

MOVE DIFFERENT

FLIP THE SCRIPT. FIND YOUR WAY

IMPACT REPORT 2026

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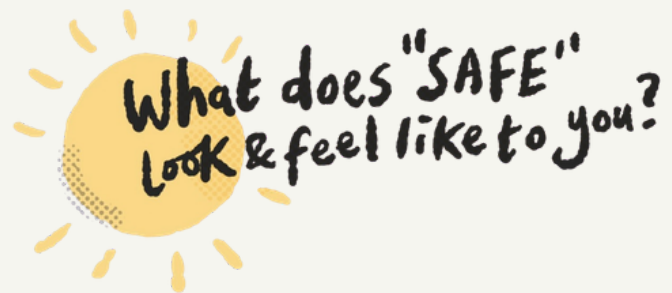
THE CASE FOR PREVENTION

Move Different was founded on a simple observation: by the time a young person becomes Not in Education, Employment or Training (NEET), the indicators have often been visible for many years.

Whilst NEET status is typically measured from age 16 onwards, the factors that contribute to future disengagement frequently emerge much earlier through a combination of educational, social, emotional and environmental influences.

These indicators can include:

- Reduced engagement with school
- Social isolation
- Low confidence and self-esteem
- Uncertainty about future pathways
- Emotional wellbeing concerns
- Feeling unsafe
- A lack of trusted adults
- Unmet support needs



Educational professionals increasingly recognise that these indicators can begin emerging during Years 4 and 5, becoming more evident throughout secondary education and often intensifying around Year 9 as young people navigate adolescence, GCSE choices, changing social relationships and increasing pressure about their future.

The challenge is not simply preventing young people from becoming NEET. It is identifying concerns early enough to provide support before barriers become entrenched and opportunities become limited.

This is where prevention matters most.



THE SUPPORT IS OUT THERE



Across Surrey there is a wide range of organisations, charities and services dedicated to supporting children and young people, including Surrey Healthy Schools, Eikon, YMCA East Surrey, Kooth, Barnardo's, Surrey Care Trust, Surrey Wellbeing Partnership, Learning Space and Active Prospects.

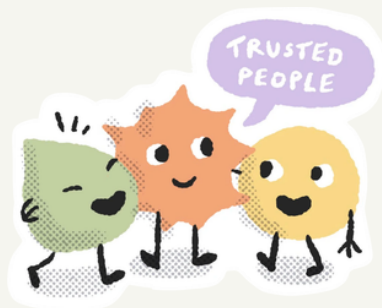
These organisations provide valuable support once a need has been identified.

However, through engagement with schools, safeguarding professionals, education leaders and young people themselves, Move Different identified a challenge within the current system.

Support can often feel fragmented and difficult to navigate. Multiple organisations operate independently, each with their own referral routes, assessment processes and eligibility criteria. Young people and families can find themselves repeatedly explaining their circumstances while trying to determine where support can be accessed.

Schools experience similar challenges. While attendance, behaviour and attainment data provide valuable insight, they do not always reveal how young people are feeling beneath the surface. As a result, emerging needs can remain hidden until they begin affecting wellbeing, engagement and progression.

The issue is therefore not the absence of support. The challenge is identifying need early and helping young people access the right support at the right time.



HOW MOVE DIFFERENT ADDRESSES THIS

Move Different was created to strengthen, not replace, the existing support ecosystem.

Our role is to help schools and colleges identify emerging need sooner, elevate youth voice and provide clearer intelligence that enables more informed decisions about intervention and support.

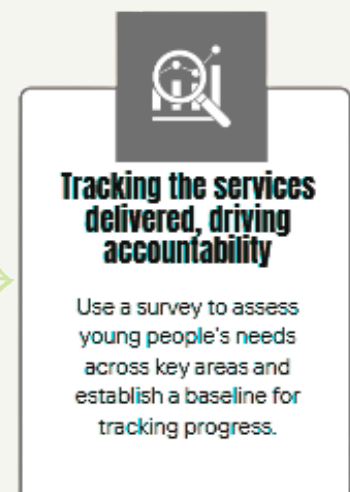
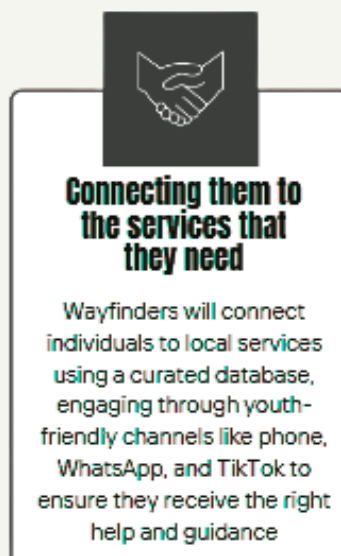
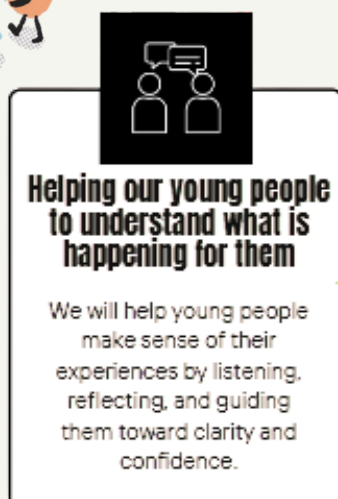
Through our sentiment assessment tool, visual engagement techniques and developing Wayfinder model, we create opportunities for young people to share experiences that may otherwise remain hidden.

This enables schools and professionals to:

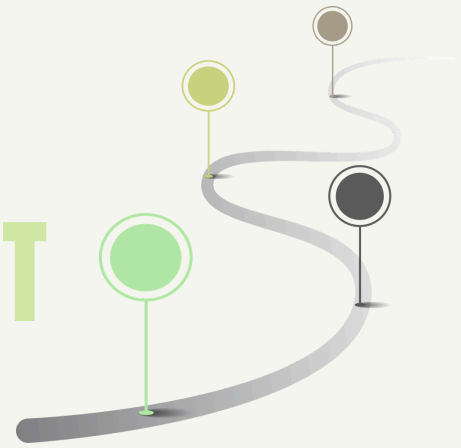
- Identify concerns earlier
- Facilitate meaningful conversations
- Understand underlying causes of disengagement
- Target support more effectively
- Strengthen safeguarding and pastoral responses
- Connect young people to the most appropriate services



Our focus is prevention first and intervention second, helping young people remain engaged with education, build resilience and develop clearer pathways towards positive educational, training and employment outcomes.



THE PROOF OF CONCEPT & JOURNEY TO THIS POINT



1 IDENTIFYING THE OPPORTUNITY

Move Different was founded on the belief that there was an opportunity to strengthen existing support systems by identifying emerging needs earlier and ensuring young people's voices were heard directly.

The Surrey County Council funding enabled us to test this hypothesis in a real educational setting.

2 LISTENING TO YOUNG PEOPLE

A core principle from the outset was that nothing should be designed for young people without young people. Rather than creating solutions through an adult lens, we adopted a co-production approach involving:

- Young people (Therfield School)
- School leaders
- Surrey County Council
- Safeguarding professionals
- Child psychology specialists
- Pastoral teams
- Educational practitioners
- UX specialists
- Nifty Fox Creative

Every stage of development was shaped by simple questions:

- ***Would a young person understand this?....***
- ***Engage with this?...***
- ***And feel comfortable answering honestly?"***

3 UNDERSTANDING YOUTH VOICE

Before developing any technology, we focused on understanding how young people communicate.

Many of the factors associated with future disengagement are not visible through attendance, behaviour or attainment data alone.

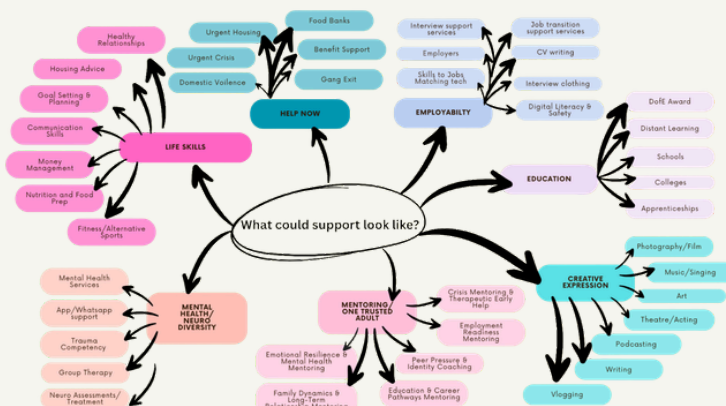
We therefore developed a youth-centred approach that encouraged honest self-expression in a safe and non-judgemental environment.

4 MAPPING THE SUPPORT LANDSCAPE

Alongside understanding young people's experiences, we undertook extensive research into local and national support services.

This included reviewing organisations by:

- Areas of specialism
- Age ranges
- Accessibility
- Referral routes
- Eligibility criteria
- Specific needs supported



This work reinforced our belief that Move Different was not duplicating provision but helping young people connect to support earlier.

5 BRINGING TOGETHER EXPERTISE

To ensure the model was robust and evidence-informed, questions and processes were reviewed with experts from education, safeguarding and child psychology.

Continuous feedback loops ensured the model remained practical, safe and meaningful in real-world educational settings.



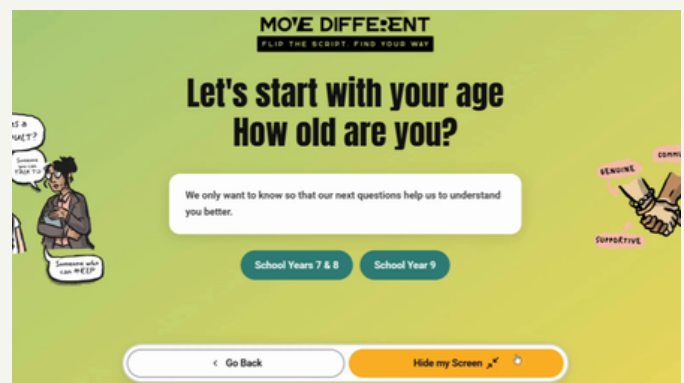
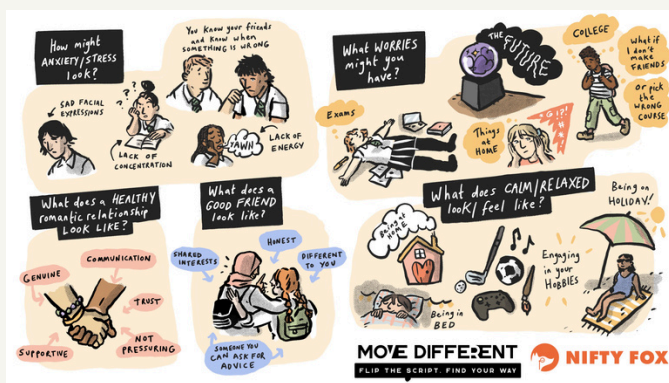
DEVELOPING THE SENTIMENT TOOL



Working alongside technology partners and Nifty Fox Creative, we developed a bespoke sentiment assessment tool designed to:

- Identify emerging wellbeing concerns
- Surface hidden support needs
- Measure belonging, confidence and safety
- Highlight areas requiring monitoring or intervention

To maximise engagement, the tool incorporated a unique visual communication framework that helped young people express thoughts and feelings in a more accessible and relatable way.



TESTING AND VALIDATION

The tool was piloted through Therfield School in Leatherhead.

The project successfully delivered all four original objectives:

- ✓ Proven sentiment-based assessment tool
- ✓ Detailed understanding of Year 7 and Year 9 needs
- ✓ Identification of students requiring support
- ✓ Validation of the wider Wayfinder approach



The pilot demonstrated that the concept is both needed and effective.

What is a
TRUSTED ADULT?

What **WORRIES**
might you
have?



What helps you
LEARN?

Areas with
lots of
DRUG and
ALCOHOL
USE



Identified Need For
Earlier Prevention

Co-Designed With
Young People

Built Sentiment Tool

Design Visual Language
(Nifty Fox)

School Reviewed &
Safeguarding Input

Survey Delivery

Analysis & Identification
(Move Different)

Move Different identified
interventions for the school

Student Follow-Up
(Therfield School)

Targeted Support

Improved Outcomes

What does **ANXIETY**
look and feel like?

Things
at
HOME

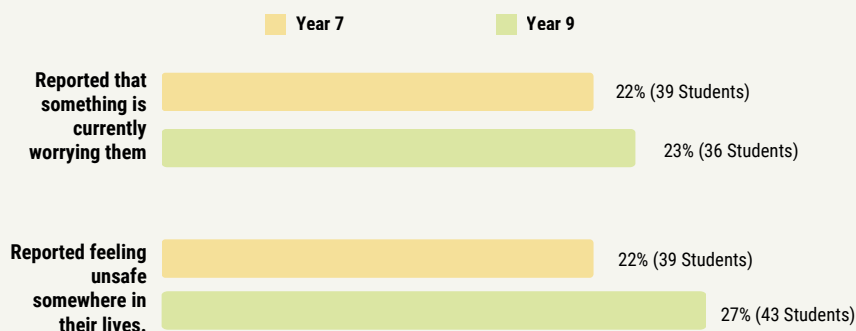
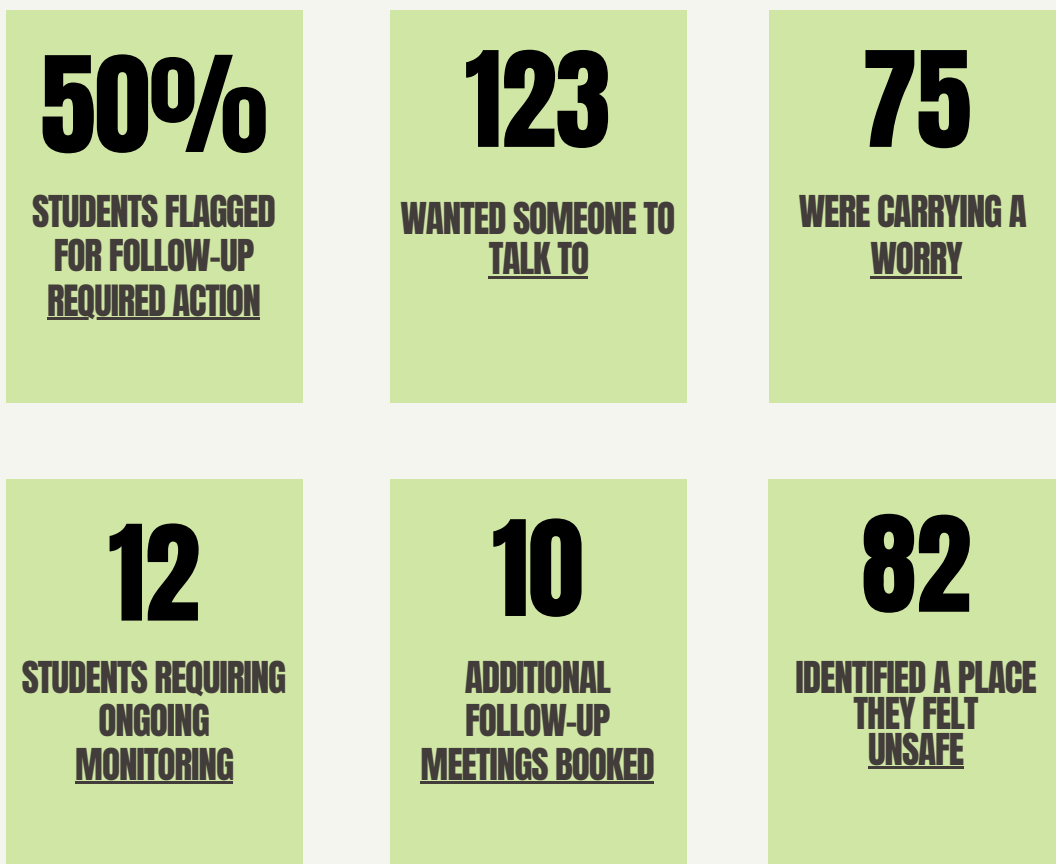


What does
enough food
mean to you?



THE SURVEY HEADLINES

Move Different surveyed **335** young people in Years 7 & 9 and helped the school identify hidden needs, start **166** meaningful conversations, and deliver **90** targeted interventions before concerns escalated into bigger problems.



“LOOK WHAT SCHOOLS WERE ABLE TO ADDRESS BECAUSE OF MOVE DIFFERENT.”

YEAR 7

HEADLINES



A total of **177** Year 7 pupils completed the survey, revealing significant emotional needs and safety concerns during the critical transition to secondary school.

Key statistics include:

- 22% (39 pupils) reported current worries
- 22% (39 pupils) felt unsafe somewhere
- 41% (72 pupils) want or are unsure if they need support
- 7% (13 pupils) have no one to talk to
- 2% (4 pupils) reported food insecurity
- 16% (28 pupils) found the school transition difficult

The Concerns Uncovered

- Friendship and peer relationship difficulties
- Anxiety about assessments and schoolwork
- Transition challenges
- Mental health and emotional wellbeing
- Family illness and bereavement
- Parental separation
- Online and community safety
- Food insecurity and financial hardship
- SEND-related social and emotional needs

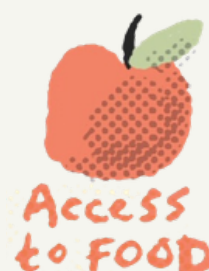
Follow-Up Impact

The survey facilitated 56 meaningful follow-up conversations, leading to 34 students (61%) disclosing new concerns requiring intervention, such as emotional wellbeing, safeguarding, and food insecurity issues previously unknown to staff. Additionally, 5 students were already receiving support, and 17 conversations identified no ongoing concerns, often due to misunderstandings of survey questions.

The follow-ups strengthened student-staff relationships and prompted a variety of interventions including parental contacts, referrals to external agencies, pastoral monitoring, and academic support.

Interventions Following The Survey

- 9 parent contacts or meetings
- 4 referrals to external agencies (mental health, safeguarding, food bank)
- ELSA interventions and tutor monitoring
- DSL liaison and external school contacts
- SEND interventions and classroom support adjustments
- Homework and academic support
- FSM eligibility checks and food bank referrals
- Individual wellbeing check-ins and ongoing pastoral monitoring



YEAR 9

HEADLINES



A total of **158** Year 9 pupils completed the survey who are approaching Key Stage 4 and GCSE courses, revealing:

- 23% (36 pupils) currently worried
- 27% (43 pupils) feel unsafe in at least one place
- 37% (58 pupils) want or are unsure about support needs
- 26% (42 pupils) unsure about feeling safe
- 12% (19 pupils) have no trusted adult
- 3% (5 pupils) reported food insecurity
- 25% (40 pupils) anxious about starting GCSEs

The Concerns Uncovered

- Mental wellbeing and emotional concerns
- Friendship and peer relationship difficulties
- Family circumstances
- Online safety concerns
- Education-related worries, including anxiety about starting GCSE courses
- Safety concerns in school, at home, in local neighbourhoods and online environments
- Food insecurity/basic needs
- Lack of trusted adult support, with some pupils saying they had nobody they felt comfortable turning to

Follow-Up Impact

There were 110 follow-up conversations with Year 9 students, with 67 (61%) requiring action or monitoring, and 56 (51%) disclosing new concerns such as mental wellbeing, friendships, family issues, online safety, and education challenges.

11 students (10%) were already supported, while 15 (14%) had no safeguarding concerns, often due to question misinterpretations. The survey also led to ongoing engagement, including additional meetings and pastoral monitoring, demonstrating its effectiveness in early identification and intervention.

Interventions Following The Survey

- Additional follow-up meetings for 10 students
- Ongoing Head of Year or pastoral monitoring for 12 students
- With 40 pupils raising concerns about starting GCSEs, this prompted the school to facilitate a Post 16 Pathways assembly to guide and reassure students through this difficult time



THE DIFFERENCE IT MADE

What does CALM/RELAXED
look/feel like?

What does FEELING
SAFE mean to YOU?

Move Different helped convert hidden concerns into tangible action.

The survey enabled schools to:

- Identify vulnerable students who may have otherwise been missed
- Start meaningful wellbeing conversations
- Uncover previously unknown safeguarding and wellbeing concerns
- Deliver targeted interventions earlier
- Strengthen trusted adult relationships
- Build a clearer picture of student need

Importantly, many interventions addressed issues that had not previously been visible to school staff, including family challenges, food insecurity, emotional wellbeing concerns, online safety issues and GCSE-related anxiety.

The pilot demonstrated how a simple, structured process can uncover hidden needs before they develop into more significant barriers to wellbeing, educational engagement and future progression.

Outputs - What we built

- Sentiment tool
- Graphics
- School delivery model
- Data dashboard
- Referral process

Outcomes - What changed immediately

- 335 students completed surveys
- 166 follow-up discussions
- 90 interventions
- hidden needs identified

Impact - What this means longer term

- Earlier identification
- Improved safeguarding intelligence
- Better understanding of student wellbeing
- Stronger intervention pathways
- Potential reduction in future educational disengagement
- Improved pathways towards sustainable employment

KEY LEARNING AND VALIDATION

This pilot was designed to test whether there is a more effective way of identifying emerging need, listening to young people and enabling existing support systems to respond earlier and more effectively.

The evidence gathered through this pilot strongly suggests that there is.



Perhaps most importantly, the pilot demonstrated that hidden need can be identified earlier when young people are given safe, engaging and accessible opportunities to share their experiences.

One of the most significant learnings emerged from the different ways the two survey cohorts were introduced to the programme. For the Year 7 cohort, the Move Different team introduced and explained the process to the students, explaining the purpose of the project, reassuring students about confidentiality and encouraging them to answer openly and honestly. The Year 9 survey was introduced and facilitated by the school.

Whilst it is not possible to draw definitive conclusions from a single pilot, this variation may have influenced levels of engagement, the quality of responses and the number of follow-up conversations required. It reinforced the importance of providing every young person with a consistent introduction that helps them understand the purpose of the survey, builds trust and encourages honest participation.



**CREATING SYSTEMATIC CHANGE
FOR OUR YOUNG PEOPLE**

KEY LEARNING AND VALIDATION

Alongside this learning, several important findings emerged:

- Co-production with young people, schools and professionals was critical in ensuring the tool remained relevant, accessible and effective.

what one thing
would you add to help
young people?

- Child-friendly visual communication and imagery significantly improved engagement and helped young people express experiences that may otherwise have remained hidden.



- Sentiment-based questioning proved effective in uncovering concerns that were not visible through attendance, attainment or behavioural data alone.



- Many young people were already receiving support from multiple services, highlighting a need for better coordination and navigation rather than simply more services.
- Schools identified the potential value to additional independent capacity to undertake follow-up conversations and support navigation activities.
- The pilot provided strong validation for the future Wayfinder role as a trusted intermediary between young people and support services.



- Early identification demonstrated clear potential to address concerns before they affect attendance, wellbeing, engagement or future progression.
- Findings reinforced Year 9 as a particularly important intervention point, as young people begin making decisions about GCSE pathways, future education, training and employment.



THE WAYFINDER MODEL



A core element of the original proof of concept was the introduction of Move Different Wayfinders as trusted intermediaries who could engage directly with young people following completion of the sentiment assessment. The intention was that Wayfinders would help young people navigate available support, act as a trusted independent adult, and provide continuity between identification of need and access to appropriate services.

During implementation, however, Therfield School requested that all follow-up conversations, referrals and interventions remained within the school's existing safeguarding framework and were undertaken directly by school staff. Move Different fully supported this approach and worked collaboratively with the school to ensure that all processes aligned with safeguarding requirements.

As a result:

- The sentiment assessment tool was implemented as planned.
- Student needs were successfully identified by Move Different.
- Data and insights were shared with the school.
- Follow-up conversations were undertaken by school staff.
- Referrals and interventions remained under the school's control.
- Safeguarding responsibilities remained with the school throughout.



Move Different nevertheless fulfilled an important Wayfinder function by identifying previously unknown needs. For example, when a student disclosed a lack of regular access to food, Move Different worked with a local food bank to arrange a food parcel through the school.

Whilst this meant the full Wayfinder model could not be tested in its original form, it generated valuable learning and provided important evidence about where additional support could enhance future delivery.

Feedback from the school reinforced the reality that pastoral, safeguarding and wellbeing teams are managing increasing levels of demand alongside their existing responsibilities.

Future Wayfinders will:

- Act as trusted adults
- Support young people to navigate services
- Reduce pressure on school pastoral teams
- Improve continuity of support
- Strengthen coordination between organisations
- Provide practical guidance through education, wellbeing and employment pathways



The Wayfinder model is designed to bridge the gap between identifying need and successfully accessing support.

PUTTING THE YOUNG PERSON AT THE CENTRE

At Move Different, we believe that the young person should be treated as the customer of the system, not simply a recipient of services.



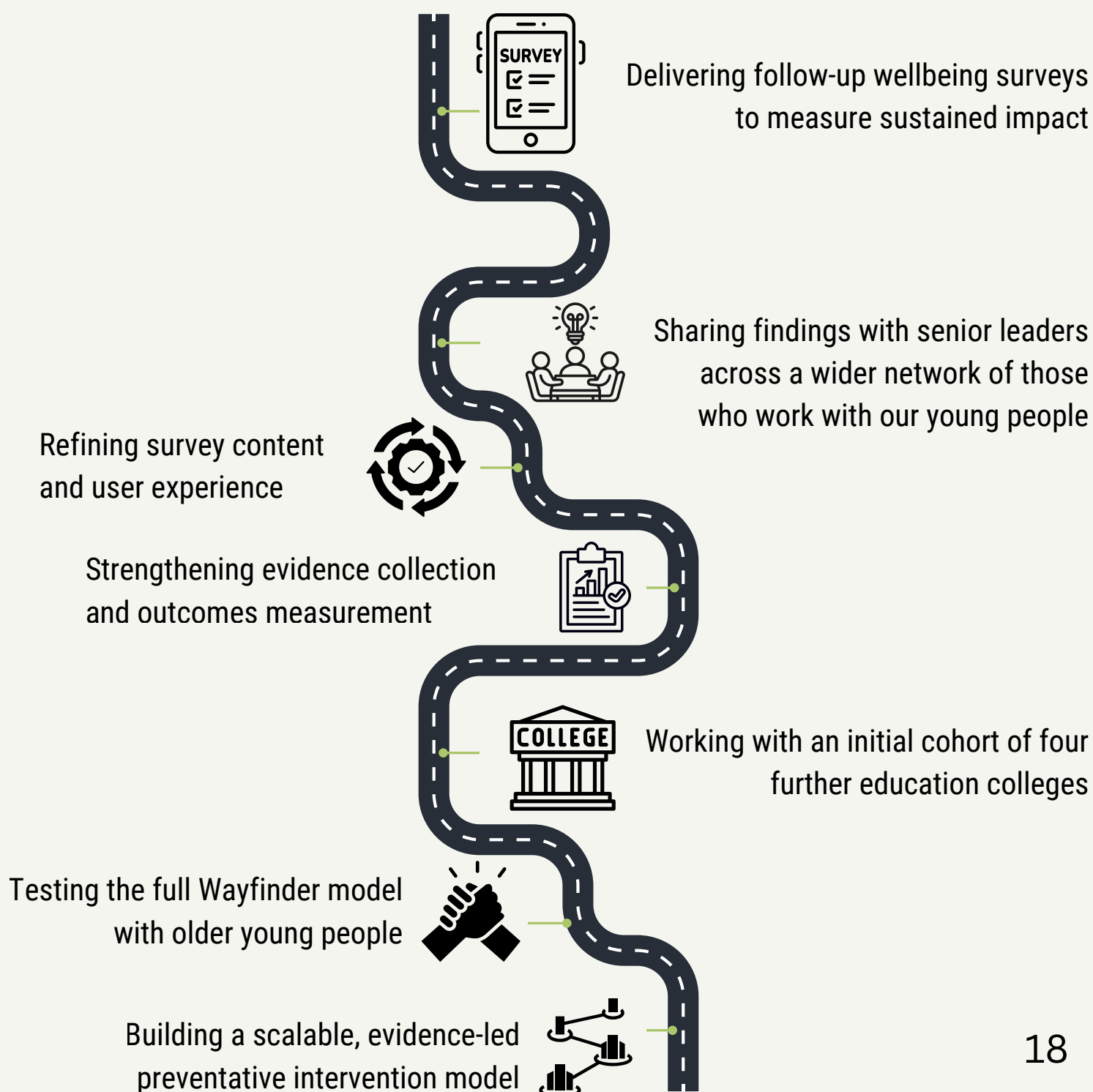
Too often, young people are required to repeat their story to multiple professionals across different organisations, retelling difficult experiences, explaining the same challenges and navigating disconnected support pathways. We believe there is a better way.

Our vision is for every young person to have a secure, evolving profile that captures their voice, strengths, aspirations, support needs, agreed actions and progress over time. With appropriate consent and data-sharing protocols, this information could travel with them throughout their journey, creating continuity across education providers, health services, youth organisations and other support agencies. Rather than starting again at every referral point, professionals would have a shared understanding of the individual, enabling more coordinated, personalised and effective support. We believe this represents a fundamental shift from a service-centred approach to a young person-centred approach. By reducing duplication, improving communication and ensuring that young people only need to tell their story once, Move Different believes this has the potential to be a genuine **game changer** in how support systems work together to improve outcomes for young people.

NEXT STEPS

The success of this proof of concept has provided a strong evidence base for further development. It marks the beginning of Move Different's ambition to help schools, colleges and communities identify hidden need earlier, strengthen support pathways and improve outcomes for young people across the UK.

Over the next phase, Move Different will focus on:



TESTIMONIALS



"As High Sheriff my shrieval theme was to help prevent young people in Surrey from becoming NEET.



Peter Cluff
High Sheriff of Surrey

Prevention being better than cure; the earlier the intervention the more positive the future outcome is likely to be for both the individual and the County. This pilot project undertaken by Move Different, with my support, Surrey County Council funding and the fulsome engagement by Therfield School, has demonstrated that the early identification of factors which may lead to a young person becoming NEET (whether related to their family, education, social circumstances or their own health and well-being) can help stop an underlying issue from developing and potentially change future pathways.

This initiative, if rolled out and financially supported, could herald a systemic change in the way the NEET crisis is addressed, by offering bespoke solutions to young people at a much earlier stage in their lives and thereby reducing the risk of them arriving at age 16-18 and becoming NEET."

"It has been a privilege for Therfield School to work with Move Different on this proof of concept. The project provided valuable additional insight into students' wellbeing and helped identify concerns that may not otherwise have come to light through our usual pastoral processes.

The follow-up conversations enabled school staff to offer targeted support, strengthen safeguarding and further develop trusted relationships with young people. We found the programme professional, thoughtful and genuinely focused on improving outcomes for students, and we look forward to seeing how it develops in other educational settings."



James Malley
Headteacher of
Therfield School

ACKNOWLEDGEMENTS

Move Different would like to extend its sincere thanks to Therfield School, its leadership team and pastoral staff for their support, collaboration and commitment throughout this proof of concept. Their willingness to embrace an innovative approach to student wellbeing has enabled us to gather meaningful evidence of the impact that early identification and timely intervention can have on young people's lives.

We are incredibly grateful for the time, professionalism and care shown by everyone involved. This partnership has not only benefited Therfield School's students but has also helped build a compelling evidence base that will shape how Move Different supports schools to identify hidden need and improve outcomes for young people.

Move Different CIC

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WE THANK YOU FOR YOUR CONTINUED SUPPORT

In collaboration with:



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