



Building
stronger
families

Lincolnshire BOSS



Restorative Guide for Post-16 Transition

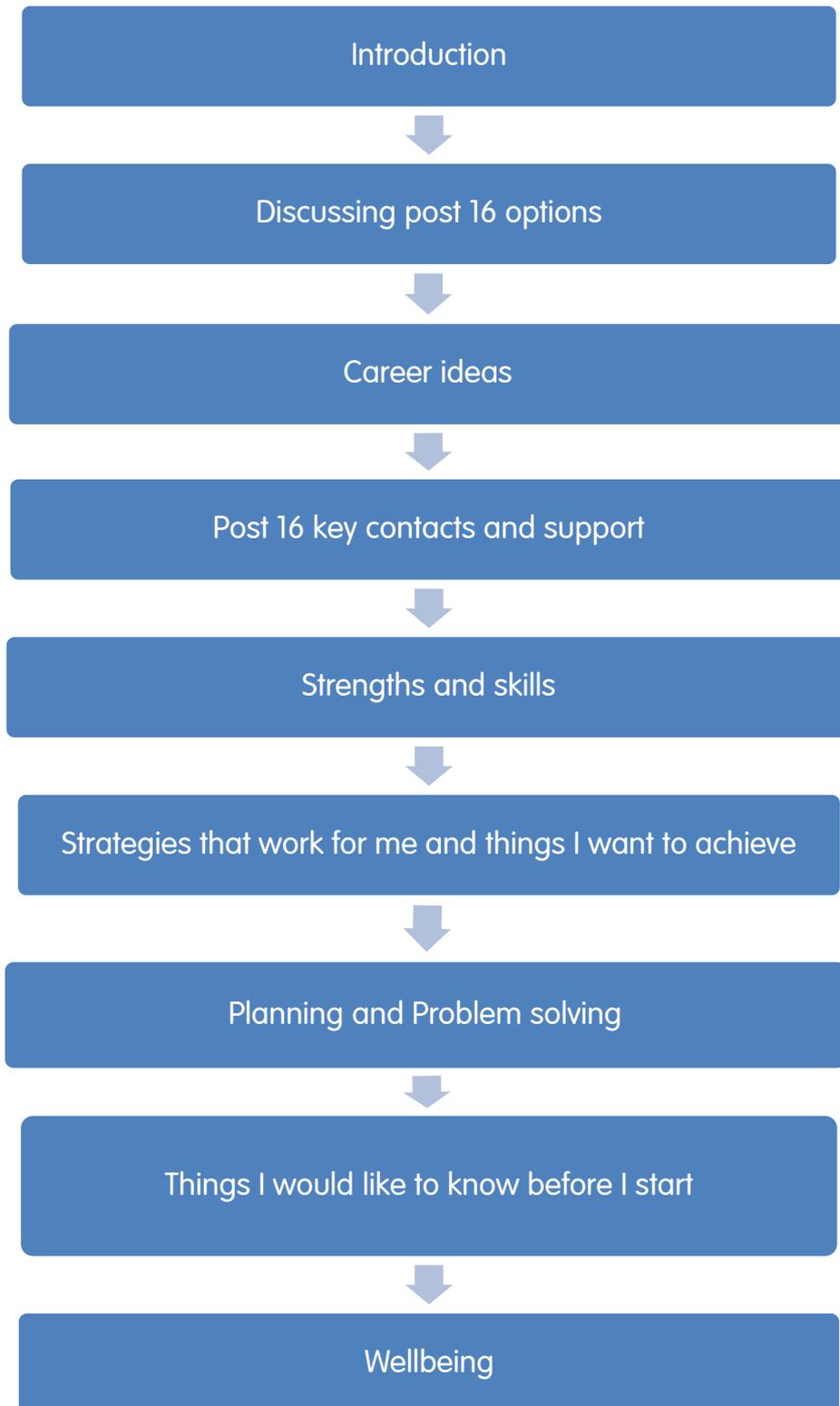


RESTORATIVE
SOLUTIONS

reducing harm, resolving conflict



Flow Chart



Introduction

This Guide is to be used in conjunction with the Post 16 Transition Booklet

The purpose is to help school staff and key adults to prepare pupils to move from Secondary School into the world of further education or work.

The restorative approach is one that is focused on building relationships with the young person. By adopting this approach, we are aiming to create an environment which will help them communicate their thoughts, feelings, concerns and motivations around the transition process

Engagement and participation are the key elements to this guide. To do this we will need to foster a safe environment; giving them space to have their voices heard so we can carefully prepare them to be able to cope with the changes they will be experiencing.

Within the booklet, there are a variety of tasks which will give the young person the opportunity to explore the hopes, expectations or concerns they have around the transition process, while working towards a solution focused plan.

This workbook is designed to get young people to think and reflect on what skills and qualities they already have, affirm past successes and identify coping strategies in order to build on self-esteem and resilience.

Practically, it is something they can take away with them, and use to help with further transitions throughout their academic or working life. The booklet can be used over a period of time, spanning weeks and months prior to the transition dependent on need.

Note: As well as the activities discussed in this guide, there are additional activities listed at the end, which can be used if appropriate.

Responding to the young person's worries

When working through this booklet, young people may express their worries and concerns around the change process. When responding to these, it is important to follow the steps outlined below:

STEP 1- Listen to the young person

Respect their feelings by taking time to listen carefully

Take the young person's emotions seriously

Show the young person that you understand what he or she is feeling

Avoid judgment

STEP 2 -Name emotions

Help the young person identify and name emotions.

Identify the emotions the young person is experiencing instead of telling them how they should feel

Naming emotions helps soothe them.

STEP 3- Find good solutions

Explore solutions to problems together

Avoid phrases like "don't worry and it will be fine"

Support the young person to problem solve and plan

Healthy Minds have lots of useful resources on managing anxiety and anxious feelings which can be found on their webpage

<https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/helping-you-help-yourself>

Qualifications

This section is designed to stimulate discussion about the options open to young people at the end of Year 11.

Activities:

- Key adult to use the qualification ladder to explain how qualifications can build up and lead to more choices in the future. Also identify the different types of qualification on each step. The key adult can discuss where the young person might see themselves aiming for in the future
- Use the different types of qualifications information to discuss which qualification might suit the young person- academic, work related or specific job related routes, thinking about which courses or jobs they might be considering and where this might fit. For example, Plumbing is a qualification leading to a specific job, Health and Social Care is a work related qualification leading to many related occupations, and Geography is an academic qualification leading to a broad range of careers. Use college and sixth form websites for the full range of qualifications available
- Explore the 4 main options after Year 11. The key adult or young person can cross off the options they feel won't suit them or circle the ones that might. The key adult can help the young person to consider the reasons why they are interested in a particular option, what they know about it, and the pros and cons of each option. They can then assist the young person with further research if needed
- Key adult and young person could consider back up plans, in case their first plan doesn't work out, for example a back-up plan is useful when applying for apprenticeships as these can be competitive

Outcomes

- To identify options, qualification types and levels
- To ensure the young person has an understanding of the different routes open to them
- To start to identify which options the young person may suit

About you

This section will encourage the young person to consider their personal strengths and qualities, with a view to exploring careers that may suit them. Careers advice and guidance is a vital part of post 16 transition and can positively impact on goal setting and maintaining a solution-focussed approach to future options. There are many different ways people make career choice but finding out what we enjoy and what we are good at can be a good place to start.

Activities:

- Key adult to support the use of The Buzz Quiz on www.icould.com . This is a Personality-type quiz which has roots in the work of Carl Jung. The Buzz quiz was developed to help teenagers make more informed course and career decisions and boost self-awareness. The quiz takes five minutes, and will produce an animal linked to a personality type. This can be a useful starting point to explore how accurate the results are and whether the career ideas suggested are useful to explore further
- www.icould.com can be explored further to investigate career ideas and different options post 16
- The following quiz is based on Holland's Occupational Themes, a theory of personality analysis that focuses on career and vocational choice. It groups people on the basis of their suitability for six different categories of occupations. Key adult to support the completion of the questions and explore the results. Discuss how we are a mixture of all of these strengths, but identify the top two. How accurate are they? Do the career personalities reflect the young person's strengths? Do the career ideas suggested reflect the young person's interests/career ideas?
- If needed, key adult to encourage the young person to seek further advice from a qualified careers adviser. Appointments may be available in schools or colleges. You can also gain advice and support from the National Careers Service at www.nationalcareers.service.gov.uk

Outcomes:

- To help increase self-awareness
- To identify strengths, skills and qualities
- To start to identify which careers may suit a young person based on their skills, strengths and qualities
- To identify further research or support with careers if needed prior to transition

Where am I going?

These pages are about establishing key contacts and details for post 16 provision and looking at what support may be available there.

Activities:

For this section, the key adult will, initially, need to check what information the young person already has, and help them record this on the form provided. Gaps in knowledge may necessitate the key adult supporting the young person to contact the college, school, or employer themselves, or, in some cases, the key adult contacting them on their behalf.

- If possible, gain a photograph of the pupil's key adult to be placed in the booklet. Any other written information and resources to be shared about college, sixth form, or work, such as leaflets/visual maps or links to online virtual tours on websites
- Together, pupil and key adult could access websites to familiarise the pupil with relevant and interesting facts about their destination, including highlighting specialist vocabulary they may need to learn prior to transition e.g. tutor, learning support assistant, personnel, human resources, bursary etc
- Once the information has been collected, pupil and key adult to fill out this section of the booklet and discuss the role of the key contact. Once complete, key adult to encourage the young person to keep this page somewhere safe for future reference or display it somewhere they can readily access it should they need to

Outcomes

- To identify key contacts and other useful information about the intended destination

Support available to me

- Key adult and young person to discuss the types of support that may be available at their post 16 destination, using the booklet as discussion points. Key adult to encourage the young person to identify which of these they think they might use and discuss any other areas they feel they might need support with
- If the young person has attended an open evening or similar event at sixth form or college, key adult to check-in with them afterwards and see if there are any new themes/concerns that need to be worked through as a result. These will need to be addressed in a solution focused way

Outcomes

- To find out what information is required to ease the transition process
- To start to identify expectations, feelings, and fears about the transition, and sources of support to help with them

My strengths and skills

Building on from the earlier work on identifying personal qualities, and career ideas, this section encourages the young person to think about the strengths and skills they already have, and how these could be evidenced and used to support their transition. It's important to emphasise the difference between skills and strengths. Skills are the expertise or talent needed in order to do a job or task. Job/study skills allow you to do a particular task, and life/personal skills help you through everyday tasks. Encourage the young person to think about times when they have helped family members, maintained a part time job, or achieved a skill related to a hobby or from being part of an organisation – sports teams, army cadets etc.

- Job/study skills could include time management, imagination, digital literacy, problem solving, organisation or critical thinking
- Life skills could include car maintenance, cooking, First Aid, managing a budget, animal care, DIY, gardening or cleaning
- Personal life skills could include co-operation, flexibility, being caring, taking responsibility, using your initiative, having a sense of humour and the ability to communicate

Strengths compliment the skills above and focus on the young person's unique qualities. These could include:

- Enthusiasm, creativity, determination, dedication, patience or discipline

Activities:

- Using the template provided, encourage the young person to identify any positive strengths and skills they feel they have, then write them in the box on the left. Remember to ensure these are not just related to school but can also be from a variety of other aspects of their life
- Explore any thoughts and feeling or beliefs they have around their skills. Reflect on, and affirm, positive skills and past achievements
- Using the second box on the page, encourage them to consider, and write down, specific examples of when they used that particular skill or

strength. Some of these could be used to help inform their CV (see Additional Resources at the end of this booklet)

- Discuss ways these strengths, skills, and qualities can be used to help with transitions to new environments

Outcomes

- Young person can identify their own strengths and skills
- Raised self-awareness, confidence, and self-esteem
- Young person will be able to see how these relate to new situations in school, college, or the workplace

What do I want to achieve and what is going to help me get there?

For this section, the key adult will help the young person celebrate their achievements and identify goals for the future. This will include a focus on the strategies that have aided their successes so far. Each young person learns in a different way and requires a different level of support. It is important the student understands what their own needs are and the strategies that work best for them.

Activities:

- Young person and key adult to discuss, and celebrate, the successes and achievements of the young person so far, remembering these can be from a variety of different situations. Support the young person to write down the ones that are transferrable to further education or employment
- Discuss with the young person how they were able to achieve these successes, and prompt as necessary. For example: Do you learn better through practical tasks? Do you need support for things and if so what kind of support works best? Do you work best as part of a team or alone? Have specific strategies been highlighted by your school, and if so did they work for you? Encourage them to identify what works best for them and include relevant ones in the template
- Encourage the young person to think ahead and think big – what would they like to achieve in life? What is important to them? What makes them happy? What motivates them? Support, and encourage, them to identify a few long- term goals and write them in the box

Outcomes

- To identify and celebrate achievements and successes so far
- To start to match these to the requirements of further education/employment
- To identify how the young person learns best and what will help them to succeed
- To help the young person identify some long term positive goals for the future, thereby motivating them, and giving them a focus

What happens next?

The aim of this session is for the key adult to establish what the young person already knows (or thinks they know) about college, sixth form, or work, and the concerns and expectations they have. The questions here have been informed by discussions with local colleges. This will then act as a discussion point on perceived and actual expectations, helping to inform the young person's action plan.

Activities:

- After getting the young person to fill out as much of the questionnaire as they can, the key adult can then sit down with them and discuss their responses, investigating areas for further research or learning, and how their expectations compare with those of their future learning provider or workplace. Once these discussions are complete, key adult could encourage the young person to start setting their own goals (making sure they are SMART - specific, measurable, achievable, realistic, and timebound) to add to their Action Plan using the template provided. These might be things such as when and how to apply to college or sixth form, when to start looking for jobs, extra revision or research that's required, organising transport and uniforms, or other personal goals such as behaviour
- Key adult could also try to aid the young person in addressing any worries or concerns that result, by quantifying them using scaling, for example 'how likely on a scale of 1-10 do you think this is going to happen?' Go through any potential worries they have highlighted and work towards identifying solutions. There are some potential scenarios designed to stimulate discussion in the 'additional resources' section at the end of this booklet. Help them break solutions down into different stages and small steps
- Go through the restorative questions with the pupil, getting them to think about their thoughts and feelings while working towards identifying a solution

Here is an example.

I don't have a backup plan if things don't work out. What do I do?

Restorative Questions

- How would you feel?
- What could you do?
- Who could you ask for help?
- What might help you put this right?

Outcomes

- To look at how worries and concerns can be addressed
- To support pupils to think about their own solutions for resolving their worries
- To gain the young person's expectations of life after school and compare them with the reality

My action plan

The aim here is to work in a solution focussed way. Advise students to think about making a plan to achieve their goals or overcome their concerns. This needs to be concise and focussed for easy reference.

Activity

- Use the template chart to help the young person consider 'What is my goal? What do I need to do to achieve it? When do I need to do it by? Discuss these questions, be positive and validate their contributions, encouraging realistic aspirations. Ensure the young person sets their own goals and that they are SMART (see above). Encourage them to revisit their plan on a regular basis and to tick the 'Done' box when a goal has been completed
- Focus on solutions rather than the problems

Outcomes

- To recognise that aspirations can be realised in a methodical way
- To get students to think about their own contributions and solutions required in achieving their goals
- To devise a simple but effective action plan that can be added to and revised at a later date if needed

What do I need to know before I start?

This section is to capture any remaining questions the young person has about their transition. The previous pages will have generated discussion about what they plan to do, and where, and whether any plans are in place. Identifying any unanswered questions now can help them progress with greater confidence.

Activities:

- Use the first section to identify any specific questions about their next step provider. This could be issues such as transport, entry qualifications, costs, length of course, hours spent on the course during the week, progression after the course, work experience, interviews, back up plans etc.
- Use the second section to think about possible solutions and who the young person could approach to help them with their questions. Rather than provide all the answers, encouraging the young person to problem solve and practice their resilience skills can help them to prepare for life after secondary school.
- Key adult to support the young person to contact the college, school, or potential workplace to resolve these questions if necessary, or, in certain circumstances, contact them on their behalf

Outcomes

- To identify gaps in knowledge about the post 16 option the young person is planning to attend
- To encourage the young person to practice their problem solving skills

Looking after my wellbeing

The aim here is to encourage the young person to become more self-aware and highlight the importance of paying particular attention to mental wellbeing. It is vital that young people develop the life skill of self-care as their independence increases.

Activity

- Use the examples to explore the young person's level of understanding of mindfulness and acknowledge and validate the positives available through this
- Ensure that the young person appreciates that it is absolutely fine to feel overwhelming feelings in relation to changes/challenges and that this is a fantastic time to develop your own sense of self
- Highlight from the list the strategies that the young person already uses to relax/re-energise and encourage students to give consideration to new suggestions to try out. Get them to try some out with you if you (and they) feel confident enough
- Focus on the positive aspects and benefits of effective self-care for mental wellbeing

Outcomes

- To offer the opportunity to explore suggestions to relax/re-energise
- To establish and identify the importance of mindfulness and regular self-care routines
- To look at developing vital life skills around mental wellbeing

Additional Resources

Dealing with loss:

If pupils have not had the opportunity to have closure: to say goodbye to friends/staff from their Secondary School, or attend their prom or similar (particularly in light of the current Covid-19 outbreak), they may be experiencing additional feelings; these can include; sadness, disappointment, feeling they have missed out, anger, worry, and many others. The transition from Secondary School to work or further education is an important 'right of passage' for young people, and many will feel it needs to be marked accordingly.

It is important to have these feelings validated and normalised. The young person may need space, support and a medium to express these and to make sense of their loss, to enable closure to happen

There are many ways they can express these feelings:
Here are some examples:

- Schools to consider a special assembly/awards evening or organising a belated prom
- Pupils are given an opportunity to return to their previous school to say goodbye
- Collage or memory box (A collection of special things relating to their loss e.g. photos and transitional objects)
- Having a quiet place to go to reflect
- Keeping something that belongs to them from their school (e.g. a signed shirt)
- Having the opportunity to talk about past experiences with a trusted adult

Coping Scenarios:

This exercise can be used as a further discussion point to identify worries or concerns, some of which may require restorative solutions to resolve.

I have a deadline but I'm not going to be able to meet it

I don't think my manager/tutor likes me

I have to go for lunch but I don't have anyone to sit with

I am in a lesson but I don't know where to sit

I have a meeting with my new learning mentor but I'm not sure where the meeting is

I can't remember where my form room is

My tutor has asked for an essay and I haven't done it

Writing a CV:

A CV is a way of advertising a young person's skills, qualifications, knowledge and experience to an employer. The information can also be used to help with applications to college and is a really positive way to highlight and celebrate past achievements, and raise self-esteem.

Using the template on the following page as a guide, the young person's key adult can sit down and help them write their own CV. This is something they should be encouraged to keep a copy of and add to throughout their working life.

This may be a particularly useful resource for those young people who have elected to enter employment with training, rather than full-time education.

Name

Address

Mobile

Email

Personal Profile

Eg I am a hardworking school leaver, with good organisational skills and keen to learn new skills. I can work alone or as a team...

Key Skills

Eg Communication Skills, Team work, work to deadline, Customer Service, practical skills, organisation, planning, social media

Education and qualifications

School

From

to

Qualification	Subject	Grade or Predicted grade

Work Experience

Include any work experience, babysitting, part time work, summer jobs, work shadowing, voluntary work

Interests & Activities

Include activities that show your skills in a positive light, social media, sport, clubs, teams, hobbies, interests, career ambitions, goals

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