



Building
stronger
families

Lincolnshire BOSS



Restorative Guide Primary to Secondary Transition

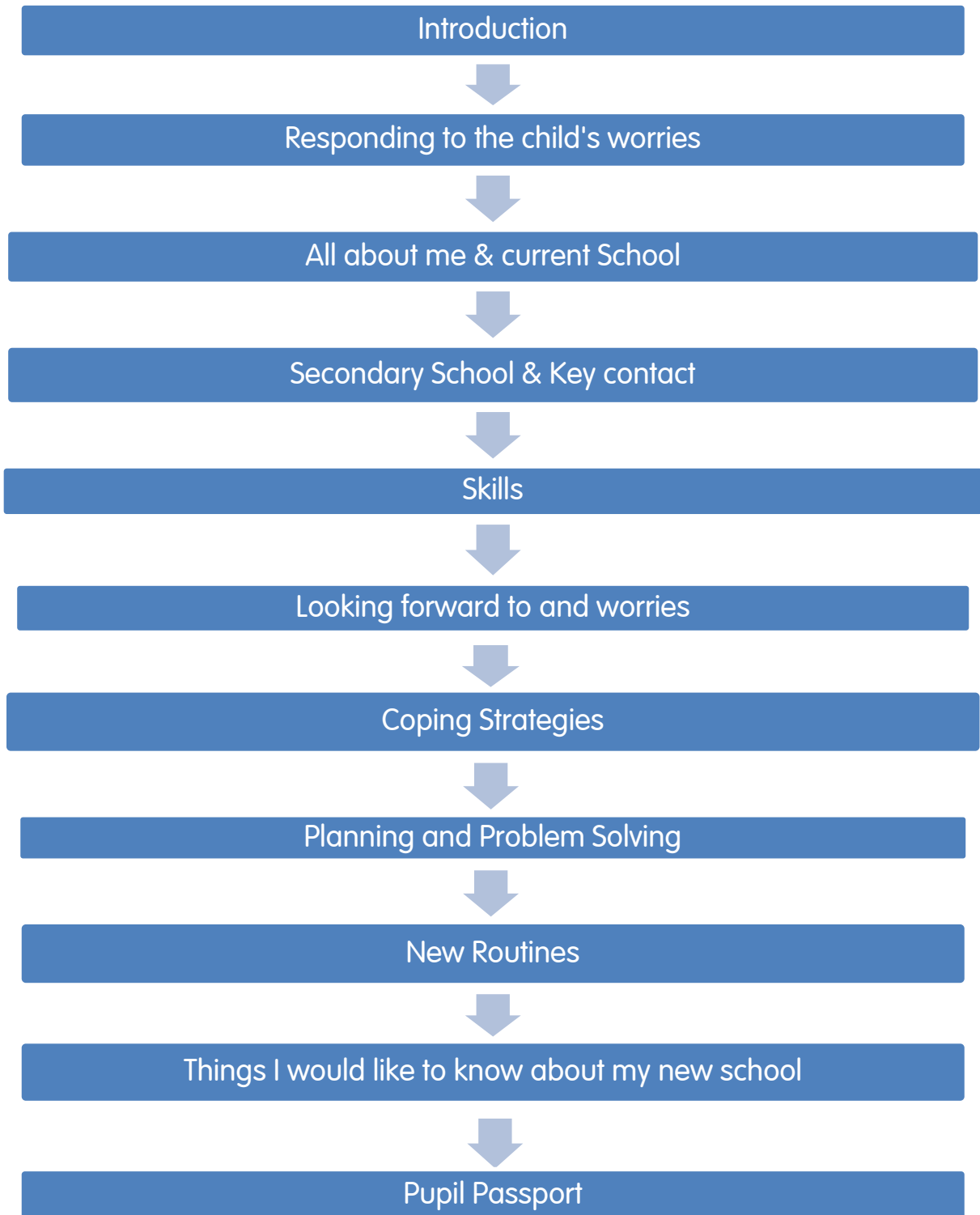


RESTORATIVE
SOLUTIONS

reducing harm, resolving conflict



Flow Chart



Note: See end of booklet for additional activity and resources

Introduction

This guide is to be used in conjunction with the Transition Booklet.

The purpose is to help school staff to prepare pupils to move from Primary School to Secondary School.

Please see attached link, which is a schools concerns questionnaire for transition. It is recommended to be completed with pupil/s in order to gauge where they are before completing the booklet.

https://www.ucl.ac.uk/pals/sites/pals/files/start_questionnaire.pdf

The restorative approach is one that is focused on building relationships with children. 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 promote this we will need to foster a safe environment; giving children space to have their voices heard so that 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 provide the opportunity for the child to explore hopes, expectations or concerns they have around the transition process, while working towards a solutions focused plan.

This workbook is designed to get children 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.

Responding to the Child's Worries

When working through this booklet children may express their worries and concerns around the change process. When responding to the child's worries, it is important to follow the following steps:

STEP 1- Listen to the child

Respect their feelings by taking time to listen carefully

Take the child's emotions seriously

Show the child that you understand what he or she is feeling

Avoid judgment

STEP 2 -Name emotions

Help your child identify and name emotions

Identify the emotions the child is experiencing instead of telling the child how he or she should feel

Naming emotions helps soothe a child.

STEP 3- Find good solutions

Explore solutions to problems together

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

Support the child 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>

Finding out about the young person

The booklet can be used over a period of time, spanning weeks and months prior to the transition dependent on need.

These two sections are all about building the relationship and developing an understanding of the young person's beliefs and abilities. It contains activities that can be completed remotely, in a one to one meeting or a classroom setting.

All about me – to explore the young person's preferences, taking an interest in them and their aspirations.

Explore what they particularly like about their hero and what qualities and skills do they admire in this person.

My current school – to gain an understanding of the subjects/ activities/hobbies that the young person feels confident/or less confident in.

This section can be used to explore how that young person learns best, what they need to enhance their learning or the general support needed in a group work setting. Focusing on past successes and how they achieved these.

Outcomes

- Gain an understanding of their aspirations
- Identify personal achievements
- Recognise personal achievements are not just academic
- Clarify how they may learn best

Secondary School and key contact

For this section, the key adult will need to contact the Secondary School on behalf of the pupil and gather the necessary information.

- If possible, gain a photograph of the pupil's key adult to be placed in the booklet and ask the key adult in secondary to write a welcoming message for the pupil. Explore if there is any other information or resources that can be shared about Secondary School such as leaflets/visual maps or links to online virtual tours on the school's website
- Together you could access the website and familiarise the pupil with relevant and interesting facts about the school including highlighting secondary specific vocabulary for pupils to learn prior to transition e.g. tutor, form, department, planner etc.
- Supporting transition leaflets for parents, pupils and teachers are available for use:

https://www.ucl.ac.uk/pals/sites/pals/files/feedback_for_parents.pdf

https://www.ucl.ac.uk/pals/sites/pals/files/feedback_to_pupils.pdf

https://www.ucl.ac.uk/pals/sites/pals/files/teacher_booklet.pdf

Once all the information has been gained, the pupil and key adult can fill out these pages. Go through the role of the future key adult.

This will provide the opportunity to identify expectations, feelings and fears. It would be useful to note anything that they are particularly interested in or concerned about.

Outcomes

- To establish expectations
- To find out what information is required to ease the transition process

Establishing skills and qualities

This section is to encourage children to think about the qualities and skills they already have and how these skills could be used in their new school.

- My skills and qualities sheets in booklets to be filled out, pupils to circulate ones that they feel they have

This exercise can help pupils to think about some of their past achievements.

Ask the pupil to think about:

What is the most valuable thing that you have learnt?

For example – (please be mindful of the skills that you choose and how these may impact on the young person)

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

Explore with them how they learnt that skill e.g. did they have to practice, was this easy/hard? How did they get there or achieve this?

The key adult to ask the pupil the following question.

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

If they identify skills they find difficult or something they are worried about, look at 5-10 ways of things that may help, focusing on the solution rather than the problem. Look for exceptions when the problem hasn't occurred then explore the solutions with the person.

Explore any thoughts and feeling or beliefs they have around their skills. Reflect and affirm on any positive skills or past achievements.

Outcomes

- Can identify personal qualities and skills
- To increase self-awareness
- Recognising and value personal achievements

Things I am looking forward to and my worries

Ask the pupil to fill out the sheet 'things they are looking forward to when starting secondary school and things they are worried about.'

Activity

Highlight some of the similarities between primary and secondary. Encourage pupils to look forward to secondary. Look at some of the future opportunities that secondary school can provide.

Research indicates that the top pupil concerns before transition are:

Getting lost
Being bullied
Discipline and detentions
Homework
Losing old friends

Acknowledged and validate any worries or concerns that arise. These can be looked at when making a plan.

Focus on some of the positive aspects and benefits of secondary school.

Outcomes

- To give a voice and opportunity to explore hopes and worries
- To establish and identify expectations, feelings and fears
- To look at some of the changes they may encounter

Coping Strategies

Coping with change

The key adult to go through the strategies on 'the coping with change pages' in the booklet looking at all the different suggestions. Ask the child to choose some to practice. Discuss what helps them relax when they are worried.

Encourage the pupil to do a mindful walk, when walking to school, at break times, lunchtime.

Here are some other videos of other relaxation and mindfulness techniques on: <https://www.lpft.nhs.uk/young-people>

Outcomes

- Managing strong emotions
- To encourage self-regulation and care

Planning and problem solving

The aim of this session is to work in a solution focussed way.

Advise pupils to think about making a plan to achieve their goals or overcome their concerns

Go through some scenarios that they have highlighted and work towards identifying the solutions to any worries they have. Help them break it down into different stages and small steps.

Go through the restorative questions with the pupil, getting them to think about their thoughts and feelings and work towards identifying a solution.

- 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?

Outcomes

- To look at how worries and concerns can be addressed
- To get pupils to think about their own solutions into resolving their worries

New routines

To encourage pupils to develop new routines

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

Explore how this might be different from primary for example: Their method of transport may be different, or they may have to get up at an earlier time.

Discuss thoughts and feelings, looking at how they cope with this change, record ways that may help.

Outcomes

- To find ways of developing new routines
- To think of ways of coping with change
- Focusing on solutions rather than the problem

Information needed for Secondary School

To identify what information, they need from the school. To gain an understanding of where to go for help.

Pupils to work through the section in the booklet 'What things I would like to know about secondary school to help me'. Discussions as to how we can find the answers and who we would ask for help.

'Where can I get more information sheet' to be shared with pupils (See Resources)

Outcomes

- To get pupils to think of ways to get help
- To find ways of getting information that they need

Pupil Passport

To assess what the pupil would like Secondary School to know about them.

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 to know about them.

Additional Exercise

If pupils have not had the opportunity to have closure: to say goodbye to friends/staff from their Primary School or experienced in their transition period. They may be experiencing additional feelings; these can include; sadness, disappointment, feeling they have missed out, anger, worry, and many others.

It is important to have these feelings validated and normalised. Children 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 or a belated end of school celebration
- Pupils are given an opportunity to return to their previous school to say goodbye
- Writing a letter or poem to key people from their primary school (remembering the good times)
- Collage or memory box (A collection of special things relating to their loss e.g. photo, letter, transitional object)
- Draw or paint a picture to remind you of past experiences
- Having a quiet place to go if they need comfort
- Having the opportunity to talking about past experiences in a group or circle setting

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