



# Attendance Policy

Version 1.0



### Contents

|                                                                                  |    |
|----------------------------------------------------------------------------------|----|
| Version Control.....                                                             | 3  |
| Introduction.....                                                                | 4  |
| Purpose.....                                                                     | 4  |
| Who and what this policy applies to.....                                         | 4  |
| Roles and Responsibilities.....                                                  | 5  |
| Learners.....                                                                    | 5  |
| Tutors / Delivery Staff /Employers.....                                          | 5  |
| Senior Management.....                                                           | 5  |
| Designated Safeguarding Lead (DSL).....                                          | 5  |
| Policy.....                                                                      | 6  |
| The Importance of Attendance.....                                                | 6  |
| Attendance – Our Expectations.....                                               | 7  |
| Attendance and Safeguarding.....                                                 | 8  |
| Records and Data Protection.....                                                 | 8  |
| Reporting Lateness and Absence Procedures.....                                   | 9  |
| Notification for Emergency Absence.....                                          | 9  |
| Notification for Known Absences.....                                             | 9  |
| Lateness Procedure.....                                                          | 9  |
| Evidence of Absence.....                                                         | 9  |
| Recording Attendance Procedures.....                                             | 10 |
| Recording Procedures.....                                                        | 10 |
| Statutory Reporting and Oversight.....                                           | 10 |
| Managing Attendance Procedures.....                                              | 11 |
| Tiered Intervention and Support.....                                             | 11 |
| Step 1 – Initial Barrier Identification (Tutor/Delivery Staff and Employer)..... | 11 |



## Attendance Policy

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|                                                                  |    |
|------------------------------------------------------------------|----|
| Step 2 – Formal Support Strategy (Senior Management Review)..... | 11 |
| Removing Barriers and External Referral.....                     | 11 |
| Final Escalation and Termination Procedure.....                  | 12 |
| Formal Warning (Final Chance).....                               | 12 |
| Termination for Breach of Contract.....                          | 12 |
| Following Termination.....                                       | 13 |
| Reviewing.....                                                   | 13 |



## Attendance Policy

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### Version Control

| VERSION | REVIEWER NAME | DATE     | NEXT REVIEW | COMMENTS      |
|---------|---------------|----------|-------------|---------------|
| 1.0     | Policy Pros   | Oct 2025 | Oct 2026    | First Policy. |
|         |               |          |             |               |
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## Attendance Policy

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### Introduction

Pathways LDN has absolute faith in our learners' commitment, and we are dedicated to providing a supportive environment where every individual can achieve their full potential.

We believe that good attendance, punctuality, and engagement are fundamental to success, progression, and preparation for employment.

This policy is designed to be a clear, fair, and consistent framework that supports learners in achieving our high standards while ensuring compliance with all funding and safeguarding obligations.

### Purpose

The purpose of this policy is:

- To define clear expectations for learner attendance, punctuality, and engagement across all programmes, including apprenticeships and distance learning.
- To ensure a consistent, fair, and supportive approach to managing learner attendance and addressing barriers to engagement.
- To meet contractual obligations for reporting and monitoring attendance to all external bodies, including our partner employers, the Education and Skills Funding Agency (ESFA), the Department for Education (DfE), Ofsted, etc.
- To ensure that all actions regarding absence, particularly for under-18s, are compliant with the principles of Keeping Children Safe in Education (KCSIE) and the Working Together to Improve School Attendance Statutory Guidance (2025).

### Who and what this policy applies to

This policy applies to all learners enrolled in any training programme, apprenticeship, or scheduled activity offered by Pathways LDN, regardless of age, funding stream (including Adult Skills Fund (ASF) and Apprenticeship funding), or method of delivery (classroom or distance learning).



### **Roles and Responsibilities**

#### **Learners**

- Aiming for 100% attendance.
- Attending on time for all sessions/courses/workdays.
- Reporting any absence/lateness immediately.

#### **Tutors / Delivery Staff /Employers**

- Providing clear information on attendance expectations.
- Promoting good attendance.
- Accurately completing the register on the day of attendance.
- Working with learners to address minor attendance issues and escalating ongoing attendance issues.

#### **Senior Management**

- Recording, monitoring, and reporting attendance to course/placement funders quarterly via MI Data returns.
- Inviting learners to 1-2-1 discussions to agree on support strategies where attendance has not improved.

#### **Designated Safeguarding Lead (DSL)**

- Providing a point of escalation for welfare checks and persistent absence cases, particularly for under-18s, where absence may indicate a safeguarding concern.



### Policy

#### The Importance of Attendance

##### Link to Funding

- Attendance is directly linked to the funding Pathways LDN receives from the DfE and ESFA. We must be able to evidence the actual learning delivered through accurate attendance records to justify funding claims.
- Poor or unsubstantiated attendance risks learners being withdrawn from programmes and may also lead to funding clawback (where funds must be repaid).

##### Learner Achievement and Progression

- Regular attendance and academic attainment are directly linked. Learners who actively participate in their scheduled sessions are far more likely to successfully complete their training and obtain their qualification.
- Good attendance ensures the learner benefits from a rewarding experience where their knowledge, skills, and behaviours are fully developed. Missing sessions will result in gaps in core knowledge that are difficult to make up.
- Attendance is a key component in a learner's progression and preparation for employment. Employers have high expectations for attendance and punctuality in the workplace; poor attendance in training signals a lack of readiness for the workplace, hindering professional progression routes.

##### Safeguarding and Welfare Oversight

- An individual who is not in education or work is often an individual who is not seen.
- Unexplained or persistent absence is a potential safeguarding concern and a vital warning sign that the learner may be experiencing difficulties at home, exploitation, or mental health challenges. Attendance provides an opportunity for staff to offer support and verify a learner's well-being.
- Monitoring attendance allows Pathways LDN to fulfil its duty of care by identifying early where a learner may require support, linking directly to our safeguarding responsibilities.



## Attendance Policy

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### Attendance – Our Expectations

We view these standards as essential professional competencies for successfully completing your qualification and securing future employment.

#### Attendance is Mandatory

- Learners are expected to attend all scheduled sessions and activities. Every part of your training programme is designed to contribute directly to your knowledge, skills, and end-point assessment readiness.
- We know that things happen and that our learners may be sick, suffer traumatic events or simply need time off to deal with domestic crises. However, attendance must be maintained at a minimum of 90%, even when unavoidable absences occur.

#### Punctuality and Readiness

- Learners must be on time for all scheduled sessions. Lateness disrupts the learning of others and is considered unprofessional.
- Full attendance includes full engagement. This means active participation in all activities, completing assignments, and adhering to all deadlines set by the training team.

#### Professional Conduct

- Learners are responsible for adhering to the strict notification procedures outlined in this policy for all planned and unplanned absences.
- Medical and other personal appointments, except in the case of a genuine emergency, must be scheduled outside of timetabled sessions to protect your learning continuity.

Strive for 100% attendance and always  
participate fully.  
You get out what you put in – so more  
effort will mean better results!





## Attendance Policy

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### Attendance and Safeguarding

Non-attendance, particularly unexplained or persistent absence, is viewed by Pathways LDN not just as a breach of policy but as a critical potential safeguarding indicator.

An absence concern will trigger safeguarding procedures when the absence prevents the institution from verifying a learner's welfare or signals a heightened risk of harm. This includes:

- If a learner is absent without explanation, and contact cannot be established after initial follow-up attempts (usually within 24 hours). This necessitates a welfare check to confirm the learner's safety, especially for under-18s.
- Non-attendance that becomes severe or persistent is recognised as a strong sign of underlying issues. These issues could be:
  - Exploitation: Increased vulnerability to Child Criminal Exploitation (CCE), such as county lines, or Child Sexual Exploitation (CSE).
  - Neglect: A failure by the parent or carer to ensure the child accesses education, which is a form of educational neglect.
  - Mental Health Crisis: The learner is struggling with severe anxiety (including school/college refusal) or other mental health issues that prevent attendance.
  - Domestic Issues: The learner is experiencing harm or challenges at home, such as domestic abuse or adult mental health or substance misuse issues within the family.

If a young or vulnerable learner has completely ceased attending and cannot be located, the matter will normally result in a referral to the Local Authority Children's/Adult's Social Care or the police, as the learner is considered missing from education, and their welfare cannot be confirmed.

### Records and Data Protection

Records of all verbal and written communications with learners regarding attendance and engagement will be maintained to support the management of punctuality and to identify patterns of non-attendance.



### **Reporting Lateness and Absence Procedures**

Learners and their employers must adhere to the following procedures:

#### **Notification for Emergency Absence**

In the case of an unexpected absence (e.g., due to illness or emergency), the learner or their parent/carer (for under-18s) must contact us (and their employer if on a work placement/apprenticeship) as soon as possible and before the scheduled start of the course/session on the first day of absence and every day after that until a Fit Note or other medical evidence is produced.

Learners will be informed how to report their absence and the time it must be reported by on induction and by their employer when starting at their placement/apprenticeship.

#### **Notification for Known Absences**

Known absences (such as pre-arranged medical appointments or time off) should be reported to us (and their employer if on a work placement/apprenticeship) as soon as possible and at least 24 hours before the start of the course/session/workday.

#### **Lateness Procedure**

Learners arriving late must contact us (and their employer if on a work placement/apprenticeship) as soon as possible if they are expecting to be late.

#### **Evidence of Absence**

Absences lasting more than seven days must be supported by a Fit Note, which should be provided to us and their employer (if on a work placement/apprenticeship).

Whilst we understand that some absences are genuine, but may not require medical help. However, in certain cases, we may ask learners to provide official evidence (such as a Fit Note, medical summaries, or other relevant documentation) to prove their reasons for absence.



# Recording Attendance Procedures

## Recording Procedures

- Tutors, other delivery staff and employers are responsible for accurately completing attendance registers (where scheduled attendance is required).
- Any absences or lateness must be clearly noted in the register. If a learner arrives late, the tutor, delivery staff or employer may decide to mark the learner as present or absent, depending on how late they were and how much they engaged/participated.

**Note:** For distance and online learners, "attendance" must be verified through established methods such as validated login/completion data from the Learning Management System, as determined at induction.

## Statutory Reporting and Oversight

- The Directors will regularly record and monitor learner attendance data and will report attendance and engagement data to course and placement funders quarterly via MI Data returns to ensure that Pathways LDN meets its contractual obligations to bodies like the ESFA and DfE.
- For apprentices, if the employer has not already flagged and addressed attendance, they will be contacted regarding unsatisfactory attendance.
- Attendance records are routinely reviewed by the Designated Safeguarding Lead (DSL). Where persistent absence is identified, data is used to justify and inform external safeguarding referrals where necessary.



### **Managing Attendance Procedures**

Pathways LDN is committed to a "support first" approach to improving attendance, where our primary goal is to identify and remove the barriers that prevent a learner from engaging with their programme.

#### **Tiered Intervention and Support**

##### **Step 1 – Initial Barrier Identification (Tutor/Delivery Staff and Employer)**

The first intervention occurs at the delivery level. The Tutor or delivery staff will hold sensitive, non-judgmental discussions with the learner to understand the reason for absence. For apprentices, this is done in consultation with the employer to determine if the issue is work-based (e.g., workplace bullying, unsuitable tasks, health and safety concerns). Together, they agree on immediate, informal adjustments.

##### **Step 2 – Formal Support Strategy (Senior Management Review)**

If the initial interventions fail, the learner will be invited by Senior Management to a formal one-to-one meeting. The purpose is to discuss and agree upon a support strategy to formally address the deep-rooted barriers. This strategy is documented and forms the basis of future monitoring.

#### **Removing Barriers and External Referral**

To effectively remove barriers and provide a holistic solution, the support strategy may include:

- Reviewing and adjusting the learning environment, which may involve changes to the training timetable, adaptation of learning materials, or increased one-to-one support, etc. This may be formally agreed upon where the learner has a disability and requires reasonable adjustments.
- If the identified barrier is related to a lack of motivation or suitability for the chosen programme, the learner will be provided with professional careers advice and guidance (CAG). This ensures the learner has an option to transition into a more appropriate programme rather than face termination.



## Attendance Policy

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- Referrals to External Support: Where barriers are outside of Pathways LDN's remit (such as mental health, family crisis, or risk of exploitation), the Designated Safeguarding Lead (DSL) will facilitate referrals to relevant third-party support agencies for a whole-family response. This may include:
  - Early Help Services: For families needing holistic support before issues escalate.
  - Local Authority Children's Social Care: If the poor attendance signals suspected neglect or a high level of significant harm.
- Learners needing medical support will be encouraged to speak to their GP and may also be signposted to local healthcare services.

## Final Escalation and Termination Procedure

### Formal Warning (Final Chance)

If attendance stays below 90%, the learner would be issued a Final Written Warning by a Director or senior manager. This letter would clearly state:

- The specific attendance percentage (e.g., currently 85%).
- The steps already taken to support the learner.
- The consequence of continued poor attendance: withdrawal from the programme.
- A final, non-negotiable deadline for improvement.

### Termination for Breach of Contract

If the learner fails to meet the final attendance requirements, a Director or senior manager would then formally notify the learner of their withdrawal/termination from the programme/course.

For apprentices, this termination is done in coordination with the Employer, as the apprentice is also an employee. The employer will be notified that Pathways LDN can no longer claim funding for the training due to non-engagement, which will effectively end the apprenticeship contract.



### Following Termination

Upon termination, Pathways LDN must immediately update its records (the Individualised Learner Record or ILR). This action ceases the funding claim with the DfE/ESFA, ensuring public funds are not claimed for training that is not being delivered.

Even at the point of withdrawal, if the learner is under 18, the Designated Safeguarding Lead (DSL) must be informed. The DSL will review the case to ensure that the withdrawal itself does not put the learner at an increased risk of harm, and may make a final referral to local authority services if welfare concerns remain.

### Reviewing

Pathways LDN Ltd. is committed to ensuring our policies are effective and up-to-date.

The Directors are responsible for this process and will review this policy at least once a year or more frequently if needed due to changes in laws, regulatory guidance, or best practice.

**This policy will be made available in other formats upon request, and all learners are encouraged to speak to any member of staff if they have any questions or require clarification.**