

# Attendance and Punctuality Policy (Students)

**Designated Teacher: Senior Leader responsible for Attendance**

**Reviewed by: TGAT Partnership Director SEND/Inclusion**

**Date: September 2024**

**Version: 2.0**

## ATTENDANCE AND PUNCTUALITY POLICY

### 1. INTRODUCTION

This policy is informed by the [DFE guidance for maintained schools, academies, independent schools, and local authorities: Working together to improve school attendance](#) (applies from August 2024) and the supplementary DFE guidance: [Summary of responsibilities where a mental health issue is affecting attendance](#) (February 2023). These policies also takes regard of the DFE statutory guidance documents on: parental responsibility measures, children missing education, supporting students with medical conditions at school, suspensions and exclusions, alternative provision and safeguarding.

For the purpose of this policy, a parent means:

- all-natural parents, whether they are married or not;
- any person who has parental responsibility for a child or young person; and,
- any person who has the care of a child or young person (i.e. lives with and looks after the child).

The Education Act 1996 states that:

- all students of compulsory school age receive a suitable full-time education by regular attendance or otherwise;
- the Local Authority (LA) must provide school places to parents who wish their child to be educated at school;
- the school must complete attendance registers at the beginning of the morning session and during the afternoon session;
- the school must report to the LA students who are absent for more than ten days without explanation;
- the LA has a duty to ensure that parents fulfil their legal responsibilities;
- failure by parents to ensure the regular attendance at school of a registered student is an offence punishable by law.

[Education Act 1996 \(legislation.gov.uk\)](#) - Part 6

[Education Act 2002 \(legislation.gov.uk\)](#) - Part 3

This policy should also be read in conjunction with the following policies:

- Safeguarding & Child Protection
- Special Education Needs & Disabilities (SEND)
- Permanent Exclusions & Suspension
- Children Looked After
- Equality Statement
- Supporting Students with Medical needs
- Behaviour & Positive Discipline
- Anti-bullying, Hate Incidents & Hate Crimes

## 1.1. Attendance matters

1.1.1. It is our aim to create a culture of excellent attendance and punctuality at all trust establishments. We recognise that good attendance is learned behaviour and as such it forms an integral part of the Trust's ethos and culture. We expect students to attend on time every day. Creating a culture of attendance is the key to improving students' attainment and wellbeing. Missing out on education has a significant effect on young people's life opportunities; statistical data is clear, students with the highest attainment at the end of KS2 and KS4 have higher attendance over the key stage compared to those with the lowest attainment. For the most vulnerable students, regular attendance is also a protective factor and the best opportunity for needs to be identified and support provided. This policy also sets out the expectation that students will be punctual to their lessons, as we recognise the negative impact of being missing in education as well as being missing from education. It is our intention that this policy is applied fairly and consistently and with due regard to our obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

1.1.2. Improving attendance is everyone's responsibility and is fully incorporated into the whole school ethos and culture. Securing good attendance cannot be seen in isolation, and effective practices for improvement involve the close interaction of the curriculum, positive discipline, anti-bullying strategies, special educational needs support, pastoral and mental health and wellbeing support, and the effective use of resources, including student premium. The barriers to accessing education are wide and complex, both within and beyond the school gates and are often specific to individual students and families. Encouraging good attendance is therefore the shared responsibility of the Trust board, the local governing body of the establishment, the establishment, the parents, and other agencies and partners, including the local authority. Parents, carers and students are informed about the procedures for attendance and are expected to take an active role in promoting good attendance and punctuality. Parents have a legal responsibility to ensure that their child receives an appropriate education and have an additional legal duty to ensure that their child attends regularly. This means their child must attend every day that the establishment is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission in advance from the principal. Students who achieve attendance and punctuality targets throughout the academic year are recognised and rewarded.

The senior leader at Little London Academy with responsibility for the strategic approach to attendance is Kelsey Thackray  
(kelsey.thackray@littlondon.leeds.sch.uk) Key responsibilities will include:

- Offering a clear vision for attendance improvement.
- Championing and improving attendance.
- Ensuring the practice that is in place to address persistent and severe absence is robust.
- Evaluating and monitoring expectations and processes
- Oversight of data analysis
- Keeping the Principal and all stakeholders informed of attendance figures and trends by providing regular reports to enable them to track the attendance of students and to implement attendance procedures.

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- Compiling attendance data for the Principal, the Local Governing Body (LGB) and the Local Authority (LA).
- Ensuring a positive working relationship with the School Attendance Service is fostered, including there is academy attendance at LA Targeted Support Meetings.
- If required, holding regular meetings with the parents of student whom the academy (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Ensure home visits are undertaken in line with school's safeguarding responsibilities to engage families and ensure children are safe.
- Identifying students who need support from wider partners as quickly as possible and support colleagues to make the necessary referrals.
- Making sure escalation procedures to address absence are initiated proactively, understood by students and families, implemented consistently and their impact reviewed regularly.

1.1.3. To support our **expectation** of excellent attendance, the principal, supported by the GORSE Trust Board and the local governing body (LGB) will:

- **Aspire** to high standards of attendance from all students and parents and prioritise attendance improvement across the Trust establishment.
- Ensure every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with [Keeping children safe in education - GOV.UK](#).
- Develop enabling support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting students at school with medical conditions - [Supporting students with medical conditions at school - GOV.UK](#)
- Create a calm, orderly and supportive environment where students feel safe.
- Provide an outstanding, relevant and inclusive curriculum for all our students.
- Create a climate for learning, in which all students are challenged and supported through high quality teaching to achieve aspirational targets within a structured and well- disciplined environment.
- Resource attendance support and improvement appropriately and employ attendance and pastoral staff who work with families, conduct home visits and work in partnership with the senior leadership team, the local authority's School Attendance Support Team, and other partners.
- Rigorously **monitor** attendance data to identify patterns of poor behaviour (at individual/group and cohort level).
- Where a pattern is identified, we will discuss with students and parents **to listen and to understand** the barriers to attendance and agree how all partners can work together to resolve them.

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- Establish strong, appropriate home-school relationships through regular communications and encourage parents/carers to work collaboratively with our pastoral support team and other appropriate initiatives including **facilitating support** through an academy initiated early help or family support plan where absence is a symptom of wider issues.
- Remove barriers to attendance, share information and work collaboratively with other schools in the area, the local authority, and other local partners where absence is at risk of becoming permanent or severe, facilitating support where required.
- Scrutinise attendance data and hold Trust establishment leaders to account at a trust board and local governing body level
- **Formalise support** where absence persists, and voluntary support is not working or being engaged with.
- **Enforce** attendance through statutory intervention or prosecution to protect a student's right to an education.
- Ensure that **all** staff receive adequate training on attendance through induction and continued professional development.
- Ensure dedicated attendance training is provided to staff with a specific attendance function to their role, including administrative, pastoral or family support staff and senior leaders.
- Regularly inform parents about their child's attendance and absence levels in an understandable format (e.g. the amount of time missed and the impact on the student's learning).
- Praise and reward excellent attendance through the 100% Attendance Club and other initiatives, including rewards at a year group, form/class and individual level. This builds a culture where all can and want to be attending and are ready to learn.

## 1.2. Admissions and Attendance Register

- 1.3. The admissions register ('school roll') contains personal details of every student along with the date of admission or re-admission to the establishment, information regarding parents and carers, and details of the last school attended.
- 1.4. Where possible, the trust establishment will hold more than one emergency contact number for each student.
- 1.5. A student's name can only lawfully be deleted from the admission register if a reason set out in [regulation 8 of the Education \(Student Registration\) \(England\) Regulation 2006](#), as amended applies.
- 1.5.1. Electronic registration takes place at the beginning of the day and additionally, within 11-16 establishments within every lesson. In 3 -11 Primary academies, an afternoon register is also taken. All trust establishments use national attendance and absence codes to record and monitor attendance in a consistent way and this data is used to collect statistics through the School Census system.

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- 1.5.2. Registers are legal records and trust establishments preserve every entry in the attendance register for 3-years from the date of entry. The register should only be routinely amended where the reason for the absence cannot be established at the time it is taken and it is subsequently necessary to correct the entry, the amended entry, the reason for the amendment, the date on which the amendment was made, and the name and title of the person who made the amendment.
- 1.5.3. Morning registers **close 30 minutes after the first session begins after which time the student will be marked as absent**. Lateness will be proactively monitored. And students arriving late on a morning will be sanctioned in line with the academy Positive Discipline policy.
- 1.5.4. Parents are required to phone the school's absence line before 9.00am to ensure that all reasons for an unexpected absence, e.g. illness, are recorded.
- 1.5.5. Parents can contact the following staff about attendance on a day-to-day basis and for more detailed support on attendance:  
Juliette Bertram – [office@litttlelondon.leeds.sch.uk](mailto:office@litttlelondon.leeds.sch.uk) 0113 2442457
- 1.5.6. Unexplained absence will be followed up with a 'Truancy Call' to parents (and where appropriate social workers) to collect missing attendance data on the first day of absence and to understand why and when the student will return. A text message will be sent by Mrs Bertram at 9.15am.
- 1.5.7. Where absence is recorded as unexplained in the attendance register, the correct code will be input as soon as the reason is ascertained, but no later than 5-days.
- 1.5.8. Home visits will be undertaken by attendance and pastoral staff if a truancy call remains unanswered and/or there is a safeguarding concern for students with a persistent absence for any reason. The frequency of home visits will be dependent upon a number of factors determined by the trust establishment and detailed in academy specific guidance. We will endeavour to complete all home visits before lunchtime. These will take place on day 1, 2 or 3 of absence depending on the circumstances. If we have not been notified of the absence or the child's absence is 90% or below, this will take place on day 1.
- 1.5.9. The opening times of the individual trust establishment can be found on the specific websites for the trust establishment. Gates open at 8.40am, classroom doors open at 8.45am. School finishes at 3.15pm, the gates open at 3.10pm.

## 2. Analysis of Attendance & Absence Data

- 2.1.1. As poor attendance is habitual, prevention and early identification are crucial: The key to this is regular data analysis to both identify and provide immediate additional support to students or student cohorts that need it, and to look at historic and emerging patterns across the establishment. To achieve this, we:
  - Manage daily absence using a SIMs aligned internal App
  - Analyse absence and lateness on a weekly, half-termly, and full year basis.
  - Identify patterns of absence and lateness for:



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- Individuals
- Tutor/class groups/Year groups
- Vulnerable groups including SEN/PP/LAC/Previously LAC/ those with identified medical needs & those with a social worker (including those undergoing a child and family assessment)
- Weekly/seasonal patterns
- Days of poor attendance
- Patterns and the nature of unauthorised absence (patterns in the use of certain codes)
- Patterns of attendance within a session to ensure that all students are attending timetabled lessons
- Benchmark attendance data against local, regional and national levels to identify areas of focus for improvement.
- Monitor within the data the impact of attendance efforts, including any specific strategies implement

2.1.2 Use this analysis to provide regular attendance reports to class teachers/tutors to facilitate discussions with students.

2.1.3 Use the analysis of attendance and impact data to provide regular reports to Senior Leaders, the Local Governing Body and Trustees.

2.1.4 Identify the students who need support and focus staff efforts on developing targeted actions for those cases.

2.1.5 Devise specific strategies to address areas of poor attendance identified through data e.g. students in a year group with higher than average absence of for student premium students if their attendance falls behind that of their more advantaged peers.

2.1.6 Triangulate attendance data with behaviour, safeguarding and SEND information.

2.1.7 Regularly inform parents of their child's attendance and absence levels.

### 3. GRANTING LEAVE OF ABSENCES

3.1. **Only exceptional circumstances warrant granting a leave of absence. An authorised absence is granted by the Principal** and will include: illness (both physical and mental), medical appointments, bereavement, participation in a performance (as specified in section 37 of the Children and Young Persons Act 1963), students' subject to a temporary part-time timetable and other circumstances where the Principal deems it appropriate. It is important that children and parents/carers do not feel as though their concerns about mental health have gone unheard which is why, as required in: [Working together to improve school attendance guidance](#), absence will be recorded as authorised where students of compulsory school age cannot attend due to illness (both physical and mental health related). Medical evidence will **not** routinely be requested to support recording an absence as

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authorised for mental health reasons. This is because, in general, primary care health professionals such as General Practitioners are unlikely to be able to offer such evidence to support one-off absences related to mental health. In instances of long-term or repeated absences for the same reason, however, seeking medical evidence may be appropriate to assist in assessing whether the child requires additional support to help them to attend more regularly, and whether the illness is likely to prevent the child from attending for extended periods. If a parent proactively seeks out a note from a GP, it does not imply a need for absence unless this is explicit in their letter.

- 3.2. There will be no entitlement for students to be granted leave of absence for holidays during term time. The principal has discretion to grant up to ten days' leave per school year if appropriate. A written request for leave of absence would be expected in advance from the parent the student usually lives with and would not be granted to a student with an attendance record below 97%. No student from Year 10. upwards will be granted leave of absence. Even authorised absence though, is still time away from school and for this reason medical and dental appointments, as far as possible, should be arranged for out-of-trust establishment hours. **Retrospective leave of absence requests will not be authorised under any circumstances.**

### 3.3. Study Leave

Study leave will only be granted to Year 11 students during public examinations. Provision will be made to students who wish to continue to attend the establishment to revise. Study leave is recorded as absence (code S).

- 3.4. **An unauthorised absence** is any absence which does not fall into the following categories:
- Absence caused by illness or other unavoidable cause
  - An approved absence for religious observance
  - Situations where the Trust authorises absence e.g. work experience

### Persistent Absentees

- 3.4.1. Any student who is absent for more than 10% of teaching time (equivalent to 1 day or more a fortnight across a full academic year) is classed as a Persistent Absentee. This group of students is monitored assiduously through data analysis and personalised strategies for re-integration, which are formulated by the pastoral support team in liaison with designated safeguarding staff and the SENDCO where appropriate. Additional targeted support will be put into place via a joint approach with the local authority, and other external agencies to remove barriers to attendance.
- 3.4.2. Particular focus will be given to students who are absent more than they are present (those missing 50% or more of school). These students may require intensive support across a range of partners, including the local authority.

## 4. STRATEGIES FOR IMPROVING PUNCTUALITY

- 4.1. Lateness to school will be sanctioned in line with the Positive Discipline Policy.



- 5. BUILDING STRONG RELATIONSHIPS WITH FAMILIES & UNDERSTANDING BARRIERS TO ATTENDANCE**
- 5.1. Students whose absence from the trust establishment gives cause for concern, or who are absent during the school day, are interviewed by a member of the attendance/pastoral support team. Parents/carers will receive a phone call, inviting them to a meeting at the academy with Juliette Bertram to discuss the attendance concerns, this may lead to an attendance support plan being put in place.
- 5.2. If the needs and barriers are individual to the student this may include provision of mentoring, or some other targeted support.
- 5.3. Where a pattern of absence is at risk of becoming problematic, Juliette Bertram (Inclusion Officer) will always seek the support of the parent in improving attendance, with the intention of working together to address any in-school barriers. A standard letter, accompanied by an attendance print out, will explain to the parent the extent of the problem and request they attend a meeting. Where possible, the parent will be made aware of the situation initially by telephone, and an appointment to discuss the problem will be offered during this initial discussion.
- 5.4. Where barriers are outside of the establishment's control, the meeting will focus on supporting parents to access any support they may need voluntarily. It is important that that actions are agreed, recorded and regularly reviewed with the student, family and services and/or organisations that have been providing the ongoing support. This could form the basis of an Early Help Plan led by the Trust establishment.
- 5.5. Where further absence intensifies, further action will be necessary, refer to appendix 1
- 5.6. Where further support has not been effective and/or has not been engaged with the establishment we will work in tandem with the local authority and other relevant partners to establish a more formalised approach, this would include formal conversation with the senior leader responsible for attendance and may include the establishment's point of contact in the local authority School Attendance Support Team. These meetings should clearly explain the consequences of persistent and severe absence to the student and family and the potential need for legal intervention in future but should also be an opportunity to continue to listen to and understand the barriers to attendance and explain the help that is available to avoid those consequences.
- 5.7. Where voluntary support has been ineffective and/or has not been engaged with or not considered appropriate, the local authority will be engaged to consider legal intervention as detailed in [Section 4: Expectations of local authorities](#). This could include:
- Putting formal support in place in the form of a Parenting Contract;
  - The issue of a Parenting Order
  - The issue of an Education Supervision Order (ESO)
  - Issuing a fixed penalty notice where support would not be appropriate or has not been successful or engaged with and it is unlikely to change parents' behaviour;

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- Intensifying support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance);
- Attendance prosecution and fining parents where all other routes have failed or are not deemed appropriate.

5.8 In all cases the trust establishment will monitor the impact of any interventions, in discussion with the student, parents and any other partners involved as part of any whole family plan or team around the child.

## 6. STUDENTS WITH MEDICAL CONDITIONS or SPECIAL EDUCATIONAL NEEDS

We acknowledge that some students face greater barriers than their peers. These can include students who suffer from long term medical conditions, both physical and mental or who have special educational needs or disabilities. We work collaboratively with parents to understand the barriers to attending, and where required will put in additional support to help improve attendance. In some circumstances a referral to the [Medical Needs Teaching Service](#) will be appropriate.

## 7. USE OF REDUCED TIMETABLES

All students of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is agreed by both the principal and the parents / carers that it is in a student's best interests, a temporary part-time timetable may be considered. For example, where a medical condition prevents a student from attending full-time education and a part-time timetable is considered as part of a re-integration package. Formal arrangements will be put in place to regularly review the impact of the time-limited reduced timetable, with the view to reintegrate to full-time education. In agreeing to a part-time timetable, the principal has agreed to a student being absent for part of the week or day and therefore must treat absence as authorised.

## 8. INFORMATION SHARING

We are committed to working collaboratively (including with voluntary and community groups as well as with the local authority and other partners e.g. health services or the police where there are extra-familial harms) to help remove the barriers to attendance that families experience. In some cases, families will experience the same or similar barriers to attendance for multiple children who attend different schools in the area. As such, it is of mutual benefit to work together, as a family of schools, and share information where possible.

The following information will be shared with the local authority within the timescales directed:

- Every time a student's name is to be added to, or deleted from, the school admission register, outside of standard transition times (including the statutory

reason for deletion). For deletions this must take place before the deletion, and for additions it must be no later than **5 working days** after the addition.

- The name and address of any student who fails to attend school regularly or has missed school for **10 days** or more without the absence being recorded as authorised. Current guidance suggests this should be no less frequently than once per calendar month.
- Attendance data
- A child who is absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any student who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#)

**For more information or to request advice with specific cases contact:**

Children not currently on a school roll – [cme@leeds.gov.uk](mailto:cme@leeds.gov.uk)

School Attendance Service – [schoolattendanceservice@leeds.gov.uk](mailto:schoolattendanceservice@leeds.gov.uk)

Elective Home Education Team – [EHE@leeds.gov.uk](mailto:EHE@leeds.gov.uk)

Excluded children – [exclusions@leeds.gov.uk](mailto:exclusions@leeds.gov.uk)

Education support for school-age parents [ptt@leeds.gov.uk](mailto:ptt@leeds.gov.uk)

## 9. REINTEGRATION OF LONG-TERM ABSENTEES

- 9.1. Students, who are long-term absentees, whether through ill health, suspension, or unauthorised absence, often find the return to the Trust establishment problematical. There are academic and social hurdles to overcome. At the Trust establishment, individual programmes are devised to reintegrate long term absentees into school, which may involve the assistance of external agencies including the local authority.
- 9.2. Other strategies include:
- Personalised learning programme
  - Individual work with our Pastoral staff or other appropriate staff
  - Adapted curriculum/ use of a personalised timetable
- 9.3. Staff are made aware of reintegration strategies via a Student Support Plan, staff briefings and other internal communication methods.

## 10. HOLIDAY PROCEDURE – IN TERM TIME

- 10.1. Any disruption to a student's education is detrimental to their success, especially during examination periods. This is particularly relevant in Years 10 and 11, when missed assessments and/or coursework can result in lower grades.
- 10.2. Holidays in term time are totally inappropriate and for this reason the Trust establishment will not authorise any holiday during term time.

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10.3. Unauthorised absence can lead to a [Fixed Penalty Notice](#) being issued. 10 or more half day sessions of unauthorised absence in a 10-school week period may result in the issuing of a Fixed Penalty Notice.

10.4. ***There are 190 school days in the year – leaving 175 days when holidays can be taken out of term time.***

## 11. REWARDS & INCENTIVES

Little London Academy recognises the importance of rewarding excellent attendance. Full details of Little London's reward programme can be found on the school website.

## 12. ROLES AND RESPONSIBILITIES

### 12.1. The GORSE Trust Board & Local Governing Body (LGB)

The Board and LGB are committed to:

- Recognising and promoting the importance of attendance through ethos and policy.
- Ensuring that establishment leaders fulfil expectations and statutory duties
- Reviewing attendance data in order to discuss and challenge trends and focus on improvement efforts to raise attendance at both the board and LGB meetings.
- Ensure staff training is adequate.
- Share effective practice on attendance management and improvement across the trust establishments.

### 12.2. Local Authority School Attendance Service

The school support team will provide the following core functions, without charge:

- Work in partnership with the academy to devise a strategic approach to attendance through Register Checks and Targeted Support Meetings.
- Provide access to an Attendance Improvement Officer from the School Attendance Service when required, to discuss and improve attendance for persistently absent or severely absent students.
- Develop action plans for persistently and severely absent students.
- If parents/carers do not proactively engage with support offered through the action plan, then formal legal intervention may be requested from the School Attendance Service. Statutory intervention can include:
  - Penalty Notices
  - Attendance Contracts
  - Education Supervision Order
  - Prosecution

### 12.3. Pupils

All pupils should:

- Attend regularly
- Attend punctually

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- Attend appropriately prepared for the day

## 12.4. **Parents**

All parents should:

- Encourage regular school attendance and be aware of their legal responsibilities
- Ensure that students arrive at school punctually and prepared for the school day
- Ensure that they contact school whenever their child is unable to attend
- Complete a request for absence in term time for **exceptional** circumstance
- Supply medical evidence when required
- Ensure all parent and child contact details are up to date
- Provide the academy with at least two emergency contacts
- Speak to relevant members of staff if they know of any problem which may prevent their child from attending school
- Consider the NHS guidance on when their child should attend school and also when their child returns to school after absence. Further details on this can be found at the following link: [Is my child too ill for school? - NHS \(www.nhs.uk\)](https://www.nhs.uk)

## 12.5. **Class Teachers**

The class teacher will:

- Challenge students, where appropriate, in all areas of non-attendance, punctuality, truancy, discussing absence with individuals (where appropriate)
- Complete registration procedures accurately and efficiently
- Celebrate student attendance by issuing weekly stamps for 100% attendance, in line with the Trust's Positive Discipline and Behaviour policy and display attendance data in accordance with agreed academy procedures
- Communicate any concerns arising to the member of staff with responsibility for attendance

## 12.6. **Inclusion Officer**

The Inclusion Officer will:

- Alert class teachers to absence issues and oversee first day calls and Truancy text messages
- Alert SLT to unexplained absences
- Assemble weekly attendance analysis for the Principal, Vice Principal, Assistant Principals, Phase Leaders and SENCo.
- Manage strategies for improving attendance through regular communication with class teachers, relevant members of SLT and parents/carers
- Motivate pupils through assemblies, rewards, and incentives
- Meet with SLT on a weekly basis to discuss whole school trends, groups of pupils (e.g. by gender, ethnicity etc) who are causing concern and strategies for improvement
- Make home visits to targeted students
- Meet with parents/carers to discuss issues with attendance
- Manage the 6 Stage Process, including School Attendance Panels and Attendance Contracts

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- Make appropriate links with other outside agencies to improve attendance of those students on stages 3-5
- Maintain records of school attendance problems, evidence for court action, etc.
- Market and promote attendance
- Provide attendance returns to the DfE via Leeds Local Authority
- Analyse comparative absence statistics

## 12.7. Inclusion Leader

The Inclusion Leader will:

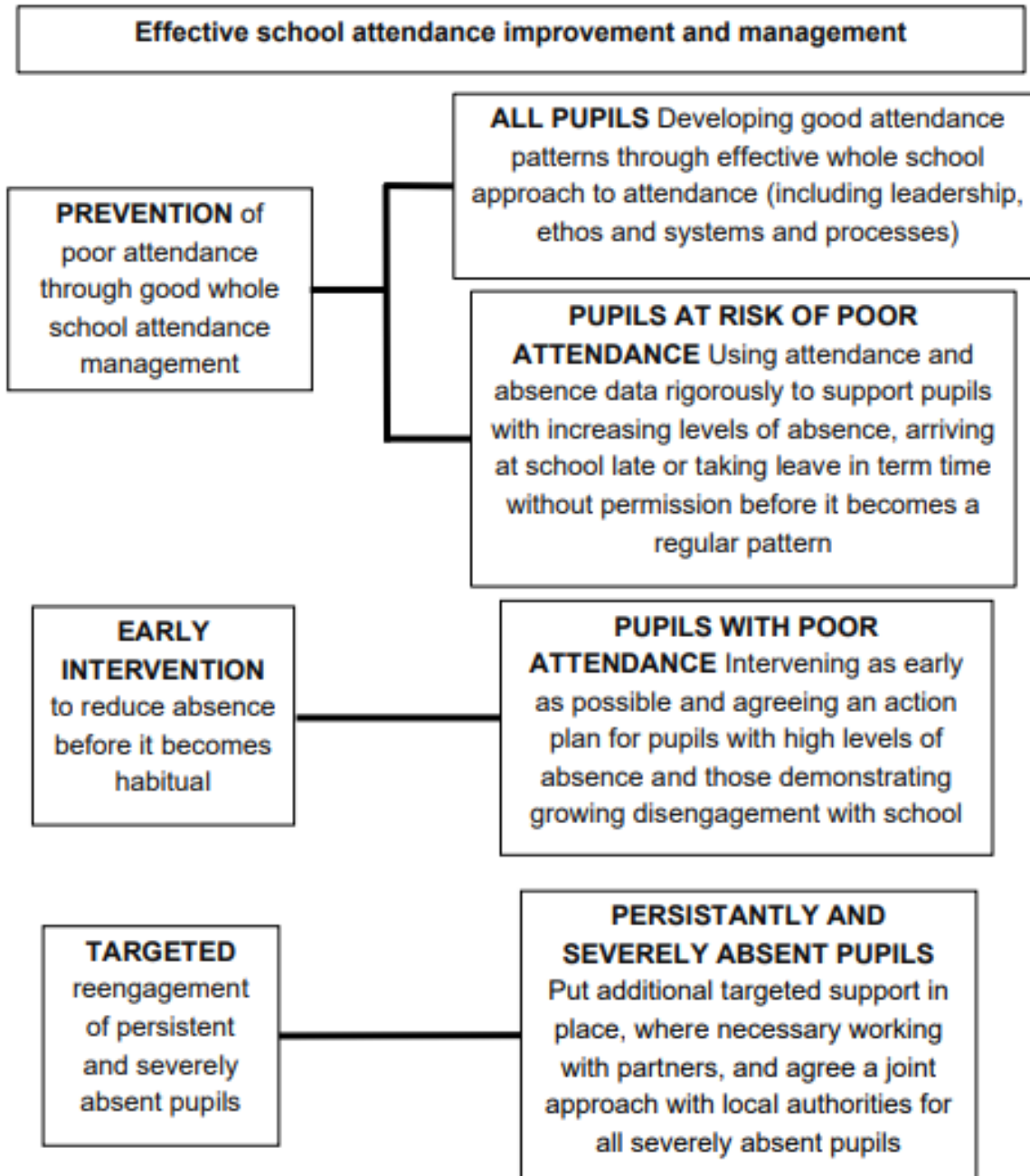
- Lead the strategic development of attendance in the school
- Prepare a report to be delivered to the Governing Body

### Key LA contacts

<b>School Attendance Service (SAS)</b>	Queries relating to attendance	0113 3785994 <a href="mailto:Schoolattendanceservice@leeds.gov.uk">Schoolattendanceservice@leeds.gov.uk</a>
<b>Elective Home Education (EHE)</b>	Queries around Elective Home Education	<a href="mailto:EHE@leeds.gov.uk">EHE@leeds.gov.uk</a>
<b>Children Missing Education (CME)</b>	Referrals for children missing education	0113 378 9686 <a href="mailto:CME@leeds.gov.uk">CME@leeds.gov.uk</a>
<b>Education Safeguarding Team</b>	Advice / Training / Safeguarding Audit	0113 3789685 <a href="mailto:estconsultation@leeds.gov.uk">estconsultation@leeds.gov.uk</a>



## Appendix 1



## Appendix 2 Attendance Legal Intervention

