BLOOM WORLD ACADEMY

Reference Number
BWA-10

Attendance Policy	
Audience and coverage	School Community
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Owner	Nicola Upham, Principal – Primo & Junior School and Well-being and Development (Whole School)
Reviewer	John Bell, Executive Principal 

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1. Aim

Bloom World Academy (BWA) considers this policy to be:

- an essential part of the school;
- supportive to staff and students in managing certain situations;
- an important framework that will ensure consistency in applying values and principles throughout the establishment;
- a roadmap for day-to-day operations;
- compliant with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- aligned to the school's guiding statements and identified goals which are formed in strategic leadership meetings.

2. Statement of intent

BWA believes this policy to be a working document that is fit for purpose, represents the school ethos, mission and vision, enables consistency and quality across the school and is related to the relevant UAE legislation.

3. Scope

This policy applies to all stakeholders

4. Unique definitions

A shared understanding of the following definitions are integral to the implementation of this policy, and as such staff should endeavour to use the correct terminology at all times.

5. Process and practice

The follow narrative is explicit in its guidance, consistency, accountability, efficiency, and clarity on how the school operates with regard to Attendance and punctuality

At Bloom World Academy, we recognise that regular school attendance is essential for students' academic progress, social development and overall wellbeing. Being in school enables students to engage in learning, build meaningful relationships and feel connected to their community.

We have high expectations for attendance, with a school target of **98% or above**. However, we also recognise that there can be a range of reasons why a student may find attending school difficult. Our approach is therefore rooted in early identification, positive relationships and a commitment to understanding each student's individual circumstances.

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We work in partnership with students and families to identify barriers to attendance and provide appropriate pastoral, emotional and practical support. Our priority is to ensure that every student feels safe, supported and able to access their education.

Poor attendance can affect a child's ability to make and keep friendships; a vital part of growing up and setting good attendance patterns from an early age, from Primo through to Senior school will also help your child later in their life.

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values excellent attendance, including:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every student has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure students have the support in place to attend school
- We will also promote and support punctuality in attending lessons.
- We will reward outstanding attendance with termly certificates in assembly.

BWA actively promotes and encourages 100% attendance for all students and we strive for attendance that is consistently outstanding for all groups of students.

All staff will be actively engaged in raising attendance levels. This will involve fostering good relationships between students and staff, being aware of the causes of poor attendance and ensuring that the curriculum is relevant and appropriate. We will give a high priority to conveying to parents and students the importance of regular and punctual attendance. We recognise that parents play a vital role and there is a need to establish strong home school links so that we can work together whenever there is concern about attendance.

The School's response to repeated lateness will be the same as for absence, with letters sent out. Sanctions might include the withdrawal of the offer of a place for the following academic year.

In order to promote high levels of attendance and to recognise individual and collective high percentage attendance or improvement, the Academy uses a range of rewards and positive reinforcement strategies. As appropriate to student age these include:

- Display of individual attendance
- Display of tutor/class attendance
- Mention in assemblies
- Emails/Letters home

NOTE: In accordance with UAE law a student may be permanently excluded if he/she is absent from school for 20 consecutive days or 25 non-consecutive days within an academic year. In such cases, the school does reserve the right to exclude the child, ask them to repeat a year or withdraw the offer of a place for the following academic year.

Registration Process

Homeroom teachers register students using iSAMS. In the event of an absence, parents should email attendance@bloomworldacademy.ae, copying in their child's homeroom/key tutor to explain the reason for the absence.

Late students, i.e. a student entering class after 9.00am must sign in at the Primo/Junior entrance.

Parents will be contacted through email if their child has an unauthorised absence in iSAMS before 11am.

Registers are taken every lesson by subject teacher. Students who truant lessons will be sanctioned accordingly, and parents contacted.

Categorising Absence

All absence will be recorded against a student's record, regardless of the type and categorisation. However, the school appreciates that there may be unavoidable instances where a child is unable to attend school. Such instances will be recorded as 'Approved absence' (see below) All other absences will be recorded against a student's record as 'unapproved absence' (see below)

Absence can only be approved by a member of SLT and cannot be authorised by parents.

All absences will be treated as an unapproved absence unless a satisfactory explanation for the student's absence has been received.

Absence will be categorised as follows:

Approved Absence

- Medical
- Illness
- Family Emergency
- Religious Leave (in certain instances)

Illness: Parents may be asked to provide medical evidence to allow the Principal – Well-being and Development to authorise absence where appropriate. This will usually be in the form of an appointment card, prescription etc.

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Medical/Dental appointments: Parents are advised where possible to make medical and dental appointments outside of the school day. Where this is not possible, students must attend school for part of the day. Parents must show the appointment card to school.

Other authorised circumstances: This relates to where there is cause for absence due to exceptional circumstances, e.g. serious family illness or bereavement.

Suspensions: External suspensions is counted as an authorised absence. BWA will make arrangements for work to be sent home.

Requested absence: Parents who need to take their child out of school during term time due to exceptional circumstances must send a written request to the Principal – Well-being and Development. Retrospective requests will not be considered and therefore will result in the absence being categorised as unauthorised. All requests for leave of absence will be responded to in writing outlining the conditions of leave granted.

In line with the valued UK Department of Education guidance, BWA will judge each holiday request on an individual basis taking into consideration:

- the time of year for the proposed trip
- if the proposed dates are close to any exam dates
- the student's overall attendance record
- any holidays already taken in the academy year
- the age and stage of education of the student
- the ability of the student to catch up the work that they have missed
- the reason why the parent/carer is requesting the time off during term time

Religious Observance: BWA acknowledges the multi-faith nature of our community and recognises that on some occasions, religious festivals may fall outside school holiday periods or weekends and this necessitates a consideration by written request by the parent of authorised absence. Such absence will be authorised up to a maximum of two days annually.

Unapproved Absence

When a child is away without prior knowledge and/or approval of the school. Therefore, the absence is unauthorised if a child is away from school without prior approval of the school even with the support of the parent. The absence will be unapproved if current attendance falls below expectations.

Punctuality

It is the Academy's responsibility to provide the best education possible. This can only be achieved if a student attends regularly and punctually. All students need to be on site by 8.55am. The Academy expects all students to arrive at the academy, registrations and sessions on time. Poor punctuality is not acceptable. A student arriving late will disrupt not only their own continuity of learning but also that of others.

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Occasional lateness to school or lessons will result in short detentions; patterns of lateness over a period of time may result in further action.

Where a pattern of lateness emerges, the school will make contact with the student and family to understand any underlying barriers, including practical, pastoral or well-being related factors. Appropriate support and agreed next steps will be considerd alongside the school's expectations for punctuality.

Pastoral Support and Early Intervention

At BWA, we understand that attendance difficulties can sometimes be an indicator of wider concerns relating to a student's physical health, emotional wellbeing, relationships, family circumstances or sense of belonging.
When patterns of absence or lateness emerge, our first priority is to understand the reasons behind them. We take a supportive and individualised approach, recognising that each student's circumstances are different.

Depending on the needs of the student, support may include:

- Early conversations with the student and their parents to understand any barriers to attendance.
- Support from the homeroom teacher or key tutor to maintain positive relationships and a sense of connection to school.
- Involvement of the Wellbeing Team and school counsellors where emotional or mental health concerns are identified.
- Collaboration with the Integra team where additional learning needs, reasonable adjustments or individual support may be required.
- Regular communication with families and agreed strategies to support a successful return to school.
- Individual attendance support plans, with clear actions, responsibilities and regular review.

Where appropriate, a Team Around the Child approach will be used to bring together the relevant members of staff and external professionals to ensure that support is coordinated and responsive to the student's needs.

We recognise that improving attendance may take time, particularly where students are experiencing anxiety, emotional difficulties or ongoing health concerns. We will work collaboratively with students and families, maintaining high expectations while ensuring that support is compassionate, appropriate and responsive.

Attendance Monitoring and Intervention

BWA has an escalating approach to reinforcing high levels of attendance and intervening in respect of attendance concerns. Attendance is a key agenda item within every child around the team meeting and key strategies are discussed to support students. An attendance tracker is shared with homeroom/key tutors so that they can also reinforce expectations and raise concerns accordingly with families.

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The attendance stages below provide a framework for identifying concerns and ensuring timely intervention. They should be applied alongside professional judgement and consideration of each student's individual circumstances. A student's attendance percentage should prompt further exploration and conversation, rather than being viewed in isolation.

At every stage, BWA will seek to understand the reasons for absence, work in partnership with families and identify appropriate support. Pastoral intervention and attendance expectations will work alongside one another, with the aim of improving attendance and ensuring that students remain connected to school.

The principles underpinning the model will be used to promote consistency both across the different grade groups and within each grade group.

All students are given a % figure for attendance, which is included on the parent portal and published on the school reports

As per KHDA guidance (see page 37 of the UAE framework) attendance is graded as follows:

- Outstanding = 98%
- Very Good = 96%
- Good = 94%
- Acceptable = 92%
- Weak = 92%
- Very Weak = 90%

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Stage	Detail	Intervention
1	Student's attendance/punctuality falls below 98%	Early monitoring by homeroom/key tutor, explore any emerging patterns and maintain supportive contact where appropriate.
2	Student's attendance/punctuality falls below 96%	Attendance letter 1- parent meeting with homeroom teacher/key tutor to understand barriers and agree anattendance action plan.
3	Student's attendance/punctuality falls below 94%	Attendance Letter 2 – Deputy Vice Principals will invite parents for a meeting to review progress, identify further support and agree next steps. The school counsellor may also provide additional support where required. Report may be issued to monitor attendance within a 2-week period.
4	Student's attendance/punctuality falls below 92%	Attendance Letter 3 – meeting with Vice Principals to review the situation, support provided and next steps. If the concerns remain and attendance/punctuality do not improve, a referral will be made to KHDA. Possibility of refusal to enroll for subsequent academic year as per KHDA contract

Students experiencing long-term illness, medical needs, anxiety, school-related emotional difficulties or other barriers to attendance will be supported through an individualised approach. The school will work closely with the student, their family and relevant professionals to understand their needs and agree appropriate strategies.

Where appropriate, this may include regular pastoral check-ins, support from the school counsellors, reasonable adjustments, a phased return to school and arrangements to maintain learning and connection with the school community.

Our aim is to ensure that students feel supported, understood and confident in returning to school, while keeping their academic progress and overall wellbeing at the centre of our decisions.

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6. Roles and responsibilities

With regard to implementation of this policy roles and responsibilities are clearly stated below:

Role of the Governing Board

It is the responsibility of the Governing Board to:

- Promote the importance of school attendance across the school's policies and ethos
- Make sure school leaders fulfil expectations and statutory duties
- Regularly review and challenging attendance data
- Monitor attendance figures for the whole school
- Make sure staff receive adequate training on attendance
- Hold the Executive Principal to account for the implementation of this policy

Role of the Executive Principal

It is the responsibility of the Executive Principal to:

- Implement this policy at the school
- Monitor school-level absence data and report it to governors
- Support staff with monitoring the attendance of individual students
- Monitor the impact of any implemented attendance strategies
- Refer attendance concerns to KHDA, where necessary

Role of Principals

It is the responsibility of the Principals to:

- Ensure attendance concerns are explored through a pastoral and wellbeing lens, with appropriate support and intervention identified.
- Work collaboratively with families and relevant staff to address barriers to attendance.
- Lead attendance across the school
- Offer a clear vision for attendance improvement
- Evaluate and monitor expectations and processes
- Have an oversight of data analysis
- Devise specific strategies to address areas of poor attendance identified through data
- Arrange calls and meetings with parents to discuss attendance issues
- Deliver targeted intervention and support to students and families

Role of Homeroom Teacher/Key Tutor

It is the responsibility of the homeroom teachers/key tutors to:

- Record attendance on a daily basis, using the correct codes, and submit this information for the morning registration on ISAMS by 9.15am.
- Maintain regular contact with students and families when attendance becomes a concern, helping students feel connected to school and identifying any emerging pastoral needs.
- Raise any concerns relating to a student's emotional wellbeing, sense of belonging or barriers to attendance with the relevant pastoral team.

- Provide parents with an initial letter when attendance or punctuality become a concern
- All subject teachers are required to take a lesson register

Role of Parents

It is the responsibility of the parents to:

- Make sure their child attends every day/timetabled session on time
- Promoting their child's attendance and punctuality and abiding by the timings set by the College for the start and the end of the school day.
- Call the school to report their child's absence before 8.30am on the day of the absence (and each subsequent day of absence), and advise when they are expected to return. A doctor's certificate may be required from the second day of medical absence from school when a student has persistent attendance issues.
- Provide the school with more than one emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Understand and uphold the school's policy which states that continued tardiness and absenteeism will result in disciplinary measures and will affect the children's chances of enrolment for the upcoming academic year.
- Not to withdraw students from school for the purpose of vacation or other optional activities outside of the published School Term holidays.

Role of Students

It is the responsibility of the students to:

- Attend school every day on time unless they are unwell
- Arrive promptly to lessons
- Talk to a trusted adult at school if something is making it difficult to attend or feel comfortable coming to school.

7. Associated documentation

When implementing a policy consideration must be given to how it aligns and supports other policies. To ensure consistency this policy is fully aligned with the following key policies:

- Behaviour for Learning
- Safeguarding
- E-safety
- Home Learning

8. Training implications

This policy will be shared with all BWA staff in the staff handbook and will be circulated to parents through the parent handbook.

Staff will be trained and /or refreshed at the start of each academic year – during the annual BWA induction week. For new joiners they will be walked through the policy by the Principal during their induction period.

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9. Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both students and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

10. Equity Impact Assessment

We have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief.

This policy has been equality impact assessed and we believe that it is fair, it does not prioritise or disadvantage any member of staff or student and it helps to promote equality at this school.