

Attendance Policy

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Approved by: SLT	Review date: June 2028

Purpose:

This policy sits within a suite of policies which all promote a positive ethos of inclusion. The purpose of this policy is to provide a clear and consistent framework for all staff to promote attendance and manage absence.

To ensure that every staff member involved in keeping accurate records of students on campus is aware of their legal obligation and that a register is taken at the start of each class. Knowing who is in school will help in cases of emergencies, such as fire alarm activation or in identifying patterns of absence or illness.

This policy has been created to help promote positive attendance in school. This policy should provide a clear guideline for our staff, pupils, and families. Positive attendance at school helps young people grow socially and also will increase the likelihood of positive attainment in school as well as a greater chance of moving on to a sustained positive destination.

Scope:

This policy applies to the whole school; staff, families and pupils.

Responsibilities:

Person responsible:	Deputy Head - Pastoral
Council member or Committee:	(if relevant)
Reviewed by and frequency:	SLT – every 2 years
Date of last review:	N/A
Policy approved by SLT on:	June 2026
Date of next review:	June 2028

Principles

1.1

Pupils are expected to attend school every day. Parents/guardians have a duty to ensure that their child attends school and the School is committed to working with parents and guardians to achieve as high a level of attendance as possible.

1.2

A pupil should only be absent if the reason is 'unavoidable'. Allowing a child to be absent without good reason can have a negative impact upon their education.

1.3

Every half day absence from school has to be classified as either authorised or unauthorised. Hence information about the cause of each absence is always required.

1.4

Authorised absences are morning or afternoon sessions away from school with good reason; for illness or other unavoidable cause.

1.5

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been given. This includes keeping a pupil off for reasons such as holidays, as well as truancy, absences or late arrivals which have never been properly explained.

1.6

On very rare occasions where a pupil needs encouragement to attend school, any problems are best sorted out between the school, parents and the pupil.

1.7

If a pupil does not arrive at school, or is found to be missing during the school day, the procedures set out in Section 4 of this Policy will be followed.

Procedures

Kings College Riyadh applies the following procedures in deciding how to deal with absences:

2.1 Illness or Other Legitimate absence

2.1.1 For all absences, parents are asked to submit an absence form to KCR reception team.

Please provide the following information - specifying the reason and dates, and times if applicable, for each period of absence, either by email or note to the relevant office.

2.1.2

If pupils are ill and unable to attend school, parents are requested to contact the school before **8.00am** on the first, and each subsequent, morning of absence. We would ask that in the first instance contact is made using the relevant absence line numbers and/or by email or written confirmation.

2.1.3

If no contact is made the School will contact parents.

2.1.4

With this system, parents can be confident that their child has arrived safely at school.

2.1.5

Wherever possible routine appointments with the doctor, dentist, etc. should be arranged for outside school hours. If this is not possible parents should notify the school with

- Reason for absence
- Dates, and times for each period of absence

In these circumstances it is not necessary to telephone the school on the day of absence.

2.1.6

If a pupil is absent from school for reasons other than ill health, authorisation should be sought using the 'leave request form'. Leave may be authorised in exceptional circumstances, provided a written explanation is received and accepted by the relevant Head of Section via the 'leave request form': (Deputy Head).

2.1.

During absences from school due to occasional or acute illness, work will not generally be provided for the pupil to complete at home. If a pupil is not well enough to attend school then they should rest at home until they are recovered. In the event of a longer period of absence, due to illness or an ongoing medical condition, parents should contact the pupil's Head of Year or Head of Section to discuss how they can best be supported in their studies.

2.1.8

If a student has been physically sick (vomiting), or suffering from diarrhoea, they should not return to school until 48 hours after the last episode.

2.2 Holidays

2.2.1

Please note that we ask parents not to make holiday arrangements that require their child to miss days during term-time. Holiday leave in term time will not be granted unless circumstances are exceptional. Term dates can be found on the school website.

2.2.2

If a child needs to be away from school in exceptional circumstances, authorisation should be sought using the 'leave request form'. Leave may be authorised in exceptional circumstances, provided a written explanation is received and accepted by the relevant Head of Section via the 'leave request form' (Deputy Head-Ms. Capewell) at least three days in advance. With the issue of school attendance and the safeguarding of your child being of such importance, phone requests of this nature are not considered appropriate by the school.

3. Registration

3.1

Morning Registration: It is important that all students are in their form rooms by **7.45am each day**.

All pupils must attend a brief registration meeting with their form tutor to start the day from 7.45am – 8.00am and important notices are often given out during this time. If a pupil arrives after 7.55am they should enter via Reception. Failure to do so may cause unnecessary concern.

3.2

Lateness: Students must attend registration on time. Parents are expected to ensure that their child is present at morning registration. The school will be in contact with parents if there is a concern about persistent lateness. It may be that a sanction is given for persistent lateness, such as a monitoring sheet, and will be at the discretion of the relevant Head of Section.

Missing Pupil Procedures

Non-arrival at School: If a pupil has not attended morning registration, and no explanatory message has been received, contact will be made via parents' contact details using ISAMS. If a parent believes the pupil should be in School, the appropriate staff member will check whether the pupil is where they are timetabled to be at that time and, if they are not, will inform the relevant Head of Section immediately. If the Head of Section cannot explain the absence, he or she will inform the Deputy Head (Pastoral) who will decide on the next steps (see 4.4 below).

Missing during the School Day: If a student fails to attend a lesson and has not had authority to sign out, click the button on the ISAMS register and this will notify the relevant staff that the student has not arrived to the lesson. In the case of a Junior aged student go straight to Junior reception. If the administration team cannot account for the absence, they will inform the SLT team or Head of Section who will decide on the next steps (see 4.4 below).

Missing on an educational visit/sports fixture: If a student is found to be missing while on an educational visit or at a sports fixture, an immediate head count should be carried out to ensure other pupils are all present. An accompanying member of staff should alert the manager of the venue and/or search the immediate area as appropriate. If the pupil cannot be located then, depending on the age of the pupil and the circumstances in which they are found to be missing, the Group Leader may need to contact the police immediately. Otherwise, the Group Leader should inform the School Office and the relevant SLT contact. The School Office should notify the link trip SLT who will decide on the next steps. If the visit is outside school hours, the Group Leader should inform their emergency contact.

Action by the relevant Head of Section or Deputy Head: The relevant Head of Section or Deputy Head will inform the Head, Facilities Staff and School Office as appropriate. Available staff may be asked to organise a search of the school site. The relevant Head of Section, Deputy Head or the Head will contact the pupil's parents and then ultimately the Police if deemed necessary.

Recording an incident: The relevant Head of Section or Deputy Head will ensure that a record in CPOMS is made of any incident, the action taken and, if applicable, the reason given by the pupil for being missing.

5. Publication of Attendance Information

5.1
Parents can access information concerning their child's attendance via the school portal.

5.2
The School is usually asked to disclose information on attendance and punctuality when writing references for pupils. This information can be accessed through ISAMS.

5.3
Each Head of Section and Head of Year will receive a weekly update from the relevant admin support for that section of school, outlining those who have been late; this should be in the form of an ISAMs report. This will help identify any patterns regarding lateness or the occurrence of long-term illness and lead to early intervention and discussion with the student and parents.

There will be times when it appears that there is a high absence rate for a student, though this may be due to extraordinary family circumstances or previously agreed absence between the family and the school, such as a rare opportunity that becomes available to the student, like representing a club or nation at a sporting event.

5.4
Heads of Year will be able to run reports through ISAMS and form tutors will be able to access attendance data for each student in their form class.

6. Stages of involvement

6.1 Administrative Team
They play a crucial role by informing relevant Heads of Year or Heads of Section if individuals who have a pattern or habit of lateness and illness are not in. This helps identify ahead of any shared analysis of data – which the Student Welfare managers share with the relevant senior staff in their section of the school.

6.2 Form Tutor / Class Teacher
If a student is absent the first interaction should be with the form tutor, who, on the student's return initially asks after them. Checking if they are OK and gently, why they were off – focusing on their well-being and what may need to happen to support them to catch up with anything that they have missed.

If the tutor / teacher notices a pattern of absence, always being late or absent on days – they should inform the Head of Year or Head of Section and have a plan of action agreed between them.

6.3 Head of Year/ Head of Section
The Head of Year or Head of Section will become involved and make direct contact with parents, if there is a need to discuss in further detail, a concern about a regular pattern of absence, an extended period of absence which is not

explained prior to the school or if the student's attendance falls below 95%; either within a single week or over a term or year. An email will be sent home notifying parents of the pupil's current absence levels. This will be recorded on CPOMS. Generic email in appendix.

6.4 Escalating further

If a pattern of absence becomes apparent, the Head of Year or Head of Section, after having engagement with the pupil and home and with no evident improvement, will inform the relevant Head of Section who will invite the parents in for a meeting to discuss the concerns with absence.

6.5 Students who have requirements to be in school

If any student is on a child / student visa, their absence levels will be closely monitored to comply with the sponsorship responsibilities. If there is a concern the school will be in contact with parents and will investigate.

6.6 Class Teachers

At the start of lessons, staff have a legal requirement to complete a register. This can be taken through the school's management system – ISAMS, or a physical paper copy if there is a technical issue.

Teachers should only record who is in front of them at the time and mark anyone absent who is not physically there. They should not accept reasons given by students vouching for friends. After they have submitted the register and clicked the button to activate that the student is missing from the lesson, this will alert the relevant admin staff, who will trigger the missing student protocol.

PROCEDURE FOR UNAUTHORISED ABSENCE (N codes)

If no contact has been made by the pupil's family, then a call or email will be sent to families to ensure that the pupil is safe and accounted for.

7. Promoting Positive Attendance

Part of our attendance strategy is to celebrate positive attendance and ensure that our pupils know the importance of positive attendance. This is done through a range of methods including PSE lessons and assemblies.

8. Punctuality/Lates

Procedures for pupils arriving late to registration

School procedures for recording late arrivals to registration will be handled initially by the Form Tutor/Class Teacher (if the student arrives before the close of registration).

A pupil will be marked late in the register if they arrive after the register has been taken at 7.45am but before the close of registration, normally at 8am.

Pupils are expected to sign the Late Arrivals list at Reception. The Reception team will log entry/exit of pupils using the 'Sign in, Sign out' book and amend the registers in iSAMS accordingly.

Arrivals after 9am will be recorded as an N and a letter/ email/ telephone call of explanation will be expected from parents to enable the Reception team to amend the code.

Consequences of late arrival

- The Form Tutor will be responsible for speaking with the pupils on the first and second occasion of lateness to school.
- The Form Tutor is responsible for informing the Head of Year of pupils who continue to be late without valid reasons
- The Head of Year will arrange to send a standard letter/email to parents and may arrange an appropriate sanction e.g., restorative conversation

Following three sanctions by the Head of Year regarding lateness, the Deputy Head pastoral will contact the parents by letter or telephone.

Sanctions will not be applied if the lateness is caused by the late arrival of a bus that normally arrives in time for the student to attend registration punctually. It is the responsibility of the Form Tutor to check this information with the Reception Team.

Subject teachers will apply sanctions for late arrival to lessons.

9. Universal and Targeted support to help improve attendance

- Universal supports that all pupils receive to help improve attendance:
- All staff have the responsibility to complete the ISAMS register within 10 minutes of the start of the period. If ISAMS is unavailable, then a paper copy of the register should be recorded and sent to the office.
- Period by Period Attendance check in place.
- Phone calls to be followed up where possible to account for any unauthorised absence each day.
- PSE Lessons on the benefits of positive attendance.
- Whole school assemblies to promote positive attendance.
- Attendance conversations to be recorded on CPOMS
- Patterns of poor attendance monitored by tutors, HOY and SLT, interventions may be put in place to ensure that attendance improves again.
- Attendance percentage available to parent

Targeted Supports for students with 85-90% attendance:

- Pupils with 85-90% attendance highlighted in the monthly attendance update to SLT and at year group tutor meetings.
- Pupils will meet with tutor/HOY and contact will be made home.
- Interventions will be put in place; attendance diaries/log, attendance meetings, detention if suitable.

10. Steps for Supporting Students with Attendance Challenges

This will be student focused, and an agreed plan of action will be put in place.

1. Early Identification

Monitor attendance data regularly to identify pupils with:

Falling or irregular attendance. o Patterns of frequent short absences.

Extended periods of absence without valid explanation.

Communicate concerns promptly with families and the pupil.

2. Initial Contact and Check-In

Make early contact with the family to express concern and offer support.

Arrange an informal check-in with the pupil (via in-person, phone, or Teams) to discuss any barriers they are facing.

3. School-Led Support Measures

If concerns persist, implement tailored support strategies, which may include:

- Meeting outside of school hours with the pupil and/or family to build trust and reduce pressure.
- Flexible or phased return timetable, tailored to the pupil's capacity.
- Use of Microsoft Teams or other digital platforms to post learning materials.
- Regular communication with families and the pupil (e.g., calls or email) to monitor progress and offer encouragement.
- Mentor or key adult (HOY/Tutor/Teacher) assigned to check in regularly and act as a consistent point of contact.
- Safe space or wellbeing areas in school for breaks if reintegration causes anxiety.

4. Family Meetings

Where ongoing challenges remain, arrange a multi-agency or family meeting to:

- Understand the full picture, including any external factors.
- Review support already in place.
- Agree on next steps and a reintegration plan.

5. Plan, Monitor, Review

Develop a Pupil Support Plan or Pastoral Support Plan detailing:

- Agreed adjustments and timelines.
- Roles and responsibilities.
- Review dates to assess progress and adjust support as needed.

Additional Strategies to Consider

- Offer in-school alternative provision or supported study sessions if full-time classroom learning is not currently appropriate.
- Peer support or buddy system for social reintegration.
- Celebrating small successes, such as attending the day or engaging in online learning.

Our approach is focused on building trust, creating supportive pathways back into education, and maintaining consistent communication with families and pupils. No pupil should feel alone in facing attendance difficulties, and we are committed to finding a path forward together.

11. Students on a Reduced Timetable

For students on a reduced timetable, a clear plan must be in place outlining who they report to and where they sign in; pupils must sign in and out with the administrative team, and any changes to this arrangement must be regularly communicated by families and the Head of Year to all relevant staff

Appendix

Generic Email – attendance below 95%

Dear [Name],

I hope this message finds you well.

We are writing to inform you that [Student Name]'s current school attendance has dropped below 95%. While this may seem like a small dip, even a few missed days can begin to have a significant impact on a student's learning, progress, and overall achievement.

Regular school attendance is one of the most important factors in ensuring academic success. Research consistently shows a strong link between high attendance and strong academic performance, as students who attend school regularly are more likely to stay engaged, keep up with coursework, and build positive routines.

We understand that there may be valid reasons for absences, and we want to work together to identify if there are any barriers affecting [Student Name]'s attendance. If there are any challenges you or your child are facing, whether related to health, transportation, wellbeing, or any other area please don't hesitate to reach out. We are here to support you and find solutions together.

Our goal is to help [Student Name] attend school consistently and confidently so they can make the most of their education.

Please feel free to contact us at [Contact Information] if you would like to discuss this further or need any support. Thank you for your attention and support with this.

Generic Email – Late/Punctuality

Dear [Name],

I hope you are well.

I am writing to make you aware that [Student Name] has been arriving late to school on a regular basis. We recognise that there can occasionally be unavoidable delays, but we are becoming increasingly concerned about the impact that repeated lateness may have on [Student Name] school experience and progress.

Morning registration begins promptly at **7:30am**, and it is important that students are on site and ready to begin the day at this time. Arriving on time helps students settle into a positive routine and ensures they don't miss important information shared during form time.

Form time plays a key role in each student's day. It supports their personal development, builds relationships with their tutor, who is the first line of pastoral care and strengthens their sense of community with peers.

We would appreciate your support in reinforcing the importance of good punctuality with [Student Name], and in identifying any barriers that might be making it difficult for them to arrive on time. If there is anything we can do to support you or your child with this, please don't hesitate to get in touch. Thank you, as always, for your continued support.