

N U D G E

E D U C A T I O N

FOR A LIFE WORTH LIVING

NUDGE EDUCATION

CHRONIC DISENGAGEMENT

Nudge Education exists to engage, educate and empower children and young people who are chronically disengaged from education. We specialise in designing and delivering bespoke interventions to students who are temporarily or permanently excluded, refusing to attend or struggling to make progress in their current setting.

We work closely with our students, often 1:1, taking a holistic approach to understand their story and individual barriers to learning as well as their academic level. Alongside English, Maths, Functional Skills and beyond, we teach enthusiasm, resilience and self-esteem. We are innovative and creative in our methods, which promise lasting results. Our aim is to raise our students' confidence and aspirations alongside their grades, to achieve permanent and robust reengagement.

85% Full Attendance

Across all commissions 2017-18
Including 13 students with
90-100%



100% Successful Engagement

On interventions exceeding 4 weeks

KATIE

Katie had been absent from education for over 18 months. She was highly anxious and fearful of attending school due to previously being bullied. She struggled to form any social relationships at all, with peers or adults. She had health problems relating to a poor diet and was very isolated, preferring to spend all of her time alone and indoors, which all contributed to a consistently low mood and lack of confidence. As well as delivering academic intervention to catch her up on what she had missed, we began to prepare Katie for school by nurturing her healthy choices, self-esteem and social skills. Katie built trust and rapport with our Education Experts and the change in her was remarkable. We supported her transition back into school by accompanying her 'undercover' so that she felt supported but not singled out and she grew in both confidence and work ethic until we began to see her smiling and laughing on her way to and from school.

DYLAN

Dylan was described as "beyond schooling" when he came to us. He had been out of school for over 1 year after being excluded numerous times and as a Year 6 student, his need for education was considered critical. We assessed Dylan and found that a turbulent home life was at the root of his disengagement. Over 29 weeks of interim educational intervention with Nudge Education, Dylan achieved 2 ASDAN qualifications in literacy and numeracy, built and sold 3 bicycles from recycled materials as part of an enterprise project, managed an emotionally difficult court case with our advocacy services, gained and completed an EHCP with our support, achieved stability and emotional control, and is now settled and thriving in a new school that meets his particular needs.

"I would say Nudge Education have been outstanding in the delivery of their service. They have responded very quickly to the needs of the student and offered high levels of support and education leading to some positive outcomes and progress on targets. Communication with the Nudge team has been excellent" - Virtual School Commissioner



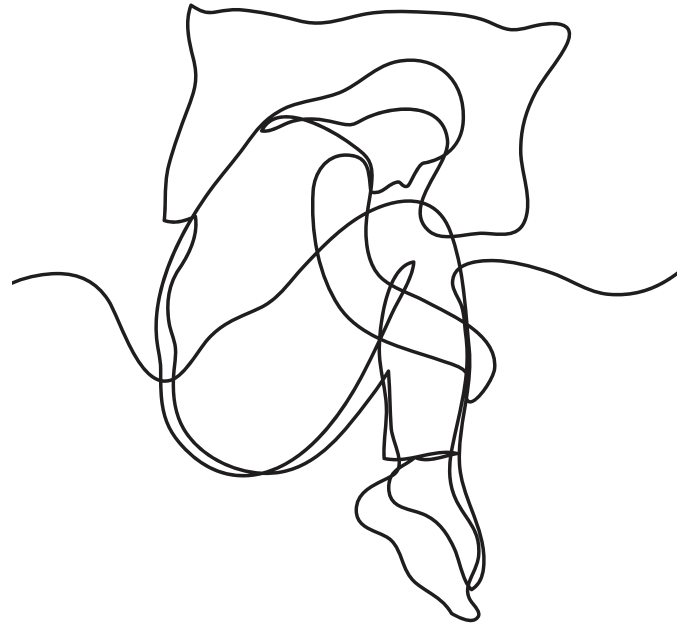
NUDGE EDUCATION

SEMh NEEDS

We provide more than academic intervention. Many of the young people we work with are struggling to find education accessible due to a social, emotional or mental health need, which may manifest in any number of ways including stress and anxiety, self-harm, child sexual exploitation, attachment disorder, school refusal and more. In response to finding a common lack of mental wellness amongst our referrals, we created Nudge Minds, our wellbeing service aimed at children whom are at risk of disengaging on the whole, not just from school.

To raise positive long-term outcomes for the young people we work with, we assist them to form critical, creative, emotionally resilient and robust minds. We work with inspiring professionals from a variety of specialist educational and health disciplines to deliver their expertise in support of our mission and adopt a creative approach, tailoring therapeutic sessions to the individual needs, interests and aspirations of our students. This gives them passage to realise that they can achieve, despite difficulty, bringing education back into their reach.

80% of our
students claim to
feel happier after
our intervention



SAM

Despite being out of secure and permanent education for 5 years and struggling to cope with high levels of social stress and anxiety, Sam was one of our most academically capable and driven students. In his words, he wanted to learn but he "didn't want to be in a room full of naughty children" and found school too stressful. Sam's home life caused him further turmoil. He was in the process of moving to live with his grandparents but, worried about being a "burden", he was volunteering to go into foster care. After just 12 weeks of our academic and therapeutic intervention in which we helped Sam to build his knowledge, life skills, confidence, and assisted him in the process of applying to become a Young Carer for his 6 siblings, we had empowered Sam to feel ready for school. Life was still turbulent but with our continued support, Sam successfully coped with choosing his own school and transitioning to it.

SARAH

Sarah was on the verge of being sectioned when she came to us. With a troubled history involving CSE, substance misuse and violence, she was suffering from an extreme lack of self-worth. She would self-harm, pose physical threat to others, refuse to take care of her personal hygiene or pick up a pen to write her name. After assessing Sarah, we established a routine that promoted life skills and a positive behaviour, facilitated a referral to CAMHS and focussed on delivering practical education including functional short courses. Sarah's confidence and aspirations grew by the day. She began to take care of herself and was successful with two college applications and interviews. She is now pursuing her talents with art and photography.

"Sarah has made excellent progress both academically and socially over the most recent academic year. It's been fantastic to see her motivation and passion for education grow. She has been supported to explore her interests in photography and arts and has demonstrated a real ability in this area". - Sarah's Social Worker



70% of our
students say they
feel more confident
& able to articulate
their feelings

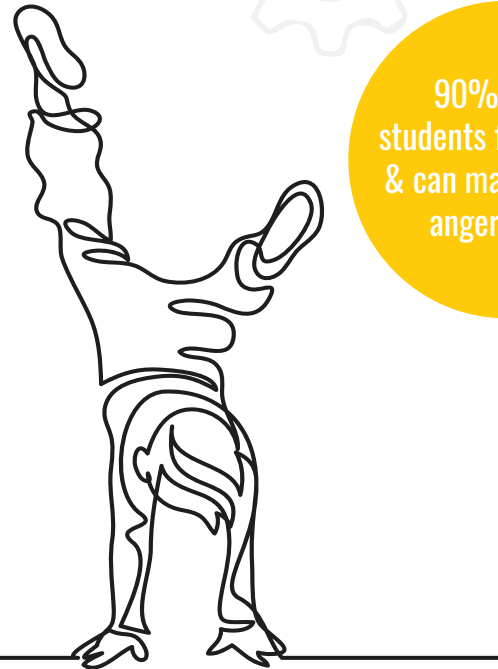
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SEND & BEHAVIOURAL DIFFICULTIES

We specialise in including students who have special educational needs or behavioural difficulties such as Dyslexia, Dyspraxia, Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) or Oppositional Defiance Disorder (ODD) and more. We firmly believe that every student has a right to education and that we can help them to access it, whatever adversity may appear to be obstructing them.

Our Education Experts come readily equipped in these specialist areas and qualified in the management of aggression and de-escalation technique, in the event that they are placed with a student with high needs. Many of our intervention programmes include a focus on positive behaviours and coping strategies for any diagnosed needs. All of our provisions promote the growth of emotional intelligence for overall wellbeing and increased engagement.

100% positive transitions back into a mainstream setting achieved on provisions lasting 12 weeks or more in 2017-18



90% of our students feel calmer & can manage their anger better

HAYDEN

Struggling to control his aggression and concentration, Hayden had been excluded from education for over 6 months. He would present disturbing behaviours, often hitting himself in the head, and would be highly confrontational, posing a threat of physical harm to others. Despite no formal diagnosis, Hayden had an unhealthy belief system and attitude to authority. Through careful strategising to increase his social, emotional and self-management skills, Hayden showed dramatic improvements to his mental stability, attitude to learning, behavioural, creative and academic abilities. Recognising that despite these advancements Hayden would not be able to thrive in a mainstream setting, we assisted the multi-agency team around him to bring forward an EHCP assessment with the aim of finding him a specialist provision, in which he could continue to flourish.

EARLY STAGE INTERVENTION

One of the largest mainstream schools in the Tees Valley area was experiencing a rise in children with behavioural challenges and negative attitudes towards school. To avoid mass exclusions, they commissioned us to provide early intervention to these students, whom we engaged in groups of three for 1 day per week. Using therapeutic roundtable discussions, positive behaviour support and hands-on, meaningful activities promoting personal development and autonomy, we improved the students' attendance, commitment and overall conduct, impacting their academic engagement. The students showed an increase in respect and boundaries towards their peers and the adults around them, a decrease in negative attitudes and actions, and ultimately avoided exclusion.

"We really appreciate the work done by Nudge Education with the children and families at [our school]. Real progress has been made in improving behaviour and developing links between home and school for the benefit of our young people" - Deputy Headteacher



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LOOKED AFTER CHILDREN

We often work with young people who are in care, some of which are frequently moved around. This instability and lack of routine typically leads to low self-esteem and chronic levels of disengagement from education.

We give our students their confidence back by educating and nurturing them into a routine, providing wellbeing and advocacy services, helping them to regain their trust in others and to realise that they have potential. We do all of this whilst providing core curriculum activities to ensure they don't miss out and fall behind.

Our work is truly student-centred, which we find is often what Looked After Children are craving. We listen, we give voice, we create tailored programmes that take the students' interests and gifts into account, and we go above and beyond to treat each student with the respect and attention that they deserve.

36% of our students are Looked After Children



"Beth is engaged and positive about her experience with her tutors and appears calmer and happier than she has been in a long time" - Beth's Guardian



ZAK

Zak was referred to us during a difficult move from a placement with a foster carer to a residential school. He had frequent and rapid mood swings, attention seeking behaviours that could manifest into risky and antisocial conduct, and very low morale. Having missed the majority of Year 5, Zak required academic support, but he craved more than that. To aid Zak in making his move and ensure that the transition would stick, we provided a pastoral focus to Zak's intervention. Our 9 hours per week with Zak included a combination of learning and facilitating his orientation so that he felt comfortable and safe with his new carers and peers. We conducted some engagement on evenings and weekends to make sure he could attend extra curricular activities, such as Saturday morning football, helped him to articulate any concerns, and aided him overall to become resilient, robust and settled.

BETH

With extremely high needs relating to autism and safeguarding risks around CSE, Beth was one of our most complex students. She had been passed around multiple care settings due to aggressive and volatile behaviours. It was clear to us that she craved stability and a positive way to vent her frustrations. We began helping her by crafting routine, consistency and using therapeutic de-escalation strategies. It was difficult to provide a meaningful academic focus to Beth, so we shifted the focus to one of enterprise. By the end of this provision, Beth had project managed and performed in her own dance show and, with our support, transitioned to a suitable residential school for children with autism.



72% of our students are involved with social services



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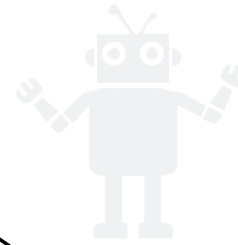
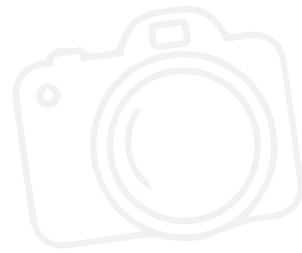
SOCIAL INCLUSION IN EDUCATION

Our work is centred around the individual student and their needs for many reasons but, most importantly: what we do is effective, and it is lasting. Some of the students we work with are critically low on self-worth for a wide variety of reasons, leading to their disengagement. Many have social challenges and turbulent home lives that make it difficult to see what 'good' looks like.

We change the lives of our students. Through our engagement, we educate and empower them to realise that they have a place as well as potential. We teach them they can do well not just in school, but in society. Not just now, but for the rest of their lives.

Nudge Education is a model, but it is also a movement. Our mission is to uplift our students and eradicate exclusion, one young person at a time, for a more inclusive, diverse and positive social landscape.

100% of
our students
claim they feel
listened to



70% of our students
say they feel more
likely to succeed in
school and beyond

JAD

Jad rarely left his bedroom. His anxiety was so severe that he had become a selective mute and could not cope with leaving his house. He was diagnosed with Attention Deficit Hyperactivity Disorder and Oppositional Defiance Disorder and could present aggressive behaviours when in crisis. He had a very concerned family and multi-agency team surrounding him, who we strategised closely with. After taking a gentle approach with Jad and slowly helping him to cope outside of his comfort zone using routine, encouragement, positive reinforcement and consistency, we successfully improved his confidence, social skills and academic focus. He is now willing to go to new places, initiate conversations and interact with his peers to the extent that he has successfully reintegrated into permanent education.

"I'm over the moon with the Nudge staff working with Jad. They have achieved the impossible!"
- Jad's mum

HOLLI

Holli was highly vulnerable of CSE, had a history of self-harming and would regularly abscond, becoming involved in unhealthy relationships. She had missed a significant amount of education in the two years before she was referred to us and had a dangerously low opinion of her own abilities. We began working with Holli to build her self-worth as well as her academic strengths. When she fell pregnant, we tailored our intervention to have a larger focus on life skills, healthy choices, preparation for motherhood and Holli's general wellbeing. Whilst an academic focus was tough with such a life changing occurrence, we supported Holli right up until the day she gave labour to a healthy little girl.



ENGAGE - EDUCATE - EMPOWER

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