



Reference: Student and Apprentice Service

Policy: Attendance Policy

Owned by: Director of Student & Apprentice Service

Approved by: Strategic Leadership Team

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York College Attendance Policy

1. Policy Statement

York College is committed to ensuring all learners achieve their full academic potential and develop the knowledge, skills and behaviours required for successful progression to higher education, apprenticeships and employment.

Attendance is one of the most significant factors influencing student achievement, retention and progression. Learners who attend regularly are more likely to succeed, and achieve their qualification aims. They develop positive study habits and benefit fully from the support, guidance and learning opportunities available to them. Learners who have a poor attendance are more likely to struggle with their studies, because they are likely to have knowledge gaps from lessons and workshops they have missed and this makes it harder to understand future topics.

The College therefore sets high expectations for attendance, punctuality and engagement, supported by a fair and consistent approach to intervention, monitoring and support. This policy aims to promote a culture where attendance is everyone's responsibility and where concerns are identified and addressed at the earliest opportunity.

2. Purpose

The purpose of this policy is to:

- Promote high levels of attendance, punctuality and engagement.
- Support learners to achieve their academic goals.
- Identify attendance concerns at the earliest opportunity.
- Provide timely interventions and support where attendance falls below expectations.
- Ensure a consistent approach across York College.
- Recognise that poor attendance may indicate wider personal, wellbeing, safeguarding or support needs.
- Establish clear thresholds for intervention and formal action.

3. Scope

This policy applies to all York College learners.

Attendance expectations apply to:

- All timetabled lessons including; English, Maths and Professional & Personal Development (PPD) sessions.
- 1:1 pastoral activity.
- Directed learning activities.
- Any compulsory element of a learner's programme of study.

4. Attendance Expectations

York College expects all learners to achieve a minimum attendance rate of 95%.

Learners should:

- Attend all timetabled sessions.
- Arrive punctually.
- Engage fully in learning activities.
- Notify the College appropriately when absent.
- Provide evidence, where requested for prolonged or recurring absences.

While the minimum expectation is 95%, learners are encouraged to strive for 100% attendance.

5. Early Intervention and Support

York College recognises that attendance concerns frequently indicate underlying barriers to learning and/or wellbeing, including health, mental health, financial, personal or safeguarding concerns.

Where attendance falls below expected levels, staff will work proactively with students and, where appropriate, parents/carers to identify barriers and agree actions that support improvement.

All interventions will be recorded within ProMonitor under 'Meetings'.

Support may include:

- Attendance monitoring.
- Progress reviews.
- Academic support.
- Wellbeing support.
- Safeguarding intervention.
- Additional Learning Support involvement.
- Meetings with parents/carers.
- Referral to specialist support services (internal and/or external)

5.1. Roles and Responsibilities

Attendance is everyone's responsibility. Curriculum Tutors are responsible for monitoring attendance, punctuality and engagement within their individual subject areas and implementing first-line interventions. Progress Coaches coordinate pastoral support and attendance improvement strategies where concerns present across multiple subjects or wider aspects of a learner's study programme. Curriculum & Standards Managers retain oversight of attendance, progress and intervention effectiveness within their curriculum areas and lead formal attendance reviews where attendance falls below agreed college thresholds.

5.2 Professional Judgement and Induction Period

York College recognises that attendance management must be applied proportionately and with appropriate professional judgement. Whilst attendance thresholds provide a consistent framework for intervention, individual circumstances, patterns of attendance and the timing of concerns will always be taken into account when determining the most appropriate course of action.

Particular consideration may be given during the induction period, where early attendance patterns can provide a clear indication of a learner's suitability, commitment and ability to successfully engage with their chosen programme of study. Where a learner demonstrates significantly low attendance during induction, normally attendance below 75%, repeated non-engagement, or failure to attend key induction activities, the College may apply accelerated intervention, review processes including the issue of a Final Written Warning, or alternative programme discussions without waiting for standard attendance trigger points to be reached.

When reviewing cases of significantly low attendance during induction, the College will consider all relevant factors, including attendance data, engagement, punctuality, communication, support needs, safeguarding considerations, academic progress and any exceptional circumstances. Decisions will be made on a case-by-case basis with the aim of supporting learners whilst ensuring they have a realistic opportunity to succeed on their programme.

Where, following review, there is insufficient evidence that a learner can successfully and sustainably engage with their programme of study, particularly where attendance falls below 50%, the College may determine that continued enrolment is not in the learner's best interests. In such circumstances, outcomes may include enhanced support, transfer to an alternative programme where appropriate, or withdrawal from the programme or College.

6. Attendance Trigger Points

The following attendance thresholds will automatically trigger intervention and review.

6.1. Trigger Point 1: Attendance Below 95%

Intervention will be initiated where:

- Overall attendance falls below 95%.
- Attendance falls below 95% in any individual subject (A-level specific)
- A student accumulates 3 days of absence in any subject or PPD session without a valid reason.

Initial attendance interventions will normally be led by the Curriculum Tutor for isolated subject attendance concerns. Where patterns emerge across multiple subjects and/or across the full study programme, Progress Coaches will coordinate wider support and intervention planning.

Purpose of Intervention

The focus at this stage is supportive and designed to help the student return to the College attendance target.

Possible actions may include:

- Attendance discussion with the student.
- Review of barriers affecting attendance.
- Communication with parents/carers.
- Attendance improvement targets.
- Referral to support services where appropriate.
- Ongoing monitoring through ProMonitor.

6.2. Trigger Point 2: Attendance Below 85%

Attendance below 85% in any subject or PPD session is considered a significant concern and will result in formal intervention unless prior approval has been granted by an Assistant Director or Director.

Students below this threshold will:

- Be placed on enhanced attendance monitoring.
- Be issued with fortnightly attendance improvement targets.
- Receive intensive support and intervention.
- Multi-agency approach applied where necessary including parent/carer involvement

- Have attendance reviewed regularly by the Curriculum & Standards Manager, supported by the Progress Coach, with clear attendance improvement targets and agreed actions.

Attendance Recovery

Students will be expected to demonstrate sustained improvement and work towards achieving attendance above the 85% threshold.

Failure to engage with support or demonstrate improvement may result in escalation through the College Behaviour Management Process.

6.3. Behaviour Management Process

The purpose of the Behaviour Management Process is to:

- Review attendance history.
- Consider all support that has been provided.
- Discuss barriers to attendance.
- Assess whether the student can realistically and successfully continue with A Level study given the volume of missed learning.

Possible outcomes may include:

- Continued attendance monitoring and support.
- Revised attendance expectations.
- Agreed action plans.
- Alternative programme discussions.
- Withdrawal from programme where appropriate.

7. Examination Entry

Attendance forms part of the College's assessment of a learner's readiness for external examination entry.

Learners whose attendance remains below 85% should not expect automatic entry for examinations.

Examination entry decisions will consider:

- Attendance levels.
- Engagement with learning.
- Completion of assessments.
- Academic progress.
- Professional judgement of curriculum leaders.

Any exceptions must be authorised by the relevant Assistant Director or Director.

8. Exceptional Circumstances

York College recognises that some students may experience circumstances that impact attendance and require reasonable adjustment.

Exceptional circumstances may include:

- Significant medical conditions.
- Mental health difficulties.
- Disability or SEND requirements.
- Safeguarding concerns.
- Bereavement.
- Other serious personal circumstances.

Any exception to attendance expectations must be approved by an Assistant Director or Director and will be subject to ongoing review, monitoring and support.

Please refer to the [Fitness to Study Policy](#) for further guidance on support for learners that fall within this category.

9. Parents, Carers and Communication

Where appropriate, York College will work collaboratively with parents and carers to support attendance improvement.

Parents/carers may be contacted regarding:

- Attendance concerns.
- Agreed interventions.
- Attendance review meetings.
- Support plans.
- Serious attendance deterioration.

For students aged 18 and over, contact will normally be made with the student's consent unless safeguarding, welfare or legal considerations require otherwise.

10. Safeguarding

All staff must remain vigilant to safeguarding concerns linked to non-attendance.

Where attendance patterns indicate potential risk, staff must follow York College safeguarding procedures immediately.

Attendance concerns should always be considered alongside:

- Welfare concerns.
- Child protection concerns.
- Mental health concerns.
- Vulnerability indicators.

This reflects the principle that attendance issues may be a symptom of wider needs requiring support rather than solely a disciplinary matter.

11. Monitoring and Review

The effectiveness of this policy will be monitored through:

- Attendance trends.
- Student retention.
- Achievement outcomes.
- Progression data.
- Student feedback.
- Parent/carers feedback.
- Attendance intervention outcomes.

The policy will be reviewed on a three year basis to ensure it remains effective and supports positive student outcomes.

Summary of Attendance Thresholds

Attendance Level	Action	Lead Responsibility
95%+	Expected attendance standard	
Below 95% overall	Attendance intervention and support	Progress Coach (Coordinated Support)
Below 95% in any subject	Attendance intervention and support	Curriculum Tutor
3 unauthorised absences in any subject or PPD	Attendance intervention and support	Curriculum Tutor/Progress Coach
Below 85% in any subject or PPD	Formal monitoring and fortnightly attendance targets	CSM and Progress Coach
Failure to improve above 85%	Escalation of Behaviour Management	CSM

Below 85% sustained attendance	Examination entry not automatic and subject to review. Could be subject to withdrawal	CSM with Assistant Director/Director approval
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