



مدرسة هامبتون هايتس انترناشيونال

**Hampton Heights  
International School**

# Attendance and Lateness Policy

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Led by:	Head of Inclusive Education
Approved by:	The principal
Reviewed on:	
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## Table of contents

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## Chapter 1: Policy Statement & Purpose:

### 1.1 Statement:

At Hampton Heights International School, our mission is to ignite a lifelong passion for learning by inspiring, motivating, and nurturing the next generation of creative, critical thinkers. We are dedicated to cultivating a vibrant and inclusive community where students are empowered to explore their potential, develop their talents, and embrace challenges with resilience, confidence, and determination. By fostering a culture of curiosity and growth, we encourage our students to question, innovate, and become active contributors to a rapidly changing world.

We believe that education is a partnership, and we work closely with parents, guardians, and the wider community to provide the best possible foundation for our students' success. Together, we set high expectations, ensuring that students not only achieve academic excellence but also grow as individuals who are respectful, compassionate, and socially responsible. Our goal is to equip every student with the knowledge, values, and adaptability required to navigate the complex and interconnected global landscape they will inherit. Our classrooms are dynamic spaces where curiosity is celebrated, and students are encouraged to take ownership of their learning journey. We offer a broad, balanced curriculum that integrates academic rigor with creative exploration, critical thinking, and real-world problem-solving. Beyond the classroom, we provide a wealth of extracurricular activities and leadership opportunities that support students in developing teamwork, self-discipline, and a strong sense of self-worth.

At Hampton Heights International School, we are committed to nurturing well-rounded individuals who are not only scholars but also artists, athletes, and leaders. Our focus on character education ensures that students develop the ethical framework and empathy necessary to contribute positively to their communities. We celebrate diversity, promote intercultural understanding, and encourage students to appreciate multiple perspectives, preparing them to be global citizens who make meaningful contributions to society.

We take pride in offering a safe, stimulating, and supportive learning environment where every child's progress is valued and their achievements are recognized. Through personalized guidance and high-quality instruction, we help each student reach their full potential, both academically and personally. Our commitment to excellence ensures that when students leave Hampton Heights International School, they do so with a deep sense of purpose, a love for lifelong learning, and the confidence to succeed in all areas of life.

### 1.2 Purpose:

The purpose of the school tardiness policy is to promote punctuality, responsibility, and respect for learning time among students. By outlining clear expectations and consequences for arriving late, the policy aims to minimise disruptions to the learning environment and ensure that students are present and engaged from the start of the school day. Punctuality is a critical life skill that students must develop, as it sets the foundation for success not only in academics but also in future employment and personal responsibilities. Our well-structured tardiness policy encourages students to be accountable for their time

management and fosters a sense of discipline. It teaches them the importance of adhering to schedules, which is essential for their growth into dependable, organised individuals.

Moreover, the policy serves to protect the integrity of the classroom environment. Frequent tardiness can distract other students, interrupt the flow of lessons, and reduce overall classroom productivity. Our clear tardiness policy establishes a structured, focused atmosphere where every student has an equal opportunity to fully participate in learning from the moment the day begins. It also supports teachers in maintaining their lesson plans and schedules, allowing for more effective instruction.

Additionally, our tardiness policy may involve communication with parents or guardians to ensure they are aware of the importance of punctuality and to seek their cooperation in reinforcing these habits at home. When both school and home work together, it creates a stronger support system for the student, enhancing the likelihood of improved attendance.

Ultimately, the goal of the policy is to instill values of respect, responsibility, and readiness in students, helping them understand that being on time reflects a commitment to their education and future success.

## Chapter 2: Rational:

Attendance Matters! We cannot effectively educate children if they are absent from school, whether that absence occurs during remote learning, as seen during the Covid-19 pandemic, or in a regular in-school setting. Consistent attendance is a key factor in a child's academic achievement and overall development. Every day a student misses school, they lose valuable learning opportunities, and their progress may be hindered. A child's future may significantly depend on their commitment to good school attendance, as it lays the foundation for lifelong habits of responsibility, engagement, and resilience.



Promoting excellent attendance is not just the responsibility of students and their families—it is a shared responsibility of the entire school community, including teachers, administrators, and support staff. The school actively encourages and supports good attendance through a variety of methods, including engaging curriculum design, relevant learning materials, and a school culture that values each student's presence. By fostering an environment that is motivating, welcoming, and inclusive, we aim to make school a place where students want to be every day.

In addition to embedding the importance of attendance into the curriculum, the school will recognise and celebrate students who demonstrate excellent attendance and punctuality. These recognitions may take the form of certificates, awards, or other incentives, serving as positive reinforcement to encourage continued commitment. It is essential to acknowledge that consistent attendance not only boosts academic performance but also fosters better

social skills, stronger relationships with peers and teachers, and a more seamless transition through the stages of education.

The school will also work closely with parents and guardians, maintaining open communication to address any challenges that may impact a student's attendance. This partnership ensures that potential issues, such as health concerns or family circumstances, can be addressed proactively, with support provided where necessary. Our goal is to create a supportive framework that helps all students overcome barriers to regular attendance, ensuring that no child falls behind. Ultimately, the success of our students is closely linked to their consistent attendance. By promoting and supporting excellent attendance habits, we are preparing students for future success, both academically and in their personal and professional lives. The entire school community plays a vital role in ensuring that every child attends school regularly, setting them on the path to a brighter future.

### Chapter 3: Key Principals:

1. **Punctuality and Time Management:** The policy emphasises the importance of punctuality, teaching students the value of managing their time effectively. It encourages them to arrive at the school and classes on time as part of their personal and academic responsibility.
2. **Minimising Disruptions:** By reducing late arrivals, the policy aims to minimise disruptions in the classroom, ensuring that learning is not interrupted and that teachers can maintain a smooth flow of instruction for all students.
3. **Clear Expectations and Consequences:** The policy outlines specific expectations for arrival times and the consequences of repeated tardiness. This transparency helps students and parents understand the importance of being on time and the accountability required.
4. **Fairness and Consistency:** The policy should be applied consistently and fairly to all students, ensuring that no one is unfairly targeted or excused without reason. Consistent enforcement helps create a culture of punctuality across the entire school community.
5. **Parental Involvement:** Recognising that punctuality is often influenced by family routines, the policy encourages collaboration between the school and parents to address any underlying issues that may contribute to a student's tardiness.
6. **Support for Students:** The policy should offer supportive measures for students who face challenges in arriving on time, such as counseling or interventions for those with recurring issues. The goal is to help students overcome obstacles rather than purely penalise them.
7. **Positive Reinforcement:** In addition to outlining consequences, the policy encourages positive reinforcement for students who consistently arrive on time, fostering a culture where punctuality is recognised and valued.
8. **Academic and Personal Accountability:** The policy teaches students that being on time is a sign of respect for the learning process, their peers, and their teachers. It promotes a sense of accountability, preparing them for future responsibilities in both education and life.

## Chapter 4: Registers:

### 4.1 Morning Register:

Hampton Heights International School expects parents and carers to ensure that children arrive on the school premises between 07:15 AM and no later than 07:30 AM. This window allows students sufficient time to settle in, prepare for the day ahead, and engage in morning routines before lessons begin. Punctuality is crucial not only for the smooth running of the school day but also for fostering a sense of responsibility and readiness for learning in students.

The morning register officially closes at 07:31 AM. Students who arrive between 07:31 AM and 07:45 AM will be marked with an "L," indicating that they are late. While they are still able to join the class, this late arrival may disrupt their morning routine and the start of lessons, affecting both their focus and that of their peers.

However, students arriving after 07:45 AM will be marked with a "U," meaning they are present at school but their late arrival was significant enough to impact their learning. This designation indicates that their tardiness has reached a point where they have missed valuable instructional time. A "U" mark underscores the importance of arriving on time, as missing even a portion of the school day can hinder the learning process, affect overall academic performance, and disrupt the flow of the class.

To avoid these late marks, it is essential that parents and carers work closely with their children to develop routines that ensure timely arrival each day. Repeated instances of tardiness may result in further actions, including parental meetings, to discuss ways to improve punctuality and reinforce the importance of starting the school day on time.

### 4.2 Afternoon Register:

The afternoon register is called and promptly closed at 2:20 PM to ensure that all students are accounted for during the final part of the school day. Accurate registration is essential for both academic and safety reasons, as it enables the school to monitor attendance closely and respond to any potential issues promptly.

If a pupil of compulsory school age is absent for any part of the day, every half-day absence is counted as one session. These absences are classified by the school as either an "Authorised" or "Unauthorised" absence, depending on the reasons provided. An "Authorised" absence is granted when the school deems the reason for the absence to be valid, such as illness, medical appointments, or other exceptional circumstances. In contrast, an "Unauthorised" absence occurs when a child is absent without a valid reason or without prior approval from the school.

It is important to note that only the school has the authority to classify an absence as "Authorised." Parents or carers cannot make this determination on their own, which is why it is critical for them to provide detailed and timely information regarding the cause of every absence. This information helps the school make informed decisions and ensures that attendance records are accurate and compliant with education regulations. Failure to provide adequate reasons for an absence or a pattern of unauthorised absences may result



in further follow-up from the school, including meetings with parents and potentially involvement from local authorities to address attendance concerns. Regular attendance is vital for a child's academic success and social development, and every effort should be made to ensure that absences are kept to a minimum. The school's attendance policies are designed to support students in maintaining a consistent presence at school, which fosters better engagement, learning outcomes, and overall well-being.

## Chapter 5: Absence from school:

### 5.1 Absence from the school without a valid reason is an offence:

Absence from school without a valid or logical reason is considered a serious offence under educational guidelines and local regulations. Regular attendance is not only crucial for a child's academic and social development, but it is also a legal requirement for students of compulsory school age. When a student is absent without proper justification, it raises concerns about their well-being, safety, and educational progress. In situations where the school personnel are unable to establish contact with parents or guardians regarding a child's unexplained absence, or if the absence persists without any valid reason, the school is obligated to take further action to safeguard the child's welfare. This includes the right to escalate the matter to relevant local authorities such as the Knowledge and Human Development Authority (KHDA), Child Protection Units, or even the Dubai Police if necessary.

These authorities have the legal mandate to investigate the situation, ensuring that the child's safety is prioritized, and appropriate measures are taken. The involvement of such authorities may become necessary not only in cases of extended or repeated unexplained absences but also if there are broader concerns about the child's well-being, such as potential neglect or other child protection issues. The school's responsibility to safeguard children goes beyond academics, as it plays a key role in identifying any signs of distress or harm.

Parents are strongly encouraged to communicate openly and promptly with the school regarding any absences. Providing detailed explanations and documentation, such as medical certificates or prior written requests for leave, helps prevent misunderstandings and ensures that the school can properly classify absences. Failure to comply with attendance policies or to respond to the school's attempts to reach the parent or child could trigger a more formal inquiry, involving external agencies, to ensure that the child is safe and receiving the education to which they are entitled. The school's policies and procedures in such cases are aligned with local regulations and child protection laws to ensure the well-being of all students.

### 5.2 Authorised absence:

An authorised absence is defined as time taken away from school for a valid and acceptable reason. This type of absence is recognized by the school and does not negatively impact a student's attendance record, provided that the reason is legitimate and documented. Valid reasons for an authorised absence include:

- **Illness:** When a student is genuinely unwell, preventing them from attending school. A medical certificate or other documentation may be required to validate the illness.
- **Medical or Dental Appointments:** Absences for appointments should be limited to the duration of the appointment itself. Students are expected to attend school before and after the appointment whenever possible. Documentation or a note from the medical professional may be needed to confirm the appointment.
- **Days of Religious Observance:** Absences for recognized religious holidays or observances that are important to the student's faith. Advance notice to the school is often appreciated.
- **Exclusion:** When a student is temporarily removed from school as a disciplinary measure or due to other circumstances outlined by school policy. Such absences are managed in accordance with school regulations.
- **Travel for Parents' Employment:** If a child is traveling due to the nature of their parents' work, such as relocation or business trips, this may be considered an authorised absence. Proper documentation or advance notice should be provided.
- **Family Bereavement:** Absences due to the death of a close family member or significant person in the student's life. Documentation or a note from the family may be required to substantiate the need for time away from school.
- **Involvement in a Public Performance:** Participation in events such as school plays, sports events, or other public performances that require the student's presence. Advance notice and possibly a note from the event organizer are often necessary.
- **Exceptional Occasions:** Unique or special circumstances that do not fit neatly into other categories but are still considered valid by the school. The nature of such occasions will be assessed on a case-by-case basis by school administration. Parents should provide as much detail as possible and seek prior approval when possible.

To ensure that an absence is classified as authorised, it is important for parents to communicate with the school promptly and provide any required documentation. This helps maintain accurate attendance records and ensures that the absence is appropriately documented and validated.

### **5.3 Unauthorised absence:**

An unauthorised absence refers to any absence from school that the institution does not deem reasonable or for which no formal "leave" has been granted. This type of absence is considered unjustified and may impact the student's attendance record negatively. Examples of unauthorised absences include:

- **Parents keeping children off school unnecessarily:** When students are kept home from school without a valid reason or for reasons that do not align with the school's policy for authorised absences. This includes absences that are not due to illness, appointments, or other legitimate reasons.
- **Family holidays during term time:** Taking vacations or holidays during the school term for reasons such as lower costs or avoiding peak travel times. Schools generally do not authorise absences for family holidays taken during the academic year unless exceptional circumstances are presented and approved in advance.
- **Truancy:** Instances where students are absent from school without permission or a valid excuse. This includes skipping school or class, whether before or during the school day, and is considered a serious issue that can affect the student's academic progress and engagement.



- Absences that have never been properly explained: When a student is absent but no explanation or documentation is provided to the school. Unexplained absences may be marked as unauthorised until a valid reason is provided and accepted by the school.
- Children arriving at school too late to receive a registration attendance mark: If a student arrives after the official registration period has closed (e.g., after 7:31 AM for morning registration), they may be marked as late or absent, depending on how late they are. Repeated instances of arriving too late can accumulate and be recorded as unauthorised absences if the student misses significant instructional time.

Unauthorised absences can have consequences for both the student's academic progress and their attendance record. The school are required to follow up on such absences and may involve local authorities if patterns of unauthorised absences persist. It is important for parents and guardians to communicate with the school regarding any absences and provide valid reasons or documentation to ensure that absences are properly classified and managed.

## Chapter 6: Procedures in the event of absence:

The school applies the following procedures to manage and address individual absences effectively:

- Notification of Absence: Parents are required to inform the school of their child's absence on the morning of the first day of absence and on each subsequent day of absence. Acceptable methods for notifying the school include emails, voicemails, and notifications through the Orison App. This ensures that the school is aware of and can account for each student's absence in a timely manner.
- First Day Contact System: The school has implemented a first day contact system to enhance student safety and welfare. If the school has not been notified of a child's absence by 08:30 AM, the school will proactively contact parents by telephone to determine the reason for the child's absence. This system is part of the school's commitment to safeguarding and ensures that all students are accounted for and that any potential concerns are addressed promptly.
- Follow-Up on Unexplained Absences: For unexplained absences, the school office will send an email to parents requesting an explanation. If there is no response to this communication, the absence will be recorded as unauthorised. It is important for parents to respond to such requests to ensure that absences are accurately classified and to avoid any potential issues with the student's attendance record.
- Late Arrivals: Students who arrive late to school must report to the main office upon arrival. They will be signed in and their late arrival will be recorded. This procedure helps maintain accurate attendance records and ensures that late arrivals are accounted for appropriately.
- Parenting Contracts and Penalty Notices: In cases where absences are frequent or persist without valid reasons, the school may consider entering into Parenting Contracts or issuing Penalty Notices. These measures are taken in accordance with local regulations and are intended to address and improve attendance issues. Parenting Contracts involve agreements between the school and parents to address

and resolve attendance concerns, while Penalty Notices are formal notices issued for persistent non-compliance with attendance requirements.

By following these procedures, the school aims to manage absences effectively, maintain accurate attendance records, and support the overall well-being and academic success of its students.

## Chapter 7: Lateness & Punctuality:

### 7.1 Lateness:

Poor punctuality is not acceptable. Missing the start of the day can lead to missed work and important updates from the class teacher, which are crucial for a successful day of learning. Arriving late also disrupts lessons, causing interruptions that can be embarrassing for the child and may disrupt the learning environment for other students. Additionally, habitual lateness can set a precedent that encourages further absences, which may affect the child's academic progress and social integration. It is essential for students to arrive on time to fully benefit from their educational experience and to contribute to a positive and orderly classroom environment.

How do we manage lateness?

- **Start of the School Day:** The school day begins at 7:30 AM. We expect your child to attend the morning assembly at 7:31 AM and report to their classroom directly after the assembly. Doors open at 7:15 AM. Registers are marked by 7:31 AM, and your child will receive a late mark if they are not present by that time.
- **Late Arrivals:** Registers close at 08:00 AM. If your child arrives after this time, they will receive a mark indicating they are on site, but this will not count as a present mark and will be recorded as an unauthorised absence. Persistent lateness may result in a penalty notice if the issue continues.
- **Addressing Persistent Lateness:** If your child has a pattern of lateness, you will be asked to meet with the learning mentor and/or the school principal to discuss and resolve the issue. You are encouraged to reach out to us if you are experiencing difficulties getting your child to school on time.
- **Monitoring and Meetings:** Three late arrivals in any school term will trigger a meeting with the class teacher. If the situation does not improve and the child accumulates 10 late arrivals, a meeting will be scheduled with the school principal, and potential fines will be discussed.

### 7.2 Punctuality:

At Hampton Heights International School, we prioritise punctuality as a key component of our educational approach. To effectively manage and promote punctuality, we implement the following measures:

- **Clear Procedures:** Registers are closed at 08:00 AM for the morning session and 02:20 PM for the afternoon session. We ensure that these times are strictly adhered to and communicated clearly to all stakeholders.

- **Policy Communication:** Our punctuality policy is prominently publicised within the school and communicated to parents and carers to ensure everyone is aware of the expectations and procedures related to punctuality.
- **Balanced Approach:** We adopt a balanced approach by combining sanctions with positive reinforcement. This includes acknowledging and rewarding punctuality and improvements in punctuality to motivate and encourage students.
- **Teacher Role Modeling:** Teachers are expected to set a positive example by arriving punctually for registration and lessons. This modeling behavior reinforces the importance of punctuality and contributes to a consistent school environment.
- **Monitoring and Follow-Up:** We actively follow up on the reasons for lateness and remain vigilant to any emerging patterns or underlying issues. This proactive approach helps in addressing potential problems before they escalate.
- **The Principal Responsibility:** The principal is responsible for the regular monitoring of attendance and punctuality. An annual target is set, and both children and staff are kept informed about attendance figures to maintain awareness and focus.
- **Data Analysis:** The principal and head of pastoral care analyse attendance data to identify trends and patterns for individual students, classes, and year groups. This data-driven approach enables the school to target interventions effectively.
- **Targeted Interventions:** Whenever possible, the school takes proactive steps to improve a pupil's attendance by investigating and addressing any underlying causes of punctuality issues. If necessary, referrals to external agencies is considered as a last resort after all other avenues have been explored.

## Chapter 8: Low Attendance:

### 8.1 Attendance Matters:

Ensuring regular attendance is crucial for a child's academic success and overall well-being. If a parent or guardian fails to secure their child's consistent attendance at school without valid reason, they may be found guilty of an offence, unless the absence is authorised by the school. When a student's attendance level falls below 90% (depending on the circumstances) in any term without a valid reason, the following steps are usually taken to improve the situation:

#### Step 1: Initial Warning:

- A formal letter will be sent to parents/guardians, alerting them to their child's low attendance. The letter will emphasize the importance of regular school attendance and the impact it has on their child's academic and social development. Parents will also be offered the opportunity to meet with the Pastoral Team to discuss any challenges or concerns.

#### Step 2: Further Notification and Meeting:

- If there is no improvement in attendance within half a term following the first letter, the Pastoral Team will be notified, and a second letter will be sent to the parents/guardians. This letter will request a mandatory meeting with the Pastoral Team to collaborate on ways to improve their child's attendance. During the meeting,

we will remind parents of the school's legal obligation to report chronic absenteeism to external authorities if attendance does not improve.

- As part of the meeting, a written agreement will be made between the school and family, which will include:
  - A jointly agreed-upon plan addressing the issues contributing to the child's poor attendance, offering support where needed.
  - A timeframe for improvement, with clear expectations on how the child's attendance will be monitored and supported.

#### Step 3: Final Warning:

- If the child's attendance fails to improve after the agreed-upon timeframe, a final letter will be sent, urging parents/guardians to cooperate and address the situation. The letter will again remind them of the school's obligation to report the matter to external authorities if no progress is made.

#### Step 4: Referral to Authorities:

- If attendance continues to fall below 90% without a valid reason and no improvement is seen, the school will make a formal referral to the relevant local authorities. This referral could lead to legal proceedings or other interventions to ensure the child's regular attendance.

This approach ensures that parents / guardians are kept informed and given multiple opportunities to resolve attendance issues before formal actions are taken. It balances support with accountability to ensure the child's regular participation in school life.

### 8.2 Monitoring:

- ❑ The Principal holds ultimate responsibility for the operational management and successful implementation of the attendance policy. This includes overseeing the process, ensuring that all necessary measures are taken, and addressing any issues that arise. The Principal also ensures that the policy is aligned with school goals and legal obligations.
- ❑ Class Teachers, with the support of the pastoral team, are responsible for the day-to-day recording of attendance for their respective classes. They ensure that attendance is accurately tracked during registration and that any absences are promptly noted. Class teachers play a vital role in noticing patterns of absenteeism and reporting concerns early on.
- ❑ The Year Leaders, in collaboration with the heads of sections, head of pastoral care, and the Principal, take on the responsibility of following up on absences. They investigate reasons for absences and ensure that appropriate steps are taken to address any attendance issues, whether they involve reaching out to parents or providing support to students.
- ❑ In cases where there is a long-term concern about a particular student's attendance, the class teacher or year leader will escalate the issue to the Principal. The Principal will then arrange for the parent or guardian to be contacted to discuss the situation and work together on a solution to improve the child's attendance.
- ❑ This coordinated approach ensures that all staff members are actively engaged in monitoring and supporting regular attendance, fostering a school-wide culture of accountability and care.

## Chapter 9: Policy review & amendment:

Annual review Date(s)	Amendment Date(s)	Review Committee	Signature(s)
<b>December 05, 2024</b>		<input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor.	
<b>June 05, 2025</b>		<input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor.	
<b>December 05, 2025</b>		<input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor.	
<b>March 10, 2026</b>		<input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor.	
<b>December 10, 2026</b>		<input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor.	