

PUPIL ATTENDANCE POLICY

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PUPIL ATTENDANCE POLICY

Prepared By	HR – Admin
Issued By	HR Department

Page 1 of 3**A07 ATTENDANCE AND PUNCTUALITY POLICY****Edison Group of Schools****Applies To**

- Edison International Academy Aspire
- Edison International Academy Al Markhiya
“Empower students to learn for life and strive for excellence so that they can contribute positively to the global society”

- Edison Global Academy Lusail
- Edison Global Academy Rawdat Al Hamama

1. INTRODUCTION

Regular school attendance and punctuality are essential foundations for academic achievement, personal development and student wellbeing. Students who attend school consistently are more likely to achieve their academic potential, develop positive relationships, participate fully in school life and acquire the knowledge, skills and attitudes necessary for future success.

The Edison Group believes that every school day matters. Learning is a continuous process that builds progressively over time. Frequent absences, persistent lateness and irregular attendance disrupt this process and may negatively affect academic performance, social development, emotional wellbeing and future educational opportunities.

Attendance is not solely an administrative requirement. It is a shared responsibility involving students, parents, teachers and school leaders. Strong attendance habits established during childhood and adolescence contribute significantly to future success in higher education, employment and adult life.

The Edison Group is committed to fostering a culture in which attendance, punctuality and engagement in learning are highly valued. Schools should actively promote positive attendance habits while providing support and intervention for students who experience difficulties maintaining regular attendance.

The Group also recognises that attendance can be influenced by a range of factors including health, family circumstances, wellbeing concerns and external factors. Attendance management should therefore balance high expectations with appropriate care, support and safeguarding considerations.

This policy establishes a comprehensive framework for attendance monitoring, intervention and support across all Edison Group schools and ensures compliance with the requirements of the Qatar Ministry of Education and Higher Education (MOEHE), NEASC accreditation standards and Edison Group expectations.

2. PURPOSE OF THE POLICY

The purpose of this policy is to promote excellent attendance and punctuality across all Edison Group schools and to ensure that every student has the opportunity to benefit fully from the educational programmes provided.

Regular attendance is closely linked to academic achievement, wellbeing and successful progression through school. Students who attend consistently are better positioned to engage with learning, participate in school activities, develop positive relationships and achieve expected learning outcomes.

This policy seeks to provide clear guidance regarding attendance expectations, absence procedures, punctuality requirements and intervention processes. It also establishes the responsibilities of students, parents and staff in supporting positive attendance.

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The policy aims to:

- Promote a culture of excellent attendance.
- Ensure compliance with MOEHE regulations.
- Strengthen safeguarding procedures.
- Improve student achievement and engagement.
- Provide early intervention when concerns arise.
- Support students experiencing attendance difficulties.
- Establish consistent attendance procedures across all campuses.
- Strengthen partnerships between home and school.

Attendance should be viewed not merely as a measure of physical presence but as a key indicator of student engagement, wellbeing and educational success.

3. ATTENDANCE PHILOSOPHY

The Edison Group believes that attendance is everyone's responsibility.

Students have a responsibility to attend school regularly, arrive punctually and engage fully in learning opportunities. Parents have a responsibility to ensure that their children attend school consistently and to communicate effectively with the school when absences occur. Staff have a responsibility to monitor attendance, identify concerns and provide appropriate support and intervention.

Excellent attendance should be recognised as a positive achievement and celebrated appropriately. Schools should actively encourage students to value attendance and understand the relationship between attendance and success.

The Edison Group also recognises that attendance concerns may sometimes indicate wider issues affecting a student or family. Persistent absences may be linked to wellbeing concerns, safeguarding issues, learning difficulties, anxiety, bullying or family circumstances. Attendance monitoring therefore plays an important role within the wider safeguarding framework.

For this reason, attendance data should not be viewed solely as statistical information. It should be used proactively to identify students who may require additional support and to ensure that barriers to attendance are addressed promptly and effectively.

The Group is committed to early identification, timely intervention and collaborative problem-solving in order to support every student's right to access education.

4. LEGAL AND REGULATORY FRAMEWORK

The Edison Group Attendance and Punctuality Policy is aligned with:

Qatar Requirements

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The policy complies with the requirements and expectations of the:

- Qatar Ministry of Education and Higher Education (MOEHE)
- Qatar National Vision 2030
- National Development Strategy 2024–2030
- Child Protection and Safeguarding Requirements
- Private School Attendance Regulations

Schools shall maintain accurate attendance records and submit required attendance information in accordance with MOEHE requirements.

Attendance records form part of the official educational record of each student and must be maintained accurately and securely.

International Standards

The policy is also informed by:

- National Curriculum for England
- Cambridge International Education expectations
- Pearson Edexcel requirements
- NEASC Foundation Standards

NEASC places significant emphasis on student wellbeing, engagement and learning culture. Attendance data therefore forms an important part of school improvement, safeguarding and accreditation evidence.

5. ATTENDANCE EXPECTATIONS

The Edison Group expects all students to attend school regularly, punctually and prepared to participate fully in learning. Attendance is one of the strongest predictors of academic success, student wellbeing and positive educational outcomes.

Students are expected to attend school every day that the school is in session unless there is a legitimate reason for absence. Regular attendance ensures continuity of learning, allows students to benefit fully from educational opportunities and promotes the development of positive habits that contribute to future success. Parents should recognise that every lesson contributes to student progress and that frequent absences, even when individually minor, can have a cumulative impact on learning. Students who miss school may experience difficulties keeping pace with curriculum content, completing assessments and maintaining positive relationships with peers and teachers.

Attendance expectations apply to:

- All scheduled lessons.
 - Registration periods.
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- Assemblies.
- Intervention programmes.
- School activities conducted during the school day.
- Educational visits that form part of the curriculum.

Students are expected to remain in school for the full school day unless authorised arrangements have been approved by the school.

Attendance should not be viewed solely as a compliance requirement. It is a commitment to learning, personal growth and participation in the school community.

6. REGISTRATION PROCEDURES

Accurate attendance records are essential for safeguarding, student welfare, academic monitoring and compliance with MOEHE requirements.

Attendance shall be recorded at the beginning of each school day and, where appropriate, during individual lessons throughout the day. Registers should be completed promptly and accurately by teachers or designated staff members.

The purpose of registration is to:

- Confirm student safety.
- Monitor attendance patterns.
- Identify unexplained absences.
- Support safeguarding procedures.
- Maintain accurate educational records.

Teachers are responsible for ensuring that attendance records accurately reflect student presence or absence. School administrative staff shall follow up promptly on unexplained absences to ensure that students are safe and that parents are aware of the absence.

Where a student is absent and no explanation has been received, the school shall make reasonable efforts to contact parents or guardians on the same day.

Attendance records form part of the student's official educational record and should therefore be maintained accurately and securely.

7. ABSENCE CATEGORIES

The Edison Group recognises that students may occasionally be absent from school for legitimate reasons. To ensure consistency, absences shall be categorised as either authorised or unauthorised.

The distinction between authorised and unauthorised absence is important for monitoring attendance, identifying concerns and ensuring compliance with school and MOEHE requirements.

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All absences should be reported to the school as soon as possible and supported by appropriate documentation where required.

The school reserves the right to determine whether an absence is authorised based on the information provided.

8. AUTHORISED ABSENCES

Authorised absences are absences that have been approved by the school or are supported by appropriate evidence.

Examples may include:

Medical Illness

Students who are genuinely unwell should remain at home to recover and to prevent the spread of illness. For extended absences due to illness, parents may be required to provide medical documentation.

Medical Appointments

Appointments with doctors, dentists or other healthcare professionals may be authorised where appropriate evidence is provided.

Whenever possible, appointments should be arranged outside school hours.

Family Emergencies

Exceptional family circumstances may justify authorised absence.

Each case shall be considered individually.

Religious Observance

The Edison Group respects the religious beliefs and practices of students and families.

Absences for recognised religious observances may be authorised in accordance with school procedures.

Bereavement

Compassionate leave may be granted following the death of a family member or other significant bereavement.

Schools should provide appropriate support during such circumstances.

Official Representation

Students representing the school, Qatar or recognised organisations in approved competitions, events or activities may receive authorised absence.

Appropriate arrangements should be made to minimise disruption to learning.

9. UNAUTHORISED ABSENCES

Unauthorised absences are absences that have not been approved by the school or where sufficient justification has not been provided.

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Examples may include:

Family holidays during term time without approval.

Truancy.

Failure to provide a reason for absence.

Absences for social events not approved by the school.

Persistent lateness resulting in significant missed learning.

Leaving school without permission.

Unauthorised absences are a serious concern because they result in missed learning opportunities and may indicate wider wellbeing or safeguarding concerns.

Schools shall monitor unauthorised absences carefully and implement intervention procedures where appropriate.

Parents should understand that repeated unauthorised absences may result in formal attendance review processes.

10. PUNCTUALITY EXPECTATIONS

Punctuality is an essential component of student success and demonstrates responsibility, respect and readiness to learn.

Students are expected to arrive at school on time each day and attend all lessons punctually.

Late arrival disrupts learning, affects classroom routines and may impact student progress. Students who arrive late often miss important instructions, learning activities and opportunities to engage positively at the start of lessons.

The Edison Group expects students to develop habits of punctuality that will support future success in higher education and employment.

Parents play an important role in ensuring that students arrive at school on time and prepared for learning.

Schools should promote punctuality positively while addressing concerns consistently and fairly.

11. LATE ARRIVAL PROCEDURES

Students arriving after the designated start time must report to the appropriate school office before proceeding to class.

The reason for lateness shall be recorded and attendance records updated accordingly.

Where lateness becomes frequent, schools should investigate underlying causes and work collaboratively with families to identify solutions.

Repeated lateness may trigger attendance monitoring and intervention procedures.

Interventions may include:

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Teacher discussions.

Parent communication.

Attendance monitoring.

Pastoral support.

Attendance review meetings.

The objective should be to improve punctuality and minimise disruption to learning.

12. EARLY DEPARTURE PROCEDURES

Students are expected to remain in school for the full school day.

Requests for early departure should be submitted by parents and approved by the school where appropriate.

Students leaving school early must be signed out according to established procedures.

Schools should ensure that:

- Appropriate authorisation has been received.
- Student safety is maintained.
- Attendance records are updated accurately.

Frequent early departures may affect learning and should be monitored carefully.

Patterns of early departure may trigger attendance review procedures.

13. ATTENDANCE MONITORING THRESHOLDS

The Edison Group believes that early identification of attendance concerns is essential.

Attendance should be monitored regularly to identify students who may require support.

Schools may use attendance thresholds such as:

95–100% Attendance

Excellent attendance.

86–94% Attendance

Good attendance with continued monitoring.

Below 85% Attendance

Persistent absence requiring formal intervention.

These thresholds should serve as indicators rather than automatic disciplinary measures.

Schools should always consider individual circumstances when evaluating attendance concerns.

14. ATTENDANCE INTERVENTION FRAMEWORK

The Edison Group adopts a graduated approach to attendance intervention.

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The objective is to identify concerns early, remove barriers to attendance and support students in returning to regular attendance patterns.

Interventions should become progressively more intensive based on need and evidence.

Stage 1 – Early Concern

Teacher discussion with student.

Parent communication.

Attendance monitoring.

Stage 2 – Attendance Concern

Formal parent meeting.

Attendance improvement targets.

Pastoral support.

Monitoring period.

Stage 3 – Persistent Concern

Attendance review panel.

Attendance support plan.

Safeguarding review where appropriate.

Regular monitoring.

Stage 4 – Serious Concern

Senior leadership involvement.

Formal attendance contract.

External referrals where appropriate.

Enhanced safeguarding oversight.

The emphasis should remain on support, collaboration and problem-solving rather than punishment.

15. PERSISTENT ABSENTEEISM

The Edison Group recognises that persistent absenteeism presents a significant barrier to student achievement, wellbeing and long-term educational success. Students who miss substantial amounts of schooling are more likely to experience gaps in learning, reduced engagement, lower academic attainment and difficulties maintaining positive relationships within the school community.

For the purposes of this policy, persistent absenteeism generally refers to attendance falling below the school's established attendance expectations and requiring targeted intervention. While attendance percentages,

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provide useful indicators, the school recognises that each case must be considered individually and within the context of the student's circumstances.

Persistent absenteeism may result from a variety of factors, including:

- Medical conditions.
- Emotional or mental health concerns.
- Family circumstances.
- Learning difficulties.
- Social challenges.
- Bullying concerns.
- School avoidance behaviours.
- Safeguarding concerns.

Schools should avoid making assumptions regarding the causes of absence and instead seek to understand the underlying factors affecting attendance.

When persistent absenteeism is identified, the school shall work collaboratively with students and parents to develop an Attendance Support Plan aimed at improving attendance and addressing identified barriers.

Support strategies may include:

Regular attendance monitoring.

Pastoral support.

Counselling services.

Academic support programmes.

Mentoring arrangements.

Safeguarding interventions.

Parent-school meetings.

Referral to external agencies where appropriate.

The objective is to support students in re-engaging with education and maintaining regular attendance rather than simply imposing sanctions.

16. ATTENDANCE AND SAFEGUARDING

Attendance is a key safeguarding indicator and should be monitored closely as part of the school's wider safeguarding framework.

Poor attendance, frequent absences, unexplained absences or sudden changes in attendance patterns may indicate that a student is experiencing difficulties requiring additional support.

Attendance concerns may sometimes be associated with:

- **Bullying.**
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- Mental health difficulties.
- Family challenges.
- Child protection concerns.
- Neglect.
- Emotional distress.
- Medical needs.
- Social isolation.

For this reason, attendance data should be reviewed regularly by pastoral leaders, safeguarding personnel and school leadership teams.

Where attendance concerns raise safeguarding concerns, the matter shall be referred immediately to the Designated Safeguarding Lead (DSL) and managed in accordance with the Edison Group Safeguarding and Child Protection Policy.

Schools should maintain clear procedures for:

Identifying unexplained absences.

Following up absence concerns promptly.

Escalating safeguarding concerns.

Maintaining appropriate records.

Supporting vulnerable students.

The safety and wellbeing of students must always remain the primary consideration.

17. ATTENDANCE REWARDS AND RECOGNITION

The Edison Group believes that positive attendance habits should be encouraged, recognised and celebrated. While attendance monitoring is important, schools should also actively promote attendance through positive reinforcement and recognition programmes.

Recognition of excellent attendance helps reinforce the message that attendance is valued and contributes significantly to student success.

Schools may recognise:

Excellent attendance.

Improved attendance.

Outstanding punctuality.

Consistent commitment to learning.

Attendance recognition may include:

Certificates.

Attendance awards.

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Celebration assemblies.

Letters of commendation.

Recognition within newsletters.

Class or year-group awards.

Principal recognition awards.

Attendance rewards should encourage students to value regular attendance while remaining sensitive to students who may face legitimate attendance challenges beyond their control.

The emphasis should always remain on promoting engagement, commitment and responsibility rather than creating undue pressure.

18. PARENT RESPONSIBILITIES

Parents and guardians play a critical role in supporting regular attendance and punctuality.

The Edison Group believes that strong partnerships between home and school are essential in ensuring that students attend regularly and engage positively with learning.

Parents are expected to:

Ensure that their child attends school regularly.

Ensure that students arrive punctually each day.

Inform the school promptly regarding absences.

Provide supporting documentation where required.

Avoid arranging family holidays during term time.

Attend attendance meetings when requested.

Support attendance improvement plans.

Communicate concerns affecting attendance.

Parents should recognise that regular attendance contributes significantly to academic success, social development and overall wellbeing.

Where attendance concerns arise, parents are expected to work collaboratively with the school to identify solutions and support improvement.

19. STUDENT RESPONSIBILITIES

Students have an important role to play in maintaining positive attendance and punctuality.

Students are expected to:

Attend school regularly.

Arrive punctually.

Attend all scheduled lessons.

Participate actively in learning.

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Take responsibility for missed work following absence.

Communicate concerns affecting attendance.

Follow attendance procedures.

Students should understand that attendance is an important life skill that contributes to academic achievement and future success.

The Edison Group seeks to develop students who demonstrate responsibility, commitment and ownership of their learning.

20. STAFF RESPONSIBILITIES

Promoting attendance is the responsibility of all staff members.

Teachers, administrators, pastoral teams and school leaders each play an important role in supporting positive attendance and identifying concerns early.

Teachers

Teachers are responsible for:

Maintaining accurate attendance records.

Monitoring attendance patterns.

Following registration procedures.

Communicating concerns appropriately.

Supporting students returning from absence.

Promoting positive attendance habits.

Pastoral Staff

Pastoral staff are responsible for:

Monitoring attendance concerns.

Supporting attendance interventions.

Conducting attendance meetings.

Supporting student wellbeing.

Liaising with families.

School Leadership

School leaders are responsible for:

Monitoring attendance data.

Ensuring policy implementation.

Overseeing attendance interventions.

Supporting safeguarding procedures.

Reporting attendance outcomes.

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Ensuring compliance with MOEHE requirements.

The collective efforts of all staff contribute to creating a culture in which attendance is valued and supported.

21. MONITORING AND QUALITY ASSURANCE

The Edison Group is committed to continuous improvement in attendance and student engagement.

Attendance information should be analysed regularly to identify:

Attendance trends

Year-group patterns

Persistent absenteeism

Punctuality concerns

Impact of interventions

Safeguarding indicators

Monitoring activities may include:

Attendance audits

Student voice activities

Parent feedback

School improvement evaluations

22. POLICY REVIEW

This policy shall be reviewed annually by the Edison Group Managing Director and Senior Leadership Team in consultation with:

- Campus Principals
- Head of Departments
- Pastoral Leaders
- Designated Safeguarding Leads
- School Counsellors

The review shall consider:

MOEHE regulations and updates

Attendance data

Safeguarding findings

Stakeholder feedback

School improvement priorities

Current educational research and best practice

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Any amendments shall be approved by the Edison Group Managing Director and Senior Leadership Team prior to implementation

24. CONCLUSION

The Edison Group believes that regular attendance and punctuality are fundamental to educational success, student wellbeing and personal development. Every school day provides valuable opportunities for learning, growth and participation in the school community.

Through high expectations, positive partnerships with families, early intervention and strong support systems, the Edison Group seeks to ensure that every student benefits fully from the educational opportunities available to them.

By promoting a culture where attendance is valued and supported, Edison Group schools help students develop the responsibility, commitment and resilience necessary for lifelong success.