



Teitl: Title:	Learner Attendance and Punctuality Policy
Fersiwn: Version	2
I bwy mae'r Polisi hwn yn berthnasol? Who does this Policy Relate to?	Myfyrwyr / Students

Cydraddoldeb ac Amrywiaeth / Equality & Diversity

Dolen at Gam 1 Asesu Effaith (ar Gydraddoldeb a'r Gymraeg): / Impact Assessment Stage 1 (Equality & Welsh) link:	EIA April 2018
<i>Effaith ar yr Iaith Gymraeg</i> <i>Mae asesiad effaith wedi'i gynnal ar y polisi hwn i ystyried ei effaith ar yr Iaith Gymraeg yn unol â Safonau'r Gymraeg (94-104) a Mesur yr Iaith Gymraeg (Cymru) 2011.</i>	<i>Welsh Language Impact</i> An impact assessment has been carried out on this policy to consider its effect on the Welsh Language in accordance with the Welsh Language Standards (94-104) and the Welsh Language (Wales) Measure 2011.

Adolygu a Chymeradwyo / Review and Approval

Perchennog y Ddogfen: Document Owner:	Vice Principal - Quality		
Ymgynghoriad / Consultation:	Progress Coaches T&L Development Manager Progress Coach Co-ordinator		
Dyddiad cymeradwyo / Date Approved	Cymeradwyaeth y Pwyllgor Mewnol e.e. Grŵp Diogelu / Internal Committee Approval e.g. Safeguarding Group	<i>Enw'r Grŵp a'r Dyddiad / Name of group & date</i>	
	Pwyllgor Cyfathrebu a Diwylliant / Communications & Culture Committee:	19/05/21	
	Pwyllgorau'r Bwrdd / Board Committees:	Pwyllgor Archwilio a Risg / Audit & Risk Committee:	-
		Pwyllgor Cwricwlwm a Safonau / Curriculum & Standards Committee	-
		Pwyllgor Cyllid, Pobl a Diwylliant / Finance, People & Culture Committee:	-
	Corff Llywodraethu / Governing Body:	-	
Dyddiad Adolygu: Review Date:	19/05/24		

1. Introduction / Policy Statement

- 1.1. This Policy states that it is the responsibility of all College learners to attend all timetabled activities at College punctually, regularly and consistently. The College believes that attendance is a key factor in a learner's successful completion of courses and attainment of high grades. Both punctuality and attendance are core expectations of employability and high expectations relating to these form a core part in supporting learners to be ready to enter employment, to progress to higher level courses and to achieve higher grade outcomes.
- 1.2. This Policy clarifies that it is the expectation that any learner enrolling on a course maintains full attendance and that the College maintains the right to withdraw or suspend a learner's studies, where attendance drops below the threshold outlined in this policy. It also outlines the support that the College will give to learners who are working towards agreed milestones to achieve their attendance target or who have clear mitigating circumstances which affects their fitness to study and to attend.
- 1.3. Other policies and policies which interact with this policy:
 - 1.3.1. ● Fitness to Study Policy
 - 1.3.2. ● Learner Discipline Policy
 - 1.3.3. ● Learner support guide
 - 1.3.4. ● Policy for Dealing with Bullying and Harassment Against Learners
 - 1.3.5. ● Safeguarding Policy
 - 1.3.6. ● Student Probationary Procedures
 - 1.3.7. ● Student Code of Conduct

2. Attendance and Punctuality Expectations

- 2.1. All learners are expected to attend all their timetabled classes, whether scheduled as face to face sessions or online sessions. This relates to all classes as part of their main programme of study and any other course/ qualification which they have been enrolled upon, including English, Maths, Skills Challenge Certificate, Tutorial and Essential Skills classes. In addition, all learners are expected to attend college at the request of staff to engage with additional learning and support as required.
- 2.2. The College actively promotes high expectations relating to attendance and punctuality via a range of media and opportunities, including induction activities and within the pastoral sessions. Videos from the CEO and Principal address attendance explicitly and posters around the College present positive reinforcement of why attendance matters and the link to success, progression and employability.
- 2.3. Learning at College includes a variety of learning experiences, including in and out of class learning and the College aims to develop independent learning. The College uses a rich range of blended learning, including the use of online learning platforms and the resources placed on Google Classroom, Moodle etc. These are aimed to enrich and add further value to the in-class learning taking place in College and cannot be used to substitute in-class learning. Many courses also have practical elements and controlled assessment tasks which require learners to develop and apply skills which are then assessed in College.
- 2.4. If an FE learner is unable to attend a class, they are expected to notify the college of

their absence, preferably prior to the class and by 9.15am each day. This can be done via the 'report my absence button' on the student hub homepage. Work-based learners with college classes have their own procedures for notifying employers of any absence.

- 2.5. All learners are expected to arrive at their classes in good time so that they are ready to learn and, if required, dressed appropriately in PPE (Personal Protective Equipment) when the class begins. Learners who arrive late are expected to enter the class politely without disruption and are expected to approach the tutor at the end of the class or at a time when the learning is not being disturbed to explain their reason for lateness.
- 2.6. Where absent learners have not notified the college, their absence will be recorded as 'unexplained'. This may affect payments for the Education Maintenance Allowance (EMA) and Welsh Learning Grant (WLG).
- 2.7. The College will inform employers of the absence of any work-based learners from College classes and individual schools will be informed of any absence of school-links learners from classes, as per service level agreements with local authorities and employers.

3. Attendance Based Payments

3.1. Education Maintenance Allowance (EMA) Payments

3.1.1. The College will authorise payments for eligible learners where there has been full (100%) attendance to all classes in a week. Learners who notify college of their absence will have 'explained' absences. This does not authorise an EMA payment. For learners with serious / genuine medical or personal reasons which mean that they are absolutely unable to attend, learners are able to appeal to Student Services against a non payment decision.

3.1.2. The Student Services team will consider absence and EMA payment on a case by case basis. Learners will be asked to produce evidence to support their reasons for each period of absence. Suitable evidence may include evidence for medical / dental / legal appointments and medical notes for extended periods of absence. It does not include parental notes.

3.2 Welsh Learning Grant (WLG) Payments

3.1.3. The College will authorise payments for eligible learners for the first term after two full weeks attendance. For Term 2 and Term 3 payments will be authorised following the first two weeks full attendance plus 80% attendance from the previous term. For learners with serious / genuine medical or personal reasons which may prohibit this percentage of attendance the learner is able to appeal to Student Services who will discuss options available to them.

3.2. Financial Contingency Fund (FCF)

3.2.1. Learners who are funded for nursery places via the FCF fund are expected to attend classes whilst their children are present at both onsite and offsite nurseries. Study days are not funded, but placement days are funded. Registers are checked regularly to ensure learners are adhering to the contract

which is signed on commencement of nursery place. Non attendance in the nursery for 3 weeks without prior agreement will result in the funding being withdrawn from the learner for the nursery. Where there are exceptional circumstances, learners should discuss these with Student Services.

4. Learners with Pre-existing Potential Attendance Issues

- 4.1. Where a learner has an underlying health / wellbeing reason which may prevent them attending College regularly or for long periods of time, the learner should disclose this at the pre-enrolment interview stage. At this point the Inclusion team will assess any additional support needs and arrangements will be put in place to support the learner to succeed at College, in line with the Learner Support Guide.
- 4.2. The College may recommend adapting a learning programme for an individual learner to support their attendance and achievement at College. This could include reducing the number of units studied or removing some of the additional requirements of the learning programme, for example the Skills Challenge Certificate or a GCSE qualification. At this point full consideration will be given as to whether the course the learner is applying for is appropriate and whether they will be able to cope with the demands of the course with necessary adjustments.
- 4.3. If the College has good reason to believe that the learner will struggle to cope on the course, the College may recommend a probationary period where the learner, the curriculum team and the ALN team can evaluate how well the learner is coping and make necessary adjustments or changes to their learning programme. This may include changing the course, changing the programme size or the level of study, in agreement with the learner. If a learner does not agree to an adjustment of programme (as outlined), the College will recommend a probationary condition to enrolment, which will enable close monitoring of learner progress (as outlined section 10).
- 4.4. Where the learner has a history of personal and emotional needs which may prevent attendance, the College will work with the learner to put in place the support needed to help them to settle well into College. This will include working with Progress Coaches / Resilience Coaches and working with the TRAC team to identify these potentially vulnerable learners. The TRAC team are a team dedicated to supporting learners most at risk of dropping out of College. These identified learners may have agreed targets for attendance and support and encouragement will be given to help them to achieve these.
- 4.5. This may include learners with previous serious attendance issues, looked after children and care leavers. It may also include parents and carers who may need support accessing childcare services and financial support. It may also include learners with severe anxiety issues.

5. Learners with an Emerging Problem Preventing Attendance Over a Period of Time

- 5.1. Where a learner enrolled on a course develops a problem which prevents them attending College for a period of time longer than two weeks, the College will liaise with the learner to discuss support options. The College at this point may apply the 'fitness to study policy.' The College will aim to support the learner where possible via

blended learning options in the short term. However, if the learner is unable to study independently in the short term and produce work due to their condition and if the period of absence is over a longer period of time, then the College may decide to withdraw the learner from their studies for that academic year.

6. Attendance Support For Learners

- 6.1. At the start of the College year, the College will aim to support learners who may be feeling vulnerable or isolated in a new larger learning environment. Curriculum teams will focus on teambuilding and icebreaking activities in induction to ensure that all learners make new friends and settle well into College.
- 6.2. Where there are concerns about a learner's attendance, the College will aim to support the learner to get back on track and attend. All learner attendance and punctuality is closely monitored by all staff. Where attendance drops the personalised attendance target (see appendix for more detail) and where learners are frequently late to class, there will be follow up discussions with learners about their attendance / punctuality and the reasons. Actions arising will be recorded on EBS-OnTrack as part of their individualised learning plan. This may also be discussed in review meetings.
- 6.3. Where there is an emerging pattern of absence, the College can use TRAC team staff to support learners. Support available includes attendance and engagement officers who will work with learners to help them to stay in college, support their needs and re-engage them in learning. Agreed milestone targets on attendance will be set and the College will expect the learner to be positively working towards these, with support put in place to help them achieve this, where necessary.
- 6.4. The College also offer a range of student support services including support with a variety of mental health needs from student services, the mental health practitioner and the counselling team, support for learners who become homeless and financial support for learners who face genuine hardship. The Student Services team will work closely with any learner who needs help and support them to ensure that they keep attending.

7. Non-Attendance Due to Bullying or Harassment

- 7.1. If any learner reports feeling unsafe to come to College, there will be a thorough investigation of all the factors which may concern the learner, including any allegations of bullying or harassment, in line with the Policy for Dealing with Bullying and Harassment Against Learners. This priority for those investigating and dealing with any learner in this situation will be to re-integrate the learner back into a safe learning environment to minimise any disruption to learning, ensuring the learner's wellbeing.

8. Rewarding Attendance

- 8.1. Where learners have maintained the high levels of attendance expected by the College, the College will celebrate this and record this achievement on their ILP so that learners can share this with prospective employers. Attendance statistics are

recorded on all learner reports.

9. Attendance and Punctuality Remedial Actions

9.1. Where attendance is below the personalised target over a period of time and attendance / punctuality patterns to classes are causing a concern, the Progress Coach will endeavour to explore the reasons for non-attendance and will offer support. If attendance issues persist after support strategies have been attempted, they may invoke the disciplinary process to try to improve attendance. This will include informal stages, for example 'concerns' and progress to the formal stage of the disciplinary process via verbal warnings to written warnings and finally to the final written warning stage. In the formal warning stages, actions will set attendance targets which need to be adhered to by the learner. If, after the final written warning stage, attendance continues to be below the agreed attendance target and there is a serious detrimental impact on achievement the College may ask the learner to leave College.

10. Probationary Arrangements

10.1. Where a learner has had serious attendance issues which have hindered progress of that learner in their previous year's study, the College reserves the right to recommend that enrolment on new programmes of study are dependent upon a probationary period as outlined in the College's probationary procedures.

11. Learners Who Stop Attending All Classes

11.1. If a learner stops attending all College classes and does not inform College of their reason for absence, all reasonable efforts will be made to contact the learner. This maybe via telephone, to their College email, personal email account or by letter. If, after 4 weeks of continuous absence from all classes with no contact between the College and the learner, the College will be entitled to presume that the learner has left the College and will proceed to withdraw the learner from their programme of study. They will be notified of their withdrawal from their College programme in writing. The learner may come into College at this point to discuss future options for study, however, enrolment will be dependent upon a probationary period, which will enable tutors to closely support and monitor the learner to ensure that they attend regularly and are supported to succeed on their new learning programme.

12. Appendix

12.1. [Attendance Flowchart](#). - all numbers in the flow chart will be replaced by the term personalised attendance target.

12.2. Added in reference to 'personalised attendance target' - attendance figures as per Quality Strategy

Personalised Attendance targets are related to the level and programme of study being undertaken by a learner.

Personalised Attendance Targets

1. Minimum >80% (E3)
2. Minimum >84% (L1)

3. Minimum >85% (L2)
4. Minimum >86% (L3)
5. Minimum >90% (Alevel)