

Catch22 Colleges Policy

Attendance & Punctuality Policy

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This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

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Queries to:	Ryan Weaver
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Catch22 group, entity, hub:	Skills & Learning
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1. What is the policy about?

Catch22 is committed to providing a full effective and efficient education to all students and embraces the concept of equal opportunities for all. We will endeavour to provide an environment where all students feel valued and welcome.

This policy sets out student and staff responsibilities at Catch22 Colleges for Attendance and Punctuality monitoring.

For a student to reach their full educational achievement, a high level of attendance is essential. We will consistently work towards a goal of 100% attendance for all students. We create a purposeful learning environment and use every opportunity to convey to students and their parents or carers the importance of regular and punctual attendance.

We consider attendance and its recording and monitoring a Safeguarding priority and ensure accuracy and immediacy in its registration and administration.

2. Who does this policy apply to?

All staff, parent/guardians and students.

3. Policy requirements

3.1 College Procedures

The academic day consists of two sessions - Morning and Afternoon. The whereabouts of all students during both sessions must be registered promptly (within the designated Registration window) and accurately using the Catch22 register and attendance key table.

Attendance Mark ● Authorised ● Digitally present ● Holiday - Exceptional Circumstances ● Illness ● Late ● Left Early ● Not recorded ● Present ● Suspended ● Unauthorised

Registers must be marked at or near the start of each lesson. The register represents auditable evidence that teaching and learning has taken place. The completion of student attendance and punctuality record is a key aspect of statutory safeguarding duty and a mandatory reporting document. Therefore, it is essential that registers are marked accurately. Only the Lead Teacher or a member of staff acting on their behalf can authorise absence.

The designated member of staff for registration and attendance calls will be Catch22's attendance officers.

3.2 Lateness Arrivals Expectations

Students are expected to arrive on time for the start of the academic day. Where lateness is unavoidable, parents/carers (or students, where appropriate) must notify the college in advance, providing a reason and expected time of arrival.

Cut-off for Entry

Students who arrive more than 15 minutes after the end of the registration period, and where no prior notification has been received, may not be permitted to attend lessons for the remainder of that day.

Procedure Where a Student is Refused Entry

Where a student is refused entry due to late arrival:

- The student will be marked as absent for the day
- Parents/carers will be contacted and informed of the decision

Safeguarding Arrangements

All students must have prior parental/carer consent in place confirming whether they are permitted to leave the site independently in the event of being refused entry.

For students who are **not identified as vulnerable***, and where prior consent has been provided, the student will be permitted to leave the site in line with those agreed arrangements.

For students identified as more vulnerable, including those who are:

- Under 16
- Electively Home Educated (EHE)
- In receipt of an Education, Health and Care Plan (EHCP)
- Identified as having additional vulnerabilities

**A vulnerable learner is any child or young person at greater risk of poor educational and personal outcomes due to factors such as (but not only): special educational needs (SEN), socio-economic disadvantage, contextual barriers (such as SEMH, family crisis, health issues) or social care involvement. Vulnerability is viewed as a changing circumstance rather than a permanent characteristic of a child or young person*

The following will apply:

- The default expectation is that the student **will be collected by a parent/carer or appropriate responsible adult**
- Where alternative arrangements are requested, these **must be explicitly agreed in advance**

- On the day, **confirmation will be obtained via telephone with the parent/carer or emergency contact** before the student is allowed to leave the site
- A student **must not leave the site until this confirmation has been completed and recorded**

Parental/Carer Consent at Enrolment

As part of the enrolment process, all parents/carers will be required to provide signed consent confirming:

- Whether their child is permitted to leave the site independently if refused entry due to lateness
- Their understanding of the college's lateness policy and associated safeguarding procedures
- Agreed expectations regarding travel, collection, and emergency contact arrangements

Encouraging Communication

This approach reinforces the importance of punctuality and encourages proactive communication between students, parents/carers, and the college. It is designed to promote high standards of punctuality, minimise disruption to learning, and ensure that all students are safe and accounted for while on site.

In line with expectations of Ofsted, the college applies a consistent and proportionate approach to punctuality. This supports the development of positive learning behaviours while ensuring that safeguarding responsibilities remain paramount.

Registration Coding

- Students arriving after the start of the academic day but before the close of registration will be marked as **present but late**
- Students who arrive after registers have closed, or who are not admitted to site, will be recorded as **absent** using the appropriate code
- Where no reason for absence is provided, the code '**U** (**unauthorised absence**) will be used

3.3 First Day Absence

Parents/carers will be expected to inform the college regarding a student's reason for absence. If a call has not been received by 08:45, a member of staff will contact the parents/carers to establish the reason for absence. If no contact can be made a message/voicemail should be left. If no contact can be established, this process should be repeated. If no contact can be established after multiple attempts, then emergency contacts should be called.

Where no contact can be made, the 'Continuing Absence' guidance should be followed, see below.

3.4 Absence notes

Comments regarding students' absence received from parents/carers and/or made by staff regarding absence should all be recorded on the learners Contact Log on the PICS system, including all unsuccessful call attempts and messages. These notes will be used in reviews, proceedings and investigation as evidence.

3.5 Continuing Absence

Any absence without parental or carer contact will be treated as a matter of concern and a potential safeguarding issue. In such cases, the Designated Safeguarding Lead (DSL) or a deputy will carry out an **immediate risk assessment** to determine the appropriate next steps, which may include attempts to contact the family or referral to external agencies.

External partners such as Children's Services, Social Workers, or the Local Authority will be involved where appropriate—particularly if the learner is already known to these services.

In addition to the initial assessment, the learner's absence and associated concerns will be subject to **ongoing review** through:

- **DSL meetings**
- **RAG (Red-Amber-Green) meetings**
- **Team meetings** involving Lead Teachers, Teachers, and R&P Officers

This ensures that any emerging risks are monitored closely and responded to in a timely and coordinated manner.

3.6 Frequent Absence

It is the responsibility of the Lead Teacher, Recruitment & Progressions Officer and administrators to identify patterns of absence. During Team Meetings teaching staff should also bring forward any concerns or patterns of absence of the learners.

We recognise that some learners are more likely to require additional support to attain good attendance, for example, those Students with special educational needs, physical or mental health needs, and looked after children. We will build strong relationships with parents/carers, listen to and understand barriers to attendance and offer support with trying to remove them.

3.7 Attendance, Risk Assessment and Multi-Agency Working for 14–16 and Elective Home Education (EHE) Learners

As an FE provider, the college must comply with safeguarding duties under:

- Keeping Children Safe in Education (KCSIE)
- Education and Training (Welfare of Children) Act 2021
- Children Missing Education (CME)

These duties require prompt action when absence or non-engagement may indicate a welfare concern—particularly for **learners under 16**.

Attendance Monitoring for 14–16 Learners (Including EHE, Dual-Registered and Commissioned)

The college will:

- Maintain **daily attendance registers** for all 14–16-year-olds.
- Record authorised and unauthorised absences.
- Follow a clear **escalation process** when expected attendance does not take place.

Attendance Follow-Up

Timeline	College Action
Non attendance	Follow Absence & Safeguarding Protocol & Continuing Absence response
Persistent absence (defined as 10 consecutive expected attendance days or repeated non-attendance)	Notify commissioning school (if applicable), LA EHE officer and/or CME team.

For the purposes of CME monitoring, the 10-day threshold refers to 10 consecutive days in which the learner has not attended their education provision, regardless of whether those days were timetabled teaching days.

This approach reflects the principle that a learner of compulsory school age should be in receipt of suitable education every day that education is expected to be provided, and that prolonged periods without confirmed engagement may constitute Children Missing Education.

Non-timetabled days therefore count toward the 10-day threshold, as they represent days on which the learner is not accessing education and their whereabouts or safety may be unknown.

However, safeguarding concerns—including an inability to confirm a learner’s whereabouts—must always be escalated immediately, without waiting for the 10-day threshold to be reached.

When to Notify the Local Authority (EHE, CME and Commissioned Learners)

The college will notify the appropriate LA team (EHE, CME or Children’s Services) when:

Situation	Required Action
EHE learner stops attending and no alternative education plan is confirmed	Notify the LA EHE officer; may trigger CME enquiry.
Repeated unexplained absences raise concern about suitability of education	Notify the CME team.
Safeguarding concerns exist or escalate	Follow safeguarding procedures (MASH/CSC referral) and alert EHE/CME officers.
Learner’s whereabouts cannot be confirmed	Treat as a potential missing child; inform CME and escalate to police/Children’s Services as appropriate.

3.9 Risk Assessment and Safeguarding Escalation

The college takes a risk-based approach to any unexplained or prolonged absence, considering vulnerabilities, history, attendance patterns, family engagement, and whether the learner is **of compulsory school age**.

Under-16 Requirement

For learners aged **14–16**, any **10 consecutive missed attendance days** (authorised or unauthorised) will be reported to the LA in line with CME duties, unless safeguarding risk requires earlier escalation.

Where risk is identified or whereabouts cannot be confirmed, concerns may be escalated to:

- LA CME/EHE teams
- Children’s Services
- Police (if missing child criteria are met)

This may include submitting a **Multi-Agency Initial Safeguarding Referral (MISR)**.

All actions will be recorded on CPOMS.

3.10 Leave of Absence in Term-Time

Only exceptional circumstances warrant a leave of absence. Colleges should consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request; as Lead Teachers should only grant leaves of absence in exceptional circumstances it is unlikely a leave of absence will be granted for the purposes of a family holiday. If a leave of absence is granted, it is for the Lead Teacher to determine the length of the time the learner can be away from College. Students should submit requests using the 'Absence Request Form', see appendices for template.

3.11 A Welcome Back

It is important that on return from an absence, all Students are made to feel welcome. This should include ensuring that the student is helped to adjust to college's daily routine; catch up on missed work and brought up to date on any information that has been passed to the other Students.

3.12 Promoting Attendance

We will use opportunities as they arise remind parents/carers that it is their responsibility to ensure that their children receive their education. The college has systems to celebrate/reward excellent attendance which include; weekly certificates, individual rewards and group rewards and termly reviews.

3.13 Working in Partnership with Parents and Carers

Our aim is to work in partnership with parents and carers to remove students' barriers to attendance. We strive to establish good working relationships through good communication and regular meetings to address on-going attendance concerns. If necessary, we signpost to specialist support services who can work with us in a multi-agency approach.

3.14 Communications Logging – PICS & CPOMs

All attendance and punctuality related communications between staff and students must be recorded at the time the communication takes place. These interactions must be logged immediately on the Communications Log within the PICS system to ensure accurate and up-to-date records are maintained.

In addition to logging contact on PICS, any safeguarding concerns relating to attendance and punctuality must also be recorded on CPOMS, in line with the college's safeguarding policies and procedures. This includes, but is not limited to:

- Any conversations or meetings where a student's attendance is discussed in the context of their wellbeing or potential safeguarding concerns (e.g. during RAG meetings or team meetings).

- Situations involving continuing or unexplained absence.
- Any communications or actions taken as part of the 'escalation stages' process (Appendix 6), including notes and outcomes from escalation meetings.

All staff are responsible for ensuring that relevant information is recorded accurately and promptly to support effective safeguarding and intervention.

3.15 Attendance Targets - Recording and monitoring

A system for analysing performance towards the targets will be established and the Lead Teacher will be responsible for overseeing this work.

The Colleges will use the PICS CRM system for keeping attendance records, and regular monitoring will be carried out by the Lead Teacher and designated staff. The Lead Teacher or designated staff member will provide regular updates to the Senior Leadership Team (SLT) on a termly basis in the following areas:

- Punctuality;
- Attendance (including authorised & unauthorised absence);
- Vulnerable group attendance comparisons;
- Impacts of attendance and punctuality interventions undertaken by the College.
- Attendance Data Analysis and Reporting

Attendance data recorded within PICS will automatically feed into a Power BI dashboard, providing a detailed and dynamic overview of attendance patterns. The dashboard will display attendance figures by individual student, specific days of the week, sessions, months, courses, and teaching staff. This enables Lead Teachers, the R&P Team, and the SLT to access comprehensive, real-time data for identifying trends, patterns, and areas of concern. The visual analysis supports evidence-based decision-making and targeted interventions to improve overall attendance and punctuality across the College.

Monthly attendance audits will be conducted by the Senior Operations Managers. During each audit, a sample of learners will be selected for review to ensure compliance with attendance and communication procedures. The audit will verify that all relevant communications have been appropriately logged on CPOMS and PICS in line with College guidance. Additionally, auditors will confirm that each learner has been escalated through the appropriate stages of the attendance escalation process, in accordance with the attendance percentage thresholds and

expectations. Findings from these audits will be used to ensure consistency, accountability, and continual improvement in attendance management practices across all College sites.

In addition to PIC, any concerns resulting safeguarding concerns will be logged on CPOMs. Including any escalation through the attendance management process (see below), contact with, local authorities, early help, police or any other external agencies.

4. Escalations Stages

4.1 Expectations of Student Attendance and Punctuality

The core expectation is for all students to strive for 100% attendance and punctuality.

The attendance escalation process will commence, when a student's cumulative attendance falls below 90% or when there is a negative trend in a student's attendance and punctuality. The R&P Officer should meet with the student and establish a two-week plan using the standardised 'Improvement Action Plan', see appendices.

The student, including the parent/carers, will be formally notified via a letter detailing the current attendance and punctuality data and the expected improvements required.

There will be multiple escalation stages if attendance does not improve. Learners and Parents/Carers will receive a letter at each escalation stage.

This policy is related to Attendance and Punctuality, failure to show improvement in attendance and punctuality can initiate escalation in line with Disciplinary procedures, whereby students may be at risk of exclusion. This policy works alongside Catch22's Behaviour & Code of Conduct Policy. If conduct-related issues arise, escalation stages for attendance may be included as one of the Three Stages.

Reasonable adjustments must apply to targets and interventions where a student's SEND status, underlying health condition and/or other vulnerability must be recognised.

Escalation (Stages)

Attendance Stage 1 - is initiated when a student's attendance and/or punctuality is demonstrating a negative trend and there are no reasonable mitigating factors and/or

cumulative attendance and/or punctuality has fallen below 90% in any element within the study programme.

- R&P Officer will conduct a 1:1 'Attendance Intervention Meeting', and record this on the learners Contact Log. Learner will be informed that their attendance and/or punctuality has activated the attendance management escalation process.
- As a result of entering Stage 1 status, the R&P Officer will issue a Stage 1 notification letter to parents/carers, that reiterates the college expectations.
- Failure to demonstrate improved attendance and/or punctuality within a 'two week period will result in escalation of attendance management process.

If there is still no improvement in attendance and/or punctuality after monitoring, then Stage 2 of this policy will be implemented.

Attendance Stage 2 - a student's attendance and/or punctuality have not improved in line with the expectations as set within the Stage 1 two-week timescale.

A formal Stage 2 meeting will be arranged with the student, and parent/carer including, those identified as part of the students support network. This meeting will be chaired by the R&P Officer and must be recorded on the learners Contact Log. Should the above management not be available then the Lead Teacher chair the meeting. The Chair of the Stage 2 meeting will issue a two-week Attendance Improvement Action Plan with improvement targets, which will be shared with the student and parent/carers. The staff member identified within the Attendance Improvement Action Plan, will be responsible for checking progress of Attendance throughout the monitoring period.

If there is no improvement in attendance within the monitoring period of two weeks, the student will immediately escalate to Stage 3, the final stage of the Attendance Management process.

Where the student has demonstrated improvement and has met the targets set out within the stage 2, they will de-escalate to Stage 0. If a negative pattern of attendance and/or punctuality re-occurs within the same academic year, the student will escalate immediately back to their previous Stage 2 status.

Attendance Stage 3 - a student's attendance and/or punctuality have not improved and has not met the targets set out within the stage 2 action plan meeting. A formal Stage 3 meeting will be arranged with the student and parent/guardians. This meeting will be chaired by the Lead Teacher and recorded on the Learners Contact Log.

Should the above management not be available then the Recruitment & Progressions Officer will chair the meeting. The Chair of the Stage 3 meeting will issue a two-week Attendance Improvement Action Plan with improvement targets which will be shared with the student and parent/guardian via e-mail.

The staff member identified within the Attendance Improvement Action Plan, will be responsible for checking progress of Attendance throughout the monitoring period. If there is a downward trend in attendance and/or punctuality within the monitoring period of two weeks, the student will immediately escalate to Stage 4 within the Attendance Management process. Where the student has demonstrated improvement and has met the targets set out within the Stage 3 Plan, they will de-escalate to Stage 0.

Attendance Stage 4 - where a student's attendance and/or punctuality have not improved significantly over the Action Plan period, a student along with parent/carer, including those identified as part of the student support network will be formally invited to a 'Risk of Expulsion' panel.

8. Appeals Procedure

A student who has reached Stage 4 within the Attendance Management process are at risk of suspension pending investigation, in line with the College Disciplinary procedures.

Students who have been suspended have an opportunity to appeal the decision. All appeals must be submitted to the college team within 10 working days of the exclusion. A Senior Operations Manager will review the record and may call the student for interview. Following conclusion of this process, the student will receive a final outcome of the decision in writing, within ten working days of receipt of the appeal.

The appeal outcome will be one of the following:

- Uphold the decision to permanently exclude the student from The College

Or

- Revoke the permanent exclusion (with conditions)

9. Next academic year

Where a student has been on an Action Plan during the current academic year, they will revert back to stage 0 start for the next year of study.

Related policies

- Safeguarding Policy
- Behaviour & Code of Conduct Policy

See Appendices below.

5. Appendices

Appendix 1

Roles & Responsibilities

What the College expects of students

- Attend regularly, on time and ready to learn.
- Attend Functional Skills, Vocational Courses and Enrichment.
- To sign in on arrival.
- To tell a member of staff if there is any problem which may prevent them from attending college.
- Complete an absence request form if they will be absent from College for a full day with a minimum of 6 weeks' notice.

What the College expects of parents/carers

- To fulfil their responsibility to ensure that their child attends college regularly, on time and prepared for the day.
- To contact the college on the first day their child is absent for any reason and then on all subsequent days if the student is unable to contact College him/herself.
- To avoid taking holidays in term time.
- To speak to relevant members of staff if they know of any problem which may prevent their child from attending college.
- To provide evidence to support absence such as an appointment card/letter, a copy of a prescription slips with name and date visible or medication packaging with name and date visible.

What parents/carers and Students can expect from College

- A college education that is dependent upon regular attendance.
- Promotion of good attendance and punctuality at college, and regular encouragement and rewards.
- Efficient and accurate recording and monitoring of absence.
- Prompt action when a problem has been identified.
- Regular communication with students and parents/carers.

Appendix 2

Categorisation of Absence

Any learner who is on roll but not present in the College must be recorded within one of these categories.

1. Unauthorised absence - This is for those students where no reason has been provided, or whose absence is deemed to be without valid reason.
2. Authorised absence- This is for those students who are away from College for a reason that is deemed to be valid under the Education Act 1996.

Appendix 3

Catch22 Absence Request Form

Request for leave of absence.

Young Persons Full Name	Date of Birth	Course of study	
Absent Request information:			
Reason for Request:		Date of event: (From & to)	
Additional Information			
Authorised/ Unauthorised (Teacher to Fill in)			
Date (Teacher only)			

Reasons:	
Current Attendance:	

Please note that for any absence, you may be asked to supply further supporting documents. This form must be submitted at least 10 working days prior to the requested

Appendix 4

Attendance/Punctuality Action Plan

Name:	Action Plan Number:	Date:
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PREVIOUS ACTION PLAN TARGETS			MARK WITH AN X		
	Previous targets for improvement.	By when (date)	Met	Shown significant Improvement	Not enough improvement shown
1					
2					
3					

What is your current attendance?	
How many days have you had off?	
What is your attendance target for the course?	

What does your attendance look like?

I am late in the mornings	
I have had one long absence	
I have had lots of little absences	
I miss the same day(s) off college	
Fill in anything else you notice about your absence	

Tick/highlight the boxes that explain your attendance

I have been on holiday	I can't be bothered to come to college sometimes	I stay up too late sometimes	I don't like my lessons on some days
I don't come to College when I fall out with my friends	I truant from college	I oversleep	I am allowed to stay at home when I want

I don't like my teachers on some days	I don't like being in college	I don't come in when I owe homework	I don't come in when I think I'm going to be in trouble
I don't come in when I have a test	I don't come in when I am worried about something		
I have had a long illness	I have had lots of little illnesses		

What do your parents/ carers say when you say that you're not going to college?

What effect is your attendance having on your academic progression?

What are YOU going to do to improve your attendance?

- 1.
- 2.
- 3.

What are your PARENTS going to do to improve your attendance?

- 1.
- 2.
- 3.

What are WE going to do to improve your attendance?

- 1.
- 2.
- 3.

TARGET SETTING

	New Targets For Improvement	By When (Date)
1		
2		
3		

	What happens if I do not make enough progress with my targets?

When is your next review date?

Signed/Date:			
Student.....	Signature:	Date.....	
Parent :.....	Signature:	Date.....	
Catch22:.....	Signature:	Date.....	

Appendix 5 – Late Arrivals process

1. Student arrives late (after registration closes)

→ Has prior notification been received?

- **Yes** → Follow normal late procedures (admit student)
- **No** → Proceed to Step 2

2. Is the student more than 15 minutes late?

- **No** → Admit and mark as late
- **Yes** → Refuse entry for the day → Proceed to Step 3

3. Is the student classified as vulnerable?

(Under 16 / EHE / EHCP / additional vulnerabilities)

- **Yes (Vulnerable)** → Proceed to Step 4
- **No (Not vulnerable)** → Proceed to Step 4

4. Check consent status (all students must have signed consent at point of enrolment)

→ Is there signed parental/carer consent allowing independent departure?

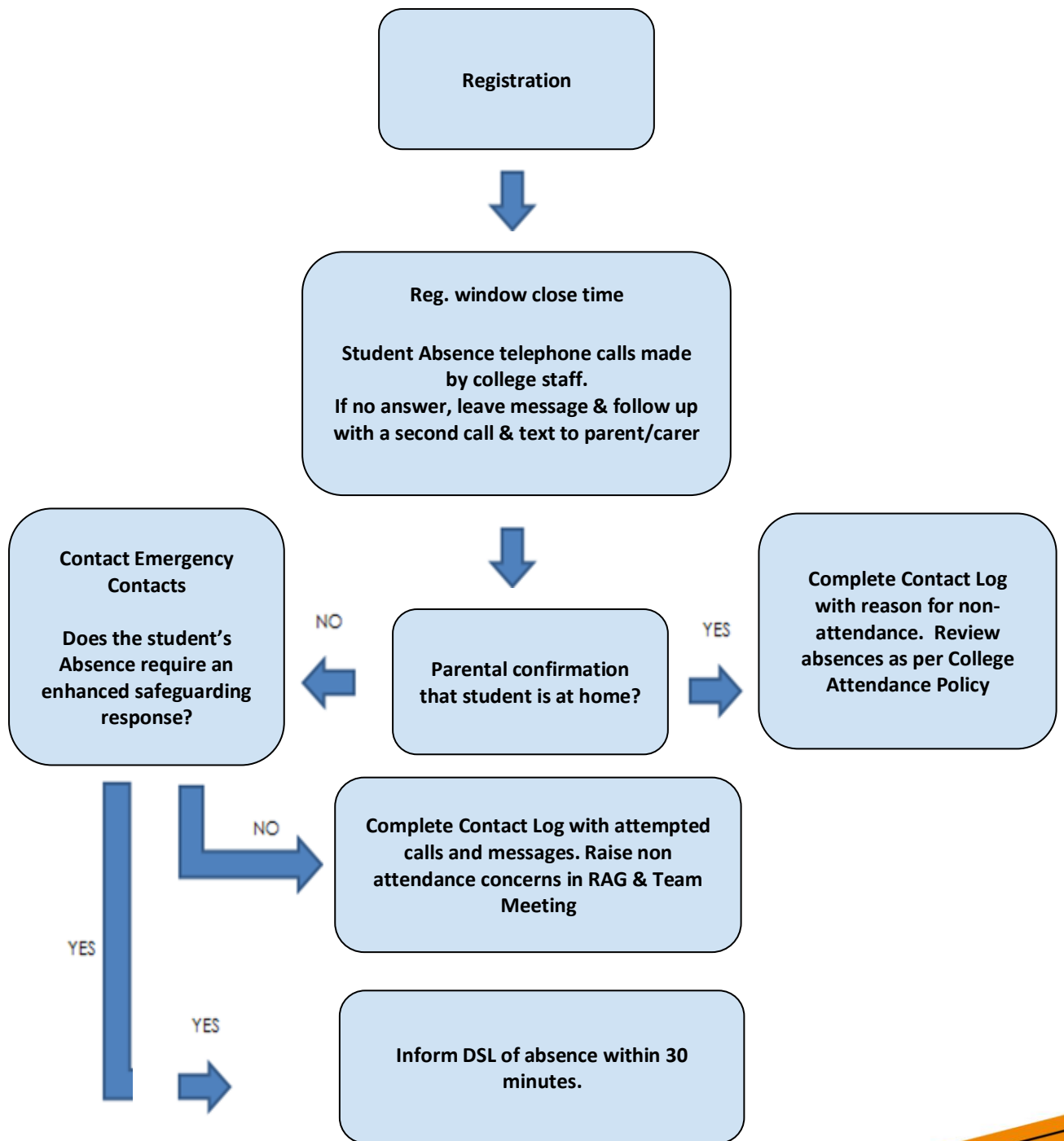
- **Not vulnerable + consent in place**
 → Student may leave site in line with pre-agreed consent
 → Proceed to Step 5
- **Vulnerable + consent in place**
 → Default = **must be collected**
 → Alternative arrangement = **must be confirm via telephone call**
 → Proceed to Step 5

5. Contact parent/carer / emergency contact

- Inform them of refusal of entry
- Confirm or arrange:

- **Collection** (for vulnerable students or alternative arrangement where consent is given), or
- **Acknowledge student is being allowed to leave** (for non-vulnerable students with consent)

Appendix 6
Absence & Safeguarding Protocol



Appendix 7 Attendance Stages

Attendance Stage	Trigger	Meeting Required	Meeting attendees	Reasonable adjustments for students who have disclosed SEND and/or EHCP and/or Support Needs	Outcome of the meeting to be actions by the chair	Timescales for the students to demonstrate improvement	Referral Required
Stage 1 (Meeting with Learner)	Less than 90% attendance and/punctuality	Yes – 1:1	Learner R&P Officer	Yes	Notification Letter Attendance Action Plan	2 Weeks	No
Stage 2 (Meeting with Learner & PG)	No improvement in attendance and/or punctuality in the last 2 weeks	Yes, invite letter to be sent	Learner Parent/Carer R&P Officer		Notification Letter Attendance Action Plan	2 Weeks	No
Stage 3 (Escalation Meeting)	No improvement in attendance and/or punctuality in last 2 weeks	Yes, invite letter to be sent	Learner Parent/Carer Lead Teacher		Notification Letter Attendance Action Plan	2 Weeks	No
Stage 4 (Final Meeting / Decision)	No improvement in attendance and/or punctuality in the last 2 weeks	Yes, invite letter to be sent	Learner Parent/Carer Lead Teacher		Permanent Exclusion Process to be followed	Decision made by Senior Leadership Team	Yes – if withdrawn from the college
Stage 0	Upward trend in attendance	No further actions					

Appendix 7 Template Attendance Letters

Stage 1 – Initial Concerns

Dear Parent/Guardian,

RE: Entry into the Attendance Management Process (Stage 1)

Following our from or conversations with **[Student Name]** on **[Insert date __/__/__]**, I am writing to address a concern regarding **[Student Name]** current attendance at College.

It has come to our attention that their attendance has fallen below the college benchmark of 90%, and/or arriving late to lessons, which has resulted in entry into the Attendance Management Process being issued to emphasise the importance of improving attendance moving forward.

[Student Name] now has the opportunity to make the necessary improvements within a 2-week monitoring period, as outlined within the Attendance and Punctuality Policy. At this crucial stage of education, consistent attendance is essential for success. Every lesson missed means valuable learning time is lost, which can have a significant impact on their progress, grades, and overall future opportunities.

We want to ensure that **[Student Name]** is making the most of the education provided, and regular attendance is key to achieving this.

Moving forward, we expect you to comply with the actions outlined in the Attendance Improvement Action Plan included with this letter within a 2-week period, that being **[Insert date __/__/__]**.

If the college see a strong upward trend in attendance and punctuality, as per the targets set out within the Attendance Improvement Action plan, then the process will be deescalated.

Failing to improve attendance may result in escalation within the attendance management process, which could ultimately impact **[Student Name]** ability to complete their course successfully.

It is extremely important that **[Student Name]** attends regularly in order to achieve the best possible outcomes to progress both academically and for their self-development.

I trust that we can work together to support you in making the necessary improvements.

If you have any questions or need further clarification, please do not hesitate to contact me. Thank you for your understanding and cooperation.

Yours sincerely

Stage 2 – Invite to Meeting

Dear Parent/Guardian,

RE: Invitation to Attendance Management meeting (Stage 2)

I hope this message finds you well.

I am writing to bring to your attention a concern regarding **[Student's Name]'s** attendance in College. Unfortunately, we have noticed a pattern of inconsistent attendance, and I would like to discuss how we can work together to improve this situation. This has not improved since we raised our initial concerns in our **[email/letter dated [inset date]]**.

We believe attendance is now becoming a serious issue which could significantly impact the likelihood of being successful at the college. Below are the area(s) of concern:

Element of Study	Attendance %	Number of Lates
Overall	%	x sessions
The attendance escalation process commences when a student's cumulative attendance falls below 90% or when there is a negative trend in a student's attendance and punctuality.		

We believe that regular College attendance is vital for **[Student's Name]'s** academic success and overall development.

As such, we are inviting you to a meeting where we can discuss any potential issues or challenges that might be affecting **[Student's Name]'s** attendance. Our goal is to collaborate with you to ensure that **[he/she/they]** can attend College consistently and fully benefit from the learning opportunities available.

We are keen to explore with you any further support the College can put in place to assist in improving attendance/punctuality and can speak about this when we meet.

The meeting details can be found below:

Date:

Time:

Venue:

Please report to reception where I will arrange for a member of staff to meet you and escort you to the meeting. Failure to attend this meeting, may result in further escalation of the attendance and management procedure in your absence.

If you have any questions, please contact me on [email address and/or phone number].

Yours sincerely,

Stage 2 – Meeting Follow Up

Dear Parent/Guardian,

RE: Attendance Management Stage 2 Notification Letter

Following our attendance meeting on [Insert date __/__/__], as a result of these concerns **[Student Name]** will now be placed on an Attendance Improvement Action Plan, a copy of which will be provided to yourself and is attached to this letter.

[Student Name] now have the opportunity to make the necessary improvements within a 2 week monitoring period.

As previously communicated at this crucial stage of **[Student Name]** education, consistent attendance is essential for success. Every lesson missed means valuable learning time is lost, which can have a significant impact on their progress, grades, and overall future opportunities. We want to ensure that they are making the most of the education provided, and regular attendance is key to achieving this.

If no positive upward trends in attendance are observed during this time, this will lead to further escalation and their continued place on the course will come into serious question.

However, If a strong positive upward trend in attendance and/or punctuality is achieved, the attendance process will be deescalated with no further action.

If you have any questions, or if you are not sure about anything, please contact me on [email address and/or phone number].

Yours sincerely

Stage 3 – Invite to Meeting

Dear Parent/Guardian,

RE: Invitation to Attendance Management meeting (Stage 3)

I hope this letter finds you well.

I am writing to inform you that I have significant concerns regarding [Students Name] attendance and/or punctuality at College.

There has been insufficient progress despite previous interventions to bring about improvement in attendance and /or punctuality on the below aspect(s) of the study programme. See below areas for concern:

Element of Study	Attendance %	Number of Lates
Overall	%	x sessions
The attendance policy commences, when a student's cumulative attendance falls below 90% or when there is a negative trend in a student's attendance and punctuality.		

Therefore, **[Student Name]** is now being escalated stage 3 of the college's Attendance Management Procedures. It is now essential that we meet with you in person to discuss attendance and punctuality as [Student Name] is at significant risk of not achieving their qualification unless this is resolved urgently. You are required to attend a meeting to discuss [Student Name] attendance and punctuality. The meeting details can be found below:-

Date:

Time:

Venue:

Please report to reception where I will arrange for a member of staff to meet you and escort you to the meeting.

Please respond to this email to confirm attendance or to suggest other suitable dates. Failure to attend this meeting, may result in further escalation of the attendance and management procedure in your absence.

I very much look forward to hearing from you in the next few days.

Yours sincerely,

Stage 3 – Meeting Follow

Dear Parent/Guardian,

RE: Attendance Management Stage 3 Notification Letter

Following our AM3 meeting on **[Insert date __/__/__]**, as a result of these concerns you will now be placed on an Attendance Improvement Action Plan a copy of which is attached to this letter.

You now have the opportunity to make the necessary improvements within a 2 week monitoring period. Failure to achieve significant improvements in your attendance within this timescale may result in escalation to the Stage 4 – Permanent Exclusion Process.

If this is the case the college will offer you guidance and support in deciding your future options, details of which will be confirmed in the withdrawal notice.

However, if a strong positive upward trend in attendance and/or punctuality is achieved, you will be deescalated with no further action.

If you have any questions or if you are not sure about anything, please contact me on [email address and/or phone number].

Yours sincerely



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