

# Attendance and Punctuality Policy

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## 1. Purpose

The Manchester College is committed to the knowledge, skills and behaviour development of all its students to best prepare them for their life after college.

The purpose of this policy is to promote a culture of commitment, responsibility and professionalism by setting clear expectations for attendance and punctuality. Regular attendance and timely arrival to lessons are essential for maintaining academic progress, supporting teaching effectiveness, and ensuring a positive and productive learning environment.

This policy outlines the responsibilities and expectations for all teaching colleagues and students studying at The Manchester College regarding attendance and punctuality. It provides the procedures to follow for teaching colleagues when managing attendance and punctuality and for students when reporting absence or lateness along with the potential consequences when failing to meet attendance standards.

As part of The Manchester College 'The Deal' expectations, attendance, punctuality, and engagement, are integral and fundamental to all learning. For more information, visit [The Deal | The Manchester College \(tmc.ac.uk\)](https://tmc.ac.uk)

## 2. Scope

This policy is for the following groups of students:

- 16-18 Study Programme students (including 19+ Students in-filling into 16-18 Study Programmes)
- Adult students studying adult courses

## 3. Attendance and Punctuality Expectations

Attendance management is a distinct element of developing students' knowledge, skills and behaviours, thus contributing to personal development and employability. Excellent attendance and punctuality correlate with improved performance, progress and success on a student's programme of study.

Notwithstanding any mitigating factors, all students are expected, as part of The Deal, to aim for **100% attendance and to always be punctual to lessons**.

Excellent attendance and punctuality are fundamental pillars of employability and as such are integral to all students continued development of their knowledge, skills and behaviours, and subsequent achievement of their learning goals.

## 4. Legislative and Quality Requirements

The college and its staff have a legal duty to record student attendance and monitor participation to meet statutory reporting requirements. This includes compliance with the Education and Skills Funding Agency (ESFA) and other professional and accrediting organisations. Where arrangements are made outside of ESFA funding individual attendance agreements will be put in place to meet any criteria set. **All staff must make themselves aware of the Attendance and Punctuality Policy – Staff Supplement regarding marking registers, available on the HUB.**

The College also acknowledges and supports legal obligations to provide reasonable adjustments and /or allowances in line with the Equality Act 2010. Where students disclose verified circumstances that may impact their attendance (e.g. chronic illness, caring responsibilities, neurodiversity, etc) the College will take these into account and make reasonable adjustments where appropriate. Students can expect an inclusive and supportive learning environment whatever their background.

Furthermore, the College recognises that children, young people, and/or vulnerable adults missing from education is a significant safeguarding concern. In line with Keeping Children Safe in Education (KCSIE) guidance, the college will respond appropriately to such situations.

## 5. Definitions

- **Attendance** refers to students attending any timetabled sessions with a register.
- **Punctuality** refers to being on time to a lesson. If a student is not on time to lesson, they are deemed to be late.
- **Timetabled Sessions** refers to time where a student is scheduled on college programmes including taught classes, workshops, work placements, tutorials or online sessions as specified in a student's timetable and/or individual learning plan.
- **Absenteeism** is a student's singular or repeated non-attendance to timetabled sessions without good reason.
- **Student** refers to those enrolled onto a full-time study programme and/or adult course.
- **Registers** in this policy relates to the electronic register using EBS.
- **Teacher/Lecturer** is used in this policy to describe members of staff responsible for educating students at the College.
- **Achievement Tutors (AT)** regularly monitor and review student progress and achievement for those students learning on 16-18 Study Programmes, with the exception of the Access department where the Achievement Tutor works with adult students studying adult courses.
- **Personal Tutor/Tutor** in this policy refers to the main tutor responsible for a group of students that are predominantly adult students and are studying adult courses, in some circumstances this may also be the teacher/lecturer.
- **Attendance and Progress Monitors (APMs)** work with students enrolled on 16-18 Study Programmes, reviewing, monitoring and working to improve students' attendance and progress.
- **Department Team Leader (DTL)** is a manager who has oversight of staff who teach on a range of student cohorts.
- **Course Leader (CL)** is responsible for a range of student cohorts and their academic performance whilst learning at the college.

- **Head of Department (HoD)** is ultimately responsible for all staff and students within their department.

## 6. Student Absence and Lateness Reporting

The core expectation for attendance and punctuality for all students across the College is 100%. It is recognised however, that there are students who experience sustained challenges with this and that this is something that can impact on individual and group attendance without being in the direct control of the curriculum and support teams. Please refer to the TMC Student At Risk Policy for tracking, monitoring and interventions in these circumstances.

Even if an absence is reported in advance, the College still deems any absence a potential concern for a student's achievement and progress.

Where absences or lateness occur, students are expected to provide a valid reason supported by evidence. In the broadest sense these will be monitored by the Achievement Tutor for students enrolled on a 16-18 study programme and their Personal Tutor if enrolled on an adult course.

Where an absence is planned such as medical appointments, students must inform their Achievement Tutor/Attendance and Progress Monitor or Personal Tutor in advance so they can record this on ProMonitor and notify relevant staff.

Unforeseen absences, such as illness, students (or parent or carer where appropriate) must notify the college (or the above staff members where appropriate) as early as possible on the first day of illness and each subsequent day following if the illness persists, unless a doctor's note confirms a set period of absence.

All absences should be communicated to the college no later than **08:30am** on the day of absence. Any lateness should be communicated as soon as possible. Teaching staff are expected to challenge lateness, where appropriate, as well as celebrate excellent attendance and punctuality.

### *Reporting*

All students are required to report all absences and/or each lateness via the college absence reporting telephone number; or email address below; or directly with their Attendance and Progress Monitor/Personal Tutor via email or MS Teams message:

Absence/Lateness Reporting  
TEL: 03333 222444 - Select Option 3

CAMPUS	ADMINISTRATION CONTACT DETAILS
Citylabs	<a href="mailto:Attendancecitilabs@tmc.ac.uk">Attendancecitilabs@tmc.ac.uk</a>
City Campus Manchester	<a href="mailto:AttendanceCCM@tmc.ac.uk">AttendanceCCM@tmc.ac.uk</a>
Harpurhey	<a href="mailto:AttendanceNMSF@tmc.ac.uk">AttendanceNMSF@tmc.ac.uk</a>
Nicholls	<a href="mailto:AttendanceNich@tmc.ac.uk">AttendanceNich@tmc.ac.uk</a>
Openshaw	<a href="mailto:AttendanceOpenshaw@tmc.ac.uk">AttendanceOpenshaw@tmc.ac.uk</a>
Wythenshawe	<a href="mailto:AttendanceWythenshawe@tmc.ac.uk">AttendanceWythenshawe@tmc.ac.uk</a>

## **7. Attendance and Punctuality Intervention Strategy**

Intervention strategies for adult students learning on adult courses are designed to meet their needs, just as strategies for students learning on 16-18 study programmes are designed to meet theirs.

### **7.1 Intervention for Adult Students Enrolled on Adult Courses**

Persistent absence or lateness of students enrolled onto adult courses, without valid and evidenced reason, will be addressed via the Student Disciplinary Procedures.

However, in the first instance, the Personal Tutor will meet with the student to discuss concerns and possible barriers to attendance and/or punctuality and agree an action plan to support and improve the issue.

#### *Support for Improving Adult Attendance and Punctuality*

The College is committed to support students enrolled on adult courses to achieve high levels of attendance and punctuality and therefore success on their course. Where attendance difficulties are identified, appropriate support measures will be offered, which may include access to support and counselling services to promote wellbeing, study skills advice and guidance, and referral to specialist agencies. Students experiencing health issues, personal difficulties, or other barriers to attendance are encouraged to discuss these with their Personal Tutor or student support at the earliest opportunity, so that reasonable adjustments and targeted support can be implemented.

If support options have been exhausted and there is insufficient improvement is made, a formal written warning will be issued, and a review meeting will be held with the Course Lead / Head of Department. Continued failure to meet attendance expectations may result in withdrawal from the course. Students should be aware that poor attendance may also impact eligibility for financial support, examination entry, or progression to further study.

It must be noted that, adult students paying for their course via an Advance Learner Loan are subject to the 4 weeks non-attendance rule. This is where the College, as the Learning Provider, is expected to confirm the non-attendance of a student with the Students Loan Company. If this is the case, then this may result in a suspension of the adult's loan by The Student's Loan Company.

Power Bi is an internal management information system and is the standard source of data relating to adult student attendance and punctuality. The EBS management information system contains all approved complementary reports to help the appropriate staff review, monitor and manage attendance and punctuality.

### **7.2 Intervention for Students Enrolled on 16-18 Study Programmes (including 19+ in-fill students)**

We encourage the support of parents/carers in promoting high attendance and ensuring students attend all timetabled sessions punctually to maximise success on their Study Programme.

It is considered good practice to keep parents/carers informed about persistent student absenteeism and the college will actively follow this up. At enrolment we request consent to contact parents/carers regarding matters such as attendance, progress or behaviour. Unless this consent is withdrawn, or a valid reason is provided not to contact parents/carers the

College will deem that the consent given by the student at enrolment remains in place throughout the student's studies at the College.

### ***Attendance Management Process***

Note: At the onset of the Attendance Management process (AM) students need to be **made aware** that failure to respond to the escalated Attendance Management Stage 2 will result in their unsatisfactory attendance being treated as a disciplinary matter.

**The core expectation is for all students to strive for 100% attendance, and to always be punctual.**

The spirit of the college's Attendance Management approach is to work **with** our students to identify any barriers, which might limit attendance or impact on punctuality. It is a supportive process, which the student themselves must engage with. In its early stages Attendance Management is wholly distinct from the parallel Disciplinary Procedures and is aimed at removing barriers to high attendance and punctuality.

Students are expected to provide advanced notification of absence or lateness with a clear account of the reason by communicating this in a timely manner via the Attendance Telephone Number or campus attendance email (Appendix 3).

Where a student has not engaged with this supportive process or failed to respond to supportive measures, including the use of Attendance Improvement Action Plans, Attendance Management will necessarily be escalated to be encompassed within the Student Disciplinary Procedures. (See section 7.6 below).

Supported by the timely and accurate completion of registers, Attendance and Progress Monitors (APMs) play a key role in early identification of attendance trends and patterns that are of concern amongst students enrolled on a 16-18 Study Programme including 16–24 year olds with EHCPs and the small number of adult (19+) students who 'infill' into these classes.

Subsequent communication of key data to Achievement Tutors (AT) is critical so that interventions with students can take place swiftly to improve attendance and punctuality, and thereby secure retention, achievement, and progression. The correlation between poor attendance, and indeed poor punctuality, and poor achievement is clear.

Power Bi is an internal management information system and is the standard source of data relating to student attendance and punctuality. The EBS management information system contains all approved complementary reports to help the appropriate staff review, monitor and manage attendance and punctuality.

## **7.3 Student Support Network**

In administering the Attendance Management process for students enrolled on to 16-18 Study programmes, APMs, AT's, Teachers and Managers must gather any relevant information from any staff facing the student and relevant members from the Student Support Network, to assure all reasonable adjustments are considered.

Whilst trigger points for intervention must necessarily shape the Policy, judgment and a trauma informed approach must be applied where there are genuine circumstances impacting on a student's ability to attend. In these circumstances the staff member should consult with the

Senior Achievement Tutor to clarify the reason for exemption.

Members of the Student Support Network might include:

- The parent/carer (16–19-year-old students, 16–24-year-old students with an EHCP)
- For students with an EHCP or significant identified learning needs
  - A senior member of the Supported Learning (minimum Specialist SEND Support Practitioner, preferably Head of Department Additional Learning Support)
- Career Connect
- Youth Justice Service
- Students in care of the Local Authority (Looked After Child)
  - Social worker
  - Virtual School
- Pastoral / Safeguarding representative
- Translator
- Any other representative, if appropriate

## 7.4 Escalation, and De-escalation Principles

The Attendance Management escalation process will commence when there is a negative trend in a student's attendance identified by the either the APM or the AT, and/or a student's attendance or punctuality falls below the thresholds identified in the below table for the term in which the student currently resides in.

*Table 1: Attendance and Punctuality Intervention Triggers*

Term 1: SEPT - DEC	Term 2: JAN - MAR	Term 3: APR - JULY
<ul style="list-style-type: none"> <li>• Any one aspect of the student's <b>study programme</b> falls below 90% attendance i.e. Vocational, Eng or Math, Tutorial etc.</li> <li>• Punctuality falls below <b>90%</b></li> </ul>	<ul style="list-style-type: none"> <li>• A student's <b>Overall Attendance</b> drops below <b>86%</b></li> <li>• Punctuality falls below <b>90%</b></li> </ul>	<ul style="list-style-type: none"> <li>• A student's <b>Overall Last 4 Weeks</b> attendance drops below <b>86%</b>, judgement to be balanced with the student's achievement status.</li> <li>• Punctuality falls below <b>90%</b></li> </ul>

The APM will make telephone calls to parents/carers of those students 16-18 years of age or up to 24 years for students with an EHCP, or directly to the student if they are 19 or above without an EHCP, if they are absent from lesson. APMs and ATs should actively identify whether any reasonable adjustments have or should be applied before escalation.

If there is not an immediate and positive response to attendance concerns raised, the parent/carer of those students enrolled on the 16-18 Study Programme will be notified that the student is now formally at AM1 Stage and that an AM1 4-week action plan is being put into place, a copy of which will be issued to both student and parent/carer where applicable. If the student is aged 19 and over with no EHCP they should be contacted directly and sent this information.

To maintain the integrity of the Attendance Management process, the standard templates must always be used and associated action plans adhere to the clear guidelines on timescales. See Appendix 1, Attendance Management letter templates.

## 7.5 Escalation Stages

A table and an illustration of the escalation process can be found in Appendix 2.

### Attendance and Progress Monitors

APMs are responsible for identifying attendance patterns and trends to determine why the student is 'missing in education' and/or if there is a safeguarding concern. For safeguarding concerns, APMs are one of the first team members that will be able to identify initial non-attendance trends and are responsible for referring any safeguarding concerns to the Safeguarding and Pastoral Support team, in line with the College's Safeguarding Policy.

### Cause for Concerns

Logged by teachers, these can provide early alerts to a negative trend forming in a student's attendance pattern. For attendance this should be defined as a student missing 2 consecutive lessons on the same register. The teacher should discuss their concerns with the student.

### Attendance Management Stage 1 (AM 1)

AM1 is initiated when a student's attendance is demonstrating a negative trend and there are no reasonable mitigating factors **and/or** they hit the Attendance Management trigger for that term (see Appendix 2).

**Action:** The AT or APM must have a conversation with the student regarding their attendance/punctuality rate and issue a Stage AM 1 notification letter which includes the four-week Attendance Improvement Action Plan (AIAP1) with SMART improvement targets. Failure to demonstrate improved attendance within a four-week period will result in escalation of the attendance management process. Parents/carers of students enrolled on a 16-18 Study Programme, including those identified in the Student Support Network if applicable (See Section 7), will receive a Stage AM1 notification letter informing them of the activation of the attendance management process. If aged 19 and over without an EHCP the student should receive the letter directly.

Where the student has demonstrated clear achievement of the targets set, they are deescalated to Stage **AM 0**.

However, if there is still no improvement in attendance after monitoring, then **Stage AM2** of this policy will be implemented.

### Attendance Monitoring Stage 2 (AM 2)

A formal stage AM2 is implemented if a student's attendance has not improved in line with the expectations as set within the Stage AM1 four-week timescale.

**Action:** A formal Stage AM2 meeting will be arranged by the Departmental Team Leader (DTL) or Course Leader (CL) with the student, and parent/carer of the student including, those identified as part of the Student Support Network in section 7. Or directly with the student if over aged 19 and over. This meeting will be chaired by the DTL or CL, meeting notes written up, formalising the actions into an Attendance Improvement Action Plan (AIAP2), recorded on ProMonitor and sending the AM2 letter and action plan to the relevant people. Once issued the DTL or Course Leader will monitor the students' progress with the action plan.

Where parents/carers or the student aged 19 and over are unable to make the AM2 meeting, a justifiable reason will be required. Following this there will be an expectation of attendance to the rearranged meeting. Meetings will only be rearranged once unless there are exceptional circumstances. Where there is persistent non-attendance or engagement to a AM2 meeting

or the process a decision regarding the outcome will be taken in absenteeism and escalation will occur.

Where the student has demonstrated improvement and has met the targets set out within the AIAP2, the DTL or CL, in agreement with the AT, will de-escalate to Stage AM 0.

**If a downward trend in attendance is identified within the monitoring period of four weeks, the student will be referred to the Senior Achievement Tutor (SAT) for approval to be escalated to disciplinary stage D3 (final written warning) of the Disciplinary Procedures.**

**Note:** For 16-18 Study Programme Students of more than 24 weeks in duration, where a student has not attended classes for at least 4 continuous weeks and there is no engagement even though all reasonable attempts have been taken to secure the students attendance they are at risk of being withdrawn, unless we have auditable proof of the learners' intention to return.

### **Attendance Monitoring Zero (AM 0)**

AM0 status is a means to **de-escalate** within the Attendance Management process, in positive recognition of achieving attendance improvement targets set within AM 1 and/or AM 2 Action Plans. The student who has achieved Stage AM0 is no longer within the Attendance Monitoring escalation process, but the historical information of previous poor attendance within an academic year, is kept on record within the college internal management system, EBS, and monitored through Stage 'AM 0' reporting. Positive recognition of improvement should be communicated to the student and recorded as such within Promonitor and/or through a DEAL recognition.

### *A Return to Unsatisfactory Attendance*

If a negative pattern of a student's attendance and/or punctuality re-occurs within the same academic year, the student will immediately be **re-escalated back to their previous AM status**. (See Appendix 2 - Attendance Management Process)

## **7.6 Next Academic Year**

All students successfully completing their programme of study, but on an AM 1 or AM 2 at the end of the academic year will have their AM status reset, starting with a 'clean slate' in the next academic year if the student progresses within the college internally.

For those students who have been escalated and moved to Stage D3 of the Disciplinary procedures, will have their academic performance, behaviours and attitude reviewed at the end of the current academic year. Following this review a decision will be taken as to whether they are able to progress to the next academic year with an action plan or, will not be able to progress at all.

## 8. Summary of Aligned Legislation/Statutory Guidance

- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education, (September 2025, Including Missing in Education)
- Guidance for Safer Working Practice in Education Settings
- 'No Secrets,' The Children Act (1989 and 2004)
- Education Act 2002
- Safeguarding Vulnerable Adults Act 2006.

## 9. Associated Policies, Procedures and Strategies

- Student Safeguarding Policy
- Positive Behaviour Policy
- Disciplinary procedures
- TMC Student at Risk Policy
- TMC Medication Policy
- Continuing Studies Policy

## 10. Location and Access to this Policy

- Staff Intranet – Hub
- Student Guide – Student Hub

## 11. Equality Impact Assessment (EIA)

Are there concerns that this policy could have an adverse impact on any of these protected is action required?		If Yes, is action required?
Age	No	
Disability	No	
Gender reassignment	No	
Marriage or civil partnership	No	
Pregnancy and maternity	No	
Race	No	
Religion	No	
Sex	No	
Sexual orientation	No	
EIA Summary		
Person responsible for EIA	Stuart Steen	
EIA Outcome & statement		
This policy sets out the guidance for Attendance and Punctuality of all students attending The Manchester College. In writing this policy all of the above has been taken into consideration so that no protected characteristic is disadvantaged		

## 12. Appendices

### Appendix 1 Staff Access to Downloadable Templates

The below are templates that can be adapted to suit the need of the student.

Reference	Letter template	Staff HUB link
AM1	Attendance Management Stage (AM1) 1 Notification Letter	<a href="#">Link</a>
AM2	Attendance Management Stage 2 (AM2) Invite to Attendance Management Meeting	<a href="#">Link</a>
AM2	Attendance Management Stage 2 (AM2) Meeting Outcome Letter	<a href="#">Link</a>
AIAP	Attendance Improvement Action Plan template	<a href="#">Link</a>

### Sending letters and AIAPs Protocol

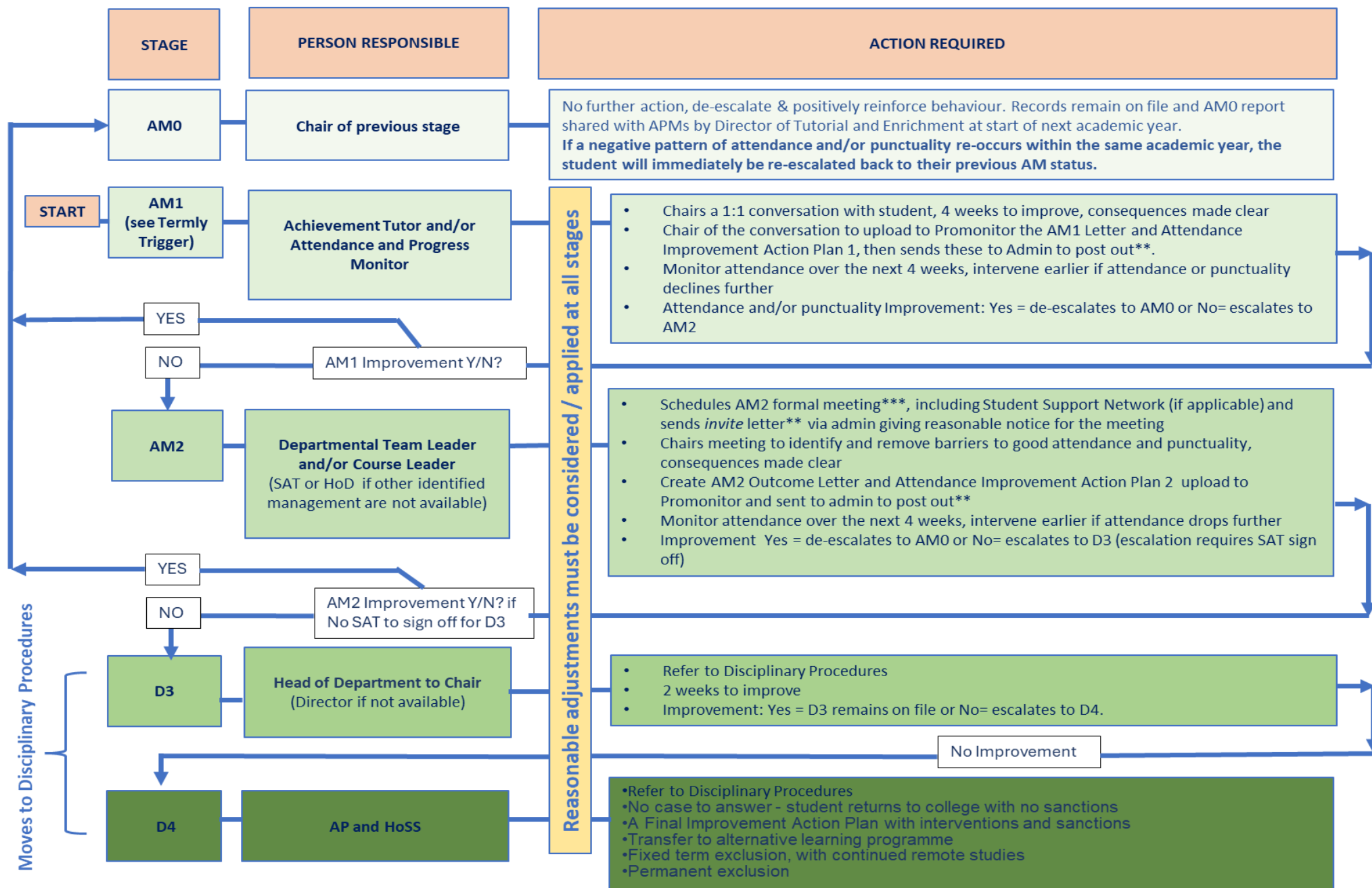
All letters and Improvement Action Plans should be fully completed and sent to the Administration team using the email addresses below.

Admin teams will then send these to the student and parent/guardian of students enrolled onto the 16-18 Study Programme. If the student is aged 19 or over without an EHCP action plans and letters should be sent directly to the student.

City Labs	<a href="mailto:Attendancecitilabs@tmc.ac.uk">Attendancecitilabs@tmc.ac.uk</a>
City Campus Manchester	<a href="mailto:AttendanceCCM@tmc.ac.uk">AttendanceCCM@tmc.ac.uk</a>
Nicholls	<a href="mailto:AttendanceNich@tmc.ac.uk">AttendanceNich@tmc.ac.uk</a>
Harpurhey	<a href="mailto:AttendanceNMSF@tmc.ac.uk">AttendanceNMSF@tmc.ac.uk</a>
Openshaw	<a href="mailto:AttendanceOpenshaw@tmc.ac.uk">AttendanceOpenshaw@tmc.ac.uk</a>
Wythenshawe	<a href="mailto:AttendanceWythenshawe@tmc.ac.uk">AttendanceWythenshawe@tmc.ac.uk</a>



## Attendance Management Table and Flow Chart



## Key

**AIAP** – Attendance Improvement Action Plan

**AM0** – Attendance Monitoring Stage 0

**AM1** – Attendance Monitoring Stage 1

**AM2** – Attendance Monitoring Stage 2

**APM** – Attendance and Progress Monitor

**AT** – Achievement Tutor

**CL** – Course Leader

**DTL** – Departmental Team Leader

**HoD** – Head of Department

**SAT** – Senior Achievement Tutor

**\*Cause for Concerns** - Logged by teachers can provide early alerts to a negative trend forming in a student's attendance pattern. For attendance this should be defined as a student missing 2 consecutive lessons on the same register. The teacher should discuss their concerns with the student. To help identify if there are any barriers that could be removed.

**\*\*Stages AM1-2 Letters** and **AIAP1-2** to be sent to parent/carer of student enrolled onto a 16-18 Study Programme, if aged 19 and over without an EHCP the letter must be sent directly to the student. All letters must be uploaded to Promonitor within the **'Meetings and Comments'** as an attachment to the relevant meeting *within 48 hours by the **Chair of the 'AM' meeting**, alerting all relevant parties, i.e. Student Support Network.*

**\*\*\*AM2** formal meetings can be conducted face to face or online with Parent/Guardian of Students enrolled onto a 16-18 Study Programme or they must be face to face with the student if they are aged 19 and over without EHCP

### Appendix 3 - Attendance and Punctuality Campus Contact

To report an absence or lateness students should contact the college before 08:30 on the day of the absence on the telephone number below and select option 3.

Alternative students can also email the relevant campus attendance email below or notify their Attendance and Progress Monitor, Achievement Tutor or Personal Tutor.

Lateness must be reported asap on the morning of the student running late.

## Absence/Lateness Reporting

### TEL: 03333 222444 - Select Option 3

CAMPUS	ADMINISTRATION CONTACT DETAILS
Citylabs	<a href="mailto:Attendancecitilabs@tmc.ac.uk">Attendancecitilabs@tmc.ac.uk</a>
City Campus Manchester	<a href="mailto:AttendanceCCM@tmc.ac.uk">AttendanceCCM@tmc.ac.uk</a>
Harpurhey	<a href="mailto:AttendanceNMSF@tmc.ac.uk">AttendanceNMSF@tmc.ac.uk</a>
Nicholls	<a href="mailto:AttendanceNich@tmc.ac.uk">AttendanceNich@tmc.ac.uk</a>
Openshaw	<a href="mailto:AttendanceOpenshaw@tmc.ac.uk">AttendanceOpenshaw@tmc.ac.uk</a>
Wythenshawe	<a href="mailto:AttendanceWythenshawe@tmc.ac.uk">AttendanceWythenshawe@tmc.ac.uk</a>