



Attendance and Punctuality Policy 2025

Version 1.0 Sept 2025



Purpose

The purpose of this policy is to ensure that learner and apprentice attendance is consistently managed across all provisions at The Growth Company Education and Skills. It sets out the high standards and expectations that we set for all learners and colleagues.

To achieve this, we must maximise learners' learning opportunities by:

- Setting high expectations for attendance and punctuality at all timetabled sessions, whether face-to-face or online.
- Working in partnership with learners and, where applicable, their parents and employers, to embed a culture of reliability and commitment.
- Monitoring and supporting learners to improve their attendance quickly and sustainably.

Scope

This policy applies to all learners and colleagues across all learning environments, including:

- Online platforms
- GC premises
- Hired GC venues

It remains in effect for the full duration of each learner's programme, and this includes learners on:

- Full-time study programmes (Education Programmes for Young People)
- Apprenticeships
- Adult learning programmes

This policy recognises and applies to all learners, with particular attention to those who may experience barriers to learning and/or well-being, including (but not limited to):

- Learners with special educational needs and disabilities (SEND) or high needs
- Learners who are disadvantaged or economically disadvantaged
- Learners known, or previously known, to social care, including care leavers
- Young carers
- Learners without a Level 2 qualification in English and/or mathematics
- Learners at risk of becoming NEET (Not in Education, Employment or Training)
- Any other learners identified as facing disadvantage or inequality of opportunity

Subcontracted providers, who have their own policies for learner attendance, must ensure that their policies meet GC required standards. This must be proven to the satisfaction of The Growth Company, Education and Skills.

Definitions

Throughout this policy the following terms will be referenced. The definitions of which are clarified below:

Term	Definition
GC	The Growth Company, Education and Skills
Learner	Any participant who is classed as studying on a programme. This extends to Apprentices, Study Programme, Adult Learners, Higher Education, Advanced Learner Loans etc.
Session	Any scheduled session type or appointment made for a learner. This could be a taught session, a progress review, out of the workplace etc.



Operational Colleagues	Colleagues working in operational capacity (Delivery Managers, Tutors, Assessors etc)
SDT	Skills Development Tutor
IQA	Internal Quality Assurance
Parent	Those with parental responsibility, including parents and those who care for the learner

Policy statement

The Growth Company Education and Skills has an expectation that learners will attend all their sessions. Attendance refers to the scheduled time spent on programme, and this can be categorised as classroom lessons, seminars, practical workshops, work placement, online learning, self-directed study, progress reviews, enrichment activities and in the workplace assessments.

Attendance is expected and is critical to every learner's success and the achievement of their learning goals. The Growth Company Education and Skills expect all learners to recognise their full attendance, and punctuality will maximise progress and achievement and enhance, not only their outcomes, but develop their employability and wider social skills.

Therefore, The Growth Company Education and Skills expect learners and apprentices to have:

- **100% attendance.**
- **100% punctuality.**

This applies to all parts of their programme of study, including English and maths classes.

Attendance thresholds

100%	99%-90%	89%–80%	<79%
EXCELLENT	GOOD	CONCERNING	LEARNER AT-RISK

A learner is 'absent' when the following two conditions are met:

1. Learner is ≥15 minutes late for a scheduled session.
2. Learner has not given any notice of absence or lateness.

Persistent lateness or absence will be subject to interventions and, where necessary, disciplinary action.

All colleagues must recognise that poor attendance may signal safeguarding concerns, such as neglect, sexual abuse, or child sexual and criminal exploitation, and must act swiftly by following the safeguarding procedures set out in the safeguarding policy.

Information for how attendance is monitored and reported can be found in the Monitoring and Review section of this policy.

*Smart Assessor cannot be used in a small case of circumstances, such as Pre-Recruitment courses completed in the community. In this case, attendance is logged through a central function, and this policy must be adapted accordingly.

The Growth Company Education and Skills champion a culture of positive attendance and ensures there are high expectations set for every learner. This policy will support this by setting the standard that:

- All sessions will start on time.
- All tutors and learners will be prepared and ready for every session.
- In the case of any tutor absence, we will minimise disruption and ensure this does not impact the success of our learners.
- Learner attendance and punctuality will be consistently managed across all provisions and recognised by all.



- Punctuality and full attendance will be measured alongside performance.
- Good attendance and punctuality will be celebrated at every opportunity and linked to employability progress and high achievement outcomes.

Colleagues set and apply high expectations for attendance and punctuality to support learners to meet the high expectations of future employers and other education institutions such as universities.

The expectation for all colleagues delivering face-to-face and online delivery is as follows:

- Delivery colleagues are expected to report any non-attendance to sessions to relevant management and/or administration within the first 20-minutes of a session and add late marks to Smart Assessor for the learner.
 - Smart Assessor in conjunction with PowerBI is a formal auditable document used by The Growth Company Education and Skills to record attendance and punctuality. Non-compliance with this procedure is taken seriously.
- 100% of registers for all session types are marked by close of play each day / week for scheduled sessions.
- Sessions will use the correct attendance mark to reflect the learner's attendance status. This is essential to maintain compliance with all funding requirements.

Roles and responsibilities

The below outlines the specific roles and responsibilities of all participants in relation to attendance and punctuality.

Participant	Responsibility
Learners	• Attend all scheduled sessions punctually and consistently. • Adhere to the Attendance and Punctuality Policy 2025 • Report any absence/lateness prior to their timetabled sessions, via the relevant contact number. This must be done before 8:30am on the day of absence. • Where absence is known in advance, learners are responsible for informing their tutor. ◦ While upcoming attendance is reported, it does not automatically qualify as authorised. • Make any medical, or other, appointments outside any timetabled hours • Engage fully in learning activities and contribute positively to the learning environment.
Tutors	• Mark and complete all attendance marks • Monitor and record learner attendance accurately and promptly. • Promote the importance of good attendance and punctuality as part of professional behaviour. • Intervene early when attendance or punctuality concerns arise, using appropriate support strategies. • Model professional behaviours and uphold the Attendance and Punctuality Policy in their own practice. • Liaise with operational teams and support services to address persistent issues.
Operational Management	• Identify the root causes of poor attendance and participation, deal with any problems and remove the barriers that might prevent some learners from attending. • Oversee the implementation of attendance and punctuality strategies across delivery teams. • Ensure colleagues are trained and supported to apply the policy consistently and fairly.



	- Analyse attendance data to identify trends, risks, and areas for improvement. - Coordinate interventions for learners at risk of disengagement or withdrawal. - Report regularly to leadership on attendance and punctuality performance.
Leaders	- Identify the root causes of poor attendance across responsible teams, challenge and support all managers to improve overall attendance. - Champion a culture of high expectations for attendance, punctuality, and learner engagement. - Review and approve policy updates, ensuring compliance with funding and regulatory requirements. - Hold teams accountable for effective implementation of the policy. - Allocate resource to support learners and colleagues in maintaining high standards.

Procedures

Attendance Tracking Systems

The Growth Company Education and Skills uses Smart Assessor and PowerBI as the official systems for tracking and reporting learner attendance.

Smart Assessor Usage

Smart Assessor must be used consistently and accurately to record all attendance-related activity.

- Registers must be set up in the Learning Plan for all scheduled sessions.
- Session Feedback must be used to:
 - Record absence and lateness notes.
 - Log contact with learners, parents, and/or employers.
 - Document support interventions and progress.
- Contact Diary must be used to:
 - Upload disciplinary documentation (e.g. verbal, written, final warnings, suspension, dismissal)
 - Record support evidence (e.g. emails, meeting notes)
 - Not safeguarding concerns using the phrase: *"Safeguarding concern, See CURA"*

GDPR Reminder: No personal or sensitive information should be entered into Smart Assessor. All safeguarding details must be recorded in CURA only.

PowerBI Usage

PowerBI provides access to:

- Learner tracking dashboards.
- Smart Assessor attendance reports.
- Guidance videos and resources.

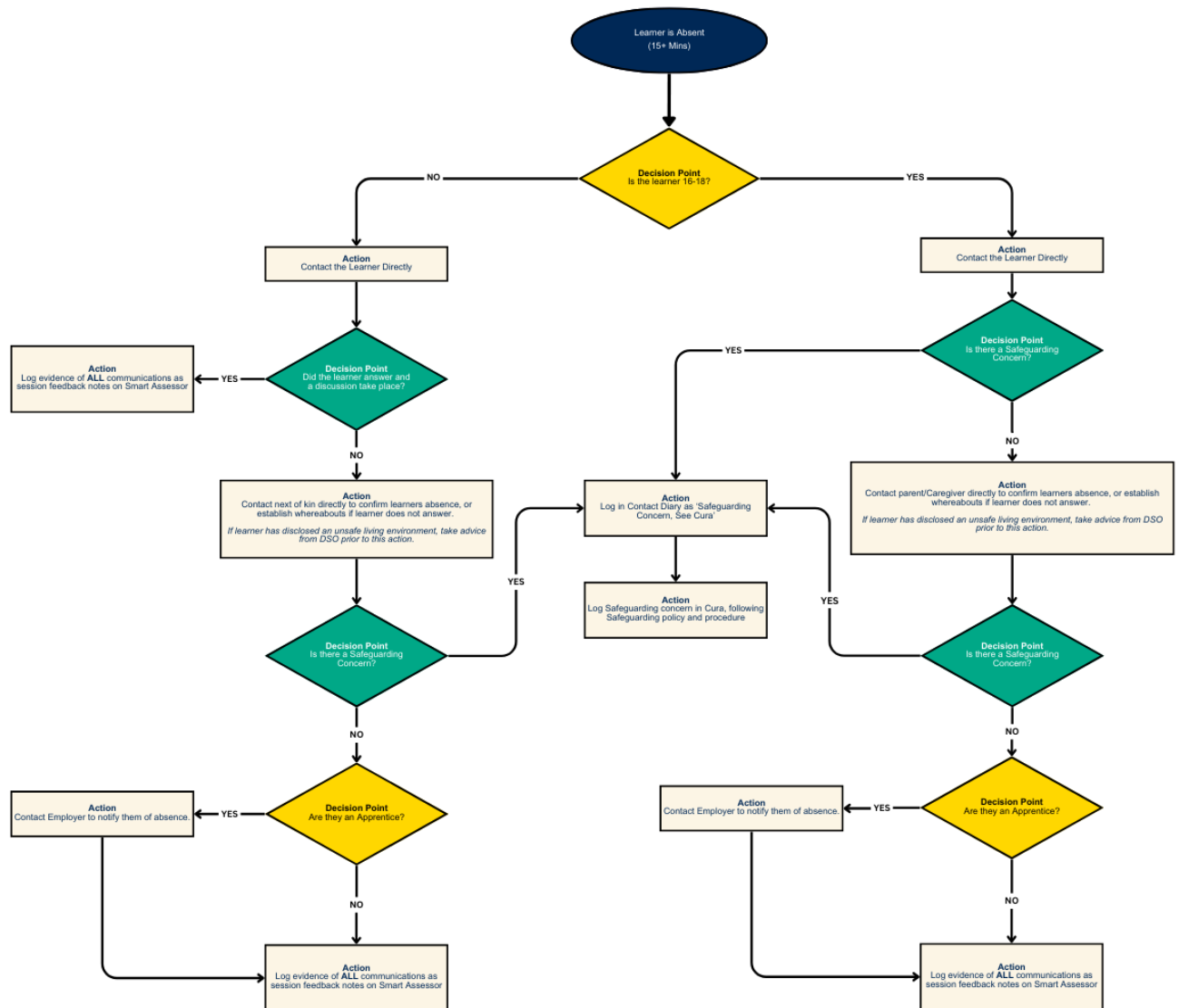
These tools support accurate monitoring and enable timely interventions.



Non-Attendance Process

All provisions must follow the same principles for managing non-attendance, regardless of the system used. Where Smart Assessor is not in use, teams must replicate the same process using their local systems.

The flow chart below outlines the process for all provisions to follow in case of non-attendance.



Monitoring and review

1. Key Performance Indicators

- Attendance and punctuality KPI's are defined in the Policy Statement.
- These KPIs apply separately for learners (quarterly) and operational colleagues (annually), with distinct accountability processes.
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2. Learner Attendance Management

2.1 Monitoring Framework



- Learner attendance is tracked **quarterly**.
- At the end of each quarter, attendance thresholds **reset**, allowing learners a fresh opportunity to improve.
- This system helps mitigate the impact of isolated absences (e.g. hospitalisation, bereavement)

2.2-Tiered Attendance Support Strategy

Support is always the first response to poor attendance. Disciplinary action is only considered when support has been exhausted and documented. Attendance monitoring, support and intervention is implemented through the following graduated approach.

Attendance Band	Tier	Support Frequency	Support Actions	Escalation Potential
≥ 90%	Tier 1 – Maintaining Excellence	Quarterly	Attendance reviewed during progress reviews. Positive habits reinforced. Stretch and challenge implemented.	None, unless patterns of decline emerge.
80-89%	Tier 2 – Targeted Support	Monthly	Monthly attendance review with designated colleague. Barriers identified and improvement actions agreed.	May trigger early intervention if no improvement.
<80%	Tier 3 – Intensive Support	Weekly	Weekly check-ins and attendance monitoring. Root cause analysis and tailored support.	May trigger disciplinary procedures in line with Learner Code of Conduct.

- All interventions must be documented in Smart Assessor using the Session Feedback and Contact Diary.
- Safeguarding concerns must be logged in CURA and referenced appropriately in Smart Assessor.
- Where the learner is supported by the inclusion team, has an EHCP or high needs, then the inclusion team must be alerted to poor attendance and be involved in all meetings with the learner regarding the issue. This does not have to be face-to-face and can be the approval of action plans or support mechanisms, and providing advice and guidance to teachers and managers on next steps.

2.3 Response to Absence

Each instance of learner absence must be managed through the following steps:

- Investigation
 - Identify the root cause of absence through:
 - Direct communication with the learner.
 - Reviewing attendance history and patterns.
 - Considering external factors (e.g. health, personal issues, safeguarding)
 - Engaging with parents or employers where appropriate.
- Documentation
 - Record all absence-related actions in Smart Assessor
 - Use Session Feedback for all attendance notes and contact logs.
 - Ensure entries are factual, concise, and reflect the timeline of events.
 - Do not include sensitive safeguarding details outside of Cura.
- Support



- Tailor support based on the identified root cause:
 - Adjust learning plans or schedules
 - Refer to internal support services (e.g. Inclusion, safeguarding)
 - Provide regular check-ins or mentoring.
 - Engage external agencies if needed.
- Monitor and document the effectiveness of support interventions.

2.4 Disciplinary Action

If poor attendance continues despite support, and the learner has not engaged.

- Disciplinary procedures may be triggered in line with the Learner Code of Conduct.
- This must be based on documented evidence of support and interventions.

2.5 Withdrawal Criteria

Learners must not be withdrawn solely due to attendance unless:

- All support and intervention strategies have been exhausted.
- A robust evidence base of interventions is in place.
- Operational colleagues have been held accountable for their actions.

3. Operational Colleague Attendance Management

3.1 Monitoring and Framework

- Attendance is tracked annually.
- Managers must:
 - Review learner attendance monthly
 - Identify trends, themes and impact of interventions.
 - Develop strategies to improve attendance and maximise retention.

3.2 Accountability

- Before any learner is withdrawn, managers must:
 - Provide clear evidence of all interventions taken.
 - Demonstrate accountability for the support provided.

4. Documentation Standards

4.1 Smart Assessor

Session Feedback must be used to:

- Log contact with learners, parents, and/or employers.
- Maintain a clear timeline of attendance issues.

Contact Diary must be used to:

- Note safeguarding concerns (*"Safeguarding Concern, See CURA"*)
- Upload supportive evidence (emails, logs, letters)
- Record disciplinary actions (e.g. warning letters)

4.2 CURA

- All safeguarding information must be recorded in CURA only.
- No sensitive safeguarding details should be entered into Smart Assessor.

4.3 Compliance

- Attendance records are part of our legal and contractual obligations.
- All documentation must be accurate, honest, and consistent.
- Misrepresentation of attendance or failure to follow safeguarding protocols will be treated as gross misconduct.



Related policies and documents

This policy should be read conjunction with other relevant organisational policies and guidance documents, which collectively support the consistent and compliant management of attendance. These are:

- [Data Protection Policy](#)
- [Keeping Children Safe in Education 2025](#)
- [Learner Code of Conduct 2025](#)
- [Ofsted Further Education Inspection Toolkit](#)
- Safeguarding & Prevent Policy

Version control

Version number	Approval date	Review date	Author
1.0	01/09/2025	01/09/2025	Jack Higson / Quality of Education Manager
1.0	14/10/2025	01/09/2025	Helen Stevenson-Miller / Quality Director