

POSITIVE ATTENDANCE FRAMEWORK

Positive Attendance Framework

Policy/Procedure Owner: ELT - Procedure not Policy

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Next Review: August 2027

Responsibility for Review: Support for Students Group

Policy Review Frequency: 2 years

Applicable to staff: Yes

Applicable to students: Yes

Publish on College website: Yes

Consultation:

Undertaken with:	Yes/No:	Date:
Board/Committee		
ELT	Yes	3 June 2025
CMT		
Unions		
Students		
Employees		
Employers/Stakeholders		

Any Associated Documentation, for Reference:

**Fitness to Study Procedure, Safeguarding Policy, Health and Safety Policy
Anti-Bullying and Harassment Policy, Equality, Diversity and Inclusion Statement
Fee and Refund Policy, Admissions Procedure**

ELT SIGN-OFF: Mick Noblett, Vice Principal Curriculum Delivery and Planning



Positive Attendance Framework – Every Lesson Matters

Purpose and Rationale:

Our college mission is **‘to inspire, educate and support our diverse community to reach its potential’**, and we recognise that attending college is a critical foundation for unlocking this opportunity.

We know that every day at college contributes to learning, and that every lesson attended leads to better engagement and higher academic achievement. College achievement will improve opportunities for our students, creating better social and economic outcomes for Lancashire-based families and communities.

We have high expectations for ourselves and our students, and in relation to attendance, we will formally intervene if any student falls below the minimum 90% threshold.

We commit to:

1. Holding ourselves and each other accountable for outcomes, in recognition that a trauma informed approach, underpinned by an engaging college experience will positively impact attendance.
2. Being culturally responsive in our approach, responding to the diverse needs, backgrounds and experiences of our college community.
3. Being innovative in delivery, recognising that different students respond to different methods of delivery. We will develop approaches to learning which engage students and inspire them to attend college more regularly.
4. Working with community stakeholders in developing and implementing approaches that meet individual needs and aspirations.

This procedure aims to ensure that the College’s commitment to learning in a structured and supportive environment is maintained. All students have the responsibility to attend all lessons and to ensure effective communication with the College should attendance be impacted by other factors. All staff have a responsibility to promote positive attendance, primarily in the delivery of an engaging and supportive College experience, and will appropriately address inappropriate attendance in ensuring that students receive consistent, fair and equal treatment. At times a student will require the supportive structure of the Positive Attendance Framework to guide their positive progress and address negative attendance patterns in line with our Attendance Charter.

The Preston College Attendance Charter

In positively impacting on student attendance, the college will proactively engage all relevant stakeholders, and together we will:

Student

- Attend college every day and take part in learning, recognising that 'every lesson matters'.
- To proactively inform the college if there are any barriers to attendance.
- To provide feedback relating to the college experience.

Delivery Staff

- Provide inspirational and engaging learning opportunities
- Ask students 'what will help' if attendance drops
- Provide a range of options / interventions to support attendance

College

- Ensure a safe, positive and welcoming environment
- Recognise individual need and cultural diversity
- Talk to parents / carers if attendance becomes a concern
- Think holistically about student's needs
- Championing our students, celebrating progress and walking 'side by side' with them.

Parents / Carers

- Support my child to get to college
- Encourage, advocate and engage in your child's college experience
- Ensure my child has what they need to engage positively in college
- Ask them if they have any concerns with college and talk to the college if this is the case
- To effectively communicate with the college, outlining any barriers to attendance and supporting intervention

External Partners

- Where attendance is a concern, include it in the child's plan
- Support families to understand expectations of them
- Link with Student Coordinators when there is a concern relating to attendance
- To ensure safe and nurturing living environments
- To ensure effective and timely access to healthcare provision and support needs
- To engage positively in multi-agency planning, monitoring and intervention

Employer Partners

- Promote attendance, behaviours and attitudes as being integral to achieving employment beyond the college
- Support the delivery of engaging and inspirational curriculum

- To provide coaching and mentorship, modelling employment skills and behaviours

The College has high aspirations for all of our students, and will ensure that we provide the quality, structure and support in ensuring that academic targets can be met and exceeded. Every student will be set an attendance target during their induction programme and performance against this will be monitored regularly by Lecturers, Student Managers, Curriculum Leaders and Directors of School. If attendance falls below the 90% minimum threshold, then the College will implement supportive intervention targets. If the required improvement is not achieved following intervention, then formal warnings and other sanctions will be considered.

Stages and Scale of Warnings

Informal Action

Where a lecturer becomes concerned about individual attendance patterns, for example missing two consecutive lessons without notification, the member of staff will make direct contact with a view to understanding any barriers to learning and agreeing positive action for future lessons. Initial contact will be made through Microsoft Teams with the reason for absence and agreed actions will be recorded on Promonitor, ensuring that all lecturers and Student Managers are aware of the barrier and the associated intervention.

Formal Action

There are 5 formal stages of action that the College can take in addressing persistent attendance issues. We will implement this action if a student fails to respond positively to informal actions agreed by their delivery staff. The stages of formal action are as follows:

- 1 – Verbal Attendance Warning
- 2 – Written Attendance Warning
- 3 – Final Written Attendance Warning
- 4 – Temporary Exclusion
- 4 – Permanent Exclusion

Stage 1 – Verbal Attendance Warning

The purpose of a Verbal Attendance Warning is to formalise a structured plan of improvement in attendance based on the fact that informal interventions have been unsuccessful. An attendance review and improvement plan will be created with the Student Manager and recorded on Promonitor so that all relevant staff can view and respond to the agreed actions. Progress against the plan will be monitored weekly over a four week cycle and positive improvement will be celebrated. If performance does not improve during the review cycle, then the student will move to the next stage of the process.

Stage 2 – Written Attendance Warning

The purpose of a Written Attendance Warning is to strengthen the need for improvement as the agreed attendance improvement plan is not having the required impact. Curriculum Leaders will be responsible for administering the warning, and

will update the attendance improvement plan as appropriate. Promonitor will be updated to reflect the written warning, and a copy of the warning will be sent to the student and parents, guardians and employers (as appropriate) in line with data protection regulations. Curriculum Leaders will review progress weekly over a four week cycle and positive progress will be celebrated. If performance does not improve during the review cycle, then the student will move to the next stage of the process.

Stage 3 – Final Written Attendance Warning

A Final Written Attendance Warning will be administered by the Director of School if previous attempts to improve attendance have not been successful. At this stage of the process, parents, guardians and employers (as appropriate) will be invited to attend a formal meeting in College based on the serious nature of the concerns. Within the Final Written Warning, it will be made clear that the student will be removed from their programme of study if they are not able to demonstrate improvement. The Director of School will monitor and review performance weekly over a four week cycle and positive progress will be celebrated. If performance does not improve during the review cycle, then the student will move to the next stage of the process.

Stage 4 – Temporary Exclusion

If at any stage of the process, students are unresponsive to the support and intervention of College staff, leading to serious concern about progress and performance, then the College can temporarily exclude students from their programme.

Temporary Exclusion can be issued by any member of the College Management Team.

Temporary Exclusions will last no more than ten working days and will include a Formal Review Meeting which will result in the application of the appropriate level of warning, an attendance action plan or permanent exclusion from the College. During a temporary exclusion, students must not access the College campus.

The Formal Review Meeting will be scheduled during the period of Temporary Exclusion, and parents, carers and employers will be invited as appropriate.

Stage 5 – Permanent Exclusion

The final stage in the process is the Permanent Exclusion from Preston College, to be implemented by a member of the College Executive Leadership Team, should all previous support plans and interventions not have the required impact. The student, parents, guardians and employer (where appropriate) will be notified of the decision in writing, and the College will administer the withdrawal with the appropriate Awarding Organisation. In exceptional circumstances, the student may be allowed to complete some elements of their College programme, but this will be at the discretion of the Executive Leadership Team.

The Performance Review Cycle

The College will formally review student attendance five times in the academic year. These reviews will take place at the end of each half-term period. If at the point of review, any student has attendance below the minimum 90% threshold, then any of the formal action outlined above may be implemented.

Other Formal Interventions

Bursary

For students who receive bursary support from the College in support of their education, a minimum of 90% attendance is expected on all elements of the study programme. If attendance falls below the 90% minimum threshold, then the College reserves the right to suspend payment and arrange a Formal Review Meeting.

During the Formal Review Meeting, an attendance action plan and targets will be agreed, whilst formal action may also be implemented.

The Formal Review Meeting will be scheduled and the student will be invited to attend the meeting within 3 working days of payments being suspended. Parents, carers and employers will be contacted as appropriate.

Trips and Visits

The College organises a significant number of external trips and visits each academic year, nationally and internationally. Trips are designed to enhance learning, create experiences and promote team-working and enjoyment. If student attendance does not meet expectation, then the College retains the right to exclude students from participating in these activities.

Note: If payment has been made towards the trip, this will not be refundable if a student is excluded from the trip based on poor attendance.

Appeals

Students have the right to appeal against disciplinary action taken. Appeals against Verbal, Written and Final Written Attendance Warnings should be made in writing, stating the reason for appeal, and submitted to the appropriate Director of School. The outcome of the appeal will be given in writing within 5 working days. Appeals against Exclusion from Programme should be made in writing to the Principal within 5 working days from the date of the removal letter. The student, in their letter, should clearly state the grounds for the appeal and also include details of any new or further information, which they wish to be taken into consideration.

An Appeal Investigator (but not the person who originally issued the sanction or removal from college) will be appointed by the Principal. The role of the Appeal Investigator is to check all documentation and witness evidence associated with the removal, verify that College procedures have been adhered to and interview staff and students where appropriate.

The Appeal Investigator will communicate a decision to the student in writing within 10 working days of the appeal. If an appeal is successful and the student is allowed

to return to College, any amendments will be made to their College record. The decision of the Appeals Investigator will be final.

Removed students re-applying to the College

Any student removed from College for the academic year in question may re-apply to the college for the following academic year. However, re-admission will depend upon authorisation from the Executive Leadership Team, after an interview and consultation with a Vice Principal has taken place. If the student is accepted to study, a formal agreement will be issued with criteria clearly stating the conditions that must be met by the student. Should the student not meet the criteria after a review of the agreement then the student will be asked to leave College.