



King Edward Primary School



*Inspiring hearts,
shaping minds*

Nursery attendance Policy

Reviewed: November 2025

Next Review: November 2026

Applies to: Nursery-aged children (3–4 years old) attending King Edward Primary School and Nursery.

Purpose: Complements whole-school attendance procedures and ensures alignment with EYFS learning and safeguarding expectations.

Introduction

At King Edward Primary School and Nursery, we believe that regular and consistent attendance gives children the best possible start to their learning journey. Although Nursery attendance is not statutory, attending regularly helps children to:

- Form secure attachments with staff, building positive relationships that underpin learning.
- Develop strong routines, supporting personal, social, and emotional development.
- Build confidence, social skills, and communication abilities through play-based interactions.
- Make steady academic and developmental progress across all EYFS areas of learning.
- Transition successfully into full-time school, equipped with skills, independence, and resilience.

We work closely with families to create a positive culture where good attendance and punctuality are valued, supported, and celebrated. Nursery attendance is monitored in line with whole-school procedures, EYFS statutory guidance, and safeguarding protocols, ensuring children's wellbeing is prioritised.

Aims of the Policy

Our Nursery Attendance Policy aims to:

- Promote a positive attitude towards regular attendance and punctuality, helping children develop the routines that support their learning and wellbeing.
- Ensure children access the full range of play-based learning experiences across all areas of the EYFS curriculum.
- Support children in developing the characteristics of effective learning: playing and exploring, active learning, and creating and thinking critically.
- Identify emerging attendance issues early and offer timely support, ensuring children can fully engage with their learning and social development.
- Strengthen partnerships with families so barriers to attendance can be discussed, addressed, and resolved collaboratively.
- Maintain clear procedures for monitoring attendance, safeguarding children, and integrating with whole-school processes.

This policy aligns with the King Edward Primary School Whole-School Attendance Policy, EYFS statutory requirements, and Transform Trust procedures.

Roles and Responsibilities

Governing Body and Transform Trust

- Monitor attendance as part of the school's safeguarding responsibility.
- Ensure school leaders follow statutory guidance, Trust procedures, and this policy.
- Review Nursery attendance data as part of broader school reporting.

Headteacher

Emma Estell – eestell@kingedward.notts.sch.uk

- Oversees Nursery and whole-school attendance, ensuring statutory and safeguarding duties are met.
- Leads the strategic approach to attendance across school and Nursery.
- Works with staff to analyse attendance data, monitor patterns, and coordinate support.
- Ensures early help and support strategies are offered to families where regular absence is identified.

Attendance Leads

Luke Braybrooke – lbraybrooke@kingedward.notts.sch.uk

Tom Daykin – tdaykin@kingedward.notts.sch.uk

- Monitor daily attendance across school and Nursery.
- Analyse attendance data and identify emerging patterns.
- Coordinate support meetings and intervention strategies with families.
- Ensure attendance records use DfE attendance codes for consistency with statutory reporting.

EYFS lead

Laura Ellis – lellis@kingedward.notts.sch.uk

- Monitors EYFS attendance alongside Attendance Leads.
- Liaises with parents, key workers, and Inclusion/SEND team regarding Nursery attendance concerns.
- Ensures Nursery attendance is integrated with whole-school processes and statutory guidance.
- Escalates concerns to the Headteacher and Attendance Leads as needed.

Nursery Teacher and Key Workers

- Provide a welcoming, play-rich environment that encourages attendance.
- Complete daily attendance registers accurately using DfE codes.
- Communicate with families regarding concerns or patterns.
- Support children returning after any period of absence, using soft starts and key worker check-ins.

Inclusion/SEND/Safeguarding Team

- Monitor vulnerable children's attendance.
- Offer early help and work with external agencies where needed.
- Respond to any safeguarding concerns related to attendance.
- Ensure Nursery attendance is integrated with whole-school safeguarding frameworks.

Parents and Carers

We ask parents/carers to:

- Bring their child to Nursery on time every day.
- Contact the school on the first day of absence and each day after.
- Share any concerns or changes in circumstances that may affect attendance.
- Work with staff to remove barriers to regular Nursery attendance.
- Provide at least two emergency contacts.

Children

- Are encouraged to attend Nursery regularly and on time to develop routines, social skills, and engagement with play-based learning.

Promoting Positive Attendance

We support strong attendance by:

- Creating a warm and welcoming Nursery environment.
- Developing trusting relationships with children and families.
- Communicating regularly about attendance through Dojo, newsletters and conversations.
- Celebrating improvements and recognising good routines.
- Offering early intervention where attendance difficulties begin to emerge.
- Supporting children to return smoothly after absence with soft starts, key worker check-ins, and reassurance.
- Embedding attendance in EYFS learning opportunities, so children see school as engaging and consistent.

Session Times and Punctuality

Punctuality is key to helping children settle confidently into their session. Arriving late can lead to children missing routines, peer interactions, and play-based learning experiences.

- Morning and 30-hour attendees: arrive by 8:40am
- Afternoon attendees: arrive by 12:25pm

If lateness becomes frequent, a meeting may be arranged to explore support options.

Recording Attendance

- Registers are completed twice daily using DfE attendance codes.
- Amendments include the original entry, amended entry, reason, date, and staff name/position.
- Registers are legal documents and retained for six years.
- Attendance data is monitored weekly, analysed for patterns, and reported to the Trust.

Late Collection Fees

Punctual collection of children is essential to ensure their safety, wellbeing, and to maintain smooth routines within the Nursery. Families are asked to collect their children promptly at the end of their session:

- Morning attendees: 11:40am
- Afternoon and 30-hour attendees: 3:25pm

Families who experience unavoidable delays are asked to contact the school office immediately to inform staff of the expected collection time. Repeated late collection may result in a meeting with the Headteacher and Attendance Leads to discuss ongoing support.

If late collection continues despite support being offered, a fee of 50p per minute may be applied. Families will receive an invoice for this charge.

Reporting Absence

Parents/carers must report their child's absence on the first day, and each subsequent day, using:

- Phone: 01623 472215
- Email: office7@kingedward.notts.sch.uk
- In person: at the school office

If no contact is made:

1. Staff will call parents.
2. If unreachable, emergency contacts will be called.
3. A home visit may be carried out for safeguarding purposes.
4. If contact cannot be made and absence continues, Early Help or other agencies may be involved.

Authorised and Unauthorised Absence

Authorised absences:

- Illness
- Medical appointments
- Religious observance
- Exceptional family circumstances (agreed by school)

Unauthorised absence:

- Absence with no explanation
- Frequent absences without evidence of a medical need
- Holidays taken without notice
- Patterns of non-attendance where no reasonable reason is given

Persistent absence triggers support meetings and, in extreme cases, may lead to withdrawal of Nursery places, following safeguarding protocols.

Understanding Barriers to Attendance

We recognise that some children and families may experience challenges including:

- Anxiety or unsettled behaviour
- Family illness or difficulties
- SEND or developmental needs
- Housing, routine or transport issues

We will work collaboratively with families to provide:

- Adjusted settling-in routines
- Home–Nursery transition support
- Pastoral or SEND support
- Early Help referrals
- Individual attendance plans

Supporting Children Returning After Absence

- Soft start or supported transition back into routines
- Key worker check-ins
- Emotional reassurance
- Parent discussions to address concerns

Attendance support integrates EYFS principles, ensuring children can re-engage with play, exploration, and learning routines.

Monitoring Attendance

- Daily registers completed using DfE codes
- Weekly monitoring by Nursery Attendance Lead
- Patterns shared with Inclusion Team and Senior Leader for Attendance
- Vulnerable children monitored more frequently
- Data reported to Transform Trust as required
- Attendance informs early intervention, safeguarding, and whole-school EYFS planning

Linked Policies

This policy should be read alongside:

- KEPS Whole-School Attendance Policy
- Safeguarding and Child Protection Policy
- Early Years Foundation Stage (EYFS) Policy
- SEND Policy and Information Report

- Behaviour Policy

Review of Policy

This policy will be reviewed annually, or sooner if updates are required by Transform Trust or changes to statutory guidance.