



## **1 Introduction**

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Prospect Training Services (PTS) is dedicated to ensuring that our training environment, whether it be face to face or online, supports learning and the wellbeing of learners and staff through a strong sense of community cohesion. Cooperation, support, and respect are key qualities of our provision and we work hard to provide a safe training environment where learners feel included in every aspect of training life and comfortable to voice their opinions. As a trauma informed provider, we understand that each young person comes with their own life experiences and needs to be treated as an individual. All staff have been trained in trauma informed practice to ensure this is embedded across the provision. This policy outlines what we expect from all our learners in terms of their attitude, behaviour and attendance for face to face and online delivery. A good attitude, behaviour and self-discipline have strong links to effective learning and are vital for learners to carry with them both during and after their training experience.

## **2 Purpose**

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PTS believes that all learners should be aware of the code of conduct that is expected of them and take responsibility for promoting this code. We hope that by encouraging positive behaviour patterns we can promote good relationships built on trust and understanding. Through the use of this policy, we can support all of our learners in developing a high level of positive behaviour, strong ethics and social awareness. Our aim is to ensure that all our students leave the centre with the skills they need to continue to progress to the best of their ability in all areas of life.

## **3 Scope**

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This policy applies to all individual learners participating in Study Programmes.

It applies the following PTS operations:

- education and training provision

### **Review and Version Control**

# Behaviour and Attendance Policy 2627

## **4. Behaviour and Attendance Policy**

PTS understands that the first step to modelling good attitude and behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the centre must act responsibly and professionally and should not disrespect learners or colleagues. We work hard to ensure that behaviour boundaries are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEND needs and disabilities as well as the additional challenges that some vulnerable learners may face. Staff are given in-house training on dealing with challenging behaviour as part of their continual professional development and are well informed of the extent of their professional boundaries.

We work with parents/carers and external agencies to understand the young people we support. We believe that boundaries, good support systems, praise and rewards, encourage good behaviour and are an important part of building an effective learning community. We encourage parents/carers to communicate with the centre if they have a concern about their child's well-being or any other concerns which could impact the learners programme and we will do as much as possible to support them. We promote good attitudes and behaviour within the centre and examples of these are displayed in training rooms and situated around the centre.

The centre will take reasonable measures to ensure the safety and wellbeing of all learners and staff and this includes protection from harassment and bullying. We aim to combat harassment, bullying and other harmful behaviour using preventative strategies through the active development of learners' personal, social, emotional and behavioural skills through regular Skills for Life and Skills for Work sessions and in partnership with external agencies.

The code of conduct is discussed during the induction process and is available in the induction booklet. There is also an additional Code of Conduct for Illumin8 that is signed by the learner and tutor.

### **Learners attending Prospect Training Services**

PTS expect all learners to show respect to one another, staff and visitors. They must understand what is expected of them and acknowledge the responsibility that they have for their own behaviour. Incidents of bullying and harassment, disrespect, or bringing intentional harm to other learners or staff will not be tolerated. They are expected to follow the centre code of conduct and acknowledge any areas for development identified on a tutorial. This extends to any arrangements put in place to support their behaviour, such as pastoral support. If learners are struggling to meet the requirements of their programme for any reason, they can discuss this with their tutor or learning support worker who will work with them.

Under no circumstances should illegal or prohibited items be brought into the centre, and all learners should respect and look after the centre premises and learning environment. The following behaviour may result in disciplinary actions and could result in permanent exclusion. All decisions will be made on an individual basis.

#### **Review and Version Control**

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# Behaviour and Attendance Policy 2627

- Physical altercations between learners
- Verbal abuse to staff and visitors
- Verbal abuse to learners
- Misuse of PTS property
- Lateness/timekeeping
- Persistent attendance issues
- Failure to consistently engage in sessions
- Harassment and bullying in person or via electronic devices
- Failure to follow a reasonable request from a member of staff in line with our code of conduct
- Misuse of illegal drugs/alcohol prior to attending training centre or workplace
- Prohibited Items:
  - Knives or Weapons
  - Alcohol
  - Illegal Drugs/Legal Highs
  - Non-prescribed Medication
  - Fireworks
  - Stolen Items
  - Pornographic or indecent images (this includes any electronic devices that contain such images including AI generated images/videos)
  - Any item that a member of staff suspects has been or is likely to be used to commit an offence or cause harm to others

Please refer to the Search Policy and Process which could be implemented if any illegal or prohibited items as listed above is brought into the centre.

The following behaviour is regarded as gross misconduct and will result in permanent exclusion.

- Physical assault to another learner
- Physical assault to staff or visitors
- Intentional damage to PTS property
- Misuse of illegal drugs/alcohol on site or workplace
- Being involved in the supply of illegal drugs/Non-prescribed Medication
- Theft
- Sexual violence to another person
- Being in possession of an offensive weapon at any time (on or off site)
- Arson
- Sharing indecent images or content (including AI generated images/videos)

## Centre rules that apply at all times

### Code of Conduct

*For your safety and well-being centre rules that apply at all times*

### **Safety**

- Make sure you sign in and out on entering or leaving the building
- Follow all safety rules
- Do not enter unauthorised areas
- Make sure your work area is clean and that all resources are put away safely at the end of each day
- If the fire alarm sounds, leave the building calmly through a fire exit and wait at the fire assembly point

### Review and Version Control

# Behaviour and Attendance Policy 2627

- If the lockdown alarm sounds, please follow the lockdown procedure
- Smoking is only permitted in the designated smoking area. This includes the use of e-cigarettes and vapes
- Always wear your lanyard whilst on site and ensure it is visible to staff and other learners
- Report any Health and Safety concerns to a member of staff immediately

## **Attendance**

- If you cannot attend your class, you should phone or text to inform us
- All absences related to sickness must be reported each day of absence prior to the start of your session
- Failure to attend your agreed timetable will result in a tutorial, your parents/carers may be invited to attend this
- Failure to attend your agreed timetable for 4 weeks or more may result in the learner being withdrawn from the programme
- Non-attendance may impact your bursary allocation

## **Behaviour:**

- Under no circumstances are illegal drugs allowed in the centres. If these are found the police will be informed
- Under no circumstances is alcohol allowed in the centres
- Under no circumstances should a learner be under the influence of drugs, alcohol or other dangerous substances in the centre
- Under no circumstances are offensive weapons allowed in the centres
- Do not remove PTS property from the premises
- Discriminatory behaviour, language, or non-verbal language is not permitted
- Follow a reasonable request from a member of staff in line with our code of conduct
- Harassment and bullying in any form are not permitted
- Be respectful of others
- You must take responsibility for your own behaviour and well-being
- You must take responsibility of any equipment/devices
- Sharing indecent images or content via electronic devices is prohibited
- Eating and drinking, with the exception of water, is not allowed during sessions
- No swearing or abusive language is to be used
- Mobile phones, smart devices or the use of social media are not to be used while in training sessions, unless it is permitted by a Tutor. PTS are not responsible for the charging on personal mobile devices.
- Headphones must not be worn in training sessions, unless this relates to a learning need that is identified in your learner file or has been permitted by a tutor during independent study
- Please show everyone courtesy and respect

## **What we expect from you:**

- Be ready to learn, engage and participate in learning
- Arrive on time to start your session
- Make sure you are wearing the correct and appropriate clothing for the learning environment including Personal Protective Equipment whilst on a Work Placement
- Hoods must not be worn in and around the centre or during sessions
- You are required to show tolerance and mutual respect for others
- Ask if you don't understand or require further information, we are here to help

Review and Version Control

# Behaviour and Attendance Policy 2627

- If you have any worries or concerns, let us know

## Drugs

PTS will not tolerate drug use of any sort on PTS property or during off-site training activities. The centre takes the misuse of drugs very seriously and will discipline any person found to be in possession or under the influence of drugs. This includes solvents and any other substance that can be misused or harmful. Learners may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs on site.

## Prescription drugs

Carrying, supplying or taking prescription drugs illegitimately (not prescribed to you) could result in a permanent exclusion.

## Medication

We are aware that it may be necessary for some learners to take medication during the training day. Learners should make the centre aware of this as soon as they start taking the medication including non-prescription drugs where applicable.

## Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any learner involved in any alcohol-related activity may be permanently excluded.

## Bullying

PTS wants to make sure that all learners feel safe during training. Our ethos is one of inclusion and equality. Bullying of any kind, including cyber bullying, is regarded as a serious breach of our behaviour policy and will not be tolerated; whether it is a one-off incident or an ongoing campaign.

Bullying can take many forms and can be directed at both staff and learners. It is made very clear to learners what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying is raised, the centre will:

- Listen to the allegation and take it seriously
- Act as quickly as possible to establish the facts
- Provide support and reassurance to the victim
- If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that individuals who have caused harm to others, either physically or emotionally, acknowledge their behaviour, and we will support the learner to understand the impact of their actions
- Record and report the incident in line with the safeguarding incident reporting process (CPOMS)
- Ensure that following the investigation, all parties are informed of the outcome
- Consider exclusion in cases of repeated bullying

## Lateness/Attendance

PTS takes attendance very seriously. There is a register taken daily and repeated incidents of lateness or non-attendance will be raised during a tutorial or pastoral review. It is the responsibility of the LSO's to keep everyone informed, including parents and carers, of lateness and non-attendance to ensure that we do our utmost to encourage the learners to attend. In the event that learners, parents or carers

### Review and Version Control

# Behaviour and Attendance Policy 2627

cannot be contacted, the LSO will make contact in writing requesting them to attend the centre for a tutorial. If no contact is made, then a home visit may be carried out to ensure learner welfare and to encourage reengagement with the programme. If all of these methods of contact are not successful, we will follow local authority missing from education protocols.

If a learner arrives after the start of the session without a valid excuse, they may not be allowed to participate in that session and will be expected to attend their next timetabled session. If a learner is continually late, this will result in a tutorial.

## **Study Programmes Authorised/Unauthorised Absence**

All learners have a qualifying period to confirm eligibility and suitability for their Study Programme. During this period, behaviour and attendance will be closely monitored. If learners fail to meet the requirements, they will be at risk of being withdrawn from programme.

All learner attendance will be monitored by a daily/weekly register.

All learners who have had a consecutive period of 4 weeks (28 calendar days not including centre closures) of authorised/unauthorised absence may be withdrawn from the programme from their last date in learning. During episodes of absence, regular contact must be maintained, with the learner having a clear intention to return.

If a regular pattern of absence is highlighted, through attendance monitoring, a tutorial will be carried out with the learner to discuss attendance issues and identify any barriers that may be impacting their engagement on the programme. If necessary, staff can agree shorter training hours for a short period of time to try to encourage the learner to reengage with their training programme and this will be reflected in the learner file.

Ultimately the decision to withdraw a learner due to irregular attendance patterns lies with PTS in accordance with this policy and DfE Funding guidance.

The presumption is that any absence should be considered **unauthorised** unless there is a valid reason otherwise. There is no requirement for PTS to justify its decision not to authorise the absence.

## **Legitimate reasons for Authorised Absence within the Study Programme are:**

**Compassionate Leave** – includes:

- The loss of or serious illness of a close relative
- To deal with a domestic crisis
- Any other circumstance that has been granted by PTS

### **Absence due to illness**

- Learners must inform the centre prior to the start of their session
- Frequent absence due to illness may result in a tutorial

### **Absence caused by an unforeseen event beyond the control of the learner**

**All** authorised absences must have supporting evidence i.e. doctors note, evidence of appointment and must be agreed in advance (apart from illness less than 3 days).

### **Absences which can be foreseen in advance**

#### **Review and Version Control**

# Behaviour and Attendance Policy 2627

If a reason for absence could have been foreseen, the learner must request for the absence to be authorised in advance. It would not be acceptable to miss learning without prior notification and then to claim that the absence should be authorised.

## **When authorising absence the following is considered:**

- Is the request for absence valid
- The frequency of absences taken by the individual
- Exclusion from a particular session, period or day from learning
- Repetitions of the same excuse
- Whether the excuse is backed up with evidence

## **The following reasons for absence are NOT acceptable:**

- Part or full-time employment
- Leisure activities
- Birthdays or similar celebrations
- Providing childcare for siblings
- Shopping
- Driving lessons

## **Disciplinary Procedures**

### **Step 1:**

- In the first instance of a breach of the code of conduct, a formal verbal warning, in the form of a tutorial, will be issued. This will take place between the learner and relevant staff.

### **Step 2:**

- Following a tutorial and a further breach of the code of conduct, a meeting will be requested with the learner and parents/carers where a formal written warning will be issued and recorded on a tutorial. Depending on the severity of the incident, the learner may be put on a fixed term of exclusion until the meeting has taken place.

### **Step 3:**

- Following any further incident PTS will carry out a thorough investigation to deem the appropriate action which may result in withdrawal from the programme. This will be documented within the learner file and a final letter sent to learner/parents/carers informing them of the outcome.

**Depending on the severity of the incident, the sanction may result in immediate withdrawal from the programme and step 3 will be followed.**

## **Complaints**

PTS has a standard complaints policy and procedure. We encourage learners to take any complaints or concerns to a relevant staff member and the centre will do everything in its power to help resolve conflict or complaints swiftly and effectively.

Learners are reminded that attainment, behaviour and attendance is taken into consideration with regards to bursary entitlement. Further information can be found in our Bursary Fund Policy.

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# Behaviour and Attendance Policy 2627

## Annexe A

### Missing from Education – PTS Process

#### Introduction

A child being absent from education for prolonged periods and/or on repeat occasions can be a sign of safeguarding issues. This applies when a child is not registered as receiving any education and when they are registered but not attending.

There are two overlapping issues related to children missing education:

1. Children who are not registered as receiving any education, which is addressed by way of Children missing education statutory guidance and local authority processes.
2. Children who are registered as receiving education but their attendance is poor, which is addressed by way of Working together to improve school attendance statutory guidance and processes.

#### Study Programme Learners

Although our 16–18-year-old learners are seen as young adults, they are still classed as children in the eyes of the law, and in relation to safeguarding practices. Therefore, we have a duty of care to act if they are missing from education for prolonged periods of time, without any contact and confirmation of their safety and wellbeing. We must ensure that we respond to learners being absent from education. Early intervention to encourage attendance and prevent absence is crucial, which is why we have our attendance and behaviour policy in place. Our learners who are 18 + may still be vulnerable and we continue our duty of care for them whilst they are on programme, so the same process will apply to them, and the DSL or DDSL will decide on the response.

#### Process for Vulnerable Groups

PTS have many learners who fall into the vulnerable group categories, those who are particularly vulnerable are:

- with Education, Health and Care Plans (EHCP)
- experiencing poverty and hardship
- experiencing abuse at home, in the setting and/or online
- who are young carers
- in care
- who have gone missing from home or care.
- who are on a Child Protection or Child in Need Plan, or Safety Plan

For learners who fit into any of the above categories we are required to chase attendance on each day that they are due in. The process for reporting non-attendance is:

#### Review and Version Control

# Behaviour and Attendance Policy 2627

- The emergency contact on the learner file should be informed, this can be via text, email or phone call (for those in care this should be the key worker at supported housing or the social worker)
- A log on CPOMS with the DSL & DDSL alerted, this should be for each instance of non-attendance
- If the DSL or DDSL and the emergency contact for the learner deem the learner to be missing, the local authority missing protocol will be followed, this is usually the responsibility of the parent/carer or social worker/key worker, but PTS will intervene if there is evidence that this has not been done
- PTS staff and the parent/carer or social worker/key worker will support the learner to return to training once they have returned to home/placement safely

## **Process for General Learners** (those who do not fall into the category above)

For general learners we are required to follow up attendance at the end of each week, if the learner has not attended any sessions that week and we have had no valid reason or been able to contact them, the process for reporting this is:

- The emergency contact on the learner file should be contacted by phone, text or email and a response is expected where a valid reason for non-attendance should be sought i.e. sickness, holiday. If there are any concerns from the response given, then this should be logged on CPOMS and the DSL and DDSL alerted
- If no contact can be made this should be logged on CPOMS with the DSL and DDSL alerted at which point the safeguarding team will decide on a proportionate response, this will consist of a safeguarding text/email being sent or in some circumstances a home visit may be carried out
- If the non-attendance and non-contact continues the DSL or DDSL will liaise with Childrens Services to ensure that this reported, and actions are taken by them accordingly – all of this will be logged on CPOMS

## **Pre-16 Learners**

For learners who are pre-16 the vulnerability increases significantly, and along with the concerns for them being missing, they will also be a child who is missing education at statutory school age.

Those who are with us as pre-16 learners should be contacted on each day that they miss education, the process for this is:

- The emergency contact on the learner file should be contacted by phone, text or email and a response is expected where a valid reason for non-attendance should be sought i.e. sickness, holiday. If there are any concerns from the response given, then this should be logged with the host school and a log made on CPOMS and the DSL and DDSL alerted
- If no contact can be made and no reason given for non-attendance the host school should be contacted immediately and they will follow their school attendance policy, this should also be logged on CPOMS with the DSL and DDSL alerted
- In any circumstance where there is not a host school, the non-attendance should be logged on CPOMS with the DSL and DDSL alerted at which point the safeguarding team will decide on a proportionate response, this will consist of a safeguarding text/email being sent or in some circumstances a home visit may be carried out

## **Review and Version Control**

## Behaviour and Attendance Policy 2627

- If the non-attendance and non-contact continues the DSL or DDSL will liaise with Childrens Services to ensure that this reported, and actions are taken by them accordingly – all of this will be logged on CPOMS

If you have any worries about a learner's attendance pattern and are concerned for their safety or wellbeing this should always be logged on CPOMS with DSL and DDSL alerted.

### Review and Version Control

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# Behaviour and Attendance Policy 2627

## Annexe B

### Illumin8 - Our Approach to Absence

The following document outlines the Illumin8 approach to learner absence, aligned with the Prospect Training Services Attitude, Behaviour and Attendance Policy.

At Illumin8, we recognise that attendance is fundamental to learners making progress, achieving their intended outcomes and remaining engaged in education. However, as a specialist SEND provision, we also recognise that an absence percentage alone does not tell the whole story. Our approach is therefore centred on understanding the individual learner, the reason for absence, any emerging patterns and the barriers that may be affecting their ability to attend.

In line with our attendance policy, every absence is recorded and monitored, with a clear distinction made between Authorised Absence (AA) and Unauthorised Absence (UA). Patterns of absence are followed up, barriers to engagement are explored and appropriate support or intervention is put in place. The policy specifically provides for tutorials or pastoral review where patterns emerge and allows temporary adjustments to training hours where these may support re-engagement.

For our vulnerable learners, including those with an EHCP, attendance also forms an important part of our safeguarding oversight. Non-attendance is actively followed up, with escalation through our safeguarding procedures where appropriate.

The sections that follow explain what AA and UA mean within Illumin8, the circumstances that may sit behind each code, and how we respond when absence is identified. Our aim is not simply to record absence, but to understand it, respond to it and support learners to remain engaged with their education wherever possible.

#### Authorised Absence (AA)

When a learner is recorded as an Authorised Absence (AA), this means that we are aware of the reason for their non-attendance and have determined that there is a legitimate reason for the absence. Our policy establishes that absence is not automatically authorised simply because a reason has been provided; where appropriate, supporting evidence is required and foreseeable absence should be agreed in advance.

Authorised absence may relate to illness, medical or other evidenced appointments, compassionate leave following bereavement or serious illness of a close relative, a domestic crisis, or an unforeseen event outside of the learner's control. Other exceptional circumstances may also be authorised by PTS where considered appropriate.

Importantly, an authorised absence is still an absence and is therefore monitored. Where illness or authorised absence becomes frequent, prolonged or develops into a pattern, we do not simply accept the AA code as an explanation and take no further action. We maintain contact, explore the circumstances and barriers affecting attendance, and use tutorials or pastoral review where appropriate. Temporary adjustments, including shorter training hours, may be agreed where these would support successful re-engagement.

#### **Review and Version Control**

# Behaviour and Attendance Policy 2627

## **Unauthorised Absence (UA)**

A learner is recorded as an Unauthorised Absence (UA) where there is no valid or evidenced reason for their absence, where the absence has not been appropriately notified or agreed, or where the reason provided does not meet the criteria for authorised absence. The policy establishes a presumption that absence is unauthorised unless there is a valid reason for it to be authorised.

Examples may include non-attendance without contact or explanation, an absence that could have been agreed in advance but was not requested, or absence for reasons such as leisure activities, birthdays, shopping, driving lessons, employment or providing childcare for siblings.

UA therefore acts as an important indicator for follow-up rather than simply a negative attendance code. We seek to establish why the learner has not attended, make contact with the learner and/or parent or carer as appropriate, and consider whether there are emerging barriers, safeguarding concerns or patterns of disengagement requiring intervention. For learners identified as particularly vulnerable, including those with an EHCP, the policy requires attendance to be followed up on each day they are due to attend, with non-attendance recorded on CPOMS and the DSL/DDSL alerted.

## **Our approach**

Neither AA nor UA is considered in isolation. We look at the reason for absence, frequency and emerging patterns, the learner's individual circumstances and vulnerabilities, their expected programme and engagement, and the actions taken to support their return. This allows us to distinguish between legitimate absence and emerging attendance risk, while ensuring that persistent or unexplained absence triggers timely support, challenge and, where necessary, safeguarding action.

## **Unauthorised Absence (UA)**

When a learner is recorded as an Unauthorised Absence (UA), this means that there is no valid or appropriately evidenced reason for the absence, the absence has not been appropriately reported or agreed, or the reason provided does not meet the criteria for authorised absence. Our policy establishes that the presumption is that an absence will be unauthorised unless there is a valid reason for it to be authorised.

UA may therefore relate to a learner not attending without contact or explanation, failing to notify us appropriately, or being absent for a reason that is not considered acceptable. This can include leisure activities, birthdays or celebrations, shopping, driving lessons, employment or providing childcare for siblings. Where an absence could reasonably have been foreseen, learners are expected to request authorisation in advance rather than retrospectively.

Importantly, we do not view UA simply as a negative attendance code. It is a trigger for us to understand what is happening for the learner. We follow up non-attendance, seek to establish the reason, communicate with the learner and/or their parent or carer, and consider whether the absence indicates an emerging barrier to engagement, a change in circumstances or a safeguarding concern.

Where patterns of absence emerge, we use tutorials and pastoral review to explore the barriers affecting engagement and identify appropriate support. This can include temporary adjustments to the learner's programme or training hours where this would help them to re-engage successfully.

### **Review and Version Control**

# Behaviour and Attendance Policy 2627

For our particularly vulnerable learners, including those with an EHCP, non-attendance is followed up on each day that they are expected to attend. The emergency contact is informed and the absence is recorded on CPOMS with the DSL/DDSL alerted. Where concerns escalate or contact cannot be established, the appropriate safeguarding and missing-from-education processes are followed.

Therefore, UA data is used not only to measure attendance, but as an early indicator of potential disengagement, unmet need or safeguarding risk, enabling us to identify patterns quickly, understand the individual circumstances behind them and evidence the action taken in response.

## **Monitoring Reasons for Absence**

As of October 2026, Prospect Training has strengthened its attendance monitoring processes to ensure that, wherever possible, the reason for each learner absence is consistently recorded.

This enables the organisation to move beyond monitoring attendance percentages alone and to identify patterns, recurring barriers and emerging trends that may be affecting individual learners or groups of learners. Analysis of absence reasons will be used to identify opportunities for early intervention, inform appropriate support and reasonable adjustments, and enable timely engagement with learners, families and relevant professionals where required.

This approach supports a preventative and responsive model of attendance management, ensuring that attendance data is used not only to identify concern, but to better understand the underlying causes of absence and the actions that may improve engagement and attendance.

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