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SLT member responsible for policy	Director of Safeguarding and Student Support & Designated Safeguarding and Prevent Lead
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Head of Department (HOD) responsible for policy	Director of Safeguarding and Student Support & Designated Safeguarding and Prevent Lead
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This document is only valid on the day of printing

Controlled Document

This document has been created following the RNN Group policy production guidelines. It should not be altered in any way without the express permission of the author or HOD detailed above.

Attendance Policy

Version 1.1

14th October 2024

Version Control Table

Date	Version No	Summary of Changes	Changes Made By
1 st August 2023	1.0	Inception of policy	Director of Safeguarding and Student Support
14 th October 2024	1.1	Minor amendment including removal of RNN Deal Contract for inclusion in the Behaviour Support and Intervention Policy	Director of Safeguarding and Student Support

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1. Scope

The RNN Group (hereinafter referred to as the 'Group') believes that regular and punctual attendance is critical to a learners' success. High expectations will be set from the start of term so that learners are developing positive behaviours and attitudes preparing them for employment.

The Group's expectation is that learners attend 100% of their lessons. However, we recognise that sometimes there are unavoidable factors which may prevent a learner from attending. In these instances there are clear reporting methods in place to notify the College of the absence and it is the Group's expectations that learners use these mechanisms to notify in advance.

2. Purpose

This document sets out the Group's approach to absence monitoring and intervention. We will define what the Group will do to promote high attendance.

The Attendance Policy applies to all curriculum areas and is designed to help managers and academic staff have a consistent approach to attendance and punctuality monitoring. It is key to remember that attendance and punctuality is the responsibility of all staff.

3. Aims

The Policy aims to :

- Set out the Group's expectations.
- Outline staff and learner responsibilities.
- Outline intervention strategies.
- Ensure consistent reward for high attendance.

4. Attendance Expectations

The Group's expectations of all learners are to :

- Attend all timetabled sessions.
- Notify the College of absence through the correct process.
- Obtain permission at the start of a session if they need to leave early.
- Return on time to all sessions including returning after breaks.

The Group's expectations of teaching staff are to :

- Welcome learners into the classroom environment and start sessions promptly.
- Mark the register at the start of each session to ensure the central College reporting systems can work effectively.
- Challenge poor punctuality.

- Participate in attendance review meetings and the setting of attendance/behaviour contracts where necessary.

The Group's expectations of curriculum management teams are to :

- Ensure that good quality teaching and learning is in place, including cover arrangements where these are necessary, making sure no lessons are cancelled.
- Take ownership of attendance in their respective areas, actively working with this policy to ensure high levels of attendance.
- Ensure that registers are marked and accurate records of attendance maintained
- Analyse and use data to make timely interventions.

The Group's expectations of parents & guardians are to:

- To ensure their young person attend all classes on time and support them in aiming for 100% attendance and punctuality.
- To be involved in the learning experience of their young person, parental involvement will contribute the learner having a much better chance of completing their course successfully.
- To communicate with the College on all matters that may support their young person's attendance and success in their qualifications through regular contacts and parents' events/evenings.

5. Attendance Responsibilities

The Group's managers and tutors recognise that learners' attendance is a key element that supports learners' success in achieving their qualifications. This is why the Group expects all learners to have 100% attendance and punctuality

- **Attendance is the responsibility of all staff**

It is important that attendance expectations and processes are consistently reinforced by all staff. Learners must be reminded regularly of the importance of attendance to ensure success on their qualification. Where a learner is genuinely unable to attend College, due to sickness, or a personal emergency, the college expects the learner to follow the college's processes of reporting absence in a timely manner. This process is outlined to learners as part of their induction programme at college.

- **Attendance is the responsibility of all learners**

Learners, parents & guardians are required to notify the college via the absence reporting process on every day of absence to keep the tutors and managers informed of the reason and likely length of absence. This process is important because college managers and tutors have a duty of care to ensure learners' wellbeing, but also because this is a standard process in the workplace. Attendance to college but not to class is still considered an absence.

- **Attendance is the responsibility of all parents & guardians**

Parents and guardians supporting their young person at home is very important. This can be done through taking an interest and supporting their young person with work and research where possible. Ensuring that the College has the parents and guardians up to date details will help with having prompt communications. The Curriculum Admin/Student Support Teams and teaching

staff will monitor attendance and punctuality and therefore may need to contact parents/guardians if the young person is falling behind the standard expected for their course.

- **Attendance recording**

Curriculum administrators will receive absence notification and update the learner registers. The only exception to this rule is for School Links provision because of a wider safeguarding duty to monitor these learners. College managers and tutors must adhere to the Keeping Children Safe in Education guidance and in so recognise the significance of absence from education in Safeguarding matters for such age.

6. Attendance Recording and Reporting

The input of register marks is key for attendance reporting and monitoring, it is therefore essential that registers are completed in a timely and accurate way.

The table below sets out the responsibilities in relation to recording and reporting:

Tutor Responsibilities	Management Responsibilities	Central responsibilities
To mark all registers in a timely and accurate way	On a weekly basis ensure that there are no unmarked registers in their area of responsibility	MIS to provide effective reporting available to all managers showing: <ul style="list-style-type: none"> • Attendance • Unmarked Registers • Provide Data to drive a central automated messaging function
Know your learners and follow up on absences	Know the "at risk" learners and make sure that there are interventions in place	MIS to provide Curriculum Admin/Student Support with daily reports to enable automated Daily Messaging to learners: <ul style="list-style-type: none"> • Chase up message for missing learners/parents
Report any changes to your timetable	Regular learning walks reporting on "on the ground" attendance and any issues and barriers	Curriculum administration to process all timetables changes. LSA Co-ordinator to be notified of changes
Report and record any persistent lateness and absence and discuss with the learner	Completion of a weekly impact report detailed attendance actions, interventions and impact	Process any recognition and rewards actions or disciplinary actions

7. Attendance Monitoring Flow Chart

The flow chart demonstrates how attendance will be challenged on a daily basis:

➔ **• ALL REGISTERS MUST BE MARKED NO LATER THAN 15 MINUTES AFTER THE START OF THE SESSION AND UPDATED IN THE EVENING OF LATE ARRIVAL**

➔ **• A learner may contact the Curriculum Office to advise of absence**
• Register will automatically be populated and noted on Pro Monitor

➔ **• Absence reports produced by MIS at 9:30 / 11:15 / 13:45 / 15:30 and sent to Curriculum Admin**
• There is no requirement for academic staff to email absences through to the Curriculum Administrators, the reports will automatically provide the info required
• Automatic text messages will be sent to parents of learners under 18 informing of absence
• Curriculum Admin will only chase the learner once during the day, this will be when they have not arrived for their first session of the day (this may be AM or PM)

➔ **• Absence reports produced by MIS at 11:30 / 13:30 / 15:30 and sent to Student Support Attendance Officers**
• Student Support Attendance Officers will contact those learners who have gone missing during the day, eg may have attended their first session but then missed second session etc

➔ **• Follow up actions**
• Curriculum Managers and tutors to view weekly reports and challenge any emerging attendance trends or learners at risk, these will be challenged through the A2A meetings.

8. Attendance Intervention Triggers

The RNN Group expects all learners to have 100% attendance and punctuality. The 2024 - 2025 internal attendance target across the Group is set at a minimum of 90% for all learners. The key performance indicator for attendance across the Group is for all Attendance outcomes to improve on 2023 - 2024 final position: This KPI is reviewed on an annual basis.

For this academic year, the below RAG ratings are used to focus the support at curriculum, department, course, learner and tutor level:

Grade	Green	Amber	Red
Attendance	Over 90%	84% – 90%	Below 84%

This RAG rating system is simply a mechanism of steering attendance intervention resource to have the most impact.

9. Attendance Intervention Reporting

Central College reporting on attendance will be through the College Dashboard. This combined with the agreed attendance RAG ratings will be used to identify areas of high and low attendance performance, in SLT meetings on a fortnightly basis.

The reports will provide attendance analysis in the following categories:

- Overall College, Campus, Curriculum Area, Course.
- English & Maths level.
- Learners not engaging in English and Maths classes.
- Learners not attended for the last 4 weeks.

NOTE

After 4 weeks of non-attendance, learners may be automatically withdrawn as per the ESFA audit requirements.

In addition to the weekly attendance reports to SLT, a panel of members as follows: DCEO, Executive Director of Strategic Planning & Corporate Services, Vice Principal Curriculum, Director of Quality, E&M Manager, Curriculum Managers, Deputy Heads of E&M and CTLs will conduct minimum 6 attendance panels, called **Attend to Achieve (A2A)** panels. The A2A panels will review learners' attendance rates, holistic progress and evaluate the impact of management interventions.

The termly themes of the A2A panels will be as follows:

Week number	Attendance Meetings – Attend to Achieve (A2A)
W/C 30 Sept	Attendance & Data Panel – Attendance rates, withdrawals, right student right course (Exec)
W/C 11 Nov	Attendance & Data Panel - Attendance rates, withdrawals (VP)
W/C 20 Jan	Attendance & Data Panel - Attendance rates, withdrawals, progress
W/C 10 Mar	Attendance & Data Panel – Attendance

W/C 12 May	Attendance & Data Panel – Progression & Achievement
W/C 9 June	Attendance & Data Panel – Progression & Achievement

These panels will be chaired by the Deputy CEO/Principal or VP Curriculum with the cross-college performance remit. The purpose of the A2A panels is to reward and celebrate good to outstanding attendance rates at learner, course and department level, as well as to support or sanction weak to unacceptable attendance rates at learner, course and department level.

The A2A panels will review:

- Learners with high attendance (90%) to celebrate learners' commitment to learning.
- Learners who move into the 'green' zone for attendance %.
- Learners with attendance concerns (below 60%) to evaluate management intervention plans.
- Learners not attended for the last 4 weeks.
- Volume of withdrawals and destinations of those learners.

10. Attendance Monitoring Outcomes

The Group has adopted **Attend to Achieve (A2A)** initiative to focus on supporting the managers and tutors in their strive to ensure all learners attend 100% of their classes and engage well with their learning.

- Rewards and celebrations of good to outstanding academic and personal development attendance and performance. Student Support will run half termly high-profile attendance celebration events rewarding both learners with high levels of attendance and also those with improved attendance.

The SLT with the relevant managers will agree the reward mechanism using the following guidance.

Category	Curriculum area	Course level	Learner
Highest attendance rate at a half termly duration	Published on the Portal.	Published on the Portal.	Published on the Portal Acknowledgement letter from Principal & CEO or DCEO & Principal Celebrated at Parents Evening Voucher for Wharnclyffe Restaurant/Sports Centre or H&B Salons
Best improved attendance rate (first award in Oct half-term)	Published on the Portal	Published on the Portal	Published on the Portal Acknowledgement letter from Principal & CEO or DCEO & Principal Voucher for Wharnclyffe Restaurant/Sports Centre or H&B Salons

Celebrate improved attendance	Celebrated within departments (notice boards etc)	Celebrated within departments (notice boards etc)	Celebrated at Parents Evening
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- Support or sanction weak to unacceptable attendance rates.

Below are some of the activities that take place to address learners' absenteeism or underperformance in attendance:

- Curriculum Administration/Student Support Team send daily text messages for absenteeism to encourage attendance.
- Curriculum Administrators and Student Support Teams review learners' attendance on a daily basis and contact learners and parents / guardians to check reasons for absenteeism so as to provide support meetings or disciplinary meetings as appropriate.
- Curriculum Managers and Curriculum Team leaders review learners' attendance with all tutors on a weekly basis, and record at risk learners as well as to evaluate the impact of interventions at tutor level.
- All managers and tutors, pastoral officers, including the quality team, systematically analyse learners' attendance data at course level, curriculum level and at director level, so as to identify attendance patterns and trends, and act to support tutors to improve overall learner attendance.
- The responsibility for follow up actions and or notice to improve, lies with the all teaching staff (including vocational and English and maths), CMs, and Directors, a member of the quality team will visit staff identified as needing TLA support as required, following the Behaviour Support and Intervention policy for stages of support and intervention.

The SLT will agree the support or sanction mechanism using the following guidance.

Category	Curriculum area	Course level	Tutor	Learner
Lowest attendance rate half termly	Weekly intervention meeting to review agreed actions	Daily meeting to review an agreed action plan	Performance review to support intervention	Meeting with parents and guardians – Support / Disciplinary or potential CIAG
Decline in attendance rate (-5%)	Weekly intervention meeting to review agreed actions		Weekly intervention meeting to review agreed actions	Meeting with parents and guardians – Support / Disciplinary or potential CIAG
Cumulative Vocational attendance below 60%		Review vocational course level progression entry criteria		Review student support for progression
Cumulative English or Maths attendance below 60%		Review vocational course level progression entry criteria		Review student support for progression

11. The Behaviour Support and Intervention Policy

Whenever a learner falls behind in attendance, punctuality or assessment submission, managers and tutors will call a review meeting. Such a meeting will most likely result in an agreement that promotes self-improvements through identifying triggers. Such agreement is called Inclusion Meetings within the Behaviour Support and Intervention policy. Tutors and staff will discuss Meeting and interventions with all learners during induction period at the beginning of the year. This is to ensure learners understand of the college requirements.

An Inclusion Meeting intervention may include conditions such as the below, aligned to the Behaviour Support and Intervention policy:

- Attend all lessons, tutorials and support sessions and work placements.
- Arrive punctually to minimise disruption of classes for tutors and other learners.
- Come to class prepared for work, with pen, paper and relevant file.
- Meet course deadlines on time, submitting your own work.
- Show commitment to your studies.
- Respect other members of the College community.
- Comply with all health & safety requirements, in particular, wearing your ID at all times.
- Treat all individuals with respect and courtesy.
- Comply with college regulations at all times.
- No Hats/Hoodies policy.
- Removal of earphones (unless identified via a support plan).

If learners are issued with an Inclusion Meeting in accordance to the Behaviour Support and Intervention policy and they do not follow the Interventions there may be further conditions on the issued agreement, such as progressing through further stages of Behaviour Support and Intervention policy Stage 1-Stage 4) and may not be able to progress to a higher level or a different programme at the end of the academic year.

12. Support to Continue Studies Policy

Where a learners attendance is related to ongoing physical or mental health concerns you should refer to the Support to Continue Studies policy. This policy provides guidance for supporting the learner through their health concern including breaks in learning.