



Policy Name and Number:	Attendance and Student Missing Education Policy and Procedure - 40
Version Number:	1
Approval date:	22 July 2026
Exec Lead:	Deputy Principal Quality, Student Success and Inclusion
a. Responsible Person for policy review: b. Responsible Manager for policy implementation (if different):	Deputy Principal Quality, Student Success and Inclusion
How does the policy link to the Strategic Plan Aims and Themes: Aims: 1. <i>Outstanding Teaching, Learning and Assessment</i> 2. <i>Beneficial Partnerships</i> 3. <i>Sustainable SMART Campuses</i> 4. <i>Inclusive, Thriving Community</i> 5. <i>Financial Sustainability</i> Themes: a. <i>Sustainability and the environment</i> b. <i>Happiness and wellbeing</i> c. <i>Digital transformation</i> d. <i>Equality, diversity and inclusion</i>	Strategic Aims: Aim 1 – Outstanding teaching, learning and assessment; Aim 4 – Inclusive, thriving community. Themes: Happiness and wellbeing; Equality, diversity and inclusion; Digital transformation, through accurate attendance monitoring, early intervention and safeguarding-informed use of attendance data.
a. Related Policies and Procedures: b. Related Legislation:	This policy should be read alongside the College's Safeguarding Policy, Behaviour Policy, Student Disciplinary Procedure, Fitness to Study Policy, SEND/Learning Support procedures, Data Protection Policy, Apprenticeship Commitment Statement processes, Residential provision procedures where applicable, and local authority children missing education arrangements. It is informed by Keeping Children Safe in Education, Working Together to Improve School Attendance, Children Missing Education statutory guidance, the Education Act 1996, the Education Act 2002, the Apprenticeships, Skills, Children and Learning Act 2009, the Equality Act 2010, UKVI student sponsorship requirements and relevant Ofsted further education and skills inspection guidance.
Consultation Process: eg, (T&I, CPSE, CFO, EDPC or SPBD) then Exec and where applicable Cttee and or Corporation	Consultation through Curriculum, Performance and Student Experience governance, Safeguarding leadership, Curriculum leadership, MIS/Registry, Student Services, Apprenticeships, SEND/Learning Support, Residential provision where applicable, and Executive approval. Student and parent/carer feedback, attendance data trends, safeguarding learning and local authority expectations will inform annual review.
Approving Authority:	Exec Approval ☒ Corporation/Committee Approval ☐

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Policy Review Frequency:	Annually
Effective Date:	July 2026
Date of Next Revision:	July 2027
Scope: <i>(Describe what and to whom the policy applies, and any exemptions. i.e. staff, students, stakeholders, visitors, volunteers, contractors)</i>	This policy applies to all Oaklands College students and apprentices, including 16–18 learners, adult learners, apprentices, international students, care experienced learners, students with SEND or health needs, residential students, and any learner identified as vulnerable or at risk. It applies to all staff involved in teaching, tutoring, attendance monitoring, curriculum administration, safeguarding, student services, apprenticeship delivery, residential provision, MIS/registry and senior leadership. The policy covers attendance, punctuality, absence follow-up, safeguarding escalation, recording, reporting, intervention and information sharing with parents/carers, employers, local authorities, virtual schools and relevant external agencies.
Policy classification:	Public (website): ☐ Internal: SharePoint ☒ Governor Portal ☐ Canvas ☐
Key Updates/Changes from previous policy: Updated to; strengthen links to safeguarding, Ofsted and FE expectations; clarify responsibilities for vulnerable learners, care experienced learners, international students and students missing education; add explicit implementation, training, monitoring, escalation and evidence requirements; and align language with current statutory guidance on attendance, safeguarding and children missing education.	

1. Introduction

- 1.1. One of the College's strategic priorities is to ensure that students are fully equipped with the skills and behaviours they will need to play a productive and fulfilling role in society. Good attendance and punctuality have a direct impact on students' ability to achieve their full potential and is also a fundamental skill expected by all employers. We consistently encourage and support our students and apprentices to be the best that they can be, and consistent monitoring of attendance and punctuality are one of the key elements that support this.
- 1.2. This policy is designed to ensure appropriate action is taken for students who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of going missing

2. College Vision, Mission, KPIs and Objectives

- 2.1 **Vision:** To be a sustainable educational trailblazer inspiring our learners and our wider community to achieve their potential in a changing world.
- 2.2 **Mission:** To prepare every learner for work, a rewarding career, and life's opportunities. By treating every student as the individual they are, with care, passion and understanding in a professional, contemporary and community-focused environment they'll value and enjoy.
- 2.3 This policy aligns with **Strategic Aim 1.**

Deliver continuous outstanding teaching, learning, and assessment to all learners and employers.

This policy also aligns with **Strategic Objectives:**

- a. Deliver outstanding teaching, learning, assessment and enrichment providing an environment that builds skills and knowledge
- b. Inspire our learners to attend, learn and achieve above the national quartile
- c. Drive a professional culture of continuous improvement through high quality training, coaching and performance management to sustain outstanding quality of education
- d. Achieve high levels of satisfaction among all key stakeholders to raise the profile of Oaklands

- 2.4 This policy aligns with **Strategic Aim 4.**

Further enhance our caring, accessible, inclusive, and thriving college community, committed to fairness, health, and success.

This policy also aligns with **Strategic Objectives:**

- a. An educational group that is at the forefront of, and leading in Equality, Diversity, and Inclusivity by embedding effective practices in all we do
- b. Nationally accredited as an employer of choice that promotes a consistent culture of trust, innovation, enterprise, and teamwork, where both staff and students feel valued and recognised
- c. Renowned for delivering a safe and secure environment that allows learners to thrive

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- d. Delivering more than just a qualification, through enrichment and work experience activities that develops a portfolio of skills learners require to progress to their chosen destination

3. Purpose/Policy Statement

- 3.1 *The purpose of this policy is to secure a consistent, safeguarding-informed approach to attendance, punctuality and students missing education. The College recognises that good attendance supports achievement, progression, wellbeing, employability and positive behaviour, and that unexplained or persistent absence may indicate wider barriers, unmet needs or safeguarding concerns.*
- 3.2 *The College will promote a culture in which attendance is everyone's responsibility. Staff will work with students, parents/carers, employers, local authorities and partner agencies to understand barriers to attendance, provide early support, make reasonable adjustments where required, and escalate concerns where absence indicates risk of harm, exploitation, neglect, mental ill health, radicalisation or disengagement from education.*
- 3.3 *The intended impact of this policy is that attendance concerns are identified early, accurately recorded, acted upon promptly, reviewed through governance, and used to inform targeted intervention so that students remain safe, engaged and able to achieve their intended outcomes.*

4. Implementation/Communication/Training

- 4.1 *This policy will be implemented through induction, staff briefings, tutor guidance, curriculum administration procedures, safeguarding training, MIS/register training and regular communications to students, parents/carers and employers. Staff must understand the attendance expectations for their role, the requirement to complete registers accurately and promptly, and the escalation route where absence gives rise to welfare or safeguarding concerns.*
- 4.2 *Curriculum teams, central attendance monitors, curriculum administrators, personal tutors, safeguarding staff and managers will follow agreed attendance workflows. Vulnerable learner absence must be prioritised for same-day follow-up, with safeguarding escalation where contact cannot be established or where patterns of absence create concern.*
- 4.3 *The policy will be communicated through the College website or internal systems as appropriate, student induction, parent/carer communications, apprenticeship employer communications, tutor resources and staff training materials. Compliance will be reinforced through line management, quality assurance, safeguarding supervision and governance reporting.*

5. Monitoring Impact

- 5.1. *Impact will be monitored via a variety of means which include regular reports showing attendance against target for all students and apprentices.*
- 5.2. *Impact monitoring will include analysis of overall attendance, punctuality, persistent and severe absence, unexplained absence, vulnerable learner attendance, care experienced learner attendance, apprenticeship attendance, international student compliance,*

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withdrawals, students missing education, safeguarding referrals linked to attendance, intervention outcomes and progression impact.

5.3. *Leaders will review attendance information by student group and curriculum area to identify emerging barriers, evaluate the effectiveness of interventions, reduce gaps for vulnerable groups, and assure governors and senior leaders that attendance is being managed as a safeguarding, inclusion and quality priority.*

5.4. Regular progress reports will be presented to the following stakeholders:

- Curriculum and Quality Committee
- Senior Leadership Team
- Senior Management Team
- College management Team
- Curriculum, Performance and Student Experience
- All College Staff

6. Student commitment and timely marking of registers

6.1. Students will be required to make a commitment to attend all components of their programme at the start of their course as per their learning agreement (16-18, 19+) and their commitment statement (Apprentices). This will be reinforced within induction and over the first 6 weeks their programme.

6.2. The accurate marking of registers is a contractual requirement for all teaching staff and non-compliance with these procedures will be taken seriously by the College. All session registers should be completed within the **first 15 minutes** of the session.

7. Attendance and Punctuality Monitoring Process

7.1. On a student's first day of unauthorised absence on any component of their study programme, a text will be sent to the student and parent/carer/employer on same day as the absence and record the absence on ProMonitor.

7.2. On a student's second unauthorised absence (on a different day) a member of staff will call the student and parent/carer/employer on same day as the absence and record this on Pro-Monitor.

7.3. On a student's third unauthorised absence, or the student's attendance is falling below 90%, a member of staff will call the parent/carer/employer on the same day as the absence and record this on Pro-Monitor. The Personal Tutor will then have an initial discussion with the student in a 1:1 to discuss and set targets around attendance and record under the 'meetings/student behaviour'. A two-week action plan for the student to be set by the Personal Tutor, and then reviewed to ensure progress has been made.

7.4. Students who demonstrate improved attendance will have this recorded on ProMonitor so that it is seen when reviewing suitability for progression.

7.5. Punctuality will be monitored and for any student whose punctuality is below 98%, the same process as attendance will apply.

7.6. *Where attendance falls below expected levels, staff must consider whether there are underlying barriers such as SEND, mental or physical health needs, caring responsibilities, transport, financial hardship, bullying, safeguarding concerns, housing*

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instability or other personal circumstances. Interventions should be proportionate, documented and reviewed for impact.

- 7.7. *Where a student cannot be contacted, absence is unexplained, or there is a pattern of concern, staff must escalate through the agreed safeguarding route on the same day. All actions, attempted contacts, outcomes and decisions must be recorded accurately on the relevant College system.*

8. International Student Attendance Compliance

- 8.1. The College is required to comply with UK Visas and Immigration (UKVI) regulations. Under the “10 Missed” Rule, if an international student misses **10 consecutive expected contact points (10 consecutive College days)** without a valid, authorised reason, the College must report this to the Home Office via the Sponsorship Management System (SMS). Students must inform the College of any absence, including sickness, and provide evidence for absences longer than one week. Failure to engage may lead to withdrawal of sponsorship, notification to the Home Office, and visa curtailment, requiring the student to leave the UK within a specified period.
- 8.2 *Attendance monitoring for international students will be overseen through agreed compliance checks, with prompt escalation to the relevant senior manager where missed contact points, poor engagement or suspected non-compliance may affect sponsorship duties. Records must be accurate, timely and capable of audit.*

9. Care Experienced Children and Vulnerable students

- 9.1. Staff will ensure that registers are marked within the **first 15 minutes** of each lesson. The administration team will contact Carers if absent without authorisation 30 minutes after the start of each lesson and copy in the personal tutor and the Head of Safeguarding.
- 9.2. Weekly attendance reports will be sent direct to the Virtual School.
- 9.3. *For care experienced learners, children looked after, learners with a social worker, those subject to early help or child protection arrangements, and any learner identified through risk assessment as vulnerable, absence must be treated as a potential safeguarding indicator. Curriculum administration will make same-day contact in line with the vulnerable learner workflow, copying relevant safeguarding and curriculum staff, and escalating immediately where contact is not made or concerns are identified.*
- 9.4. *Reasonable adjustments and support plans should be considered for learners whose attendance is affected by disability, SEND, medical needs, mental health, trauma, caring responsibilities or other protected or contextual factors. Attendance action must be supportive, inclusive, proportionate and consistent with safeguarding and equality duties.*

10. Students missing in education/NEET

- 10.1. Prior to a withdrawal, the student’s safeguarding and welfare records are checked to determine if there are any concerns.
- 10.2. Safeguarding Officers work closely with the Local Authority and share information on withdrawals for high risk, students on a case-by-case basis.

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- 10.3. *The College completes a return to the Local Authority of all students (regardless of Local Authority) withdrawals on a fortnightly basis.*
- 10.4. *Before withdrawal or closure of a programme record, staff must complete reasonable enquiries, review safeguarding and welfare information, confirm destination where known, assess risk, and record the decision-making rationale. Where the student is under 18 or otherwise vulnerable, the College will share relevant information with the local authority, virtual school, social worker, parent/carer, employer or other agency as appropriate and lawful.*
- 10.5. *Students missing education processes will be aligned with local authority expectations and College safeguarding procedures. Where whereabouts are unknown, absence is unexplained, or there is a risk of harm, exploitation, radicalisation or neglect, the matter must be escalated promptly to safeguarding leaders and external agencies where required.*

11. Appendix – Register marks

Register Marks
/ - Present
C - Completed
E - Exam
K - Attending Remotely but not Isolating
L - Late/Left Early
N - Not Expected
O - Absent
T - Transferred
W - Withdrawn/Cancelled
X - Authorised Absence

Appendix use: register marks must be applied consistently and only where the evidence supports the code used. Staff must not leave unexplained gaps in registers and must correct errors promptly through the agreed process. Register accuracy is a safeguarding, funding, compliance and quality assurance requirement.