BIG CREATIVE EDUCATION APPRENTICESHIPS TRAINING ACADEMY

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# ATTENDANCE & PUNCTUALITY POLICY

**Updated January 2026**

**Approved by the Principal**

**This policy refers to and should be read in conjunction with the following policies:**

- Learning and Behaviour Policy
- Safeguarding and Child Protection Policy

## 1. Introduction

1.1 The College expects learners to be punctual and maintain high levels of attendance. Both are key components for becoming a successful learner at Big Creative Academy.

1.2 Poor attendance and a lack of punctuality has an adverse effect on learner safety, wellbeing, classroom dynamics and the ability for the teacher to implement their planned learning and intervention activities.

1.3 This policy aims to assist all learners to take full responsibility for their attendance to promote high achievement, enhance their learning, develop personal skills and successful progression into continued study or employment.

## 2 Scope

**2.1** This policy applies to all learners and will be implemented by all teachers, tutors, and support staff at Big Creative Academy

## 3 Rationale

3.1 The College aims to:

**3.1.1** Promote good attendance and reduce absence, including persistent absence.
**3.1.2** Ensure that every learner has access to education to which they are entitled.
**3.1.3** Follow up all absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code is used.
**3.1.4** Act early to address patterns of absence and support learners who are experiencing difficulties in attending the Academy.
**3.1.5** Implement attendance and punctuality monitoring procedures which are understood by all learners, staff, and parents/carers.
**3.1.6** Track attendance data and unauthorised absences and share this data with relevant stake holders.

**3.1.7** Implement strategies to raise overall attendance and punctuality which are understood by all learners, staff, and parents/carers.
**3.1.8** Proactively engage with learners, staff, and parents/carers where there are attendance concerns.
**3.1.9** Take appropriate intervention in the event of prolonged and/or persistent absence of a learners.

## 4 Definitions

### 4.1 Absence

**4.1.1** Absence is defined as an occasion or period of being away from the Academy.
**4.1.2** Absences are recorded using the following codes on a register:

| | | |
|---|---|---|
| **For the following marks the student is counted as present.** | | |
| / or \ | Present am or pm | Present in academy during registration. |
| L | Late | Late arrival before the register has closed |
| **For the following marks the student is counted as present, at an Approved Educational Activity.** | | |
| B | Educated off Site | The student is at an off-site supervised educational activity approved by the academy.<br><br>This register mark can only be approved by the Designated Safeguarding Leads.<br><br>Learner will automatically be added to the at-risk tracker |
| J | Interview | At a job interview, or interviewing with another educational establishment. |
| V | Educational trip | A residential trip organised by the academy or a supervised strictly educational trip arranged by an approved organisation. |
| W | Work Experience | A student in the final two years of compulsory education is attending work experience. |
| **For the following marks the student is counted as absent, authorised.** | | |
| H | Family Holiday (Agreed) | A leave of absence for a family holiday is granted entirely at the head teacher's discretion. |
| M | Medical/Dental Appointments | The student is absent due to a medical or dental appointment that could not be made outside of academy hours. |
| I | Illness | This Illness code can be used for any form of illness, if you don't want to distinguish Covid-19 illness. |
| **For the following marks the student is counted as absent, unauthorised.** | | |
| O | Unauthorised Absence | If the academy is not satisfied with the reason given for absence they should record it as unauthorised. |
| **Following marks/codes are not counted so will not affect attendance report figures.** | | |
| C | Unable to attend due to exceptional circumstances | The academy is closed due to an unavoidable cause or the student is unable to travel to the academy. It can also be used where the pupil is in custody (for less |

| | | |
|---|---|---|
| | | than four months). This code is collected for statistical purposes but does not contribute to your attendance figures.<br><br>Only to be used Curriculum Manager Team (CMT) and Senior Manager Team (SMT) |
| Z | Pupil Not On Roll | This code can be used when setting up registers in advance of pupils joining. Academy's must take attendance for pupils from the first day the student should be attending the academy.<br><br>Only to be used by MiS Manager. |

**4.2 Unauthorised Absence**

**4.2.1** Unauthorised absence is when you do not attend a class and do not let your tutor know in advance.
**4.2.2** Unauthorised absence is also where a tutor does not agree with the reason for a student's absence.

**4.3 Authorised Absence**

**4.3.1** There are specific times when absence will be authorised if you provide at least two days' notice for each occasion. You will not be authorised if you provide evidence of these events after they have happened.

| **Reason** | **Evidence Required** |
|---|---|
| Holiday | Only allowed during timetabled holiday periods. Letter from parent required. |
| Medical or dentist appointment, which cannot be arranged outside attendance hours * | Appointment letter or doctor's note and tutor authorisation |
| Occasional care for a person if the learner has agreed caring responsibilities * | Course manager must be informed when caring responsibilities begin |
| Religious holiday * | Tutor authorisation |
| Relevant career-related open day or an interview * | Invitation letter and tutor authorisation |
| Appointment with Careers advisor * | Appointment letter and tutor authorisation |
| Extra-curricular activities (taking part in an event that is linked to your course) | Tutor authorisation |
| Funeral or wedding | Confirmation from parent or guardian and tutor authorisation |
| Severe disruption to transport | Tutor authorisation. Checks will be made to confirm disruption |
| Driving test * | Appointment card or DVLA letter |
| Court attendance, probation meeting, police station appointment or similar * | Letter from court, probation officer, police and tutor authorisation |
| Territorial Army or cadet's event * | Invitation letter |
| Centre closure due to training or other closure such as heating failure | You will be notified by your tutor |

Absences marked with an asterisk (*) must always be authorised by your tutor at least two days in advance if you wish to be authorised. You will not be authorised if you provide evidence of these events after they have happened.

**4.3.2** Tutors and Heads of Curriculum are entitled to turn down any applications for authorised absence if they are considered to be unreasonable. Consideration will be given to number of absences, repetitions of the same or similar absence as well as other relevant factors.

**4.3.3** You need to let your tutor know as soon as you become aware you will not be able to attend for any reason. You will need to give your tutor a reason for your absence and provide proof of this absence as detailed above. Your tutor will check this evidence, mark the register accordingly and if necessary, discuss any concerns with the learner.

### 4.4 Authorised sickness

**4.4.1** If you are ill and cannot attend your classes, you will need to let your tutor know on the first morning of your sickness. If you are ill during the day and must go home, you must also let your tutor know and be signed off site by a Duty manager.

**4.4.2** You must provide the evidence as detailed above, or authorisation will not be made. It is your responsibility to ensure this is done. You may be allowed to self-certify periods of short-term sicknesses (of less than one week) during your course.

### 4.5 Deception

**4.5.1** If any learner deliberately attempts to deceive Academy staff in connection with attendance or lateness, details of this behaviour will be passed on and you will be subject to the Learning and Behaviour Policy.

## 5 Roles and responsibilities

### 5.1 Learners

**5.1.1** Should ensure full attendance to all timetabled lessons, including Tutorial, Wellbeing, Careers, Core, and any timetabled enrichment activities.

**5.1.2** Are expected to arrive on time to all timetabled lessons and activities and arrange medical and dental appointments out of college hours. Where this is not possible, the learner should be out of college for the minimum amount of time necessary, and the Academy should be notified.

**5.1.3** Are expected to notify the Academy on the morning of each absence or lateness by email to tutor, or phone call to reception.

**5.1.4** Should ensure that longer periods of absence are reported by a parent or carer and/or a relevant health professional/ practitioner and evidence of the absence provided.

**5.1.5** Have the responsibility to contact their teachers when lessons are missed and make the necessary arrangements to catch up any learning missed.

### 5.2 Teachers

**5.2.1** Should role model excellent attendance and punctuality to ensure engagement from learners.

**5.2.2** Non-attendance for a week or more as defined in KCSIE may indicate a safeguarding concern, tutors must contact a parent/guardian to follow up non-attendance and report this to the Safeguarding team

**5.2.3** Work with the Safeguarding team to understand the reason for absence and identify any mitigating circumstances

**5.2.4** Ensure that registers are marked accurately at the start of every lesson.

**5.2.5** Always challenge learner lateness and should record lateness to lessons and indicate the number of minutes late.

**5.2.6** Log persistent lateness as CFCs and escalate as per the Learning and Behaviour Policy

**5.2.7** If attendance levels begin to fall below college expectations, teachers should ensure that the relevant disciplinary stages are followed

**5.2.8** Should log any absence longer that a working week to student services, and record on CPOMS

**5.3 Tutors**

**5.3.1** Should role model excellent attendance and punctuality to ensure engagement from learners.

**5.3.2** Ensure that registers are marked accurately at the start of every lesson.

**5.3.3** Review attendance and punctuality with tutees on a weekly basis.

**5.3.4** Work with the Safeguarding team to understand the reason for absence and identify any mitigating circumstances

**5.3.5** Non-attendance for a week or more as defined in KCSIE may indicate a safeguarding concern, tutors must contact a parent/guardian to follow up non-attendance and report this to the Safeguarding team

**5.3.6** Raise the relevant disciplinary stage if a pattern of poor attendance and punctuality emerges for a learner.

**5.3.7** Keep in regular contact with parents' carers regarding any attendance and punctuality concerns.

**5.3.8** Where low attendance is a disciplinary issue, and earlier interventions have not resulted in improvements, contact parents/carers to discuss continuing concerns and, following the college Disciplinary procedures

**5.3.9** Maintain learning resources on Google classroom to support learners' understanding of any learning missed due to absence.

**5.4 MIS / Exams manager**

**5.4.1** Send weekly automated emails with information about attendance to all staff.

**5.4.2** Send timely prompts to staff when registers have not been completed.

**5.4.3** Record student absences when directed.

**5.4.4** Provide accurate and timely attendance data for all students by each element of their programme of study when directed.

**5.5 Curriculum Area Leads**

**5.5.1** Should ensure a consistency of approach to recording, monitoring and intervening in attendance issues across their curriculum area.

**5.5.2** Have knowledge of the profile of learners on their courses and any factors which might affect attendance e.g., medical conditions and safeguarding concerns.

**5.5.3** Ensure that there are arrangements to support learners to catch up missed work and that referrals are made to catch up tutors where necessary.

**5.5.4** Where low attendance is a disciplinary issue, and earlier interventions have not resulted in improvements, contact parents/carers to discuss continuing concerns and, following the college Disciplinary procedures

### 5.6 Head of Curriculum

**5.6.1** Should ensure that teachers within their area are modelling excellent attendance and punctuality.
**5.6.2** Should minimise the number of cancelled lessons within their programme area and seek to cover absence where possible.
**5.6.3** Support colleagues within the area to make timely and appropriate interventions.
**5.6.4** Monitor and analyse attendance data of course teams including specific learner groups e.g., Learners in receipt of Free College Meals, Looked After Children, learners with additional needs and identify issues for intervention and improvement working with the Student Services team
**5.6.5** Make attendance a standard agenda item for all levels of meetings across the department ensuring monitoring is analysed, strategies are reviewed, and disciplinary procedures are being followed.
**5.6.6** Work with the Senior Management Team to track, monitor and support 'at risk' learners and develop effective strategies to support their attendance.
**5.6.7** In conjunction with the Student Services team, oversee and support the attendance of Looked After Children; Learners in receipt of bursaries and free school meals; learners where there are Safeguarding and Prevent concerns; learners with additional needs or an educational health care plans and other groups deemed to be vulnerable and at risk of low attendance and lead on cross college strategies to ensure a level of attendance that will support achievement on their programme of study.
**5.6.8** Will work with learners with low attendance to identify barriers and develop strategies and action plans to improve.
**5.6.9** Where low attendance is a issue that will have an impact on achievement and success, and earlier interventions have not resulted in improvements, contact parents/carers to discuss continuing concerns and, following the college Learning and Behaviour policy.
**5.6.10** To maintain good attendance and continuity of learning, make appropriate arrangements for learners when a teacher is absent, with work set that is focused and appropriate to the overall scheme of work.

### 5.7 Deputy Director of Curriculum and Quality

**5.7.1** Monitor and analyse attendance data of the Academy including specific learner groups e.g., Learners in receipt of Free School Meals, Looked After Children, learners with additional needs and identify issues for intervention and improvement and regularly meet with the Student Services team to provide updates
**5.7.2** Make attendance a agenda item every half term in SMT meetings.
**5.7.3** Will work with learners with low attendance to identify barriers and develop strategies and action plans to improve.
**5.7.4** In conjunction with the Safeguarding and Wellbeing Team, oversee and support the attendance of Looked After Children; Learners in receipt of bursaries and free school meals; learners where there are Safeguarding and Prevent concerns; learners with additional needs or an educational health care plans and other groups deemed to be vulnerable and at risk of low attendance and lead on cross college strategies to ensure a level of attendance that will support achievement on their programme of study.

### 5.8 Safeguarding and Student Services Team

**5.8.1** Oversee and support the attendance of Looked After Children; Learners in receipt of bursaries and free school meals; learners where there are Safeguarding and Prevent concerns; learners with additional needs or an educational health care plans and other groups deemed to be vulnerable and at risk of low attendance and lead on cross college strategies to ensure a level of attendance that will support achievement on their programme of study.

**5.8.2** Arrange for reasonable adjustments to be made if a learner needs a period of absence for a medical or mental health concern

**5.8.3** If a learner has a serious medical condition which leads to extended absence, they will be supported in conjunction with Curriculum teams where possible to complete work remotely

**5.8.4** Communicate safeguarding or health concerns as and where necessary to staff members to ensure that there is holistic support of learners across college not just in these areas.

**5.8.5** If it becomes unviable for a learner to complete their study programme, due to ongoing health issues, Safeguarding staff will meet with the learner and parent/ guardian to discuss further.

**5.9 Director of Curriculum and Quality**

**5.9.1** Set high expectations and have the strategic overview of all attendance issues and ensure a consistency of approach across the college to monitoring, recording and intervening in attendance issues.

**5.9.2** Ensure that attendance data for all curriculum areas and timetabled activities and for all specific learner groups is reviewed and regularly analysed as a standing item in SLT meetings and with Curriculum Management Teams.

**5.9.3** Ensure that any issues or trends of low or falling attendance are addressed effectively with Curriculum Management Teams.

**5.9.4** Provide reports on incomplete registers for Curriculum Management Teams.

**5.9.5** Discouraging learners from taking unauthorised absence at any time and making clear to learners and parents/carers the implications of doing so.

**5.9.6** Ensuring that there are effective procedures in place to deal with unauthorised or prolonged absence and poor punctuality.

**5.9.7** Work with the Safeguarding and Student Services team to ensure that if a learner has a serious medical condition which leads to extended absence, they will be supported to keep up with their studies.

## 6 Non-attendance process and procedure

6.1 If a learner's attendance drops below 90%, the learner will be given a first warning and will be asked to attend a meeting with their tutor. The learner will be monitored for three weeks with an action to improve their attendance. Reasons for the absence to be established and the Safeguarding team/SENDCO Senior Manager notified if there are mitigating circumstances established.

**6.2** If a learner's attendance drops below 80%, the learner will automatically be given a second warning and will be asked to attend a meeting with the Curriculum Area Lead. If the learner is under 18 and/or has an EHCP a parent/ guardian will be invited to attend with a member of the SEND team.here there is a welfare or safeguarding concern, a member of the safeguarding team will also attend the meeting.

**6.3** If a learner's attendance drops below 70%, the learner will automatically be given a place at risk meeting and will be asked to attend a meeting with the Head of Curriculum. If the learner is under 18 and/or has an EHCP a parent/ guardian will be invited to attend with a member of the SEND team.here there is a welfare or safeguarding concern, a member of the safeguarding team will also attend the meeting.

**6.4**

**6.5** If the leaner does not meet these targets they will move to a second warning where this process will be repeated with the Curriculum Area Lead. If the learner is under 18 and/or has an EHCP a parent/ guardian will be invited to attend with a member of the SEND team. Where there is a welfare or safeguarding concern, a member of the safeguarding team will also attend the meeting.

**6.6** Failure to improve attendance will result in the learner moving to a Place at Risk meeting with the Head of Curriculum where the learner will be given a shorter period to improve their attendance. If the learner is under 18 and/or has an EHCP a parent/ guardian will be invited to attend with a member of the SEND team. Where there is a welfare or safeguarding concern, a member of the safeguarding team will also attend the meeting.

**6.7** Failure to meet the targets set at Place at Risk meeting will results in an exclusion hearing with the Director of Curriculum.If the learner is under 18 and/or has an EHCP a parent/ guardian will be invited to attend with a member of the SEND team. Where there is a welfare or safeguarding concern, a member of the safeguarding team will also attend the meeting.

**6.8** A learner will be withdrawn from the study programme, where the learner has not been attending classes for 4(four) consecutive weeks (excluding holidays) with no contact. Where a learner has not been withdrawn but has been absent for more than 4 weeks, there must be auditable evidence of an intention to return.

**6.6** at all stages if there is a safeguarding/mental health/medical concern the safeguarding team must be notified and attend meetings from the place at risk stage - where needed we will notify early help/social workers/YOT

## 7 Lateness process and procedure

7.1 If a learner is late without informing the teacher via email, they will receive an academic cause for concern.

7.2 If the learner receives three or more cause for concerns, they will be given a first warning and will be asked to attend a meeting with their tutor. If the leaner receives six or more cause for concerns they will move to a second warning where this process will be repeated with the Curriculum Area Lead. If the learner is under 18 and/or has an EHCP a parent/ guardian will be invited to attend with a member of the SEND team. Where there is a welfare or safeguarding concern, a member of the safeguarding team will also attend the meeting.

7.3 If the leaner receives 10 or more cause for concerns for lateness they will move to a Place at Risk meeting where this process will be repeated with the Head of Curriculum. If the learner is under 18 and/or has an EHCP a parent/ guardian will be invited to attend with a member of the SEND team. Where there is a welfare or safeguarding concern, a member of the safeguarding team will also attend the meeting.

7.4 Failure to meet the targets set at Place at Risk meeting will results in an exclusion hearing with the Director of Curriculum. If the learner is under 18 and/or has an EHCP a parent/ guardian will be invited to attend with a member of the SEND team. Where there is a welfare or safeguarding concern, a member of the safeguarding team will also attend the meeting

## 8 Remote Education / Educated Offsite

8.1 The Designated Safeguarding Leads and Deputy Director, Director of Curriculum will establish where mitigating circumstances may lead to remote education. Reasons for Being Educated Remotely:

- **Medical Needs:** The learner has a physical or mental health condition that prevents regular attendance at school.
- **SEND Requirements**: The learner has special educational needs or disabilities that are better supported in a remote or hybrid setting.
- **Behavioural or Emotional Needs:** Temporary remote education may be used as part of an intervention plan.
- **Safeguarding/Mental Health needs:** Where learners experience severe anxiety or trauma related to school attendance, remote learning can be a supportive interim measure.
- **Suspension or Exclusion:** Remote education may be provided during a fixed-term exclusion or while awaiting placement following a permanent exclusion.
- **Geographical Barriers:** In rare cases, learners may be temporarily relocated (e.g., due to family circumstances) and unable to attend in person.
- **Flexibility for Vocational Training:** Some learners may engage in work-based learning or apprenticeships that include remote study components.

**8.2 Educated Off-Site: Guidance from Working Together to Improve School Attendance**

- **Approved Educational Activity:** Off-site education must be recorded accurately using the appropriate attendance codes (e.g., Code B for off-site educational activity).
- **Curriculum:** Tutors and Heads of Curriculum must continue to provide pastoral support during remote education and provide updates to work completed remotely. Heads of Curriculum will track and monitor progress through 'At risk' meetings
- **Safeguarding and Supervision:** The Academy must ensure that off-site providers meet safeguarding requirements and that learners are supervised appropriately.
- **Clear Communication:** The Academy should maintain regular contact with off-site providers to monitor attendance, progress, and wellbeing.
- **Parental Engagement:** Parents and carers should be informed and involved in decisions about off-site education, especially for pupils with SEND, an EHCP or those under 18.
- **Monitoring and Accountability:** The Academy remain responsible for the learner's attendance and must have systems in place to track and respond to non-attendance.
- **Reintegration Planning:** Where off-site education is temporary, The Academy should plan for reintegration and ensure continuity of learning.

## 9 Safeguarding

9.1 If at any point a member of staff is concerned about a learner's wellbeing or safety, the safeguarding team must be informed immediately in person and followed up via Email and CPOMS.

9.2 Persistent absenteeism (1 week no contact) or changes in attendance can be a key indication of a safeguarding concern. Such absence will be referred to the safeguarding team by the learners tutor for support and follow up through CPOMS and an email to the DSL's.