. - Supports other leaders and managers in prioritising early identification of absence issues and with actions needed
Head of Department	- Ensuring this policy is implemented and adhered to within their department. - Responsible for attendance within their specific centres or departments - Ensuring registers are marked accurately and timely and following up on any unmarked registers with individuals in the team. - Monitors attendance records and address any concerns. - Report concerns to the Assistant Principals - Work closely with tutors and students and apprentices to promote regular attendance - Collaborates with other leaders to improve overall attendance - Organise and send out attendance monitoring letters. - Organise and attend attendance monitoring meetings.
HOD for English and Maths	- Collaborates with tutors to track student attendance - Implement strategies to engage students and apprentices in these subjects. - Ensuring this policy is implemented and adhered to within their department. - Ensuring registers are marked accurately and timely and following up on any unmarked registers with individuals in the team - Ensure that, in the event of staff absence, the register is reallocated - Report concerns to the Assistant Principals - Organise and send out attendance monitoring letters. - Organise and attend attendance monitoring meetings.
Programme Lead	- Ensuring registers are marked accurately and timely and following up on any unmarked registers with individuals in the team. - Oversee attendance for specific programs or courses in their area and implementing this policy. - Ensure that, in the event of staff absence, the register is reallocated and marked accurately. - Monitor Study Program attendance data and take swift action to ensure student attendance improves.

	• Maintain regular contact with parents/next of kin to discuss attendance • Working with Head of Safeguarding and Safeguarding Officers to implement any reasonable adjustments for vulnerable students and apprentices as required. • Monitors attendance records and address any concerns. Report concerns to Head of Department.
Tutors/ Lecturers	• Accurately completing the register within the first 10 minutes of the class. • In the event of any out of class activities/trips the tutor responsible must ensure the register is marked timely and accurately. • Start and end lessons on time in the timetabled room. • Informing MIS of any room changes and communicating this to students and apprentices as early as possible. • Positively communicating the importance of good attendance with students and apprentices. • In the case of repeated persistent and prolonged absence where actions and attempts have been unsuccessful inform Program Manager • Monitor attendance of own classes and follow up on any absences. • Record actions on Pro-monitor.
Progress Coach	• Work closely with Curriculum areas, Program Lead in identification and early help for attendance concerns. • Meet and greet (specific cohort) • First day follow-ups • Working with parents/carers and ensuring they are kept fully informed • Communicate with parents/next of kin when attendance is a concern • Updating Promonitor with notes and actions relating to attendance • Attend attendance support meetings and with the guidance of the HODs to identify attendance challenges and patterns acting to address the issues.
Head of MIS	• Ensure that all timetables are accurate and identify registers not taken. • To produce a clear report to enable college staff to monitor attendance percentages and trends.
Customer Services	• Pick up voicemails/email from students and record the absence on the register through Pro solution • Send the details of the absentee on a team's message on the Absence Team through the correct curriculum channel. • Accurately complete registers on ProSolution. • Send out attendance letters as directed.

Appendix 2: Supportive Attendance Procedures

Type of absence concern	Who Is responsible?	Aim	Action/Intervention
Missed day without explanation/unauthorised	Tutor	- To ensure no safeguarding concerns - Establish reason for absence - To reinforce that all absences must be reported - To promote good attendance matters	- Confirm absence reason with learner or parent/carer via phone or teams. - Address any barriers such as travel, finance. - Ensure correct parent/carer details on the system. (if under 18)
Received Absence Message: if message doesn't give justified explanation.	Progress Coach	- To confirm that the reason for absence is valid - To ensure no Safeguarding concerns - To reinforce good attendance habits	- Confirm with learner why they are absent - If absence is due appointment this requires evidence at next tutorial
When absence is slipping – e.g. absent a week (90%-93%)	Programme Leader	- To inform parents of concerns/early intervention - To identify any barriers - To prevent learner falling behind on work - To reinforce good attendance and link to achievement and progress	- Programme Lead/HOD/Progress Coach to send tier 1 letter. - Meet/ call the student to discuss attendance and why this may have slipped (if necessary) - During meeting discuss how to catch up with missed work - Inform parents/carer of learner's attendance and how this affects progress and achievement (if under 18)
Learners with under 90% attendance	HOD	- To inform parents/carers of concerns/early intervention - To identify any barriers - To prevent learner falling behind on work - To reinforce good attendance and link to achievement and progress	- HOD to send out tier 2 (80%+) or tier 3 (below 80+) letter - HOD to meet with the student and parent /carer (if under 18) to discuss attendance. - During meeting discuss how to catch up with missed work
Class avoiders/ leaving sessions early and not returning	HoD	To identify barriers/triggers and address or refer to Learning Support.	Meet with the student to discuss barriers/triggers and identify support.

Appendix 3: Register Marks

Mark	Positive/Negative	Reasons
/	Positive	Present
L	Positive	Present but late
Y	Positive	Remote learning/ exam
P	Positive	Trips and Visit/ approved Work Experience or Placement
A	Negative	Authorised Absence (see table below)
U	Negative	Unauthorised (see table below)

These are examples of authorised and unauthorised absences; this list is not exhaustive and will be reviewed on a case-by-case basis.

Authorised	Unauthorised
1. **Reported sickness** before 9am. 2. **Medical appointments** that cannot be scheduled outside college hours (e.g. dentist or hospital appointments). 3. **Bereavement** or attending the funeral of a close family member (A **close family member** for funeral leave includes parents, legal guardians, siblings, grandparents, and, in exceptional cases, other close relatives or carers, subject to approval). 4. **Religious observance** on recognised holy days. 5. **Participation in college-approved activities**, such as external competitions, or representing the college in sports.	1. **Sickness not reported** prior to the start of the academic day. 2. **Holidays** taken during term time. 3. **Missing lessons for part-time work** that are not linked to the course or approved by the college. 4. **Social events**, such as birthday parties, or other family celebrations. 5. **Routine personal appointments**, such as haircuts, beauty treatments, or shopping trips. 6. **Unexplained absences**, where no valid reason or evidence is provided.

6. **Court appearances**, including jury service, with supporting documentation.
7. **Severe weather conditions** making travel unsafe or impractical.
8. **Driving tests**, both theory and practical (but not driving lessons).
9. **Public service commitments**, such as emergency service duties.
10. **University, apprenticeship, or job interviews**, open days, or career-related events (with prior approval).
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11. **Unavoidable childcare emergencies** or medical appointments for dependents.
12. **Household emergencies**, such as fire, flood, or urgent maintenance requiring immediate attention.

7. **Persistent lateness** resulting in missing significant parts of lessons without a valid reason.
8. **Failure to return after a break**, such as lunchtime or free periods, without informing staff.
9. **Avoidable travel disruptions**, such as missing public transport due to poor planning.
10. **Babysitting or personal caregiving** during college hours (unless in an emergency and pre-approved).
11. **Engaging in non-essential leisure activities**, such as gaming tournaments or club meetups.

Appendix 4: Severe Weather Procedures

The College acknowledges that severe weather or public transport disruptions may occasionally impact staff and learner attendance. While prioritising health and safety, the College aims to minimise disruption to operations. In extreme cases, Senior Management may decide to close the campus, with announcements communicated via email, the College website, Staff HUB, Its Learning VLE, My Craven, and social media.

Decisions are made in consultation with the Senior Leadership Team and relevant staff, considering safety and travel conditions. If closure is decided, updates are typically issued by 7 a.m. Reopening information will also be posted on relevant platforms.

Certain essential staff (e.g., Facilities, Animal Care) may be required to work on-site if safe. During closures, staff should work remotely if possible, and learners are expected to continue studies on the VLE.