

Attendance procedure

Document control

Policy owner	Head of Centre
Approved by	Michael Mackin, Head of Centre
Adopted by	Prior Pursglove College and Stockton Sixth Form College
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Review interval	Every year, as part of planning for the new academic year
Next review	Before the start of the 2027 to 2028 academic year
Version	January 2026 wording, rebadged September 2026
Statutory	No (recommended)
Equality impact	Not recorded
Published	College websites

About this version

This version was put into the college policy template in September 2026 so that it gives the correct information. Sections have been numbered and small typing errors have been corrected. The content is otherwise as signed off by the Head of Centre in January 2026. The previous version is available on request.

1. Rationale

We work on the principle that all students should aim to achieve 100% attendance at college. However, we recognise that every student is an individual and that personal circumstances may, at times, impact attendance.

To support students in maintaining the highest possible levels of attendance and to help them achieve positive outcomes, the following procedures will be implemented to ensure early identification of, and a timely response to, any emerging attendance concerns.

The roles and responsibilities of all stakeholders involved in this process are clearly defined and communicated.

Note: *The purpose of the following policy and procedures is to address and improve attendance across the student body. At all times, a supportive and proactive approach should be taken to help students return to and sustain positive attendance patterns.*

2. Student responsibility

This should be shared as part of each student's college induction.

Students are expected to:

- Aspire to achieve 100% attendance in line with college expectations and the importance placed on consistent participation in learning.
- Take personal responsibility for their attendance and punctuality, recognising the direct impact this has on progress, achievement, and wellbeing.
- Engage positively with staff and support strategies where attendance or punctuality becomes a concern.

3. Student actions

Students must:

- Attend all timetabled learning activities, including lessons, compulsory study, enrichment programmes, and tutorial or pathway support sessions.
- Inform relevant subject teachers of any absence on each day it occurs, using agreed college communication channels, and take responsibility for catching up on missed learning.
- Ensure all absences are appropriately reported and authorised by a parent or legal guardian through contact with the college student services team, in line with safeguarding and attendance procedures.
- Provide timely evidence for medical or other authorised appointments to the faculty secretary or reception to support accurate attendance recording.
- Notify teaching staff if they arrive late to a lesson so that registers can be updated accurately and safeguarding requirements are met.
- Access and monitor their attendance records regularly, responding promptly to any concerns raised by staff.

4. Subject teacher

- Positively promote the college expectation of 100% attendance.
- Assist form tutors, faculty teams and senior leadership team with attendance queries and concerns.

Actions

- Registers must be taken within the first 10 minutes of every lesson.
- Registers should be updated to reflect any late arrivals.
- Teachers should email work to students who are absent and have made contact regarding their absence.
- In cases of unauthorised absence, teachers must speak with the student upon their return to reinforce attendance expectations and agree a catch-up plan. This conversation must be recorded on the ILP at Disciplinary Record Stage 1.
- Following a second unauthorised absence, the Pathway Leader or Tutor should be informed and will take the lead in reviewing the student's overall situation

and contacting home where appropriate. This approach ensures a coordinated response and avoids multiple contacts with parents. Pathway Tutors should also liaise with Student Services to confirm any prior communication or actions already taken.

5. Pathway leader

- Positively promote the college expectation of 100% attendance.
- Pathway leaders will take responsibility for attendance of their tutees and have an overview on all lessons attended.
- Formally deal with any issues raised by subject teachers regarding student attendance to their lessons.
- Look at attendance data (as per policy) for students in their tutor group. From this data:
 - Have 1:1 discussion with students to address issues and provide any appropriate support needed to improve their attendance.
 - Praise students who are meeting the college expectation of 95%+ attendance.
 - Look for patterns in students' attendance.
 - Query unauthorised absences with students.
 - Ensure that subject teachers are identifying missed lessons promptly and that Stage 1 interventions are being implemented and recorded correctly.

Actions

- Tutors must take the tutorial register within the first 10 minutes of each session.
- Tutors should hold weekly attendance meetings with students whose attendance falls below 95% and/or where there is unauthorised absence. Attendance data can be accessed via CEDAR.
- Where attendance concerns persist, these must be logged as a Stage 2 intervention (noting that Stage 1 should already be in place where attendance has been identified by a subject teacher). Clear SMART actions must be recorded on the student's learner plan. *Note - If it becomes apparent that attendance issues are not being identified or addressed at subject level, tutors should raise this with their line manager.*
- The student will then be monitored for a further two weeks by their Pathway Leader, after which the following outcomes should apply:
- Where attendance improves and expectations are met, the student should be formally praised for their progress.
- Where some improvement is evident but further time is required, the Stage 2 monitoring period may be extended for a further two weeks at the tutor's discretion.
- Where attendance does not improve, the student must be referred to their Deputy Head of Department for escalation to a Stage 3 intervention (depending on online management).

6. Deputy Head of Department

- Positively promote the college expectation of 100% attendance.
- Look at truancy data and make appropriate decision based upon the data.
- Look at students who are repeatedly not having absences authorised and take appropriate actions.
- Look at data for tutorial and subject attendance as a whole and take steps to help improve this.
- Discuss attendance issues in line management meeting with line managees. Use meetings to also ensure that college procedures are being implemented including ILP comments.
- Support tutors and subject teachers with attendance queries and concerns.

Actions

- Any student who does not meet the expectations set at Stage 2 will be referred to their DHOD for further support and intervention. The student will be placed on Stage 3, and all actions taken by the DHOD must be recorded on the student's ILP.
- The student will be monitored for a further two weeks by their DFM.
- The DHOD will contact the student's legal guardian to outline the concerns, the support being put in place, and the next steps.
- Weekly attendance reports will be shared with the legal guardian to provide a clear and transparent overview of the student's attendance.
- After the two-week monitoring period, the DHOD will meet with the student to review progress.
- Following this review, the DHOD will determine the appropriate next steps:
 - Where attendance has improved, the student should be formally praised and will continue to be monitored for a further two weeks to ensure improvement is sustained.
 - Where attendance has not improved, the student will be referred to their HOD for escalation to a Stage 4 intervention.
- The Fit to Learn Policy should be consulted to determine the most appropriate course of action at each stage.

7. Head of Department

- Positively promote the college expectation of 100% attendance.
- Look at data for attendance across the whole faculty and take steps to help improve this.
- Discuss attendance issues in line management meeting with line managees. Use meetings to also ensure that college procedures are being implemented including ILP comments.
- Support DFMs, tutors and subject teachers with attendance queries and concerns.

Actions

- Any student who has not met the conditions of their stage 3 will be referred to their HOD for further support and intervention.
- The student will be placed on a stage 4 and any actions taken by the HOD should be recorded on the student's ILP. The student will be monitored for 2 more weeks by their FM.
- Legal guardian is contacted by HOD to invite them in for a meeting to discuss concerns and next steps.
- Weekly attendance reports will be sent to legal guardian so that they can see full picture.
- HOD to meet with student and parents again to discuss progress after 2 weeks.
- HOD to make decision on next steps with the student
 - If there is any improvement, then the student should be praised for improving.
The student will continue to be monitored for another 2 weeks by HOD to see if improvement is sustained.
 - If the issue is not resolved, the student should be referred to the appropriate Deputy Head of Centre to be placed on a stage 5.
- Consult Fit to Learn Policy to determine which route is most appropriate

8. Deputy Head of Centre (DHOC)

- Positively promote the college expectation of 100% attendance.
- Monitor and query attendance data across the faculties that they manage.
- Support FMs and DFMs with attendance queries and concerns.

Actions

- Any student who does not meet the conditions of their stage 4 will be referred to a DHOC for further support and intervention. The student may be placed on a stage 5 and any actions taken by the DHOC should be recorded on the student's Pastoral Log. The student will be monitored for 2 more weeks by the AP.
- Legal guardian is contacted by AP to invite them in for a meeting to discuss concerns and next steps.
- A final warning issued to student to improve attendance.
- DHOC to meet with student and parents again to discuss progress after 2 weeks.
- DHOC to take appropriate action from there. If no improvement the student may be asked to leave college but can appeal the decision by writing to the Head of Centre.
- Consult Fit to Learn Policy to determine which route is most appropriate

9. Head of Centre

- Positively promote the college expectation of 100% attendance.
- Monitor and query attendance data across the faculties that they manage.

- Support all managers with attendance queries and concerns.

Actions

- To advise DHOC on decisions for students on stage 5.
- To receive appeals for students who have been asked to leave college and review decision.
- Consult Fit to Learn Policy to determine which route is most appropriate

10. Student Services actions

Stage 1 and 2

No action required.

Stage 3

Send home weekly attendance reports on behalf of DHOD.

Stage 4

Send home attendance reports on behalf of HOD

Stage 5

Send home attendance reports and additional correspondence on behalf of DHOC

Other

Contact the legal guardian for any student with an unauthorised absence each day.

Update the student's ILP and registers accordingly.

If initially unsuccessful, a follow up call should be made – log on ILP.

Keep a record of safeguarding concerns and amend their attendance data accordingly.

Amend registers when trips/visits etc are undertaken to ensure student attendance is accurate.

Deal with bursary queries.

Produce a weekly report of students in their faculty on the different stages including actions taken by staff. Share report with faculty management teams.

11. Summary

Stage	Actions	Timescale
1 – Subject teacher	Take registers within first 10 minutes of every lesson. Amend registers for students who arrive late. Email work to absent students who have contacted them regarding their absence. Where any student has unauthorised absence, teachers must have a conversation with the student on return to lesson to emphasise expectations and set a plan for catch	Up to 2 periods of unauthorised absence

Stage	Actions	Timescale
	up. This must be recorded on the ILP in Disciplinary record stage 1. After a second unauthorised absence contact the Pathway leader/tutor	
2- Pathway leader/Progress Tutor	Take register within first 10 minutes of session. Conduct weekly 1:1 with students who have less than 95% attendance and/or unauthorised attendance Log concerns around student attendance as a stage 2 on the student's ILP. Any actions taken by the tutor should be recorded as SMART objectives. If the issue is resolved then the student should be praised for improving. If there is some improvement and the tutor feels the student requires more time, they can extend the warning for 2 more weeks. If the issue is not resolved, the student should be referred to their DFM to be placed on a stage 3.	2 weeks
3- DFM	Any student who does not meet the conditions of their stage 2 will be referred to their DHOD The student will be placed on a stage 3 and any actions taken by the DHOD should be recorded on the student's ILP. Legal guardian is contacted by DHOD to inform them of the situation and steps moving forward. Weekly attendance reports will be sent to legal guardian so that they can see full picture. DHOD to meet with student again to discuss progress after 2 weeks. DHOD to make decision on next steps with the student: - If there is any improvement then the student should be praised for improving. They will continue to be monitored for another 2 weeks by DHOD to see if improvement is sustained. - If the issue is not resolved, the student should be referred to their HOD to be placed on a stage 4. Consult Fit to Learn Policy to determine which route is most appropriate	2 weeks
4- FM	Any student who does not meet the conditions of their stage 3 will be referred to their HOD for further support and intervention. The student will be placed on a stage 4 and any actions taken by the HOD should be recorded on the student's ILP. The student will be monitored for 2 more weeks by their FM.	2 weeks

Stage	Actions	Timescale
	Legal guardian is contacted by HOD to invite them in for a meeting to discuss concerns and next steps. Weekly attendance reports will be sent to legal guardian so that they can see full picture. HOD to meet with student and parents again to discuss progress after 2 weeks. HOD to make decision on next steps with the student: If there is any improvement then the student should be praised for improving. They will continue to be monitored for another 2 weeks by HOD to see if improvement is sustained If the issue is not resolved, the student should be referred to the appropriate DHOC to be placed on a stage 5. Consult Fit to Learn Policy to determine which route is most appropriate	
Deputy Head of Centre	Any student who does not meet the conditions of their stage 4 will be referred to a DHOC for further support and intervention. The student will be placed on a stage 5 and any actions taken by the DHOC should be recorded on the student's ILP. The student will be monitored for 2 more weeks by the DHOC. Legal guardian is contacted by DHOC to invite them in for a meeting to discuss concerns and next steps. A final warning issued to student to improve attendance. DHOC to meet with student and parents again to discuss progress after 2 weeks. DHOC to take appropriate action from there. If no improvement the student may be asked to leave college but can appeal the decision by writing to the Head of Centre. Consult Fit to Learn Policy to determine which route is most appropriate	2 weeks
Head of Centre	To advise DHOC on decisions for students on stage 5. To receive appeals for students who have been asked to leave college and review decision. Consult Fit to Learn Policy to determine which route is most appropriate	1 week

Approval and adoption

Signed off by Michael Mackin, Head of Centre, January 2026. Put into the college policy template, September 2026.