Attendance Statement
Upton EiP Cluster

This policy was written by those leaders responsible for monitoring attendance in the Upton Education Improvement Partnership (EiP) schools and in accordance with guidance from Cheshire West & Chester Education Welfare Service (EWS). The policy is written in line with relevant legislation and DfE Guidance including *Working Together to Improve School Attendance* (2024) and *Keeping Children Safe in Education* (2025).

Policy Statement

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. Positive attendance is essential for pupils to get the most of out of their school experience, including their attainment, wellbeing and wider life chances. For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided.

Attendance policies and procedures are sharply focused on supporting all pupils to attend school regularly and on time, but with particular attention on the following groups:

- Socioeconomically disadvantaged pupils;
- Pupils with SEND;
- Pupils who are known to social care such as Children in Need, looked after or previously looked after children;
- Vulnerable pupils who face other barriers to their learning and/or wellbeing, which may include Young Carers or pupils who share a protected characteristic.

All children need to attend school for the full 190 days of the academic year in order to receive their educational entitlement. Children with poor attendance tend to achieve less well in both primary and secondary school.

All schools within the EiP will follow procedures that comply with the law, relevant education legislation and codes of practice, DfE guidance and other relevant national/local requirements which aim to achieve best practice for all groups of children, including those who face disadvantage or who are known to social care, pupils with SEND and vulnerable children.

Principles

The EiP Policy is founded on the following key principles:

- ✓ Improving attendance is everyone's business. It is not solely the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and non-teaching staff in EiP schools, trusts or governing boards, the local authority and other local partners;
- ✓ Good attendance will be promoted and absence reduced, including persistent absence;
- ✓ Every child, including those who face disadvantage, pupils with SEND, pupils who are looked after or previously looked after and those who are vulnerable, will have access to a full-time education to which they are entitled;

- ✓ Any patterns of absence will be acted upon early in collaboration with pupils, parents/carers and the Local Authority;
- ✓ Parents/carers will be held accountable in performing their legal duty of ensuring that their children of compulsory school age attend school regularly;
- ✓ Children will be punctual to lessons;
- ✓ Securing good attendance cannot be seen in isolation and effective practices for improvement will include close interaction with EiP schools' efforts on curriculum, behaviour, bullying, special educational needs, pastoral systems, mental health and well-being, and effective use of resources including pupil premium.

EiP schools adhere to the following principles for effective school attendance and improvement

PREVENTION
of poor attendance through good whole school management

ALL PUPILS Developing good attendance patterns through effective whole school approach to attendance (including leadership, ethos and systems and processes)

PUPILS AT RISK OF POOR ATTENDANCE
Using attendance data rigorously to support pupils with increasing levels of absence, arriving at school late or taking leave in term time without permission before it becomes a regular pattern.

EARLY INTERVENTION
To reduce absenteeism before it becomes habitual

PUPILS WITH POOR ATTENDANCE
Intervening as early as possible and agreeing an action plan for pupils with high levels of absence and those demonstrating growing disagreement with school.

TARGETED
reengagement of persistent and severely absent pupils

PERSISENTLY AND SEVERELY ABSENT PUPILS Put additional targeted support in place, where necessary working with partners, and agree a joint approach with local authorities for all severely absent pupils.

School Policies & Procedures
EiP schools have their own individual attendance policies based on the CWAC model policy.

Individual school attendance policies and this overarching EiP Policy statement have been formulated with due regard to the latest DfE guidance, *Working Together to Improve School Attendance* (August 2024) and *Keeping Children Safe in Education* (2025).

Working Together to Improve Attendance
Successfully treating the root causes of absence and removing barriers to attendance, at home in school or more broadly requires all schools and local partners to work collaboratively in conjunction with parents/carers.

All schools should work in partnership and with their local communities to help remove the barriers to attendance that some families experience. In some cases, families will experience the same or similar barriers to attendance for multiple children who attend different EiP schools. We recognise the benefit of working together where possible to share good practice, address barriers for good attendance and to enhance the systems and process for promoting and managing attendance and punctuality.

All EiP partners work together to:

EXPECT
Aspire to high standards of attendance from all pupils and their families, and build a culture where all can, and want to be, in school and ready to learn by prioritising positive attendance habits.

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MONITOR
Rigorously use attendance data to identify patterns of attendance (at individual, cohort, school and EiP levels) as soon as possible so that all parties can work together.

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LISTEN & UNDERSTAND
When a pattern or trend is spotted, discuss with pupils. Parents/carers and/or EiP colleagues to understand barriers to attendance and agree how all partners can work together to resolve them.

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FACILITATE/COORDINATE SUPPORT
Remove barriers in school or within the EiP cluster to help pupil and parents/carers access the support they need to overcome barriers outside of school or in the local area. Where barriers are outside of the school's control, all partners should work together to support families to access any support they may need voluntarily. Where a family has children in several EiP schools, designated staff will collaborate to coordinate relevant and timely support for the family. This collaboration may be agreed as part of the EiP Attendance Best Practice Forum.

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FORMALISE SUPPORT
Where absence persists and voluntary support is not engaged with, EiP partners will work together to explain the consequences clearly and consistently. Designated staff will collaborate, where a family has children in multiple EiP schools, to ensure that consistent information and support is provided. Depending on the circumstances, this may mean formalising support via a joint parenting contract.

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ENFORCE

Where all other avenues have been exhausted, support is not working or not being engaged with, EiP schools will enforce attendance through statutory intervention. Where a family has children in multiple EiP schools, a collaborative approach to this will be adopted.

All EiP schools work collaboratively to identify and monitor cluster attendance patterns, to identify common issues and barriers and to share effective practice. This collaboration also supports schools in evaluating the effectiveness of individual processes and improvement efforts to ensure that they are meeting the needs of pupils as experiences and barriers to attendance evolve.

EiP schools will collaborate in the following ways:

- Participation in termly meetings of the EiP Attendance Best Practice Forum;
- Ongoing CPD and engagement supported by expertise within the EiP and in partnership with local and national agencies;
- Regular review of attendance data and trends to identify and address issues across the cluster, including trends relating to the attendance of pupils facing disadvantage, children with SEND, pupils who are looked after or previously looked after and vulnerable children;
- Regular sharing of best practice to support review evaluation and enhancement of strategies in operation in individual schools and across the EiP;
- Collaboration on initiatives and approaches to improve attendance and punctuality across the EiP;
- Collaboration where families have children in multiple EiP schools to ensure that approaches taken are consistent and coherent.

Consistent and Coherent Approach to Intervention to Improve Attendance

EiP schools will ensure that the approach taken in response to patterns of irregular school attendance and requests for leave during term-time is consistent and in line with the principles of this statement.

This is particularly important where siblings from the same family attend multiple EiP schools.

Training & Support

Designated attendance leads in EiP schools meet termly to share knowledge, experience and expertise. This forum also provides a confidential and supportive environment for attendance leads to discuss ongoing issues and share concerns.

Ongoing CPD for attendance leads is also supported by the Cheshire West & Chester Education Welfare Service via attendance related briefings and training across the academic year.

Policy Monitoring & Review

Implementation of this policy across EiP schools will be monitored by EiP headteachers in conjunction with designated attendance leads.

This policy will be reviewed in September 2027.