

‘Dubai Schools’ Attendance and Punctuality Policy



مدارس دبي
DUBAI SCHOOLS



Policy Details

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Attendance Policy

1. Purpose

This policy establishes the principles governing student attendance and punctuality across 'Dubai Schools', ensuring a consistent, supportive and accountable approach that promotes regular attendance, timely arrival and full participation in learning.

It aims to:

- Promote and sustain excellent attendance and punctuality, with all 'Dubai Schools' aspiring to achieve Outstanding attendance outcomes in line with KHDA expectations, recognizing attendance as fundamental to student achievement, progress, wellbeing and personal development.
- Establish clear and consistent expectations for students and parents regarding attendance and punctuality.
- Ensure attendance and punctuality are monitored systematically and that emerging concerns are identified and addressed at the earliest opportunity.
- Provide appropriate support and intervention for students and families where attendance or punctuality becomes a concern.
- Ensure persistent or significant attendance concerns are addressed through a clear, proportionate and graduated approach to intervention and escalation.
- Recognize that absence, changes in attendance or patterns of lateness may indicate wider educational, medical, inclusion, wellbeing or safeguarding needs.
- Ensure compliance with KHDA requirements, relevant UAE legislation and regulatory requirements, and applicable Taaleem policies and procedures.

This policy reflects Taaleem and 'Dubai Schools' commitment to ensuring that every student has equitable access to learning and benefits fully from the educational opportunities provided by the school.

This policy is informed by:

- UAE Federal Laws and National Legislation Federal Decree-Law No. (3) of 2016 on Child Rights (Wadeema's Law)
- Federal Law No. (28) of 1999 concerning Private Education and applicable UAE education legislation and regulations

KHDA (Dubai) Legislation and Policy Frameworks

- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in Dubai
- UAE School Inspection Framework (2015)
- Dubai Inclusive Education Policy Framework (KHDA)
- Applicable KHDA guidance, requirements and approved school calendar regulations relating to student attendance, absence and punctuality

New York State Education Department (NYSED)

- New York State Education Department – Student Support and Attendance Guidance
- New York State Education Department – Social Emotional Learning Benchmarks (Revised, 2022)

International Research and Evidence

- Department for Education (England) (2025).
The Link Between Attendance and Attainment in an Assessment Year.
- Education Endowment Foundation (EEF).
Research relating to attendance, parental engagement and improving student outcomes.
- Hattie, J. (2009).
Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.
London: Routledge.
- Attendance Works.
Research and guidance on chronic absence and school attendance improvement

This policy should be read in conjunction with the School's *Safeguarding and Child Protection, Culture for Learning, Inclusion, Admissions, and Learning and Teaching Policies*, together with applicable scholarship terms and conditions and relevant Taaleem policies and procedures.

2. Scope

This policy applies to:

- All students enrolled across 'Dubai Schools'.
- Parents and guardians.
- All teaching, administrative, pastoral and leadership staff involved in recording, monitoring and responding to attendance and punctuality.

- All schools operating under 'Dubai Schools'.

The policy applies to attendance during the official school day and, where applicable, compulsory educational activities forming part of the school's approved educational programme.

Individual schools may maintain supplementary operational arrangements through the appendices to this policy, provided these remain consistent with Taaleem, 'Dubai Schools', KHDA and other applicable regulatory requirements.

3. Principles

'Dubai Schools' recognizes that regular attendance and punctuality are essential to effective learning, positive relationships, wellbeing and student achievement.

'Dubai Schools' also recognizes the well-established relationship between regular attendance, continuity of learning and improved student outcomes. Attendance data will therefore be considered alongside attainment, progress and wellbeing when evaluating student and school performance.

The following principles underpin this policy:

- Every student is expected to attend school regularly and punctually.
- Parents and guardians have primary responsibility for ensuring their child attends school regularly and arrives on time.
- Attendance is a shared responsibility between students, families and the school.
- Every scheduled school day matters and avoidable absence should be minimized.
- The minimum attendance expectation should not limit ambition; schools will seek to achieve and sustain the highest possible levels of attendance.
- Attendance concerns should be identified and addressed at the earliest opportunity.
- Intervention should seek to understand and address the underlying causes of absence rather than focusing solely on attendance percentages.
- Responses to attendance concerns should be supportive, proportionate, consistent and evidence informed.
- Attendance expectations should be applied fairly while recognizing individual circumstances and reasonable adjustments where appropriate.
- Patterns of absence or lateness may indicate wider medical, inclusion, wellbeing or safeguarding concerns and must be considered accordingly.

- Strong and improving attendance should be encouraged and recognized without disadvantaging students whose absence results from legitimate medical, safeguarding or other exceptional circumstances.

4.The 'Dubai Schools' Vision, Mission and Values

a. School Mission

Combining an inquisitive teaching approach and future-focused skillset delivery, we work hand-in-hand with the community to nurture students to become independent and empathetic learners. We offer an American education that is guided by Arabic principles and Islamic values, and fosters future-ready graduates, driven by pride and tolerance.

b. School Vision

'Dubai Schools' align with Sheikh Hamdan bin Mohammed bin Rashid Al Maktoum's vision of a School Model that enriches Dubai's educational system by developing individuals who are both nationally rooted and globally competent.

c. School Values

Future-ready:

Equipping students with the necessary life skills to face future challenges, both national and global, with resilience, while encouraging them to be ambitious, self-directed learners.

Trust & Empathy:

Developing a home-school relationship based on trust and respect, while fostering a welcoming school environment in order for every student to flourish and every parent to feel reassured. Bringing empathy into our classrooms and embedding it as a core value.

Collaboration & Inclusion:

Working together with education partners, parents, and the wider community to achieve shared goals, making every member of the school community feel valued. Cultivating an inclusive culture that recognizes and honors an individual's strengths and abilities.

Cultural Preservation:

A dynamic and forward-thinking learning system that is rooted in the Emirati

culture. Guided by Arabic and Islamic values to further foster a culture of strong identity and tolerance, while maintaining a global outlook.

Academic Excellence:

A strong international curriculum that prepares and inspires students to contribute positively towards the future in a caring and inclusive environment. High- quality innovative education will be delivered to equip students with essential problem solving, critical thinking, and life skills, so that they graduate with a thorough understanding of the world they will inhabit and lead in their future.

5. Roles and Responsibilities

Effective attendance and punctuality require clear accountability, consistent implementation and a shared commitment from students, families and the school. All members of the school community have a responsibility to promote excellent attendance and punctuality, identify concerns early and work collaboratively to remove barriers to regular attendance.

Policy Governance and Accountability

Policy Owner: Dean of Students

Responsible for the development and review of the policy, ensuring alignment with 'Dubai Schools' strategic priorities, Taaleem requirements, KHDA expectations and relevant UAE legislation and regulatory requirements.

Implementation Lead(s): Phase Principals, Assistant Principal – Dean of Students, Grade Level Leaders/other relevant Middle Leaders and Administrative Staff

Responsible for embedding the policy within their areas of responsibility, monitoring attendance and punctuality, ensuring interventions are implemented consistently, supporting staff and families, and escalating concerns where required.

School Accountability: Superintendent

Responsible for ensuring the effective implementation of the policy, establishing ambitious attendance expectations and targets, ensuring appropriate systems and resources are in place, monitoring progress towards Outstanding attendance outcomes, and ensuring significant attendance, safeguarding and scholarship-related concerns are appropriately escalated.

Governance Oversight: Governors

Responsible for providing appropriate oversight and challenge, monitoring attendance and punctuality performance, reviewing progress against agreed targets, and assuring themselves that the school is meeting its regulatory, safeguarding, inclusion and student wellbeing responsibilities.

Students

Students are responsible for:

- Attending school regularly and striving to maintain excellent attendance.
- Arriving at school punctually and being ready for learning at the start of the school day.
- Attending all scheduled lessons, Morning Meetings, assemblies and other compulsory activities.
- Arriving punctually to lessons and other scheduled activities throughout the school day.
- Following school attendance and punctuality procedures.
- Taking increasing responsibility for their own attendance and punctuality, appropriate to their age and stage of development.
- Communicating with an appropriate adult where they are experiencing barriers or difficulties that may affect their attendance or punctuality.
- Engaging positively with support, interventions and Attendance Improvement Plans where required.
- Working collaboratively with their parents and the school to improve attendance or punctuality where concerns arise.

Parents and Guardians

Parents and guardians are responsible for:

- Ensuring their child attends school regularly and strives to achieve excellent attendance.
- Ensuring their child attends every scheduled school day unless there is a legitimate reason for absence.
- Ensuring their child arrives at school punctually and is ready for learning.
- Promptly notifying the school of any absence and providing an accurate reason.
 - Providing appropriate supporting evidence where required.

- Avoiding unnecessary absence, including holidays and discretionary travel during term time.
- Ensuring medical and other appointments are arranged outside school hours wherever reasonably possible.
- Informing the school at the earliest opportunity of any medical, wellbeing, inclusion, family or other circumstances that may create a barrier to attendance or punctuality.
- Engaging constructively with attendance meetings, interventions and Attendance Improvement Plans.
- Working collaboratively with the school to secure sustained improvement where attendance or punctuality becomes a concern.
- Understanding that persistent unauthorized absence may result in further escalation in accordance with this policy.
- Where their child is in receipt of a scholarship, understanding that persistent unauthorized absence despite appropriate support and intervention may result in scholarship status being reviewed in consultation with the relevant awarding body.

Homeroom/Class Teachers

Homeroom/Class Teachers are responsible for:

- Completing accurate and timely registration using the school's approved attendance system.
- Ensuring students are physically accounted for before being recorded as present.
- Identifying unexplained absence, lateness and emerging attendance concerns.
- Communicating appropriately with students and families regarding attendance and punctuality.
- Promoting excellent attendance and punctuality and reinforcing their importance to learning and achievement.
- Supporting students returning to learning following absence.
- Contributing to attendance interventions and Attendance Improvement Plans where appropriate.
- Escalating persistent or emerging concerns through established school procedures.
- Immediately referring any attendance-related safeguarding concern in accordance with the Safeguarding and Child Protection Policy.

Grade Level and Middle Leaders

Grade Level Leaders and other relevant Middle Leaders are responsible for:

- Monitoring attendance and punctuality within their area of responsibility.

- Promoting ambitious attendance expectations and supporting progress towards Outstanding attendance outcomes.
- Reviewing students with declining, low or concerning patterns of attendance.
- Monitoring patterns of lateness and early departure.
- Ensuring appropriate parent communication and meetings take place.
- Identifying students requiring additional intervention or support.
- Supporting the implementation, monitoring and review of Attendance Improvement Plans.
- Ensuring agreed attendance interventions and follow-up actions are completed.
- Promoting excellent and improving attendance across their area of responsibility.
- Escalating persistent or significant concerns to senior leaders.

Administration and Attendance Staff

Administration and designated Attendance Staff are responsible for:

- Monitoring the accurate and timely completion of registers.
- Following up incomplete or inaccurate registers.
- Recording late arrivals and early departures accurately.
- Identifying and following up unexplained absence on the same day.
- Contacting parents and guardians where students are absent without explanation or otherwise unaccounted for.
- Maintaining accurate records of authorized and unauthorized absence.
- Ensuring attendance information and supporting evidence are recorded appropriately.
- Producing daily and weekly attendance reports and analysis as required.
- Identifying students and patterns requiring further review or intervention.
- Supporting communication with families.
- Escalating attendance, punctuality or safeguarding concerns in accordance with established procedures.

Pastoral, Wellbeing and Inclusion Teams

Pastoral, Wellbeing and Inclusion Teams are responsible for:

- Identifying and supporting students where attendance is affected by pastoral, wellbeing, inclusion, medical or other barriers.
- Working with students and families to understand the underlying causes of attendance difficulties.
- Contributing to the development, implementation and review of Attendance Improvement Plans.

- Advising on appropriate support and reasonable adjustments.
- Supporting students returning following extended or significant absence.
- Monitoring the impact of agreed interventions and support.
- Working collaboratively with teachers, leaders, families, medical staff and relevant external professionals.
- Escalating concerns where interventions do not result in sufficient improvement.

Safeguarding Team

The Designated Safeguarding Lead and Safeguarding Team are responsible for:

- Responding promptly to attendance-related safeguarding concerns.
- Considering attendance, absence and punctuality information alongside wider safeguarding information.
- Identifying where changes or patterns in attendance may indicate vulnerability, distress, neglect or another safeguarding concern.
- Advising staff where attendance and safeguarding processes need to operate in parallel.
- Coordinating appropriate safeguarding assessment, intervention and protective action.
- Liaising with relevant external agencies where required.

Attendance procedures must never delay or compromise safeguarding action.

School Leadership Team

The School Leadership Team is responsible for:

- Ensuring consistent implementation of this policy and associated procedures.
- Establishing and maintaining high expectations for attendance and punctuality.
- Monitoring attendance across the whole school, phases, grades and relevant student groups.
- Reviewing attendance trends, patterns and areas of concern.
- Monitoring progress against ambitious attendance targets and towards Outstanding attendance outcomes.
- Ensuring attendance data is considered alongside attainment, progress, behavior, wellbeing and inclusion information.
- Ensuring early identification, intervention and graduated escalation are implemented consistently.
- Monitoring the quality and effectiveness of Attendance Improvement Plans and other interventions.

- Ensuring appropriate support is provided to students and families experiencing barriers to attendance.
- Ensuring significant attendance concerns are escalated appropriately.
- Ensuring attendance and punctuality contribute to school improvement planning, self-evaluation and quality assurance.
- Reporting attendance performance and significant concerns through appropriate leadership and governance structures.

Superintendent

The Superintendent holds overall accountability for the effective implementation of this policy within their school.

The Superintendent is responsible for:

- Ensuring appropriate attendance and punctuality systems, procedures and controls are established and implemented effectively.
- Ensuring roles, responsibilities and lines of accountability are clearly defined and understood.
- Establishing a culture in which excellent attendance and punctuality are recognized as fundamental to student achievement, wellbeing and belonging.
- Ensuring attendance and punctuality performance is regularly reviewed by the School Leadership Team.
- Ensuring ambitious attendance targets are established, monitored and evaluated, with the aim of achieving and sustaining Outstanding attendance outcomes, rather than focusing solely on the minimum attendance threshold.
- Ensuring attendance performance is analyzed across phases, grades and relevant student groups to identify trends, gaps and areas requiring intervention.
- Ensuring appropriate action is taken where individual or group attendance causes concern.
- Ensuring attendance interventions are timely, proportionate and effective.
- Ensuring the impact of Attendance Improvement Plans and other interventions is regularly evaluated.
- Ensuring appropriate pastoral, inclusion, wellbeing, medical and safeguarding support is available where barriers to attendance are identified.
- Ensuring safeguarding considerations take precedence where attendance raises concerns regarding a student's safety or welfare.
- Ensuring attendance expectations are communicated clearly and consistently to students, parents and staff.
- Ensuring persistent, unauthorized absence is appropriately escalated in accordance with this policy.

- Ensuring any scholarship-related attendance concern is appropriately evidenced and escalated only following reasonable support and intervention.
- Ensuring any decision to reduce, suspend, withdraw or otherwise amend a student's scholarship is made in consultation with the relevant awarding body and in accordance with applicable scholarship terms and conditions.
- Ensuring attendance and punctuality performance forms part of school self-evaluation, improvement planning and quality assurance.
- Ensuring appropriate attendance information is reported through 'Dubai Schools' governance structures and to KHDA or other relevant authorities where required.
- Ensuring the effectiveness and implementation of this policy are reviewed regularly.

Staff Induction and Professional Development

The *Attendance and Punctuality Policy* will be shared annually with all staff as part of induction and the start-of-year professional development programme. Training will ensure a consistent understanding of attendance and punctuality expectations, staff responsibilities, monitoring procedures and the effective implementation of the policy.

Staff joining mid-year will receive appropriate induction led by the **Assistant Principal – Dean of Students**, supported by the relevant **Grade Level Leader, Head of Department or Phase Principal**, as appropriate.

Ongoing professional development and guidance will be provided through the school's Professional Development Calendar to:

- Reinforce expectations and ensure consistency in the recording, monitoring and follow-up of attendance and punctuality.
- Ensure staff understand their responsibilities for identifying and responding to emerging patterns of absence and lateness.
- Strengthen understanding of the relationship between attendance, safeguarding, wellbeing and student achievement.
- Support the consistent application of attendance interventions, escalation procedures and communication with parents.
- Respond to emerging attendance and punctuality trends identified through school data.
- Support continuous improvement in attendance practice and the development of a positive culture in which **excellent attendance and punctuality are recognized as essential to successful learning**.

Staff are encouraged to contribute to the ongoing review and development of the policy and associated procedures, drawing on their experience, student and parent engagement, and emerging attendance and punctuality trends.

6. Attendance Expectations

Regular attendance is essential to student achievement, progress, wellbeing and successful participation in school life.

In accordance with KHDA expectations, students are expected to attend school on every scheduled school day unless there is a legitimate reason for absence.

'Dubai Schools' establishes **94% as the minimum expected attendance level** for individual students, except where absence is attributable to legitimate medical, safeguarding or other exceptional circumstances.

The 94% threshold is a minimum expectation and not the standard to which 'Dubai Schools' aspires.

All schools will actively promote the highest possible levels of attendance and establish targets and improvement strategies designed to secure and sustain Outstanding attendance outcomes, aligned with KHDA expectations and relevant inspection and performance frameworks.

Schools are expected to:

- Promote a culture in which excellent attendance and punctuality are understood as fundamental to achievement, wellbeing and belonging.
- Establish ambitious whole-school, phase, grade and student-group attendance targets.
- Seek continuous improvement in attendance, including where attendance already exceeds the minimum individual expectation.
- Benchmark attendance performance against applicable KHDA expectations and relevant external standards.
- Monitor differences in attendance between student groups and take action to address identified gaps.
- Maintain a strong focus on reducing avoidable and unauthorized absence.
- Recognize and promote excellent and improving attendance in an inclusive and appropriate manner.

Schools will not wait until a student's attendance falls below 94% before taking action where an emerging pattern of absence, repeated lateness or another attendance concern is identified.

Attendance will be considered in the context of:

- Overall attendance percentage.
- Frequency and pattern of absence.
- Authorized and unauthorized absence.
- Repeated or extended periods of absence.
- Patterns immediately before or after weekends and school holidays.
- Repeated lateness or early departure.
- Medical, inclusion, wellbeing or safeguarding factors.
- Impact on learning, attainment, progress and wellbeing.
- Previous attendance concerns and interventions.

Where attendance falls below expected levels, or a concerning pattern is identified, the school will work with the student and parents to understand the reasons and implement appropriate support, intervention and, where necessary, escalation.

For students in receipt of a scholarship, sustained unauthorized absence and failure to meet attendance expectations despite appropriate support and intervention may result in a review of scholarship status, in consultation with the relevant awarding body and in accordance with applicable scholarship terms and conditions.

7. Punctuality

Students are expected to arrive at school on time and be ready to participate in learning from the beginning of the official school day.

Punctuality forms an important part of attendance. Repeated lateness results in lost learning time, disrupts established routines and may negatively affect student achievement and wellbeing.

Schools will:

- Clearly communicate the official start of the school day and expectations regarding arrival.
- Maintain accurate records of student lateness.

- Monitor repeated and persistent lateness.
- Monitor early departure where appropriate.
- Communicate with parents where patterns of lateness emerge.
- Implement appropriate support and intervention where punctuality does not improve.

Persistent lateness will be treated as an attendance concern and addressed through the school's graduated attendance intervention processes.

8. Recording Attendance

Schools will maintain accurate attendance records in accordance with KHDA, Taaleem and other applicable regulatory requirements.

Attendance must be recorded using approved school systems and procedures and completed accurately and within established timescales.

Records will distinguish appropriately between:

- Present.
- Authorized absence.
- Unauthorized absence.
- Late arrival.
- Early departure where applicable.
- Other attendance categories required by KHDA, Taaleem or relevant UAE authorities.

Staff responsible for attendance recording must ensure records are accurate and discrepancies are addressed promptly.

Attendance information must support effective monitoring, intervention, safeguarding and regulatory reporting.

9. Authorized and Unauthorized Absence

All student absence must be appropriately recorded and classified in accordance with KHDA requirements and approved school procedures.

9.1 Authorized Absence

Absence may be authorized where there is a legitimate and appropriately evidenced reason for a student not to attend school.

Subject to applicable KHDA requirements, this may include:

- Illness or medical treatment.
- Significant medical circumstances.
- Bereavement or exceptional family circumstances.
- Approved religious observance.
- Official government or regulatory requirements.
- Other exceptional circumstances approved by the school.

Parents must notify the school promptly and provide supporting evidence where required.

Authorization does not remove the school's responsibility to monitor the frequency, duration and educational impact of absence.

Repeated or prolonged authorized absence may therefore result in additional support, an Attendance Improvement Plan or further review.

9.2 Unauthorized Absence

Absence will be recorded as unauthorized where:

- No satisfactory reason has been provided.
- Required supporting evidence has not been provided.
- The reason does not meet the criteria for authorized absence.
- A student is absent without the knowledge or permission of their parent or guardian.
- Leave has been taken despite the school declining to authorize it.
- The absence otherwise meets the applicable definition of unauthorized absence.

Parents are responsible for providing accurate information regarding absence and engaging with the school where concerns arise.

10. Term-Time Leave and Family Travel

Parents are expected to arrange family holidays and discretionary travel during official school holiday periods.

Term-time holidays and discretionary travel have a direct impact on continuity of learning and are therefore strongly discouraged.

Requests for exceptional leave during term time must be submitted in advance and will be considered in accordance with applicable KHDA requirements and individual circumstances.

Submission of a request does not constitute approval.

Where leave is not approved and the student is subsequently absent, the absence will be recorded in accordance with applicable regulatory requirements.

Parents remain responsible for the educational impact of discretionary absence.

Schools are not required to replicate teaching or provide an alternative programme of instruction for learning missed because of unauthorized discretionary absence.

11. Medical Absence

Where absence occurs because of illness or medical treatment, parents must notify the school promptly and provide appropriate supporting documentation where required.

Schools will monitor repeated or extended medical absence and, where appropriate, work collaboratively with:

- Parents and guardians.
- School medical staff.
- Inclusion Team.
- Pastoral and wellbeing staff.
- Relevant external professionals.

Where a student experiences significant or ongoing medical needs, individual arrangements may be established to support continued access to education and successful reintegration.

Medical absence should be considered in the context of the student's individual circumstances and should not result in inappropriate punitive action.

12. Notification and Unexplained Absence

Parents must notify the school as soon as possible when a student will be absent and provide the reason.

Where a student expected to attend is absent without explanation, the school will make reasonable efforts to contact the parent or guardian on the same day.

Where:

- The school cannot establish the reason for absence;
- The student's whereabouts cannot be established;
- There is an unexpected or concerning pattern of absence; or
- There is concern regarding the student's safety or wellbeing,

the matter must be considered from a safeguarding perspective and escalated to the Designated Safeguarding Lead where appropriate.

Safeguarding procedures will take precedence where there is concern regarding the safety or welfare of a student.

13. Monitoring Attendance and Punctuality

Schools will maintain systematic processes for monitoring attendance and punctuality at individual, class, grade, phase and whole-school level.

Monitoring will include:

- Overall attendance percentages.
- Performance against school attendance targets.
- Progress towards Outstanding attendance outcomes.
- Students whose attendance is declining.
 - Students whose attendance falls below the minimum expectation.

- Persistent or repeated absence.
- Patterns of authorized and unauthorized absence.
- Repeated lateness and early departure.
- Attendance of relevant student groups and cohorts.
- Significant changes in individual attendance patterns.
- Relationships between attendance, attainment, progress, behavior and wellbeing.

Attendance information will be reviewed regularly by designated school leaders and used to inform intervention and school improvement activity.

14. Early Intervention and Support

Schools will adopt an early-intervention approach to attendance and punctuality.

Action may therefore be taken before a student's attendance falls below the minimum expected level where an emerging or concerning pattern is evident.

Intervention may include:

- Communication with the student and parents.
- Parent meetings.
- Identification of barriers affecting attendance or punctuality.
- Attendance improvement targets.
- Individual Attendance Improvement Plans.
- Pastoral or wellbeing support.
- Inclusion support and reasonable adjustments.
- Medical support.
- Engagement with relevant internal or external professionals.
- Regular monitoring and review.

The primary objective is to secure sustained improvement while identifying and addressing factors preventing regular and punctual attendance.

15. Graduated Attendance Intervention and Escalation

Where attendance or punctuality causes concern, schools will adopt a graduated and proportionate approach.

The number of days absent may be used as an operational trigger but will not determine intervention in isolation.

Stage 1 – Early Concern

An emerging pattern is identified.

The school will communicate with the student and parents, establish reasons, clarify expectations and provide appropriate support.

Stage 2 – Attendance Concern

Where concerns persist, parents may be invited to meet with the school.

Barriers will be identified, improvement actions agreed and attendance subject to enhanced monitoring.

Stage 3 – Formal Attendance Support

Where sufficient improvement is not demonstrated, a formal Attendance Improvement Plan may be established.

The plan should identify:

- Nature of the concern.
- Expected improvement.
- Actions required.
- Responsibilities.
- Support provided.
- Success criteria.
- Monitoring and review arrangements.

Stage 4 – Significant or Persistent Concern

Where attendance remains a significant concern despite intervention, the matter will be escalated to the Superintendent or designated senior leader.

Parents will be formally advised of the continued concern, interventions undertaken and potential consequences of continued unauthorized absence.

Stage 5 – Formal Attendance Review (including Scholarship review where appropriate)

Where a student is in receipt of a scholarship, continued unauthorized absence may place scholarship status at risk.

Consideration will only occur where there is a persistent pattern of unauthorized absence despite the school having:

- Communicated concerns clearly.
- Sought to understand barriers.
- Provided appropriate support and intervention.
- Established reasonable opportunities for improvement.
- Implemented and reviewed an Attendance Improvement Plan where appropriate.
- Maintained records of communication and intervention.

Where sufficient and sustained improvement is not demonstrated, the Superintendent may formally notify the student and parents that continued unauthorized absence may result in scholarship status being reviewed.

Any decision to reduce, suspend, withdraw or otherwise amend a student's scholarship must be made in consultation with the relevant awarding body and in accordance with applicable scholarship terms and conditions and regulatory requirements.

Authorized absence arising from legitimate medical, safeguarding, inclusion or other approved exceptional circumstances will not, in itself, place scholarship status at risk.

Stage 6 – Regulatory Escalation

Where concerns remain unresolved, the school may refer or report the matter to KHDA or other relevant UAE authorities in accordance with applicable requirements.

Re-enrolment Review and Conditional Re-enrolment

The school is committed to supporting all students to achieve **high levels of attendance and punctuality**, recognizing the strong relationship between regular attendance, academic achievement, wellbeing, safeguarding and successful engagement with school. Continued enrolment requires effective partnership between the student, parents and school in addressing persistent attendance or punctuality concerns.

A review of re-enrolment may be considered where:

- A student's attendance and/or punctuality remains a significant concern despite documented interventions, support and appropriate escalation through the school's attendance procedures.
- There is a persistent pattern of **unauthorized absence, persistent lateness or non-attendance** that is having a significant impact on the student's education, progress, wellbeing or engagement with school.
- Parents have not engaged sufficiently with attendance support plans, review meetings, agreed interventions or actions designed to improve attendance and punctuality.
- Parents have not provided appropriate information, documentation or explanation regarding significant or persistent absence, where reasonably requested by the school.
- The school is unable to effectively implement or sustain attendance support measures due to limited parental engagement or non-compliance with agreed actions.
- Attendance concerns indicate a potential **safeguarding or wellbeing concern** requiring further intervention or escalation.
- The student's attendance remains significantly below school expectations despite reasonable support and intervention.

Before any decision regarding re-enrolment is considered, the school will:

- Review all relevant attendance and punctuality records, communications, support plans, interventions and previous actions.
- Consider the reasons for absence and any relevant **medical, safeguarding, wellbeing, inclusion or other individual circumstances** affecting the student.
- Conduct formal review meetings with parents and, where appropriate, the student.
- Ensure that reasonable support, intervention and adjustments have been considered and implemented where appropriate.
- Consult with **KHDA and KFE**, where required, and provide relevant evidence for review, guidance and/or approval in accordance with applicable requirements.

- Ensure that any proposed action is fair, proportionate, evidence-informed and consistent with applicable regulatory requirements and the school's commitment to inclusion.

Where appropriate, the school may issue a **Conditional Re-enrolment Agreement** for the following academic year. This may establish:

- Clear attendance and punctuality expectations and improvement targets.
- Specific actions required of the student, parents and school.
- Attendance support and interventions to be provided.
- Requirements for parent engagement and communication with the school.
- Monitoring and review arrangements.
- Defined timelines and review points.
- The potential consequences where agreed expectations are not met.

Parents will be expected to acknowledge and comply with the conditions outlined within the agreement and work collaboratively with the school to secure sustained improvement in the student's attendance and punctuality.

Conditional re-enrolment will not be used as an automatic consequence for poor attendance. Decisions will take account of the individual circumstances of the student, including any safeguarding, medical, wellbeing or inclusion needs, and will be made in accordance with KHDA requirements and any required consultation or approval processes.

16. Safeguarding and Student Wellbeing

Attendance is an important indicator of student safety and wellbeing.

Changes in attendance, repeated absence, unexplained absence, persistent lateness or changes in established patterns may indicate unmet need, distress, vulnerability or potential safeguarding concern.

Where attendance raises a safeguarding concern, the Safeguarding and Child Protection Policy will take precedence, and the Designated Safeguarding Lead must be consulted.

Attendance and safeguarding processes may operate in parallel, but attendance interventions must never compromise safeguarding enquiries or protective action.

Where a student's whereabouts or welfare cannot be established, safeguarding procedures must be followed without unnecessary delay.

17. Students of Determination and Additional Needs

Attendance expectations and procedures will be inclusive and responsive to individual needs.

Where attendance difficulties are associated with disability, medical condition, additional educational need or other identified circumstances, schools will consider appropriate support and reasonable adjustments.

The Inclusion Team, pastoral staff, medical staff and relevant external professionals should be involved where appropriate.

Legitimate medical, inclusion or safeguarding-related absence should not result in a student being unfairly penalized.

Re-enrolment Review and Conditional Re-enrolment

The school is committed to supporting all students to achieve **high levels of attendance and punctuality**, recognizing the strong relationship between regular attendance, academic achievement, wellbeing, safeguarding and successful engagement with school. Continued enrolment requires effective partnership between the student, parents and school in addressing persistent attendance or punctuality concerns.

A review of re-enrolment may be considered where:

- A student's attendance and/or punctuality remains a significant concern despite documented interventions, support and appropriate escalation through the school's attendance procedures.
- There is a persistent pattern of **unauthorised absence, persistent lateness or non-attendance** that is having a significant impact on the student's education, progress, wellbeing or engagement with school.
- Parents have not engaged sufficiently with attendance support plans, review meetings, agreed interventions or actions designed to improve attendance and punctuality.
- Parents have not provided appropriate information, documentation or explanation regarding significant or persistent absence, where reasonably requested by the school.

- The school is unable to effectively implement or sustain attendance support measures due to limited parental engagement or non-compliance with agreed actions.
- Attendance concerns indicate a potential **safeguarding or wellbeing concern** requiring further intervention or escalation.
- The student's attendance remains significantly below school expectations despite reasonable support and intervention.

Before any decision regarding re-enrolment is considered, the school will:

- Review all relevant attendance and punctuality records, communications, support plans, interventions and previous actions.
- Consider the reasons for absence and any relevant **medical, safeguarding, wellbeing, inclusion or other individual circumstances** affecting the student.
- Conduct formal review meetings with parents and, where appropriate, the student.
- Ensure that reasonable support, intervention and adjustments have been considered and implemented where appropriate.
- Consult with **KHDA and KFE**, where required, and provide relevant evidence for review, guidance and/or approval in accordance with applicable requirements.
- Ensure that any proposed action is fair, proportionate, evidence-informed and consistent with applicable regulatory requirements and the school's commitment to inclusion.

Where appropriate, the school may issue a **Conditional Re-enrolment Agreement** for the following academic year. This may establish:

- Clear attendance and punctuality expectations and improvement targets.
- Specific actions required of the student, parents and school.
- Attendance support and interventions to be provided.
- Requirements for parent engagement and communication with the school.
- Monitoring and review arrangements.
- Defined timelines and review points.
- The potential consequences where agreed expectations are not met.

Parents will be expected to acknowledge and comply with the conditions outlined within the agreement and work collaboratively with the school to secure sustained improvement in the student's attendance and punctuality.

Conditional re-enrolment will not be used as an automatic consequence for poor attendance. Decisions will take account of the individual circumstances of the student, including any safeguarding, medical, wellbeing or inclusion needs, and will

be made in accordance with KHDA requirements and any required consultation or approval processes.

18. Recognition and Promotion of Excellent Attendance

Schools will actively promote a culture of excellent attendance and punctuality, reflecting the ambition to achieve and sustain Outstanding attendance outcomes.

Recognition may encourage:

- Excellent attendance and punctuality.
- Sustained improvement.
- Improved punctuality.
- Positive attendance habits.
- Personal responsibility.
- Commitment to learning.

Recognition must remain inclusive and sensitive to students whose absence results from legitimate medical, safeguarding, inclusion or other exceptional circumstances.

19. Data, Reporting and Governance

Attendance and punctuality data will form part of regular school and Dubai Schools performance monitoring.

Information will be used to:

- Monitor ambitious attendance targets.
- Evaluate progress towards Outstanding attendance outcomes.
- Identify students requiring support.
- Identify cohort trends and gaps.
- Evaluate interventions.
- Examine relationships with attainment, progress, behavior and wellbeing.
 - Inform school improvement.

- Support leadership and governance oversight.

Information will be reported to KHDA or other authorities where required.

20. Confidentiality and Data Protection

Attendance information will be managed confidentially and in accordance with applicable data protection requirements and Taaleem policies.

Information will only be shared where there is a legitimate educational, safeguarding, contractual, legal or regulatory reason.

Records will be maintained securely.

21. Monitoring and Review

The Attendance and Punctuality Policy will be monitored and reviewed regularly to ensure its effectiveness, consistency of implementation, alignment with 'Dubai Schools' Vision, Mission and Values, and compliance with relevant KHDA and UAE regulatory requirements.

Monitoring of Impact

The school will evaluate the impact of this policy through the systematic analysis of qualitative and quantitative data, including:

- Whole-school attendance and punctuality data.
- Attendance performance by phase, grade and class/homeroom.
- Performance against agreed attendance targets and progress towards Outstanding attendance outcomes.
- Individual students whose attendance falls below the minimum expected threshold.
- Students demonstrating declining or concerning patterns of attendance before reaching the minimum threshold.
- Authorized and unauthorized absence, including frequency, duration and patterns.
- Persistent or repeated unauthorized absence.
- Lateness and early departure data.

- Attendance patterns before and after weekends, school holidays and other identified periods.
- Attendance data for relevant student groups, including Emirati and non-Emirati students, Students of Determination, Gifted and Talented students, gender and other identified cohorts.
- Attainment and progress data alongside attendance to evaluate the relationship between attendance and student outcomes.
- Safeguarding, wellbeing, medical and inclusion information where relevant to attendance.
- Use and outcomes of Attendance Improvement Plans and other attendance interventions.
- Parent and student engagement with attendance support and intervention.
- Student, staff and parent voice, including surveys, meetings and focus groups where appropriate.
- Scholarship-related attendance concerns and outcomes, where applicable.

This information will be used to identify trends, emerging concerns and attendance gaps; evaluate the effectiveness of interventions; identify barriers to attendance; and inform targeted action, resource allocation and continuous school improvement.

Reporting Processes

- Attendance and punctuality data will be monitored routinely by designated school leaders, with students requiring immediate intervention identified and actioned promptly.
- Attendance trends, student groups, interventions and progress against targets will be formally reviewed by the School Leadership Team at least monthly.
- The School Leadership Team will evaluate the effectiveness of attendance interventions, including Attendance Improvement Plans, and ensure appropriate escalation where sufficient improvement is not demonstrated.
- The school will provide termly attendance report to the Governing Board,
- The Assistant Principal – Dean of Students, or Designated Attendance Lead, is responsible for providing regular attendance and punctuality updates to the Superintendent, ensuring ongoing oversight and responsive action where required.
- Significant attendance, safeguarding or scholarship-related concerns will be escalated outside the normal reporting cycle where circumstances require immediate action.

Review Cycle

This policy will be formally reviewed **annually** through the appropriate 'Dubai Schools' policy review and governance process.

The review will ensure that the policy:

- Continues to meet the evolving needs of students and the wider school community.
- Remains aligned with 'Dubai Schools' Vision, Mission, Values and strategic priorities.
- Remains compliant with current KHDA, UAE and relevant Taaleem requirements.
- Supports the ambition to achieve and sustain Outstanding attendance and punctuality outcomes.
- Reflects current evidence and best practice in promoting attendance and reducing avoidable absence.
- Remains appropriately inclusive and responsive to safeguarding, wellbeing, medical and additional needs.
- Provides effective early identification, intervention and escalation.
- Incorporates relevant student, parent and staff feedback.
- Supports continuous improvement across all 'Dubai Schools'.

Early Review Triggers

An earlier review of this policy may be initiated where:

- There is a significant change in KHDA, MoE, UAE legislation or other applicable regulatory requirements.
- Attendance or punctuality data indicates significant or emerging trends requiring a review of existing expectations or procedures.
- There is a significant increase in unauthorized absence, persistent absence or lateness.
- Safeguarding, inclusion, medical or wellbeing information identifies concerns relating to the implementation of attendance procedures.
- A significant attendance-related incident identifies weaknesses in existing systems, controls or escalation procedures.
- Internal monitoring identifies inconsistency in implementation across phases, grades or schools.
- Attendance interventions are not demonstrating sufficient impact.
- Stakeholder feedback identifies substantial concerns regarding the clarity, fairness or effectiveness of the policy.
- Changes to scholarship arrangements or awarding-body requirements necessitate amendment to relevant attendance provisions.

- Governance, internal audit, regulatory review or inspection identifies an area requiring policy amendment.

22. Implementation Timeline

This policy shall be implemented within thirty (30) days from the Effective Date indicated on the cover page, allowing adequate time for communication, training, and adoption across all relevant Taaleem entities. Where any requirement in this policy is dependent on a system functionality, configuration, or tool that is not yet implemented, such requirement shall take effect only once the relevant functionality is operational. Until such time, existing processes shall continue to apply.

23. Non-Compliance

Non-compliance with any established policies may result in disciplinary action.

Version Control

Version No.	Date	Details of Change
2	August 2026	Revised version – Developed to improve consistency of expectations across all 'Dubai Schools', as part of the Excel Anywhere Governance policy review framework.

Disclaimer:

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Operational Appendices

The following appendices establish minimum operational expectations across all 'Dubai Schools'. Schools may supplement these requirements through local procedures, provided these remain consistent with the overarching policy.

Appendix 1 – Daily Attendance and Registration Procedures

Accurate registration is an educational, regulatory and safeguarding responsibility.

Homeroom/Class Teachers will:

- Complete the official register at the designated time using the approved system.
- Mark students present only where physical presence has been confirmed.
- Record absence using approved codes.
- Ensure no fields remain incomplete.
- Report discrepancies promptly.

Where the designated teacher is absent, responsibility transfers to the cover teacher or another designated member of staff.

Register Assurance

The Administration/Attendance Team will undertake a daily compliance check.

Incomplete or inaccurate registers must be corrected promptly and before the designated reconciliation deadline.

Repeated failure by staff to complete registers accurately and on time will be addressed through appropriate line-management procedures.

Late Arrival

Students arriving after the designated start time will be recorded as late using the appropriate attendance code.

Repeated lateness will be monitored and may trigger intervention.

Early Departure

Schools will:

- Maintain accurate records.
- Require appropriate parental notification.
- Verify collection arrangements where necessary.
- Require evidence where appropriate.

Repeated or concerning patterns will be treated as an attendance concern.

Appendix 2 – Unexplained Absence and Same-Day Follow-Up

Where an expected student is absent without explanation:

- Register accuracy will be checked.
- Late arrival will be ruled out.
- The parent/guardian will be contacted on the same day.
- The reason will be established and recorded where possible.
- Attendance records will be updated.
- Absence will remain unauthorized where no satisfactory explanation/evidence is provided.

Parents of unexplained absent students will receive same-day notification through the approved communication system.

Where no response is received, reasonable additional contact attempts will be undertaken.

Safeguarding

Where the student's whereabouts cannot be established, contact cannot be made, the absence is unexpected, existing safeguarding information exists or another concern arises, the matter must immediately be considered from a safeguarding perspective.

Safeguarding action must never be delayed until a scheduled attendance review or administrative reporting point.

Appendix 3 – Attendance Monitoring and Reporting

Schools will routinely analyze:

- Whole-school, phase, grade and class attendance.
- Gender.
- Emirati/non-Emirati students.
- Students of Determination.
- Gifted and Talented students.
- Other relevant cohorts.
- Authorized/unauthorized absence.
- Persistent absence.
- Lateness and early departure.
- Patterns around weekends and holidays.
- Relationships with attainment, progress, behavior and wellbeing.

Daily Reporting

A daily attendance report will identify, as appropriate:

- Overall attendance.
- Phase/grade/class performance.
- Unexplained absence.
- Significant lateness.
- Students requiring follow-up.
- Required actions.

Weekly Analysis

Weekly analysis will identify:

- Trends.

- Performance against targets.
- Progress towards Outstanding attendance outcomes.
- Groups requiring attention.
- Declining attendance.
- Persistent unauthorized absence.
- Lateness patterns.
- Progress and effectiveness of interventions.
- Required actions.

Reporting should be **action-oriented**, identifying responsibility and required follow-up.

Appendix 4 – Operational Attendance Intervention Triggers

Cumulative days provide operational triggers but do not automatically determine intervention.

Stage 1 – Initial Monitoring

Lead: School based procedures

Emerging absence, lateness or declining attendance.

Actions include initial contact, wellbeing check, establishing reasons, reinforcing expectations and monitoring.

Stage 2 – Approximately 3 Days

Lead: School based procedures

Attendance history reviewed, parent communication confirmed, evidence checked, barriers identified and actions recorded.

Stage 3 – Approximately 6 Days

Lead: Dean of Students, Pastoral Leader, Head of Inclusion or equivalent.

Formal review, parent meeting where appropriate, consideration of wider needs and possible Attendance Improvement Plan.

Stage 4 – Approximately 9 Days

Lead: Phase Principal

Formal escalation, intervention review, strengthened Attendance Improvement Plan, success criteria and formal parent communication.

Stage 5 – Approximately 12 Days

Lead: Superintendent.

Formal review, enhanced support, possible external/regulatory escalation and, where applicable, consideration of consultation with the relevant scholarship awarding body.

At every stage consideration must be given to:

- Overall attendance percentage.
- Authorized/unauthorized status.
- Pattern and frequency.
- Previous history.
- Medical circumstances.
- Inclusion.
- Wellbeing.
- Safeguarding.
- Parental engagement.
- Student voice.
- Previous intervention impact.

Schools may intervene earlier where circumstances warrant.

Appendix 5 – Attendance Improvement Plans

Plans should include:

- Current attendance percentage.
- Attendance/punctuality history.
- Authorized/unauthorized absence.
- Nature of concern.
 - Barriers.

- Student and parent views.
- Improvement expectations.
- Specific targets.
- Student, family and school actions.
- Support provided.
- Inclusion/medical/wellbeing considerations.
- Success criteria.
- Review dates.
- Named responsible staff.
- Escalation arrangements.

Meetings, actions, reviews and outcomes should be recorded on the approved school system.

Appendix 6 – Authorized Absence and Evidence Requirements

Authorized absence may include:

- Illness or medical treatment.
- Medical emergencies.
- Bereavement/exceptional circumstances.
- Approved religious observance.
- Government/regulatory requirements.
- Other approved exceptional circumstances.

Medical Evidence

Short-term illness may be reported directly by parents.

Where illness lasts for three or more consecutive school days, parents will normally be required to provide appropriate medical evidence from a recognized medical practitioner.

Evidence may also be requested for repeated illness patterns or where clarification/support is required.

Medical circumstances must be considered sensitively and individually.

Appendix 7 – Term-Time Travel and Exceptional Leave

Requests must:

- Use the approved Leave Request Form.
- Be submitted in advance wherever possible.
- State the reason.
- Include supporting evidence where required.
- Specify requested dates.

Requests will be reviewed by the designated senior leader.

Submission does not constitute approval.

Unauthorized discretionary absence may be recorded accordingly, and schools are not required to replicate teaching missed through such absence.

Appendix 8 – Recognition and Attendance Promotion

Recognition may include:

- Certificates and commendations.
- Class/grade recognition.
- Attendance competitions.
- Excellent attendance.
- Sustained improvement.
- Improved punctuality.
- Attendance Champions.
- Student attendance leadership.

Recognition should not focus solely on 100% attendance and must not disadvantage students with legitimate absence.

Appendix 9 – Returning to Learning Following Absence

Support following legitimate absence may include:

- Identification of essential missed learning.
- Access to existing digital resources.
- Prioritized catch-up.
- Reintegration into classroom routines.
- Pastoral support.
- Inclusion/medical support.

Extended absence may require a structured reintegration plan.

Schools are not expected to replicate the full programme of teaching for unauthorized discretionary travel.

Appendix 10 – School-Specific Operational Information

Each school will maintain local information including, where applicable:

- School start time.
- Gate opening times.
- Morning Meeting/Homeroom time.
- Registration time.
- Late-arrival threshold.
- Register reconciliation deadline.
- Attendance/reception contacts.
- Attendance system and codes.
- Communication platform.
- Daily reporting times.
- Bus arrangements.
- Car-rider arrangements.
- Early collection procedures.
- Leadership responsibilities.
- Medical evidence submission procedures.
 - Leave Request Form procedures.

- Safeguarding reporting systems.

Local arrangements may add detail but must not dilute policy requirement.

Appendix 11 – Daily Attendance Assurance Cycle

All 'Dubai Schools' will operate a daily attendance assurance cycle.

1. Before Registration

Homeroom/Class Teachers and cover staff prepare to complete the register at the required time.

2. Registration

Students are physically accounted for and attendance recorded accurately.

No fields should remain incomplete.

3. Immediate Register Check

Following registration:

- Late arrivals are recorded.
- Registers are checked.
- Missing/inaccurate entries are followed up.
- Responsible staff are contacted where necessary.

4. Morning Reconciliation

The Administration/Attendance Team identifies:

- Unexplained absences.
- Students whose whereabouts are unclear.
- Late arrivals.
- Information requiring verification.

Parents of unexplained absent students are contacted.

5. Safeguarding Check

Any concern regarding a student's whereabouts, safety or wellbeing is referred immediately to the Designated Safeguarding Lead/Safeguarding Team.

Safeguarding action takes precedence over routine attendance processes.

6. Daily Reporting

A daily attendance report identifies:

- Overall attendance.
- Significant absence.
- Unexplained absence.
- Significant lateness.
- Students requiring follow-up.
- Required actions.

7. Intervention Allocation

Students requiring further intervention are allocated to the appropriate member of staff under the graduated intervention process.

Actions are recorded and followed through.

8. Weekly Review

Attendance trends, interventions and impact are reviewed weekly.

Students requiring further escalation are identified.

The purpose of the Daily Attendance Assurance Cycle is not simply to produce accurate attendance data. It is to ensure that every student is accounted for, emerging concerns are acted upon quickly, safeguarding risks are identified promptly, and attendance information leads to timely and effective intervention.

Appendix 12 – Staged Parental Letters

The standard communication letters support the consistent implementation of the graduated intervention process established within the *Attendance and Punctuality Policy*.

The letters provide a clear and progressive framework for communicating attendance and punctuality concerns to parents/guardians. Responsibility for issuing letters escalates through the school's leadership structure as the level of concern increases.

The letters should be used alongside professional judgement, direct engagement with families, appropriate support and intervention, and consideration of individual student circumstances.

Schools should intervene proactively and should not wait for attendance to fall below the minimum expected threshold before taking action. The school's ambition is to achieve and sustain Outstanding attendance and punctuality outcomes, rather than simply meeting the minimum expected standard.

Issuing Responsibility

The following escalation structure applies:

Stage	Level of Concern	Letter Issued By
Stage 1	Early Concern	School based procedure
Stage 2	Attendance Concern	School based procedure
Stage 3	Formal Attendance Support	Assistant Principal – Dean of Students
Stage 4	Significant or Persistent Concern	Phase Principal
Stage 5	Formal Attendance Review	Superintendent
Stage 6	Regulatory Escalation	Superintendent

At **Stages 3, 4 and 5**, two versions of the relevant letter are available for internal operational purposes:

Version A – used where scholarship provisions do not apply. There must be **no reference to scholarship status** within this letter.

Version B – used where the student is in receipt of an applicable scholarship. The parent-facing title remains identical to Version A, but appropriate scholarship-related wording is incorporated into the body of the letter.

The **A/B designation is an internal administrative reference only and must not appear on the parent-facing letter.**

Scholarship implications progressively escalate through the process:

- **Stage 3B:** The family is advised that persistent unauthorized absence may ultimately place scholarship status at risk. The scholarship is **not under formal review**.
- **Stage 4B:** The family is formally advised that continued persistent unauthorized absence may result in scholarship status progressing to **formal review**.
- **Stage 5B:** The family is formally advised that the student's scholarship status **is now under review**.

Any decision to reduce, suspend, withdraw or otherwise amend a student's scholarship must be made **in consultation with the relevant awarding body** and in accordance with applicable scholarship terms and conditions and regulatory requirements.

Authorized absence arising from legitimate medical, safeguarding, inclusion or other approved exceptional circumstances will not, in itself, place scholarship status at risk.

Parent Acknowledgment and Record Keeping

From **Stages 3–5**, the school is responsible for obtaining a signed Parent Acknowledgment.

The issuing member of staff must ensure that the relevant concerns, interventions, required improvement and next steps are clearly communicated to the parent/guardian.

A signed copy must be retained on the student's record alongside evidence of relevant meetings, communication, interventions and Attendance Improvement Plans.

Where a parent/guardian declines or fails to sign, the school must record that the letter was issued, attempts made to secure acknowledgment and any subsequent communication. A refusal or failure to sign does not prevent appropriate progression through the attendance intervention process.

STUDENT ATTENDANCE AND PUNCTUALITY

LETTER OF EARLY CONCERN – STAGE 1

Date: .../.../...

To the Parent(s)/Guardian(s) of [Student's Full Name]

Dear [Mr./Mrs./Ms.] [Last Name],

Subject: Early Concern Regarding Attendance and/or Punctuality

I am writing to you regarding an emerging concern about the attendance and/or punctuality of your child, **[Student's Full Name]**, which has reached **Stage 1 – Early Concern** of our *Attendance and Punctuality Policy*.

Specifically, we are concerned about the following:

- Current attendance: **[XX%]**
- Number of days absent: **[X]**
- Authorized absences **(X%)**
- Unauthorized absences: **[X]**
- Instances of lateness: **[X]**
- Specific concern/pattern: **[Insert details]**

At this stage, our priority is to understand the reasons for this emerging concern and provide appropriate support at the earliest opportunity.

As a school, we are committed to supporting all students to attend regularly and punctually. Regular attendance is essential to ensuring that **[Student's First Name]** benefits fully from learning, makes strong academic progress and remains connected to the wider school community.

We kindly request your support in discussing the importance of regular attendance and punctuality with your child and ensuring that avoidable absence and lateness are minimized.

If there are circumstances affecting **[Student's First Name]'s** attendance or punctuality, please contact me so that we can understand these and provide appropriate support.

Thank you for your attention to this matter and for your continued partnership in your child's education.

Yours sincerely,

[Your Full Name]

[Role]

[School Name]

STUDENT ATTENDANCE AND PUNCTUALITY

LETTER OF ATTENDANCE CONCERN – STAGE 2

Date: .../.../...

To the Parent(s)/Guardian(s) of [Student's Full Name]

Dear [Mr./Mrs./Ms.] [Last Name],

Subject: Attendance and/or Punctuality Concern

I am writing to you regarding continued concerns about the attendance and/or punctuality of your child, **[Student's Full Name]**, which have now reached **Stage 2 – Attendance Concern** of our *Attendance and Punctuality Policy*.

Specifically, we are concerned about the following:

- Current attendance: **[XX%]**
- Number of days absent: **[X]**
- Authorized absences **(X%)**
- Unauthorized absences: **[X]**
- Instances of lateness: **[X]**
- Specific concern/pattern: **[Insert details]**

Despite our initial communication, concerns regarding **[Student's First Name]'s** attendance and/or punctuality continue.

At this stage, we would like to work with you to identify any barriers that may be affecting regular attendance or punctuality and agree appropriate improvement actions.

[Student's First Name]'s attendance and/or punctuality will now be subject to **enhanced monitoring**. You may also be invited to meet with the school to discuss the concern, agree expectations for improvement and identify any additional support required.

It is important that we now see improvement in attendance and/or punctuality.

Your cooperation is essential in helping **[Student's First Name]** benefit fully from the educational opportunities available to them.

Thank you for your prompt attention to this matter.

Yours sincerely,

[Your Full Name]

Role

[School Name]

STAGE 3A – INTERNAL REFERENCE ONLY

STUDENT ATTENDANCE AND PUNCTUALITY

FORMAL ATTENDANCE SUPPORT – STAGE 3

Date: .../.../...

To the Parent(s)/Guardian(s) of [Student's Full Name]

Dear [Mr./Mrs./Ms.] [Last Name],

Subject: Formal Attendance Support

I am writing regarding continuing concerns about the attendance and/or punctuality of your child, **[Student's Full Name]**, which have now reached **Stage 3 – Formal Attendance Support** of our *Attendance and Punctuality Policy*.

Specifically, we are concerned about the following:

- Current attendance: **[XX%]**
- Number of days absent: **[X]**
- Authorized absences **(X%)**
- Unauthorized absences: **[X]**
- Instances of lateness: **[X]**
 - Specific concern/pattern: **[Insert details]**

Despite previous communication, enhanced monitoring and support, sufficient improvement has not yet been demonstrated.

We therefore request that you attend an **in-person meeting with the Assistant Principal – Dean of Students** so that we can work together to understand any barriers affecting **[Student's First Name]'s** attendance and/or punctuality and agree the actions required to secure improvement.

At this stage, a formal **Attendance Improvement Plan** may be established. This will identify the concern, expected improvement, actions required, responsibilities, support to be provided, success criteria and monitoring and review arrangements.

It is important that we now see a clear and sustained improvement in attendance and/or punctuality.

Your cooperation is essential, and the school remains committed to working with you to secure the required improvement.

Yours sincerely,

[Your Full Name]
Assistant Principal – Dean of Students
[School Name]

Parent Acknowledgment

I acknowledge receipt of this letter and understand the concerns outlined regarding my child's attendance and/or punctuality. I am committed to working in partnership with the school to support the agreed actions and secure sustained improvement.

Parent/Guardian Name: _____

Signature: _____

Date: _____

STAGE 3B – INTERNAL REFERENCE ONLY

STUDENT ATTENDANCE AND PUNCTUALITY

FORMAL ATTENDANCE SUPPORT – STAGE 3

Date: .../.../...

To the Parent(s)/Guardian(s) of [Student's Full Name]

Dear [Mr./Mrs./Ms.] [Last Name],

Subject: Formal Attendance Support

I am writing regarding continuing concerns about the attendance and/or punctuality of your child, [Student's Full Name], which have now reached **Stage 3 – Formal Attendance Support** of our *Attendance and Punctuality Policy*.

Specifically, we are concerned about the following:

- Current attendance: [XX%]
- Number of days absent: [X]
- Authorized absences (X%)
- Unauthorized absences: [X]
- Instances of lateness: [X]
- Specific concern/pattern: [Insert details]

Despite previous communication, enhanced monitoring and support, sufficient improvement has not yet been demonstrated.

We therefore request that you attend an **in-person meeting with the Assistant Principal – Dean of Students** so that we can work together to understand any barriers and agree the actions required to secure improvement.

At this stage, a formal **Attendance Improvement Plan** may be established, setting out clear expectations, actions, support, responsibilities, success criteria and review arrangements.

It is important that we now see a clear and sustained improvement.

Please also be aware that **continued scholarship support is subject to the applicable terms and conditions, including expectations relating to regular attendance.**

Where persistent unauthorized absence continues despite appropriate support and intervention, this may ultimately place [Student's First Name]'s scholarship status at risk.

At this stage, [Student's First Name]'s scholarship is not under formal review. This notification is intended to ensure that you are aware of the potential implications should persistent unauthorized absence continue.

Your cooperation is essential, and the school remains committed to working with you to secure the required improvement.

Yours sincerely,

[Your Full Name]
Assistant Principal – Dean of Students
[School Name]

Parent Acknowledgment

I acknowledge receipt of this letter and understand the concerns outlined regarding my child's attendance and/or punctuality, including the potential implications of continued unauthorized absence. I am committed to working in partnership with the school to secure sustained improvement.

Parent/Guardian Name: _____

Signature: _____

Date: _____

STAGE 4A – INTERNAL REFERENCE ONLY

STUDENT ATTENDANCE AND PUNCTUALITY

SIGNIFICANT OR PERSISTENT CONCERN – STAGE 4

Date: .../.../...

To the Parent(s)/Guardian(s) of [Student's Full Name]

Dear [Mr./Mrs./Ms.] [Last Name],

Subject: Significant or Persistent Attendance and/or Punctuality Concern

I am writing regarding significant and continuing concerns about the attendance and/or punctuality of your child, **[Student's Full Name]**, which have now reached **Stage 4 – Significant or Persistent Concern** of our *Attendance and Punctuality Policy*.

Specifically, we are concerned about the following:

- Current attendance: **[XX%]**
- Number of days absent: **[X]**
- Unauthorized absences: **[X]**
- Instances of lateness: **[X]**
- Specific concern/pattern: **[Insert details]**

Despite previous communication, enhanced monitoring, formal attendance support and intervention, sufficient and sustained improvement has not been demonstrated.

The matter has therefore been formally escalated to the **Phase Principal**.

We request that you attend an **in-person meeting with the Phase Principal** to review the concerns, interventions undertaken, any barriers that continue to affect attendance and/or punctuality, and the actions now required.

The meeting will also review the effectiveness of the **Attendance Improvement Plan**, where applicable, and establish clear expectations and success criteria for sustained improvement.

At this stage, it is essential that we see a clear and sustained improvement in **[Student's First Name]'s** attendance and/or punctuality.

The school remains committed to working with you and **[Student's First Name]** to secure the required improvement.

Yours sincerely,

[Your Full Name]
Phase Principal
[School Name]

Parent Acknowledgment

I acknowledge receipt of this letter and understand the significant and persistent concerns outlined regarding my child's attendance and/or punctuality. I understand the improvement now required and am committed to working in partnership with the school.

Parent/Guardian Name: _____

Signature: _____

Date: _____

STAGE 4B – INTERNAL REFERENCE ONLY

STUDENT ATTENDANCE AND PUNCTUALITY

SIGNIFICANT OR PERSISTENT CONCERN – STAGE 4

Date: .../.../...

To the Parent(s)/Guardian(s) of [Student's Full Name]

Dear [Mr./Mrs./Ms.] [Last Name],

Subject: Significant or Persistent Attendance and/or Punctuality Concern

I am writing regarding significant and continuing concerns about the attendance and/or punctuality of your child, **[Student's Full Name]**, which have now reached **Stage 4 – Significant or Persistent Concern** of our *Attendance and Punctuality Policy*.

Specifically, we are concerned about the following:

- Current attendance: **[XX%]**
- Number of days absent: **[X]**
- Unauthorized absences: **[X]**
- Instances of lateness: **[X]**
- Specific concern/pattern: **[Insert details]**

Despite previous communication, enhanced monitoring, formal attendance support and intervention, sufficient and sustained improvement has not been demonstrated.

The matter has therefore been formally escalated to the **Phase Principal**.

We request that you attend an **in-person meeting with the Phase Principal** to review the concerns, interventions undertaken, any barriers that continue to affect attendance and/or punctuality, and the actions now required.

At this stage, it is essential that we see a clear and sustained improvement.

As previously advised, **continued persistent unauthorized absence despite the support and intervention provided by the school may place [Student's First Name]'s scholarship status at risk**. Should sufficient and sustained improvement not be demonstrated, the scholarship may progress to formal review.

Any subsequent decision to reduce, suspend, withdraw or otherwise amend scholarship support must be made **in consultation with the relevant awarding body** and in accordance with applicable scholarship terms and conditions and regulatory requirements.

The school remains committed to working with you and **[Student's First Name]** to secure the required improvement.

Yours sincerely,

[Your Full Name]
Phase Principal
[School Name]

Parent Acknowledgment

I acknowledge receipt of this letter and understand the significant and persistent concerns outlined regarding my child's attendance and/or punctuality, including the potential implications of continued unauthorized absence.

I am committed to working in partnership with the school to secure sustained improvement.

Parent/Guardian Name: _____

Signature: _____

Date: _____

STAGE 5A – INTERNAL REFERENCE ONLY

STUDENT ATTENDANCE AND PUNCTUALITY

FORMAL ATTENDANCE REVIEW – STAGE 5

Date: .../.../...

To the Parent(s)/Guardian(s) of [Student's Full Name]

Dear [Mr./Mrs./Ms.] [Last Name],

Subject: Formal Attendance Review

I am writing regarding the continuing significant concerns about the attendance and/or punctuality of your child, [Student's Full Name], which have now reached **Stage 5 – Formal Attendance Review** of our *Attendance and Punctuality Policy*.

Specifically, we are concerned about the following:

- Current attendance: [XX%]
- Total days absent: [X]
- Unauthorized absences: [X]
- Instances of lateness: [X]
- Specific concern/pattern: [Insert details]

Despite previous communication, meetings, enhanced monitoring, formal attendance support and intervention, sufficient and sustained improvement has not been demonstrated.

The school has sought to understand the barriers affecting attendance, provided appropriate support and intervention, established reasonable opportunities for improvement and reviewed the impact of the **Attendance Improvement Plan**, where applicable.

We now request that you attend a **formal review meeting with the Superintendent** to consider the continued concern, review all actions and support undertaken to date and establish the final actions required to secure immediate and sustained improvement.

At this stage, it is essential that [Student's First Name]'s attendance and/or punctuality demonstrates immediate and sustained improvement.

Where concerns remain unresolved following this stage, the school may progress to **Stage 6 – Regulatory Escalation**, including referral or reporting to KHDA or other relevant UAE authorities in accordance with applicable requirements.

Yours sincerely,

[Your Full Name]
Superintendent
Dubai Schools

Parent Acknowledgment

I acknowledge receipt of this letter and understand the significant concerns outlined regarding my child's attendance and/or punctuality.

I understand the immediate and sustained improvement required and that unresolved concerns may result in further escalation in accordance with the *Attendance and Punctuality Policy*.

Parent/Guardian Name: _____

Signature: _____

Date: _____

STAGE 5B – INTERNAL REFERENCE ONLY

STUDENT ATTENDANCE AND PUNCTUALITY

FORMAL ATTENDANCE REVIEW – STAGE 5

Date: .../.../...

To the Parent(s)/Guardian(s) of [Student's Full Name]

Dear [Mr./Mrs./Ms.] [Last Name],

Subject: Formal Attendance Review

I am writing regarding the continuing significant concerns about the attendance and/or punctuality of your child, **[Student's Full Name]**, which have now reached **Stage 5 – Formal Attendance Review** of our *Attendance and Punctuality Policy*.

Specifically, we are concerned about the following:

- Current attendance: **[XX%]**
- Total days absent: **[X]**
- Unauthorized absences: **[X]**
- Instances of lateness: **[X]**
- Specific concern/pattern: **[Insert details]**

Despite previous communication, meetings, enhanced monitoring, formal attendance support and intervention, sufficient and sustained improvement has not been demonstrated.

The school has communicated concerns clearly, sought to understand barriers, provided appropriate support and intervention, established reasonable opportunities for improvement and implemented and reviewed an **Attendance Improvement Plan**, where appropriate.

We now request that you attend a **formal review meeting with the Superintendent** to consider the continued concern, review all actions and support undertaken to date and establish the immediate actions required.

As a result of the continued pattern of unauthorized absence despite the communication, support, intervention and reasonable opportunities for improvement provided by the school, you are formally advised that **[Student's First Name]'s scholarship status is now under review**.

This does **not** constitute an automatic reduction, suspension or withdrawal of scholarship support.

Any decision to reduce, suspend, withdraw or otherwise amend [Student's First Name]'s scholarship must be made in consultation with the relevant awarding body and in accordance with applicable scholarship terms and conditions and regulatory requirements.

The review will take account of the student's individual circumstances, the nature and extent of the unauthorized absence, the support and intervention provided, student and parental engagement, evidence of improvement and any other relevant information.

Authorized absence arising from legitimate medical, safeguarding, inclusion or other approved exceptional circumstances will not, in itself, place scholarship status at risk.

At this stage, immediate and sustained improvement is required.

Where concerns remain unresolved, the school may also progress to **Stage 6 – Regulatory Escalation** in accordance with the *Attendance and Punctuality Policy*.

Yours sincerely,

[Your Full Name]
Superintendent
Dubai Schools

Parent Acknowledgment

I acknowledge receipt of this letter and understand the significant concerns outlined regarding my child's attendance and/or punctuality.

I understand that, due to continued unauthorized absence despite previous support and intervention, my child's scholarship status is now under review. I understand that any decision to reduce, suspend, withdraw or otherwise amend scholarship support must be made in consultation with the relevant awarding body and in accordance with applicable scholarship terms and conditions.

I am committed to working in partnership with the school to support immediate and sustained improvement.

Parent/Guardian Name: _____

Signature: _____

Date: _____