Red Balloon of the Air Attendance Strategy

Our Attendance Overview

Red Balloon of the Air (RBAir) follows both its own Policy regarding the context of attendance and engagement at RBAir and the guidance set out in the Government document Working Together to Improve School Attendance (August 2024).

RBAir aims to:

- set high expectations for the attendance and punctuality of all learners;
- promote good attendance and make clear the benefits of good attendance;
- reduce absence, including persistent and severe absence;
- ensure every learner has access to the education to which they are entitled;
- act early to address patterns of absence;
- build strong relationships with families to make sure learners have the support in place to attend RBAir.

Practice and Principles

RBAir will monitor attendance and levels of absenteeism, and appropriate strategies will be applied to minimise non-engagement and absence. A systematic approach will be applied to gathering and analysing relevant attendance data which will inform interventions and further action. Support, advice and guidance will be provided to parent(s)/carer(s) and young people; these will develop mutual co-operation between home and school in encouraging good attendance and addressing identified attendance issues.

System of Support

To guarantee a provision-wide approach to attendance, RBAir uses a tiered system of support or 'Waves' as shown in Figure 1 (see below). The 'Wave Model' aims to reflect our Pastoral and SEND practices and involves three tiers of intervention, with roles for all RBAir staff, learners, parent(s)/carer(s), and external agencies – including the Local Authority.

Strategic Approaches to Attendance

Wave 1	Wave 2	Wave 3
Universal Strategies	**Individualised Strategies**	**Higher Needs**
Creation and maintenance of a welcoming community - online and in person	Proactively use data to identify and monitor those who may be at risk of a reduction in attendance and/or engagement	Analysis of data will be alert to trends in reduced attendance across multiple domains, e.g. mock exams / less favoured subjects / home issues such as sleep patterns
Fostering safe and trusted relationships – online and in person	Review contextual barriers impeding engagement or drop in attendance	Any identified chronic issues will be addressed at an individual level with concentrated interventions and adaptations
Monitoring of session-by-session attendance. Swift curious enquiry for non-attendance without notification	Co-create an intervention plan with YP and family	A Team Around the Young Person (TAYP) meeting will be held with relevant staff
Teaching is SEND informed and matches the diverse needs of learners	Make interventions time specific with an end point	An action plan will be developed and shared in co-operation with the YP and families
Active engagement is promoted and expected	Implement agreed strategies to support progress	A multi-agency meeting may be called should wider intervention be needed
Any concerns from learners or parent(s)/carer(s) will be shared and responded to in a timely way	Share widely with appropriate staff	
Parent(s)/carer(s) will participate in informing RBAir of any absence through known procedures	Celebrate success in an appropriate way for the YP	
Risk Management Plans will be kept up to date with any contextual changes for the young person (YP)	Learners will give feedback on any new arrangements	
The Link Mentor will support the YP to express issues regarding attendance or struggles with engagement	Staff will signpost to external support agencies where needed	
	Provide enrichment activities to stimulate engagement	

Figure 1 The Wave Model

Data Gathering

Weekly data will be generated by RBAir's MIS system, ARBOR, showing attendance across three ranges. Attendance across the population will be 'RAG-rated' in line with thresholds of concern.

Learners with attendance at or above 90%	Learners with attendance between 75% and 89%	Learners with attendance less than 75%

The data will be analysed by RBAir's Senior Leadership Team and Pastoral Team twice in each half term, where responses will be contextualised in relation to the individual and actions/interventions will be identified.

Monitoring and Context

Any analysis will consider the contextual situation of each individual case and further evidence will be drawn on to ensure that any interventions and actions are based on the full picture of a young person's provision and situation at any given time. The following may form part of a contextual analysis:

- the health and current medical needs of the young person;
- the nature of the timetable, i.e. absence recorded in relation to a part-time programme might appear to be significant but may be a single session;
- any unique or temporary circumstances that may have impacted on attendance.

Interventions

Any responses to absence will be formulated in a supportive, sensitive and inclusive way. No punitive elements will form an intervention. However, where there is chronic absence over half a term or more and there are no extenuating circumstances, there may be a meeting organised with parent(s)/carer(s) and learners to discuss the suitability and efficacy of the RBAir provision.