



# Esteem 1-2-1 Mentoring

A bespoke 1-2-1 alternative provision tailored to achieve student re-engagement & reintegration

The Esteem Mentoring programme supports young people from the ages of 11-16 who currently, for a number of reasons, cannot manage within mainstream settings, alternative provision or society in general. This service will engage with individuals who have been identified as requiring support within their educational setting and require specialised mentoring to allow them to achieve their goals.

Our bespoke 1-2-1 provision offers respite from challenging situations, a space to develop socially through developing positive relationships and provides the foundation for the development of life skills. Esteem Educators brings together highly experienced staff with their expertise in inspiring, nurturing and educating young people to create an environment where they can thrive on a 1-2-1 basis. The 1-2-1 Esteem Mentoring programme aims to:

- Improve academic performance by tailoring the program to the young person's academic level.
- Build self-esteem, confidence & foster positive relationships.
- Raise aspirations through developing social and ethical intelligence.
- Engage young people within a positive nurturing learning environment where they can thrive.
- Identify and develop the strengths of the young people.
- Prepare the learner for the next stage in their journey.

1-2-1 mentoring allows young people to develop positive rapport, and a secure base from which lays the foundations for social and emotional well-being and the capacity to learn and develop.

(EEF 2021)

## The Challenge

Some students find the setting of mainstream education challenging, due to a number of reasons.

Students displaying poor learning habits can often have negative impacts on those around them.

A one size fits all alternative provision approach may not be suitable for each students needs.

## Common Esteem Mentoring Scenarios

### Challenging Behaviour



We aim to support pupils who find it challenging to work within a classroom environment. We aim to support young people as they engage within a programme which is bespoke and unique to them and their interests, whilst working at the pace and direction which meets their needs.

### School Refuser



Children may refuse to attend school for a number of reasons. The Esteem 1-2-1 Programme ensures that school refusers do not miss significant periods of learning that prevents them from achieving and progressing. Whether this be for short, medium or longer periods of time.

### Additional Needs



We offer a personalised programme which is considered particularly effective for children and young people with additional needs. At Esteem we select a combination of elements which establish a bespoke environment they can engage and be happier in.

## Our Curriculum

We understand that the ideal place for learners is in the classroom, so we hope to act as an intervention, and not the destination. The Esteem curriculum offers focused themes that allow students to develop in key areas such as English, Mathematics, STEM Science, ICT, Performing Arts, Arts and Media based disciplines, Physical Education, World Studies, PSHE, and Enterprise and Employability. Take a look at the full curriculum [here](#).

The programme also provides:

- Devoted 1-2-1 time where the students' individual needs are the focus of each session.
- Flexible – individualised pathways tailored to the student.
- Personalised Literacy and Numeracy programmes for all students to improve achievement.
- Enrichment activities.
- A strong practical application to real life looking to the world of work and enterprise.

Having looked closely at research and best practice, our method of mentoring has numerous benefits that can help achieve significant progress inline with the EEF Toolkit:



## Typical Day

Each activity that the learner experiences with Esteem is designed to help them make progress with their functional skills, the national curriculum and most importantly help them on their journey to becoming good people. After the learner is collected by their mentor they proceed to a suitable off site location such as a library or study area for their educational activities. After this the learner takes part in an enrichment activity. These include: Cooking, Walking, Sports, Gym, Youth Zones, Technology, Stadiums, Coffee Shops, Farms, Museums, Cinemas and many more. All of our safeguarding policies can be found [here](#).

9:00

Learner is collected by their mentor from their home. The pupil is introduced to the days plan.

9:20

First educational activity with their mentor - Functional Skills English.

10:00

Second educational activity with their mentor - Functional Skills Maths.

10:45

Enrichment activity. Science & Industry Museum. Educational Focus is STEM subjects.

12:00

Finish: Learner is dropped off at home by their mentor.

## Getting Started...

If you identify learners who you think would benefit from Esteem intervention, please get in touch with our team today at [info@esteemeducators.co.uk](mailto:info@esteemeducators.co.uk).