



Meath Green Infant School

Attendance Policy

1. Introduction

At Meath Green Infant School, we believe that regular school attendance is fundamental to a child's development, wellbeing, and academic success. Establishing positive attendance habits from the earliest years lays the foundation for lifelong learning and helps children build strong routines, friendships, confidence, and resilience.

There is a strong link between good attendance and increased attainment. Children who regularly attend school make much better progress socially and academically. Every day in school provides valuable opportunities for learning through play, structured teaching, and interaction with peers and staff.

This policy reflects our commitment to promoting excellent attendance for all pupils. It sets out the expectations, procedures, and responsibilities of the whole school community in ensuring that attendance remains a high priority. By working together, we aim to ensure that every child attends school regularly, arrives on time, and is supported to achieve their full potential.

2. Aims

Through this policy, we aim to:

- Set high expectations for the attendance and punctuality of all pupils.
- Promote good attendance and the benefits of good attendance.
- Reduce absence, including persistent and severe absence.
- Act early to address patterns of absence.
- Build strong relationships with families to make sure pupils have the support in place to attend school.
- Ensure every pupil has access to the full-time education to which they are entitled.

3. Roles and Responsibilities

a. What the School Expects of our Children

As an infant school, we understand that children are very young and rely on adults to ensure they attend school regularly. However, we also believe in helping children develop positive habits and an understanding of responsibility from an early age.

We expect children to:

- Attend school every day unless they are unwell or there is an exceptional reason for absence.
- Arrive at school on time each day, ready to begin learning.
- Take part fully in learning activities and the school day.
- Tell a trusted adult if they feel worried or unhappy about coming to school.
- Develop positive routines that support good attendance, such as getting ready for school each morning.

We encourage children to feel proud of good attendance and punctuality. Through praise, encouragement, and age-appropriate rewards, we support children in building lifelong habits that will help them succeed throughout their education.

b. What the School Expects of Parents/Carers

We understand that getting children to school every day sometimes has its challenges. We expect parents and carers to:

- Ensure that their children attend school regularly and on time to fulfil their legal responsibility.
- Notify the school office on the first day of their child's absence by phone call and provide reason for absence and when you hope they will return.
- Complete a request form for absence in term time for exceptional circumstances, as defined by the government.
- Supply the school with medical evidence when asked to do so to explain an absence.
- Ensure all parent/carer and child contact details are up to date.
- Provide the school with two emergency contact details.
- Speak to relevant members of staff as soon as they are aware of any problem which may prevent their child/ren from attending.

3c. What Parents/Carers can Expect from the School

The school will work in partnership with parents and carers. The school will:

- Offer encouragement and rewards for good attendance and punctuality at school.
- Take prompt action when a problem has been identified.
- Contact parents and carers on the first day when absence is unexplained.
- Support your child through attendance interventions if needed.

3d. The Role of the Headteacher

The headteacher is the designated senior leader responsible for attendance. The headteacher is responsible for:

- Leading, championing and improving attendance across the school.
- Setting a clear vision for improving and maintaining good attendance.
- Having a strong grasp of absence data and oversight of absence data analysis.
- Regularly monitoring and evaluating progress in attendance.
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff.
- Liaising with pupils, parents/carers and external agencies, where needed.
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers.

- Delivering targeted intervention and support to pupils and families.

3e. The Role of the Governing Body

The governing body is responsible for:

- Setting high expectations of all school leaders, staff, pupils, and parents/carers.
- Making sure school leaders fulfil expectations, statutory duties and comply with the law on school attendance, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority.
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate.
- Recognising and promoting the importance of school attendance across the school's policies and ethos.
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs.
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most.
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge.
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs.
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance.
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance.
 - That absence is almost always a symptom of wider issues.
 - The school's legal requirements for keeping registers.
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners, and keeping them informed regarding specific pupils, where appropriate.
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including interpreting and analysing attendance data.
- Holding the headteacher to account for the implementation of this policy.

4. Responding to Absence

Repeated absences will lead to detailed monitoring by the school. Targets for improvement will be clear and communicated to the child, parent, or carer. The school will organise support to remove barriers to regular attendance. The school will organise meetings with parents or carers to review and improve attendance.

5. Strategies for Promoting Attendance

We want our pupils to succeed. To do this, pupils need to avoid missing lessons and days of school as much as possible. As a school, we want to reward high attendance and not just penalise pupils for poor attendance. We celebrate good

attendance in assemblies and through displays across the school. We also have certificates for excellent and improved attendance.

Approved by:	FGB	
Last reviewed on:	18 th March 2026	
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