Policy Number: 7
Reviewed: 22nd September 2026

ATTENDANCE POLICY

Rationale

At KISU we recognise that excellent attendance rates at school are essential for academic success, social and emotional development as well as personal growth. Continuous school attendance directly correlates with higher academic achievement, a stronger sense of school belonging, greater peer relationships and overall long term educational attainment. Where students face challenges with their school attendance, including both persistent and long term absence, there is a significant increase in the risk of academic disengagement leading to poorer academic outcomes.

Each school day provides critical opportunities for interactive learning, direct feedback, collaboration and socio-emotional skill development that cannot be replicated through independent catch up work. At KISU, our educational framework prepares students for global opportunities; maintaining excellent attendance is vital in supporting students reaching their full potential.

Key Attendance Targets and Thresholds

The school monitors attendance continuously to ensure that we can provide individualised, supportive interventions with the aim to avoid any attendance issues becoming a serious concern for students, school and home. At KISU we have an expectation that students attend school everyday while understanding that from time to time students may have to miss school due to unavoidable circumstances.

Our key attendance thresholds and responses are outlined below:

Attendance Level	Status	Operational Action Required
98% - 100%	Outstanding	Standard monitoring and positive reinforcement.
95% - 97%	Good	Standard monitoring and positive reinforcement. Encourage 100% attendance where possible.
90% - 94%	Cause for Concern	Form Tutor review; initial parental contact to discuss attendance barriers.
85% - 89%	Persistent Absence	Formal Attendance Improvement Plan required with parental involvement.
Below 85%	Severe Absence	Full parental meeting to review current attitudes to attendance and agreed support plan to improve attendance levels. Formal Academic review; risk of refusal to sit external IGCSE/IBDP examinations In addition, the school reserves the right to determine whether a student may progress to the next year group if their

		attendance falls below 85%.

Categorisation of Absences

All absences must be recorded and classified as either Authorised or Unauthorised.

Authorised Absences

Absences are authorised only when approved by the Deputy Head of Primary/Secondary or Head of Primary/Secondary or supported by valid official documentation or in the cases of short term illness, communicated by a parent / guardian. Examples of authorised absences may include:

- Short term illness or in the case of longer term illness, supported by a medical note.
- Essential medical, dental, or administrative appointments that cannot be scheduled outside of school hours.
- Recognised religious observances.
- Bereavement or immediate family emergencies.
- Approved participation in external academic, sporting or cultural events.

Unauthorised Absences

Absences are categorised as unauthorised if no valid reason or documentation is provided, or if the reason falls outside school guidelines, such as:

- Family holidays or travel taken during term time.
- Truancy
- Unexplained absences where the school has not received communication from parent / guardian.

Roles and Responsibilities

Addressing school attendance requires coordinated action across the entire school community.

Parents and Guardians

- Ensure their child attends school daily and arrives ready for class/form time at 7.45am.
- Notify the school office of any unanticipated absence by 8:00am.
- Provide medical notes or official documentations of prolonged absence.
- Avoid planning holidays, family travel, or routine appointments during term time.

Students

As students progress through the school they are expected to take an increasing level of responsibility to ensure that:

- Attend all scheduled classes and assemblies punctually.
- Proactively catch up on missed classwork and assignments following any authorised absence.
- Discuss any challenges regarding school attendance with their class / form teacher or another interested member of staff.

Classroom Teachers and Form Tutors

- Take accurate daily registers at the start of the school day and during each lesson.
- Identify early signs of disengagement, emotional distress or decrease in attendance.
- Maintain a welcoming and supportive classroom environment that fosters belonging and a positive student-teacher relationship.

School Leadership and School Secretaries

- Monitor school wide, cohort, and individual attendance trends using our school management information systems.
- Contact parents to follow up on unexplained absences.
- Implement tiered support interventions and Attendance Improvement Plans as necessary when attendance falls below expectations.

Multi-Tiered Attendance Intervention Framework

At KISU we use the following tiered system to positively promote attendance and address absence concerns early.

Tier 1: Universal support to promote excellent attendance (All Students)

- Clear attendance expectations communicated from enrollment and throughout the school year.
- Cultivation of a safe, inclusive and engaging school culture that actively fosters school belonging.
- Regular recognition of excellent and significantly improved attendance.

Tier 2: Targeted Support (Attendance between 90% and 94.9%)

- Attendance alerts communicated to parents / guardians.
- Classteacher / Form Tutor check in with students to identify potential underlying causes of attendance concerns.
- Academic catch up programmes put in place to prevent learning gaps to widen.

Tier 3: Intensive intervention (Attendance below 90%)

- Parents are invited to a meeting with the Key Stage Coordinator and/or member of SLT as appropriate, to discuss and formalise an attendance improvement plan.
- Support team created to support success of the attendance improvement plan, including School Counsellor, Pastoral and Academic staff members.
- Referral to specialised external support services where appropriate.

Reporting and Leave of Absence Procedures

Unexpected Daily Absence Notification: Parents must email or call the appropriate school office before 8am on the day of the absence. Contact details can be found below:

Primary Office	primaryoffice@kisu.com	+256 752 711 904
Secondary Office	secondaryoffice@kisu.com	+256 752 711 789

Pre-Planned Absences: Requests for exceptional leave must be submitted in writing to the Head of Primary/Secondary at least two weeks prior to the requested dates. Leave is granted at the Head of Primary/Secondary's discretion.

Punctuality and Lateness

Students are expected to arrive at school on time and be ready to begin learning at the start of the school day.

Secondary: Students arriving after 7:45am are considered late.
Primary: Students arriving after 8:00am are considered late.

- Students who arrive late must report directly to the relevant school office to be registered as late. They should not proceed directly to their classroom, as their arrival will not be formally recorded.
- Once the student has registered with the Primary or Secondary Secretary, they will be issued with a late card, which must be presented to their class teacher/form tutor. This confirms that the student has followed the correct procedure and that their late arrival has been recorded.

Attendance Guidelines

Students are expected to maintain a minimum attendance rate of 85% each term. Regular attendance is essential to ensure that students are able to access the curriculum, make appropriate academic progress and meet the requirements of their programme of study.

If a student's attendance falls below 85%, the school reserves the right to review their attendance and determine whether they remain eligible to:

- Sit their final IGCSE or IB Diploma Programme (DP) examinations; and/or
- progress to the following academic year.

Where attendance is a concern, the school will communicate with parents/guardians and put appropriate support or intervention measures in place. Any decision regarding examination eligibility or progression will be communicated to parents/guardians by the Head of Primary/Secondary before examination registration or progression decisions are finalised.

Understanding Attendance Percentages

For a student attending a school year of 180 days:

- 85% attendance equates to approximately 27 days of absence.

- 75% attendance equates to approximately 45 days of absence.

These figures are provided to help parents/guardians understand the significant impact that regular absence can have on a student's education.

Attendance and Lateness Procedures

The school will monitor patterns of lateness and attendance and will take the following steps where a student is regularly late:

Step 1 - Form Tutor/Class Teacher
The form tutor or class teacher will speak with the student to establish the reason for the lateness and remind them of the school's expectations regarding punctuality.

Step 2 - Initial Parent/Guardian Contact
Where a student is regularly late, the relevant Secretary will contact the student's parents/guardians up to three times per week, where necessary, to inform them of the pattern of lateness and seek an explanation.

Step 3 - Continued Lateness
If the student continues to arrive late during the following week, the relevant Key Stage Coordinator will contact the parents/guardians to discuss the reasons for the continued lateness and identify any support that may be required.

Step 4 - Escalation to Head of Primary/Secondary
If the student continues to be late the following week, the matter will be escalated to the Deputy Head of Primary/Secondary or Head of Primary/Secondary. The Deputy Head or Head will contact the parents/guardians to discuss the ongoing concern and, where appropriate, agree an action plan to improve the student's punctuality and attendance.

The school may escalate the matter further where there is no sustained improvement or where attendance falls below the school's minimum expectations.