NEWHAM COLLEGE LONDON

Student Attendance & Punctuality Policy

Document: SE3	Student Attendance & Punctuality Policy
Policy Owner:	Deputy Principal Student Experience & Newvic Curriculum
Review Date	August 2027
Applies to	All students and staff
Monitoring and Evaluation	SLT

Intent	Newham College London cultivates an environment where students are motivated, aspirational and understand the importance of 100% attendance and punctuality. Our approach is to provide high quality teaching and learning opportunities, timely support, interventions and regular communication with parents and carers.
Purpose	The purpose of this policy is to ensure that everyone knows what is expected of them and that students are encouraged and supported to meet the standards of conduct required to successfully complete their college experience.
Scope	This policy applies to all enrolled students, irrespective of their provision type, mode of study, or location. If an adult course or apprenticeship programme does not have a tutor the teacher/Trainer will assume the role that the tutor has in this policy.
Associated Policies	• Student Positive Behaviour Policy • Inclusion Strategy • Safeguarding Policy

How expectations are set	**At Interview & Enrolment:** All students when being given course information, advice and guidance or being interviewed by a teacher for a course will be made aware of the need for 100% attendance and excellent time keeping. **Study Programme Students** **College Welcome Day:** Students will receive an invitation to a welcome day where they will meet their Course Tutor, Personal Development Tutor and relevant curriculum manager. College expectations will form part of this welcome day. **First six weeks:** In the first 42 days of a study programme, students' commitment to study is assessed by the teacher and course tutor to determine if the course is appropriate for

	them and a referral made to the Careers Team if necessary. **On Programme:** During CORE sessions and lessons teachers and course tutors will ensure students are aware of expectations regarding attendance and punctuality to all parts of the study programme including CORE, CORE+, work experience, maths and English. **Adult Students** Teachers of students on adult programmes will have responsibility for explaining attendance and punctuality expectations in the first lesson and to inform students of how to report absences. **Apprentices** Pre-programme all apprentices receive a 1-2-1 IAG meeting to ensure they are fully aware of all on-programme requirements before they join their course. On-programme, all apprentices and employers receive an induction that outlines college attendance and punctuality standards. Initial college and employer reviews are completed at week 2 and week 6 to monitor initial progress and commitment to the programme, attendance and punctuality is a key part of this review. Employers are informed on the day of any non-attendance from an apprentice.
Students that may require adjustments to this policy.	**Students with Safeguarding Concerns** If there are concerns about a student's welfare linked to attendance, a referral should be made by the teacher, course tutor or Personal Development tutor to the safeguarding team through CPOMS. This may include where a change in behaviour has been identified alongside low attendance. Teachers and course tutors should still challenge poor attendance and punctuality if a student is being supported by the safeguarding or mental health team. If the Safeguarding or Mental Health team decide they are best placed to oversee a student's attendance, this should be detailed on eTrackr via an Action Plan. Teachers, the course tutor, and the Head of Student Experience should be copied into this message with clarification on how they should or should not intervene with that student's attendance. In these instances, it should be clear from CPOMS records that Safeguarding or Student Engagement Officers include conversations around attendance as part of their case management. **Care Experienced Students** Students who are looked after by the Local Authority, will also have their attendance supported by the safeguarding team as part of Local Authority process. Teachers and course tutors should still challenge poor attendance and punctuality for Looked after Children, unless a comment is recorded on eTrackr advising otherwise. Every student who is looked after by the local authority will have an assigned case worker in the safeguarding team; teachers and course tutors should be pro-active in engaging with the case worker when concerns are identified. **Students with Additional Needs** This policy applies, with certain adjustments, to students with Education, Health and Care

	Plans (EHCPs) in Supported and Inclusive Learning, as interpreted by the Head of Faculty for Foundation Learning and to align with the SEND Code of Practice and local authority expectations. For students with EHCPs, or who have SEND in other curriculum areas, advice and guidance can be sought from the Head of ALS and Head of Student Experience. Students with other additional needs include, but are not limited to: • Students with SEND who do not have an EHCP • Young Carers • Students with a Social Worker • Students known to Youth Justice • Young Parents These students will also follow this policy with adjustments, as interpreted by the Head of ALS or Head of Student Experience. **Fitness to Study** The college has a Fitness to Study Process (in the Safeguarding Policy). If there are concerns about the low attendance or punctuality of a student which may be known to be or suspected to be the result of an underlying physical or mental health difficulty, advice and guidance should be sought from the Head of ALS and Head of Student Experience. **Adults and Apprentices** Not all the interventions listed here are appropriate for adult students and apprentices, and this discretion should be exercised by the teacher and Curriculum Manager and/or Head of Faculty/Director.
How the College responds to Attendance Concerns	**Universal interventions** All teachers, Course Tutors and Personal Development Tutors have the responsibility to monitor the attendance of students in their class; offering praise for good, or improved attendance, and taking appropriate informal action when required. This may include a 1:1 conversation to discuss a recent absence, a call to the parent/carer, or a referral to the Personal Development Tutor. eTrackr Notes should be used to record this information. The Student Engagement and Student Participation Teams call students, and their parent/carers, to inform them of absence to the first lesson of the day. These calls are recorded in notes on eTrackr. However, these interventions do not replace the need for teachers, course tutors, and all other student-facing staff to intervene early. All staff must encourage parent/carers to check their young person's attendance using the Parents' Portal and are also sent a weekly email detailing any unauthorised absences. The Student Engagement and Student Participation Teams also play a key role to ensure that when on campus, students attend their lessons and are punctual. Reflective conversations on attendance are embedded into the practice of all Student Experience Teams, including Careers, Safeguarding and Mental Health.

	Teachers, Curriculum Managers and Heads of Faculty conduct regular walk-throughs of English and Maths corridors and engage with the relevant English and Maths Curriculum Managers to take immediate action for non-attendance to these lessons. Students will be directed to the dashboard by teachers and Personal Development Tutors to maintain an overview of their attendance. They will also receive a termly communication, via their college email, detailing their attendance to CORE+, and their progress against the CORE+ criteria. **Targeted interventions** Personal Development Tutors pro-actively monitor the attendance of all the students they support. If a student's total attendance to lessons (including CORE and English and Maths, but not CORE+) falls below 85%, then the Personal Development Tutor should hold an Attendance Meeting with the student and inform the parent/carer. This threshold of 85% for an Attendance Meeting to be held may be changed by a Head of Faculty for certain course types with a clear rationale. Attendance Meetings should explore the reason for non-attendance, set targets for improvement, and agree at least one intervention that the student and tutor agree will help improve attendance. Interventions can include: • Student Report Cards combined with a weekly check-in with the Personal Development tutor to track attendance • A meeting with the Careers Team to discuss aspiration and career pathways • A regular check in with a member of the Student Experience Team i.e. Safeguarding Officer or Welfare Assistant if the student also has safeguarding or well-being issues • A daily check in with a Student Engagement or Student Participation Officer if the concern is around the student being on site, but not in lessons • A weekly call home from the Student Experience Team • Where a student has personal circumstances, such as caring responsibilities, adjustments are considered • An English and Maths 'reintegration' intervention, if attendance is good to other elements of the study programme, but the issue is related to English and Maths Notes of the meeting and the action plan should be entered onto eTrackr, under: • Action plans – these should be entered via the Action Plan tab and then via the Pastoral tab under Behaviour. They should include SMART targets and bereviewed with the student by the Personal Development Tutor every 1-2 weeks with the end date for improvement set at between 4-6 (depending on student and situation). It is expected that more than one Attendance Meeting should be held by the Personal Development Tutor to monitor and address concerns, before progressing to the formal stage. **Formal interventions- Stage 2 Attendance Meeting** If attendance continues to be a concern following attendance meetings, then the

	Curriculum Manager should arrange a Formal Attendance Meeting. A parent or carer must be involved in this meeting if the student is below the age of 18. Standard letter templates should be used. Further appropriate support and strategies should be discussed, together with an action plan for improvement. This meeting should be recorded on eTrackr under: • Cause for Concern using the attendance category If attendance and punctuality remain a concern having exhausted all avenues of intervention and support, then the Curriculum Manager can discuss a potential withdrawal with their line manager (a Head of Faculty or Director) after informing the student, and their parent/carer, of this recommendation. During this time, the student remains on-roll and able to attend class. If a Head of Faculty/Director, after reviewing the case, deems a withdrawal appropriate, then they can recommend this to their line manager (a Director or Vice Principal) for a decision. There is no expectation that attendance and punctuality concerns require further meetings with the Head of Faculty or Director, although they may be helpful for decision making. A Director or Vice Principal should only withdraw a student for reasons of low attendance if they are satisfied that: • All avenues of intervention and support have been exhausted and logged on eTrackr • Parents and Carers have been engaged and kept informed of the situation • There are no extenuating circumstances that require adjustments to be made • The level of attendance is so low that the likelihood of passing the course is minimal (work completion should be considered when deciding this factor) Students who are withdrawn because of poor attendance have the same right of appeal as in the Student Positive Behaviour Policy.
Fortnightly Responsibilities	**Head of Faculty or Director** - Benchmark attendance data against available external data, or internal comparisons to develop insights for intervention in the following weeks. - Ensure attendance is a standing item at team meetings - Oversee the volume of interventions within the department that week from curriculum and student experience colleagues, acting where necessary to balance, and target resource, where required. - Prepare an attendance report for circulation to their line manager. **Head of Student Engagement & Participation** - Review the volume and quality of eTrackr Action Plans for Attendance Meetings, and eTrackr Cause for Concerns for Formal Attendance Meetings, ensuring all Action Plans and Cause for Concerns have been followed up by the target date. - Identify complex cases that may require a multi-disciplinary team and strategy. In these situations, it may be appropriate for a Head of Student Experience to lead on the

Weekly Responsibilities	Attendance Meeting process, with support from Curriculum colleagues. **Head of Student Experience** - Review the attendance of students who are part of the Fitness to Study process, Looked After or Care Leavers, known to Social Care or Youth Justice, or whose attendance is overseen by the Safeguarding and Mental Health Teams, ensuring interventions are in place to support positive attendance. **Head of ALS** - Identify complex cases that may require a multi-disciplinary team and strategy. In these situations, it may be appropriate for a Head of ALS to lead on the on the Attendance Meeting process, with support from Curriculum colleagues. **Curriculum Managers** - Review attendance across courses of responsibility, identifying the reason for any dips in attendance and making interventions as appropriate. - Review the attendance of disadvantaged groups with lower attendance, considering if any actions can be taken to reduce their barriers to learning. - Consider if there are students that require a Formal Attendance Meeting, as they have little or no improvement despite multiple interventions from teachers and Personal Development Tutors. **Teachers** - Monitor the attendance of students in class, and take appropriate action when required (this can include a 1:1 conversation to discuss a recent absence, a call to the parent/carer, a referral to the PD tutor/student experience team) - Check whether any students with low attendance require a further referral - Celebrate any students that have made good progress that week - Ensure all registers are marked promptly at the beginning of the lesson and updated if students arrive late. **English and Maths - Teachers and Curriculum Managers** - Report student absences and punctuality concerns to the relevant Personal Development Tutor and vocational Curriculum Manager - Ensure reintegration meetings are held and summarised on eTrackr as an action plan - Where attendance or punctuality remains a concern after intervention, escalates the case to the Head of Faculty for Maths and English, who then liaises with the Vocational Head of Faculty to agree next steps. - Ensure all registers are marked promptly at the beginning of the lesson and updated if students arrive late. **Student Engagement and Participation Teams** - Review the volume of 9:00am calling, ensuring that this is balanced across curriculum areas and monitoring impact. - Consider 'hot-spots' where students have been identified as being on campus, but not in lessons – and plan interventions for the following week.

	Personal Development Tutors - Check which students have had their attendance drop below 85% (or the relevant department threshold) this week. - Set up Attendance Meetings and/or identified the appropriate intervention with these students - Check whether any students with low attendance require a further referral - Check if there any students that are making little or no progress despite multiple interventions that require a formal intervention. - Celebrate any students that have made good progress that week - Ensure all registers are marked promptly at the beginning of the lesson and updated if students arrive late.
Student Absence Reporting	If a student is unable to attend College for any reason, they must report their absence by either calling the College main phone number or emailing absence@newham.ac.uk to explain the reason for the absence and provide any relevant documentation upon their return to College. This notification is placed on eTrackr under Notes. Absence notification is picked up by the Student Participation Team and Personal Development Tutor informed. Student absence is only recorded as 'authorised' under a limited number of circumstances as outlined below. Appointments should be made outside of the timetabled lessons as much as reasonably possible. Authorised absence for hospital or other similar vital personal appointments need to be approved by the students' Personal Development Tutor or emailed to the absence inbox in advance and will be recorded on eTrackr.
Register Marks	• Students who are present during the welcome week should be marked as present on the registers • When students are on work experience registers should be marked as 'W' (click on work placement) • All other absences must be listed as O. There are a few acceptable reasons for authorised absence 'A' rather than 'O' and these can only be used when students have produced documentary evidence and this evidence must be retained for audit purposes by the course tutor. • Ensure marks from temporary cover registers have been entered onto the online system • All college courses need to use electronic registers with the exception of very short (1- or 2-day intensive employability courses) or distance learning courses • If students have finished a qualification early their ILR status and end date should reflect this – this can be done via EBS

Table of Register Marks

Mark	Definition	Attendance	Used by	Usage
/	Present	Positive	All	For use when a student is present and on time for a session. Must stay for at least half the session. Marked in session by teacher.
L	Late	Positive	All	For use when a student is present and late arrriving to a session. Must be present for at least half the session. Marked in session by teacher. A note should be added on the register with the number of minutes the student was late by.
O	Absent	Negative	All	Used for all non-attendance that isn't covered by another register mark. Marked in session by teacher.
A	Authorised Absent	Neutral	All	No evidence required – college trips and visits, exams (including external exams e.g. GCSE resit), death of an immediate family member (up to five days). Exceptionally, can be used during transport strikes, or for sporting competitions. Evidence required – doctors, hospital or dentist appointments, jury service, employment or university interviews, Home Office/police interviews, care responsibilities or dependent leave. Notes should be recorded on eTrackr by the teacher for any authorised absence and should include the evidence where applicable.
S	Suspended	Neutral	Admin Only	For use when a student has been suspended by the college in accordance with the behaviour policy. Suspension is notified by Curriculum Admin to Timetabling who update the registers accordingly.
W	Work Experience	Positive	Admin Only	For use when a student has a work placement during taught time. Placements are notified by Work Experience to Timetabling who update the registers accordingly.
C	Session Cancelled	Neutral	Admin Only	For use when a session has been cancelled due to staff shortage or unforeseen event e.g. campus closure due to adverse weather. Head of Faculty to notify Timetabling who update the registers accordingly.
I	Illness	Negative	Admin Only	For use when a student is unwell and has followed the correct process for notifying absence in advanced. Attendance team to update registers based on notification of absence from students.

Recording and tracking

eTrackr – Notes (recording and chasing attendance)

The Notes section should be used to:

- record communication with parents/carers regarding communication about non-attendance.
- record notifications of absence from the student or parent/carer

eTrackr – Message Personal Tutor (raising concerns regarding attendance)

If a staff member has a concern about a student's attendance or punctuality, they should use the Message Teacher function in eTrackr, select Personal Tutor and send a message giving details of actions taken and concerns.

eTrackr – Action Plan – Pastoral (Attendance Meetings)

Course Tutors and Personal Development Tutors should record all Stage 1 Attendance meetings including interventions and support.

Action plans should be entered via the Action Plan tab and then via the Pastoral tab. They should include SMART targets and be reviewed with the student by the PD Tutor every 1-2 weeks with the end date for improvement set at between 4-6 (depending on student and situation). All teachers of the student should be copied into this plan.

eTrackr – Message Curriculum Manager (informing of need for Stage 2 meeting)

PD Tutors and/or Student Engagement and Participation Officers should use the Message Teacher function in eTrack, select Curriculum Manager and send a message giving details of actions taken.

	eTrackr - Cause for Concern - **(Formal Attendance Meetings)** Curriculum Managers should record all stage 2 Attendance meetings. An action plan should be set up to support a student to improve on the area of concern. This should be brief and written in accessible language. All teachers of the student should be copied into this plan. **eTrackr E-Traffic Lights** - Students are RAG rated by an e-traffic light system and reviewed at 1 to 1 progress reviews with their teacher or course tutor. **Registers** will be marked by teachers to record absences and lateness using the correct register mark.
Reporting and Monitoring	The arrangements for attendance and punctuality monitoring are subject to continuous review as part of the College's data monitoring at course, curriculum, management and leadership levels. The outcomes of the attendance and punctuality monitoring process will be reported to Governors at regular intervals via review of KPIs.

Infographic

Our Approach to Excellent Attendance

Our principles.

We all:

- Remind students of the link between good attendance, well-being, and achievement
- Intervene early when attendance starts to fall

Seek to understand the reason for low attendance

- Use our knowledge of the student to determine the best intervention
- Engage pro-actively with parent/carers for students under the age of 18

How we all work together to promote good attendance	**Where is this recorded on eTrackr?**
The Student Engagement and Student Participation Teams conduct daily 9.00am attendance calling for absent students, manage notifications where students have called in sick and play a key role in ensuring student are in lesson whilst on site.	Notes
All teachers, Course Tutors and Personal Development Tutors praise good, or improved, attendance and intervene through high quality conversations, calls home, and referrals where required.	Cause for Celebration or Action Plan
Personal Development Tutors, Teachers, Curriculum Managers and Heads of Faculty conduct regular walk-throughs of English and Maths corridors and take immediate action for non-attendance to these lessons.	eTrackr – Message Teacher
Reflective conversations on attendance are embedded into the practice of all Student Experience Teams, including Careers, Safeguarding and Mental Health.	

How we intervene early when attendance falls

Targeted Interventions	**Where is this recorded on eTrackr?**
Personal Development Tutors arrange Attendance Meetings and put in place appropriate interventions,	Action Plan - Pastoral
The English and Maths team arrange ‘reintegration meetings’ for students who are attending other subjects well, but not English and Maths.	Action Plan - Pastoral
Curriculum Managers arrange Formal Attendance Meetings with parent/carers and put in place appropriate interventions	Cause for Concern - Attendance
Heads of Student Experience regularly review the attendance of disadvantaged students, and ensure holistic interventions are in place where students need them.	
The Senior Leadership Team review actions taken on attendance, putting in place targeted interventions and balancing resource where needed.	

The weekly checklist

Weekly checklist for Personal Development Tutors

- Do I know which students have had their attendance drop below 85% (or the relevant department threshold) this week?
- Have I set up an Attendance Meeting and/or identified the appropriate intervention with these students for next week?
- Am I worried about a student because of their poor attendance? If so, have I made an appropriate referral?
- Are there any students that are making little or no progress despite multiple interventions?
- Have I celebrated any students that have made good progress this week?
- Ensure all registers are marked promptly at the beginning of the lesson and updated if students arrive late.

Weekly checklist for Teachers and Course Tutors

- Are there any students with low attendance this week where a conversation or call home this week could have a positive impact next week?
- Am I worried about a student's poor attendance? If so, have I made an appropriate referral?
- Have I celebrated any students that have made good progress this week?
- Have I made plans to reintegrate and welcome students back into class who have experienced recent absences?
- - Ensure all registers are marked promptly at the beginning of the lesson and updated if students arrive late.

Weekly checklist for Curriculum Managers

- Is there increased absence in particular groups – do I know why this is, and can I intervene?
- Are there particular disadvantaged groups with lower attendance – can I reduce their barriers to learning?
- Are there students with little or no improvement despite multiple interventions from teachers and Personal Development Tutors?

Weekly checklist for Student Engagement and Participation Teams

- Have we reviewed the volume of 9:00am calling, monitored impact, and ensured the resource is balanced across curriculum areas?
- Considered 'hot-spots' where students have been identified as being on campus, but not in lessons – and plan interventions for the following week.

Weekly checklist for Student Experience and Additional Learning Support

- Are there any students I have responsibility for whose attendance has dipped this week – is there anything I can do about this, and have I communicated any underlying reasons to curriculum colleagues?
- Am I worried about a student's poor attendance? If so, have I made an appropriate referral?
- Have I celebrated any students that have made good progress this week?
- Have I checked, and discussed, student attendance as part of my practice this week?