

Attendance Policy & Protocols

Academy21

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The Inspired Philosophy

As part of the Inspired Group, we are guided by the philosophy of the Inspired Group:

- A child's education is the single most important consideration for any parent or carer.
- At Inspired, we believe that it is an individual's total educational experience that instils the knowledge, attitudes, beliefs, and values that they will carry with them for life.
- We believe that this set of knowledge, attitudes, beliefs, and values, instilled by education, will form the basis of how we approach the future.

Being part of Inspired allows us to cater for our rich and varied student community through an inclusive and positive approach that maintains high expectations of all our students with their aspirations.

Our vision and aims

Academy21 welcome students with a variety of prior education experiences and with varied aims. This is fundamental to what we do – our vision is to be a flexible home for all students and so we seek to offer a curriculum and experience that allows students to pursue learning interests, fits around other priorities and gives them the structure needed to work towards their goals. We seek to create the conditions for this – a purposeful learning environment, the ability to focus and challenge oneself and a sense of safety and value for every child. Achieving this vision supports students to attend and participate in their learning with Academy21.

We believe educational success comes from students actively participating in learning through attending live classes or using lesson recordings and resources actively; submitting set work; engaging with their peers or just following feedback to improve. As a school we set conditions for our staff and students to be reflective on their efforts and act with integrity, building a culture of contribution to the community that ultimately makes our students feel like participation and attendance are worthwhile.

In a rapidly evolving digital world, we take seriously the holistic development of our students and aim to equip students with the tools and attitudes to navigate technology and global relationships positively. We have robust actions in place to keep the school free from more negative instances that might occur in other settings such as bullying or disruption. This in turn fosters positive attitudes to participation and attendance.

Context & Statement

We are inclusive, and we want every child, regardless of additional needs, to be the best version of themselves through the support of our flexible schooling and adaptive teaching.

Academy21 is used nationwide by hundreds of schools and authorities. We provide live lessons taught by expert and qualified teachers every day. The students who are enrolled in Academy21 are often those for which attending a mainstream setting has become very difficult due to medical, physical, mental health or social emotional reasons. Often these students have an identified special educational need. Our aim is to reconnect students with learning and live lessons, building up their confidence and ability to reintegrate into mainstream lessons. It is very important to recognise that the majority of students who join Academy21 are persistently or severely absent from the setting who is commissioning Academy21.

We establish clear expectations for student attendance in an online environment. Attendance and active participation are integral to academic success. We expect students to actively participate in their courses. This includes logging in regularly, accessing course materials, completing assignments, participating in class activity, and engaging with the learning content. We expect students to seek to attend their lessons, but we understand that due to the needs of our diverse school community, 100% attendance to live lessons is not always possible. We have mechanisms in place for tracking, monitoring and supporting any non-attendance to live lessons.

We also provide, at the request of schools, the option to study via lesson recordings. This is crucial because live attendance is not always possible for our student who may have medical appointments, medical incidents and so on. We enable them to not miss out on the lesson, which would be the case elsewhere. Whilst Academy21 has a range of approaches to encourage attendance, it is up to the commissioner to define attendance expectations to the student and family. The commissioner will set the attendance expectation, that may be phased and gradually increase over time. In some cases due to medical needs they may permit recording use only. The commissioner can communicate the attendance expectation at enrolment for Academy21 staff to view.

The commissioner can also report issues with attendance to Academy21 via their client relations team so we can support with engagement and be aware of issues needing our intervention. This includes notifying us of the reason for absence.

Improving & Supporting Attendance

At Academy21, we provide an effective alternative for schools to support their students to engage with education where there have been challenges. For most of our students, their attendance in their physical schools has been significantly impacted by different factors including anxiety, depression, social factors, behaviour or medical needs. Our mission is to support these students.

Our protocol is informed by the 'support first approach outline in [Working together to improve school attendance](#). Our protocols and systems provide support themselves but also allow settings to fulfil their statutory duties as the establishment to student remains on roll with.

Students arrive at Academy21 with low attendance rates. We work to improve this position and lower absence from class, whilst growing the confidence and skills students need to transition into other forms of education and maintain better attendance.

The teaching, recognition and routines we provide build our students' confidence in their own ability to learn and manage challenges.

Below is a sample of the strategies deployed to improve attendance and reduce absence.

- *Flexible timings:* We offer a wide range of live lesson times and subject levels so the optimum time of day; level of learning and subject package can be selected so that they learn at a time and level that is most likely to ensure attendance and participation
- *Curriculum:* Our broad curriculum is designed to align with the curricula studied in schools. This means that students receive an education that complements their mainstream education and is enriching and interesting. This continuity of high-quality education encourages students to see value in attending
- *Teaching approach:* Adaptive and personalised teaching ensures that students are learning well, plugging gaps in learning and giving them resources to revisit. At Academy21 we know the fewer the gaps in knowledge and skills, the easier it is to remove barriers to attendance.

- *Hybrid learning*: Students can bring our lessons back into school – they can be accessed anywhere. Where a child has been disconnected from school or worried about return, they can be phased into school lessons and maintain Academy21 provision side by side, providing balance and gradual reintegration to improve attendance.
- *Small classes*: Our classes are small and take place in a fully virtual environment that reduces stress, increases teacher time and allows us to speak to students to overcome barriers to engagement.
- *Relational Approach*: Teachers work closely with each student to understand specific needs and strengths. They build effective relationships, through praise, consistency and understanding. This makes a difference to attendance because students build trust and are motivated by this relational approach to attend. Students receive direct, personalised support from teachers in a private environment to address the barriers to attendance.
- *Multiple Means of participation*: Students can interact with their teacher, and lesson content through polling tools, quizzes, written responses in chat pods, on mic or through whiteboards. They can also communicate directly with the teacher in a private chat pod or in break out rooms. We make a point of enabling them to participate in different ways, so there are fewer barriers to attendance.
- *Recognition*: Recognition is a significant part of what we do. We take the time to praise, including certificates for effort and improvement; lesson-by-lesson marks for effort and interaction; regular praise and positive reinforcement from our teachers and personalised feedback on work. We are always deliberate and positive in our recognition to build self-worth and the desire to attend our classes.
- *Additional Services*: We provide a comprehensive and inclusive education that caters to the unique journey of each student. However, we understand that some students may require additional, specialised support to thrive. So, we offer a range of additional services that can support students to overcome specific challenges that may get in the way of attendance – 1:1 Mentoring, Accredited Counselling, Anxiety Management sessions and Social Skills sessions
- *Tutorials*: School mentors can book a tutorial for a student half termly in each subject. These are 1to1 sessions between the student and their

Academy21 teacher in a specific subject, focusing on major themes such as subject success and participation and attendance.

Safeguarding & Attendance

This approach has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related national guidance. This includes the Keeping Children Safe in Education 2026, KCSIE 2026 with specific consideration of Human Rights and Equality legislation as per the school's values.

Our approach to attendance is based on our Safeguarding Policy and other relevant policies that outline the approach we take to ensure the safety of our learners. This includes providing a record of in-lesson engagement for commissioners; highlighting any concerns we have about engagement by tracking and reporting lesson attendance on our portals; providing attendance alerts, and motivating students to participate and engage as described above.

Where we have a safeguarding concern related to non-attendance or a student leaving lesson this will be immediately logged on our MyConcern system. It is then reported to the commissioner immediately with full detail and when needed escalated by referral to relevant agencies. Where required Academy21 will contact parents to establish the welfare of a child. This action will be reported to the commissioner. We will, in tandem with the commissioner, investigate the matter, support the student and work collaboratively to make sure the child is safe, and the commissioner has all the Information they need.

We ensure that every child has an assigned Child Protection (CP) mentor who can monitor attendance live on our portal. Every child is shown how and who to make a disclosure to and staff are fully trained to support young people in making a disclosure and how to escalate immediately via our recording system to our DSL.

In the event of a serious and urgent concern related to attendance in a lesson, staff members will alert the DSL team immediately and will take all actions necessary to prioritise the welfare of the child or young person. This may include the need to make referrals to external agencies and services but will always include immediate follow up.

Academy 21 provides multiple tools to support our commissioning settings to ensure effective supervision and monitoring is in place. It is an expectation of commissioning settings to use this platform to monitor their students.

Any extended period of absence is reported to the commissioning authority or school via the portal. We make it straightforward to check daily attendance. The school or authority where the child is on roll is then able to report this to the relevant local authority if the student has had 20 consecutive days of unauthorised absence if applicable or 10 consecutive days absent after leave in line with [statutory guidance](#) on Children Missing in Education.

Responsibilities

Academy21 is an online Alternative Provision, registered by the DfE under the Online Education Accreditation Scheme. All students remain on roll with their commissioning organisation. As such we outline the following responsibilities:

Parent/Carer Responsibilities

- Encourage regular and punctual attendance.
- Provide clear reasons for any absence which ensures the school can code the absence properly and accurately.
- Contact the commissioner of your child's place at Academy21 on the first day of the child's absence as early as possible and preferably before the start of the school day to enable them to register the absence and reason for it.
- Respond helpfully and positively to any enquiry made by the school to ascertain the reason for any absence, including any safeguarding matter.

Commissioner Responsibilities

- Encourage regular and punctual attendance.
- Nominate an Attendance Officer to monitor attendance via the online Mentor Portal.
- Provide clear reasons for any absence which ensures the school can code the absence via the portal.
- Act early to address patterns of absence, making use of the resources, data and support Academy21 provides.
- Encourage parents to ensure their child attends all learning opportunities regularly and punctually.
- Follow up un-notified first-day absence contact to the parent/carer(s).

Academy21 Responsibilities

- Keep accurate and efficient records of attendance and registration that are accessible to the commissioner.
- Implement strategies for promoting improved awareness of attendance.
- Report on patterns of attendance
- Report all safeguarding concerns to the commissioner or refer to local agencies.

- Provide the pupil, parent, and commissioning teams with the timings of the school day and the calendar via the Student and Mentor Portal.

Monitoring Attendance

Our attendance and engagement reporting is updated every lesson and enables schools to monitor students closely and make informed decisions about when and how a student's reintegration should occur.

We have a mentor portal that enables commissioning school mentors to monitor the attendance of their students enrolled in A21. We provide all relevant details promptly to the portal. This portal is the one-stop location for all necessary monitoring activities related to attendance.

Mentors can look at each of their students' attendance records by clicking on their student pages and view breakdowns of:

- Any week's attendance to check if the student is accessing live lessons.
- Lesson by lesson reports on each student's effort, interaction and understanding in every lesson
- Record and monitor absences and request 1to1 tutorials or view current work due.

Attendance Registers

All attendance is reported live and daily in line with requirements schools need to fulfil as part of [Working together to improve school attendance](#).

Registers are taken automatically as the student enters the room and logged 1 min into class and updated at 5 and 10 mins into lessons to capture student presence on the mentor portal.

The mentor portal is updated to show the mentor if the child is present or not or if they were late to class. Equally after lessons a final update is done to capture any attendance during the lesson. This allows mentors in school to check if the student has attended and action follow up from school.

The following views are available for all commissioners.

Register of the lessons going on for each student that day.

Today's Register

	PERIOD 1 09:05 - 09:45	PERIOD 2 09:50 - 10:30	PERIOD 3 10:45 - 11:25	PERIOD 4 11:30 - 12:10	PERIOD 5 12:50 - 13:30	PERIOD 6 13:35 - 14:15	PERIOD 7 14:30 - 15:10	PERIOD 8 15:15 - 15:55
					Mathematics	English Language	Science	
			English Language	Science			Mathematics	
	English Language	Science	Mathematics					
					English Language	Science	Mathematics	
	Science	English Language		Mathematics				
		Mathematics	English Language	English Literature				
	Science	English Language	Mathematics					
	English Language	Science	Mathematics					
					Science	English Language	Mathematics	

Daily register with attended, late, absent and authorised absence noted in different colours

Today's Register

	PERIOD 1 09:05 - 09:45	PERIOD 2 09:50 - 10:30	PERIOD 3 10:45 - 11:25	PERIOD 4 11:30 - 12:10	PERIOD 5 12:50 - 13:30	PERIOD 6 13:35 - 14:15	PERIOD 7 14:30 - 15:10	PERIOD 8 15:15 - 15:55
Ethan Crawford	Science Present					English Language Late	Mathematics Present	
Kitson Morton	English Language Present		Mathematics Present	Science Present				

Student attendance or absence at each lesson in that week or any period. Also, average Effort, Understanding and Interaction in that same period.

Summary 16/09/2025 to 20/09/2025 Active

Download

Course	Group	Monday	Tuesday	Wednesday	Thursday	Friday	Lessons Assigned	Present	Auth. Absences	Unauth. Absences	% Att.	% Au. Ab.	% Un. Ab.	Eff.	Un.	In.
Y11 English Language 1 Year GCSE Foundation 2025-26	En406 2025-26	1	1	1	1	0	4	4	0	0	100%	0%	0%	3.2	3.2	3.2
Y11 Mathematics 1 Year GCSE Foundation 2025-26	Ma707 2025-26	1	1	1	1	0	4	4	0	0	100%	0%	0%	4	4	4
Y11 Science 1 Year GCSE Foundation 2025-26	Sc401 2025-26	1	1	1	1	0	4	4	0	0	100%	0%	0%	4.8	3.5	4.8
	Total	3	3	3	3	0	12	12	0	0	100%	0%	0%	4	3.5	4

Weekly Breakdown

Weekly Breakdown 15/09/2025 to 21/09/2025

Course	Group	Monday	Tuesday	Wednesday	Thursday	Friday	Lessons Assigned	Present	Auth. Absences	Unauth. Absences	% Att.	% Au. Ab.	% Un. Ab.	Eff.	Un.	In.
Y11 English Language 1 Year GCSE Foundation 2025-26	En406 2025-26	\	\	\	L	-	4	4	0	0	100%	0%	0%	3.2	3.2	3.2
Y11 Mathematics 1 Year GCSE Foundation 2025-26	Ma707 2025-26	\	\	\	\	-	4	4	0	0	100%	0%	0%	4	4	4
Y11 Science 1 Year GCSE Foundation 2025-26	Sc401 2025-26	/	/	/	/	-	4	4	0	0	100%	0%	0%	4.8	3.5	4.8
	Total	3	3	3	3	0	12	12	0	0	100%	0%	0%	4	3.5	4

Student attendance by subject or overall, over a defined period, including total lessons. Also, average Effort, Understanding and Interaction in that same period

STUDENT NAME

CUSTOMER SCHOOL

ACTIVE

LESSONS

PRESENT

ABSENCE (AUTHORISED)

ABSENCE (UNAUTHORISED)

E

U

I

COURSES

YES

23

22 (95.65%)

0 (0%)

1 (4.35%)

4.19

3.76

4.19

Courses

TEACHER NAME

SUBJECT

LESSONS

PRESENT

ABSENCE (AUTHORISED)

ABSENCE (UNAUTHORISED)

E

U

I

DETAILS

Claire Waite

Mathematics

7

7 (100%)

0 (0%)

0 (0%)

3.86

3.86

3.86

View

Jessica Cashmore

Science

8

7 (87.5%)

0 (0%)

1 (12.5%)

4.86

3.71

4.86

View

Shameema Fernandes

English Language

8

8 (100%)

0 (0%)

0 (0%)

3.86

3.71

3.86

View

Overall Attendance | Select Student

elect date range:

Start date

11-09-2024

End date

18-09-2025

Enrolment

Active

STUDENT NAME

CUSTOMER SCHOOL

ACTIVE

LESSONS

PRESENT

ABSENCE (AUTHORISED)

ABSENCE (UNAUTHORISED)

E

U

I

COURSES

YES

30

15 (50%)

0 (0%)

15 (50%)

2.93

2.87

2.8

Courses

YES

172

60 (34.88%)

0 (0%)

112 (65.12%)

1.29

1.25

1.29

Courses

Exact record of attendance at each lesson, with lesson content covered.

Lesson Content | Ma707 2025-26

Lesson Title

Angle Properties 1 1	Attended
Monday 08 Sep 2025	
Angle Properties 2 2	Attended
Tuesday 09 Sep 2025	
Angle Properties 3 3	Attended
Wednesday 10 Sep 2025	
Angle Properties 4 4	Attended
Thursday 11 Sep 2025	

Half-termly & Termly Reports – Attendance

Attendance also appears as an item on the reports page of the hub for a quick view that can easily be shared with the student's parents/carers.

Attendance Alerts

The home page on the mentor portal is set up to allow quick and easy monitoring of every student enrolled by a commissioning school.

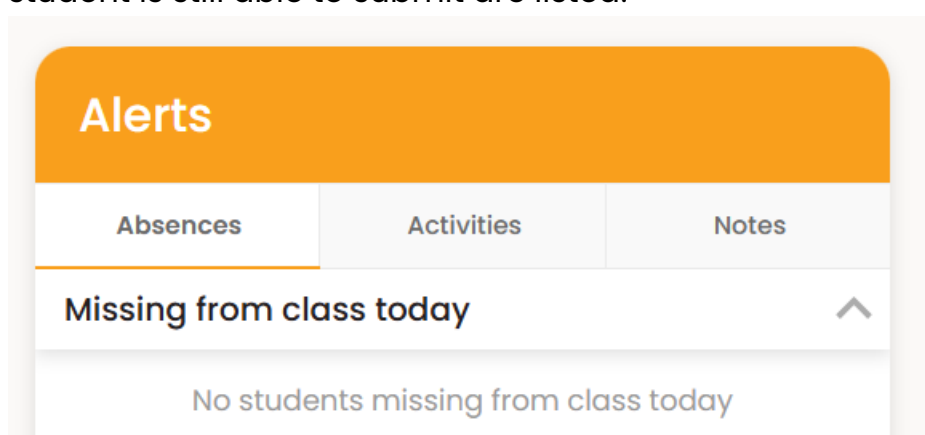
Student List Displays the names of the student(s) assigned to the mentor. The mentor can select a student, and the **Student Pages** menu provides quick access to the individual's weekly report, attendance report and timetable.

Alerts

Missing From Current Class (live) highlight the name of the student and the length of time they have been missing displayed.

Absence From Class highlights any unauthorised absences that have occurred over the last two weeks. The names of the students and the dates of the unauthorised absences are displayed.

Activities lists homework activities that are due and have not been submitted by the student. They are listed chronologically by due date. In-class activities are also displayed. Only the activities the student is still able to submit are listed.



Reporting on engagement

As well as attendance in class, after every session each student receives an Effort, Understanding and Interaction (EUI) judgement uploaded to the platform for students and mentors to view. This assesses the student's engagement: in each session and produces weekly graphs on the mentor portal so that schools can monitor them and respond to any changes in performance appropriately. This allows an additional layer of reporting beyond presence in the online classroom that can inform the school's follow-up.

Mathematics - Ma707 2025-26

	Attendance	Effort	Understanding	Interaction
Monday	1	4	4	4
Tuesday	1	4	4	4
Wednesday	1	4	4	4



Teacher's Notes

No data to show

Science - Sc401 2025-26

	Attendance	Effort	Understanding	Interaction
Monday	1	4	4	4
Tuesday	1	5	3	5
Wednesday	1	5	3	5
Thursday	1	5	4	5



Teacher's Notes

No data to show

Out of Hub Notifications

Academy21 provides Out of Hub Notifications (OOHN) to support mentors in monitoring student attendance and engagement throughout the school day. OOHN is available on an opt-in basis. Notifications will only be sent to mentors who have chosen to subscribe to the service. Emails are issued twice each day, at lunch time and the end of the school day for attendance monitoring. Notification emails do not contain any personally identifiable student information. Each notification email includes a direct link to the Mentor Portal, where authorised users can securely access attendance information and take any necessary follow-up actions.

The OOHN service is intended to provide timely alerts to mentors while ensuring compliance with data protection requirements and maintaining the security of student information.

Related Policies

Safeguarding Policy

Inclusion Policy

Admissions Policy

