

Attendance Policy & Procedures

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Explanation of the Policy

The Attendance Policy has been developed as part of Get Set UK's commitment to providing a supportive learning environment which enables all learners to achieve their full potential.

This policy sets out our expectations for learner attendance, punctuality, engagement and behaviour across all training and support sessions. Its purpose is to promote high participation, inclusive practice, early intervention where attendance drops, timely support for learners who miss training, and effective collaboration with referral partners so that learners can remain engaged, feel supported and make sustained progress. In line with the latest expectations of **Ofsted** and Northern Ireland's **Education and Training Inspectorate (ETI)**, this policy also focuses on identifying barriers to participation, making appropriate adjustments where needed, supporting learner wellbeing and safety, and reviewing the impact of actions taken to improve learner attendance, engagement and development.

Purpose and Scope

This policy applies to all learners enrolled on our programmes, whether delivery takes place in person, online or through blended learning. It also applies to staff responsible for learner support, trainers, LDM's, coaches and managers, and should be used alongside any safeguarding, learner support and partnership procedures. We aim for learners to achieve a minimum attendance rate of 85%, while encouraging the highest attendance possible for every individual learner.

Legislative and Inspection Context

This policy should be read alongside relevant safeguarding, equality, wellbeing and data protection requirements, and should be applied in a way that is fair, proportionate and responsive to individual learner needs. It is also intended to support inspection readiness and continuous improvement across different jurisdictions. In England, this includes alignment with the **Ofsted further education and skills inspection toolkit**, which emphasises safeguarding, inclusion, leadership, participation and development and the use of normal business documentation to support self-evaluation and improvement. In Northern Ireland, this includes alignment with the **Education and Training Inspectorate (ETI) Empowering Improvement framework**, which emphasises learner-centred practice, context, professional dialogue, wellbeing, equity, continuous improvement and the effective use of existing evidence to understand how well an organisation is meeting learner needs.

Attendance and Behaviour expectations

- Learners are expected to attend all planned training, review and support sessions and to work towards at least 85% attendance across their programme.
- Learners are expected to arrive on time, be prepared to participate, and engage positively in learning activities.
- Learners must communicate with staff as soon as possible if they are unable to attend or are likely to be late and to avoid unnecessary absences.
- Learners are expected to behave respectfully towards staff, peers, employers, visitors and

referral partners at all times.

- Disruptive, abusive, threatening or repeated disengaged behaviour may result in additional support measures, formal review or removal from the programme in line with related procedures.

Monitoring Attendance and Reporting Absence

Attendance will be recorded for every timetabled session and reviewed regularly to identify patterns of absence, lateness, withdrawal or disengagement.

- If a learner cannot attend, they should notify the relevant member of staff before the session where possible and give a reason for their absence.
- Unexplained absence will normally be followed up on the same day or within 24 hours.
- Where a learner misses a second consecutive session, staff should make direct contact and review any immediate barriers to attendance.
- Where concerns suggest a welfare, safeguarding or wellbeing issue, this must be escalated immediately in line with safeguarding procedures.

Attendance information, reasons for absence, actions taken and outcomes will be recorded to enable evaluation of patterns, intervention points and impact over time.

Missed Training and Catch-Up Support

Where a learner misses training, staff will make reasonable efforts to re-engage them quickly and agree a catch-up plan. This should normally be arranged within 3 working days of the missed session, unless a different timeframe is more appropriate to the learner's circumstances.

Support may include a welfare check, follow-up call, reminder message, review of barriers to attendance, reasonable adjustments, access to missed materials, directed independent study, additional tutorial support or attendance at a catch-up workshop.

If a learner misses multiple sessions, a formal catch-up review should normally take place within 5 working days to confirm what has been missed, what support will be provided and what the learner must do to remain on track. Learners are expected to engage with agreed catch-up arrangements so they can continue to make progress on their programme.

See [non-attendance](#) process flow.

Encouraging Good Attendance

We will encourage strong attendance by setting clear expectations at induction, reinforcing the link between attendance, participation, behaviour and achievement, and maintaining regular communication throughout the programme.

Staff should use supportive and motivational approaches, celebrate progress, identify barriers early and signpost learners to appropriate academic, pastoral or safeguarding support where needed. In line with current **Ofsted** expectations and Northern Ireland **ETI** inspection principles, we will focus not only on attendance data but also on the learner experience, including whether learners feel included, supported, safe and able to participate fully. This reflects a learner-centred approach that

supports self-evaluation, improvement planning and the ongoing review of what is helping or hindering engagement. Where suitable, attendance expectations and support actions may also be reinforced with employers, parents, carers or other appropriate contacts, taking account of confidentiality and the learner's circumstances.

Low Attendance and Escalation

Where attendance falls below the expected standard, staff will review the reasons with the learner and agree improvement actions. As a guide, where attendance falls below 85%, an attendance improvement discussion should normally take place within 5 working days. If attendance does not improve, or if there are repeated missed sessions, an attendance improvement plan should normally be put in place within 10 working days, with clear targets, support actions and review dates. Where attendance continues to decline, for example below 75%, or where the learner does not engage with agreed support and catch-up arrangements, the case should be escalated to a manager and wider support services or referral partners should be considered. A formal review meeting should normally take place within 15 working days of the initial concern being identified. Any decision to withdraw a learner should be fair, evidence-based, recorded and based on reasonable attempts to understand barriers, provide support, make adjustments where appropriate and secure re-engagement.

Working with Referral Partners

We will work collaboratively with referral partners to support learner attendance, participation and progression. This may include sharing relevant updates on attendance concerns, discussing barriers to engagement, coordinating support, and agreeing consistent messages for the learner, subject to confidentiality and data protection requirements. Where attendance concerns persist, referral partners should normally be contacted within 5 working days of a significant concern being identified, or sooner where there is a safeguarding, welfare or high-risk issue. Referral partners may be involved in reviewing persistent absence, encouraging re-engagement and helping learners access practical, pastoral or specialist support where appropriate. The impact of partner involvement should be reviewed as part of the learner's ongoing support plan.

Roles and Responsibilities

- Managers are responsible for ensuring this policy is implemented consistently and reviewed regularly.
- All delivery staff are responsible for taking accurate registers, following up concerns and supporting learners to improve attendance.
- Learner support staff are responsible for helping address barriers to attendance and coordinating appropriate interventions.
- Learners are responsible for attending, communicating concerns promptly and engaging with agreed support and catch-up actions.
- Referral partners are expected to work constructively with us to promote attendance and learner progress where they remain involved in the learner journey.

Non-Attendance Process Flow

This process provides a clear staged response where a learner does not attend and does not engage as expected. The timescales below are examples and may be amended to reflect operational practice. The process is intended to support a consistent, learner-centred response that aligns with both **Ofsted** expectations and Northern Ireland **ETI** principles for participation, wellbeing, safeguarding and continuous improvement.

1. Missed session recorded.
2. Same day or within 24 hours follow-up for unexplained absence.
3. If a second consecutive session is missed, direct contact is made and immediate barriers to attendance are reviewed.
4. A catch-up plan is agreed within 3 working days.
5. If concerns continue, a formal catch-up review takes place within 5 working days.
6. If attendance falls below 85%, an attendance improvement discussion takes place within 5 working days.
7. If attendance does not improve, an attendance improvement plan is put in place within 10 working days.
8. If non-engagement continues, or attendance falls below 75%, the case is escalated to a manager and referral partner involvement is considered.
9. A formal review meeting takes place within 15 working days of the initial concern being identified.
10. If support and intervention are unsuccessful, an evidence-based withdrawal decision may be made in line with policy and programme requirements.

Important: Where non-attendance raises a welfare, wellbeing or safeguarding concern, this must be escalated immediately in line with safeguarding procedures and must not wait for the staged process above to be completed.

Policy Review

This policy shall be reviewed annually and amended accordingly at intervals not exceeding 12 months to ensure it remains effective, fair and aligned with current operational, funding, safeguarding and inspection requirements. Attendance trends, learner feedback, partner feedback, persistent absence patterns, intervention records and the impact of reasonable adjustments should all be considered as part of the review process. In line with the current **Ofsted** further education and skills inspection toolkit and Northern Ireland **ETI** Empowering Improvement framework, leaders should use this policy as part of self-evaluation and continuous improvement, with a clear focus on participation, inclusion, learner development, wellbeing, safeguarding and the effectiveness of actions taken to remove barriers to engagement.

Version Control

| Version | Date | Purpose / Changes | Author |
|---------|----------|-------------------|-----------------|
| V1 | 30/04/24 | New Policy | Susan Feltham |
| V2 | 30/01/26 | Review | Cat Steel |
| V3 | 15/05/26 | Review | Suzanne Tilling |