: Learners Today.. Leaders Tomorrow :

The Gulf English School

Attendance and Punctuality Policy

Date: December 2025

Author: Leadership Team

Adoption / Review	Committee	Lead Personnel	Review Date:
December 2025	LT	LT	December 2026

This policy applies across all campuses:
GES Gharafa (Infants, Juniors and Secondary) and GES Bin Omran

COUNCIL OF INTERNATIONAL SCHOOLS

Our Vision

We aim to develop a responsible, respectful, resilient school community, supporting the highest level of personal achievement in a changing modern intercultural world.

V1	We aim to develop a responsible, respectful, resilient school community,
V2	supporting the highest level of personal achievement
V3	in a changing modern intercultural world.

Mission Statements

M1	We provide a high-quality education, focusing on skills, knowledge and application, enabling our community to strive and achieve excellence
M2	We aim to develop a culture of life-long learning, independence, ambition, which is continuously demonstrated by our community.
M3	Our community promotes diversity and global citizenship where individual differences are understood and celebrated.
M4	To drive the development of creative skills and critical awareness in our students.
M5	Our school community provides a safe, supportive, and stimulating learning environment that focusses on the well-being of all
M6	We aim to integrate the use of technology on a day-to-day basis to enhance our teaching and learning.

Our Core Values: The 3 R's

- ✓ **Responsible:** Driven, Ambitious, Achiever
- ✓ **Respectful:** Empathy, supportive, caring, diversity
- ✓ **Resilient:** Risk takers, empowered, committed

1. Introduction

At The Gulf English School (GES), we believe that regular attendance and punctuality are fundamental to every pupil's academic achievement, personal development and overall wellbeing. Attending school consistently enables pupils to make progress in their learning, develop positive relationships, participate fully in school life and build the confidence, independence and resilience needed for future success.
In keeping with our school vision and core values of being Responsible, Respectful and Resilient, GES is committed to promoting a positive culture of attendance across all campuses. We recognise that good attendance is a shared responsibility between the school, pupils and parents, and that effective communication, early intervention and appropriate support are essential in maintaining high standards.

GES expects all pupils to attend school regularly, arrive punctually and remain in school throughout the scheduled day, unless there is a valid reason for absence. The school has an attendance target of 95% or above across the academic year, with 90% identified as the minimum attendance threshold for monitoring and intervention purposes. Attendance below 95% will prompt appropriate monitoring, communication and support, while attendance approaching or falling below 90% will require further review and intervention. The 90% threshold should not be regarded as an allowance for routine or unnecessary absence.

We understand that individual circumstances, including medical needs, Special Educational Needs and Disabilities (SEND), emotional wellbeing and exceptional family circumstances, may affect a pupil's attendance. GES is committed to working sensitively and constructively with families to identify barriers, provide appropriate support and encourage sustained improvements wherever possible.
This policy applies to all pupils across GES Gharafa (Infants, Juniors and Secondary) and GES Bin Omran.
It should be read alongside the school's Safeguarding and Child Protection, Behaviour, Learning Support/SEND, First Aid and Clinic/Medical, and Feedback and Complaints policies, together with applicable Ministry of Education and Higher Education (MoEHE) requirements.

2. Aims and Objectives

The aim of this policy is to establish a consistent, transparent and supportive approach to attendance and punctuality across The Gulf English School, ensuring that all pupils have the opportunity to benefit fully from their education in a safe, inclusive and nurturing environment.
Through this policy, GES aims to:

1. **Promote high standards of attendance and punctuality** by encouraging all pupils to attend school regularly, arrive on time and take full advantage of the learning opportunities available.
2. **Establish clear expectations and shared responsibilities** for pupils, parents, teachers, reception staff and school leaders in promoting, recording and monitoring attendance.
3. **Maintain accurate and reliable attendance records** through the daily completion of SchoolBase and paper registers, ensuring that absences, late arrivals and early departures are recorded appropriately and consistently.

4. **Identify and address attendance concerns at an early stage** through regular monitoring, daily reporting to the Leadership Team, effective communication with parents and timely intervention where patterns of absence or lateness emerge.
5. **Support pupils and families in overcoming barriers to attendance**, recognising that medical, emotional, social, safeguarding or additional learning needs may require an individualised and sensitive approach.
6. **Safeguard the welfare of all pupils** by ensuring that unexplained or prolonged absences are followed up promptly and that any concerns about a pupil's safety or wellbeing are referred to through the school's established safeguarding procedures.
7. **Promote an inclusive and supportive school environment** by ensuring that pupils with SEND, EAL needs, medical conditions or other individual circumstances receive appropriate consideration and support to maintain or improve attendance.
8. **Strengthen positive partnerships with parents and carers** through clear communication, shared expectations and a collaborative approach to improving attendance and punctuality.
9. **Recognise and encourage positive attendance habits**, celebrating commitment, improvement and consistent punctuality in ways that are fair, inclusive and appropriate to pupils' individual circumstances.
10. **Ensure consistency and accountability across all GES campuses** by establishing clear procedures for attendance recording, reporting, monitoring and escalation, in accordance with school policies and applicable MoEHE requirements.
11. **Minimise disruption to learning** by encouraging punctuality, reducing avoidable absences and supporting pupils in catching up with missed learning following an absence.
12. **Monitor and evaluate attendance trends** at pupil, class, year-group and campus levels, enabling the Leadership Team to identify concerns, evaluate the impact of interventions and make informed decisions to improve attendance across the school.

3. Roles and Responsibilities

At The Gulf English School (GES), attendance and punctuality are a shared responsibility between parents, pupils, staff and school leaders. All members of the school community are expected to work together to promote regular attendance, identify concerns early and provide appropriate support.

Parents and Carers

Parents and carers are responsible for:

- Ensuring their child attends school regularly, arrives on time and remains in school throughout the school day.
- Informing the school promptly of any absence, including the reason and expected duration.
- Providing supporting documentation, including medical certificates where required, to the class teacher/form tutor and school receptionist.
- Keeping contact and emergency contact details up to date.
- Avoiding unnecessary absences and appointments during school hours.
- Working with the school to address attendance concerns and support their child in catching up on missed learning.

Pupils

Pupils are expected, according to their age and ability, to:

- Attend school and lessons regularly and punctually.
- Follow school procedures for late arrival and early departure.
- Inform staff of any difficulties affecting their attendance or wellbeing.
- Complete missed learning with appropriate support from teachers.

Class Teachers and Form Tutors

Class teachers and form tutors are responsible for:

- Completing both SchoolBase and paper attendance registers accurately at the beginning of each school day.
- Sending the completed paper registers to school reception immediately after registration closes.
- Updating SchoolBase when medical certificates or other authorised absence information is received.
- Liaising with reception to ensure both attendance records remain accurate and consistent.
- Monitoring attendance patterns, supporting pupils with missed learning and reporting concerns to the Head of School or campus DSL where appropriate.

School Receptionists

The school receptionist at each campus is responsible for:

- Collecting paper registers after morning registration and maintaining them throughout the school day.
- Recording late arrivals in both SchoolBase and paper registers and updating records for early departures and confirmed absences.
- Receiving medical certificates and sharing relevant information with class teachers'/form tutors for SchoolBase updates.
- Following up unexplained absences with parents on the same day and recording communication.
- Escalating concerning absences or unsuccessful contact attempts promptly to the Head of School or campus DSL.
- Sharing daily attendance and lateness percentages with the Leadership Team to support monitoring and intervention.
- Ensuring attendance records are accurate, securely maintained and available for emergency procedures.

Heads of School and Leadership Teams

Heads of School, supported by their Leadership Teams, are responsible for:

- Promoting high standards of attendance and punctuality across their campuses.
- Reviewing daily attendance and lateness data, identifying patterns and following up persistent concerns.
- Monitoring attendance against the GES target of **95% or above**, with **90% as the minimum monitoring threshold**.
- Working with parents and relevant staff to provide appropriate interventions, including support for pupils with SEND, EAL, medical or wellbeing needs.
- Ensuring safeguarding concerns are addressed promptly in accordance with the GES Safeguarding and Child Protection Policy.

- Overseeing exceptional attendance cases, Sixth Form attendance concerns and relevant MoEHE reporting requirements.
- Evaluating attendance trends and the effectiveness of interventions to support continuous improvement.

4.Attendance Registration and Monitoring

At The Gulf English School (GES), attendance is recorded daily using both SchoolBase and paper registers**.** Class teachers and form tutors complete both registers at the beginning of each school day. Once morning registration closes, paper registers are submitted to the school receptionist, who is responsible for maintaining and updating them throughout the day.

The school receptionist records all late arrivals in both SchoolBase and the paper register, including arrival times and relevant attendance codes. Early departures are also recorded, with the identity of the authorised collecting adult verified in accordance with the school's safeguarding procedures. Teachers and reception staff work together to ensure records remain accurate, consistent and up to date. All attendance records must be traceable and available for emergency procedures. Pupils must not be marked present unless their attendance has been verified.

Daily attendance and lateness percentages are shared with the GES Leadership Team. Heads of School and designated leaders monitor attendance trends, identify patterns of persistent absence or lateness and ensure appropriate follow-up with pupils and parents. Attendance concerns are addressed through early intervention, pastoral support and, where necessary, safeguarding procedures.

Any discrepancies between SchoolBase and paper registers must be resolved promptly. Unexplained absences are followed up on the same school day, while concerns about a pupil's whereabouts or safety are escalated immediately to the Head of School or Designated Safeguarding Lead (DSL).
Attendance records and related information are maintained securely, with access restricted to authorised staff in accordance with the school's confidentiality and safeguarding procedures.

5. School Hours and Punctuality

At The Gulf English School (GES), pupils are expected to arrive punctually and be ready to learn at the start of each school day. Regular punctuality supports learning, promotes responsibility and minimises disruption.
The standard school hours are:

Campus	Start	Finish
Gharafa – Pre-School	7:15 am	12:30 pm
Gharafa – Infants	7:15 am	1:30 pm
Gharafa – Juniors	7:30 am	2:00 pm
Gharafa – Secondary	7:30 am	2:00 pm
Bin Omran	7:30 am	1:45 pm

Tuesday arrangements: All pupils finish at 12:30 pm for staff Continuing Professional Development (CPD). Any temporary or campus-specific changes will be communicated to parents.

Late Arrival and Repeated Lateness

Pupils arriving after the scheduled start time must report to reception before proceeding to class. The receptionist records the arrival time and updates both SchoolBase and the paper register using the appropriate attendance code.
Repeated lateness will be monitored, with parents contacted to identify any difficulties and agree appropriate support. Where concerns persist, a meeting with the Head of School or designated leader may be arranged.
Any further action will be proportionate, consider individual circumstances and align with the GES Behaviour Policy. Lateness will not automatically be treated as a full-day absence unless required by applicable attendance reporting rules.

6. Reporting and Authorising Absence

GES recognises that absence may occasionally be unavoidable. All absences must be reported promptly, appropriately recorded and followed up to safeguard pupils and minimise disruption to learning.

Reporting an Absence

Parents must notify the school promptly on each day of absence, unless an agreed period has already been recorded, stating the reason and expected return date through approved school communication channels. Medical certificates and supporting documentation must be shared with both the class teacher/form tutor and school receptionist. The teacher updates SchoolBase, while reception updates the paper register and retains supporting records. Information received by only one party must be shared securely with the other, maintaining confidentiality.

Authorised and Unauthorised Absence

Absences due to illness, bereavement, Hajj or exceptional circumstances will be considered individually in accordance with applicable MoEHE requirements.
Family holidays during term time are ordinarily unauthorised. Planned absence requests should be submitted in advance through approved school channels.
Notification or submission of a request does not automatically authorise an absence.

Unexplained Absence and Safeguarding

Where an absence is unexplained, reception will contact parents on the same school day, using emergency contacts where necessary, and record all attempts and outcomes.
If a pupil's whereabouts cannot be established, safeguarding concerns exist or circumstances are unusual, staff must immediately inform the Head of School or campus Designated Safeguarding Lead (DSL). The DSL will assess whether further action or referral is required.
Safeguarding action must not be delayed by attendance thresholds or the number of days absent.

Prolonged Absence and Enrolment

Prolonged absences will be reviewed by school leadership, with appropriate family communication, attendance support and safeguarding considerations.
Pupils will not automatically lose their school place after seven days of absence. Any withdrawal or enrolment decision must follow leadership review and applicable safeguarding and MoEHE procedures.

Attendance Probation and Re-registration

Where a pupil's attendance remains persistently below the school's expectations despite earlier interventions, they may be placed on Attendance Probation following a formal meeting with the Head of School or Deputy Head of School.

Attendance probation meetings will normally take place after Term 1. During the meeting, attendance concerns, reasons for absence and expectations for improvement will be discussed with parents. An attendance improvement plan will be agreed, with clear targets, support measures and review arrangements. Parents will also be informed that continued unsatisfactory attendance may affect their child's re-registration for the following academic year.
Where attendance does not improve, the school may place a temporary hold on re-registration while progress is reviewed. Attendance will continue to be monitored throughout Terms 2 and 3, with a further review normally taking place in May.

Where sufficient improvement has been demonstrated, the Head of School may authorise the removal of the re-registration hold, allowing parents to proceed with registration for the following academic year.
If attendance remains unsatisfactory by Term 3, despite reasonable support and opportunities for improvement, the school may consider maintaining the re-registration hold and advising parents to explore alternative school arrangements, subject to applicable MoEHE requirements and the school's enrolment procedures.

All decisions will consider individual circumstances, including authorised medical absences, SEND, disability, wellbeing and safeguarding needs. Parents will be informed in writing of decisions and the available review process. Attendance probation will not result in automatic withdrawal of a pupil's existing school place.

7. Graduated Attendance Support

GES aims to maintain pupil attendance at **95% or above**, with **90%** identified as the minimum monitoring threshold. Attendance is monitored regularly, and appropriate interventions are implemented where concerns arise.
The following thresholds guide school action and do not replace applicable MoEHE requirements.

Attendance Pattern	GES Response
95% and above	Attendance target met; continue to encourage and recognise positive attendance and punctuality.
90%–94.9%	Early parental contact, review of attendance patterns and practical support where appropriate.
Below 90%	Formal review by the Head of School or designated leader, parent meeting and documented attendance improvement plan.
Repeated unexplained absence or concerning lateness	Prompt follow-up, parental communication and safeguarding assessment where indicated, regardless of attendance percentage.

Interventions will be proportionate and consider individual circumstances, including illness, SEND, medical needs, wellbeing and exceptional family circumstances. Attendance improvement plans will be reviewed regularly, with additional support or escalation where necessary.

8. Safeguarding, Wellbeing and Inclusion

Safeguarding and Attendance

Regular attendance monitoring forms an important part of GES safeguarding arrangements. Unexplained absences, concerns about a pupil's whereabouts and patterns suggesting neglect or harm must be investigated promptly, without waiting for attendance thresholds or scheduled review meetings.

The Heads of School act as the campus Designated Safeguarding Leads (DSLs):

Campus	Designated Safeguarding Lead
Gharafa – Infants	Pamela Abbas
Gharafa – Juniors	Gary Shaw
Gharafa – Secondary	Daniel Langfield
Bin Omran	Mohammed Sidat

Cross-campus Deputy DSL: Afshah Deen.

Staff must report safeguarding concerns through the established GES safeguarding referral procedures and contact the DSL or Deputy DSL directly where urgent action is required.

Wellbeing and Inclusive Attendance Support
GES recognises that SEND, disabilities, medical conditions, emotional wellbeing, EAL needs and individual family circumstances may affect attendance.

Class teachers, Learning Support and EAL teams, the school clinic and parents will work collaboratively to identify barriers and provide appropriate support. This may include reasonable adjustments, individual attendance or reintegration plans, catch-up learning, accessible communication and regular review.
All interventions will be sensitive to individual circumstances and consistent with the GES Learning Support/SEND, Safeguarding and Child Protection, First Aid and Clinic/Medical, and Behaviour policies. Personal, medical and safeguarding information will be shared securely and only with authorised staff who require access.

9. Sixth Form, Examinations and Missed Learning

Sixth Form students (Years 12–13) are expected to attend all timetabled lessons, tutorials, assessments and compulsory activities.
Subject to confirmation by Secondary Leadership and the Examinations Officer, the following attendance intervention thresholds apply:

- **Three missed subject lessons:** Attendance warning, discussion with the student and appropriate academic support.
- **Six missed subject lessons:** Referral to the Head of School and Examinations Officer to review attendance, academic progress and examination readiness.

Attendance concerns will be reviewed individually, considering the reasons for absence, medical circumstances, SEND and other relevant factors. Students and parents will be informed of concerns and any agreed support measures.
For other year groups, repeated absence from lessons or assessments will prompt appropriate academic support, with teachers providing reasonable opportunities to complete missed learning and assessments.

10. Early Collection and Pupil Safety

Parents and carers should request planned early collection in advance, providing appointment details or supporting documentation where appropriate.
All early collections must be processed through school reception. The receptionist will verify the identity and authorisation of the collecting adult, record the departure time in both SchoolBase and the paper register, and inform relevant staff.

Where a pupil becomes unwell during the school day, the school nurse or clinic staff will assess the pupil and coordinate collection with parents where necessary.

Pupils will only be released to authorised adults in accordance with GES safeguarding and collection procedures. Any unverified or potentially unsafe collection request must be referred to school leadership and will not proceed until appropriate checks have been completed.

11. Records, Communication and Policy Review

GES maintains accurate and secure records of pupil attendance, punctuality, absence reasons, parental communication, interventions and relevant safeguarding concerns. Records are updated promptly, handled confidentially and accessible only to authorised staff in accordance with school procedures.

Heads of School and Leadership Teams regularly review attendance trends, identify recurring concerns and evaluate the effectiveness of interventions. Significant attendance concerns are communicated to parents, with appropriate support and follow-up arrangements agreed.

Where parents wish to challenge an attendance decision or raise concerns, they may do so through the **GES Feedback and Complaints Policy**. This process does not delay any necessary safeguarding action.

This policy will be reviewed annually, or earlier where required by changes to GES procedures or applicable Ministry of Education and Higher Education (MoEHE) requirements.

Related GES Policies and Procedures:

- Safeguarding and Child Protection Policy
- Learning Support/SEND (Inclusion) Policy
- Behaviour Policy
- First Aid and Clinic/Medical Policy
- Educational Visits and Emergency Action Plan
- Feedback and Complaints Policy

Appendix A – Parent Quick Guide: Attendance and Punctuality

At The Gulf English School (GES), we believe regular attendance and punctuality are essential to every child's learning, wellbeing and success. We work closely with families to encourage positive attendance habits and provide support where needed.

Our attendance expectations: GES aims for 95% attendance or above**,** with 90% as the minimum monitoring threshold**.** Parents may be contacted whenever attendance or punctuality becomes a concern, even if attendance remains above 90%.

Reporting an absence: Inform the school promptly through the approved parent portal or email, providing the reason and expected return date. Medical certificates or supporting documentation must be shared with **both the class teacher/form tutor and school receptionist** to ensure attendance records are updated accurately.

Late arrival: Pupils arriving after the school start time must report to reception before going to class. Lateness is recorded in both SchoolBase and the paper register. Repeated lateness will be followed up with parents.

Early collection: Where possible, request early collection in advance. All pupils must be collected through reception, where the collecting adult's identity and authorisation will be verified.

Attendance concerns and support: Where attendance falls below expectations, the school will contact parents, discuss any difficulties and agree appropriate support. Unexplained absences or safeguarding concerns may require immediate follow-up.

Attendance probation and re-registration: Persistent attendance concerns may result in a formal attendance probation meeting with the Head of School or Deputy Head of School, normally after Term 1. Where attendance does not improve, re-registration for the following academic year may be placed on hold, subject to applicable MoEHE requirements. Progress will normally be reviewed in Term 3, with the hold potentially lifted where sufficient improvement is demonstrated.

Term-time holidays: Parents should request planned absence in advance. Family holidays during term time are ordinarily unauthorised unless an exception is permitted under applicable requirements.

Questions or concerns: Parents should contact their child's class teacher/form tutor or Head of School. Unresolved concerns may be raised through the GES Feedback and Complaints Policy.

Appendix B – Attendance Monitoring and Follow-up Pathway

Stage	Attendance Concern / Procedure	GES Action
1. Daily Registration	Daily attendance and punctuality	Teachers/form tutors complete SchoolBase and paper registers. Reception maintains the paper registers, records late arrivals in both systems and shares daily attendance data with Leadership.
2. Unexplained Absence	Absence without notification	Reception contacts parents or emergency contacts on the same school day and records all follow-up actions.
3. Safeguarding Concerns	Pupil's whereabouts unknown or welfare concerns identified	Immediate escalation to the Head of School or DSL/DDSL for appropriate safeguarding action.
4. Emerging Concerns	Attendance below 95% or repeated lateness	Parent communication, review of attendance patterns, monitoring and appropriate support.
5. Persistent Concerns	Attendance below 90% or continuing concerns	Formal Head of School review, parent meeting and documented attendance improvement plan.
6. Attendance Probation	Insufficient improvement following intervention	Formal meeting with the Head/Deputy Head of School, normally after Term 1. Attendance targets and review arrangements agreed.
7. Re-registration Review	Attendance remains unsatisfactory by Term 3	Review normally in May. Re-registration hold may be lifted following sufficient improvement or maintained where concerns persist, subject to applicable MoEHE requirements and school procedures.

Appendix D – SchoolBase Attendance Codes

GES uses SchoolBase to record and monitor pupil attendance, punctuality and related activities. The following codes reflect the current SchoolBase menu provided for this policy review.

Staff must select the appropriate code accurately and ensure that supporting information is recorded where required. Codes are subject to system updates and should be reviewed periodically by the designated attendance or SchoolBase lead.

Code	SchoolBase Description
/	Present
i	Excluded – Internal
L	Late (before registers closed)
m	Medical/Dental appointments
O	Unauthorised absence
x	Present – Exam leave
t	Educational visit or trip
Y	Enforced closure
*	Pupil not registered at school
#	School closed to pupils
e	Exclusion – External
KA	Known Absence
KL	Known Late
PU	Picked Up
EE	External Exam
LS	Gone to support
AOI	Attended Other Intervention
DNA	Did not attend Intervention
ATI	Attended This Intervention

Operational Guidance

The SchoolBase code **"Known Absence" (KA)** does not automatically indicate an authorised absence. The reason and supporting evidence must be reviewed before the appropriate attendance classification is confirmed.

Medical certificates and supporting documentation must be shared with both the class teacher/form tutor and school receptionist to ensure SchoolBase and paper registers are updated accurately.
All late arrivals are recorded by reception in both systems.
Attendance codes must be applied consistently across GES campuses and reviewed periodically to reflect any changes to the SchoolBase configuration.

School Contact Leads:

- General enquiries - info@gulfenglishschool.com
- School Base lead contact - Chris Goodchild - Christopher.Goodchild@gulfenglishschool.com
- or gesmis@gulfenglishschool.com
- Admission - admissions@gulfenglishschool.com
- Parent portal (SchoolBase) - gesmis@gulfenglishschool.com
- General Manager - mona.elhelbawi@gulfenglishschool.com
- Head of Bin Omran - mohammed.sidat@gulfenglishschool.com
- Head of Secondary: Daniel.langfield@gulfenglishschool.com
- Head of Juniors: Gary.Shaw@GulfEnglishSchool.com
- Head of Infants: Pamela.Abbas@GulfEnglishSchool.com
- Head of Sixth form: tyrone.gay@gulfenglishschool.com
- Infant school nurse: sazeez@gulfenglishschool.com
- Junior school nurse: MArrowsmith@gulfenglishschool.com
- Secondary school nurse: nija.george@gulfenglishschool.com
- Bin Omran school nurse - celinamma.james@gulfenglishschool.com