

Attendance and Punctuality Policy

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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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Learner Attendance and Punctuality Policy

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 Records of learner attendance and absence, for all aspects of learner programmes inclusive of on the job and work experience elements, will be 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.

1.4 Achieving and maintaining high levels of punctuality is key to learners making strong progress in learning, and supporting 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 (ie. 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).

1.5 Where High Need learners are acknowledged to have an authorised absence, the recorded mark will be revisited and amended to reflect the completed work within an agreed timeframe.

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, teachers and trainer coaches 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.

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 (which is contingent upon meeting the 95% attendance target and expectations for behaviour and punctuality) for learners who are normally eligible. Refer to the linked Bursary Policies listed at the end of this policy for further clarification on thresholds different client groups.

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 attend regularly and successfully complete all aspects of their programme of study.

3.3.3 Adult and higher education learners must 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 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 learners fail to maintain a satisfactory level of attendance and punctuality, then the College's attendance intervention protocols will be followed. 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 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 catch up 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 For learners in receipt of the 16 - 19 Bursary (which is contingent upon meeting the 95% attendance target and expectations for behaviour and punctuality), learners are expected to achieve at least 95% attendance each month in order to be paid the reward. 16 - 19 Bursary payments are made monthly based on the previous months attendance (if applicable). 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, anything 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 learners attendance (as they were not in learning), but will not have a negative impact on the attendance % the Student Financial Support team use to release payments.

3.5.2 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.

- 3.5.3 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/guardian.

- 3.5.4 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.
- 3.5.5 All learners are expected to arrive at all lessons on time and ready for learning. Persistent unauthorised lateness may result in payment being withheld.
- 3.5.6 All learners are expected to follow the learner code of conduct and ongoing behavioural issues may result in payment being withheld.
- 3.5.7 Any appeals should be made in writing direct to the principal/chief executive.

3.6 Recording and communication of information about attendance and punctuality

- 3.6.1 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 officer.
- 3.6.2 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.
- 3.6.3 Information about attendance and punctuality is made available to learners through the College's 'e- Trackr' progress information system. Support & Achievement Mentors (SAMs), Progress Officers and members of the teaching team will regularly discuss attendance information with learners.
- 3.6.4 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, letters and meetings. The information is also available for

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 the event that issues cannot be resolved, then the learner's place on the College course may be revoked.

3.6.6 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 required to arrange an online meeting or telephone discussion with the course tutor.

3.6.7 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 - Expectations 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 during induction.
- 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, it will be deemed an absence.

4.2.2 It is important that the course team (subject tutors, course tutor and 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 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.

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

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 MIS by 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 2 week 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 SAMs, teaching staff 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 does not improve following initial agreed interventions, then meetings with learners and parents/carers 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 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. Additional Groups.

14-16 learners

In the event that any 14 – 16 year 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 14-16 learners, 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. Policy Review

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

7. Related Policies and Documents

The following policies/procedures are related to the Learner Attendance and Punctuality Policy:

- 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 to Attendance Policy.

Attendance and progress intervention protocols 2025 – 2026

Note: The intervention stage applicable to specific students is agreed at weekly intervention planning meetings, informed by consideration of individual circumstances. Intervention planning meetings may involve SLT, heads of department, curriculum managers and support & achievement mentors.

Stage	Triggers	Interventions	Documentation/ Evidence	Responsibility for conducting intervention.
Stage A: Setting expectations regarding rights and responsibilities <ul style="list-style-type: none"> Specifying to students and parents/ 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. 	<u>Routine Activities</u> that are established within the culture of the College, clearly articulating college expectations and values.	Clear policies procedures/ code of conduct in relation to student attendance and punctuality and behaviour.	Policies, procedures, code of conduct	Relevant Managers.
		Expectation setting within start of the year briefings from Principal/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 focussing on attendance and progress targets.	ILP within eTrackr	Teaching Staff, SAMs
		Automated text messaging system highlighting absences to students 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 risk level. Problem specific interventions <ul style="list-style-type: none"> 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 or 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.	Course leader/course tutor discussion with student targeted towards: <ul style="list-style-type: none"> Highlighting the attendance or progress issue Reaffirming expectations Seeking and explanation, including identification or any underlying issues that may require interventions/support Securing commitment of student to improvement Identifying next steps and setting time-bound targets. Explaining the next stage of interventions if the issue is not addressed. 	<ul style="list-style-type: none"> Notes of discussion stored within eTrackr ILP within eTrackr Interventions/support records within eTrackr 	Course Leader/ Course Tutor
		Collate relevant background/contextual information relating to the student, for example: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Student contextual information records within eTrackr 	SAM and course tutor.
		Establish arrangements for necessary interventions/support, for example: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> ILP Within eTrackr Intervention/support records within eTrackr 	SAM
		Automated text messaging system highlighting absences to students or parents' carers (16-18 year olds)	<ul style="list-style-type: none"> Text message and response log 	SAM

Stage	Triggers	Interventions	Documentation/ Evidence	Responsibility for conducting intervention.
<p>Stage C: Medium risk level</p> <p>More holistic interventions that:</p> <ul style="list-style-type: none"> 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. <p>(i.e. problem-specific 'plus')</p>	<p><u>Ongoing or escalating concerns</u> regarding student attendance or progress, for example:</p> <p>(a) Attendance:</p> <ul style="list-style-type: none"> 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% <p>(b) Progress:</p> <ul style="list-style-type: none"> Interventions made at Stage B have not been successful in addressing concerns. Ongoing or escalating concerns regarding timely submission of work or successful completion of either formative or summative assessment 	<p><u>Scheduled/formal meeting</u> involving student and course leader/CM/HoD/SAM/English & Maths teacher where appropriate and parent/carer where possible, depending on circumstances (this will be agreed at the weekly intervention planning team meeting).</p> <p>Discussion targeted towards:</p> <ul style="list-style-type: none"> Identifying ongoing concerns regarding attendance and/or progress Reaffirming expectations Securing commitment of 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 next steps and setting time-bound targets Explaining the next stage of interventions if issue is not addressed <p>Students who are identified as being at Stage C will be sent a standard letter (both by 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/carer instead (both by email and hard copy), who may also be invited to the meeting depending on the circumstances.</p> <p>In the event that the parent/carer 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.:</p> <ul style="list-style-type: none"> 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 meeting in the absence of the parent/carer and follow-up with a Teams or telephone call to the parent/carer 	<ol style="list-style-type: none"> Notes of meeting logged within e-tracker ILP within eTrackr Interventions/support records within eTrackr Record of Stage C letter on eTrackr Stage C letter sent to parent/carer or student 	<ol style="list-style-type: none"> Course leader/CM/HoD SAM/tutor CM/HoD/tutor/ SAM Administrator Administrator
		<p>Following <u>scheduled/formal meeting</u>, establish arrangements for necessary enhanced interventions/support, for example:</p> <ul style="list-style-type: none"> More frequent 1:1 reviews (with tutor and/or SAM) 	<ul style="list-style-type: none"> ILP within eTrackr Interventions/support records within eTrackr 	<p>SAM/ course leader/ CM/ HoD</p>

		<ul style="list-style-type: none"> • Mentoring • Academic and/or pastoral support • Mental health support, e.g. counselling or referral to CAMHS • Additional lesson or assignment sessions • Curriculum changes • Personalised timetable • Clinics/drop-ins • Referrals to external agencies e.g. CAMHS, TAF meeting, traveller support, family worker, counsellor, etc. • Disciplinary action 	<ul style="list-style-type: none"> • Personalised timetable • External agency referral documentation including rationale for and outcome of, referral • Disciplinary records (if applicable) 	
		Automated text messaging system highlighting absences to students or parent/ carers (16-18year olds)	<ul style="list-style-type: none"> • Text message and response log 	SAM

Stage	Triggers	Interventions	Documentation/ Evidence	Responsibility for conducting intervention.
<p>Stage D: High risk level</p> <p>Interventions that reflect a holistic or intensive approach to supporting student attendance and progress i.e.:</p> <ul style="list-style-type: none"> 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 	<p>Persistent serious concerns regarding student attendance or progress, for example:</p> <p>(a) Attendance:</p> <ul style="list-style-type: none"> 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% <p>(b) Progress</p> <ul style="list-style-type: none"> 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. 	<p>Scheduled formal case conference involving student, parent/carer (for all 16-18 year olds and students with EHCPs), tutor, SAM, CM/HoD and must be chaired by any SLT member; 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).</p> <p>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.</p> <p>The discussion will include:</p> <ul style="list-style-type: none"> Identifying ongoing concerns regarding attendance and/or progress Reaffirming expectations Securing commitment of student to improvement 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 	<ol style="list-style-type: none"> Notes of case conference logged within eTrackr ILP within eTrackr Intervention/support records within eTrackr Record of Stage D letter on eTrackr Stage D letter sent to student or parent/carer Send meeting invitation for Stage D once agreed with student or parent/carer 	<ol style="list-style-type: none"> CM/HoD Course leader/ course tutor CM/HoD/tutor/ SAM Admin. Admin. Admin.

Stage	Triggers	Interventions	Documentation/ Evidence	Responsibility for conducting intervention.
Stage D: High risk level continued		<p>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.:</p> <ul style="list-style-type: none"> • 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 	<ol style="list-style-type: none"> 1. Records logged within eTrackr 2. Record of Stage D outcome letter logged within eTrackr 	<ol style="list-style-type: none"> 1. CM/HoD 2. Member of SLT
		<p>Establish arrangements for necessary enhanced interventions/support, for example:</p> <ul style="list-style-type: none"> • 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 • Referrals to external agencies e.g. CAMHS, TAF meeting, traveller support, family work, counsellor, etc. • Disciplinary actions 	<ul style="list-style-type: none"> • ILP within eTracker • Interventions/support records within eTrackr • 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 parent/ 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.
<p>Stage E: Ongoing very high-risk level despite intensive interventions/ support</p> <p>Decision regarding appropriate future pathway</p>	<p><u>Critical- level concerns</u> about attendance and/or progress.</p> <p>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.</p>	<p>Scheduled formal case conference involving student, parent/carer (if applicable), tutor, SAM, CM/HoD and must be chaired by a member of SLT (this will be identified at the weekly intervention planning meeting). 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.</p> <p>The purpose of the case conference is to inform decision-making on the appropriate future pathway for the student. There are two options:</p> <ol style="list-style-type: none"> 1. The most appropriate next step for the student lies outside of Barking & Dagenham College. In this case: <ol style="list-style-type: none"> 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 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: <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 or 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 	<ol style="list-style-type: none"> 1. CM/HoD 2. Course leader/ course tutor 3. CM/HoD/tutor/ SAM 4. Admin. 5. Admin. 6. Admin. 7. SLT member

Stage E: Ongoing very high-risk level despite intensive interventions/ support continued		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
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Note: students can be escalated at different paces through the different intervention stages depending on the specific circumstances.