

Positive Student Behaviour Policy (Attendance)

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Date approved: 15 June 2018
 Approved by: SMT
 Responsible Manager (s): Director for Students
 Executive Lead: Vice Principal HE and Student Enhancement

Applicable to staff:	No
Applicable to students:	Yes
Accessible to students:	Yes
Accessible to general public: (including clients)	Yes

Consultation

Consultation undertaken with:		Date:
• SMT	Yes	16/06/2018
• AMT	Yes	14/06/2018
• CCMT	Yes	12/06/2018
• Students	Yes	09/06/2018
• Employee representatives (<i>HR policies only</i>)	NA *	
• Other	NA *	

** please delete as appropriate*

Policy review frequency normally: every two years

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1. Scope and purpose of the policy

1.1 This policy applies to all students who study at Blackpool and The Fylde College (B&FC). This policy acknowledges that preparation for employment, or higher study leading to employment, is the principle objective of our activities. As such promoting positive, employment appropriate behaviours is part of our core business. Attendance refers to the scheduled time spent on College programmes, and this can be categorised as lectures, workshops, work placement or tutorials as specified in the student's handbook, learning agreement, work schedule or individual learning plan. This might include on line activity, where appropriate.

1.2 The purpose of this policy and associated procedure is to promote positive employment focussed behaviours across the student body.

2. Policy statement

2.1. This policy acknowledges that high levels of attendance is an essential employability skill as with all skills it improves with careful practice. It is an expectation of B&FC that all students attend all scheduled sessions.

2.2 Attendance will be fully monitored daily and interactions with students and or carers, parents and guardians will be instigated where appropriate in order to fully support the learning journey. These interactions will be fully recorded by the curriculum area on the individual learning plan (ILP).

2.3 Non-attendance can be an indicator of disengagement or potential non completion, as such timely interventions will be instigated and recorded on the individual learning plan for all students including apprentices and those on work placements.

2.4 In cases of absences amongst apprentices, B&FC will contact the employer, the student, and in cases of under 18 the next of kin (NOK), this will fully support all partners in promoting employment focussed behaviours.

2.5 In cases of absences on work placements, the work placement team will contact the employers, the student, and in cases of under 18 the NOK to monitor attendance and liaise between the employer and the curriculum area to fully support appropriate employment focussed behaviours.

2.6 For work placements in HE the curriculum area will monitor attendance and record appropriate interventions on the ILR.

3. Accountability

3.1 All students have a responsibility to:

- Attend all sessions on time
- Book holidays outside of scheduled study times
- Report all planned absences to the curriculum areas

- Planned absences to be reported well in advance, a minimum of two weeks if possible
- Unplanned absences to be reported by phone on the day of occurrence, before 9.am directly to the curriculum area, and in the case of work placement or apprentices to the employer
- Catch up on any missed work or learning

3.2. All teaching staff, Progress tutors and Employability Coaches are responsible for timely responses to unscheduled student absence, including:

- Ensuring students are aware of absence reporting procedures and that they are routinely followed
- Contacting the student (this may be an automated process) on the day of absence, contacting parents or carers or referring agencies in the case of students on 14-19 programmes and employers in the case of apprentices or those on work placements
- Discussing individual instances of undeclared absence with the student on return to B&FC
- Discussions should be based on the B&FC's "return to work" interview process including, where appropriate, the development of an action plan to ensure that further potential for absence is addressed at source
- Using the misconduct process in the case of students with repeated absences and making sure that senior tutors for support and guidance, senior tutors for HE, and progress tutors for apprentices are informed of all such attendance concerns

3.3 Senior tutors support and guidance and senior tutors HE have a responsibility to ensure all interventions promoting positive student behaviours are recorded on the individual learning plan.

3.4 HoC will ensure the misconduct process is used to address repeated absences.

3.5 The HoC will ensure that this policy is implemented consistently across their area.

3.6 The Director for Students is accountable for the implementation of this policy and associated procedure.

4. Student Involvement

Students were consulted in the updating of this policy through the elected Representatives of the Student Union.

5. Linked policies

Safeguarding Policy (Student)
Positive Student Behaviour Policy
Positive Student Behaviour Policy (Misconduct)
Anti-bullying and Harassment Policy (Student)
Appropriateness to Study Policy

6. Linked Procedures

Positive Student Behaviour Procedure
Anti-bullying and Harassment Procedure (Student)
Safeguarding Procedure (Student)
Positive Student Behaviour Procedure (Misconduct)
Positive Student Behaviour Procedure (Attendance)
Student Charter

7. Equality Impact Assessment

Impact Assessment for the Positive Student Behaviour Policy (Attendance)	
Initial Form to be completed with Risk Assessments or as part of a proposal or change to a policy, plan or new way of working	
Title of Policy: Positive Student Behaviour Policy (Attendance) Author and Date: Director for Students June 2018	<input type="checkbox"/> New or <input checked="" type="checkbox"/> Revision Please tick as appropriate Expected Implementation Date: June 2018 What is the review date? April 2020
Equality and Diversity. Which of the characteristics maybe impacted upon? And, if yes, how has this been considered? What are the risks? What are the benefits?	The importance of student attendance is equally important for all students. Adherence to policy has positive impact on most vulnerable and disadvantaged cohorts.
Safeguarding: Are there any aspects of this proposal which could cause a learner/member of staff/visitor to feel unsafe? If yes, how has this been considered? What are the risks? What are the benefits?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Positive impact only expected.
Health and Safety: Have any risks been identified? If yes, how has this been considered? What are the risks? What are the benefits?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Positive impact only expected.
Sustainability: Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Benefit to students in improving their economic status via job related outcomes/employability related status.
Evidence: What evidence do you have for your conclusions and expectations for these conclusions? How will this impact be monitored for all these considerations?	Student retention and success.
Is this policy of a high/medium or low risk? :	<input checked="" type="checkbox"/> X High <input type="checkbox"/> Medium <input type="checkbox"/> Low