

Mursley Kingfishers Attendance policy

Policy Statement

The purpose of this guidance is to support further improvements in the wellbeing of children in the Early Years Foundation Stage (EYFS), especially in keeping them safe and supporting their learning and development. Whilst there is no national guidance for children of non-statutory school age, this guidance has been developed in line with the statutory guidance with the EYFS (early Years Foundation Stage), DfE (Department for Education) and the Ofsted Early Years Inspection Framework.

The processes/procedures outlined in this guidance DO NOT replace safeguarding procedures. If any member of staff has reason to believe a child is a risk or harm, they should contact the designated safeguarding lead and make a MASH referral or take the agreed steps in accordance with the setting safeguarding policy.

Children's Rights and Early Years Framework

Children of non-statutory school age have the right to health and early years services that support their full potential. The EYFS statutory framework outlines providers' responsibilities in partnership with parents/carers to promote learning, development, and school readiness. Practitioners must actively promote good attendance in line with EYFS requirements.

Inspectors will assess whether staff are vigilant to potential safeguarding concerns, including:

- Poor or irregular attendance
- Persistent lateness
- Children missing from education

Prolonged Absence (PA) Monitoring

From September 2025, under new Ofsted guidance, all early year's settings must monitor and track prolonged absences (PA) as part of safeguarding. Kingfishers Preschool at Mursley defines PA as 10 consecutive school days absent, aligning with the Children Missing in Education guidance.

Staff Awareness and Compliance

All staff within Kingfishers Preschool are familiar with this guidance and our provision's attendance policy. All staff clearly understand the importance of good attendance and the necessity of maintaining best practices.

By following this guidance, all staff contribute to safeguarding children and ensuring they receive an education. This includes keeping accurate records of the daily times of arrival and departure of each child.

Conversations with Parents Regarding Poor Attendance

Discussing attendance concerns with parents of non-statutory school-age children can be challenging, as parents may assert that their child is not legally required to be in education. While this is correct, it is essential to remind parents of the benefits of regular attendance, as outlined below.

- Good attendance establishes positive habits
- prepares children for primary school,

- fosters secure relationships,
- builds self-esteem.
- Additionally, if a parent is claiming funding for a child who is not attending or has prolonged absences, this must be addressed.

Parents should be informed that both Local Authorities (LAs) and early years settings have a safeguarding duty to follow up on poor attendance and confirm the child's whereabouts. This guidance specifically aims to help schools and settings to use good attendance practice to:

- Ensure Safeguarding for children
- Raising outcomes for all children and supporting behaviours and attitudes to education.
- Ensure that children and families are supported effectively and undertake Early Help assessment and/or MASH (Multi Agency Safeguarding Hub) referrals as required

Promoting, recording, and monitoring attendance

Keeping accurate attendance records is not just bureaucracy. Monitoring attendance is important for all children, but especially for those who are most vulnerable. When a child starts at Kingfishers Preschool parents and carers will be informed of the importance of regular attendance and explain how we will monitor children's attendance and steps we will take if there are any attendance concerns.

These steps to monitor attendance are as follows:

- All staff will know when children are due to attend pre-school.
- Parents and carers have a responsibility to inform preschool staff of any planned absences such as holidays or appointments, and these will be recorded in the settings diary and on the register.
- There will be clear and accessible attendance records which will help identify children at risk and helps multi- agency teams to understand, assess and support the widest possible range of needs for a child and his or her whole family.
- Preschool staff will ensure that attendance records support the work of safeguarding young children and promote their learning and development

It is the responsibility of senior managers and staff at all levels to pay attention to the following:

- Keep full registration details for every child, as specified in the EYFS or school attendance legislation.
- Keep accurate information about parents, carers and others who may accompany the child to and from school or pre-school.
- Make clear and accurate entries, whether you are using manual or electronic registers. •
- Consistently and thoroughly investigate all absences for individual children and their siblings and keep good records of the family's explanations.
- Put in place some routine monitoring of attendance by governors, committees, or the owner.

- Put in place systematic and rigorous monitoring of the registers by senior leaders who are personally involved in ensuring accurate recording, identifying, and addressing attendance issues and engaging parents.
- Being rigorous in monitoring attendance and in identifying and analysing patterns of absence (often called 'broken weeks') and the number of sessions missed.
- Prolonged Absence (PA) children who are absent for more than 10 consecutive days should be reported to the LA.
- Being rigorous and persistent in seeking and recording explanations for absence, however this should be done professionally and sensitively
- Develop good relationships with the family making sure that appropriate means of communication to meet family needs is used at all times.
- Making sure (through induction and regular reminders) that all staff know what to do, and who to inform if;
 - a child is absent/late;
 - a child has a changeable or deteriorating pattern of absence or lateness; or
 - a child goes missing.
- Making sure that the school or setting knows where to turn to for advice or support or whom to alert if concerns arise.

Parents process for reporting absences and staff process for following up on unreported absences.

Working in partnership with parents is incredibly important to ensure communication regarding attendance and any issues are discussed quickly and resolutions can be found. It is important that in order for processes to run smoothly and for all parties to be kept informed that the following actions are taken at all times:

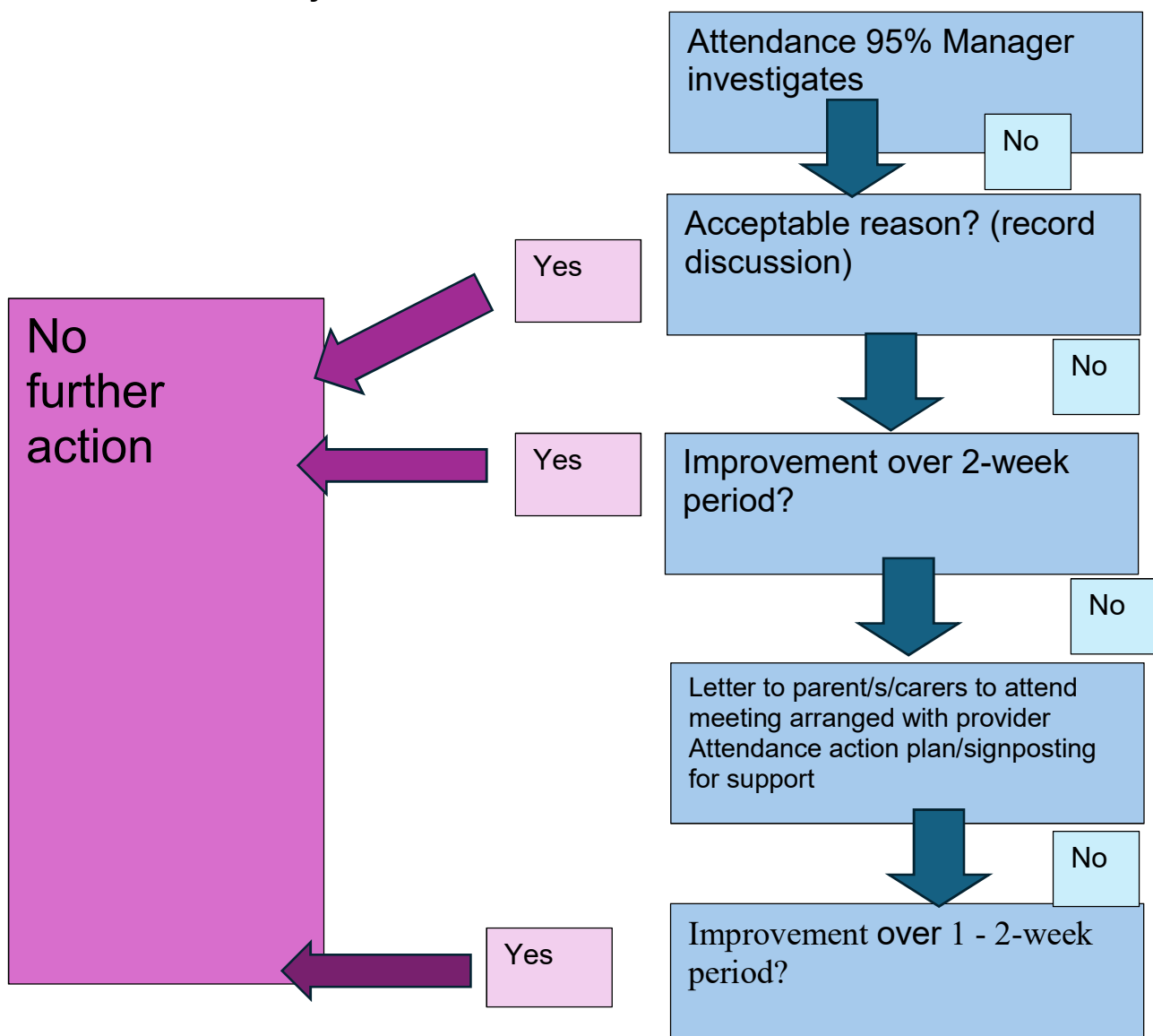
- In the case of a child becoming unable to attend the setting on the morning of a pre-arranged session parents/carers will report the child absent via the Parentmail reporting absence link or via Tapestry messaging by 9am.
- Parents/carers will give a clear reason for the child's absence.
- Preschool staff will ensure that Tapestry messaging is checked by 9am and any absences recorded are noted on the setting register and in the setting diary.
- The school office manager will check Parentmail for any reported absences by 9am and inform the preschool leader of the reason for the absence. Any absences recorded are noted on the setting register and in the setting diary.
- In the case of absences not being recorded and a child not arriving at the setting by 9:30am the preschool leader will contact the family using the contacts on the child's registration forms.
- If contact is not able to be made by using the first and second contacts after three attempts emergency contacts will be tried.
- Attempts to make contact will be recorded in the diary for reference.

- If no contact is able to be made on the first day an email will be sent to follow up and a request made to make contact with the setting.
- This process will continue if the child remains absent the following day.
- Senior managers and the preschool leader will follow the guidance set out in the Children Missing in Education guidance.
- Where there are already concerns regarding a child's welfare or any previous safeguarding concerns regarding the family, safeguarding procedures will be followed where no contact with the family can be made.

Taking action

This flow diagram is for funded 2,3- & 4-year-olds

Process for Early Years:





No

Provider to contact Local Authority
and EHBS (funding may be
withdrawn)



No

EHBS (Early Help Business Support
Team) to inform providers in writing
if funding is to be removed. Providers
responsibility to inform parents.