

HUSTLE HIVE LEARNING

COMMISSIONER INFORMATION PACK

Small-group education that reconnects young people with learning through practical, purposeful experiences.

- Core learning
- STEM & digital making
- Entrepreneurship
- Personal development
- Mental Health & Wellbeing

For schools, local authorities and education partners

Hustle Hive CIC

COMMISSIONER INFORMATION PACK

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For placement enquiries, full contact details are provided on the final page.

Executive Summary

Who are we?

Hustle Hive CIC, a Darlington-based community education and skills organisation.

What do we do?

Small-group, practical and relationship-led provision designed to complement a learner's wider education plan.

Who's invited?

Up to 6 learners per day, allowing for close support and strong staff relationships. We work with students from Year 5 to Year 11, though Key Stages are taught and supported separately.

When does the magic happen?

Monday to Friday, **09:30-14:30**.

Where are we based?

Our Teaching Centre is on Denmark Street in Darlington but we operate all through the Tees Valley, making use of our wonderful and inspiring countryside and built environment.

What does it cost?

£155 per learner per day, which includes transport and access to snacks and refreshments during the day. Lunch can be provided by agreement.

Why are we special?

We bring together and balance the latest in cutting-edge technology & entrepreneurship with ancient skills and approaches such as bushcraft, mindfulness and wild wellness to help students thrive in the modern world whilst also meeting their social, emotional, mental and physical developmental needs.

What kinds of activities do our students do?

3D Print Challenge: design a useful product in CAD, prototype it, test it and improve it before printing the final version. *Hustle 100: Innovation & Mindset.*

Product Design Challenge: solve a real-world problem by researching, sketching, modelling and creating a prototype. *Hustle 100: Creativity & Innovation*

STEM Build Challenge: teams are given materials and a challenge such as building the strongest bridge, tallest tower, fastest vehicle or best structure. *Hustle 100: Leadership & Community Engagement*

Hustle Hive Market Day: learners develop products, calculate costs, make stock, create displays and then actually sell their products at a mini market. *Hustle 100: Enterprise & Communication*

Dere Street Roman walk & Piercebridge Roman Fort: Ties to our Year 7 Roman Britain unit. *Hustle 100: Communication* — group presents a "find" or feature back at the fort.

Beach clean & coastal erosion survey: Litter audit & pick leading to an "upcycled beach plastic" mini-enterprise product. *Hustle 100: Community Engagement & Enterprise.*

Cleveland Mountain Rescue visit: *A mini enterprise task — costing kit, designing a callout process, pitching improvements. Hustle 100: Enterprise & Innovation.*

Roseberry Topping - Captain Cook's Monument hike: Cleveland Hills. *Hustle 100: Mindset & Independence.*

Our Mission

Hustle Hive CIC empowers people of all ages through hands-on learning, enterprise and wellbeing. We provide alternative provision for young people, creative spaces for homeschool families, and skills, mentoring and resources for adults to launch businesses. By combining entrepreneurship, innovation and mindfulness we help our community grow in confidence, resilience and opportunity.

Our Vision

To create a vibrant community hub where enterprise, education, and wellbeing connect, inspiring young people and adults alike to learn by doing, build their futures, and thrive together.

Our Values

We are an Inclusive Community: We believe in being a fully inclusive community of aspiration where a person's past decisions do not dictate their future opportunities.

We offer Personalised Support: We believe that people of all ages and backgrounds have the right to a personalised offer which instils aspiration, entrepreneurship, and physical and emotional resilience in a nurturing environment.

Hands-on Learning: We believe the route to self-development and self-actualisation is through real hands-on experiences where people create, build, test and grow.



Who We Are

Hustle Hive CIC is a community-focused education organisation based in Darlington. We create practical, purposeful learning experiences that help young people rebuild confidence, develop useful skills and reconnect with education. We also operate as a hub for people in the local community and support adults in their wellbeing and ability to access work, though Commissioners should note that this happens after the school day and there is no cross-over between young people and adults being supported.

Our approach draws on extensive experience in teaching, school leadership, safeguarding, curriculum development, practical STEM education and community programme delivery. We believe that young people engage best when learning has a clear purpose, involves making or doing, and gives them opportunities to succeed in ways that may not always be visible in a traditional classroom.

We combine structured learning with practical projects in areas such as STEM, design, digital making and entrepreneurship. Alongside this, we place a strong emphasis on relationships, wellbeing, communication, personal development and preparation for future education, training or employment.

Small by design

A maximum of six learners allows staff to know each young person well and respond quickly when needs change.

Practical & purposeful

Learning is connected to real tasks, projects and outcomes so learners can see why their work matters.

Relationship-led

Consistent adults, clear boundaries and respectful communication are central to our approach.

Goal-orientated

Education plans focus on reconnecting young people with education while supporting their mental health and wellbeing.



Who Do We Work With?

Hustle Hive may be appropriate for young people in Years 5-11 who would benefit from a smaller, practical and highly structured learning environment as part of an agreed education plan.

- Young people who are disengaging from mainstream learning or whose attendance and participation are becoming a concern.
- Learners who respond positively to practical, project-based and vocationally relevant activities.
- Young people who need opportunities to rebuild confidence, routine, motivation and positive relationships with adults.
- Learners who may benefit from a smaller group and a calmer environment than a busy mainstream classroom.
- Young people whose placement objectives include improving engagement, communication, independence, practical skills or readiness for reintegration/transition.

Suitability:

Suitability is considered individually. A referral is not accepted solely because a place is available. We need enough information to understand the learner's education, safeguarding, health, behaviour and support needs and to determine whether we can meet them safely and effectively.

Our current Denmark street premises has accessibility limitations and is not currently wheelchair accessible. Accessibility, reasonable adjustments and any personal-care requirements will therefore be considered carefully during the referral and suitability process.



Our Unique Learning Offer

The exact programme is shaped around the learner's placement objectives. Our core offer (based around our unique curriculum, the Hustle 100) combines academic reinforcement with practical and personal development so that young people can experience success while continuing to build the skills they need for education and adult life.



1 Mindset & Resilience

Build confidence, self-belief and a positive mindset. Develop resilience, emotional regulation and a growth mindset to tackle challenges and embrace new opportunities.

2 Community & Citizenship

Develop a sense of belonging and responsibility. Take part in community projects, understand diversity and inclusion, and learn how to make a positive contribution to society.

3 Health & Wellbeing

Learn about physical and mental health, healthy lifestyles and emotional wellbeing. Build positive routines and develop strategies to manage stress, stay safe and look after yourself and others.

4 Practical & Making Skills

Develop hands-on skills through making, designing and building. Work with a range of tools, equipment and materials to create real products and solve practical problems.

5 Digital & AI Skills

Build essential digital skills and explore how AI can be used creatively and responsibly. Learn to create digital content, use modern software and develop the skills needed for the modern world and workplace.

6 Creativity & Innovation

Explore ideas, experiment and be creative. Use design thinking to solve problems, try new techniques and develop innovative solutions through art, design, technology and creative projects.

7 Outdoor & Environment

Learn through outdoor experiences, develop practical skills and build an appreciation for nature and the environment. Take part in activities that promote teamwork, confidence and sustainability.

8 Enterprise & Employability

Turn ideas into action. Develop business and enterprise skills including, branding, costing, marketing and customer thinking, alongside the wider skills needed for future education, training and employment.

9 Communication & Relationships

Improve communication, build positive relationships and develop teamwork skills. Learn to express ideas, listen to others and work effectively with different people in a range of situations.

10 Independence & Next Steps

Develop independence, organisation and life skills. Explore future options, set goals and build the confidence, knowledge and experience needed for the next stage of your journey.

Our Unique Curriculum



At Hustle Hive, we deliver a broad, balanced and engaging curriculum designed around the individual needs of each learner. Our approach combines academic development with practical, creative and real-world experiences that help young people build confidence, resilience, independence and the skills needed for their next steps.

Learning is purposeful and personalised. Literacy, numeracy, communication and problem-solving are developed through meaningful projects and practical activities rather than taught in isolation. Learners have opportunities to design, make, create, explore, collaborate and develop ideas while building positive attitudes towards learning.

Our curriculum is structured around the Hustle 100 — a flexible, modular framework covering ten areas:

Mindset & Resilience • Community & Citizenship • Health & Wellbeing • Practical & Making Skills • Digital & AI Skills • Creativity & Innovation • Outdoor & Environment • Enterprise & Employability • Communication & Relationships • Independence & Next Steps

Learners follow a personalised pathway through the Hustle 100 according to their individual needs, interests, placement objectives and length of placement. They are not expected to complete all 100 elements. Instead, activities are selected to provide meaningful experiences, achievable challenges and opportunities to demonstrate progress.

Where appropriate, Hustle 100 activities can contribute towards recognised awards, unit accreditation and certificates of achievement, enabling learners to gain tangible recognition for their progress, including those attending for shorter placements.

Learning extends beyond the classroom. Through hands-on making, digital and AI skills, product development, enterprise projects, outdoor learning, community experiences and wellbeing activities, learners have opportunities to discover strengths and develop skills that can support future education, training and employment.

Working closely with schools, parents and carers, we create personalised pathways that support engagement, wellbeing and positive outcomes. Our aim is for every learner to leave Hustle Hive with greater confidence, new skills, positive experiences and a clearer sense of what they can achieve next.

A Day In the Life Of a Hustle Hive student

Time	Session	Purpose
09:30-09:45	Arrival & check-in	Settle, attendance, wellbeing check, goals for the day
09:45-10:30	Session 1	English and maths skills are reinforced naturally through practical projects, enterprise activities and wellbeing-focused learning, with tasks adapted to each learner's individual targets and starting points.
10:30-10:45	Break	Supervised social time.
10:45-12:15	Session 2	STEM, design, digital making or enterprise.
12:15-12:45	Lunch	Supervised lunch and relationship-building.
12:45-14:15	Session 3	Continue practical work, teamwork, problem solving, employability
14:15-14:30	Reflection, review & departure	Learners review what they achieved, identify next steps and prepare for a safe and organised departure. Key information can be shared with the commissioner in line with the agreed reporting process.



Our base is on Denmark Street, Darlington.

Our Ambition

Engagement

Participation in sessions, willingness to attempt tasks, improved learning stamina and fewer refusals or withdrawals.

Attendance

Improved attendance at commissioned sessions and better routines around arrival, punctuality and readiness to learn.

Learning

Progress against agreed academic or practical targets and evidence from completed work, observation and assessment.

Behaviour & regulation

Improved ability to manage frustration, follow agreed expectations, repair relationships and use support strategies.

Confidence & communication

Greater willingness to ask for help, contribute, explain ideas, work with others and reflect on progress.

Transition readiness

Evidence that the learner is becoming better prepared for reintegration, a new placement, post-16 education, training or employment.



Referral, Induction & Placement Planning

1. Referral Commissioner provides the required referral information, including education history, attendance, SEND, health, behaviour, safeguarding and risk information.

2. Suitability discussion Hustle Hive reviews the information and speaks with the commissioner to determine whether the provision can safely and appropriately meet the learner's needs.

3. Meeting with Parents & Carers A positive and trusting relationship with all families is crucial from the beginning and it is a good opportunity to see the building and meet the staff.

4. Placement agreement Together we agree days, hours, objectives, responsibilities, information-sharing, safeguarding escalation, attendance procedures, review dates and costs.

4. Induction The learner is introduced to the environment, staff, routines, expectations, safety procedures and the purpose of the placement.

5. Baseline & targets Initial strengths, needs and priorities are recorded and translated into a small number of measurable placement targets.

6. Review Progress, attendance, behaviour and suitability are reviewed at agreed intervals with changes made when required.

7. Transition / Exit The end of the placement is planned, with clear next steps and a summary of progress and recommendations.

Before a placement starts, the commissioner and Hustle Hive will agree:

- placement start date, expected duration and review dates
- days and hours of attendance
- specific placement objectives and success measures
- attendance and absence procedures
- safeguarding escalation and information-sharing responsibilities
- SEND, medical and risk information
- transport arrangements
- reporting frequency and named contacts
- fees, invoicing, cancellation and notice arrangements
- transition, reintegration or exit planning

Safeguarding & Child Protection

Safeguarding is central to every placement and runs through everything that Hustle Hive does.

- Designated Safeguarding Lead: Gavin Copland
- All staff working in regulated activity will have the appropriate recruitment and safeguarding checks completed and recorded.
- Safeguarding concerns are recorded promptly and shared with the relevant safeguarding lead/commissioner in line with the agreed process.
- The placement agreement should make clear who leads any referral to children's social care or other statutory services.
- While Hustle Hive is committed to supporting people of all ages in our community, access to the premises and activities is strictly regulated by age group. Young people in Key Stages are supported separately, and adults and young people never crossover.
- Staff receive safeguarding training and know how to respond to disclosures, child-on-child concerns, online safety issues, exploitation, radicalisation and allegations/low-level concerns.
- Visitors, contractors, site access and any community-based learning are controlled and risk assessed.
- Safeguarding information is handled securely and shared only where appropriate and lawful.
- Our safeguarding procedures are informed by current statutory guidance and local safeguarding arrangements, including Keeping Children Safe in Education and Working Together to Safeguard Children where relevant to the setting and commissioning relationship.
- For detailed information, please ask for a copy of our Safeguarding Policy.



Monitoring, Reporting & Quality Assurance

We use a simple cycle of baseline, delivery, review and improvement.

Area	What we record	How it is used
Attendance	Session attendance, punctuality, absence patterns	Identify barriers and review engagement
Learning	Targets, work samples, practical outcomes, observations	Track progress and adapt teaching
The Hustle 100	Celebrating and reporting milestones towards the Hustle 100	Celebrate and reward progress
Behaviour	Incidents, successful strategies, progress over time	Support consistency and risk management
Wellbeing / engagement	Learner and parent/carer voice, check-ins, staff observations	Understand confidence and participation
Placement outcomes	Progress against agreed objectives	Inform review, reintegration or transition decisions

At induction, baseline information is gathered from the commissioner and learner. Targets are then agreed and reviewed regularly. Progress evidence may include attendance data, completed work, practical outcomes, staff observations, learner voice, commissioner feedback and parent/carer feedback.

Where progress is not on track, we will raise this with the commissioner rather than allowing a placement to continue without a clear purpose. An early review can consider whether targets, support or the placement itself need to change.

Quality assurance can also include learner voice, parent/carer feedback, commissioner feedback, staff reflection, incident review and an improvement plan. External quality-assurance visits are welcomed and actions recorded.

Attendance, Behaviour & Communication

Attendance

- Attendance is recorded for every commissioned session.
- Non-attendance is reported promptly to the commissioner using the agreed contact route.
- Where Hustle Hive is responsible for following up an absence, parent/carer contact and any safeguarding action are completed in line with the placement agreement.
- Patterns of lateness or absence are reviewed with the commissioner rather than treated as isolated incidents.

Behaviour

- Expectations are clear, consistent and explained during induction.
- Hustle Hive observes and supports the current guidance on student use of mobile phones and students are expected to hand in phones whilst on the premises.
- Staff use calm, relational and proportionate responses, with reasonable adjustments where a learner's needs require them.
- Significant incidents are recorded and communicated promptly.
- Where behaviour creates a safety concern or suggests the placement is no longer suitable, an early review is requested.

Communication

- A named contact is agreed for Hustle Hive, parents & carers, and the commissioner.
- Day-to-day information is shared through an agreed secure route.
- Formal progress updates are provided at agreed review points.
- Urgent safeguarding, health or safety information is communicated immediately, or as soon as reasonably practicable, using the agreed escalation route.

SEND, Wellbeing and Individual Support

Hustle Hive is a small provision, so we can know learners well and adapt day-to-day delivery. However, small group size does not automatically mean we can meet every level of SEND, medical or behavioural need. Suitability must be assessed honestly.

- Commissioners should provide relevant EHCP, SEN support, healthcare, risk, behaviour and safeguarding information before the learner starts.
- Wellbeing and supporting self-actualisation, whatever that means for the individual, is at the heart of the Hustle Hive curriculum.
- Reasonable adjustments are considered as part of placement planning and reviewed as needs change.
- Learning can be adapted through task design, pacing, visual support, practical methods, breaks, chunking and alternative ways to demonstrate understanding.
- Learners receive regular check-ins and opportunities to reflect on how they are managing and what support is helping.
- Where specialist input is required, Hustle Hive will work with the commissioner and relevant professionals rather than presenting itself as a specialist service it is not qualified to provide.



Our aim is to create an environment that is predictable, respectful and purposeful.

We want learners to experience clear boundaries alongside genuine encouragement and a belief that they can make progress.

Health & Safety

Practical learning is a central part of Hustle Hive and as a result of that, individual risk management (including working with learners to manage their own risk) and health and safety is visible in the way we work, not simply held in a policy folder.

We maintain:

- Premises and activity risk assessments, including individual learner risks.
- Fire risk assessment, evacuation arrangements and routine drills.
- First-aid arrangements, trained personnel and incident reporting.
- Safe storage, inspection and maintenance of specialist equipment.
- Clear staff competence and supervision requirements for practical activities.
- Controlled site access, visitor procedures and appropriate supervision at arrival, breaks and departure.
- Risk assessment for any off-site, community or transport activity.

Where learners use equipment such as 3D printers, laser cutters, hand tools, workshop machinery or electrical equipment, access is matched to the learner's age, competence, behaviour and individual risk assessment. Hustle Hive holds Risk Assessments and safe operating procedures for all practical activities.

An Experienced Team



Kieron Davis - Director / Education Lead

Kieron has more than 20 years' experience in education in the UK and internationally, including classroom teaching, curriculum leadership and senior leadership. His background includes Design Technology, Engineering, Computing/ICT, practical learning and curriculum development. At Hustle Hive, Kieron leads on teaching, curriculum and programme creating practical, engaging learning experiences that help young people build ence, develop real-world skills and re-engage positively with education.



Gavin Copland - Director / Safeguarding, Wellbeing & Mental Health Lead

Gavin is a former Executive Headteacher, our DSL and Outdoor Mental Health Practitioner with extensive experience supporting children and young people across a wide range of educational settings.

At Hustle Hive, Gavin works closely with learners to provide practical, hands-on unities that inspire curiosity, develop real-world skills, and encourage positive al growth. Through a combination of mentoring, outdoor education, wellbeing es, and experiential learning, he helps young people discover their strengths, age with education, and develop the confidence needed to achieve their potential.



Dr Carey Viala - Director / Safeguarding, Wellbeing & Mental Health Consultant

Dr Carey Viala is an experienced Consultant Clinical Psychologist with over 20 years of expertise in mental health. With a focus on areas such as depression, anxiety, adjustment to injury and illness, eating disorders, trauma, burnout and imposter syndrome, Dr Viala has made a significant impact in helping individuals navigate their psychological challenges. Driven by a genuine passion for helping others, Dr Viala's approach is characterised by warmth, honesty, and approachability.



Sarah Smith - Director / Governance Lead

Sarah is a qualified solicitor with over 20 years' experience in the legal profession, specialising in family law and, in particular, public law care proceedings. Throughout her career, Sarah has developed extensive expertise in the legal and practical issues affecting children and families, including safeguarding, child protection, and the procedures surrounding children who may be at risk of harm.

Sarah's experience provides a strong understanding of the challenges faced by children and young people, particularly those who may require additional support or alternative approaches to education. She brings a child-focused, safeguarding-led perspective to the organisation, with a commitment to promoting the welfare, safety, development and educational outcomes of every young person.

Due diligence documents available to commissioners

- ✔️ Safeguarding / child protection policy
- ✔️ Behaviour and anti-bullying policy
- ✔️ Complaints policy
- ✔️ Fire risk assessment and evacuation plan
- ✔️ Premises and activity risk assessments
- ✔️ Safer recruitment evidence / single central record
- ✔️ Safeguarding and DSL training evidence
- ✔️ Data protection / privacy documentation
- ✔️ Referral / admissions / suitability process
- ✔️ Sample progress report / review template
- ✔️ Staff behaviour / code of conduct policy
- ✔️ Attendance / absence procedure
- ✔️ Health and safety policy
- ✔️ First-aid arrangements
- ✔️ Specialist equipment checks / maintenance records
- ✔️ DBS and relevant prohibition/check evidence
- ✔️ Insurance certificates
- ✔️ Equality / SEND / reasonable-adjustment information
- ✔️ Placement agreement / SLA template
- ✔️ Staff qualifications and relevant training records

How to discuss a placement

We welcome conversations with schools, local-authority teams and other commissioners who want to explore whether Hustle Hive could be a suitable part of a young person's education package.

Website: hustlehivelearning.co.uk

Gavin Copland gavin@hustlehive.co.uk

Kieron Davis kieron@hustlehive.co.uk

Premises address: Paramo House, Denmark Street, Darlington, DL3 0LP

Guidance alignment

- Department for Education - Non-school alternative provision: voluntary national standards (August 2025).
- Department for Education - Keeping Children Safe in Education 2026 (from 1 September 2026).
- Ofsted - School inspection operating guide for inspectors: for use from September 2026.
- Darlington Borough Council - Darlington Alternative Education Framework and AP Quality Assurance Protocol.

This commissioner pack is not a substitute for legal advice, local-authority approval, a placement agreement or the commissioner's own due diligence.



We've Secured Funding From

COMMUNITY FUND

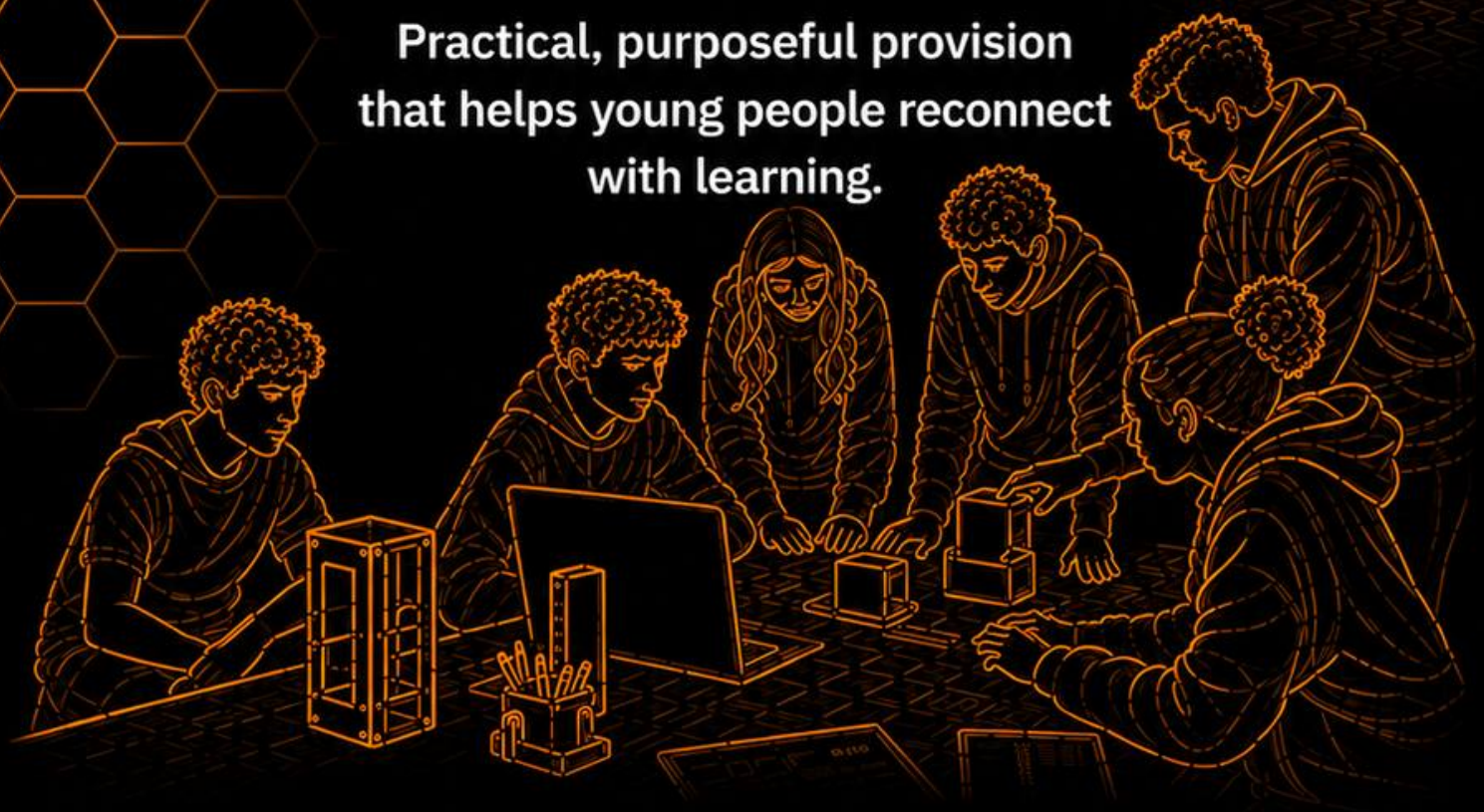
Hustle Hive CIC

Version: August 2026

HUSTLE HIVE
LEARNING



Practical, purposeful provision that helps young people reconnect with learning.



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