

# POSITIVE ATTENDANCE FRAMEWORK

# Positive Attendance Framework

**Policy/Procedure Owner:** ELT/CMT- Procedure not Policy

**Date Approved:** 16 August 2024

**Next Review:** August 2026

**Responsibility for Review:** Support for Learners Group

**Policy Review Frequency:** two years

Applicable to staff: Yes

Applicable to students: Yes

Publish on College website: Yes

## Consultation:

Undertaken with:	Yes/No:	Date:
Board/Committee		
ELT	Yes	16 August 2024
SMT		
Unions		
Students	Yes-Learner Voice & Student Council	
Employees		
Employers/Stakeholders		

## Any Associated Documentation, for Reference:

**Fitness to Study Procedure, Safeguarding Policy, Health and Safety Policy  
Anti-Bullying and Harassment Policy, Equality, Diversity and Inclusion Statement  
Fee and Refund Policy, Admissions Procedure**

**ELT SIGN-OFF:** Marie Haworth, Vice Principal Quality, Teaching, Learning & Learner Support



## **Positive Attendance Framework – Every Lesson Matters**

### **Purpose and Rationale:**

Our College Mission is **‘to inspire, educate and support our diverse community to reach its potential’**, and we recognise that attending college is a critical foundation for unlocking this opportunity.

We know that every day at College contributes to learning, and that every lesson attended leads to better engagement and higher academic achievement. College achievement will improve opportunities for our learners, creating better social and economic outcomes for Lancashire-based families and communities.

### **We commit to:**

- i) Holding ourselves and each other accountable for outcomes, in recognition that a trauma informed approach, underpinned by an engaging college experience will positively impact attendance.
- ii) Being culturally responsive in our approach, responding to the diverse needs, backgrounds and experiences of our college community.
- iii) Being innovative in delivery, recognising that different learners respond to different methods of delivery. We will develop approaches to learning which engage learners and inspire them to attend college more regularly.
- iv) Working with community stakeholders in developing and implementing approaches that meet individual needs and aspirations.

This procedure aims to ensure that the College’s commitment to learning in a structured and supportive environment is maintained. All learners have the responsibility to attend all lessons and to ensure effective communication with the College should attendance be impacted by other factors. All staff have a responsibility to promote positive attendance, primarily in the delivery of an engaging and supportive College experience, and will appropriately address inappropriate attendance in ensuring that learners receive consistent, fair and equal treatment. At times a learner will require the supportive structure of the Positive Attendance Framework to guide their positive progress and address negative attendance patterns in line with our Attendance Charter.

### **The Preston College Attendance Charter**

In positively impacting on learner attendance, the College will proactively engage all relevant stakeholders, and together we will:

#### **Learner**

- Attend College every day and take part in learning, recognising that ‘every lesson matters’.
- To proactively inform the College if there are any barriers to learning.
- To provide feedback relating to the college experience.

#### **Delivery Staff**

- Provide inspirational and engaging learning opportunities
- Ask learners 'what will help' if attendance drops
- Provide a range of options / interventions to support attendance

## **College**

- Ensure a safe, positive and welcoming environment
- Recognise individual need and cultural diversity
- Talk to parents / carers, where appropriate, if attendance becomes a concern
- Think holistically about learner's needs
- Championing our learners, celebrating progress and walking 'side by side' with them.

## **Parents / Carers**

- Support my child to get to college
- Encourage, advocate and engage in your child's college experience
- Ensure my child has what they need to engage positively in college
- Ask them if they have any concerns with college and talk to the college if this is the case
- To effectively communicate with the college, outlining any barriers to attendance and supporting intervention

## **External Partners**

- Where attendance is a concern, include it in the child's plan
- Support families to understand expectations of them
- Link with Student Coordinators when there is a concern relating to attendance
- To ensure safe and nurturing living environments
- To ensure effective and timely access to healthcare provision and support needs
- To engage positively in multi-agency planning, monitoring and intervention

## **Employer Partners**

- Promote attendance, behaviours and attitudes as being integral to achieving employment beyond the college
- Support the delivery of engaging and inspirational curriculum
- To provide coaching and mentorship, modelling employment skills and behaviours

The College has high aspirations for all of our learners, and will ensure that we provide the quality, structure and support in ensuring that academic targets can be met and exceeded. Every learner will be set an attendance target during their induction programme and performance against this will be monitored on a weekly basis by Lecturers, Student Managers, Curriculum Leaders and Heads of School. If attendance falls below the agreed target, the College will implement supportive intervention targets. If the required improvement is not achieved following intervention, then formal warnings will be considered.

## **Stages and Scale of Warnings**

### **Informal Action**

Where a lecturer becomes concerned about individual attendance patterns, for example missing two consecutive lessons, the member of staff will make direct contact with a view to understanding any barriers to learning and agreeing positive action for future lessons. The reason for absence and agreed actions will be recorded on Promonitor, ensuring that all lecturers and Student Managers are aware of the intervention.

### **Formal Action**

There are 4 formal stages of action that the College can take in addressing persistent attendance issues. We will implement this action if a learner fails to respond positively to informal actions agreed by their delivery staff. The stages of formal action are as follows:

- 1 – Verbal Attendance Warning
- 2 – Written Attendance Warning
- 3 – Final Written Attendance Warning
- 4 – Removal from programme

#### **Stage 1 – Verbal Attendance Warning**

The purpose of a Verbal Attendance Warning is to formalise a structured plan of improvement in attendance based on the fact that informal interventions have been unsuccessful. An attendance improvement plan will be created with the Student Manager and recorded on Promonitor so that all relevant staff can view and respond to the agreed actions. Progress against the plan will be closely monitored and positive improvement will be celebrated.

#### **Stage 2 – Written Attendance Warning**

The purpose of a Written Attendance Warning is to strengthen the need for improvement as the agreed attendance improvement plan is not having the required impact. Curriculum Leaders will be responsible for administering the warning, and will update the attendance improvement plan as appropriate. Promonitor will be updated to reflect the written warning, and a copy of the warning will be sent to the learner and parents, guardians and employers (as appropriate) in line with data protection regulations.

#### **Stage 3 – Final Written Attendance Warning**

A Final Written Attendance Warning will be administered by the Head of School if previous attempts to improve attendance have not been successful. At this stage of the process, parents, guardians and employers (as appropriate) will be invited to attend a formal meeting in College based on the serious nature of the concerns. Within the Final Written Warning, it will be made clear that the learner will be removed from their programme of study if they are not able to demonstrate improvement.

#### **Stage 4 – Removal from programme**

The final stage in the process is the removal from the programme of study, to be managed by a member of the College Executive Leadership Team, should all previous support plans and interventions not have the required impact. The learner, parents, guardians and employer (where appropriate) will be notified of the decision in writing, and the College will administer the withdrawal with the appropriate Awarding Organisation. In exceptional circumstances, the learner may be allowed to complete some elements of their College programme if engagement is more positive, but this will be at the discretion of the Executive Leadership Team.

## **Appeals**

Learners have the right to appeal against disciplinary action taken. Appeals against Verbal, Written and Final Written Attendance Warnings should be made in writing, stating the reason for appeal, and submitted to the appropriate Head of School. The outcome of the appeal will be given in writing within 5 working days.

Appeals against Exclusion from Programme should be made in writing to the Principal within 5 working days from the date of the removal letter. The learner, in their letter, should clearly state the grounds for the appeal and also include details of any new or further information, which they wish to be taken into consideration.

An Appeal Investigator (but not the person who originally issued the sanction or removal from College) will be appointed by the Principal. The role of the Appeal Investigator is to check all documentation and witness evidence associated with the removal, verify that College procedures have been adhered to and interview staff and learners where appropriate.

The Appeal Investigator will communicate a decision to the learner in writing within 10 working days of the appeal. If an appeal is successful and the learner is allowed to return to College, any amendments will be made to their College record. The decision of the Appeals Investigator will be final.

## **Removed learners re-applying to the College**

Any learner removed from College for the academic year in question may re-apply to the college for the following academic year. However, re-admission will depend upon authorisation from the Executive Leadership Team, after an interview and consultation with a Vice Principal has taken place. If the learner is accepted to study, a formal agreement will be issued with criteria clearly stating the conditions that must be met by the learner. Should the learner not meet the criteria after a review of the agreement then the learner will be asked to leave College.