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Attendance Policy

Version 1.0

1st September 2023

Version Control Table

Date	Version No	Summary of Changes	Changes Made By
1st August 2023	1.0	Creation of policy	Laura Reid/Mark Ryan/Cath Mollart

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1. Scope

1.1 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.

1.2 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 individual campus of the absence and it is the Group's expectations that learners use these mechanisms to notify in advance.

2. Purpose

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

2.2 The Attendance Policy applies to all curriculum areas and is designed to assist managers and academic staff to follow 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

3.1 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

4.1 The Group's expectations of all learners are to :

- Attend all timetabled sessions.
- Notify the Group of absence through the correct process as described within this policy.
- Notify and obtain permission at the start of a session if they need to leave early.
- Arrive on time to all sessions including returning after breaks.

4.2 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 (no later than 15 minutes following the timetabled start of the session) to ensure the central Group reporting systems can work effectively
- Record and challenge poor punctuality noting any reasoning provided.
- Participate in attendance review meetings and the setting of attendance/behaviour contracts where necessary

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

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

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

- Ensure that 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 has been demonstrated to contribute to the learner having an improved chance of completing their course successfully.
- To communicate with the Group 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 in supporting learners' success in achieving their qualifications. This is why the Group expects all learners to have 100% attendance and punctuality

5.1   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 their timetabled sessions, due to sickness, or a personal emergency, the Group expects the learner to follow the Group's processes of reporting absence in a timely manner. This process is outlined to learners as part of their induction programme with the Group.

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

5.3   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 Group is provided with 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.

5.4   Attendance recording

Curriculum administrators will receive absence notification via telephone, text message or on-line and update the learner registers accordingly. The only exception to this rule is for School Links provision because of the wider safeguarding duty to monitor these learners. Group managers, tutors and all Group staff must adhere to the Keeping Children Safe in Education guidance and in doing so, recognise the significance of absence from education in Safeguarding matters for schools links learners as well as all other learners.

6.   Attendance Recording and Reporting

6.1   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. Except in exceptional circumstances, registers should be completed within the first fifteen minutes of a session's scheduled start time.

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

Tutor Responsibilities	Management Responsibilities	Central responsibilities	Attendance and Pastoral Officers (APO) responsibility
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: o Attendance o Unmarked Registers and o Provide Data to drive a central automated messaging function	To be proactive in supporting learners to attend sessions on time
Know your learners and follow up on absences in a timely manner	Know the "at risk" learners and make sure that there are appropriate interventions in place	MIS to provide Curriculum Admin/Student Support with daily reports to enable automated Daily Messaging to learners: o Chase up message for	Work with learners who are not engaged in learning sessions, providing pastoral intervention to minimise lost learning. Ensure that Promonitor is updated to reflect intervention

		missing learners/parents	
Report any changes to your timetable in a timely manner and in advance wherever possible	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 and redeploy staff accordingly	Liaise with Curriculum Admin and Curriculum teams to identify 'at risk' learners
Report and record any persistent lateness and absence and discuss with the learner and/or parents and carers or other appropriate adults or agencies	Completion of a weekly impact report detailed attendance actions, interventions and impact	Process any recognition and rewards actions or disciplinary actions	Work with learners and families to put support and strategies in place to improve attendance, removing barriers

7.   Attendance Monitoring Flow Chart

7.1   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 A GIVEN SESSION**

- A learner may contact the Curriculum Office to advise of absence via telephone, text message, email or online form
  - Register will automatically be populated after being 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 automtically provide the information 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 missed 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**

8.1   The Group expects all learners to have 100% attendance and punctuality. The 2023 - 2024 key performance indicator for attendance concern across the Group is set at a minimum of 90% for all learners. This KPI is reviewed on an annual basis.

8.2   For the 2023/2024 academic year, the below RAG ratings shall be used to focus the support at curriculum, department, course, learner and tutor level:

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

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

9. **Attendance Intervention Reporting**

9.1   Central Group 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 Senior Leadership Team (SLT) meetings on a fortnightly basis.

9.2   The reports will provide attendance analysis in the following categories:

- Overall Group, 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 consecutive weeks of non-attendance, learners may be automatically withdrawn as per the ESFA audit requirements.

9.3   In addition to the weekly attendance reports to the SLT, a panel of members as follows : Deputy Chief Executive Officer (DCEO), Executive Director of Strategic Planning & Corporate Services, Vice Principal Curriculum and Director of Quality, Curriculum Manager and Curriculum Team Leader (CTL) will conduct a minimum of 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.

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

Week number	Attendance Meetings – Attend to Achieve (A2A)
W/C 25 Sept 2023	Attendance & Data Panel – Attendance rates, withdrawals, right student right course (Exec)
W/C 30 Oct 2023	Attendance & Data Panel - Attendance rates, withdrawals (Exec)
W/C 15 Jan 2024	Attendance & Data Panel - Attendance rates, withdrawals, progress (Exec)

W/C 26 Feb 2024	Attendance & Data Panel – Attendance (Exec)
W/C 29 April 2024	Attendance & Data Panel – Progression & Achievement (VP only)
W/C 10 June 2024	Attendance & Data Panel – Progression & Achievement (VP only)

9.5   These panels will be chaired by the Deputy CEO/Principal or VP Curriculum with the cross-Group 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.

9.6   The A2A panels will review:

   a) Learners with high attendance (90% or greater) to celebrate learners' commitment to learning
   b) Learners who move into the 'green' zone for attendance %
   c) Learners with attendance concerns (below 84%) to evaluate management intervention plans
   d) Learners who have not attended for the previous 4 weeks
   e) The volume of withdrawals and destinations of those learners

10.   Attendance Monitoring Outcomes

10.1   The Group has adopted the **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.

10.2   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 during the previous half term.

10.3   The SLT in partnership 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 Wharncliffe 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 Wharncliffe 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

10.4   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/or 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.
- Where the responsibility for follow up actions and or notice to improve, lies with the teaching staff, CMs, and directors, a member of the quality team will visit staff identified as needing TLA support as required.

10.5   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 84%		Review vocational course level progression entry criteria		Review student support for progression
Cumulative English or Maths		Review vocational course level progression entry criteria		Review student support for progression

attendance below 84%				

11. The RNN DEAL contract

11.1 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 an **RNN DEAL contract**. Tutors and staff will discuss **The Deal** with all learners during induction period at the beginning of the year. This is to ensure learners understand of the Group's requirements.

11.2 An **RNN Deal** may include conditions such as the below:

- 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 campus and Group community.
- Comply with all health & safety requirements, in particular, wearing your ID at all times.
- Treat all individuals with respect and courtesy.
- Comply with Group regulations at all times.
- No Hats/Hoodies policy (subject to identified needs recorded within a support plan)
- Removal of earphones (unless identified via a support plan)

11.3 There are a range of possible behaviours, triggers and support which can be taken into consideration when setting conditions as part of the RNN Deal, such as:

Possible issue	Potential Trigger	Potential support/ questions to ask.
Poor punctuality	Distance to travel	Check if bursary has been applied for. Can the Group's bus be used. Does travel allowance need increasing.
	Lack of support from parent	Discuss morning routines, support with alarm clock purchase.
Lack of engagement	Undisclosed learning need	Referral to ALS with consent of learner.
	Lack of healthy meal	Remind learner about free breakfast. Discuss bursary support, are they accessing meals in the canteen. Discuss drinking water.
	Pastoral/ safeguarding issues	Referral to Campus Safeguarding or Wellbeing Mentor

Lack of compliance with H&S/ uniform	Financial difficulties	Check if bursary has been applied for and uniform/ equipment requested.
Low attendance	Missing certain lessons due to part time job	Discuss bursary. Referral to careers team to explore other work opportunities. Referral to wellbeing for support.
	Caring responsibilities at home	Discuss how these responsibilities might impact on learning. Referral to Designated LAC Lead for support for young carers.

11.4   If learners are issued with an **RNN Deal contract** and they do not follow **The Deal** there may be further conditions on the issued agreement, such as they may not be able to progress to a higher level or a different programme at the end of the academic year.