



Attendance Policy

Titel	Attendance Policy
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Aim of the Policy:

Our aim is to promote regular attendance and emphasize its importance for future learning and development. To achieve this the setting will:

- Foster a welcoming environment for children.
- Create a culture that values good attendance.
- Work collaboratively with parents to address any barriers to attendance.

Why attendance is important:

Regular attendance and punctuality establish good habits from the start. It provides structure and simple routines that help young children to take full advantage of the learning and development opportunities available to them.

Through regular attendance, children build up the secure attachments they need for healthy development. A regular routine supports children to feel settled and secure, and continuity and consistency are important contributors to a child's well-being and progress.

Children learn and develop more from birth to five years than at any other time in their lives. Research shows that children who regularly attend early years settings have better early academic attainment and social-emotional well-being than those who do not attend. Good attendance in the early years creates healthier patterns of attendance for school. Consistent school attendance fuels greater academic success.

Procedure for absence:

Parent/Carer Responsibility: Parents and carers are expected to bring their children to the setting unless the absence is unavoidable (e.g., illness or emergency) or previously planned.

Reporting Absence: If a child is unable to attend, parents/carers must provide an explanation via phone, text, app, or email on the first day of absence, by 9:30 am.

The AfC Attendance Strategy for schools states: *Parents and carers are expected to report their child's absence from school on the first day of absence and to confirm the reason in writing on their child's return to school'.*

Failure to Communicate: If the setting does not receive an explanation of absence, we will make every effort to contact the parent/carers on the same day. If contact cannot be made, the absence will be followed up when the child returns. All attempts to communicate regarding absences will be documented.

Monitoring Attendance: The setting carefully monitors attendance, ensuring all absences and the reasons for them are recorded. Frequent absences (i.e., attendance below 75%) may prompt an investigation. If this occurs, the setting will engage with parents to understand the reasons and explore ways to improve attendance. Where necessary, additional support or action will be considered.

Health and Well-Being Monitoring: Absences will also be monitored in relation to health and well-being concerns. For example, if there is an outbreak of illness (e.g., measles), the setting will ensure parents are informed and aware of the situation.

Safeguarding Concerns: If a child has frequent unexplained absences or stops attending without notice, staff will be vigilant to the possibility of abuse or neglect. The Designated Safeguarding Lead

(DSL) will be notified and take appropriate action, which may include contacting external agencies.

Understanding barriers to attendance:

Whilst any child may occasionally have time off because they are too unwell to attend, sometimes they can be reluctant to attend nursery. This could be because they are tired or just want to stay at home with their parents. If a parent thinks their child is reluctant to attend nursery, then we will work with that family to understand the root problem and provide any necessary support.

Parents should inform the nursery of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in nursery, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help the nursery to identify any additional early help that may be required.

Supporting Families

Some children are more likely to require additional support to attain good attendance, for example, children who are vulnerable, have a medical need or EHCP plan.

We recognise that sometimes families may need extra support with attendance, therefore effective communication is essential between the parent and the child's key person. The setting will collaborate with parents to support good attendance and punctuality; we may create a personalised action/support plan to address any barriers to attendance.

Where children's attendance is not improving, the setting will talk to parents about additional support available, for example, implementing bedtime routines, support with healthy eating, referrals to early help or other support agencies.

Safeguarding

All agencies that work with children have a duty to ensure their safety, well-being, and protection from harm. While early years attendance is not statutory, non-attendance can often be a significant indicator of underlying concerns. This is especially true for vulnerable children, where irregular or poor attendance may signal difficulties in their home life.

Monitoring Attendance:

- Attendance records are accurately maintained and regularly reviewed to identify any potential issues or emerging patterns.
- Consistent monitoring allows the setting to act promptly if a child's attendance begins to raise concerns.
- Staff and managers are trained to recognize that unexplained absences or a sudden pattern of irregular attendance could be linked to safeguarding concerns, such as neglect or abuse.
- Any child whose attendance causes concern will be referred to the Designated Safeguarding Lead (DSL) for further investigation.

Taking Action:

- If a child is known to be involved with Social Care, the appropriate authorities will be informed of the child's absence on the first day.
- Should any patterns concerning absence emerge, staff will escalate the issue according to safeguarding protocols to protect the child's well-being.

By closely monitoring attendance, the setting ensures that early signs of neglect, abuse, or other

risks to the child's safety are detected as soon as possible. Through collaboration with parents, agencies, and Social Care, we aim to provide a supportive and protective environment for all children.

Funded places

Funding is provided through the local authority. We have a duty to ensure funding is used appropriately. If a place has been reserved but is being used for less than 75% of booked sessions, we reserve the right to offer that place to another family. This way we can be sure to use the funding to its best effect.

Monitoring of attendance and use of government funding hours may be passed on at the local authority's request.