

Juniper



TRAINING

Attendance & Punctuality Policy

March 2026

This policy will be updated as our business changes and in line with new legislation. It will be reviewed and updated as necessary, a minimum of once a year. Where you see reference to the term 'learner' in this policy, this applies to all 16-19 study programme learners, learners on traineeships and apprentices.

Lesley Holland
CEO

Tara Hughes
Director of Quality

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1. Policy Statement

In order for learners to be successful, in learning and life, they must establish and maintain good attendance and punctuality throughout their training programme. By closely monitoring attendance and punctuality, Juniper will enable learners to reach their potential, achieve their qualifications and secure a sustainable progression.

Good attendance & punctuality are essential employability skills; there is a direct link between poor attendance and poor achievement. Juniper recognises that good attendance and punctuality demonstrate that learners are keen and committed to learn and progress; we will do everything possible to assist learners in achieving their goals. Where attendance and punctuality fall below Juniper's expectations then swift action will be taken, which may result in consequences being applied.

At Juniper, the expectation is that excellent attendance & punctuality is 100%; we recognise that there are rare occasions when learners may not be able to attend because of circumstances beyond their control. These unavoidable situations are dealt with on an individual basis. Where attendance falls below 87% for non-sports learners and 92% for sports learners and/or learners have poor punctuality, and there are no immediate improvements, then learners are at risk of being dismissed from the programme.

2. Attendance & Punctuality BRAG Rating

Juniper closely monitors attendance and punctuality; all hours of attendance and punctuality are recorded on PICS using the 'Courses' section on PICS. Learners' attendance and punctuality is reviewed by Juniper a minimum of once every 6 delivery weeks and learners are given a 'BRAG' (Blue, Red, Amber or Green) rating. They are as follows:

Study Programme Sites (Non-Sport Provision)

Attendance – 91% or above	Blue	Punctuality – no occasions of lateness in the last 6 wks	Blue
Attendance – 87% - 90%	Green	Punctuality – 1, 2 or 3 occasions of lateness in the last 6 wks	Green
Attendance – 71% - 86%	Amber	Punctuality – 4, 5 or 6 occasions of lateness in the last 6 wks	Amber
Attendance – 70% or below	Red	Punctuality - 7 or more occasions of lateness in the last 6 wks	Red

Study Programme Sports

Attendance – 96% or above	Blue	Punctuality – no occasions of lateness in the last 6 wks	Blue
Attendance – 92% - 95%	Green	Punctuality – 1, 2 or 3 occasions of lateness in the last 6 wks	Green
Attendance – 81% - 91%	Amber	Punctuality – 4, 5 or 6 occasions of lateness in the last 6 wks	Amber
Attendance – 80% or below	Red	Punctuality - 7 or more occasions of lateness in the last 6 wks	Red

3. Learner Expectations

Learners are expected to:

- Attend all of their timetabled lessons (F2F & online) and work placements.
- Be punctual to all lessons and work placements including when returning from break & lunchtime.
- Provide full details of x2 emergency contacts during enrolment as we MUST hold x2 points of contacts in case of emergency or to enable us to manage and monitor attendance.
- Contact the training site before 9.00am on their first day of absence to notify Juniper of the reasons for absence. If the absence is likely to be for longer than 1 day, then this must be discussed with staff from the site, and a likely return date should be agreed and the reason for absence must be recorded daily in the notes section of any register that is completed for the learner in this period.
- Contact the training site if they are running late to explain the reasons why and to provide an expected time of arrival.
- Arrange appointments – doctors, dentists, hospital – out of timetabled session hours where possible.
- Make arrangements with their tutor to catch up on any work missed by completing additional sessions and home study.
- Understand the expectations of good punctuality and attendance and the consequences where these are not met.

4. Registers and Enrolments

All learners must be enrolled into sessions that match their individual plan for learning (SDP). These enrolments **must** be completed by the end of the first week on programme for all learners in that cohort. It is unacceptable to not enrol the learners onto the registers where hours have been planned for them as part of their programme including work experience. The start date of the enrolment must match the week that the qualification starts on the SDP. For example, where a learner's SDP indicates that they will be attending a Maths sessions from week 2 on programme, then the learner must be enrolled into suitable Maths session from that week for the planned duration of that learning aim. If a learner still hasn't completed their aim by their due date, their enrolment must continue to ensure that accurate attendance data is being collected. The only circumstances that an end date should be added to an enrolment are; when a learner has achieved an aim, has completed their learning hours for that aim and is no longer required to attend or when a learner has been made a leaver.

Progress Review Weeks - Study Programme Sites (Non-Sport Provision)

There are planned progress review weeks built into the curriculum for study programme sites, which take place every term. During these progress review weeks, learners will only attend their review and possibly their WEX placement. All other non-WEX sessions during these review weeks should be removed so that there is no attendance register to complete for them. There will instead be one register for the whole site that should be completed to show which learners did and did not attend their progress review during the progress review week. All learners in learning should have a progress review planned for them during progress review week, including those that have only been on programme for a small number of weeks.

5. Types of Absence

It is very important that site staff refer to this list to ensure that absence is being coded accurately on registers in line with the headings below. This ensures that there is consistency across staff members within individual training sites and also across the organisation. This will in turn lead to reliable accurate data that can be used to identify areas of concern. Whilst it is impossible to foresee all circumstances that will cause an absence, the list below outlines how the most common reasons for absence should be coded on registers. Staff should seek guidance from the Head of Quality or Director of Quality if a learner offers a reason for absence that is not on this list, they will then advise the staff member on how the attendance should be coded.

Present (P)

A learner should only be coded as 'P' if they have been present for the entirety of the session. Should a learner arrive late to the session or leave early then they **should not** be coded as 'P' (Present).

It is unacceptable for the 'P' code to be used in circumstances where a learner has been given work and is completing it at home or another location away from the training site when they are in fact timetabled to be present in a live session. The reason that the learner is working away from the training site should be used to determine which code should be used instead in these circumstances. This includes learners completing assignments at home when they are timetabled to be at the training site.

Left Early (E)

A learner who leaves before the end of a session, whether that be that they leave of their own accord or are sent home should be coded as 'E'. The staff member completing the register should note how many minutes of the planned session that the learner has missed and override the session guided learning hours on the register in PICS to ensure that accurate actual hours of attendance have been recorded. The reason for leaving early should be recorded in the 'Notes' section of the PICS register.

Late (L)

A learner who arrives late to the start of a session or following break for any reason should be coded as 'L'. The staff member completing the register should note how many minutes of the planned session that the learner has missed and override the session guided learning hours on the register in PICS to ensure that accurate actual hours of attendance have been recorded. The reason for the learner arriving late should be recorded in the 'Notes' section of the PICS register. In the rare circumstances that a learner arrives late and leaves early in the same session, then the 'L' code should be used, but the minutes of initial lateness should be added to the number of minutes that the learner has missed by being sent home early and override the session guided learning hours on the register in PICS to ensure that accurate actual hours of attendance have been recorded.

Authorised Absence (A)

The following types of absence should be coded as 'A' on the registers. It has been indicated where proof is required as evidence to allow this absence to be recorded as 'A'. Without the required evidence, these types of absence **should not** be coded as 'A':

- Medical procedure such as surgery (text/letter/email from hospital)
- Medical appointments such as doctor or dentist (text/letter/email confirmation of appointment)
- Pregnancy appointments (text/letter/email confirmation of appointment/s)
- Jury Service (confirmation letter to be provided)
- Court appearances (confirmation letter to be provided)
- Probation or YOT appointments (text/letter/email confirmation of appointment/s)
- Job interview (text/letter/email confirmation of interview)
- Funerals of a close relative or friend (email/text/call/letter from parent/guardian to confirm)
- Large scale transport disruption, as decided by Juniper
- Religious Festival e.g. Eid
- Moving House (email/text/call from parent/guardian to confirm, only the move day to be coded as 'A' any further days **must not** be coded as 'A')
- LAC/CIN Meeting (text/letter/email to confirm meeting)
- Any other meeting/support session/appointment that supports the learner with an issue pertaining to an open Safeguarding/Prevent case (text/letter/email to confirm appointment)
- CAHMS appointment (text/letter/email to confirm appointment)
- Driving Test or Driving Theory Test (text/letter/email to confirm test – regular driving lessons **must not** be coded as 'A')
- Caring responsibilities (providing the learner is a registered carer for family member being cared for)
- Appointments for dependants (text/letter/email to confirm appointment)
- Domestic Emergency e.g. family member taken seriously ill (text/call/email from parent/guardian to confirm details of the situation, Performance Manager of site to decide how many days will be acceptable for authorised absence in each instance, any further days beyond that period **must not** be coded as 'A')
- Bereavement (text/call/email from parent/guardian to confirm details of the situation, Performance Manager of site to decide how many days will be acceptable for authorised absence in each instance, any further days beyond that period **must not** be coded as 'A')
- Attending would put the learner **at risk of harm** due to an open safeguarding issue (to be decided by site DSPO), if the learner is not at risk of harm then their absence should be coded using the most suitable alternative option

Juniper recognises that at times it is difficult for learners to access routine appointments for dental care and mental and physical health. Whilst learners should always be encouraged to book such appointments outside of their timetable hours where they can, we understand that this may not always be the case.

When a staff member records Authorised attendance on a learner register, the session guided learning hours should be overridden to 00:00 to reflect that the learner hasn't completed any actual hours of learning for that session. The reason for awarding an 'Authorised' absence mark should be recorded in the 'Notes' section of the session register.

Unauthorised Absence (U)

The following types of absence are unauthorised and should be coded as 'U' on the registers:

- Issues with transport that are not recognised by Juniper as large scale
- Leisure activities
- Birthdays or birthdays of other family members or partners
- Driving lessons
- Shopping
- Babysitting – including looking after siblings
- Waiting at home for arrival of delivery/service
- Not being able to leave the house as no keys to lock up
- Needing to take siblings or children of others to school
- Being absent and not contacting Juniper to give any reason for absence
- Extended periods of absence that go beyond what has been agreed or is acceptable for bereavement or domestic emergency – to be decided by site Performance Manager
- Confusion around timetable
- An absence that would usually be recorded as either 'A' (authorised absence), 'H' (holiday) or but the required evidence has not been submitted
- Relationship issues such as disagreement with partner or friends

When a staff member records Unauthorised attendance on a learner register, the session guided learning hours should be overridden to 00:00 to reflect that the learner hasn't completed any actual hours of learning for that session. The reason for awarding an 'Unauthorised' absence mark should be recorded in the 'Notes' section of the session register.

Sickness (S)

Some learners will experience periods of both physical and mental illness whilst on programme which could result in absence. It is important that these instances of absence are coded as 'S' so that trends by site can be monitored. For example, poor health and safety or unclean sites could be causing illness, without the correct coding of 'S' it may become more difficult to identify such issues.

These are the instances where the 'S' code should be used on registers:

- Recouperation period following an operation or medical procedure
- Learner is unable to attend due to injury or discomfort
- Learner feels unable to attend due to mental health issues e.g. feels too anxious to attend
- Feeling unable to attend as a result of an open safeguarding case although no clear reason that attending would be detrimental to the safety or wellbeing of the learner
- Learner contacts the site to explain that they are feeling too unwell to attend today
- Learner provides a sicknote from their GP
- Side effects from new medication

When a staff member records Sickness on a learner register, the session guided learning hours should be overridden to 00:00 to reflect that the learner hasn't completed any actual hours of learning for that session. The reason for awarding a 'Sick' absence mark should be recorded in the 'Notes' section of the session register.

Holiday (H)

There are fixed holiday weeks built into the curriculum for learners. It is an expectation that any holidays that learners will be going on are booked during these planned holiday weeks, however, a small number of learners may have prebooked holiday when they join the programme that clashes with their planned timetable. In these instances, written confirmation from a parent/guardian or carer that details the dates of the holiday must be provided for the absence to be recorded as 'H' (holiday). This is the only circumstance where the 'H' code should be used on the register. Without the written confirmation for a parent/guardian or carer, the absence **must** be recorded as 'U'.

When a staff member records Holiday on a learner register, the session guided learning hours should be overridden to 00:00 to reflect that the learner hasn't completed any actual hours of learning for that session. The reason for awarding a 'Holiday' absence mark should be recorded in the 'Notes' section of the session register.

Out of Placement (O)

The 'O' code is a code that tracks learners who are due on work experience but have not started their placement yet or have had their placement ended before the planned end date of their Work Experience aim. Learners must be enrolled in their Work Experience sessions to match their plan for learning (SDP). Where no placement has been arranged for the learner then the 'O' code must be used on the register. Where a learner has a placement arranged, then the most appropriate code should be awarded as per the description in the other categories.

When a staff member records Out of Placement on a learner register, the session guided learning hours should be overridden to 00:00 to reflect that the learner hasn't completed any actual hours of learning for that session.

Not Expected (N)

There are rare instances where a learner's attendance may be recorded as 'N' (not expected). 'N' would be used in instances where a learner is not required to attend a particular session and by recording 'N' there is no detrimental impact upon the overall attendance % of the learner. It is very important that 'N' is only used in the instances detailed below, so that attendance data is a true reflection of what is actually happening with individual learners. Overuse and misuse of the 'N' code will significantly impact upon the ability to monitor closely the attendance of learners and implement the remedial actions required.

These are the circumstances where the 'N' code should be used:

- Where a learner has completed a particular qualification, WEX or course but are still appearing on the register for that session
- Where a learner is currently suspended pending a decision on what action should be taken with them (this must be a maximum of 1 week only)
- Site closure as a result of inclement weather
- Work Experience placement is closed and unable to accommodate learner (to be used for a maximum of 1 week and must be evidenced via email or text from employer)

When a staff member records Not Expected on a learner register, the session guided learning hours should be overridden to 00:00 to reflect that the learner hasn't completed any actual hours of learning for that session. The reason for awarding a 'Not Expected' absence mark should be recorded in the 'Notes' section of the session register.

Bank Holidays (B)

The 'B' should be use when it is a statutory bank holiday only and for no other reason.

When a staff member records Bank Holiday on a learner register, the session guided learning hours should be overridden to 00:00 to reflect that the learner hasn't completed any actual hours of learning for that session.

Staff Training Days (T)

Juniper Training will plan staff training days to run termly. In these instances, learners must be set work to complete for **each** of the sessions that they would normally be expected to attend on that day. If the learner completes and submits their work by the Friday of the week that the training day takes place, they will have their attendance coded as 'T' (Training) for that session. If the learner fails to complete and submit their work by the Friday of the week that the training day takes place, they will have their attendance coded a 'U' (unauthorised) for that session.

6. Attendance Monitoring for New Intakes

Learners who have high attendance have a much higher chance of passing their qualifications. It is important that learners can demonstrate the ability to have good attendance from an early stage of the programme. As such, attendance will be monitored very closely during the first 6 weeks of the programme to ensure that the learners who have started are able to show the required levels of commitment to their studies. Attendance reports will be released to show learner attendance after 2 weeks (data to be used for week 3 intervention meetings), 4 weeks (data to be used in week 5 new starts meeting) and 5 weeks for each intake. PMs will record on the week 5 report, which learners have good attendance and attitudes and have been made an actual start and also which learners have fallen short of expectations and have therefore been made non-starts. In the very exceptional circumstances where learners have fallen below expectations for attendance but are still going to become actual starts, PMs will be required to record a justification for this decision on the week 5 attendance report. Once completed, the report should be printed, signed by the PM and uploaded to the 'Intake Confirmations' folder which is located in the Quality Channel of the PM Team or alternatively a signed PDF version can be uploaded to the intake confirmations folder.

7. Extended Periods of Learner Absence

If a learner is absent for 4 consecutive delivery weeks (28 days), then they **MUST** be made a leaver. In these circumstances leavers must be processed in a timely manner. It is an expectation that leavers are processed within 2-weeks of the 28th day of non-attendance. Adherence to this will be monitored centrally and if a leaver has not been processed by this deadline, the leaver will be processed by the CSS Admin team to ensure that the learner is no longer showing as in learning and that all aims have been closed down. The site PM and CA will then be notified by email that a leaver has been removed. It will then be the CAs responsibility to ensure that the learner record is fully completed and compliant including the upload of all course documentation (LSP & any WEX documentation) as well as ending all attendance enrolments.

8. Attendance for Apprentices

It is vitally important that apprentices maintain excellent attendance and punctuality. Individual employers have their own attendance policies and procedures in place and Juniper expects all of their apprentices to have outstanding attendance and punctuality in their day-to-day job roles. Juniper also expects that apprentices extend this outstanding attendance and punctuality to their off-the-job training to include general sessions with their Skills Coach, sector-based masterclasses for their cohort, off-the-job block weeks (roofers only) and also Functional Skills training as set out in each apprentice's individual Training Plan.

Skills Coaches will closely monitor the attendance of apprentices to their training including Functional Skills training and where necessary will raise concerns with apprentices, employers, the Apprenticeship Contract Manager and the Director of Apprenticeships. Where less than satisfactory progress is being made, action will be taken which may result in apprentices being removed from their programme and/or that employer no longer being used for Juniper apprentices.

9. Juniper's Process for Monitoring Absence

In monitoring and driving good attendance, Juniper will carry out the procedures as detailed below:

- **Day 1 of absence:**

Contact any absent learners on day 1 of absence before 10.00am, if they have not notified the training site that they will not be attending.

Contact a parent/guardian/support worker/social worker on day 1 of absence if you are unable to contact the learner, or if the learner does not give a satisfactory reason for being absent.

The same process above applies if a learner goes 'missing' at break/lunch.

- **Day 2 of absence:**

If you still have not heard from the learner/parent/guardian/support worker/social worker then you must carry out a home visit. If this is not practicably possible (for example, due to distance that the learner lives from site or staffing resource issue) staff MUST continue to attempt to contact the learner by telephone, message and email using the learner contact details and the x2 emergency contact details.

Actions to take if you complete a Home Visit

If no-one is home, then Juniper will post a letter through to the learner/parent/guardian (Non-attendance Letter) requesting that they make contact with the site to discuss concerns via telephone or face to face meeting. The letter will also state that if the learner/parent/guardian does not respond by the end of Day 3 of absence, then a safeguarding report will be opened/updated, and that we may request that the police carries out a welfare check to ensure that the young person is safe and well **and/or** we may need to contact the local authority children's services to report the learner as missing.

Actions to take if you are unable to complete a Home Visit

Telephone, email and message the learner and the x2 emergency contacts. If no-one responds by the end of day 2, staff must email a copy of the Non-attendance Letter requesting that they contact the site to discuss concerns via telephone or face to face meeting. The letter will also state that if the learner/parent/guardian does not respond by the end of Day 3 of absence, then a safeguarding report will be opened/updated, and that we may request that the police carries out a welfare check to ensure that the young person is safe and well **and/or** we may need to contact the local authority children's services to report the learner as missing.

- **Day 3 of absence:**

If you still have not heard from the learner/parent/guardian/support worker/social worker by day 3, then you must open a safeguarding case for the learner, if the learner already has a safeguarding case opened then you must call the Senior Safeguarding Team and you will be advised on what further actions to take. The open safeguarding case must be updated by the site to detail what the concerns are and what action is being taken. To be clear, these actions must be taken on day 3 of absence without contact from the learner/parent/guardian/support worker/social worker.

The episode of absence will then be managed through the Safeguarding Policy and will be treated as a priority case.

10. Reporting and Actions

Reports that include attendance and punctuality data for all learners on programme will be run centrally every 6 delivery weeks and made available to Performance Managers so that the required remedial activity can be carried out. The process will be as follows:

Monday of Week 6

Provisional Attendance and Punctuality report run.

Site Administrators and Performance Managers made aware of all missing data. Missing data must be entered into PICS so that the final report is accurate. Missing data will count negatively against learners and may result in learners receiving warnings that are not warranted.



Wednesday of Week 6

Final Attendance and Punctuality report run.

Juniper staff to identify learners who require remedial actions to improve their attendance and/or punctuality and book in meetings to carry out interventions and warnings.



Friday of Week 8

All interventions and warning must be completed by this deadline and learners should have the required interventions, warnings and targets recorded in the Interventions and Warnings tab of their individual Learner Support Packs.

11. Attendance

Juniper expects all learners to attend all timetabled lessons including remote, virtual lessons and work placements. Where attendance falls below the expected level then the consequences listed in the table below will be applied. In all instances of absence, learners will be expected to catch up with work missed through additional sessions on site, remote virtual session and/or home study - timeframes to be set by their tutor. Attendance reports will be provided for sites every 6 weeks. Following each report, there **must** be remedial action taken for any learner who falls below the 'Green' ratings as detailed in the tables below. The action taken will depend upon which stage the learner was at, following the last release of the data.

Attendance Percentages - Study Programme Sites (Non-Sport Provision)			
Learner attendance 91% or above = Blue	Learner attendance 87% - 90% = Green	Learner attendance 71% - 86% = Amber	Learner attendance 70% or below = Red

Attendance Percentages - Study Programme Sports			
Learner attendance 96% or above = Blue	Learner attendance 92% - 95% = Green	Learner attendance 81% - 91% = Amber	Learner attendance 80% or below = Red

Consequences
When learner attendance slips below the 'Green' target % for their provision type, the following 'Stages' must be triggered: Stage 1 - Informal (the first instance of an Amber or Red attendance rating) – An intervention meeting must be completed with the learner to ascertain the reasons for their Amber or Red rating. This intervention should result in remedial actions and targets being agreed to improve the attendance of the learner over the next 6 weeks. Details discussed in the intervention meeting and the actions agreed should be recorded on the 'Interventions and Warnings' tab of the Learner Support Pack. In addition, an 'Attendance Improvement Letter' must be sent to parent/guardian/support worker/social worker. Learners are expected to catch up on work missed. Following the first intervention, there will be subsequent 6 weekly reports available to enable site staff to closely monitor the progress that learners are making with their attendance and take further disciplinary action where necessary. Instances where a learner with an intervention in place has improved their attendance to either a Blue or Green rating – there is no further action to take with this learner, the actions agreed in their intervention meeting should be signed off as completed. Should the learner earn an Amber rating in a subsequent 6 weekly report then they should have a further intervention meeting completed with some new targets set. Should the learner earn a Red rating in a subsequent 6 weekly report then they should be escalated directly to stage 2. Instances where a learner with an intervention in place has improved their attendance but has not yet achieved a green rating – it is not a requirement to escalate the learner to stage 2 at this point in time, providing that you are satisfied with the learner's progress and attitude towards achieving better attendance. Should this be the case, you must review their previous intervention and add some new targets for the next 6 weeks to enable their improvement to continue. If you feel that a learner is not showing the required commitment or attitude towards improving their attendance then you may decide that you want to escalate the learner to stage 2 despite the small improvements that they have made. Instances where a learner with an intervention in place has failed to improve their attendance over the last 6 weeks or their attendance has declined – in these circumstances the learner should be escalated to stage 2.

Stage 2 - Formal (to be implemented once informal intervention has proved ineffective) A 3-way meeting where possible to be arranged between the learner, Juniper staff and parent/guardian/support worker/social worker to discuss attendance and re-iterate the consequences of not meeting targets. Where it is not possible for the parent/guardian/support worker/social worker to attend the meeting due to time constraints, they should be contacted following the meeting and given an overview of the targets that have been agreed. Juniper staff must gain authorisation from their Performance Manager before issuing stage 2 warnings to learners.

Stage 2 comprises of a series of warnings that can ultimately result in a learner being removed from the programme. The warning system gradually increases in severity as learners progress through the levels. During the first stage 2 meeting a Level 1 – Verbal Warning must be issued.

Level 1 issued – Verbal Warning

Level 2 issued – Written Warning

Level 3 issued – Final Warning

Level 4 issued – Dismissal from the programme

Using the same rationale as Stage 1, learners should only be escalated through the levels should they fail to show the required improvement with their attendance over a 6-week period.

Parent/guardian/ support worker/social workers must be kept updated at the end of each 6-week cycle so that they are fully informed of the progress that the learner is making and which warning level they are at. Details discussed in the warning meeting and the actions agreed should be recorded on the 'Interventions and Warnings' tab of the Learner Support Pack.

Instances where a learner with a warning in place has improved their attendance to either a Blue or Green rating – there is no further action to take with this learner, the actions agreed in their warning meeting should be signed off as completed. Should the learner earn an Amber or Red rating in a subsequent 6 weekly report then they should be escalated directly back to stage 2 on the highest level of warning that they have previously been on.

Instances where a learner with a warning in place has improved their attendance but has not yet achieved a green rating – it is not a requirement to escalate the learner to the next level of warning at this point in time, providing that you are satisfied with their progress and attitude towards achieving better attendance. Should this be the case, you must review their previous warning and add some new targets for the next 6 weeks to enable their improvement to continue. If you feel that a learner **is not** showing the required commitment or attitude towards improving their attendance, then you may decide that you want to escalate the learner to the next warning level despite the small improvements that they have made.

Instances where a learner with a warning in place has failed to improve their attendance over the last 6 weeks or their attendance has declined – in these circumstances the learner should be escalated to the next warning level.

Where a Level 3 - Final Warning is issued and the learner does not improve their attendance sufficiently, then they must be dismissed from the programme.

Please Note:

When dealing with interventions and issuing warnings to learners, attendance, punctuality and behaviour must be treated as separate entities. For example, you have a learner who has been issued a Stage 2 – Formal Level 1 written warning and their punctuality declines. When dealing with their poor punctuality you would start at Stage 1 – Informal and issue them an intervention.

12. Punctuality

Juniper expects all learners to be on time for all timetabled lessons and work placements including when returning from break and lunchtime. Where punctuality falls below the expected level then the consequences listed in the table below will be applied. In all instances of lateness, learners will be expected to make their time up at the end of the session. At the discretion of the tutor, alternative arrangements may be made if the time owing exceeds the site closing time or if staff are unable to supervise the learner due to prior commitments. Attendance reports will be provided for sites every 6 weeks. Following each report, there **must** be remedial action taken for any learner who falls below the 'Green' ratings as detailed in the table below. The action taken will depend upon which stage the learner was at, following the last release of the data.

Punctuality			
Blue = 0 occasions of lateness in the last 6 weeks	Green = 1, 2 or 3 occasions of lateness in the last 6 weeks	Amber = 4, 5 or 6 occasions of lateness in the last 6 weeks	Red = 7 or more occasions of lateness in the last 6 weeks

Consequence
Where punctuality becomes a concern, the following 'Stages' must be triggered Stage 1 (the first instance of an Amber or Red punctuality rating) – An intervention meeting must be completed with the learner to ascertain the reasons for their Amber or Red rating. This intervention should result in remedial actions and targets being agreed to improve the punctuality of the learner over the next 6 weeks. Details discussed in the intervention meeting and the actions agreed should be recorded on the 'Interventions and Warnings' tab of the Learner Support Pack. In addition, a 'Punctuality Improvement Letter' must be sent to parent/guardian/support worker/social worker. Learners are expected to catch up on work missed. Following the first intervention, there will be subsequent 5 weekly reports available to enable site staff to closely monitor the progress that learners are making with their punctuality and take further disciplinary action where necessary. Instances where a learner with an intervention in place has improved their punctuality to either a Blue or Green rating – there is no further action to take with this learner, the actions agreed in their intervention meeting should be signed off as completed. Should the learner earn an Amber rating in a subsequent 6 weekly report then they should have a further intervention meeting completed with some new targets set. Should the learner earn a Red rating in a subsequent 6 weekly report then they should be escalated directly to stage 2. Instances where a learner with an intervention in place has improved their punctuality but has not yet achieved a green rating – it is not a requirement to escalate the learner to stage 2 at this point in time, providing that you are satisfied with the learner's progress and attitude towards achieving better punctuality. Should this be the case, you must review their previous intervention and add some new targets for the next 6 weeks to enable their improvement to continue. If you feel that a learner is not showing the required commitment or attitude towards improving their punctuality then you may decide that you want to escalate the learner to stage 2 despite the small improvements that they have made. Instances where a learner with an intervention in place has failed to improve their punctuality over the last 6 weeks or their attendance has declined – in these circumstances the learner should be escalated to stage 2.

Stage 2 – (to be implemented once informal intervention has proved ineffective) A 3-way meeting where possible to be arranged between the learner, Juniper staff and parent/guardian/ support worker/social worker to discuss punctuality and re-iterate the consequences of not meeting targets. Where it is not possible for the parent/guardian/ support worker/social worker to attend the meeting due to time constraints, they should be contacted following the meeting and given an overview of the targets that have been agreed. Juniper staff must gain authorisation from their Performance Manager before issuing stage 2 warnings to learners.

Stage 2 comprises of a series of warnings that can ultimately result in a learner being removed from the programme. The warning system gradually increases in severity as learners progress through the levels. During the first stage 2 meeting a Level 1 – Verbal Warning must be issued

Level 1 issued – Verbal Warning

Level 2 issued – Written Warning

Level 3 issued – Final Warning

Level 4 issued – Dismissal from the programme

Using the same rationale as Stage 1, learners should only be escalated through the levels should they fail to show the required improvement with their punctuality over a 6-week period. Parent/guardian/ support worker/social workers must be kept updated at the end of each 6-week cycle so that they are fully informed of the progress that the learner is making and which warning level they are at. Details discussed in the warning meeting and the actions agreed should be recorded on the 'Interventions and Warnings' tab of the Learner Support Pack.

Instances where a learner with a warning in place has improved their punctuality to either a Blue or Green rating – there is no further action to take with this learner, the actions agreed in their warning meeting should be signed off as completed. Should the learner earn an Amber or Red rating in a subsequent 6 weekly report then they should be escalated directly back to stage 2 on the highest level of warning that they have previously been on.

Instances where a learner with a warning in place has improved their punctuality but has not yet achieved a green rating – it is not a requirement to escalate the learner to the next level of warning at this point in time, providing that you are satisfied with their progress and attitude towards achieving better punctuality. Should this be the case, you must review their previous warning and add some new targets for the next 6 weeks to enable their improvement to continue. If you feel that a learner **is not** showing the required commitment or attitude towards improving their punctuality, then you may decide that you want to escalate the learner to the next warning level despite the small improvements that they have made.

Instances where a learner with a warning in place has failed to improve their punctuality over the last 6 weeks or their attendance has declined – in these circumstances the learner should be escalated to the next warning level.

Where a Level 3 is issued (Final Warning) and the learner does not improve their punctuality sufficiently, then they must be dismissed from the programme.

Please Note:

When dealing with interventions and issuing warnings to learners, attendance, punctuality and behaviour must be treated as separate entities. For example, you have a learner who has been issued a Stage 2 – Formal Level 1 written warning and their punctuality declines. When dealing with their poor punctuality you would start at Stage 1 – Informal and issue them an intervention.

13. Children Missing from Education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

It is **imperative** that all absences are followed up (as stipulated in this policy) as soon as possible on day 1 and parents/guardians/carers/social workers are informed.

If there are any concerns that the learner's absence is related to a safeguarding issue then a DSPO must be informed, so that a Safeguarding Report can be opened or updated. In some instances, the DSPO may need to contact the Police and/or local authority children's services to report the learner as missing.

14. Related procedures and documents

1. Learner Handbook
2. Learner Behaviour Policy
3. Safeguarding & Prevent Policy
4. Prevent Duty Statement
5. Equality, Diversity & Inclusion Policy
6. Personal Development, Behaviour & Attitude Policy
7. Employer Feedback
8. Learner Support Packs

Appendix 1 – Attendance Flowchart

Day 1 absence

Contact any absent learners on day 1 of absence **before 10.00am**, if they have not notified the training site.
Contact a parent/guardian/support worker/social worker on day 1 of absence if you are unable to contact the learner, or if the learner does not give a satisfactory reason for being absent.
If there are safeguarding concerns then the staff member should report this immediately to a DSPO, so that appropriate action can be taken e.g. if the learner is involved with child sexual exploitation, then their absence may need to be reported to the Police.
The same process as above applies if learners go 'missing' at break/lunch times.

Day 2 of absence

If you still have not heard from the learner/parent/guardian/support worker/social worker then you must carry out a home visit. If this is not practicably possible then continue to telephone, message and email the learner and x2 emergency contacts.
If no-one is home, or no-one is responding to telephone, message or email, then Juniper will post a letter/send a letter via email through to the learner and x2 emergency contact details (Non-attendance Letter) requesting that they make contact with the site to discuss concerns via telephone or face to face meeting.

Day 3 of absence

If you still have not heard from the learner/parent/guardian/support worker/social worker by day 3, then you must open a safeguarding case for the learner, if the learner already has a safeguarding case opened then you must call the Senior Safeguarding Team and you will be advised on what further actions to take. The learner's safeguarding record must be updated to detail the concern and any action taken. To be clear these actions must be taken on day 3 of absence without contact from the learner/parent/guardian/support worker/social worker.
The episode of absence will then be managed through the Safeguarding Policy and will be treated as a priority case.

When the 6-weekly Attendance Report shows learner attendance has slipped below the 87% target (Study Programme Sites - Non-Sport Provision) or 92% (Study Programme Sports), the following 'Stages' must be triggered.

Stage 1 - Intervention

An intervention meeting must be completed with the learner to ascertain the reasons for their Amber or Red rating. This intervention should result in remedial actions and targets being agreed to improve the attendance of the learner over the next 6 weeks. Details discussed in the intervention meeting and the actions agreed should be recorded on the 'Interventions and Warnings' tab of the Learner Support Pack.
In addition, an 'Attendance Improvement Letter' must be sent to parent/guardian/support worker/social worker. Learners are expected to catch up on work missed.

Data Improves to Blue or Green

There is no further action to take with this learner, the actions agreed in their intervention meeting should be signed off as completed.

Following sign off of intervention, should the learner earn an Amber rating in a subsequent 6 weekly report then they should have a further intervention meeting completed with some new targets set.

Following sign off of intervention, should the learner earn a Red rating in a subsequent 6 weekly report then they should be escalated directly to stage 2.

Data Improves but not yet Green

It is not a requirement to escalate the learner to stage 2 at this point in time, providing that you are satisfied with the learner's progress and attitude towards achieving better attendance.

Should this be the case, you must review their previous intervention and add some new targets for the next 6 weeks to enable their improvement to continue.

If you feel that a learner **is not** showing the required commitment or attitude towards improving their attendance, then you may decide that you want to escalate the learner to stage 2 despite the small improvements that they have made.

Data does not Improve or Declines

The learner must be escalated to stage 2.

Stage 2 – Warnings

A 3-way meeting where possible to be arranged between the learner, Juniper staff and parent/guardian/support worker/social worker to discuss attendance and re-iterate the consequences of not meeting targets. Where it is not possible for the parent/guardian/ support worker/social worker to attend the meeting due to time constraints, they should be contacted following the meeting and given an overview of the targets that have been agreed
During the first stage 2 meeting a Level 1 – Verbal Warning must be issued.

Data Improves to Blue or Green

There is no further action to take with this learner, the actions agreed in their warning meeting should be signed off as completed.

Following sign off of warning, should the learner earn an Amber or Red rating in a subsequent 6 weekly report then they should be escalated directly back to stage 2 on the highest level of warning that they have previously been on.

Data Improves but not yet Green

It is not a requirement to escalate the learner to the next level of warning at this point in time, providing that you are satisfied with their progress and attitude towards achieving better attendance. Should this be the case, you must review their previous warning and add some new targets for the next 6 weeks to enable their improvement to continue.

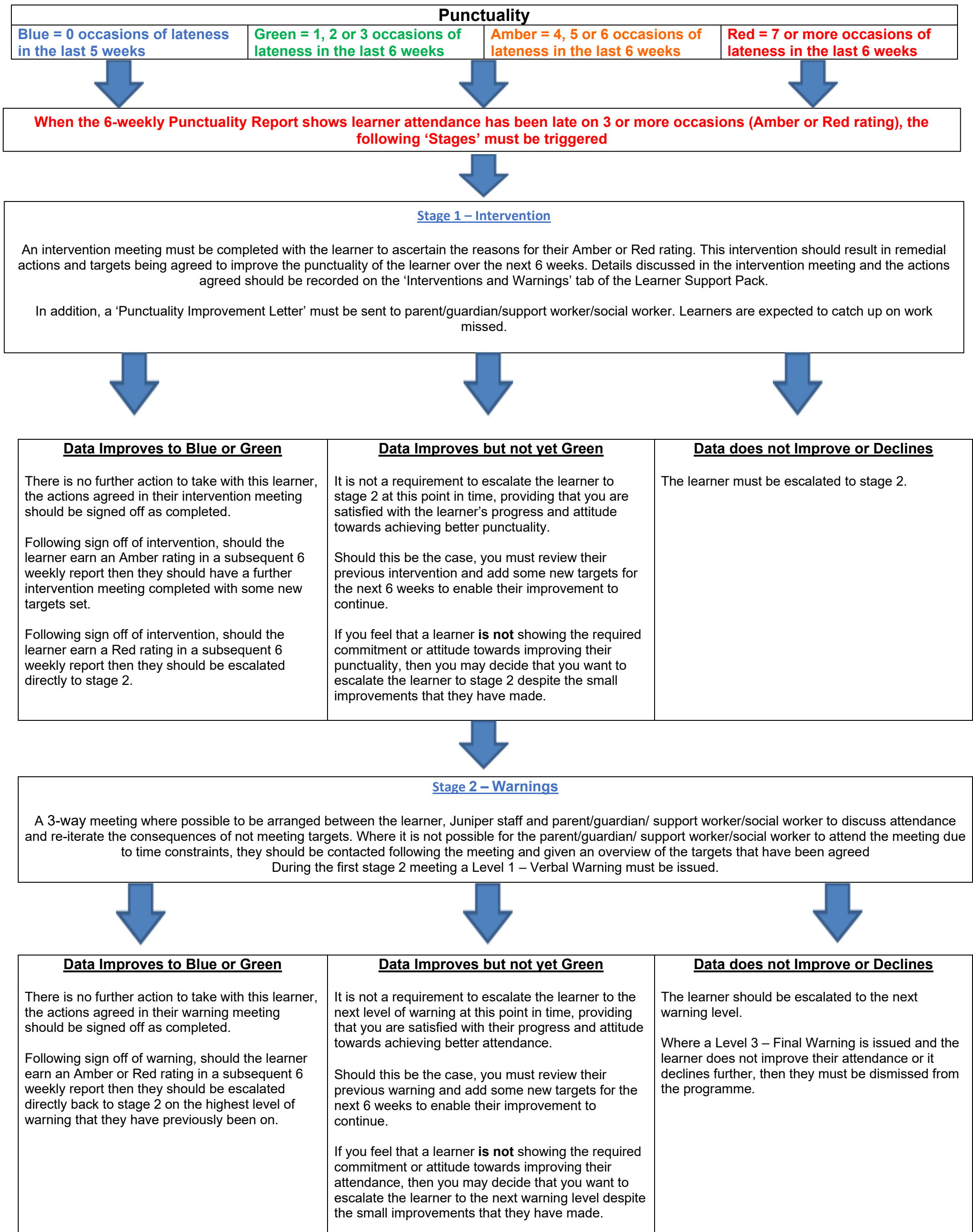
If you feel that a learner **is not** showing the required commitment or attitude towards improving their attendance, then you may decide that you want to escalate the learner to the next warning level despite the small improvements that they have made.

Data does not Improve or Declines

The learner should be escalated to the next warning level.

Where a Level 3 – Final Warning is issued and the learner does not improve their attendance or it declines further, then they must be dismissed from the programme.

Appendix 2 – Punctuality Flowchart



Staff Declaration

Site Name: _____

I have read and fully understand the Attendance & Punctuality Policy V2.1 03.26 JAB:

Name	Signature	Date

This must be scanned and saved in the 'Policy Declarations' folder in the Quality Channel of the PM Team using the following format:

Name of Policy Declaration, Version Number – Site, Date Uploaded

Example: Attendance & Punctuality Policy Declaration V2.1 03.26 JAB – Leicester 05-03-26