



Building  
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families

# Lincolnshire BOSS



## Restorative Circle Guide Primary to Secondary Transition



RESTORATIVE  
SOLUTIONS

reducing harm, resolving conflict



## Introduction

This Circle Guide is to help school staff to prepare pupils to move from Primary School to Secondary School. (The circles may need to be adapted to be delivered to follow the current government guidance or to be delivered remotely)

This workbook contains a variety of restorative circle activities that can aid with the transition process. The activities are designed to explore the development of social and emotional competence in our young people.

The restorative approach is one that is focused on relationships. By adopting this approach, we are aiming to identify the young person's individual needs and working towards finding a solution.

Engagement and participation are the key elements to this guide. Getting the young people involved in exploring any issues or concerns they have around the transition process and working with staff on how to resolve these issues. To do this we will need to foster a safe environment giving all those involved equal space to enable them to have their voices heard.

If you require further support please contact the Behavioural Outreach Support Service, email: [lincolnshireBOSS@family-action.org.uk](mailto:lincolnshireBOSS@family-action.org.uk)

We would be happy to help!

# Circle Time

The aim of the circle is to:

- Work in a group setting
- Give an opportunity to explore hopes and worries
- To establish and identify expectations, feelings and fears
- To identify specific individual needs
- To encourage, respect, thoughts and views of others
- To work towards finding strategies that will help find solutions
- while assisting and understand others

The principle being one of connection, fairness and understanding. Circle work helps children to work on the five key skills, Thinking, Listening, Looking, Speaking, Concentrating. Pupils will benefit from regular circle time opportunities while working through the booklet prior to their transition.

# The Circle Structure

Check In's: At the start of circle time each child to check in, this can be done with a talking piece.

Examples:

Each child to say their name and

- Their favourite food
- Their favourite Book or Film
- One thing they have done well
- The most valuable thing that they have learnt

Ground rules: The children are often involved in deciding what the rules should be

Examples of rules

- Listening to each other
- Respecting each other's opinion
- Allowing children to pass if they don't want to speak

Followed by:

- Icebreaker
- Activity
- Reflection/Review
- Affirmations

Check out's:

At the end of circle time each child to think of something that they have learned or a good suggestion that someone said in the group that would help with the transition.

# Icebreakers

Here are some commonly used icebreakers, which can help build cohesion and energise the group

- Bucket game – Give the group a shared goal e.g. to pass the bucket around the circle without dropping it. Then get the pupils to pass the bucket only allowing them to use their feet, again without dropping it. Ask questions around; what skills did they use? How can they improve the game?
- Five's game – Each pupil to count no more than two at a time before moving on to the next pupil in the circle, until they reach the number five. Pupils to sit down on the number five, until there is only one person remaining. Do the game again but the object of the game second time around is for the group to work as a team and to keep two selected pupils in
- Get the pupils to line up in order of their birthday. This activity is to be carried out non-verbally or the pupils can line up in order of their name
- Two truths and a lie game – Get each pupil to tell the group two truths about themselves and one lie in any order. The other children have to guess which one is the lie

The restorative questions can be used as a form of reflection on the group activities. To increase self-awareness, learning and understanding of others

- What went well?
- What went less well?
- What skills were we using?
- Would you do anything differently next time?

# Suggested Circle Sessions

These can be used in conjunction with the Primary – Secondary transition booklet

Session content

1. Introduction
2. Group Rules
3. Circle Activities
4. Close of session

## Circle Session 1

Aims

- Working in a group and respecting views of others
- Recognising past successful changes
- Recognising personal achievements are not just academic

Remembering achievements

What is the most valuable thing that you have learnt?

Ask the children to stand up and cross the circle if they can

Remember when.....

(Please be mindful of the skills that you choose and how these may impact on the children in the group)

- You learnt to tie shoelaces
- You started primary school
- You learnt how to write
- You learnt to ride a bike
- You learnt to read
- You learnt to make friends

# Activities

## All about Me

Pupils to fill out the 'All about me' page in the Transition Booklet.

## Quiz

Quiz sheets to be given out to the group. Each pupil to find someone else in the group that has the relevant skills. *(See resources)*

## Or

Play a game.

Pupils to either stand on the right of the room or left dependent on their choice. If uncertain or they like both activities the same they can stand in the middle

- Would you prefer maths or english?
- Would you prefer music or drama?
- Would you rather have a cat or dog?
- Would you rather be good at sports or online games?
- Would you rather have lots of friends or one best friend?
- Would you prefer things that are familiar or do you like new challenges?
- Would you rather read fiction or non-fiction books? (Supplementary question favourite character)
- Would you rather have sunshine or rain?
- Would you rather do gaming or play outdoors?

The facilitator to ask everyone to write on a post it answers to the following question:

- What is going to help you the most at Secondary School?

Suggestions to be placed on flipchart/whiteboard – followed by group discussion

Reflect and affirm on any positive social skills or suggestions

Outcomes

- Can follow group rules.
- Can empathise with others
- Can identify personal achievements.
- Can identify personal qualities and skills.

## Circle – Session 2

### Aims

- Recognising past successful changes
- To create self-awareness
- Identifying skills and personal achievements

Remind the pupils what they did in the last circle session. Go through previous group rules. Then recap on positive achievements

Each pupil to complete My current school page in the Transition Booklet.

- Think about what they like best in school?
- At school it helps when?
- And what they are most proud of?

### My Skills and Qualities

- My skills and qualities pages in the Transition Booklets to be filled out

### Skills Exercise:

Place affirmation cards in the middle of the circle. Ask the pupils to select a card that they most identify with and then choose one for the person on their right. Once they have chosen their cards, ask them to explain to the group the reasons for their choices. (See resources for affirmation cards)

Ask each pupil to write down one thing they are looking forward to when starting Secondary School. Idea's to be placed on the board and discussed.

Reflect and affirm the positive skills identified

## Outcomes

- Can identify personal achievements
- Can identify personal qualities and skills
- Can recognise other's skills and qualities
- Able to give positive feedback to others

# Circle – Session 3

## Aims

- Working in a group and accepting views of others
- Recognising hopes and worries about transition
- Managing hopes/fears

Recap of previous sessions and ground rules. Reaffirming skills and qualities identified in last session,

## Activity

What stays the same and what will change at Secondary School?

On the white board divide into sections of: Only happens in primary/happens in both primary and secondary/only happens in Secondary.

Break the children into small groups; give each group the task of thinking of examples under each heading. Group to select a pupil to feedback to the larger group.

Each child to fill out in the Transition Booklet the Skills I need in my new school page.

## Activity

Give each pupil a pack of common worries/concerns cards. (See resources for examples) Ask child to place them in order of most worried and least worried about.

Explore common themes that they are most worried about.

Discussions to take place with the group about how we can make a plan using some of the common themes and using the restorative questions

## Making a plan

Chose a common worry and use the restorative questions to explore with the group. Write thoughts and feelings on a flipchart.

- Tell me what might happen?
- How would you feel?
- What could you do?
- Who could you ask for help?
- What might help you remember next time?

Ask pupils to complete the Things I am looking forward to and things I am worried out page in Transition Booklet. Advise pupils to think about making a plan to achieve their goals for the next session.

### Exercise

What's in the box game?

Put various items in a box and seal the box. Ask each person in the group to shake the box and describe what they think maybe inside it. Encourage them to be creative. Ask them to connect with their feelings about not knowing what is inside the box. Once the box has gone round the circle. Ask them how they would feel if the box wasn't opened. Facilitator to open the box and reveal contents.

'Ask each pupil if they have learnt anything about how to deal with issues or concerns?'

Reflect and affirm on the positive skills identified

### Outcomes

- To address and highlight any issues or concerns and that these are normal
- To look at a solution focused approach to problem solving
- To encourage care and support from other pupils

# Circle – Session 4

## Aims

- Working in a solution focused way
- Developing new routines
- Coping with Change

Teacher to summarise previous sessions and ground rules. This session to explore working in a solution focused way when dealing with change

## Activity

How will you travel to school?

Picture cards to be provided of Train, Car, Foot, Bike etc. to be placed in the middle of the circle. Each child to stand behind the method of transport they will take going to Secondary School.

Explore how this might be if this is a different method transport from primary?  
Discuss thoughts and feelings.

## Action Plans

Ask a few volunteers from the group to share their goals for secondary and how they are going to achieve this. Breaking it down into different stages and small steps.

Ensure that all pupils have done some work on their plans. If someone is struggling, ask the group to suggest ways that may help. Focusing on the solution rather than the problem.

## New routines

Ask each pupil to fill out the morning routines and their after school routines for secondary school page in the Transition Booklet.

Complete a round up session of how they are feeling about moving up to Secondary School.

This can be carried out using silent statements.

Pupils to stand up and cross the circle if:

- If they feel confident getting to and from Secondary School
- If you feel you know what to do if you have a problem at Secondary School
- If you feel nervous about going to Secondary School
- If you feel excited about going to Secondary School

### Coping with change

The teacher to go through the strategies on the coping with change page in the booklet looking at all the different suggestions. Ask each pupil to discuss in pairs what helps them relax when they are worried.

Each person to share one thing with the larger group.

### Exercise

Each pupil to have a piece of paper and put their name on the top. They then pass the paper to the person on the left. Each person to write something positive about that person as it moves round the circle.

### Outcomes

- To get pupils to think about their own solutions into resolving their worries
- To find ways of developing new routines
- To think of ways of coping with change

# Circle – Session 5

## Aims

- Understanding where to go for help and answers
- To identify what information, they need from the school
- To assess what they would like their new school to know about them

Teacher to summarise previous sessions and ground rules.

Pupils to work through the section in the booklet What things I would like to know about Secondary School to help me.

Once all pupils have some questions. Ask each pupil to share one of their questions with the group. Group discussion as to how we find the answers and who we would ask for help. Suggestions to be written on the white board. Pupils to copy the answers that would suit them in their booklet.

Where can I get more information sheet to be shared with pupils (See Resources?) Pupils to fill out “Things I would you to know about me” page in booklet.

*Advise pupils that this is information that will be shared with their new school and they should think about the things that they would like their new school know about them.*

## Game

One spare chair to be placed in the circle. One person is asked to get to the chair in any way they choose. Once they have moved another pupil will be asked to move to their empty chair but in a different way: this can be done by hopping, jumping, crawling etc. This exercise is highlighting there is a fun way of getting to places differently.

## Outcomes

- To get pupils to think of ways to get help

- To find ways of getting information that they need
- Identify strategies to challenges they may have

## Circle – Session 6

To be carried out after visit to Secondary School

Aims

- To identify what further information they need from the school

Ask the pupils to answer that following questions?

- What is the name of my new school?
- What is the address?
- What is the Head teacher called?
- How will I get to and from school?
- What time does my school start and finish?
- Are there any after school clubs I would like to join?

### Are there any new worries to be explored?

This is a questions and answers session. If there are any new themes. Teacher to work through these in a solution focused way.

## Secondary Ready

Scaling

0    1    2    3    4    5    6    7    8    9    10

Pupils to scale themselves 0 being not ready and 10 totally prepared

Ask each pupil to identify one thing that they like about their new school?

# Resources

## Quiz

Find someone who can?

Can play an instrument	Who enjoys performing arts	Who likes a sport
Who likes reading	Who likes maths	Who likes arts and crafts
Who likes doing quizzes	Who can speak another language	Who is good at mending or making things
Any other talents or skills		

## Ideas for Affirmation Cards







# Common pupil worries when moving to Secondary School

- Getting into trouble Detentions/isolations/exclusions
- Being bullied
- Rules of new school (mobile phones, trainers etc.)
- Getting lost
- The work being too hard
- Not making friends
- Not getting on with new teachers
- Not knowing what to do if there is a problem
- Who to ask for help
- Arriving late
- Not having the right books and equipment
- Homework
- Travelling to and from school
- School not knowing personal history

## Where can I get more information from?

- Family or friends
- School Website
- Head of Year
- Teachers at Primary
- Class Teacher
- Pastoral Support
- Reception staff
- School nurse
- Welfare assistant
- Senco
- Learning Mentor
- Prefects
- Library
- Notice board

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