

Apprenticeship Attendance Policy 2023-24

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Attendance Policy

At Next Step Training we ensure that all our apprentices take full advantage of the educational opportunities available to them and will strive to raise standards by promoting the regular attendance and punctuality during the online or inside-Centre lesson. We promote diversity and equality opportunities by adapting the attendance options and schedules according to their need and always linking the work-place conditions into it.

Next steps have a clear, written attendance policy based on the expectations set out in this model policy and ensuring the implementation of this policy – ensuring compliance with DfE Guidance for maintained schools, academies, independent schools and local authorities – Working together to improve School Attendance – September 2023 - [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/114227/Working_together_to_improve_school_attendance.pdf)

Next steps is ensuring that every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping children Safe in Education 2022, Statutory guidance for schools and colleges – September 2023 - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/114227/Keeping_children_safe_in_education.pdf)

Aims/Expectations

- To promote good attendance to learners and apprentices as first step in “Quality of Education” approach.
- To develop and maintain in Next Step culture that promotes the benefits of good attendance and is an integral part of the school's ethos.
- To work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships.

Procedure

- There is a lesson date agreed in advance.
- Tutor must remainder by phone call, email and WhatsApp to all the learners about the session, one day before.
- If the learner does not attend the lesson, the tutor must activate the protocol of Attendance. (See the annex flowchart)

Attendance Registers

The rules governing the maintenance of registers, including removal from roll, are contained in the Education (Registration) (England) Regulations 2006. Attendance registers are legal documents that may be required as evidence in court cases.

Tutor must follow an attendance registration, weekly to be aware and monitoring the progress track and also commitment of the learners towards the learning process.

Expectations to be considered when developing Policy

<p>Director Manager Responsibilities</p>	<ul style="list-style-type: none"> • Ensure an effective culture of high attendance is underpinned by clear expectations, procedures and responsibilities. • Offer a clear vision for high attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, tutors and learners. • Have a clear, written attendance policy based on the expectations set out in this model policy. • Regularly review and understand attendance data, discussing and challenging trends and helping tutors and teachers to focus improvement efforts on individual apprentices. • Expect good attendance and punctuality from all members of Next Step training and make sure that everyone understands its importance. • Ensuring every member of staff knows and understands their responsibilities for attendance. • Ensuring accurate completion of admission and attendance registers. • Ensuring staff are actively working to maximize attendance rates, both in relation to individual pupils and the pupil body as a whole.
<p>Centre coordinator responsibilities</p>	<ul style="list-style-type: none"> • Developing good support for learners/apprentices with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk) • Make sure staff, tutors, teachers understand that absence from a session is a potential safeguarding risk and understand their role in keeping learners safe. • Empower tutors to take responsibility for monitoring attendance, sending the remainder emails to apprentices and learner's previous lesson. Call the learners if they do not attend the lesson, send them an email, contact the employer if there is an attendance concern, activate the flowchart attendance protocol. • Recognize attendance as an important area of Next Step improvement, as trainer provider.

	<ul style="list-style-type: none"> • To make sure the DSL has clear assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan. • Share effective practice on attendance management and improvement across the Next step training ltd. • Ensuring that all staff adopt a consistent approach in dealing with absence and lateness. • Liaising with other agencies working with learners and apprentices and their families to support attendance, for example workplaces and third agencies.
<p>Role of the Teaching Staff</p>	<p>Tutors, assessors and Teachers are responsible for:</p> <ul style="list-style-type: none"> ▪ Keeping the Centre Coordinator informed of attendance figures and issues of absences by providing regular reports to enable them to track the attendance of learners and apprentices and to implement attendance procedures. ▪ Guarantee that learners and apprentices get enough training during online or face to face lesson regarding attendance policy. ▪ Implementing the policy and ensuring it is applied fairly and consistently. ▪ Ensuring that the registers are taken at the start of each session. ▪ Reviewing class and individual attendance patterns; to review when and why the learner or apprentice is not attending the lesson. ▪ Modeling respectful relationships and appropriate communication for learners and apprentices. This will help relationships between learner/apprentice-tutor, to reflect a positive and respectful culture. A tutor, assessor or teacher, should: <ul style="list-style-type: none"> ○ Treat learners and apprentices with dignity ○ Build relationships rooted in mutual respect and observe proper boundaries ○ Take into consideration the vulnerability of some learners/apprentices and the ways in which this might contribute to absence handling confidential information sensitively ○ Communicate effectively with involved parties (workplace, center coordination) regarding learners/apprentices' attendance and well-being ▪ To guarantee the topics of the lesson that the learner/apprentice did not attend will be covered in an

	<p>extra session (if necessary /available) or in the next one.</p> <ul style="list-style-type: none"> ▪ To always offer support to learners/apprentices, aiming to cover the knowledge or topic discussed during the missing lesson.
<p>Employers/ workplace responsibilities</p>	<ul style="list-style-type: none"> • Employers and workplace coordinators or managers, will have a clear understanding of the attendance procedure, as they will guarantee the time that learners/apprentices require to meet the criteria within the assessment during the apprenticeship training-period. • The line manager should act as a point of contact for Next step, giving clear feedback regarding reason of absences or attendance monitoring of the apprentice. • To guarantee at least the 20% of the time of the off the job training to support the apprentice to attend the lesson and make the assessment or tasks during the training.
<p>Attendance Officers, Pastoral Staff & DSL monitoring</p>	<p><u>Risks of persistent absence</u></p> <ul style="list-style-type: none"> • Provide regular attendance reports from tutors/ teachers to Centre coordination, will facilitate periodic reviews for monitoring and evaluation purposes. • Initiate and oversee the administration of absence procedures. <p>This should include:</p> <ul style="list-style-type: none"> ➤ First call from tutor/teacher to learner/apprentices to review the reason of the absence. ➤ After phone call the tutor/teacher must send an email recapping the conversation with the learner. ➤ Following the procedure if after 48 hrs the learner/apprentice do not report, a phone call and email must be sent to the employer at the work place, to review the absence. ➤ If after that there is not a clear upgrade, or progression by the learner/apprentice, the tutor/teacher must inform it to the center coordinator. ➤ The tutor must notify immediately to DSL if the reason could be considered as a risk or possible breach of safeguarding or well-being of the learner/apprentice. <p><u>Learners/ apprentices who are persistently absent</u></p> <ul style="list-style-type: none"> • Develop and implement persistent absence action plans with apprentices and employers which address barriers and help establish positive attendance routines • Lead frequently check-ins to review progress and impact of support, make regular contact with employers to

	<p>discuss progress or set it during the review (4 week) meeting.</p> <ul style="list-style-type: none"> • Provide regular reports to Centre coordinator on the impact of action plans and interventions.
<p>Expectations of learners and apprentices.</p>	<ul style="list-style-type: none"> ▪ Learners and apprentices could trust on Next step training Ltd as body regulator and safeguarding promotor. Understanding their well-being is monitoring under the umbrella of safeguarding procedures. ▪ Learners and apprentices will feel confident on Next step training as it will make sure their attendance time is offered and covered by the work place, supporting their learning journey. ▪ Learners and apprentices will feel safe and supported by Next step training, considering the training provider holds clear Safeguarding Procedures to monitoring, protect and deal with any issue within the environments they are involved.
<p>Working with the Local Authority</p>	<ul style="list-style-type: none"> ▪ Next Step training Ltd works in partnership with the all-regulators bodies, local Authority and Government parties.

Further resources

Statutory guidance

- [School behaviour and attendance: parental responsibility measures](#)
- [Children missing education](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping children safe in education](#)
- [School exclusion](#)

Guidance and resources

- [National statistics: Pupil absence in schools in England](#)