

SRI PL*****

Attendance and Punctuality Policy

Implementation Date	August 2025
Last Reviewed	July 2026
Reviewed by	Frances Powell
Scheduled Review Date	July 2027



GEMS
SCHOOL OF
RESEARCH &
INNOVATION

Table of Contents

1. Policy Statement	3
2. Roles and Expectations	3
3. Beliefs	4
4. Authorised and Unauthorised Absence	5
5. Term Time Leave	5
6. Year Group Specifications	5
7. Student Absence Team	6
8. Clinic Responsibilities	7
9. Students of Determination	7
10. Student Progression and Re-enrollment	7
Additional Staff Responsibilities	8
Appendix A: Attendance Intervention Framework	9
Appendix B: Poor Punctuality Response	10

1. Policy Statement

At GEMS School of Research and Innovation (SRI), we recognise the strong correlation between excellent attendance, punctuality, and academic success. Consistent attendance fosters not only higher attainment but also greater engagement, resilience, and fulfilment.

All students are expected to maintain a minimum attendance of 94%, with the goal of achieving 98% or higher as per KHDA guidance. This policy outlines our approach to encouraging and supporting strong attendance and punctuality across the school.

We expect students to be in their classrooms before the National Anthem at 7:50 AM each day. We value the role parents and guardians play in establishing these routines and providing accountability and commitment.

2. Roles and Expectations

Students:

- Attend school every day during term time unless medically unfit.
- Arrive punctually and attend all scheduled lessons.
- Complete a reflection period after any late arrival.
- Proactively catch up on any missed learning.

Parents/Guardians:

- Ensure their child attends school regularly and punctually.
- Schedule medical appointments outside school hours where possible.
- Avoid taking holidays during term time.
- Notify the school of absences by emailing absence_sri@gemsedu.com
- Provide a medical note for absences of 3 days or more.

School Responsibilities:

- Promote this policy through the website and parent communications
- Model punctuality and regular attendance through all staff.
- Maintain accurate registers using iSAMs.
- Analyse attendance trends weekly, termly and annually.
- Recognise and celebrate high and improved attendance.
- Contact families for unexplained absences.
- Apply KHDA guidelines and language to attendance tracking and communication.

KHDA Attendance Classifications:

Attendance Rate	KHDA Classification	Description
100%	Outstanding	No days missed.
>99%	Excellent	Up to 1.5 days missed.
>98%	Very Good	Up to 3 days missed.
>96%	Good	Up to 6 days missed.
>94%	Satisfactory	Up to 9 days missed.
<94%	Unsatisfactory	More than 9 days missed.
<92%	Unacceptable	More than 12 days missed (approximately 2.5 weeks).

3. Beliefs

At GEMS School of Research and Innovation (SRI), we view attendance and punctuality as essential habits that underpin academic excellence, personal development, and wellbeing. Being present and engaged every day allows students to maximise their learning, participate fully in school life, and build the knowledge, skills, and relationships that support long-term success.

We believe that education is most effective when students attend regularly, arrive on time, and actively contribute to the learning environment. Every lesson, experience, and interaction forms part of a student's educational journey, and frequent absence can result in missed opportunities for growth and achievement.

SRI is committed to creating a culture where attendance is valued and supported. We recognise that maintaining strong attendance is a shared responsibility between students, families, and the school, and that open communication and early intervention are key to addressing any barriers that may affect attendance.

We believe that:

- Consistent attendance gives students the best opportunity to achieve their academic potential.
- Punctuality promotes responsibility, organisation, and respect for the learning of others
- Positive attendance habits contribute to confidence, resilience, wellbeing, and a sense of belonging within the school community
- Timely identification of attendance concerns enables effective support and partnership with families
- Every student should be encouraged and supported to attend school regularly, participate fully, and make the most of the opportunities available to them.

Through high expectations, proactive support, and strong collaboration with families, SRI aims to ensure that every student develops the habits and attitudes necessary for success both in school and beyond.

4. Authorised and Unauthorised Absence

Parents are expected to notify the school whenever their child is absent. While this information assists the school in maintaining accurate records, the submission of a reason for absence does not automatically result in that absence being approved.

The school will determine whether an absence is recorded as authorised or unauthorised, taking into account the information provided and any supporting evidence.

Absences may be approved for circumstances including:

- Illness or injury.
- Medical or therapeutic appointments.
- Religious observance.
- Family bereavement.
- Participation in approved educational activities.
- Representation in recognised sporting, cultural or artistic events.
- Exceptional circumstances agreed by the school.

Absences not supported by satisfactory evidence or not approved by the school may be recorded as unauthorised.

5. Term Time Leave

SRI strongly encourages families to schedule holidays and non-essential travel during school vacation periods.

Requests for leave during term time will be considered only in exceptional circumstances. In most cases, family holidays taken during teaching weeks will be recorded as unauthorised absence and may impact a student's attendance record.

6. Year Group Specifications

Pre-Prep

Teachers

- Take registers by 8:00 AM (AM) and 1:00 PM (PM).
- Identify and report patterns in absence or lateness.
- Use correct ISAMS codes for absences.
- Contact parents for any student marked "N".

- Report 2 or more lates per week to parents.

Director of EYFS and Phase Leaders

- Call parents on the 2nd day of absence if no contact has been made.
- Monitor attendance patterns and escalate concerns.
- Follow up with teachers regarding register accuracy.
- Celebrate high attendance in assemblies.

Leadership Team:

- Intervene in cases of sustained unauthorised absence.
- Support HOY in family communications when needed.

Prep & Senior

Form Tutors

- Complete AM registers within the first 10 minutes.
- Reinforce the importance of attendance and punctuality.
- Follow up with parents on "N" codes within 24 hours.
- Initiate support when attendance falls below 96%.
- Record late arrivals and enforce reflection time.

Teachers

- Take registers for all lessons.
- Report attendance discrepancies to HOY and Attendance Officer.

Phase Leaders

- Monitor attendance data weekly.
- Recognise high attendance in assemblies.
- Identify at-risk students and implement support plans.
- Ensure all registers are complete and accurate.
- Facilitate parental meetings as needed.

Leadership Team

- Hold overall responsibility for data accuracy.
- Support intervention planning and KHDA reporting.
- Authorise or decline absence requests.

7. Student Absence Team

- Contact families before 10:00 AM for unexplained absences.

- Update ISAMS for all late arrivals.
- Share daily attendance reports with SLT and reception.
- Notify parents about approval or rejection of leave requests.
- Monitor and report any students with 3 days of unauthorised absence
- Maintain accurate attendance records and supporting evidence.
- Track attendance trends across year groups and cohorts.
- Produce attendance reports for school leaders.
- Liaise with relevant departments regarding attendance concerns.
- Support the implementation of attendance interventions and improvement plans.
- Monitor patterns of recurring absence and persistent lateness.

8. Clinic Responsibilities

Where a student is absent due to illness for three consecutive school days or more, families must provide appropriate medical evidence.

The School Clinic will review extended medical absences, maintain supporting documentation and work collaboratively with families and school leaders to ensure appropriate support is in place for the student's return to school.

9. Students of Determination

SRI recognises that some Students of Determination may require alternative attendance arrangements as part of an agreed educational programme.

Where individual timetables, outreach programmes or phased transitions are in place, attendance expectations will be reviewed on a case-by-case basis, taking account of the student's needs, family circumstances and relevant regulatory guidance.

10. Student Progression and Re-enrollment

Consistent attendance is essential to enable students to access the full curriculum and demonstrate the learning required for successful progression.

Where attendance concerns remain significant despite appropriate support and intervention, the school may review whether sufficient curriculum access has occurred for progression to the next stage of learning.

In exceptional cases, attendance may be considered as part of decisions relating to progression, continued enrolment or other provisions outlined within the Parent-School Agreement and applicable KHDA regulations.

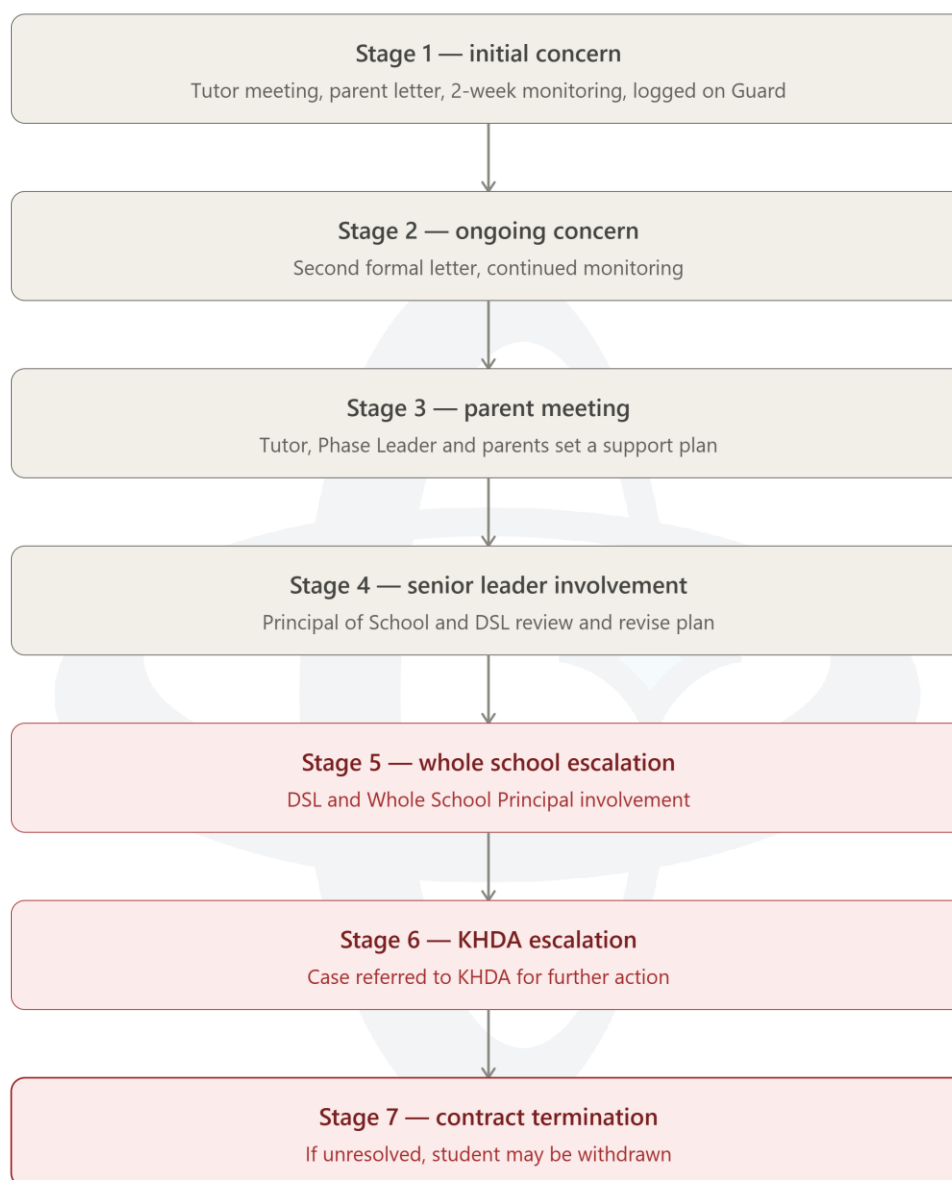
Additional Staff Responsibilities

- The MSO is responsible for informing relevant teaching and administrative staff of any delays due to late-arriving school buses, to ensure adjustments can be made if necessary.
- Front of House are responsible for recording all authorised student departures in ISAMS. This must be done promptly once the appropriate approval has been confirmed by the Phase Leader or a senior leader.



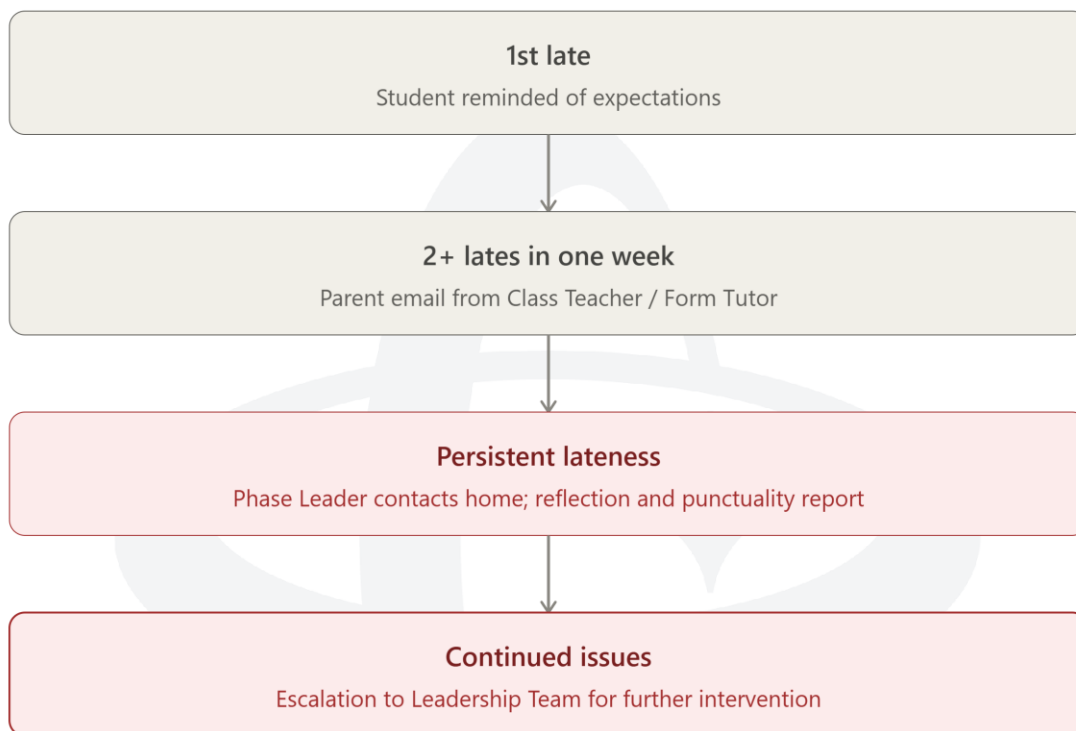
Appendix A: Attendance Intervention Framework

SRI follows a graduated response model when a student's attendance drops below 96%. Each stage includes clear communication, family engagement, and monitored support:



Appendix B: Poor Punctuality Response

Punctuality is a key life skill and sign of respect. SRI's staged approach ensures support and consistency:



Policy adherence will be monitored and regularly reviewed to ensure alignment with GEMS Education and KHDA expectations.