

Attendance & Punctuality Policy

Policy Author: Principal & Chief Executive

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OUR VISION

**To be an
exceptional college**

OUR MISSION

**Empowering futures,
transforming lives**

OUR CULTURE AND VALUES

Barking & Dagenham College is a unique, diverse and inclusive environment in which everyone is supported to grow, develop and really flourish.

We treat each student as an individual because we know that everyone is different. Every individual has their own unique talents, circumstances, challenges and aspirations. Every student brings something special and it is this diversity and richness of ideas that makes College life interesting, fun and vibrant. Our culture is such that all students, staff and visitors should feel welcome, safe and valued. Guided by our principles of honesty, integrity and transparency, we treat each other respectfully and seek to establish trust. By building resilience and confidence, we encourage students and staff to rise above challenges with determination and a positive mindset.

Whilst we are rightly proud of our unique internal culture, Barking & Dagenham College is an outward facing organisation that recognises the critical importance of working through networks and collaboration to lead change and influence local agendas. By partnering with industry-leading employers and embracing innovation, digital technologies and new ways of thinking, we strive to push the boundaries of learning and ensure that our students are ahead of the curve. Our many stakeholder partnerships mean that we have established our place at the heart of our community and as a key partner in the regeneration of the London Borough of Barking and Dagenham.

At Barking & Dagenham College, we are dedicated to inspiring students and staff to embrace challenges and pursue their dreams with confidence. Most of all, we are ambitious and we expect excellence - from ourselves and from our students.

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1 Scope

- 1.1 This Policy applies to all learners undertaking a course of further education (FE) or higher education (HE) including Apprenticeships, Adult Education and Professional Qualifications. This includes both onsite, off-site (i.e. in the workplace), as well as online delivery.
- 1.2 For the purpose of this policy the term 'learners' is used to refer to all individuals that are enrolled on programmes of study at the college, including 14-16 learners, 16-18 learners, Apprentices, HE learners and Adults. The term 'teachers' is used to apply to teachers, technical trainers, tutors and trainer coaches throughout this policy.
- 1.3 Barking & Dagenham College is committed to ensuring that all students, including those who are disadvantaged, those with SEND or high needs, those who are known (or previously known) to social care, and those who may face other barriers to their learning and/or well-being, are treated fairly and equitably in accordance with the College's core values and legal obligations under the Equality Act 2010. Specific provisions applying to students with EHCPs and those who are care-experienced are set out in section 5.
- 1.4 Records of learner attendance and absence, for all aspects of learner programmes inclusive of on the job and work experience elements, are maintained for all College-based learners and apprentices (including 14-16, Higher Education, Work Based Learners and records of Work Experience) on college systems. This includes educational visits and trips.
- 1.5 Achieving and maintaining high levels of punctuality is key to learners making strong progress in-learning, and in the development of important employability skills and behaviours. Where the term 'attendance' is used in this policy, punctuality is recognised as being part of this, with policy terms applying in the same way (i.e. learners should notify the college if they are going to arrive late to a session, in the same way that they would if they are going to be absent for the day).

2 Aim

- 2.1 Attendance and punctuality are critical employability skills required by employers and essential to the successful completion of college studies. Poor attendance sometimes indicates that a learner is becoming disengaged and may be at risk of leaving their course. Alternatively, it can be a sign that support is needed to help a learner deal with personal or welfare issues. Barking & Dagenham College has wide-ranging support systems in place to assist in these circumstances. This policy is required to ensure that learners and staff follow the appropriate processes and interventions to maximise learners' attendance.
- 2.2 This policy outlines the whole College commitment to learner attendance and punctuality, and sets out the College's expectations of both learners and staff in order to sustain high levels of attendance.
- 2.3 To ensure that there is an evidenced documentary record of attendance (electronic for all College-based provisions) for all attendees/absentees for each session and that appropriate marks are entered at the start of each session.
- 2.4 To ensure that records of attendance and punctuality are used to inform interventions, strategies and plans that will drive improvements in learner attendance aligned to college targets and national benchmarks.

2.5 To inform all learners, staff, employers, parents/carers, and other external stakeholders of expectations and responsibilities relating to monitoring and improving attendance.

3 Policy

3.1 Learner Attendance

3.1.1 All learners, including apprentices and those studying in the workplace, are expected to attend 100% of classes in all aspects of their programme of study. For full-time students this includes: maths and English resit classes (where applicable); tutorials; work placements; timetabled enrichment and educational visits.

3.1.2 Learners studying online/distance learning programmes have alternative attendance arrangements in place to those of college-based programmes. Learners will be notified of attendance requirements by their course tutor.

3.2 Punctuality

3.2.1 Learners are expected to arrive promptly for all classes. Learners who arrive after the timetabled start of a lesson will be marked as late. Persistent lateness should, in the first instance, be challenged by the subject tutor and, if necessary, referred to the Head of Department (HoD) who will deal with the issue through the College disciplinary process. If a learner knows they will be late for a lesson in advance, they must notify either their Support & Achievement Mentor (SAM), subject tutor, or for Apprentices, their Progress Officer, before the lesson starts.

3.2.2 Persistent lateness may result in non-payment of the 16 - 19 Bursary. The Bursary is contingent upon meeting the 95% attendance target (for full payment) or 90% - 94% (for 50% payment), as well as expectations for behaviour and punctuality, for learners who are normally eligible. Refer to the linked Bursary Policy listed at the end of this policy for further clarification on attendance thresholds for Bursary payment.

3.2.3 Lateness due to transport issues:

It is the learner's responsibility to ensure that they arrive at college on time for lessons. Occasionally, unforeseen circumstances might result in a learner's bus or train being delayed. The learner must inform their Support & Achievement Mentor (SAM) or Progress Officer immediately of the delay and board the next possible bus or train.

3.3 Conditions of Progression onto further study at Barking & Dagenham College.

3.3.1 Learners must have a minimum attendance of 90% and have successfully completed all aspects of their programme of study to be guaranteed a continued place on any course or progression to a subsequent term or the next stage of their current course or apprenticeship. This includes the vocational course, maths and/or English (where applicable), any approved work placement, tutorials and any timetabled enrichment, online learning or additional sessions. Where learners have not satisfied this requirement, they will be required to attend a progress interview with their head of department and/or director, in order to discuss any concerns about attendance or commitment to study. The senior manager will decide the most appropriate action to be taken. This meeting may require the attendance of parents/ carers, or the employer in the case of apprentices.

3.3.2 To guarantee progression to a further year of study, all full-time learners must have a minimum attendance of 90% and successfully complete all aspects of their programme of study in the previous year.

3.3.3 To guarantee progression to a further stage or year of study, adult and higher education learners must have attendance of at least 90% and have successfully completed the first stage or Year 1 (as appropriate) of their course, including coursework, assessment and any practical components as applicable.

3.3.4 Apprentices must have attendance of at least 90% and have successfully achieved completion targets relating to all aspects of their apprenticeship standard including knowledge, skills, behaviours and off-the-job hours.

3.4 Attendance Intervention Protocols and other Sanctions.

3.4.1 Where full-time learners fail to maintain a satisfactory level of attendance and punctuality, then the College's attendance intervention protocols will be followed (Appendix XX). This means that learners, along with their parents/carers or employers (as appropriate), may be asked to attend intervention meetings. These meetings may be chaired by college managers including the principal/chief executive and other senior leaders. The purpose of these meetings is to understand the causes of issues and to agree intervention strategies for addressing the issues highlighted. In some circumstances, the College's disciplinary procedures may also be invoked. In the event that issues cannot be resolved, then the learner's place on the College course may be revoked.

3.4.2 For adult learners attending part-time courses, any intended absence must be notified in advance to the course tutor via Google Classroom. If the tutor is not notified in advance, then they will make every effort to contact the learner by telephone and email. In the event that a learner misses three consecutive lessons and is not contactable then a 'notification of potential withdrawal' letter will be sent via email. This is intended as a supportive measure and every effort is made to re-engage learners. However, if the learner does not return to college and no contact is made then they will be withdrawn from the course immediately.

3.4.3 In line with funding body guidance and depending on the circumstances, learners may also be required to:

- Attend additional sessions, outside of normal timetabled hours, in order to catchup on missed work
- Pay tuition/examination fees
- Repay any grants, loans or financial support received
- Repay any travel costs subsidised by the College
- Repay any learner support funds they may have received
- Reimburse the College for essential course items provided
- Leave their programme and Barking & Dagenham College

3.5 16-19 Bursary

3.5.1 Learners in receipt of the 16 - 19 Bursary must meet the 95% attendance target (for full payment) or 90% - 94% (for 50% payment), as well as expectations for behaviour and punctuality, to be paid the reward. 16 - 19 Bursary payments (where applicable) are made monthly based on the previous month's attendance.

3.5.2 Learners in receipt of 16 - 19 Bursary funds will not be disadvantaged financially where attendance is affected by characteristics that are protected under the Equality Act 2010.

The only other exceptions to 3.5.1 above are hospital, court or other appointments which are accepted to be immovable. These cases will only be considered on production of formal notification of the appointment. Learners are to liaise with their SAM or Course tutor, who will submit a Bursary Attendance Appeal. The Student Financial Support Manager will review these on a case-by-case basis. Bursary Attendance Appeals must be submitted no later than 5 working days after the absence, and anything received after this period may not be reviewed. Any absences that are approved by the Student Financial Support Team will have a negative impact on the learner's attendance (as they were not in learning), but will not have a negative impact on Bursary payments.

3.5.3 All learners are expected to arrive at all lessons on time and ready for learning. Persistent unauthorised lateness may result in Bursary payments being withheld.

3.5.4 All learners are expected to follow the learner code of conduct and ongoing behavioural issues may result in Bursary payments being withheld.

3.5.5 Any appeals should be made in writing direct to the principal/chief executive.

3.5.6 Any learner who has not attended classes for four consecutive weeks will be deemed to have left the course. Receipt of certain benefits, such as child benefit, are dependent upon college attendance. The College will be compelled to notify the relevant government agency, - confirming that the learner is no longer in full-time education, when this information is requested.

3.6 'Proof of Study' letters

3.6.1 During the first six weeks of a learner's enrolment, official 'proof of study' documentation will not include confirmed start and end dates or total study hours. This is to allow for timetable adjustments, attendance confirmation, and final course verification during the initial settling-in period. Full 'proof of study' documentation will only be issued after the initial six-week period has been completed.

Issuing full 'proof of study' documentation within this timeframe is not permitted, as learners may withdraw or change their programme, making the study status information inaccurate. This approach ensures accuracy, consistency and reliability in the information provided to learners and parents/carers.

3.6.2 Learners must have attendance of at least 90% to qualify for receipt of a 'proof of study' letter to confirm their attendance at Barking & Dagenham College. Should the learner's attendance fall below this threshold as a result of extenuating circumstances, then provision of the letter is contingent upon the written approval of the appropriate head of department.

3.7 Recording and Communication of Information about attendance and punctuality

3.7.1 Learner attendance is monitored on a daily basis, with registers marked at the beginning of each session. If learners are sick or have an emergency and can't get into college then they (or someone on their behalf) must email absence@bdc.ac.uk before 9.00am or the scheduled start time for evening classes. Full-time learners can also contact their Support & Achievement Mentor (SAM) or Progress Officer directly by telephone. Adult learners are expected to contact their tutor and apprentices should contact their apprenticeship progress office

3.7.2 If the College is not notified of the absence of a 16-18 full-time learner in advance, then SAMs will attempt to make contact with the parent/carer (in the case of a 16-17-year-old) or with the learner (in the case of a learner aged 18 years or over). In the event that it has not been possible to establish contact with a 16-17-year old, or their parent or carer, within 24 hours, then the absence will be treated as a potential safeguarding issue. For this reason, it is crucial that learners and/or parents/carers make contact with the College promptly at the time of the absence.

3.7.3 Information about attendance and punctuality is made available to learners through the College's 'e-Trackr' progress information system. Support & Achievement Mentors (SAMs) (for full-time students), Progress Officers (for apprentices) and members of the teaching team (all students) will regularly discuss attendance information with learners.

3.7.4 The College will communicate information about attendance and progress to learners and their parents/carers (for 16-18-year-olds on full-time programmes) and employers (for apprenticeships) through a range of methods. This could include the use of regular text messaging, emails, telephone calls, written reports, letters and meetings.

3.7.5 Role of parents/carers in supporting attendance and progress:

In the event of ongoing attendance and punctuality issues relating to 16-18-year-old learners, as well as any issues relating to behaviour or progress on the course, then the parent/carer is required to engage with the College through an invitation to a meeting (or alternative means of discussion). These meetings are chaired by college managers and senior leaders. The purpose of these meetings is to understand the causes of issues and to agree intervention strategies for addressing the issues highlighted. In the event that issues cannot be resolved, then the learner's place on the College course may be revoked.

3.7.6 Mid-year progress reviews:

Parents/carers of full-time learners will be invited to a mid-year meeting to discuss attendance and progress and review the written mid-year report. Parents/carers are strongly encouraged to participate in these meetings. In the event that attendance in person is not possible, then parents/carers are asked to arrange an online meeting or telephone discussion with the course tutor.

3.7.7 Requests for references from potential employers:

The College is regularly requested to provide job references for learners. It is clear that attendance and punctuality are critical skills required by employers, and the College will therefore quote learner attendance and punctuality levels in any reference we are asked to provide.

4 Roles and Responsibilities

4.1 Learner Attendance - Expectation of Teaching Staff.

Staff have a critical role to play in promoting learner attendance and punctuality. The expectation is that learners will attend 100% of scheduled sessions and be present at the timetabled start-time. To support this, it is expected that staff will:

- Set clear expectations with learners during pre-entry course interviews and induction, and ongoing throughout the course.
- Set a good example by always being on time for class.
- Set learners clear and meaningful targets for attendance and punctuality in e-Trackr and progress reviews.

- Fully engage learners in lessons that are interesting and promote learning.
- Reinforce attendance and punctuality through communications with parents/carers of young people.
- Constructively challenge learners who are not in lessons during teaching time.
- Mark registers accurately within the first ten minutes of the lesson and submit immediately. After submission, the register can subsequently be updated with any late arrivals to the lesson. See 4.2.1 below.
- If the lesson takes place in a venue where there is no access to online registers, then the register must be marked and submitted as soon as possible and certainly by the end of the working day.

4.2 Staff Management of Learner absence

4.2.1 There is no system of authorised absence and learners will therefore be marked as either present, absent or late. The punctuality of learners must be monitored closely. Learners are expected to arrive promptly for all classes. Any learners who are not present at the timetabled start time must be marked as late. Persistent lateness must be challenged in the first instance by the tutor and, if necessary, dealt with through the learner disciplinary process. Learners arriving between 10-30 minutes late to a lesson will be marked as late. After 30 minutes, unless there are exceptional circumstances, the learner may be deemed to be absent.

4.2.2 It is important that the course team (subject tutors, course tutor and (for full-time students) the support & achievement mentor (SAM)) all work closely together in challenging and managing learner attendance and punctuality. One-to-one reviews with learners are a key opportunity to address any concerns. Where there are concerns about persistent absence or lateness, then issues will be escalated accordingly and appropriate interventions made. Interventions could include both support plans and disciplinary actions.

4.2.3 Any full-time learner who is absent from college for four consecutive weeks will be deemed to have left College and must be withdrawn from the course by the course tutor unless exceptional circumstances are agreed. Part-time learners on short courses may be withdrawn following three consecutive absences, although every effort will be made to achieve re-engagement.

4.2.4 If a tutor is absent then the cover tutor must ensure that the class register is marked at the start of the lesson.

4.2.5 Amendments to register marks may be made by teachers within 24 hours of a session. Requests to change attendance marks on registers after 24 hours must be authorised by the head of department and submitted to the CIS Helpdesk by lunchtime of the Monday on the week following the lesson.

4.2.6 MIS will produce regular learner attendance reports. This includes a 2week non-attendance report in addition to those available through visualisations and e-Trackr.

4.3 Attendance Intervention protocols, Including responsibilities of managers and senior leaders.

4.3.1 Staff throughout the College have crucial roles to play in managing and maximising learner attendance. Teachers, Support and Achievement Mentors (SAMs), Apprenticeship Progress Officers, Curriculum Managers, Heads of Department and Senior leaders must all set the clear and consistent expectation with learners that they are expected to attend 100% of timetabled sessions and be punctual. If a learner's attendance starts to reduce, then teaching staff,

SAMs and apprenticeship officers (as appropriate) have clear responsibilities to:

- Communicate attendance information to learners, parents/carers and/or employers.
- Swiftly initiate appropriate interventions, in line with attendance intervention protocols, that will facilitate improved attendance and support the learner to catch up with any missed learning.

4.3.2 Where attendance of full-time students does not improve following initial agreed interventions, then meetings with learners and parents/carers (where appropriate) involve gradually escalating levels of management and senior leadership involvement, in line with the College's attendance intervention protocols.

4.3.4 Heads of Department and Curriculum Managers have particular responsibilities for ensuring that protocols for attendance and punctuality are applied robustly and consistently across their areas of responsibility. They are also fully accountable for attendance and punctuality within their areas.

4.3.5 Learner attendance and punctuality in each curriculum area are monitored constantly using live data from the College's information systems. The department's attendance data will undergo continuous monitoring and rigorous evaluation through internal quality assurance processes. Sample checks of learner attendance in classes (including any sub-contracted provision) are also undertaken as part of the teaching, learning and assessment quality assurance processes/

5 Specific Groups

5.1 Considerations for students with education, health and care plans (EHCPs) and those who are care experienced.

Barking & Dagenham College is committed to ensuring that all students, including those with Education, Health, and Care Plans (EHCPs) and those who are care-experienced, are treated fairly and equitably in accordance with the College's core values and legal obligations under the Equality Act 2010. The following provisions apply specifically to students with EHCPs and those who are care experienced:

5.1.1 Reasonable adjustments

The College will make reasonable adjustments throughout the attendance intervention process to accommodate the needs of students with EHCPs and those who are care-experienced. This includes providing additional support, modifying procedures where necessary, and ensuring that students fully understand the process and its implications.

5.1.2 Involvement of parents/carers and external stakeholders

For any student with an EHCP and those who are care-experienced, the College will ensure that parents/carers and, where appropriate, external stakeholders (such as local authorities or other agencies involved in the student's care) are informed and involved in the attendance intervention process.

5.1.3 Documentation and record keeping

Records related to attendance intervention actions involving students with EHCPs and those who are care-experienced will clearly document the reasonable adjustments made and the involvement of parents/carers and external stakeholders. This ensures transparency and accountability in how the College supports students with additional needs, and those who may have experienced trauma, throughout the attendance intervention process.

5.1.4 Training for Staff

The College will provide regular training for staff involved in the attendance process to ensure they are fully aware of the requirements for making reasonable adjustments and working effectively with students who have inclusion needs, including those with EHCPs and those who are care-experienced. This includes training on a wide range of inclusion themes and trauma-informed practice.

5.2 14-16 Learners

In the event that any 14 – 16year old learners are recruited (for example, young people who are elective home educated) then the following protocols apply:

- A teacher will notify via email the relevant Support & Achievement Mentor (SAM) of any learners who have not turned up at class.
- All teachers must insist that all learners go to the designated classroom and that the register be taken before any other activity is undertaken. (e.g. on-site practical work). There must be no delays in the completion of a 14-16 register for any session.
- Teachers, 14-16 SAMs, safeguarding and wider support and welfare staff must keep safeguarding as the paramount focus with all 14-16learners, in line with college policy and Keeping Children Safe in Education expectations.
- At lunchtime, all 14-16 learners will be advised to use the designated zone which will be supervised for taking lunch breaks and/or daytime break periods.

6 Review

This policy will be periodically monitored in light of legislative, regulatory, codifiable of necessary changes, and in any event formally reviewed, and revised if necessary, on an annual basis in July/August.

7 Linked Policies

- 16 – 19 Bursary Policy
- 19+ Adult Bursary Policy
- Teaching, Learning and Assessment Policy
- Learner Code of Conduct
- Learner Behaviour and Disciplinary Procedure
- Safeguarding Policy
- Equality, Diversity and Inclusion Policy
- SEND Policy
- GDPR Policy

8 Appendix 1

Stage	Triggers	Interventions	Documentation/ Evidence	Responsibility for Conducting Intervention
Stage A: Setting expectations regarding rights and responsibilities - Specifying to students/ carers (for 16-18 year olds) the College's expectations around student attendance and progress - Specifying interventions & support systems that may be put in place	Routine Activities that are established within the culture of the College, clearly articulating college expectations and values.	Clear Policies Procedures/ Codes of Conduct in relation to student attendance and Punctuality and Behavior	Policies, Procedures, Code of conduct	Relevant Managers
		Expectation setting within start of the year briefings from Principle/Executive	Presentation Transcript	Principal/ Chief Executive
		Principal's start of year letter to students or parent/carers (for 16–18-year-olds.)	Letter	Principal/ Chief Executive
		Start of the year expectation setting - and ongoing - by teachers and SAMs regarding requirement for attendance at all elements of the programme including maths & english, online learning, and work experience (for study programmes)	Tutor records, eTrackr records.	Teaching Staff, Support & Achievement Mentor (SAM)
		Individual target setting and student progress reviews focusing on attendance and progress targets.	ILP within eTrackr	Teaching Staff, SAMs
		Automated text messaging system highlighting absences to student or parent/carers (16-18 year olds)	Text Message and Response Log	SAMs
		Mid-year student report and parents/carers evening feedback	Student Report, Parent/Carers evening, Attendance records	Teaching Staff, Curriculum Manager (CMs) Heads of Department (HoD)

Stage	Triggers	Interventions	Documentation/ Evidence	Responsibility for Conducting Intervention
Stage B: Low Level Risk Problem Specific Interventions Intended to address surface level issues relating to student attendance or progress.	<u>Emerging Concerns</u> regarding student attendance or progress, for example: a) Attendance: Two unexplained absences from lessons, including maths & english, within one week of year-to-date attendance falls to less than 93% b) Progress: Failure to either submit work or successfully complete an assessment - Either formative or summative	Telephone calls/ discussions initiated by SAMs to students and/or parents/carers, as appropriate, targeted towards: - Highlighting the attendance or progress issue - Reaffirming expectations - Seeking and explanation, including identification or any underlying issues that may require interventions/support - Securing commitment or student to improvement - Identifying next steps and setting time-bound targets. - Explaining the next stage of interventions if the issue is not addressed. - Contact admin to sent out stage b letters to students and NOK.	1. Notes of discussion stored within attendance system (which automatically feeds eTrackr) 2. ILP within eTrackr 3. Interventions/Support records within eTrackr 4. Stage B letter sent to parent/carer or student 5. Record on Etrackr	1-3 SAM 4-5 Administrator
		Collate relevant background/contextual information relating to the student, for example: - School Attendance - Family/residential circumstances - EHCP/SEND information - LAC records - Academic and Pastoral Support - Relevant physical and mental health factors. - Risk assessments - Safeguarding concerns. - Any other contextual information held by student support or teaching staff.	Student contextual information records within eTrackr	SAM, Course Tutor, ALS coordinator and care-experienced young people coordinator
		Establish arrangements for necessary interventions/support, for example: - More frequent 1-1 reviews (with tutor or SAM) - Mentoring - Academic and/or pastoral support - Mental health support e.g. counselling or referral to CAMHS	- ILP Within eTrackr - Intervention/ Support records within eTrackr	SAM
		Automated text messaging system highlighting absences to students or parents/carers (16-18 year olds)	Text Message and response log	CIS

Stage	Triggers	Interventions	Documentation/ Evidence	Responsibility for Conducting Intervention
Stage C: Medium Risk Level More holistic Interventions that: Directly address presenting or surface level issues in relation to absence or progress AND that may also help to address <u>other</u> difficulties or issues. (i.e problem-specific 'plus')	<u>Ongoing or escalating concerns</u> regarding student attendance or progress, for example: (a) Attendance: - Interventions made at Stage B have not been successful in addressing concerns - Ongoing unexplained absences from lessons or year-to-date attendance falls to less than 90% (b) Progress: - Interventions made at Stage B have not been successful in addressing concerns. - Ongoing or escalating concerns regarding timely submissions of work or successful completion of either formative or summative assessment	Scheduled/formal meeting Involving student and course leader/ CTL/CM/SAM/English & Maths teacher where appropriate and parent/carers where possible, depending on circumstances (this will be agreed at the weekly Intervention planning team meeting.) Discussion targeted towards: - Identifying ongoing concerns regarding attendance and/or progress - Reaffirming expectations - Securing commitment or student to improvement - Reviewing the Impact of Interventions Introduced at Stage B. - Identification of any further underlying Issues and agreeing any enhanced Interventions/support to be Introduced - Identifying the next steps and setting time-bound targets - Explaining the next stage of interventions if issue is not addressed. Students who identified as being at Stage C will be sent a standard letter (both email and hard copy) explaining that a discussion will take place with the student regarding the above points. For 16–18-year-old students, the letter will be sent to the parent/carers instead (both by email and hard copy), who may also be invited to the meeting depending on the circumstances. In the event that the parent/carers of a 16–18-year-old student cannot attend a Stage C formal meeting in college (e.g. lack of transport), then other means of engagement can be offered, e.g.: - Online Meeting via Teams - Participate via telephone - Hold case conference in a community venue (e.g. a community centre or school) local to the parent/carers - Conduct the meeting in the absence of the parent/carers and follow up with a Teams or telephone call to the parent/carers	- Notes of meeting logged within eTrackr - ILP withing eTrackr - Interventions/Support records within eTrackr - Record of Stage C letter on eTrackr - Stage C letter sent to parent/carers or student	- Course Leader/ CTL/ CM - SAM/Tutor - Course Leader/ CTL/ CM/ SAM - Administrator - Administrator

Following scheduled/formal meeting establish arrangements for necessary enhanced interventions/support, for example: • More frequent 1:1 reviews (with tutor and/or SAM) • Mentoring • Academic and/or pastoral support • Mental health support e.g. counselling or referral to CAMHS • Additional lesson or assignment session s • Curriculum changes • Personalised timetable • Clinics/Drop ins • Referrals to external agencies e.g. CAMHS, TAF meeting, traveller support, family worker, counsellor, etc. • Disciplinary action	• Personalised Timetable • External Agency referral documentation including rationale for and outcome of, referral • Disciplinary records (if applicable)	SAM/ Course Leader/ CM/ HoD
Automated text messaging system highlighting absences to students or parents/carers (16–18-year-olds)	• Text Message and response log	SAM

Stage	Triggers	Interventions	Documentation/ Evidence	Responsibility for Conducting Intervention
Stage D: High Risk Level Interventions that reflect a holistic or intensive approach to supporting student attendance and progress i.e.: - Considering the young person's context and circumstances in broad terms (i.e. recognising the interaction between life factors and College attendance/ progress) - Considering circumstances/needs of whole family - Preventative actions	Persistent serious concerns regarding student attendance or progress, for example: (a) Attendance: - Interventions made at Stage C have not been successful in addressing concerns - Ongoing unexplained absences from lessons or year-to date attendance falls to less than 85% (b) Progress: - Interventions made at Stage C have not been successful in addressing concerns - Tutor identifies that a student is unlikely to complete the course successfully given current progress in completion of formative and/or summative assessments.	Scheduled formal case conference involving student, parent/carer (for all 16–18-year-olds and students with EHCPs), tutor, SAM, CM/HoD, appropriate internal and external stakeholders (see paragraph below*) and must be chaired by the HoD; participants will be identified at the weekly intervention planning meeting. The parent/carer or student (in the case of adult students) will be issued with a standardised Stage D letter (both by email and hard copy) requesting that they contact the administrator to arrange the case conference. The timing of the case conference is to be agreed by telephone, email or in person with the parent/carer (for 16-18-year-olds) or student. If the parent/carer cannot attend College for the case conference, then alternative approaches to engagement may be used (see row below). * For any student with an EHCP and those who are care-experienced, then appropriate internal stakeholders (e.g. ALS coordinator or care experienced coordinator) and external stakeholders (e.g. local authority, care providers or other external agencies) must be either informed of the meeting or invited to attend, as appropriate. The purpose of the case conference is two-fold: firstly, to prompt parent/carers (if applicable) to be fully engaged in working collaboratively with the College to manage/support the attendance and performance of the young person, secondly, to identify wider contextual factors that are impacting upon the student's learning and to signpost to external agencies where support is required by the family. The discussion will include: - Identifying ongoing concerns regarding attendance and/or progress - Reaffirming expectations - Securing commitment of student to improvement	- Notes of case conference logged within eTrackr - ILP within eTrackr - Intervention/Support records within eTrackr - Record of Stage D on eTrackr - Stage D letter sent to student or parent/carer - Send meeting invitation for Stage D once agreed with student or parent/carer	- HoD - Course Leader/ Course tutor - CM/ HoD/ Tutor/ SAM - Admin. - Admin. - Admin.

Stage D: High Risk Level Continued		• Securing commitment of the parent/carer to supporting necessary improvements • Reviewing the impact of interventions introduced at Stage C • Identifying underlying contextual factors within the young person's living and family circumstances that are impacting upon attendance and progress • Agreeing any enhanced interventions/support to be introduced; this could include facilitating referrals to appropriate external agencies where the family identifies broader support needs e.g. CAMHS, TAF meeting, traveller support, family worker, counsellor, etc. • Identifying next steps and setting time-bound targets • Explaining the next stage of interventions if issue is not addressed		
		In the event that the parent/carer of a 16-18-year-old student cannot attend a case conference in college (e.g. lack of transport), then other means of engagement can be offered, e.g.: • Online meeting via Teams • Participate via telephone • Hold case conference in a community venue (e.g. a community centre or school) local to the parent/carer • Conduct the case conference in the absence of the parent/carer and follow-up with a Teams or telephone call to the parent/carer	• Records logged within eTrackr • Record of Stage D outcome letter logged within eTrackr	• CM/Hod • Member of SLT
		• Establish arrangements for necessary enhanced interventions/support, for example: • More frequent 1:1 reviews (with tutor or SAM) • Mentoring • Academic and/or pastoral support • Mental health support, e.g. counselling or CAMHS • Additional lesson or assignment sessions • Curriculum changes • Personalised timetable • Clinics/drop-ins	• ILP within eTracker • Interventions/support records within eTrackr • Personalised timetable • External agency referral documentation including rationale for	• SAM/ Course Leader/ CM/ HoD

		• Referrals to external agencies e.g. CAMHS, TAF meeting, traveller support, family work, counsellor, etc. • Disciplinary actions	and outcome of, referral • Disciplinary records (if applicable)	
		Automated text messaging system highlighting absences to students or parents/carers (16–18-year-olds)	• Text Message and response log	SAM
		If there has been no contact made by the parent/carer (for 16-18-year-olds) and/or student following the Stage D letter, the administrator will inform the relevant SAM and WAM, to follow up with a phone call with the parent/carer (for 16-18-year-olds) or student to ensure a formal conference case is scheduled.	• Attendance intervention log	Administrator/ SAM/ WAM

Stage	Triggers	Interventions	Documentation/ Evidence	Responsibility for Conducting Intervention
Stage E: Ongoing very high-risk level despite intensive interventions/ support Decision regarding appropriate future pathway	<u>Critical- level concerns</u> about attendance and/or progress. Despite interventions introduced at Stages B, C and D, it is the professional judgment of the course leader that a student is unlikely to successfully complete the course and achieve.	Scheduled formal case conference involving student, parent/carer (if applicable), tutor, SAM, CM/HoD, appropriate internal and external stakeholders (see paragraph below*) and must be chaired by a director or member of Executive (the nominated chair will be identified at the weekly intervention planning meeting, subject to diary availability). The student or parent/carer will be issued a standardised Stage E letter (both by email and hard copy) requesting that they contact the administrator to arrange the case conference. The timing of the case conference is to be agreed by telephone, email or in person with the parent/carer (for 16–18-year-olds) or student. If the parent/carer cannot attend College for the case conference, then alternative approaches to engagement may be used, as indicated for Stage D above. * For any student with an EHCP and those who are care-experienced, then appropriate internal stakeholders (e.g. ALS coordinator or care-experienced coordinator) and external stakeholders (e.g. local authority, care providers or other external agencies) must be invited to attend the meeting. The purpose of the case conference is to inform decision-making on the appropriate future pathway for the student. There are two options: 1. The most appropriate next step for the student lies outside of Barking & Dagenham College. In this case: a) Thorough IAG will be provided b) The College will take all reasonable steps to facilitate a smooth transition c) Parent/carer will be fully appraised of the position throughout d) There will be an opportunity to appeal the decision 2. In exceptional circumstances, where clear and compelling special or mitigating circumstances exist, then	1. Notes of case conference logged within eTrackr 2. ILP within eTrackr 3. Intervention/support records within eTrackr 4. Record of Stage D letter on eTrackr 5. Stage D letter sent to student to parent/carer 6. Send meeting invitation for Stage E once agreed with student or parent/carer 7. Record of Stage E outcome letter logged on eTrackr	1. Director or Executive member 2. Course leader/ course tutor 3. CM/HoD/tutor/ SAM 4. Admin. 5. Admin. 6. Admin. 7. Director or Executive member

Stage E: Ongoing very high-risk level despite intensive interventions/ support continued		the decision might be taken that a student can continue in learning at Barking & Dagenham College despite critical-level concerns about attendance and/or progress. In this case: a) Established intervention/support arrangements will continue b) Agreement to continue will be contingent upon commitment from both the student and the parent/carer to attend a monthly case conference in college. The case conference will provide an opportunity to conduct a regular and thorough review of the student's attendance and progress, to assess the impact of existing interventions/support and to identify any additional requirements		
		If there has been no contact made by the parent/carer (for 16-18-year-olds) and/or student following the Stage D letter, the administrator will inform the relevant SAM and WAM, to follow up with a phone call with the parent/carer (for 16-18-year-olds) or student to ensure that a formal conference case is scheduled.	Attendance intervention log	Administrator/ SAM/WAM

Note: students can be escalated at different paces through the different intervention stages depending on the specific circumstances, and the process is not necessarily linear.

