



WETHERBY PEMBRIDGE
MINORS

EYFS Attendance and Punctuality Policy

Policy reviewed by Sam Edwards

Review date: September 2025

Policy actioned from: September 2025

Next review date: July 2026

Reviewer's Signature: 

Headteacher's Signature: 

Circulation: This policy has been adopted by the governors, is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby Pembrige Minors; 'parents' refers to parents, guardians and carers.

Rationale for this policy

At an early age, continuity and consistency are important contributors to a child's well-being and progress. We believe good attendance is essential for children to take full advantage of the formative learning and development opportunities available to them in their Early Years.

Aims

- To safeguard and promote the well-being of the pupils in our care.
- To promote good attendance and set good habits and routines in preparation for school.
- To ensure learning is maximised for all children
- To create a culture where good attendance is promoted, valued and normalised.
- To value and support the individual child and their family.
- To be socially and educationally inclusive.

Rationale

Through regular attendance, children build up the secure attachments they need for healthy development. A regular routine supports the young child 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. Studies show that children who regularly attend an Early Years settings have better early academic attainment and social-emotional well-being than those who do not attend.

[Sylva et al., 2004, 2014; Melhuish et al., 2015; Lehl et al., 2016](#)

Children with good Early Years attendance also perform better than their peers at the end of Reception. This means a lack of attendance can affect a child's learning and development. Therefore, regular, and punctual attendance is paramount so that all children have full access to the curriculum.

Safeguarding

We all have a duty to keep children safe and protect them from harm. Poor attendance can be seen as a safeguarding issue, or can be indicative of a safeguarding issue, and where this is the case, our Safeguarding and Child Protection Policy and procedures will be followed.

Procedure

Every class in the school must take a register at the beginning of the AM session and at the beginning of the PM session. The person taking the register must be a permanent member of staff who works in that classroom.

The registers must all be completed by 9.30am and 1.30pm respectively. At these times, the School Administrator will review the register and assign the correct attendance codes to all children.

Parents are expected to inform WPM of any absence and have been informed that the WPM Admin email address is the one to contact regarding absences. If another member of staff is notified of an absence, they must inform the School Administrator before the register closes.

Children should be at their setting on time for the days and hours they are scheduled to attend unless the reason for their absence is unavoidable or part of a pre-arranged agreement with a member of the SLT.

If a child is marked as absent and no explanation has yet been provided, the School Administrator will contact the child's parents, via telephone, to ascertain the reason for the absence, recording this as appropriate. All absences, and the reasons for the absences, must be recorded on ISAMS. The DSL must regularly review attendance on ISAMS, to identify any patterns. Where poor attendance or punctuality is identified, a member of the SLT must meet with parents to discuss what support and strategies can be put in place. If staff notice a pattern relating to a child's attendance or punctuality, they must log this via ISAMS Wellbeing Manager and inform the DSL that they have done so.

Young children can sometimes be reluctant to attend. This could be because they are tired or just want to stay at home with their parents. However, it is always better to support children's well-being by reminding them that they will have a great time with their friends, playing and learning. Cooperation and communication between home and nursery is the best way to support a child's well-being needs.

Supporting Families

We recognise that sometimes families may need extra support with attendance, therefore effective communication is essential between parents and the child's Key Person. The Early Years setting will collaborate with parents to support their child's good attendance and punctuality. Where children's attendance is not improving, the setting will talk to parents about the available support, for example, providing advice on implementing bedtime routines, or supporting referrals to relevant outside support agencies.

Transition

If a child moves to another setting, parents should inform us so that we can send records to the next setting and remove the child from our register at the relevant point.