



Bolton College

Attendance & Punctuality Policy 2024-25



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1. Policy Statement

The College has an expectation that students attend all of their lessons. The term student is sometimes interchanged with learner at the College and refers to any individual who is enrolled on a course at the College:

- Young people aged 16-18
- Apprentices
- Adults including those on higher education courses

Attendance refers to the scheduled time spent on College courses, and this can be categorised as classroom lessons, lectures, practical workshops, work placement, on-line learning, directed study, tutorials, enrichment activities and one-to-one progress reviews as specified in the student's learning agreement or individual learning plan (ILP).

Attendance is expected and is critical to every student's success and the achievement of their learning goals. The College expects all students to recognise that full attendance and punctuality will maximise progress and achievement and enhance not only their outcomes but develop their employability and wider civic and social skills.

Staff set and apply high expectations for attendance and punctuality to support students to meet the high expectations of future employers and learning institutions such as universities.

In 2024/25, the College minimum expectation for attendance is 90%, and 95% for apprentices. However, the basic principle of full and punctual attendance must continue as the fundamental ambition for students following the Positive Behaviour Policy.

All staff should support students to aspire to have 100% attendance and punctuality.

Genuine short and long-term absences and absences arising from significant personal difficulties will be fairly assessed and monitored by teachers and work-based tutors (WBTs) and support staff and overseen by Curriculum Leaders as per the Positive Behaviour Policy. This will be recorded appropriately on registers and digital learner journey systems (ProMonitor/Smart Assessor).

All long-term absences should be supported with documentary evidence e.g. sick note from a doctor. Evidence should be scanned and emailed to the Attendance Officers who will save this centrally and in line with the College's GDPR guidance. This will be overseen by Heads of Area.

2. Scope

This policy applies to all active students enrolled at Bolton College. This policy is a staff facing document. Student facing information is in the student handbook.

3. Student Responsibilities

- Attend all of their timetabled sessions which make up their learning programme.
- Check timetables regularly on ProPortal for updates and classroom changes. These will be kept to a minimum.
- Return promptly after any timetabled break. Failure to do so will result in a late mark being recorded in the register. Three late marks will trigger a Positive Behaviour intervention from the teacher which must be recorded on ProMonitor.
- Obtain permission from the class teacher at the start of the session if required to leave class earlier than set finishing time (attendance will be recorded on register).
- Arrive at the start of the sessions properly equipped and prepared. If a student is struggling through hardship to be properly equipped, please direct them to the Student Experience Zone as we do not want this to be a barrier to attendance.
- If late, enter the class quietly with minimum disruption to the session and explain to the teacher at an appropriate point.
- Contact the attendance line by 8:30am on their first day of absence explaining their absence and indicating its duration. Leave a message if unable to get through. The attendance line opens at 7:30am.
- Inform their Curriculum Leader if a prolonged absence is likely, to discuss the possibility of an alternative study arrangement. Their teacher/WBT or progress tutor can support the student in this if required. In addition, students can contact the Student Experience Zone, if they wish to discuss reasons for prolonged absence, and where additional support can be offered.
- Arrange medical appointments, driving lessons, and any other appointments that are non-emergency in their own time.
- Ensure that any part-time work undertaken outside their College programme does not clash with their timetabled sessions.

The College's Positive Behaviour Policy will be explored further with students who consistently breach these responsibilities in order to provide positive and supportive interventions to improve attendance.

4. Staff Responsibilities

- Be in the classroom, prepared and ready to start their lesson on time and where possible no fewer than 5 minutes before the beginning of the session.
- If teachers and students have to move between classrooms with no scheduled time in between, then teachers should implement the 'hard start, soft finish' approach, e.g. a class finishes at 10am and the next lesson starts at 10am.

Hard start = all staff and students should be in the classroom and ready to begin at the start time.

Soft finish = class can be finished up to 5 minutes maximum before the class end time to give teachers and students time to move between lessons.

- Allow students into the classroom and provide an early engagement activity prior to start.
- All staff to ensure that the lateness procedure is followed e.g. a late mark being recorded on the register. Three late marks will trigger a [Positive Behaviour](#) intervention from the teacher. This must be recorded on ProMonitor.
- Curriculum Leaders should ensure that classes are fully covered for staff absences or rescheduled for suitable alternative times. Under no circumstances should classes be cancelled and students sent home for this reason.

In exceptional circumstances, Heads of Area need to seek permission from an Assistant Principal to cancel a session.

- If a student does not have their security ID pass, the student should be wearing their temporary sticker which has their photograph, name and ID number displayed. If not, they must be directed to the security desk.
- If there is someone who is not enrolled, you **must not** add them to the register. You must send them to the enrolment desk to complete their enrolment.
- All class teachers are expected to complete the electronic register within the first 15 minutes, select 'finish later' and add late marks, where applicable. The register must then be submitted at the end of each session. This is the formal auditable document used by the College to record attendance and punctuality. Non-compliance with this procedure is taken seriously by the College.
- The Attendance Officers will contact parents/carers of 16-18/EHCP students, including apprentices, and adult students (19+) to check on the reason for absence.
- The Attendance Officers will provide Heads of Area and Curriculum Leaders with a weekly attendance summary each Monday morning. Managers are expected to analyse attendance and punctuality records for every course and this to be made a priority for weekly team meeting agendas to monitor that appropriate [Positive Behaviour](#) interventions have been made.
- Timetables for every course are to be available to students prior to the start date to facilitate the production and use of registers as soon it begins. Any subsequent changes to be kept to a minimum in order to ensure registers are accurate and up to date.
- In any instance where the scheduled class teacher is absent, the Curriculum Leader has the responsibility for ensuring any substitute class teacher has access to and completes the register in an accurate and timely manner.

It is the responsibility of the Curriculum Leader to email CPandTT@boltoncc.ac.uk with cover for lessons. Curriculum Leaders can also add cover themselves to registers.

- Any issues arising from absence (e.g. student does not return after break), should be addressed by the teacher/WBT on the first day of occurrence or immediately after the teaching session.
- Teachers/WBTs who have apprentices must also contact the employer to inform them and document this in the digital learner journey system.
- Address all absences following the procedure outlined on page 6.

5. College process for monitoring absences or lateness

Every student has the responsibility to report their absence / lateness prior to their timetabled session, via the absence line. Where the absenteeism is known in advance, the student is responsible for informing their class teacher/WBT.

Each case of absenteeism is different and will be treated individually and in line with the positive strategy.

If a student has had four consecutive weeks of non-attendance, then they must be withdrawn from the College in line with the funding regulations. This is the responsibility of the Head of Area.

In the case of a student having an Education Health and Care Plan, the Head of Learning Support will arrange a meeting with the Head of Area and where necessary, the Student Experience Manager in order to agree the next appropriate action and consider the Fitness to Study Policy.

It is the responsibility of the Curriculum Leader to initiate a withdrawal via the Head of Area, so that the withdrawal form can be completed in a timely manner. While this process removes the student from funding, every possible method of retaining the student must continue until fully exhausted to support student achievement and experience.

The following process of monitoring attendance of students is to be adopted across College.

Absence	Process
1 st absence (Day 1)	<p>Attendance Officer contacts:</p> <ul style="list-style-type: none"> • parent/carer for students who are 16-18/ EHCP, including apprentices • student directly for adults <p>WBTS will contact the employer for apprentices</p> <p>to explore absence and records comment on ProMonitor/Smart Assessor, tagging in the teacher/ WBT and relevant progress tutor (where appropriate).</p>
2 nd consecutive absence	<p>Attendance officer contacts:</p> <ul style="list-style-type: none"> • parent/carer for students who are 16-18/ EHCP, including apprentices • student directly for adults <p>WBT contacts employer for apprentices</p> <p>to explore absence and explain that next absence will trigger a <u>Positive Behaviour Intervention Meeting</u> with:</p> <ul style="list-style-type: none"> • Student • Teacher / Work Based Tutor • Parent / Carer <p>and records comment on ProMonitor, tagging in the teacher/ WBT and relevant progress tutor.</p>

3 rd consecutive absence	<p>Attendance Officer arranges formal Stage 1 Positive Behaviour Intervention meeting with:</p> <ul style="list-style-type: none"> • Student • Teacher/Work Based Tutor • Parent/Carer <p>as part of the Positive Behaviour Policy.</p> <p>SMART target set.</p> <p>Head of Area will work with the attendance officers to book in the teacher/WBT meetings.</p>
Interim Positive Behaviour Interventions completed to track progress being made as per Positive Behaviour Policy and recorded on ProMonitor.	
<p>Once it is deemed that a student has achieved their SMART targets set, this must be reflected in ProMonitor by the member of staff who set the SMART target.</p> <p>Failure to meet agreed targets will lead to further stages of the Positive Behaviour Policy being implemented.</p>	

6. Principles of positive behaviour, reward and praise

The College intends to base its policy on positive behaviour, reward and praise with high expectations set for every student. The main principles are:

- All sessions will start on time.
- All staff and students to be prepared and ready for every session.
- No class should be disrupted due to staff or student absence.
- Student attendance and punctuality will be consistently managed across College and recognised by all.
- Punctuality and full attendance will be measured alongside performance and quality of provision.
- Good attendance and punctuality will be celebrated at every opportunity and linked to employability, progress and high achievement outcomes.

7. Practices and activities used to improve attendance and promote positive behaviour

- Organised trips and rewards are to be used at curriculum level in all areas in 2024/25 to encourage good attendance (these should be planned to avoid interruption to tutorials, maths and English classes).
- Whole College attendance celebrations.
- All departmental student awards should have a good attendance component.
- Walk-throughs from curriculum managers/Head of Areas to ensure that a consistent message is being conveyed with regard to attendance, especially in the first weeks of the new term so bad habits are not formed. This will support teachers, WBTs and progress tutors by reinforcing the messages to students.
- ProMonitor and Smart Assessor are the digital learner journey tools to be used to monitor student attendance and show the impact of attendance on their performance and progress.