

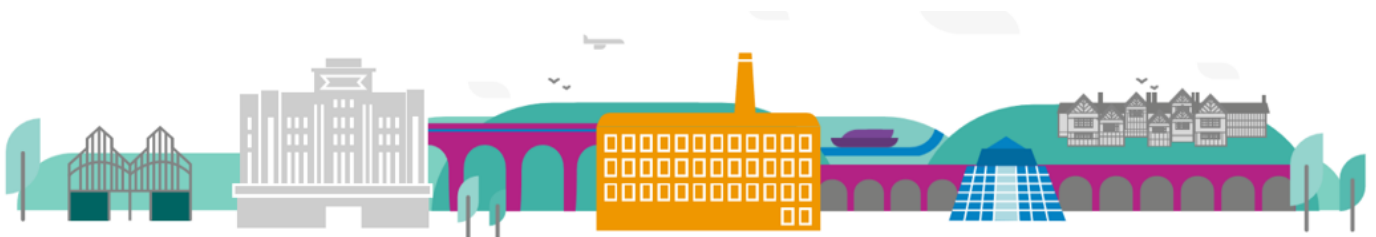


STOCKPORT CONTINUING EDUCATION SERVICE

Attendance Policy 2023-2024

Produced by: Stockport Continuing Education Service
Services to Place Directorate

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agreed** 01/09/2023



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INTRODUCTION

High levels of attendance and punctuality facilitates a good education and future career prospects. Ensuring high levels of both learner attendance and punctuality are the responsibility of all staff at Continuing Education Service

Purpose

The purpose of this policy is to:

- help adult learners develop a positive approach to attendance and punctuality
- reduce the rate of absenteeism and lateness and to encourage full attendance where possible
- detect and correct patterns of poor attendance and punctuality for adult learners
- support adult learners who have genuine barriers to attending their learning programme
- reward learners for high levels of attendance and punctuality.

Scope

This policy applies to all learners aged 19+ at Continuing Education Service.

Key Principles

- All learners should attend all lessons.
 - All learners should be punctual for all lessons.
 - Learners must be able to provide reasons for any unavoidable absence.
 - All staff should challenge poor attendance and poor punctuality at the earliest opportunity.
 - All staff should allow a learner to join the class who arrives late to lesson however the learner should explain the reason for their lateness to the member of staff. Only in exceptional circumstances should a learner not be allowed to enter the classroom such as when an assessment is being carried out.
 - All staff are responsible for keeping learner absence and lateness to a minimum.
 - All staff should update TERMS with any conversations or interventions they have put in place to help support a learner to improve their attendance or punctuality.
 - Through the Service's rewards and recognition process learners are rewarded for high levels of attendance and punctuality.
 - All learners are encouraged to make appointments, including medical and dental during their free time.
 - Holidays must not be arranged during term time. Permission will not be granted under any circumstances for a family holiday during term time. Breaching this requirement may mean the learner's place at the Centre is at risk.
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PROCEDURE

Completing the register

- A register should be marked accurately by the class teacher in every lesson.
- The register should be completed at the start of each session and at least within 15 minutes of the start of lesson. Marks should be entered for every student on the register using an agreed register code.
- If a student arrives after the register has been completed the register should be updated with a late mark for that student which includes the number of minutes that the student is late.

Learner absence

All learners are required to telephone the Centre on: 01614745801 / 01614745802 / 01614745880 (or arrange for this to be done for them) should they have to miss a class, or if they are going to be late. They can also send an email to the admin team on adminsolic@stockport.gov.uk Some degree of leniency may be shown to learners with medical or personal reasons for absence provided the tutor is made aware of the situation as soon as is possible.

- Every time a learner is absent from, or late to a lesson they must provide an adequate and acceptable explanation to the teacher, and this must be recorded on TERMS as a 'for information' comment.
- If the Tutor is not satisfied with the explanation, then this should be recorded on TERMS as a 'for action' comment and the learner's Tutor will address this with the learner concerned.
- If a learner has to leave the centre during the day for any reason, they must inform their Tutor, or a member of the Admin Team, or if it is a medical reason as to why they are leaving early they need to explain why this cannot be arranged outside of class times.
- Learners receiving financial support will only obtain continued assistance if they achieve at least 90% in both attendance and punctuality.
- Information regarding learners' attendance and/or punctuality will be disseminated via the 'TERMS Reports' each month.

Encouraging high levels of attendance and punctuality

Continuing Education Service views rewards and recognition as an integral part of the learning process of learners. Rewards and praise may include:

- Verbal praise
- Celebration Postcards
- Certificates
- Phone calls
- Letters sent home
- Email or text message
- Effort and Achievement Awards
- Reward Trips – End of Year trip

Attendance/Punctuality Level	RAG Rating	Expectations
90-100%	Green	On target to meet and exceed target grade - no concerns
80-89%	Amber	Early intervention required 'at risk' of not meeting target grade, refer to 'At Risk Process'
>70%	Red	At serious risk of underachievement. Learner should be on a formal process

RESPONSIBILITIES

All Tutors have a responsibility to:

- mark registers on time and accurately, no later than 30 minutes after the session was due to start
- monitor learners' attendance and punctuality and intervene if a learner is displaying concerns
- update TERMS detailing any concerns regarding the attendance and punctuality of a learner

Tutors have a responsibility to:

- support the learner to achieve high standards of both attendance and punctuality
- ensure learners understand the Service's expectations in terms of attendance and punctuality
- work with support staff to monitor learner's attendance and punctuality
- use Attendance Reports to check for any patterns that occur and ensure that there is an acceptable explanation for each absence and lateness
- lead on a stage 1 meeting, liaise with staff, set targets and provide support interventions
- review progress of learners and refer to the Learner Services Manager if insufficient progress is made
- ensure that meeting notes or discussions are recorded on TERMS as soon as possible but within 2 working days of the incident and communication is had with learners.

The Adult Learning Services Manager has a responsibility to:

- to support and work with tutors to ensure learners achieve high standards of both attendance and punctuality
- ensure learners understand the Service's expectations in terms of attendance and punctuality
- to work with Tutors and Advanced Practitioners to monitor learners' attendance and punctuality
- where attendance is low, work with tutors and learners to create support plans to help improve attendance and reduce any barriers to learning
- lead on procedures for a stage 2 meeting, liaise with staff and learners, set targets and provide support interventions
- review progress of learners and refer to the Advanced Practitioner for Curriculum if insufficient progress is made
- ensure that meeting notes or discussions are recorded on the 'at risk register' as soon as possible but within 2 working days of the incident and communication is had with learners.

The Advanced Practitioners have a responsibility to:

- have an overview of learners' attendance and punctuality across all cohorts
- lead on the procedures for dealing with a stage 3 meeting
- make decisions following 'at risk' meetings, ensuring that actions are followed through
- ensure that meeting notes are recorded on the "at risk register" as soon as possible but within 2 working days of the meeting and communication is had with learners
- to prepare regular reports to the Adult Learning and Skills Manager with an update of learner attendance and punctuality across the Service

The Adult Learning and Skills Manager has a responsibility to:

- hear appeals against exclusion.

Appendices

- Appendix 1 Procedure for Stage 1
- Appendix 2 Procedure for Stage 2
- Appendix 3 Procedure for Stage 3
- Appendix 4 Procedure for appeals against exclusion
- Appendix 5 Stage 3 contract
- Appendix 6 Key to register codes
- Appendix 7 Authorised absences

Monitoring and Evaluating Impact

- This policy will be reviewed and if required will be updated annually and approved by the Senior Leadership Team and Governors.
- Attendance and punctuality will be monitored by the Service's Management Team and where appropriate by Governors.

Early Intervention

To support learners to develop high levels of both attendance and punctuality, the Service has put in place the following measures before any formal process is initiated:

- Tutors ensure any absence marks or late marks are challenged. Learners are encouraged to either email the Centre or phone the admin office for any unavoidable absence or lateness.
- Learners to be made aware of their percentage of attendance and punctuality and set targets for improvement where required.
- The Admin Team will issue a general warning if there are concerns with attendance and punctuality, this will be via text or email in the first instance.
- Learner Services Manager and Positive Progressions Coordinators are available where pastoral support may be needed to enable learners to attend lessons and access learning.
- If early intervention does not work, then the following formal process will be initiated.

APPENDIX 1 - PROCEDURE *FOR* STAGE 1

1.1 When does this apply?

This is when there are still concerns about the attendance and punctuality following no improvements from early intervention. The tutor will initiate a stage 1 meeting.

1.2 Stage 1 meeting

The tutor leads the meeting with learner and discusses the issues regarding attendance and punctuality and any behaviour displayed. The following staff may be involved in the meeting;

- Learner Services Manager (where pastoral issues are already known)
- Positive Progressions Coordinator
- Advanced Practitioner

The Tutor will update the learner tracker 'Stage 1 meeting' within 2 working days of the meeting.

1.3 Possible outcome

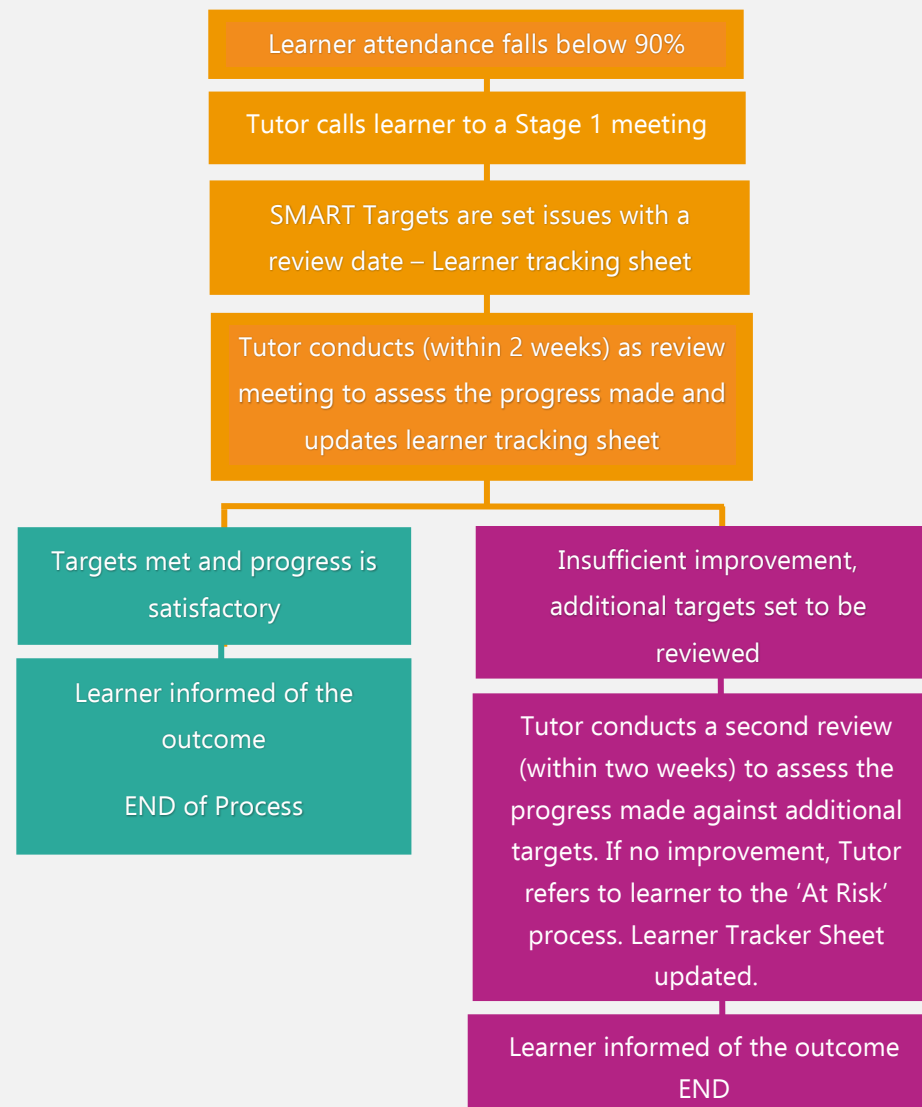
The learner will receive SMART targets to help them improve their attendance or punctuality. These will be reviewed weekly over a period of three weeks.

1.1 Actions

- The Tutor will update the learner profile tracker within 2 working days.
- The Tutor will conduct a review meeting on the date agreed to review progress made against targets.

There are two outcomes:

- The learner has made good progress and continues to be monitored by the Tutor
- Where a learner has made insufficient improvement and there have been at least 1 review of targets, the tutor will refer the learner to the 'at risk process'.



APPENDIX 2 - PROCEDURE *FOR* STAGE 2

2.1 When does this apply?

This is the procedure for repeated poor attendance and punctuality or there has been no improvement made following stage 1 intervention.

2.2 Stage 2 meeting

The stage 2 meeting is led by the Learner Services Manager with the Tutor (where possible) and learner present.

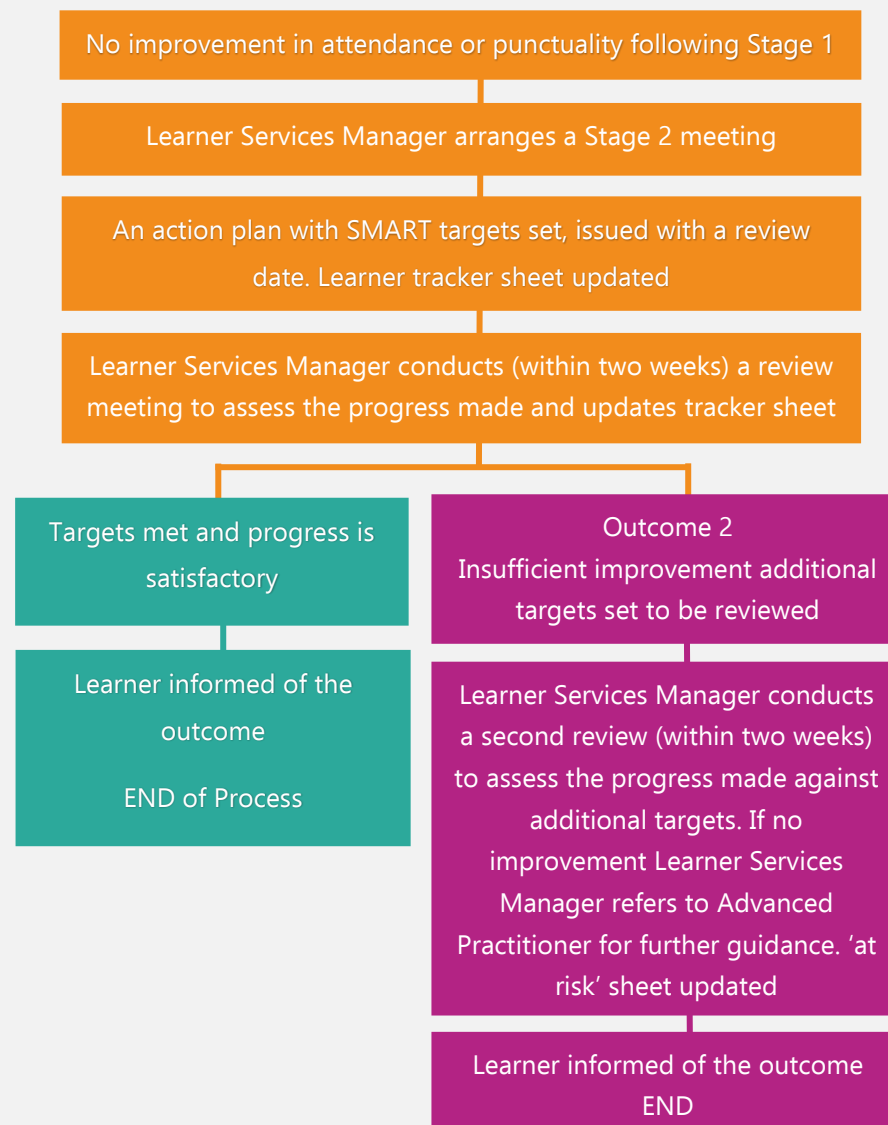
- The learner will be provided with 3 days' notice of the meeting.
- Should the learner not be able to attend this meeting they must inform their Tutor and an alternative date will be provided. If the learner is absent with no reason the meeting will proceed in their absence.
- The following staff may be involved in the meeting:
 - Tutor
 - Positive Progressions Coordinator (if applicable)

2.3 Possible outcome

The learner receives an action plan which details SMART targets to help them improve both their attendance and punctuality.

2.4 Actions

- All present at the meeting agree targets for improvement, support interventions, the date of review (within two weeks) and the consequence of not meeting the targets
- The Learner Services Manager updates the 'at risk' sheet within 2 working days
- The Learner Services Manager conducts a review meeting on the date agreed to review progress made against targets. There are two outcomes:
 - a) The learner has made good progress and continues to be monitored by the Learner Services Manager.
 - b) The learner has made insufficient improvement and the action plan is updated to include new relevant targets. If these new targets are not met, then the learner Services Manager escalates the matter to the Advanced Practitioner



APPENDIX 3 - PROCEDURE *FOR* STAGE 3

3.1 When does this apply?

If there has been no improvement from the interventions put in place for stage 2.

3.2 Stage 2 meeting

- The learner Services Manager invites the learner to the Stage 3 Meeting, confirmation of which will be sent in writing.
- Should the learner not be able to attend this meeting they must inform their Tutor and an alternative date will be provided. If the learner is absent with no reason the meeting will proceed in their absence.
- The following staff may be involved in the meeting:
 - Tutor
 - Learner Services Manager
 - Advanced Practitioner
- The Advanced Practitioner will chair the meeting which will be documented.
- The learner will have an opportunity to give their account and the chair will have the opportunity to ask the learner questions.

The Advanced Practitioner will summarise the meeting and ensure the learner understands the possible outcomes

3.3 Possible outcome

The outcomes are:

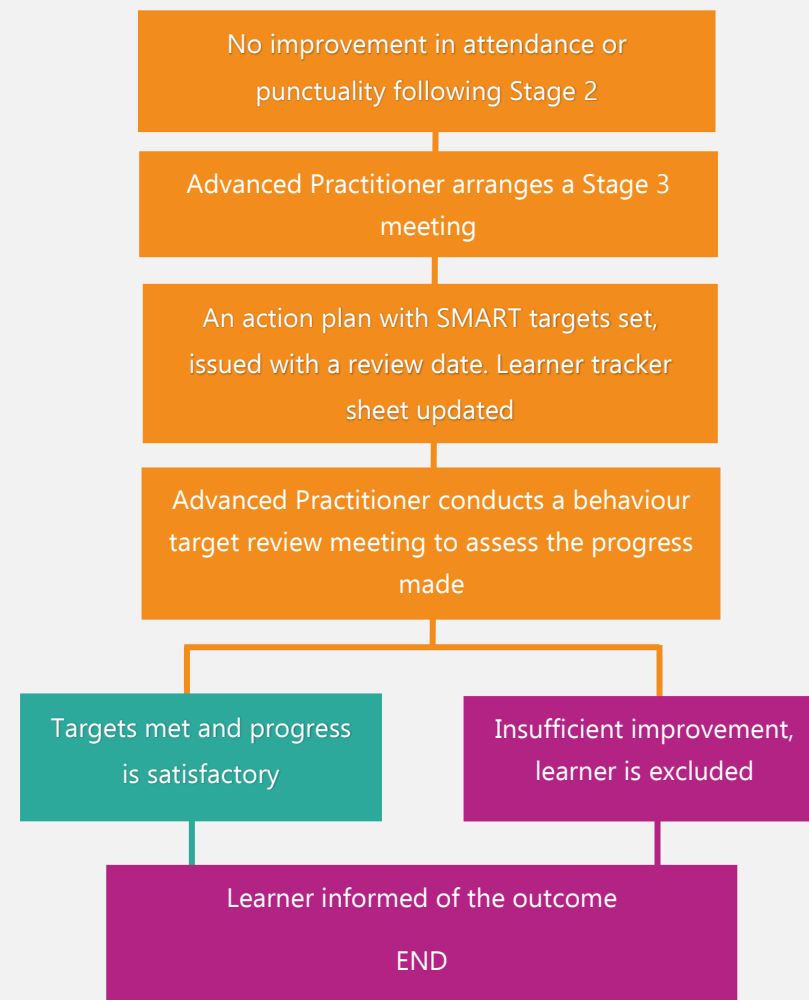
a) Action plan for improvement

- The Advanced Practitioner and learner agree targets for improvement, support interventions, the date of review (within two weeks) and consequence of not meeting the targets.
- The Advanced Practitioner updates the 'at risk' sheet
 - The Advanced Practitioner conducts a review meeting on the date agreed to review progress made against targets. There are two outcomes:
 - a) The learner has made good progress and continues to be monitored by the Advanced Practitioner
 - b) The learner has not made sufficient improvement and as a last resort the learner is excluded from the centre

The Advanced Practitioner updates 'the 'at risk' sheet with a note added to 'Stage 3 Meeting' as soon as possible or within 2 working days

b) Exclusion

- If all other avenues have been exhausted the Advanced Practitioner has the authority to exclude the learner.
- The Service is committed to supporting every learner following an exclusion. The Service will refer every learner to an appropriate form of external support with agreed partner organisations.



APPENDIX 4 – PROCEDURE *FOR* APPEALS AGAINST EXCLUSION

- If a learner wishes to appeal against an exclusion, they must write to the Adult Learning and Skills Manager and within ten working days of date of the exclusion letter. The learner must clearly set out in the letter the grounds for making the appeal and appeals will only be considered on the following grounds:
 - The penalty imposed was not appropriate with the seriousness of the offence
 - The findings of fact in support of the decision were based on incorrect information
 - That the meeting was not conducted in accordance with the procedures set out in the procedure for a stage 3 meeting
 - New evidence has been made available that could not be available at the time of the meeting and which could have been expected to have materially affected the decision
 - If the appeal is outside the time limit or does not demonstrate one or more of the grounds stated above, it may be rejected, and the learner will be informed by letter within 15 working days.
- The Adult Learning and Skills Manager will:
 - Review the evidence and the case for appeal
 - Decide the outcome of the appeal:
- The appeal decision is final, without further opportunity to appeal.

APPENDIX 5 – STAGE 3 CONTRACT

Learner Name		Learner ID No.		Tutor	
Course Code		Attendance %		Punctuality %	No. of Lates
SERVICE MINIMUM ACCEPTABLE ATTENDANCE AND PUNCTUALITY IS 90%					
Issues Raised:					
Targets:					
Review Date:					
<p>Learner: I understand that my actions are in breach of the Learner Code of Conduct and that should I fail to meet the above targets I may permanently lose my place at Continuing Education Service.</p>					
Learner Signature:				Date:	
Advanced Practitioner Signature:				Date:	

APPENDIX 6 – KEY *TO* REGISTER CODES

Reason	Symbol	Effect on Attendance
Present	P	Positive
Late	L	Negative
Absent	U	Negative
Study	H	Positive

Reason	Symbol	Effect on Attendance
Work Experience, visit or other College activity	A	Positive
Not required – lesson did not take place	X	Neutral
Exam/ Exam leave	E	Positive
Authorised Absence	A	Neutral
Authorised – for college reasons	A	Positive

Reason	Symbol	Effect on Attendance
Phoned in absence / signed out ill	S	Negative
Covid-19 Self-Isolating	I	Neutral

APPENDIX 7 - AUTHORISED ABSENCES

A student's absence will be classed as authorised for any of the following reasons:

- Medical appointments (other than routine doctor or dentist appointments)
- Looking after someone as their registered carer • Family bereavement/funeral – one day for the bereavement and one day for the funeral
- A Faith Festival (up to 3 days in a year)
- University Interviews/Open Days
- Job Interview/ Apprenticeship Interview /Induction
- College support appointment
- Work experience placement
- Court Hearing/Jury Service
- College Field Trips/Visits
- College meeting e.g. Governors or disciplinary
- College approved Exam Leave
- Driving test (1 hour before test not all day)
- Driving Theory test (2 hours)
- Interpretation for a relative e.g. Government meeting (evidence required)
- Local Authority (LA)/ Personal Education Plan (PEP) Meeting
- VISA/Passport meeting (evidence required)
- Parental Leave (1 day authorised per term)
- Moving house