

Student Attendance Procedure 2026-27

Responsible Officers:	Vice Principal Curriculum and Quality & Assistant Principal Student Engagement and Support
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Procedure available:	Intranet / Website
Policy/procedure authorised by:	Executive

Summary of Changes: Student Attendance Procedure 2026–27

1. Stronger Trauma-Informed (TI) and Student-Centred Approach

- The 2026–27 version introduces a more explicit **trauma-informed, supportive tone**, particularly within:
 - Expectations of parents/carers
 - Expectations of employers
 - Expectations of staff
- Greater emphasis on:
 - **Understanding barriers to attendance**
 - **Working in partnership with learners and stakeholders**
 - Balancing **high expectations with high support**

2. Integration with Supportive Performance Management Procedures (SPMP)

- Clearer and more consistent alignment with **SPMP** across all sections
- Interventions are now explicitly framed as:
 - **Structured, staged, and supportive**
 - Focused on **early identification → support → review → escalation (if needed)**
- Introduction of clearer:
 - **Supportive Improvement Plans (SIPs)**
 - Escalation pathways, including **Fair Access Panel (FAP)**

3. Introduction of “First Four Weeks”

- New emphasis on the **initial four-week period**:
 - Attendance closely monitored to support transition
 - Introduction of **Right Choice Review (RCR)**
- Clear focus on:
 - Ensuring **course suitability early**
 - Early identification of **engagement concerns or barriers**
- Formal link to **FAP referral** where suitability concerns remain

4. Enhanced Stakeholder Expectations

- Expectations for **parents/carers, employers, and staff** have been:
 - Made more **accessible, structured, and consistent**
- Stronger emphasis on:
 - **Partnership working**
 - **Shared responsibility for attendance and progress**

5. Clearer Focus on Barriers and Reasonable Adjustments

- Increased emphasis on:
 - **Identifying and removing barriers early**
 - Providing **reasonable adjustments where required**
- Adjustments now clearly linked to:
 - Attendance and engagement
 - Individual need and equity
- Clarified role of:
 - **Faculty Directors in approving adjustments**
 - Use of **FAP for complex decisions**

6. More Explicit Safeguarding Language and Thresholds

- Retained safeguarding thresholds (e.g. no contact triggers), with:
 - Stronger emphasis on **wellbeing and duty of care**

- Clearer explanation that safeguarding actions are **protective and supportive**
- Reinforced link between:
 - **Attendance monitoring and safeguarding responsibilities**

7. Improved Clarity Around Accountability and Expectations

- Maintains firm expectations that:
 - Attendance is essential for **achievement and progression**
- Clarifies that:
 - Learners are **supported but also accountable**
- Clearer messaging that:
 - Support and intervention will be followed by **structured escalation if needed**

8. Updated GDPR and Communication Expectations

- Strengthened guidance on:
 - Use of **College email for communication**
 - **Sensitive and appropriate recording of absence reasons**
- Increased clarity on:
 - When and why information may be shared with external agencies

9. Strengthened Monitoring, Quality Assurance, and Consistency

- Greater emphasis on:
 - **Audits and management information reports**
 - **Quality assurance processes through the Quality Handbook**
- Focus on ensuring:
 - **Consistency and fairness across all areas of the College**

10. Refined Language: From Procedural to Supportive + Structured

- Overall shift in tone:
 - From **process-led** → to **supportive, relational, and structured**
- Maintains:
 - Clear boundaries
 - Clear consequences
- While reinforcing:
 - **Consistency, inclusion, and student success**

Overall Summary

The 2026–27 updates strengthen the procedure by:

- Embedding a **trauma-informed, inclusive approach**
- Introducing **earlier, more structured intervention (first 4 weeks model)**
- Aligning fully with **SPMP to ensure consistency across behaviour, attendance, and support**
- Enhancing **clarity, accessibility, and stakeholder engagement**

The revised procedure is more:

- **Proactive** (early support)
- **Structured** (clear stages and processes)
- **Supportive** (focus on removing barriers)
- **Accountable** (clear expectations and escalation where required)

At a glance

Expectation	Why it matters	How absence is reported	How concerns are managed
Students and apprentices should aim for attendance above 90%; 95%+ is excellent.	Attendance supports safeguarding, achievement, progression and readiness for work.	Students/apprentices phone the Attendance Phoneline each day of absence between 8.00-9.30am and no later than 30 minutes before the first lesson. Employers notify the Apprenticeship team about planned absences.	Concerns are addressed early through supportive conversations, SPMP, reasonable adjustments, SIPs and, where necessary, FAP.

1. Introduction and intent

Buckinghamshire College Group is committed to high-quality vocational, technical, and professional education. Good attendance is essential to student and apprentice success, wellbeing, achievement, progression and readiness for employment.

2. Scope

This procedure applies to all Buckinghamshire College Group students and apprentices. It covers:

- attendance expectations and reporting absence
- roles and responsibilities
- register completion
- first four weeks and Right Choice Reviews
- intervention, support, and escalation where attendance causes concern
- reasonable adjustments, data protection, safeguarding, and quality assurance

3. Attendance expectations

All students and apprentices are expected to attend every timetabled session unless there is an agreed reason for absence. The College expects learners to aspire to attend above 90%; learners below 70% are at significant risk of non-continuation of their programme.

Attendance band	RAG rating	Typical response
95%+	Blue	Recognise and sustain excellent attendance.
90%+	Green	Maintain routines and address emerging issues early.
80%+	Amber	Review barriers and agree support/intervention.
70%+	Red	Structured intervention through SPMP/SIP, with review and escalation if needed.
Below 70%	High risk	Immediate senior review; consider FAP where appropriate.

4. Expectations of students and apprentices

- Attend all timetabled sessions, tutorials, progress reviews, off-the-job training and agreed placements on time.
- Report each day of absence using the Attendance Phoneline between 8.00-9.30am and no later than 30 minutes before the first timetabled session.
- Give name, student number and the reason for absence; continue to call each day while absent unless agreed otherwise.
- Use the College email account for official communication and respond to College contact promptly.
- Tell staff early about barriers to attendance so support or reasonable adjustments can be considered.
- Review attendance through the online portal and work with staff to improve attendance where required.

5. Expectations of parents and carers

Parents and carers are important partners in supporting students under 18, or those aged 18 on programme where relevant. The College will use clear, timely communication and ask parents/carers to:

- encourage regular attendance, punctuality and positive routines;
- keep contact details up to date and confirm parental responsibility where relevant;
- use the online portal to discuss attendance with their young person;
- respond promptly to texts, emails and phone calls so concerns can be addressed early;
- work with the College to identify and remove barriers such as wellbeing, travel or financial concerns;
- avoid holidays or non-essential activities during term time wherever possible.

Safeguarding threshold

If there has been no direct contact with a student or apprentice during a timetabled week, the College may raise a safeguarding concern and contact appropriate external agencies. This is a protective measure.

6. Expectations of apprenticeship employers

Employers play a vital role in apprentice attendance and progress. The College will work in partnership with employers and asks them to:

- protect agreed off-the-job training time and support attendance on College days;
- notify the Apprenticeship team in advance of planned absence such as holiday or work commitments so training plans can be adjusted;
- monitor attendance and off-the-job records, including OneFile where applicable;
- keep employer contact details current and respond promptly to College communications;
- work with the College and apprentice to remove barriers and maintain progress towards Gateway and achievement.

Young or vulnerable apprentices

If there has been no direct contact with a young or vulnerable apprentice for two consecutive timetabled weeks, the College may raise a safeguarding concern and contact appropriate external agencies.

7. Expectations of staff

Staff should apply high expectations with high support. Attendance practice should be consistent, trauma-informed and aligned with Ready, Respectful, Safe and the Exceptional Learning Framework.

Staff expectation	What this means in practice
Create supportive learning environments	Start on time, set clear routines, use inclusive activities, reduce anxiety through predictable expectations and maintain respectful boundaries.
Mark registers accurately	Complete registers by the end of each session, use correct marks and update changes promptly.
Act early	Identify patterns, speak with learners, record actions and use SPMP where attendance falls below expectations.
Follow up absence	Progress Coaches/Course Leaders follow up study programme absence; Trainers/Assessors follow up apprentice absence with employers.
Support apprentices	Monitor off-the-job training and update training plans where required to support progress and Gateway readiness.
Promote inclusion	Identify barriers early and support reasonable adjustments in line with agreed College processes.

8. Roles and responsibilities

Role	Responsibility
Vice Principal Curriculum & Quality and Vice Principal Commercial & Partnerships	College-wide strategic leadership and management of attendance for students and apprentices.
Assistant Principal Student Engagement & Support	Oversight of attendance, engagement, safeguarding and welfare processes.
Faculty Directors	Faculty-wide leadership, compliance and consistency; approval of reasonable adjustments and escalation to FAP where appropriate.
Curriculum Managers / Heads	Operational leadership of attendance in curriculum areas and assurance that procedures are followed.
Course Leaders, Lecturers, Trainers and Assessors	Monitor attendance, mark registers, act on concerns and record interventions.
Trainers, Apprentice Training Supervisors and Assessors	Report attendance concerns to employers, update training plans and record attendance in progress reviews.
Industry Placement Officers / WorkZone Team	Monitor and report attendance for work and industry placements.
Progress Coaches	Follow up daily absence, contact students/parents/carers as appropriate and record actions on ProMonitor.
Curriculum Administrators	Record informed absences, update systems and alert relevant staff to attendance issues.
Attendance Phonenumber Team	Operate the phone line from 8.00-9.30am and process absence information in line with Appendix 1.

Role	Responsibility
All staff and relevant employers	Promote health, safety, safeguarding and welfare in relation to attendance.

9. Reporting absence

The detailed student-facing process is set out in Appendix 1. In summary:

- students and apprentices must phone the Attendance Phoneline each day of absence between 8.00-9.30am and no later than 30 minutes before their first timetabled session;
- apprentice planned absence should be notified by the employer to the Apprenticeship team so Training Plans can be reviewed;
- parents/carers should only report absence on behalf of a student in exceptional circumstances, for example where the student is too unwell to call;
- if absence has not been reported, staff will follow up promptly and record action taken.

10. Registers

Attendance registers are legal documents and must be accurate, timely and complete. Staff must mark registers by the end of each session, use the correct mark, update late or changed marks promptly and resolve register errors with MIS as soon as possible.

Mark	Use when
0	Absent without contact with the College that day.
I	Informed absence or approved/pre-arranged appointment recorded on ProMonitor/OneFile.
/	Present.
D	lessons are being run remotely e.g. via Teams, or where learners have been set to complete work remotely e.g. as part of a reasonable adjustment. Evidence must be provided of work completed or other progress made, or else the student should be marked absent
L	Late; enter the number of minutes late.
Z	Withdrawal or transfer request raised and awaiting processing.
P	Approved placement, school trip or off-site activity.
<	Left early; record the time left.
N	Attendance not required, for example agreed welfare or extended welfare break ONLY MIS to mark

11. First four weeks and Right Choice Review

During the first four weeks, attendance is monitored closely to support transition, confirm course suitability and identify barriers early. All students and apprentices participate in a Right Choice Review (RCR) within the first four weeks of starting their programme.

- attendance and punctuality are discussed constructively;
- barriers to attendance or engagement are explored;
- support, reasonable adjustments and next steps are agreed;

- where suitability or engagement concerns remain, referral to the Fair Access Panel (FAP) may be considered.

12. Intervention and support where attendance causes concern

Where attendance falls below expectations, the College will use a staged and supportive approach aligned with the Supportive Performance Management Procedures (SPMP). The aim is to understand barriers, provide appropriate support and maintain clear expectations.

Stage	Purpose	Typical actions	Review/escalation
Early concern	Identify pattern and reason.	Supportive conversation; check wellbeing, timetable, travel, finance, SEND or personal barriers; record actions.	Monitor and adapt support.
Supportive Improvement Plan (SIP)	Agree clear actions and targets.	Set attendance target, support actions, named contacts and review date.	Review progress; continue or adjust support.
Escalation	Ensure fairness and consistency where improvement is limited.	SPMP escalation; senior review; consider Fair Access Panel where course suitability or complex support needs require wider decision-making.	Confirm next steps and record decision.

13. Reasonable adjustments and inclusive practice

Reasonable adjustments should be considered where a student or apprentice may otherwise be disadvantaged in relation to attendance, engagement or access to learning. Adjustments should be proportionate, recorded and reviewed.

- personalised timetable or adjusted learning approach where appropriate;
- targeted support or additional intervention;
- individual learning plan or agreed access arrangements;
- distance learning only where pre-agreed as a reasonable adjustment and able to support meaningful engagement.
- Faculty Directors are responsible for approving reasonable adjustments within their faculty and may seek guidance from FAP for complex cases.

14. Data protection, record keeping and communication

- Students and apprentices should use their College email account for official communication.
- Absence reasons must be requested and recorded sensitively, using only relevant information.
- Attendance information must be stored securely on approved College systems, including ProSolution, ProMonitor and OneFile.
- Information may be shared appropriately with external agencies or partners where this supports learning, wellbeing, safeguarding or progression.

15. Safeguarding and welfare

Attendance monitoring is part of the College's safeguarding and duty of care. Attendance processes must align with the Safeguarding, Child Protection and Vulnerable Adults Policy and the Prevent Policy.

- The College maintains contact through text, email and phone calls; it does not visit students or apprentices at home.

- Absence patterns, lack of contact or welfare concerns must be escalated through safeguarding processes.
- Safeguarding actions are protective and supportive and should be recorded accurately.

16. Monitoring and quality assurance

The College will monitor attendance processes to support consistency, fairness and improvement. This includes review of attendance data, register compliance, intervention records and faculty/area-level actions through established management and quality processes.

17. Consequences where attendance procedures are not followed

Where students, apprentices or staff do not follow attendance procedures, the response will be proportionate, consistent and supportive. Relevant College frameworks may include SPMP, safeguarding processes, SEND procedures, Fitness to Study, Medical Needs, FAP guidance or staff procedures, depending on the circumstances.

Appendix 1 – Reporting your absence – Students and apprentices

- When you are going to be absent, you must call the **Attendance Phonenumber** between 8.00-09.30 am each day, and no later than 30 minutes before their first timetabled lesson begins.
- You must call the phone line and give your name, student number and reason for absence.
- A parent/carer can only call on your behalf in exceptional circumstances, e.g. you are too unwell to call.
- The staff member will confirm with you what lessons you are missing and remind you that you will need to call in on each day of your absence.

Students and Apprentices who **have not** informed us via the Attendance Phonenumber and who have not turned up for lessons, their parent/carer/employer will receive a **phone call** for each day absent from their progress coach or assessor.

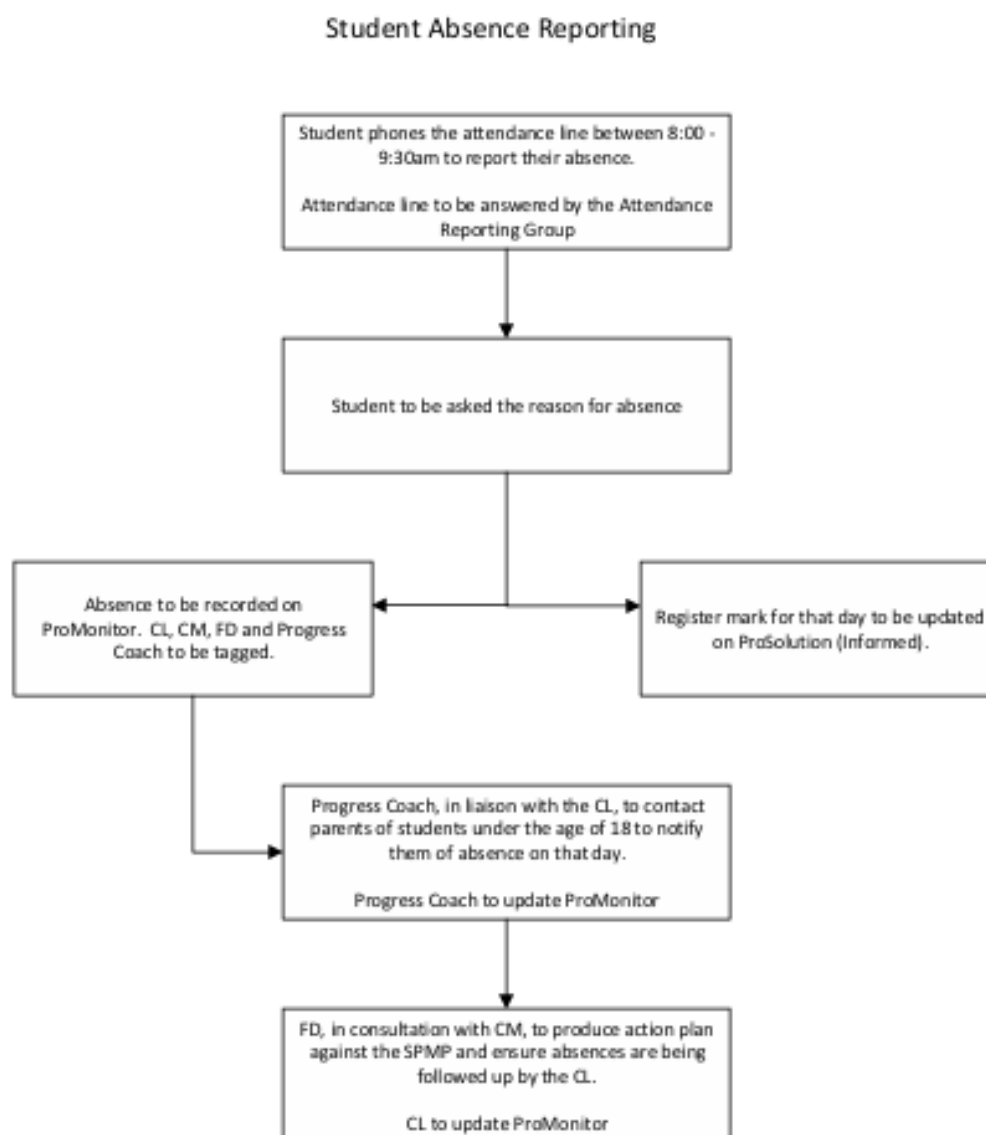
Students and Apprentices who **have informed** us via the Attendance Phonenumber that they will be absent, their parent/carer/employer will receive a **text message** for each day absent.

Attendance is the baseline measure to safeguard our learners. Our priority is the wellbeing of our students and apprentices. Therefore, we must know where they are if a member of staff or employer **has not spoken to a student or apprentice in any one timetabled week** the college as duty of care may contact the appropriate external agencies.

Appendix 2 – Marking your Registers

- Schools and colleges must keep attendance registers by law.
- Staff, students, apprentices, parent/carers and college partners need to be aware that registers are recognised as a legal document and can be used, if required, in legal proceedings.
- Registers must be marked by the end of the lesson at the latest.
- The correct register marks must be used.
- Where a mark needs changing, e.g. a student was late, the register must be updated by the end of the lesson.
- If a staff member is covering a lesson, it is their responsibility to mark the registers timely and accurately.
- Everyone in the room must be accounted for on the electronic register. There is an option to manually add a student or Apprentice to a register. For example, a visiting student doing a trial lesson or a student who has transferred, but their records have not been updated but is wearing a valid ID badge.
- Where registers are inaccurate e.g., they do not have the correct time/dates/teacher/students the staff member is responsible for following this up with the MIS team as soon as possible.
- Registers must be marked within the agreed timeframe because the register marks inform the absence reporting process e.g. text to parents, safeguarding concerns, bursary payments to students most in need.

Appendix 3 – Process for reporting absences - Study Programme



Parent/Carer of students who **have not** informed us of their absence via the Attendance Line, **will receive a phone call for each day absent.**

Parent/Carer of students who **have** informed us of their absence, **will receive a text message for each day absent.**

Where a member of staff has had no contact with a student during any timetabled week, a CPOMS entry must be raised, as this could indicate a safeguarding concern.

Appendix 4 – Process for reporting absences - Apprentices



Parent/Carer of students who **have not** informed us of their absence via the Attendance Line, will **receive a phone call for each day absent.**

Parent/Carers of students who **have** informed us of their absence, **will receive a text message for each day absent.**

Where a member of staff has had no contact with a student during any timetabled week, a CPOMS entry must be raised, as this could indicate a safeguarding concern.