Learner Attendance Policy

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Notes	This document should be used in conjunction with: • HBXL Learner Behaviour and Disciplinary Policy • HBXL Adult Safeguarding Policy • HBXL Equality & Diversity Policy • HBXL Complaints, Appeals & Whistleblowing Policy • HBXL GDPR Policies and Procedures.

1. Aims

We are committed to providing a supportive learning environment which enables all learners to achieve their full potential and gain paid employment in a safe, supportive environment which fully reflects their individual needs.

Minimum attendance thresholds have been developed as part of our commitment to safeguarding and this is especially important for learners with special educational needs and disabilities (SEND) with regard to ensuring all appropriate stakeholders are aware when they are missing from training and therefore could be 'at risk'.

2. Policy Statement

Attendance is a key component in learner retention, progression, achievement and employability. Regular attendance and achievement are closely linked. Learners who actively participate in their learning by attending sessions regularly are more likely to enjoy a rewarding experience in which their knowledge, skills and abilities are developed and successfully complete their course.

We expect learners to attend a minimum of 90% of their agreed hours of remote learning over the duration of their course.

Reasonable adjustments will be made to meet the needs of learners with Special Educational Needs and Disabilities. Where adjustments are required, they should be discussed with the Learner Engagement Manager and Skills & Quality Assurance Manager in an Additional Learning Support meeting and a plan implemented to support successful outcomes.

Learners should arrive in the online classroom on time and remain for the duration of the session. Webcams must be switched on during sessions unless a reasonable adjustment has been agreed. This supports engagement, safeguarding, and compliance with ESFA evidence requirements. Where a camera cannot be switched on due to technical or personal circumstances, learners must promptly inform their tutor. Late arrival at, and early departure from, sessions means learners might not achieve their course certification.

3. Roles and Responsibilities

Learners are responsible for:

a. Attending all training sessions agreed.
b. Notifying the Tutor or Learner Engagement Manager in advance (e.g. in person, by phone or by email) when they expect to be absent from the session.
c. Notifying the Tutor or Learner Engagement Manager following unplanned or unforeseen absences within 24 hours, providing corroborating evidence (such as medical notes or other appropriate evidence, depending on circumstances) to explain their absence where appropriate.
d. Communicating any barriers to attendance with the Learner Engagement Manager in order that a plan of support can be put in place.

Tutors are responsible for:

a. Reminding learners of the importance of regular attendance.
b. Referring any non-attendance to the Learner Engagement Manager promptly.

The Learner Engagement Manager (LEM) is responsible for:

a. Tracking attendance during live sessions.
b. Contacting learners regarding any unexplained absences.
c. Reviewing attendance records on HBXL's Learner Management System.
d. Escalating attendance concerns to the Head of Learner Success when attendance falls below 90% or when learners miss two consecutive sessions without notification.

The Head of Learner Success (HoLS) is responsible for :

a. Monitoring the record of learner attendance, ensuring it is maintained and updated regularly by the Learner Engagement Manager.
b. Monitoring each learner's progress, including attendance, via weekly progress meetings.
c. Conducting "check-in" meetings with learners whose attendance has fallen below 90%, or who have missed two consecutive sessions without notification.
d. Escalating attendance concerns to the Designated Safeguarding Lead when learners have missed two sessions without notification and have not responded to subsequent communications.

4. Procedure for Managing Attendance Concerns

Note: For learners with identified support requirements or concerns (e.g. known vulnerabilities or safeguarding concerns), the DSL should be informed as soon as a session is missed without notification, and the welfare check and call to the emergency contact may be attempted sooner.

Step	Trigger	Action	Responsibility
1	Learner has missed one session without notification	Contact the learner to seek explanation within the same working day, or within 24 hours if the session is late in the day, via WhatsApp.	Learner Engagement Manager (LEM)
2	Learner has missed a second consecutive session without notification	Contact the learner to seek explanation within the same working day, or within 24 hours if the session is late in the day, via WhatsApp.	LEM
3	Learner has missed two consecutive sessions and has not responded to communications within 24 hours	Escalate attendance concern to the Head of Learner Success within 24 hours of second contact being made.	LEM

4	Attendance concern escalated by LEM	Contact learner via telephone for welfare check. If learner does not answer call, leave a voicemail followed up by an email.	Head of Learner Success (HoLS)
5a	Learner has been contacted via welfare check phone call	Arrange meeting to discuss any barriers to attendance, and to offer support to help maintain good attendance, such as timetable flexibility, additional 1:1s with tutors and assistive technologies. Co-ordinate plan of support with LEM and Tutors as appropriate.	HoLS
5b	Learner has not responded to welfare phone call, voicemail or email within 24 hours	Refer attendance concern to the Designated Safeguarding Lead (DSL) within 24 hours of welfare check. Contact the learner's emergency contact. Initiate safeguarding procedure if required.	HoLS

If a learner's attendance continues to be unsatisfactory following the meeting with the Head of Learner Success, and support being implemented by the Learner Engagement Manager and Tutors, one or more of the following actions may be taken:

a. The Head of Learner Success may contact the learner again to seek an explanation for their unsatisfactory attendance.
b. Learners may be invited to a further meeting with the Head of Learner Success to discuss how their attendance will be improved and any support that may be required.
c. Learners may be given a formal written warning via email about their attendance by the Head of Learner Success. The learner has a right to appeal in accordance with HBXL's Complaints, Appeals & Whistleblowing Policy.
d. Learners may be withdrawn from the programme if they fail to respond to or engage with the attendance improvement process within 5 working days.
e. The Head of Learner Success, when writing references, may refer to the learner's record of absence.

5. Handling of Data

Attendance data is sensitive personal data and will be stored on HBXL's Learner Management System in accordance with GDPR. Attendance data will only be accessed by staff with a legitimate educational or safeguarding interest. See HBXL's GDPR Policies and Procedures for further information.

6. Policy Review

The Learner Attendance Policy will be reviewed bi-annually by the Skills & Quality Assurance Manager and Skills Academy Lead, and at other times in the intervening period as necessary. The policy will be published on the HBXL Skills Academy Website and shared with learners via the Learner Handbook.