



# Manor Park

CE (VC) First School

*Love for God ~ Love for Each Other ~ Love for Learning*

# Attendance Matters

Every Day counts!

Why is attendance so important?

Children are required by law to attend school 190 days per year. The Government states that every pupil's attendance should be at least 95%.

How do YOU measure up?

Attendance	Days Absent	Weeks Absent	Lessons Missed
95%	9 Days	2 Weeks	50 Lessons
90%	19 Days	4 Weeks	100 Lessons
85%	29 Days	6 Weeks	150 Lessons
80%	38 Days	8 Weeks	200 Lessons
75%	48 Days	10 Weeks	250 Lessons
70%	57 Days	11.5 Weeks	290 Lessons
65%	67 Days	13.5 Weeks	340 Lessons

89% & Below  
Drastic effect on academic achievement

95%-90%  
Cause for concern

100%-96%  
Excellent





**Every minute counts:**  
**Being on time is important**



Getting your child to school on time really matters.



**Did you know...?**

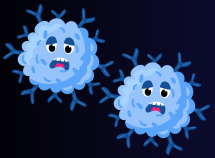
In a school year, if your child is late every day by...	Your child would have lost approximately...	or they would have missed approximately...
5 minutes	3.5 days from school	20 lessons
10 minutes	7 days from school	41 lessons
15 minutes	10 days from school	55 lessons
20 minutes	14.5 days from school	82 lessons
30 minutes	22 days from school	123 lessons

**Please encourage punctuality to maintain high attendance.**

At Manor Park, we are here and on time by 8:45am every day.



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# What if my child is ill?



Please call the school office before 8:30am to let us know if your child is unwell.

Ensure that you keep the school up-dated every day.

We fully understand that illnesses can not be avoided. Please find below the NHS guidelines for schools.

**Do I need to keep my child off school?** 

<b>Chicken Pox</b> Until all spots have crusted over	<b>Conjunctivitis</b> No need to stay off but school or nursery should be informed	<b>Diarrhoea &amp; Vomiting</b> 48 hours from last episode	<b>Glandular Fever</b> No need to stay off but school or nursery should be informed	<b>Hand, foot &amp; mouth</b> No need to stay off but school or nursery should be informed	<b>Impetigo</b> Until lesions are crusted & healed or 48 Hours after starting antibiotics
<b>Measles or German Measles</b> 4 days from onset of rash	<b>Mumps</b> 5 days from onset of swelling	<b>Scabies</b> Until after first treatment	<b>Scarlet Fever</b> 24 hours after starting antibiotics	<b>Slapped Cheek</b> No need to stay off but school or nursery should be informed	<b>Whooping Cough</b> 48 hours after starting antibiotics
<b>Flu or Covid-19</b> Until recovered	<b>Head Lice</b> No need to stay off but school or nursery should be informed	<b>Threadworms</b> No need to stay off but school or nursery should be informed	<b>Tonsillitis</b> No need to stay off but school or nursery should be informed		



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# Do you sometimes struggle to bring your child to school?



We are here to support

If you are struggling to bring your child to school,  
don't wait - we are here to support.

We will listen and ensure that we put strategies in  
place to break down the barriers.

**Parent Support Worker/ELSA:** Tina Hill

**SENCO:** Hannah Oram

**Deputy SENCOs:**

Emma Heightley (KS2)

Carrie Elliot (EYFS and KS1)



**Head of School:** Tamara Sterck



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# A Quick Win Guide to: EBSA(EmotionallyBasedSchoolAvoidance)



## What is EBSA?

Emotionally Based School Avoidance (EBSA) describes when a child is unable to attend school due to emotional distress. Since the pandemic, more children are struggling with anxiety linked to school. EBSA is not about defiance; it is a sign that a child is overwhelmed.

**What causes EBSA?** EBSA often develops due to a mix of emotional, environmental and family factors:

- **Emotional and psychological:** Anxiety (social, separation, general), low mood, neurodivergence (e.g. autism, ADHD), low self-esteem or perfectionism.
- **Environmental:** Changes in school (e.g. new class or teacher), academic stress, bullying, sensory overload, or a high-pressure classroom.
- **Family:** Illness or stress at home, parental anxiety, or family changes like divorce or bereavement.

**What are the signs to look out for?** Every child is different, but signs often include:

- Physical complaints (e.g. headaches, stomach-aches) before school
- Tantrums, crying or pleading not to go
- Lateness, absences, or leaving mid-day
- Sleeping problems or weekend 'recovery'
- Panic symptoms such as nausea or a racing heart

**How children might feel during EBSA** Children experiencing EBSA are usually overwhelmed and emotionally exhausted. They may feel:

- **Guilt** – “I know I’m letting people down.”
- **Shame** – “Why can everyone else manage?”
- **Fear** – “What if something bad happens at school?”
- **Relief** – “Home is the only place I feel safe.”
- **Loneliness** – “I’m being left behind.”

**In short: As we know, these children need compassion. With the right support, most can return to school life and thrive again.**



# Tips on how schools can support EBSA

1

## Build Trusted Relationships

- Ensure the child has trusted adults in school they feel safe with.
- Consider low-pressure opportunities for connection, e.g. A home visit by a teacher. Short visits during quiet times (e.g. playtime or after school).
- Prioritise consistency, patience, and warmth in interactions.

2

## Maintain Open Communication

- Create a safe space for honest conversations between school, staff, parents/carers and the child.
- Avoid assumptions, invest time in understanding the real cause of the anxiety: Is it social (friendships)? Sensory (noise, busyness)? Academic pressure? Relationship with a specific staff member?
- Collaboration is essential, no single party can resolve EBSA alone.

3

## Address Underlying Issues

- Explore potential sensory or neurodiverse needs.
- Consider referrals if needed (e.g. to SEND or pastoral teams).
- Provide appropriate adjustments once concerns are identified: Quiet spaces, sensory breaks, smaller groups, etc.
- Validate the child's feelings—avoid saying "You'll get used to it."

4

## Engage Interests

- Find out what the child enjoys and use it as a gateway: Can they attend just PE? Could they help with a school garden or creative project?
- Start with activities they love to build confidence and routine.
- Link this to their emotional wellbeing, engagement helps reduce anxiety.

5

## Plan a Gradual Return

- Set realistic, flexible expectations.
- Focus on small, manageable steps over time: 15-minute visits. Half-days in preferred subjects.
- Gradual increase with regular check-ins.
- Celebrate progress, however small.
- Always prioritise empathy, not urgency.

# How myHappymind Can Reduce EBSA and Support Inclusion

## Children



### Teach children the tools to thrive

Neuroscience and positive psychology strategies to build happy, resilient children.

### Supportive classroom resources

From story books to Happy Breathing, our tools support teachers and help children feel calm, confident, and ready to learn.

## Whole School



### Whole-school culture change,

Create a positive culture that supports every child, not just those with EBSA needs. All through one 20-minute lesson a week.

### Fully inclusive by design

We offer a SEN-adapted version of the programme, alongside materials for pupils who are partially sighted or hard of hearing.

## Staff



### Easy to implement

Lessons are fully prepared and resourced and take just 5 minutes of prep. Zero training days required.

### Mini-masterclasses for specialist topics

Our short master classes cover key challenges such as grief, EBSA, and separation anxiety.

## The Impact We are Making on Inclusion

The programme is a practical, evidence-backed way to strengthen inclusion across your whole school, and the results speak for themselves:

*90% improvement in school attendance.*

*95% of teachers say pupils now have tools to manage their wellbeing and resilience after using myHappymind.*

*94% of teachers said the myHappymind techniques had benefited their class.*

