



The Apple International School

Attendance Policy

2026-2027

Our Mission

We empower our students to be self-aware and grounded individuals who contribute positively to a happy, inclusive, and caring community. We aim for the students to be 21st-century learners who can proactively create opportunities for themselves and others in a versatile global setting.

Our Vision

Aspiring for our students to be creative, emotionally intelligent, and empathetic lifelong learners and global citizens.

Our Core Values



Student Access, Engagement,

Safeguarding and Accountability

Policy Owner	Executive Principal
Applies to	All students, parents/guardians and relevant school staff
Review Cycle	Annual and earlier where regulatory or operational changes require
Classification	School Governance Policy
Regulatory Position	To be read with current KHDA requirements, the Parent-School Contract, applicable UAE requirements and curriculum/examination-body rules where relevant

1. Purpose

The purpose of this policy is to promote regular attendance and punctuality so that every student has consistent access to learning, wellbeing support, relationships and the wider life of the school. The school will monitor attendance accurately, intervene early where concerns arise, work constructively with families and maintain appropriate evidence of actions taken.

2. Policy Principles

- Regular attendance and punctuality are essential to continuity of learning and student progress.
- Attendance concerns are addressed through early support, clear communication, proportionate escalation and documented follow-up.
- Attendance procedures must be applied fairly, consistently and with appropriate consideration of safeguarding, health, inclusion and individual circumstances.
- Students must not be disadvantaged because of a disability or additional need; reasonable adjustments and appropriate support will be considered where applicable.
- School-defined intervention thresholds are internal management controls and will not be represented as statutory KHDA thresholds unless supported by current authoritative requirements.

3. Scope

This policy applies to all students enrolled at The Apple International School and to parents/guardians, teachers, section leaders, pastoral and inclusion teams, admissions/registration personnel and senior leaders involved in attendance recording, monitoring, intervention or reporting.

4. Regulatory and Governance Alignment

The school will implement this policy in accordance with applicable KHDA requirements and guidance, the Parent-School Contract, relevant UAE requirements, and any curriculum or examination-body attendance requirements that apply to particular cohorts. Where a regulatory requirement changes, the current requirement takes precedence over this policy.

KHDA currently requires schools to report student attendance and directs parents to the individual school's attendance policy for the amount and classification of absence. Accordingly, this policy does not present the former '20 consecutive / 25 total unauthorised days' wording as a universal current KHDA attendance limit.

Any formal action affecting a student's registration, re-registration, placement or school record must follow the applicable KHDA process and approval requirements in force at the time. No such action will be taken solely by reference to an unverified attendance threshold.

5. Attendance and Punctuality Expectations

- Students are expected to attend every scheduled school day unless there is a valid reason for absence.
- Students are expected to arrive before the start of the school day and be punctual to lessons and scheduled activities.
- Parents/guardians are expected to support regular attendance, punctuality and timely communication with the school.
- Students who arrive late must follow the school's late-arrival procedure and be recorded accurately before joining learning.
- Repeated lateness will be monitored as an attendance concern because cumulative lost learning time can affect progress and wellbeing.

6. Reporting and Recording Absence

Parents/guardians should notify the school as early as possible on the day of absence, preferably before 8:00 AM, using the school's approved communication channel. Where required, supporting documentation should be provided.

The school will maintain an accurate daily attendance register using approved attendance codes/categories. Staff must not retrospectively alter attendance records without an authorised and auditable reason.

Where a student is absent and the school has not received an explanation, the school will make reasonable efforts to contact the parent/guardian and establish the student's whereabouts. Any concern that raises a safeguarding issue must be escalated immediately through the school's safeguarding procedures.

7. Classification of Absence

7.1 Authorised / Explained Absence

Absence may be recorded as authorised or explained where the reason is accepted by the school in accordance with its procedures and applicable requirements. Examples may include illness, medical needs, approved religious observance, bereavement or family emergency, or another exceptional circumstance accepted by the school.

7.2 Unauthorised / Unexplained Absence

An absence may be recorded as unauthorised or unexplained where no satisfactory reason or required evidence has been provided, where the absence has not been approved, or where the reason falls outside the school's accepted criteria.

7.3 Extended or Repeated Absence

Extended, repeated or patterned absence will trigger enhanced monitoring and intervention. The school will consider the reason, frequency, educational impact, safeguarding context and any relevant medical, inclusion or family circumstances before determining the next action.

8. Roles and Accountability

Role	Key Accountability
Parents / Guardians	Ensure regular attendance and punctuality; notify the school promptly of absence; provide requested evidence; maintain current contact details; engage with meetings and agreed support plans.
Class / Form Teachers	Complete registers accurately and on time; identify unexplained absence or repeated lateness; communicate concerns through the agreed school pathway; maintain factual records.
Section Heads / Phase Leaders	Review attendance patterns; ensure timely parent contact; coordinate early intervention; monitor agreed actions; escalate persistent or high-risk concerns.
Pastoral / Inclusion / Safeguarding Teams	Assess underlying barriers where relevant; coordinate appropriate support; ensure safeguarding or inclusion concerns are addressed through the correct procedures.
Admissions / Registration Team	Maintain accurate enrolment status and support any formal registration-related process in accordance with current KHDA requirements and authorised school decisions.
Principal / Executive Principal	Provide overall accountability; ensure reliable systems, proportionate intervention and regulatory reporting; approve high-level escalation and ensure governance oversight.

9. Graduated Attendance Intervention

AIS will use a graduated response based on the seriousness, frequency and pattern of absence rather than relying on a single automatic sanction threshold.

Stage	Expected Response
Stage 1 - Early Concern	Teacher/attendance contact with parent; confirm reason; correct any recording error; explain concern and expectations; record communication.
Stage 2 - Emerging Pattern	Section/phase leader review; attendance data shared with parent; meeting or formal communication where appropriate; identify barriers and agree actions.
Stage 3 - Persistent Concern	Formal attendance meeting; written attendance improvement plan/undertaking where appropriate; pastoral, inclusion, medical or safeguarding referral as relevant; scheduled review date.
Stage 4 - Significant / Continuing Concern	Senior leadership review; formal written warning where justified; evidence of previous support and communication checked; case escalated to relevant internal governance and, where required, KHDA or another competent authority.
Stage 5 - Registration-Related Action	Any action affecting re-registration, continued placement or student registration status will only be considered in accordance with current KHDA rules, the Parent-School Contract and any required approval/process.

10. Attendance Support and Early Intervention

- Attendance data will be reviewed regularly to identify individual students, groups, phases or patterns requiring attention.
- Intervention should seek to understand and address barriers to attendance, not simply record sanctions.
- Where health, wellbeing, SEND/inclusion, bullying, safeguarding, transport or family circumstances may be contributing factors, the relevant team will be involved.
- Support plans will include clear actions, responsible persons, review dates and evidence of impact.
- Where prolonged absence affects learning, leaders will consider an appropriate reintegration and learning-recovery plan.

11. Tardiness and Early Departure

Late arrival and early departure will be recorded accurately. Repeated lateness or early collection will be reviewed for cumulative impact on learning. Where a pattern develops, parents/guardians will be contacted and an improvement plan may be agreed.

Students leaving during the school day must follow the school's authorised collection and sign-out procedure. The school will verify the authorised collector in accordance with safeguarding and student handover procedures.

12. Attendance, Safeguarding and Missing Students

Attendance is a safeguarding control as well as an academic measure. Unexplained absence, inability to contact a family, unusual attendance patterns or concerns about a student's whereabouts must be considered through the school's safeguarding risk-assessment and escalation procedures.

A student who is expected to be in school but cannot be accounted for must be managed under the school's Missing Student / Student Safety procedure without delay.

13. Students of Determination and Medical Needs

Attendance concerns involving a Student of Determination, a student with a medical condition, or a student experiencing significant wellbeing needs will be reviewed in collaboration with the appropriate inclusion, medical and pastoral professionals. The school will consider reasonable adjustments, individual plans and alternative support arrangements where appropriate and permitted.

Absence linked to disability, health or authorised support arrangements will not be treated mechanically as misconduct.

14. Parent Communication

- Parents will receive timely information about attendance concerns and the educational impact of absence or lateness.
- Communications will be factual, respectful and proportionate, and will identify the action required and the next review/escalation point.
- Where a formal meeting is held, the school will record agreed actions and follow-up responsibilities.
- Parents are responsible for keeping contact information current and responding promptly to school communication about unexplained absence.

15. Recognition and Positive Attendance Culture

The school may recognise improved or consistently strong attendance through age-appropriate positive reinforcement. Recognition will be designed carefully so that students with legitimate medical, disability-related or other authorised absences are not unfairly disadvantaged or stigmatised.

16. Monitoring, Quality Assurance and Governance

- Attendance registers will be checked for accuracy, completeness and timely completion.
- Leaders will review attendance patterns, persistent concerns, intervention effectiveness and subgroup trends.
- Records of parent communication, meetings, support plans and escalation will be retained in accordance with school record-management requirements.

- Attendance information and significant concerns will be reported to senior leadership and governance at an appropriate level, with confidentiality maintained.
- Any attendance target used by AIS will be identified as a school improvement target unless it is expressly required by a current regulator or examination body.

17. Records and Confidentiality

Attendance information is a student record and must be handled confidentially. Access will be limited to authorised personnel with a legitimate educational, safeguarding, administrative or regulatory need. Records will be retained in accordance with the school's approved retention schedule and applicable requirements.

18. Implementation

- The policy will be communicated to students, parents/guardians and staff through appropriate school channels.
- Relevant staff will receive guidance or training on attendance coding, escalation, safeguarding links and documentation expectations.
- Operational procedures, communication templates and attendance dashboards must remain consistent with this policy.
- Where this policy conflicts with a subsequently issued regulatory requirement, the current regulatory requirement will prevail and the policy will be updated.

19. Review

This policy will be reviewed annually and earlier where there is a material change in KHDA requirements, the Parent-School Contract, curriculum/examination-body requirements, school operations or identified attendance risks.

20. Approval and Sign-Off

Executive Principal	Dr. Jinto Sebastian
Signature	
Date	25.08.2026
Next Review	2027 or earlier if required

Appendix A - Attendance Case Evidence Checklist

- Accurate attendance record and relevant attendance codes
- Parent/guardian contact attempts and responses
- Supporting documentation where applicable
- Attendance analysis showing frequency, pattern and cumulative impact
- Meeting notes and agreed actions
- Attendance improvement/support plan and review date
- Pastoral, inclusion, medical or safeguarding input where relevant
- Formal warnings or undertakings, if used
- Evidence of senior leadership review for significant/persistent cases
- Evidence of compliance with current KHDA process before any registration-related action