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# Attendance policy

**March 2026**

*Review date: March 2027*





# Harworth Church of England Academy

## Attendance Policy

### Vision statement

**“Gain a heart of Wisdom.”** Psalm 90 v 12

Our pledge is for every member of our school family to **Amaze** with their knowledge (know more and remember more), zest for learning and kindness to themselves and others; to **Achieve** their individual full potential in a happy, caring and fully inclusive family environment based on the core values of Christianity; to **Aspire** to reach great heights as they take flight on their own journey of endless possibilities.

### Vision and Ethos

At Harworth, our pledge for every member of our school family to **gain a heart of wisdom** shapes both the spirit and the systems of our attendance practice. Wisdom, for us, means holding high expectations *and* compassionate understanding—building strong, trusting relationships with families; noticing barriers early; and acting promptly so every child can access the full education to which they are entitled. This aligns with the statutory **Working together to improve school attendance** guidance, which requires schools to promote a whole-school culture for attendance, analyse patterns, work with families to remove barriers, and treat attendance as a safeguarding responsibility.

**Amaze · Achieve · Aspire** — lived through attendance

**Amaze:** We use our knowledge wisely—accurate registers, first-day calling, clear codes, and regular analysis—so concerns are identified early and addressed with the right support.

**Achieve:** We partner with families to remove practical and pastoral barriers (SEND, medical, mental-health, transport, routine), and make reasonable adjustments so pupils can attend and thrive.

**Aspire:** We set ambitious, hopeful goals for every child—celebrating improvement, preventing persistent (below 90%) and severe absence (below 50%), and using proportionate legal routes only when support has not worked or is not engaged with.

## **Attendance as safeguarding, guided by wisdom**

We treat unexplained absence as a safeguarding risk, respond quickly, and work with external partners where needed.

### **What this means in practice**

We **welcome, listen, and act**: staff build relationships and seek to understand *why* a pupil is absent before deciding *what* support is appropriate.

We **keep excellent records**: daily registers, correct codes, first-day response, and follow-up in line with national coding requirements and local **Children Missing Education** (CME) procedures.

We **review and improve**: leaders report to governors, evaluate interventions, and refine strategies so pupils' attendance—and experience of school—continuously improves

In short, **to gain a heart of wisdom** is to bring both compassion and rigour to attendance: we care, we notice, we act—and we keep learning—so that every child is present, safe, included and ready to flourish

## **Statutory Framework**

This policy complies with: Working Together to Improve School Attendance (DfE, statutory from 19 Aug 2024)

KCSIE 2025 - which identifies attendance as a safeguarding duty.

The Education Act 1996 and School Attendance (Pupil Registration) Regulations 2024.

## **Expectations of the School**

Build strong relationships with families and understand barriers to attendance.

Promote the benefits of good attendance throughout the curriculum and wider school life.

Maintain accurate attendance and admissions registers.

Follow daily first-day calling procedures and CME protocols.

Analyse attendance patterns weekly and identify pupils at risk of persistent/severe absence.

Work collaboratively with LA, safeguarding partners and external agencies.

### **Roles and Responsibilities**

Governing Body: reviews data regularly, challenges leaders, ensures statutory compliance.

Headteacher: ensures robust processes, staff training and effective systems of monitoring.

Attendance Lead: oversees daily practice, communication, interventions and data analysis.

Class Teachers: register accurately, encourage punctuality, report concerns promptly.

Parents/Carers: ensure regular attendance, punctuality and communication of absence reasons.

Pupils: strive to attend daily and arrive on time.

### **Attendance Processes**

Registers completed twice daily; lateness coded accurately.

First-day absence calling, contact checks and escalation to home visits when required.

Absences recorded using DfE coding guidance; holidays unauthorised unless exceptional.

Medical appointments to be arranged outside school hours where possible.

### **Persistent and Severe Absence Procedures**

Persistent absence: below 90%. Severe absence: below 50%.

Early identification via weekly analysis.

Support meetings with parents; referrals to Early Help or attendance support services.

Where support is not engaged with, legal interventions may be considered.

## **Supporting Pupils with Barriers to Attendance**

Reasonable adjustments for SEND, SEMH or medical needs.

Targeted intervention plans based on individual needs.

Connected support with pastoral, safeguarding and curriculum staff.

## **Safeguarding Duties**

Unexplained absence is a safeguarding risk and will be followed up urgently.

Attendance concerns may trigger referrals to safeguarding services.

Attendance data monitored for patterns indicating possible harm.

## **Strategies for Promoting Good Attendance**

Celebration assemblies, certificates and rewards.

Class-based attendance challenges.

Positive communication home when attendance improves.

## **Recording and Data Monitoring**

Weekly and termly analysis of pupils, groups and trends.

Reports to governors and inclusion within HT reports.

Data used to target support and evaluate intervention impact.

## **Legal Interventions**

Penalty notices, parenting contracts and prosecution may be used when support fails or is not engaged with.

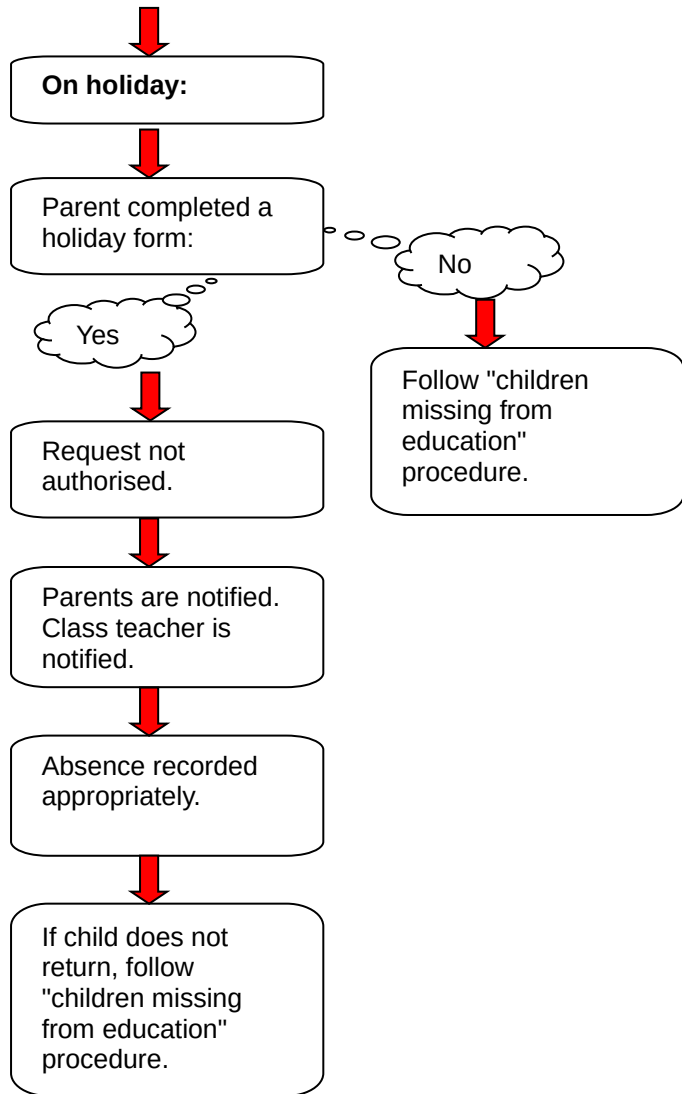
School will work with the LA to determine appropriate action.

## **Review of Policy**

Reviewed annually or sooner if statutory guidance changes.



# Appendix 1



# Pupil is absent from school:

