

P44 TCHC GAPS Attendance Policy

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1 Policy Statement

The purpose of the policy is to ensure that TCHC GAPS staff, systems and processes support learners to reach a minimum 85% (91%* during the first six weeks) of attendance in all aims of their programme and to be punctual to all sessions.

As part of the TCHC commitment to preparing learners for their next steps, good attendance is a centres priority. An overall programme attendance target is set annually and a KPI for each individual centre.

TCHC recognises the correlation between high quality teaching, attendance and performance, and promotes both high quality teaching and high attendance believing these provide learners with the best chance of maximising their achievement, developing skills and accessing opportunities to help realise their career goals.

The GAPS Centres are committed to supporting learners to attend all timetabled teaching and assessment sessions, including visits, enrichment, employability activities and examinations, and to recording, tracking and monitoring attendance at all sessions. Learners will be encouraged to manage their own attendance and tutors and centre managers will make sure learners can access their own attendance performance through the centre coordinator or administrators. It is important to recognise high attendance as much as it is to implement attendance strategies with learners to improve their attendance.

Learners will be encouraged and supported to achieve a 100% attendance rate, in preparation for employment, however it is recognised that there will inevitably be occasions when learners are unable to attend due to serious illnesses or other genuine exceptional circumstances (**see page 7**)

Tutors will ensure that learning opportunities and resources are available to learners in the case of absence. It is the learners responsibility to complete all work missed through absence with the support from the tutor and management.

Persistent unauthorised absence will lead to a number of interventions and may ultimately lead to disciplinary action being taken from stage 1 and can progress up to gross misconduct depending on the performance of attendance. This is in line with the learner disciplinary procedure, as outlined in the Positive Behaviour Policy.

Unexplained sudden absence will be followed up by centre managers, centre coordinators and efforts will be made to establish why a learner has suddenly stopped attending as this may be a sign of something serious relating to the welfare of the learner. Any concerns will be reported to the Safeguarding Team via CPOMS.

All learners are expected to be punctual as all sessions will start on time. Lateness will be challenged by tutors and centre coordinators, as it would be the case in the workplace. Tutors will accommodate learners who arrive late, setting objectives around the work missed, but without taking time away from the other learners (**a late area is recommended with the session's resources to reduce disruption**). Learners are expected to arrive at examinations 15 minutes before the scheduled start time. Learners arriving late for scheduled exam time may not be able to sit their exam. This will be decided by the centre manager in accordance to the awarding body exam regulations.

Lateness will be reviewed by the centre manager. Centre Manager will implement interventions for those that require support for improving attendance. Where this does not lead to an improvement, unauthorised persistent lateness will lead to disciplinary action, in line with the learner disciplinary procedures as explained in the positive behaviour policy.

TCHC will monitor learner attendance and punctuality regularly with centres and individual staff using attendance reports (tracker), registers, centre team meeting minutes, CPOMS. High needs attendance will be tracked separately to ensure monitoring performance and interventions can be identified.

The centre coordinator, centre manager or staff member appointed will contact the parents/carers/guardians of learners under the age of 18 or 19+ classed as vulnerable or high needs, as soon as attendance or punctuality gives cause for concern.

Termly attendance letters should be provided by post or email, this letter will inform the learner, parent and guardians of the individuals attendance performance to date.

2 Responsibilities and Obligations

The policy applies to all GAPS learners, including part-time learners. Registers are auditable documents and relate to funding requirements.

Education and Training Director is responsible for:

- The annual review and development of the Attendance Policy
- Monitor overall attendance
- Ensuring that centre managers understand the policy.
- Ensuring the implementation of the attendance policy to maximise both attendance and achievement
- Use of data from learner voice methods, teaching, learning and assessment monitoring methods to gather information on the effectiveness of session delivery and whether this is impacting on attendance.

Centre Managers are responsible for:

- Ensuring staff and learners understand the attendance and punctuality expectations.
- Ensuring that centre teams understand the policy and know where to access attendance guidelines for staff on how to promote and manage attendance and punctuality.
- Ensuring the implementation of the attendance guidance to maximise both attendance and achievement for our learners paying particular attention to actions within the first six weeks.
- Arranging for sessions to be visited before 10am each day (during the first six weeks), to note who is not there and arrange for learners to be contacted by centre coordinators.
- Accessing attendance reports and monitoring attendance and punctuality in a timely manner, intervening when attendance and punctuality falls below target.
- Reviewing attendance at centre level at least twice a week with teams to ensure all staff have a clear picture of attendance. Actions should include recognition for excellent **attendance 91%+** each half term through postcards home, positive text messages, certificates etc.
- Organising weekly attendance support sessions for those learners with less than **79% attendance** in one term.
- Using student voice methods and teaching, learning and assessment monitoring methods to gather information on the effectiveness of session delivery and whether this is impacting on attendance, to inform intervention strategies.
- Conducting a “return to learning” interview at the earliest opportunity following any period of absence focusing on the reasons for non-attendance and agreeing actions to improve attendance, including support mechanisms. (e.g. adjusted timetables to provide support for catch up sessions enabling the learner to be up to date with their progress, 1-1 sessions). (Use of the LIP document)
- Tracking and monitoring attendance and punctuality over time across all aims of a learners programme, understanding the reasons for lateness and/or non-attendance, identifying and implementing the support needed to overcome lateness and/or non-attendance, discussing the impact of non-attendance and lateness on performance and employability and agreeing, where necessary, an action plan to overcome barriers to attendance and punctuality. (use of the LIP document)
- Updating learner profiles in detail, where there are any exceptions to the policy for a particular student (e.g. a student with caring responsibilities, who sometimes has difficulty in getting to class on time) and ensuring that tutors of that learner are made aware.
- Centre managers to ensure all registers are completed accurately and submitted on time

Centre Coordinators/Centre Administrators

- Adhering to the learner Attendance Policy, following attendance guidelines for staff and actively supporting the achievement of the attendance target.
- Ensuring the implementation of the attendance guidance to maximise both attendance and achievement for our learners paying particular attention to actions within the first four – six weeks and maintaining through the learners academic year.
- Monitoring learners' attendance across all aims of a learners programme and liaising with all subject tutors including centre managers and safeguarding. Recording of the contact with learners is accurate and added to CPOMS for example phone calls, e-mails or SMS text messaging to establish their whereabouts, if missing from sessions.
- Requesting and recording evidence of any pre-notified or long-term absence, e.g. medical certificate and noting relevant information to inform all relevant tutors and record on CPOMS
- All learners are to be contacted if they have not arrived at centre, in a timely manner within the first 15 minutes and recorded using CPOMS.
- Contacting the parents of learners under the age of 18 as soon as attendance and/or punctuality gives a cause for concern. To be contacted each day the learner is not in attendance. 19+ Vulnerable learners or SEND learners are to be contacted as above ensuring a clear record of non-attendance is in place.
- Updating learner profiles in detail, where there are any exceptions to the policy for a particular student (e.g. a student with caring responsibilities, who sometimes has difficulty in getting to class on time) and ensuring that tutors of that learner are made aware.
- Centre coordinators/administrators to ensure all registers are completed accurately and submitted on time
- Send termly attendance letters last week of term by post or email, this letter will inform the learner, parent and guardians of the individuals attendance performance to date

Teaching staff are responsible for:

- Completing all registers for all sessions
- Delivering high-quality teaching.
- Adhering to the learner Attendance Policy, following attendance policy for staff and achieving the attendance target.
- Ensuring the implementation of the attendance policy to maximise both attendance and achievement for our learners paying particular attention to actions within the first six weeks to embed a learners routine.
- Establishing a clear expectation of excellent attendance and punctuality during induction and the full programme ensuring a punctual start to all lessons.
- Employing a range of strategies to ensure high punctuality and attendance is maintained.
- Identifying concerns in attendance and punctuality patterns, discussing concerns with the learner, identifying problems and/or barriers to attendance and punctuality, and working with the learner to identify and implement strategies to support improved attendance and punctuality.
- Completing learner intervention plans with centre managers and learners, monitoring regularly.

- Where learner absences occur, regardless of whether authorised or not, providing the materials and support for the student to catch up the missed learning.

Quality:

- To monitor attendance across all qualification and raise with centres when learners identify of becoming at risk of non-achievement.
- Recognise and provide support with intervention if required
- Use of data from learner voice methods, teaching, learning and assessment monitoring methods to gather information on the effectiveness of session delivery and whether this is impacting on attendance

MIS Manager is responsible for:

- Ensuring systems are updated with register information received from centre coordinators/administrator staff.
- Providing reports and updates for attendance across the study programme (GAPS) programmes
- Attendance report maintenance
- Attendance audit for reviews identifying significant issues or errors across the system for learner attendance and aims.
- Contribute to setting targets for each new academic year.

SEND Team

- Identifying with centre managers learners with high needs with concerns in relation to attendance
- Learners with high needs are monitored if attendance is below 79% or there are other significant concerns.

Safeguarding is responsible for:

- Identifying with centre managers learners with concerns in relation to attendance
- Learners who come under local authority are monitored if attendance is below 79% or there are other significant concerns

Learners are responsible for:

- Attending all lessons, reviews, enrichment sessions, examinations and any other planned learning punctually and at the planned start time.
- Accounting for any absences or lateness
- Contacting their Centre, through Phone calls, Text, Email or other agreed mediums, to inform them of the circumstances as soon as possible if they are not able to attend or are expecting to be late due to unavoidable reasons.
- Undertaking the appropriate catch-up work as agreed with the tutor following any absence.
- If absence is the result of personal or financial difficulties the learner should discuss the details in confidence with their centre manager or centre coordinator to access advice and guidance.

3 Compliance

The Senior Leadership Team and Centre Managers will use the following mechanisms to oversee the accuracy of recording and reporting attendance and punctuality and to monitor progress towards the attendance target and a learners planned hours.

- Registers
- Attendance report
- Learner disciplinary records
- CPOMS
- Team meeting minutes
- Withdrawals
- Updated timetables following learner intervention plans
- Updated timetable for any change in hours

4 Absence and Lateness Procedure

In the event that a learner is unable to attend the centre **they must:**

- Call the centre and speak with the centre coordinator/administrator or centre manager:
- Send a text message to inform the following: Name and reason for not attending (centre coordinator/administrator will follow up with a call)
- Send email informing reason for non-attendance
- Centre coordinator will add to CPOMS and the attendance tracker

(Centres to ensure all centre contact details and methods have been provided at enrolment)

Learners need to complete a pre-arranged absence slip if they cannot book appointments outside of their timetabled hours (see appendix 2)

If any student has an on-going medical condition which may affect their attendance and punctuality a letter from the GP explaining this must be provided to the centre coordinator/centre manager and they will inform the tutors. A copy of this letter must be available in the learner file within the centre SharePoint.

Students will need to provide the centre with evidence of any pre-notified or long-term absence, e.g., medical certificate and the centre coordinator/centre manager will note the relevant information on CPOMS and inform all relevant tutors.

If absence for any reason exceeds 2 weeks a review meeting will be called by the centre manager to assess the impact of the absence on the student's progress and, if necessary, an action plan (through the LIP **see appendix 1**) will be created to support the learners achievement of their qualifications.

(Where students are absent from centre for a period of 4 weeks without the centre establishing the reason for the absence, their place may be withdrawn in line with national funding recommendations.) If a withdrawal is to be made please follow the withdrawal process.

Where a student is unexpectedly absent from centre/sessions, and notification of non-attendance hasn't been received, the specific type of intervention will depend upon the learners' attendance for

that term to date. Safeguarding informed through the use of CPOMS and parents, legal guardians informed and local authorities where relevant.

Where attendance and punctuality over time becomes a cause for concern a discussion with the centre manager / tutor will take place to understand the reasons for lateness and/or non-attendance, identify and implement the appropriate support through a LIP, discuss the impact of lateness and/or non-attendance on performance and employability and agree an action plan through the LIP to overcome barriers to attendance and punctuality.

Tutors, centre managers, administrators, managers and safeguarding will be well-informed by regular reports which include key indicators of poor attendance providing the opportunity for early intervention. The reporting system also takes into account indicators of historic underperformance and in this way, we aim to ensure that learners with the greatest likelihood of need, receive support in a timely way.

Termly Attendance Rate*	Indicator	Action	Responsibility
91% - 100%	Blue	Celebration leading to successful outcomes and progression (please take into consideration learners who have health issues and/or disabilities or other contributing factors that might impact attendance, ensuring flexibility to award recognition). See letter to communicate parents and learners below	Centre managers and tutors
85% - 90%	Green	Learners contacted to discuss barriers to attendance and support/actions agreed and implemented. Parents advised of outcome See letter to communicate parents and learners below	Centre managers and Tutors
79% - 84%	Amber	Parental intervention from CM's to discuss learner's barriers to attendance and support/actions agreed and implemented. Verbal Warning see behaviour support plan templates and a learner intervention plan completed and issued and monitored for agreed timescale.	Centre managers and tutors
Below 79%	Red	Learner required to attend support session with CM's to discuss engagement with learning and building resilience. Notification to parents/guardians/cares/LA/SW. Written Warning issued. Continuation LIP intervention which is monitored by CM for agreed timescale.	Centre managers and tutors
No improvement to attendance or non-attendance to support session	Red+	Persistent lack or no improvement with attendance - Final Written Warning or - Withdrawal from the programme to be approved by Director of youth programmes, following the withdrawal process	Centre managers and tutors

Attendance Codes

Code	Explanation
P	To be entered against the relevant session when a learner is in attendance
X	To be entered against the relevant session when a learner has unauthorised absence
A	To be entered against the relevant session(s) when learner has an Authorised Absence
L	To be entered against the relevant session when a learner is late

Absences are either authorised or unauthorised.

Authorised Absence (evidence is important for this mark)

An authorised absence is one which has been agreed in advance by the Centre Manager

Absences will normally be authorised in the following circumstances:

- To attend the funeral of a close family member or friend
- To attend an emergency appointment with your GP
- For religious holidays (1 day)
- To care for a dependent child (due to illness or school closures etc.)
- To attend a hospital appointment*
- To sit a driving test*
- To attend a job interview*
- To attend court*
- Suspension
- Sickness – 7 days self-certificated, once 8th day hits we must have a doctor's note. Sickness must be reported to the Centre Co Ordinator and Centre Manager within 15 minutes of the start of the first session via email, text or phone call, this must be done on each day of sickness.

For all of the reasons marked *, students must provide evidence to the centre e.g. an appointment card or letter. Absences will not be authorised if proof is not provided. Centre are to hold copies of evidence within the learner file on SharePoint for audit purpose.

Other general appointments, including with doctors and dentists, should be arranged within a learners own time or after timetabled hours. Learners need to complete a pre arranged absence slip if they cannot book appointments outside of their timetabled hours (**See appendix 2**)

In exceptional circumstances not covered by the above, authorised absence may be given at the discretion of the centre manager and the reason will be noted on CPOMS.

Unauthorised Absence

Unauthorised absence is unexplained absence and reasons for absence would be similar to those which would not be acceptable to an employer, for example:

- Driving lessons
- Baby sitting
- Missing the bus
- Routine appointments with GP /dentist
- Sleeping in

- Holidays
- Celebrations
- Non-Attendance without authorisation
- Sickness – unreported within guideline set above or from the 8th day onwards without a doctor's note.
- Leaving a session early without valid authorised reasons as set out above – this will be initially recorded as present with the time adjusted as to when the student left. A not will need to be recorded by the tutor.

Policy signed by: Kim Kitchener – Head of Quality

Date: 01/09/2025

K. Kitchener

Document History

Reference No	Version	Date	Author	Classification	Review Date
P44	1.0	04/09/2024	Wayne Taylor	Unclassified	04/09/2025
P44	1.1	01/09/2025	Wayne Taylor	Unclassified	01/09/2026

Revision and Amendment Register

Date	Procedure Number	Revision Details	Version Number	Author
01/09/2025	Section 2	Teaching staff responsibilities updated. MIS Manager responsibilities updated. Changed heading 'EHCP Coordinator' to 'SEND Team'	1.1	Wayne Taylor
	Section 3	Changed to 'Attendance Report'		

Appendix 2

Absence Request Form

Please fill in to request time off for appointments or holidays.

Please note – **you will be asked to provide evidence.**

Name	Date From	Date To	Reason

Permission agreed by Centre Manager

Sign:

Date:

Appendix 3

Place onto header paper

Date:

Termly Attendance Letter: Learner Name

To whom it may concern,

We are now through the academic year and wanted to congratulate all of our learners on their hard work and dedication to the GAPS Study Programme thus far. We do monitor learner attendance to see if there are any patterns and if we need to provide support at any point. Please find below a summary of your learner's attendance.

For every course that you are timetabled for, the awarding body outlines the "Guided Learning Hours" that are expected by you for achieving your qualification. When a portfolio of work is submitted to the awarding body, it is reviewed, and attendance hours are included in this review. Should attendance hours differ greatly from what has been planned for you, it may be decided that the qualification cannot be issued due to low attendance.

Term 1 September - December	Term 2 January - March	Term 3 April - July	Overall attendance % September - Present

Attendance key

Termly Attendance Rate*	Indicator
91% - 100%	Blue
85% - 90%	Green
79% - 84% learner at risk	Amber
Below 79% learner severely at risk	Red
No improvement to attendance or non-attendance to support sessions	Red+

All absences must be communicated with the centre 15 minutes prior to the start time. If your learner will be absent due to a medical appointment in term time, please use the attached forms to make us aware. Evidence should be provided for all medical appointments – a copy can be taken by a member of the office staff or you can email evidence of appointment letters/texts to:.....

If you have any questions, please contact us.

Thank you for your continued support.

Name

Centre Manager

Contact Number