

Attendance and Punctuality Policy

Luton Adult Learning

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This policy is applicable to all Adult Learning members of staff including volunteers, subcontracting organisations and other staff involved in projects.

Changes in content since previous version **highlighted in yellow** for easy identification

Summary of key changes	Page No	Date amended

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Luton Adult Learning (LAL) is a direct delivery service within Luton Council

Attendance and Punctuality

Regular attendance and punctuality is vital for successful learning. Poor attendance and punctuality impacts not only on the success of the individual learner but also the learning experience of all the other learners in the group. Good attendance and punctuality are essential employability skills that are prized by employers and should be reinforced to learners as such.

The expectation is that learners will attend all sessions (face-to-face and online) and arrive punctually for each session. Where possible, holidays and medical appointments should be arranged to fall outside of class times.

If a learner has a pattern of lateness or is late for three consecutive sessions, an action plan will be put in place by the teacher in agreement with the learner.

In the event that a learner does not comply with the policy or meet the agreed outcomes of the action plan, Luton Adult Learning reserves the right to exclude the learner from the course.

It is expected that learners will attend at least 85% of the timetabled sessions in order to be able to successfully achieve.

Process for concerns about attendance

We expect all learners to be present for all scheduled sessions. If a learner has a disability or medical difficulty that directly affects their attendance this should be identified with the learner during induction. We will work with the learner to ensure that reasonable adjustments and support is in place and levels of expectation set accordingly.

Learners should know their own attendance levels and review this with their teacher as part of their individual learning plan. Improvement targets should be agreed and recorded in ILPs or eILPs as necessary.

Teachers and managers will monitor attendance and will have high expectations that are shared with learners. If absence is unavoidable then learners must notify their teacher in advance wherever possible. Work will be set to cover the period of absence. Where learner absence has not been notified this will be followed up by a member of staff straightaway and learners will be expected to explain the reason for the absence. If absence falls below agreed levels the learner may be withdrawn from the course.

Process for concerns about punctuality

Learners should arrive in time for the session to start promptly.

If a learner fails to do this on a regular basis, it should be raised as part of their regular review and set as a goal for them on their individual learning plan. If the late arrival is such that it is felt to be disruptive to the experience of the other learners and the learner does not respond to the teacher's feedback, this should be considered as a breach of the Learner Code of Conduct and as such a matter for discussion with the Programme Leader to agree an action plan to improve this.

In the event that a learner still does not comply with the policy or meet the agreed outcomes of the action plan, Luton Adult Learning reserves the right to exclude the learner from that course and from future courses.

A learner is deemed to be late if they do not arrive at the start of the lesson. Late arrivals should be marked using the code 'L' on the class register and on EBS.

If a learner arrives late after the start of an online session, the teacher will record the reason for lateness in the learner's eILP or e-portfolio feedback. The teacher will keep a record of lateness and report back to their Programme Leader in the End of Course Review.

If a learner arrives after the start of a face-to-face lesson, the teacher will give the learner a red late slip to complete, giving the minutes late and reason for lateness. The teacher and learner will sign and date the late slip. The teacher will attach the late slip to the learner's ILP and keep a record of lateness and report back to their Programme Leader in the End of Course Review.

If a learner has agreed with the teacher that they will be late for the start of the lesson, the teacher will record this on the lesson plan and record work given in the learner's ILP or eILP. If the learner arrives after the agreed time, the learner will be marked as late.

Learners are expected to stay for the whole lesson, unless there are extenuating circumstances or leaving early has been agreed between the teacher and learner. The teacher will record work given in the lesson plan and ILP.

Punctuality Toolkit

Strategies to help teachers address lateness and improve punctuality:

- Start the face-to-face or online lesson on time
- Start the face-to-face or online lesson with an activity that the learners won't want to miss
- In a face-to-face session, shut the door at the beginning of the lesson
- In a face-to-face session, give late learners a red late slip to complete
- Mark registers using 'L' code for learners who do not arrive at the start of the lesson
- In a face-to-face session **held at Arndale House**, show learners alternative access to Floor 2, for example using the car park lift or stairs

- Embed punctuality into lessons, e.g. **model punctuality**, entering a zoom session 5 minutes before the start of a lesson, planning a journey to arrive on time, life skills such as planning ahead, sharing punctual learners' own strategies
- Put an action plan in place for a learner who is consistently late