

PL 007

Attendance

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| Reviewed by | Maryssa O'Connor and Joshua Levenson |
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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. 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 fostering accountability and commitment.

Expectations of Stakeholders

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 attendance_sri@gemsedu.com or calling the designated contact number **Reception** (044995000).
- Provide a medical note for absences of 3 days or more.
- Submit a Leave of Absence Request in advance using the designated link on the PXP

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 | Classification | Description |
|-----------------|----------------|--|
| 100% | Outstanding | No days missed |
| >99% | Excellent | Up to 1.5 days missed per year |
| >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 (approx. 2.5 weeks) |

Year Group-Specific Expectations

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 SIMS 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.

Student Absence Team

- Contact families before 10:00 AM for unexplained absences.
- Update SIMS 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 2+ days of unauthorised absence.

Additional Staff Responsibilities

- The Medical Support Officer (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.
- Reception staff are responsible for recording all authorised student departures in SIMS. 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:

Stage 1: Initial Concern

- Form Tutor meets with student.
- Letter sent to parents.
- Monitored by Phase Leader for 2 weeks.
- Logged on SafeGuard as Safeguarding concern

Stage 2: Ongoing Concern

- Phase Leader sends second formal letter
- Continued monitoring for improvement.

Stage 3: Parent Meeting

- Meeting with parents, Tutor, and Phase Leader.
- Support plan established and monitored.

Stage 4: Senior Leader Involvement

- Meeting with Phase Leader and Head of School.
- Review and revise support plan.

Stage 5: KHDA Escalation

- Case referred to KHDA for further action.

Stage 7: Contract Termination

- If unresolved, student may be withdrawn.

Appendix B: Poor Punctuality Response

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

- **1st Late:** Student reminded of expectations.
- **2+ Lates in One Week:** Parent email from Class Teacher/Form Tutor.
- **Persistent Lateness:** Phase Leader contacts home. Student may complete punctuality reflection.
- **Continued Issues:** Escalation to Leadership Team for further intervention.

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



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