



## 1.9 Attendance

'Even when you're very small good attendance makes a BIG difference'

### Policy Statement

Regular early years attendance is important for all children, as it is only through regular, consistent routines that children build up the secure attachments they need for healthy development. Research shows that regular part-time attendance from the age of 2 in a good quality early years setting has a lasting impact on children's social development and intellectual attainment throughout school. (Sylva et al, IOE, 2003). Although education is not compulsory until the age of five, regular attendance has a positive impact on all aspects of a young child's learning and development. A regular routine supports young children to feel settled and secure. Unsettled children have higher stress levels which, in turn, prevent them from being able to benefit fully from the learning opportunities available. Once children are five, their attendance in school is statutory therefore establishing good habits of attendance in the early years will help to ensure that all children have at least 96% attendance by the time they enter reception class.

### Procedures

#### Monitoring punctuality and attendance

- We encourage parents to bring their child to preschool for their expected hours. If a child is persistently late or absent then the Room Leader or Key Person will approach the parent(s) to establish a reason for this.
- Children's arrival and departure times are recorded on the room register by the Room Leader.
- Parents are expected to call the setting if their child is going to be late for their preschool session
- We require parents to report and provide a reason for absence via phone or email on the first day that their child is off, and provide an expected date of return. This is recorded by the Centre Administrator.
- Usually, the Centre Administrator follows up on non-notification of absences and monitors children's attendance. However, if we have concerns about the welfare of a child who fails to arrive at a session when expected, the Designated Lead Practitioner for safeguarding (or their deputy) will take immediate action to contact the child's parent to seek an explanation for the child's absence. If no contact can be made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, then

our Safeguarding children policy will be followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.

## Supporting Families

We recognise that sometimes families may need extra support with attendance and punctuality, therefore good communication is essential between the family and their key person. We work with families to support their child's good attendance and punctuality. Where children's attendance is poor and not improving, we will talk to families about the available support from us and other your local services, for example, implementing bedtime routines, parenting classes.

## Safeguarding

We all have a duty to keep children safe and protect them from harm, therefore we monitor attendance at preschool as very poor attendance can be seen as a safeguarding issue, or indeed can be an indication of wider safeguarding concerns.

## Withdrawing a place

We will make every effort to support good attendance and punctuality. However, if there are no other indicators of concern or vulnerability and your child has failed to attend for 4-6 consecutive weeks or more, without a justifiable reason, we may withdraw your child's place.

The process for formally withdrawing a child's place is as follows:

- We will attempt to contact the family weekly to meet with them to seek a justifiable explanation of absence (by telephone or home visit and followed up by email), including, of course, first day calling.
- The setting sends a letter during the fourth week to invite the parent to a meeting to discuss the situation and fore-warn them of the action that will be taken after 6 weeks.
- We will send a recorded delivery letter in the final week, explaining that the place will be withdrawn on a specific date.

## Transition

If a family decide to move their child to another setting we ask that they inform us so that we can take them off of our register and send on their child's records to the next setting to ensure smooth transition.

This policy was adopted by	Winterbourne Early Years Centre
On	_____
Date to be reviewed	_____
Signed on behalf of the provider	_____
Name of signatory	_____
Role of signatory (e.g. chair, director or owner)	_____