

**Footsteps @ St Joseph's Catholic Primary School**  
**Gipsy Lane, Bracknell, Berkshire, RG12 9AP**  
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## **Footsteps Attendance Policy**

Adopted by the Full Governing Body  
at its meeting on: 16<sup>th</sup> December 2025  
Signed:

*e. m. Lynch*

Name: Christine Lynch  
Position: Chair of Governors  
Date: 16<sup>th</sup> December 2025  
Review Date: December 2026  
Responsibility: Full Governing Body

If you would like help understanding or translating this policy, please contact the school office.

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*'Together we can start to climb the rungs of the ladder in education and life by learning through play with Jesus in our hearts, heads, and hands'*

## **FOOTSTEPS ATTENDANCE POLICY**

### **MISSION STATEMENT**

*'Together we can start to climb the rungs of the ladder in education and life by learning through play with Jesus in our hearts, heads, and hands'*

### **FOOTSTEPS EARLY YEARS ATTENDANCE POLICY**

The purpose of the policy is to support further improvements in the wellbeing of the children in the Early Years Foundation Stage (EYFS), especially in keeping them safe and supporting their learning and development.

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.

Good attendance establishes positive habits, prepares children for primary school, fosters secure relationships, and builds self-esteem.

### **POLICY AIM**

#### **Why is good attendance important?**

Even for very young children, there are positive benefits to be gained from regular attendance, whatever the weekly pattern of childcare or schooling. This includes not only coming to every planned session but also being there on time. Benefits include the following:

#### **Good habits:**

- It builds in young children the idea that getting up and going to school or nursery is simply what you do.
- Children who attend every planned session develop a feel for the rhythm of the week and gain a sense of security from some regular elements, even when the actual pattern or focus of their learning or activity may vary widely from week to week.

#### **Secure relationships:**

- Young children find it easier to build and sustain a range of social relationships when they regularly attend their childcare setting, according to the pattern agreed with the family.
- For some families, particularly at times of stress, the child's regular attendance at school or nursery allows parents to get other things done and helps them enjoy spending time with the child when he or she is at home.

### **Self-esteem:**

- Children who rarely miss sessions at school or nursery and come on time are more likely to feel good about themselves. This is because they know what goes on and what to expect, feel more confident with the adults and the other children and have more opportunities to be valued and praised for their own special contribution.
- Children who regularly miss sessions or are generally late, can frequently experience a sense of having to try a little bit harder just to understand what is going on and what other children are talking about or doing.
- Regular attendance, on time, helps many young children to separate from their parents or carers at the start of the day and settle more readily into daily life in their nursery setting or school.

### **Learning and development:**

- Staff carefully plan every session for each child in their care and want to take every opportunity to help them thrive; experiences gained in one session are often developed further in following sessions.
- Children learn in many ways; through play with others and through being in the company of staff who actively support their learning and development.
- Underachievement is often linked to lower attendance. For some older students this is linked to a steadily deteriorating trend in attendance which is traceable right back to their first class in school ("Reception") or even their pre-school setting.

### **Promoting, recording and monitoring attendance**

Keeping accurate records and monitoring of attendance is important for all children. As specified in the EYFS or school attendance legislation, settings will maintain:

- Clear accurate registration details for every child whether electronic or manual
- Making records accessible to necessary staff and multi-agency teams to ensure support is provided across the widest needs of the child or their family
- Accurate information about parents and carers and others who accompany the child to school or pre-school
- Identifying and analysing patterns of absence (often called 'broken weeks') and number of sessions missed through accurate records
- Senior leaders are personally involved in ensuring accurate recording, to ensure timely addressing of issues and engaging parents
- Routine monitoring of attendance by governors, committees, senior leaders or the owner
- Rigorous and persistence in seeking and recording explanations for absence, sensitively done
- Ensuring all staff are informed (through induction or regular reminders) of how to record or who to inform if:
  - A child is absent / late – highlighting any patterns
  - If a child goes missing

The setting will monitor and take action on any attendance concerns inline with guidance adapted from the local authority guidance.

### **Attendance concerns process for Early Years**

Definitions:

- Unnotified absence - Absence that the parent/carer has failed to inform the nursery prior
- Notified absence - Absence that a parent/carer has notified the nursery of prior
- Reduced hours (RH) – The child is not attending the nursery for the full hours agreed on the parent declaration, and or professionals along with the parent/carer have agreed the child should reduce the hours they attend the setting.
- Prolonged Absence (PA) - more than 10 consecutive days of absence (equivalent to 95%), and or when a child fails to return to the setting following a period of absence we were made aware of, such as a holiday.

Early Year's settings must monitor and track prolonged absences (PA) as part of our safeguarding procedures, inline with the local authority or government guidance.

If a parent is claiming funding for a child who is not attending or has prolonged absences, this must be addressed. Both the Local Authority and the nursery early years setting have a safeguarding duty to follow up on poor attendance and confirm the child's whereabouts.

#### **Funding implications with Prolonged Absence**

Funding will remain in place for child whilst they are absent, unless the absence period exceeds 6 weeks, in which case the nursery should contact EHBS to confirm funding status.

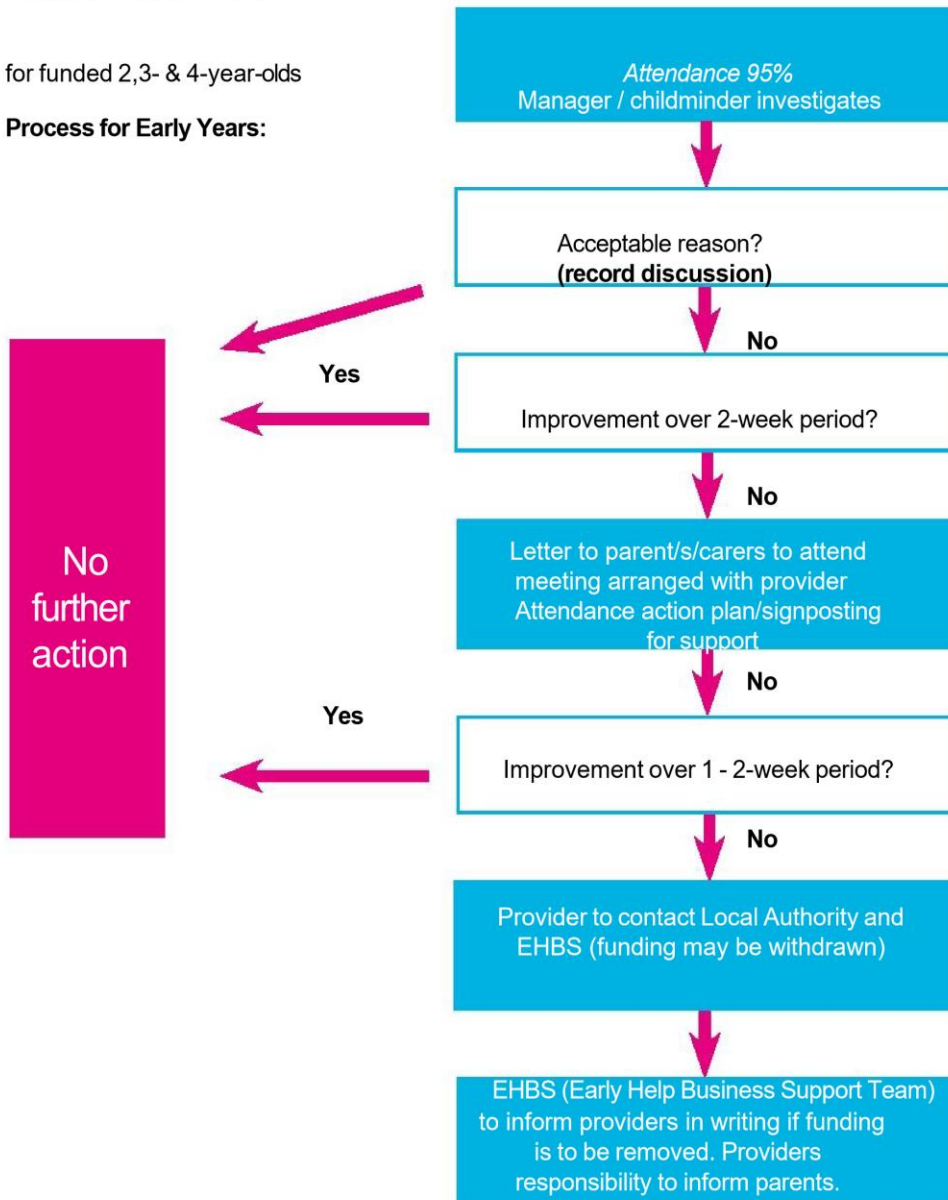
**Process for a PA and or RH child and flowchart**

## 4. Taking action

All schools and settings will have their own procedures for dealing with attendance issues. It is important that staff at all levels, including leaders and managers, know how to respond to different problems. This is true for the attendance of all children, however, will be especially important if concerns about a child or family are assessed either by Early Help or Children's Social Care.

for funded 2,3- & 4-year-olds

Process for Early Years:



### Absence Notified by Parent

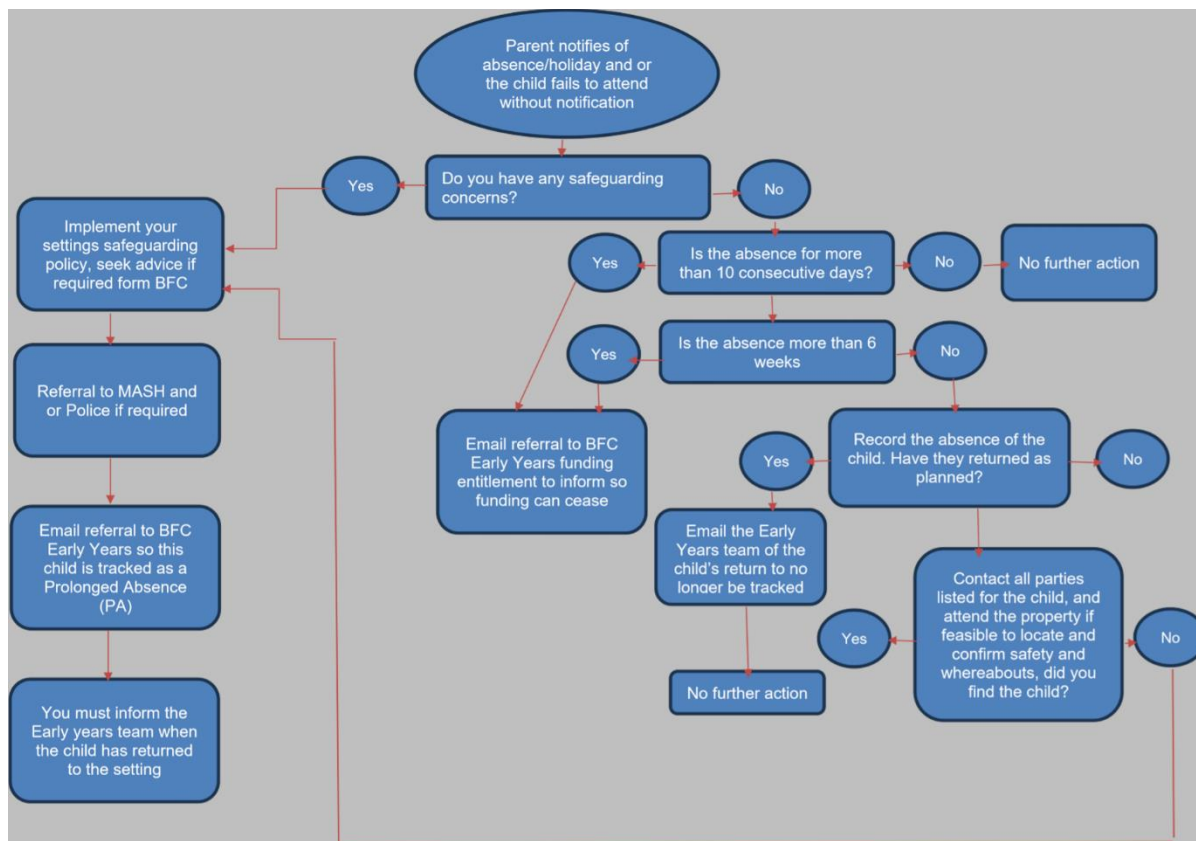
1. **Staff Training:** Confirm all staff are trained and understand the prolonged absence process (defined as 10 consecutive days of unplanned absence or not returning after a notified absence).
2. **Parent Notification:** Receive notification from the parent about the child's absence.
3. **10+ Days of Absence:** If the child's absence exceeds 10 days, proceed to notify the local authority via the email template from the prolonged absence guidance.
4. **Safeguarding Concerns:**
  - **If there are concerns:** Follow the setting's safeguarding protocol and contact MASH or the police if necessary. Note all actions taken in the email referral.
  - **If there are no concerns:** Complete the email referral to the local authority for tracking, and review or adjust any funding entitlements.
5. **Funding and Tracking:** If the child is not in the setting, do not claim the funding for that period. The referral supports tracking and ensures funding claims are processed properly.
6. **Child returns to setting:** An email should be sent to the LA to confirm when the child has returned to the setting stating the date of return

### Unnotified Absence (No Prior Notification from Parent)

1. **Staff Training:** Confirm all staff are trained and understand the prolonged absence process.
2. **Failed Attendance Check:** Realise the child has not attended as scheduled.
3. **Contact Family:**
  - **Attempt to contact the family:** Reach out to the child's primary contacts.
  - **Emergency contacts:** If no response from the primary contacts, try all emergency contacts.
  - **Visit home:** If feasible, visit the home address to check on the child and family.
4. **Safeguarding Action:**
  - **If the child's whereabouts are unknown or safety is a concern:** Follow safeguarding procedures, contact MASH, and/or alert the police.
5. **Complete Referral:** After reporting to authorities (if applicable), complete the email referral to the local authority's early years team to log the absence.
6. **Child returns to setting:** An email should be sent to the LA to confirm when the child has returned to the setting stating the date of return

Records of contact attempts and any safeguarding decisions will be kept for reference.

With both processes should you have any concerns and or question please do contact the Early Years service on [QI.team@bracknell-forest.gov.uk](mailto:QI.team@bracknell-forest.gov.uk).



**POLICY INFORMATION:**

Policy drafted by EYFS Lead & Governor  
This policy is to be reviewed Autumn 2027  
Policy to be the responsibility of EYFS Lead