



# Attendance And Punctuality Policy

Most recent update: 09 September 2025

## Introduction

The key purpose of Cheshire West and Chester Council's (CW&C) Skills and Employment provision is to develop skills, aspirations and opportunities for learners and programme participants. This will enable progression into employment or other positive destinations such as further learning, volunteering etc. Progression chances are enhanced when learners or programme participants are committed and attend as fully as possible to get the maximum impact from engagement.

## Scope

It is our expectation that all learners and programme participants registering for adult education or employment support programmes make every effort to attend all sessions and to be punctual and prepared. Our tutors, employment mentors, managers and sub-contracted partners will seek to increase commitment where they can by reducing barriers to attendance and increasing the chances of successful progression. This could mean setting course times to fit in with learner commitments or offering digital sessions with employment mentors if attendance is not possible.

## Context

Attendance and punctuality skills are highly valued by all employers and as such all learners and programme participants are to be supported in displaying and developing them at every opportunity.

We recognise that our learners and programme participants are adults and choose to register and attend sessions. It is our expectation that full and punctual attendance is the norm. This needs to be explicit with all provision; learners and programme participants should be accountable for their part in this. There will be occasions where learners or programme participants have other pressures on their time which could include childcare, eldercare, ill health, personal pressures and many others; these pressures can lead to a situation where attendance is not prioritised. However, progression remains our key priority. We need to find ways to ensure our learners and programme participants have the best chance of achieving their goals despite any life pressures.

CW&C's tutors, employment mentors, managers and partners are therefore expected to find ways to ensure that attendance is maximised and that any lack of attendance is not detrimental to chances of achieving successful progression. This will require flexibility, good communication and targeted support. This policy statement aims to set out our expectations and ensure continuous progress by maximising attendance and reducing the impact of lack of attendance.





## Expectations

The following principles and procedures are to be implemented by tutors and employment mentors as part of induction and introductory sessions:

- Introductory sessions must ensure that learners and programme participants are respected as adults
- Introductory sessions must explain the importance of attendance to maximise progression and achievement
- Introductory sessions must include steps to assess and increase commitment from learners and programme participants
- If there are particular difficulties regarding attendance, tutors and employment mentors should look at ways these can be minimised, for example by changing start and end times of sessions
- Introductory sessions must include explanation of the procedures around non-attendance including:
  - Stating clearly our expectation that learners and programme participants attend every session specified and that punctuality is important
  - If absence is unavoidable, the tutor or employment mentor is made aware prior to the missed session. Learners and programme participants are told how to advise relevant staff
  - All unauthorised absence will be followed up by the tutor or employment mentor to find out reasons and prevent re-occurrence. Any registers should be updated with this attendance information
- Following the introductory session, tutors and employment mentors must take into account any feedback received from learners or programme participants around barriers to attendance and take steps in their planning to overcome barriers
- Tutors and employment mentors must ensure that they can provide alternative methods for learners and programme participants to achieve their goals in the event of non-attendance such as through Teams video meetings
- Managers and sub-contracted partners should take into account feedback received from learners and programme participants (including from introductory sessions) when considering times and locations of delivery
- Before and following planned absences, tutors and employment mentors must ensure that learners or programme participants can recover any lost learning or opportunities, and maximise their chances of achieving their goals
- Discourage repeat non-attendance. Find out if there are significant commitment issues with the learner or programme participant.



## Procedure for Managing Attendance

### 1. Attendance Register

All attendance outcomes must be recorded on the register with the following codes

Attended	✓
Late Attendance	L
Authorised Absence	A
Unauthorised Absence	0

Adult learning tutors should always maintain and regularly update registers of learner attendance, although the exact design of the register may vary according to the needs of particular provision.

### 2. Re-engaging Absent Learners or Programme Participants

Following a maximum of 2 unplanned absences, staff must try and make contact to

- find out the reason for the absence
- encourage a return to the following session
- offer steps to help the learner or programme participant return to the next session
- offer steps to help the learner or programme participant make up any lost learning so as to maximise the chances of achieving their goals

### 3. Withdrawal of Learners

For adult education provision, if a learner is not contactable after 4 unauthorised absence sessions they should be recorded as withdrawn and a 'Completion/Withdrawal' form should be sent to the Quality, Performance and Commissioning (QPC) team, part of the Skills and Employment service.

At the end of the course, a 'Completion/Withdrawal' form should be completed including the attendance section; the attendance section should accurately match the register and should:

- include the maximum hours that the individual learner could have attended, this excludes any time that the learner could not have attended including time before this learner started the course (ie for late starters) or any planned absences
- record the hours actually attended by the learner, which will equate to the maximum hours less any unauthorised absences
- the ICP team

The QPC team will record both the set potential maximum hours - and the actual hours attended. QPC will also provide analysis of attendance by project code, provider and tutor at least every term. Skills and Employment managers will review all analysis from the QPC team and ensure action is taken to overcome any areas where attendance rates are low.