**Notes before adaptation:**

**Disclaimer**

This template has been produced by Shropshire Council Learning and Skills Safeguarding Team. Whilst every effort has been made to ensure that the template is up to date and accurate, we will not be held responsible for any loss, damage, or inconvenience caused because of inaccuracy, error, or omission.

The responsibility to ensure you adhere to [Early years foundation stage (EYFS) statutory framework - GOV.UK](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2) remains with the individual setting.

This template is ONLY a framework and should be seen as a starting point for development to fit your setting.

It is at the discretion of your setting whether you use and adapt the template.

All content should be read and adjusted according to your setting profile. It should mirror your ‘safeguarding arrangements,’ and be in line with your safeguarding policy.

*Please pay extra attention to any italicised text which you may wish to add, alter, or delete.*

August 2025

Early Years Attendance and Non Attendance Policy

*INSERT SETTING LOGO HERE*

|  |  |  |
| --- | --- | --- |
| Policy Implemented | August 2025 |  |
| Date approved by Committee/ management |  |  |
| Next review date | August 2026 |  |

**Policy Scope and Aims**

This policy aims to help staff at *name of* *setting* to have clear understanding and processes to support all children in their setting, to raise the outcomes for children and to provide early help and support at the earliest opportunity. By offering information and practical suggestions about promoting, supporting, recording, and monitoring the attendance of children.

The policy is publicly available on the website (or on request from *state where requests should be made*) so that it can be accessible for our families and anyone visiting and or working with us.

**Linked Policies/ Procedures** *(please delete/amend/add as appropriate)*

|  |
| --- |
| * Safeguarding and Child Protection * Complaints * SEND * Risk Assessments * Data Protection/GDPR Guidance |

**Aims of this policy**

* The policy aims to meet the requirements as outlined in Part 3 [Early years foundation stage (EYFS) statutory framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2) -EYFS.
* To build a positive culture of good attendance for all children and to begin to establish a good routine of attending an education setting which in turn helps them to be school ready.
* To have a positive impact on children’s learning and development, including promoting language and communication skills.
* To enable staff to have a knowledge of the safety and wellbeing of children accessing the setting
* To help children to build and maintain positive relationships with their peers and with trusted adults.

For all these reasons, good attendance and arriving on time is important for every child, the importance of good attendance is included in the [Early years foundation stage (EYFS) statutory framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2) , [Ofsted Early Years Inspection Handbook](https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2023) and [Education inspection framework](https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-september-2023#what-inspectors-will-consider-when-making-judgements).

**Promoting Attendance**

At *name of* *setting* we encourage and support children to have good attendance throughout their time with us, we do this by:

* Having welcoming atmosphere, where children’s arrival is acknowledged and staff are positive and pleased to see both children and parents.
* Having a morning routine so children know what they will be doing when they arrive.
* Building good positive relationships between children, staff, and parents/ carers.
* Being sensitive and supportive around families’ circumstances.
* Being aware of the potential needs of both the children and their parents and thinking about if there are any reasonable adjustments that can be made to support children or parents with SEND.
* Offer support/guidance to parents/ carers who struggle to get their child ready in time.

**Expectations we have for our parents / Carers**

At *name of* *setting* we believe in order to support a child in feeling settled and able to access the learning opportunities there is a necessity for good attendance. For all children, a stable and consistent environment plays a crucial role in their overall well-being and developmental progress.

As part of our new parent information, we will highlight the importance of regular attendance for all children as well as the process of notifying *name of* *setting* if a child is not able to attend any session they are due to attend.We will ask parents to adhere to the agreed hours of attendance for each child highlighting the importance of bringing their child to nursery at the beginning of the session and collecting them at the end of their session.

**Procedure if child is not attending**

We know that children do suffer from illnesses and there maybe times when they are not able to attend in these circumstances *add your own settings process for children who are ill or report to separate policy if you have one in place*.

**Recording and monitoring attendance**

In line with the EYFS we must hold a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person.”

In line with the EYFS we will be

* Keeping full registration details for each child, as specified in the [Statutory framework for the early years foundation stage for group and school providers (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf).
* Keeping accurate information about parents, carers and others who may accompany the child to and from the Early Years setting (Including records of who does/ does not have a legal right of access to each child.)
* Consistently and thoroughly follow up on all absences for individual children and their siblings and keep record of your child’s attendance and any reasons/explanations for non-attendance.
* Conduct regular audits on attendance, looking at patterns and potential increases in absence.

If a child does not attend and we do not received any contact from parents or carers, we will attempt to make contact child’s parents or carers, if we are not able to contact them we will attempt to make contact with the contacts provided through the child’s registration documents.

If we do not have an explanation of absence, or if we have any concerns regarding the child’s absence, we will follow the flowchart of actions – see annex 1.

**Children at greater risk of harm**

At *name of* *setting* we are aware that non-attendance, poor attendance, inconsistency in attendance or frequent lateness may be a sign or indicator of further concerns or where early help support for the child and/or family is required. It is important that we recognise that there are some factors that mean a child is potentially at greater risk of harm than others and that where there are multiples of these factors the level of vulnerability is increased.

* Concerns around sleep, nutrition, cleanliness, development.
* Family dynamics changing through bereavement, separation, divorce.
* Family facing financial hardship - benefits, change in employment, housing.
* Families for whom English is an additional language.
* Children with Special Educational Needs or Disabilities
* Families where early help support has been reoccurring.
* Children who are classed as a Child in Need
* Children on Child Protection Plans.

When a child’s place includes entitlement funding we have a duty to inform the early years education team through completing an Early Years Entitlement Attendance Monitoring form. (see annex 2)

Annex 1

**Flow Chart of actions**

If you have any concerns about a child’s safety or welfare, please follow your safeguarding policy. If those concerns are about a chid immediate safety contact 999/ 101.

**Attendance 90 % or below**

**Increase in Frequency of Absence**

Meeting to take place with parent/ carer

* Talk through reasons for absence
* look at what potential support can be put into place
* Are there any reasonable adjustments that can be made by setting / parents?

Is there an acceptable reason?

YES

No

YES

YES

Record your discussion / add to chronology.

Does the child have any SEND needs?

Are there any safeguarding concerns?

Does the child have an EHCP?

Contact FPOC / EHAST to discuss concerns and further actions needed.

Yes

No

No

Inform Shropshire early years team and if applicable complete Early Years Entitlement Attendance Monitoring form.

Are there any safeguarding concerns?

Contact FPOC / EHAST to discuss concerns and further actions needed.

Contact Early years SEND team and if applicable complete Early Years Entitlement Attendance Monitoring form.

Has there been any improvement in attendance?

YES

No

No

YES

Yes

Yes

No further actions needed.

Annex 2

**Early Years Entitlement Attendance Monitoring Form**

(Regular lateness or/and non-attendance)

**Please complete this form and return a copy to** [**charlotte.percival@shropshire.gov.uk**](mailto:charlotte.percival@shropshire.gov.uk) **whenever you have safeguarding concerns about a child’s attendance. Please note this information you provide may be shared further with Safeguarding colleagues.**

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| --- | --- | --- | --- | --- |
| Name of setting:                                                                                          Period/Term: | | | | |
| **Funding Reference i.e.**  **- 24U reference number**  **- NEF/15hrs**  **- EFE 11 digit reference** | **Number**  **of hours/ sessions**  **expected**  **to attend** | **Number**  **of hours/ sessions**  **actually**  **attended** | **Dates of late or**  **non attendance** | **Please tell us about the reasons given by the parent/carer.  Include a brief description of your discussions and any further actions you have taken which may include discussions with other professionals.** |
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Name of person completing this form (PRINT) …………………………………….  Date …………………