

Tackling Early School Leaving

High Risk



Intervention Strategy Handbook 1: High Risk



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Introduction

The six intervention strategies featured in this handbook are tried-and-tested approaches for prevention of early school leaving and re-engagement work in schools. They are suitable for supporting those with highly elevated risk of early school leaving (ESL) and offer the individualised response these students require. The Risk Review Tool and Action Planning Tool support these strategies. Explanation of their use and an example of how these might be completed is followed by a guide to each strategy.

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How to Use the Risk Review Tool

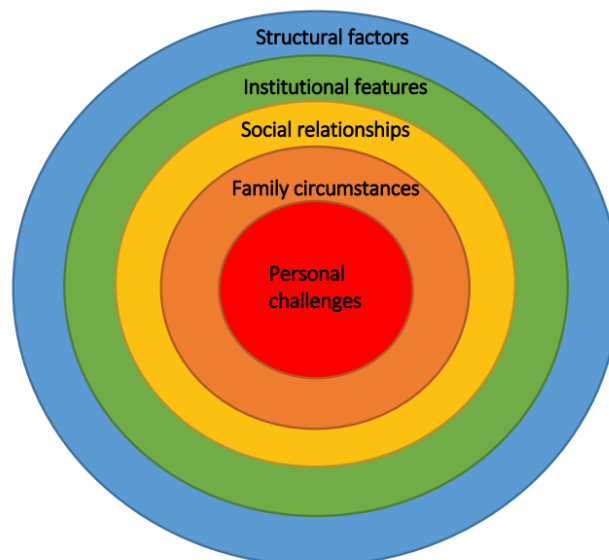
Target and shape interventions for maximum impact by ensuring that they respond to the specific risks individual students at high risk of early school leaving (ESL) face. The risk review tool is based on the most comprehensive model of risks to ESL currently available.¹

While some risks are obvious and familiar to schools, other risks impacting ESL behaviours are often not considered. Factoring in these more ‘hidden’ risks can make a critical difference in the success of interventions.

Many measurable risks (e.g. low attendance, low motivation, not having an academic qualification above level 1) can be responses to risks and difficulties in other domains (e.g. feeling unsupported or not cared about, experiencing discrimination, mental health challenges). This tool encourages educators to think about five categories of risk in young people’s lives and how they interact together to identify important gaps in current support and plan personalised support.

This level of personalisation is not manageable with large cohorts. It is for those students at highest risk of ESL. A 6-minute video introducing this model is available alongside this handbook.²

N.B. Early school leavers and those at risk of ESL highlight risks in social relationship and institutional features as the most significant.



A model of the five categories of risk to ESL/NEET

Complete and update the grid using:

- Transform Family View, Somerset County Council.
- Your knowledge of the student
- Conversations with the student about the issues they face
- Annual Reviews/ CIN reviews/MDT meetings
- Information from pastoral conferences/progress reviews

| Category of Risk | Examples of risks in this category |
|-------------------------------|--|
| Personal Challenges | Risks relating to health and abilities (SEND, mental health challenges); emotions or self-concept (low self-esteem, low aspiration, motivation or expectation, fear of failure, anxiety); significant experiences (irregular transitions, abuse, neglect, trauma, isolation) behavioural (absenteeism, communication difficulties, difficulties trusting others, disengagement, exclusion, youth offending). |
| Family Circumstances | Material circumstances (low income, caring responsibilities); cultural factors (family aspirations or value of education); social circumstances (family relationships, parenting challenges); physical, mental and emotional needs and availability of family members |
| Social Relationships | Social relationship challenges with adults in authority, influence of peer group, friendship, adults in supporting capacity, online engagement. |
| Institutional Features | Environmental aspects (e.g. large class sizes, non-inclusive classroom layouts, lack of safe spaces); Organisational policies (e.g. poor-quality behaviour management and wellbeing systems, exclusion and attendance policies); social regulatory expectations (e.g. institutional rigidity, relegated to work in corridors); level of support available (e.g. limited teacher time, lack of career guidance) |
| Structural Factors | External influences on the young person operating outside their daily experiences e.g. Economic challenges like cuts to services, LAs, regional infrastructure and transport services. Impact of national policies around education and work e.g. raising participation age, changes to grading systems, requirement for Post16 Literacy and Maths, resourcing for tracking mechanisms. Exam pressure, performance targets, funding approaches for FE. |

¹ Brown et al (2021) <https://www.tandfonline.com/doi/full/10.1080/13639080.2021.2003007>

² [Conceptual Framework for Understanding the Risks to Early Leaving/ NEETHood on Vimeo](#)

Example Risk Review Tool

Risk Review Tool for Jenny Smith

Year: 11

Notes: NEET Risk Score High

| Risk Category | Risk Factors | Interaction with risks in other categories | Support in place to meet needs (identify gaps) | Actions and Provisions to address needs |
|-------------------------------|---|--|--|--|
| Structural Factors | Very limited transport links from J's village | Lack of transport impacts ability to maintain friendships/ feel part of a social group. No easy access to college or work | | Support to investigate and understand travel options- travel training? |
| Institutional features | No post-16 offer at current school which J can access. Entry requirement higher than expected GCSE grades. Reluctant to move to new college | | Careers presentations and slots to book (J not taken this up) Assemblies and tutor sessions on options post16 | |
| Social relationships | Very few friends. Struggles to make friends. Very anxious about new people | Reliance on one friend shaping her decisions. Highly vulnerable to dropping out if friend's plans change or friendship not sustained | Social skills work in PSHÉ/Tutor session. Small group sessions with KD on friendship skills. Invited to Weds club (J declined) | |
| Family Circumstances | Parents unable to transport to college/ work. Family break up, moving between houses and struggles to keep track of belongings etc | Family feel unsupported and mistrust school/education because of challenges getting diagnosis and frequent letters home regarding missed homework/attendance etc | | Positive contacts home/relationship building |
| Personal Challenges | Struggles with anxiety. Suspected ASD but no diagnosis. PP | | ELSA intervention; access to school counsellor. Teaching staff aware of strategies to support in lessons. | Supported visits to college/ personalised transition preparation. Signposting contact for pursuing ASD diagnosis at onward setting |

Example Action Planning Tool

Jennie Smith

10PY

| Where Learner Currently Sits on Pathway? | Action 1 | Action 2 | Action 3 |
|---|---|---|--------------|
| <p>Pathway to Change 1 <input type="checkbox"/></p> <p>Supporting wellbeing and general welfare</p> | <p>Strategy: Personalised Plan</p> <p>Weekly 1:1 with KD to develop plan</p> <p>Use LRB space during Period 5 Wednesday</p> <ul style="list-style-type: none"> Explore future interests and plans Build on interests (cooking??) Explore transport links online Plan and practice journeys Social skills sessions Organisation strategies | <p>Strategy: Support with Transitions</p> <p>Use 1:1 sessions to also</p> <ul style="list-style-type: none"> Research college options Possibly plan for college visits to familiarise | <p>.....</p> |
| <p>Pathway to Change 2 <input checked="" type="checkbox"/></p> <p>Feeling supported and cared for</p> | | <p>Warm Handover to Careers advisor -J reluctant and anxious to attend. Organise and attend with J for more indepth support</p> <ul style="list-style-type: none"> Explore transport links online Possible travel training supporter? | |
| <p>Pathway to Change 3 <input type="checkbox"/></p> <p>Building confidence and self-esteem</p> | | <p>Organise interview practice and support</p> | |
| <p>Pathway to Change 4 <input type="checkbox"/></p> <p>Facilitating autonomy & ownership over learning</p> | | | |
| <p>Pathway to Change 5 <input type="checkbox"/></p> <p>Building valued learner identity</p> | | | |

Personalised plans

AIM: To encourage young people to steer their own educational pathway by helping them to develop a personalised support plan with concrete steps to achieve identified developmental objectives.

OVERVIEW: Successful personalised plans require the **young person's involvement** and buy-in. This is achieved through a series of **1:1 sessions** with an educator to enable their active input to shape, develop and review the plan. The process builds a trusting relationship with an adult in the school; maintains a clear focus on the young person's motivations, interests and challenges; and helps them develop the skills and motivation needed to plan their future success in education or work.

Map individual learning / career plans and ensure personal barriers, support and wellbeing needs are addressed in a systematic and predictable way.

Personalised plans should give young people:

- ✓ clearly mapped-out **pathways** and objectives
- ✓ **opportunities** to develop positive attitudes to learning, education and training.
- ✓ a better understanding of the **range of education options** available to them
- ✓ strategies required to overcome the **specific barriers** they personally face
- ✓ a sense of **ownership**, autonomy and motivation over their future plans.
- ✓ a feeling of having more **control** of their lives.
- ✓ opportunities to build a **trusting relationship** with the educator
- ✓ **tools** or **strategies** to improve their sense of **well-being**

RESOURCES:

- A **member of staff**
- **Space** to develop and review plans together
- **Time** to develop, tailor and review the plans and provide support to overcome specific barriers: e.g 1 hour per week for at least one term
- **Risk Review Tool Tool** (see p.4) to support conversations about the challenges the young person faces in different areas of their lives and which of these is most pressing for the young person
- A way of creating and tracking plans e.g. computer and printer access, or tracking sheets/ diaries.
- **Assessment Tools** to assess young people's competencies/skills/abilities according to their educational pathway
- (Optional) **Contract** (that the young person signs to say they have co-written and agreed the personalised plan)

SUGGESTED ACTIVITIES:

Develop a personalised learning or career plans road map:

- Outline a starting point, an end goal, and the stages or steps required to reach that end goal. This division into stages helps to build young people's competence.
- Empower the young person and build their autonomy by letting them think about the form their roadmap will take and where it will be stored. Will it be visual, written, digital, paper-based, sketched, designed? Can they keep a copy on their network drive; as a photo on their phone; a copy in their school planner?

Identify the learner's individual barriers and support needs (Use Risk Review Tool):

- Deepen your knowledge of the challenges each young person faces (i.e., personal, social, familial, institutional) and the support structures they require.
- As well as getting to know this through the young person, you can use Somerset County Council's Transform Family View (for further information email Transform@somerset.gov.uk) and may need to liaise with relevant support/ teaching staff, family members and external agencies. EHCPs, IEP, MDTs and CIN reviews will also be valuable in completing this.

Assess the individual's existing skills and knowledge base:

- Work together to identify current strengths and weaknesses (from both the learner's and educator's perspectives) so the plan can be tailored to their strengths to address their weaknesses
- Think about the full range of competences the young person might need to attend an interview, college open day, start a new setting. Ask about their confidence in catching public transport, speaking to unfamiliar adults, filling out a form for example.

Regularly review the plan.

- This helps ensure young people remain engaged and to build a trusting relationship.
- Reviews offer the time to think together about whether the plan is overly (or under) ambitious, whether the goals/career/ course choice was the right one, progress towards goals, set backs and new insights. They allow the learner the chance to ask questions that may occur to them and give the educator an opportunity to deepen their understanding of the young person's specific challenges, barriers and strengths.
- Run these reviews in a way that fosters autonomy, so that they can feel it is their opportunity and not a process being done to them is important

Reflective Diaries

- These can be a useful way for young people to record their feelings about the plan and their progress, deepening the educator's understanding of their view and how to support them.
- Choice can be given over how to capture these reflections.

Include a record of achievements.

- Recording and helping the young person think about how to store and access these records in their future lives may ease onward transitions and support future autonomy and competence.

Contract of participation.

- This can be useful following the co-creation of a personalised plan. It reflects that the plan is co-designed and signing it indicates that the young person is a) happy with the plan, and b) takes ownership of the objectives and goals and c) autonomously willing to follow it.

TIPS FOR EFFECTIVE IMPLEMENTATION :

Prioritise building a trusting relationship through the process of developing the plan. Remember that research suggests that a 'trusting relationship' between an educator and young person usually occurs when:

- a. an educator takes a genuine interest in the young person's life
- b. the young person *feels* cared for (n.b. this is different from support being available)
- c. the young person feel valued and listened to
- d. educators are responsive to the young person's perspectives

Personalise the plans so they are as narrow /wide as necessary, depending on the individual situation

Be transparent, systematic and reliable so the young person knows boundaries, knows what to expect and knows they can rely on and trust you.

Avoid approaches which nullify autonomy, competence or relatedness. Imposing choice, asking them to achieve a task beyond their skill set, or not developing trusting relationships are all likely to result in individual plans failing

Take into account the young person's emotional, welfare and and mental well-being as well as the educational pathway that has been 'mapped out'. Achieving a particular education goal may only be possible by enhancing an aspect of a learner's emotional well-being, such as their self-esteem.

Consider how much focus needs to be given to different areas for the young person to achieve their goals: work, education, training, life plans, social, emotional and wellbeing aspects, community engagement, labour market preparation and soft-skills development.

Enhance autonomy by providing choices and alternatives. Tailor the plan (goals, format, presentation) to each young person; this increases the chances they will be motivated by and committed to the plan.

Consider ways that factors beyond educational activities that can influence the autonomy, competence and relatedness a young person experiences. e.g. autonomy can be limited by a lack of access to public transport, an absence of basic material needs, caring responsibilities

Include alternative pathways (plan A, B and C) to equip them with next steps if they hit an obstacle such as not getting the exam grade they need. This supports future autonomy when they may no longer have access to your support. Remember that more choice is not necessarily 'better' (too many choices can be overwhelming) and all choices are not equal (having to choose between two undesirable options is unlikely to promote autonomy.) Offer choice over which careers they want to research, which skills they want to work on, which barriers are most significant for them, how to design/present/review their plan.

THEORY BEHIND THE STRATEGY: SELF DETERMINATION THEORY

Self-Determination Theory (SDT) suggests people have three basic psychological needs to gain more control over their lives:

- **Autonomy** - being able to choose what you do, when you do it, and how you do it.
- **Competence** (also known as 'self-efficacy') – feeling capable/skilled in relation to a task.
- **Relatedness** - needing to experience caring and mutually satisfying relationships.

These three factors determine how **motivated** a person feels to undertake an activity:

Intrinsic motivation is the highest form of motivation: the purpose of participating in an activity is enjoyment of the activity itself. Intrinsic motivation can only occur if **all three** needs are met: **autonomy, competence and relatedness**.

Extrinsic motivation is what happens when we move away from intrinsic motivation. This motivation is 'extrinsic' because we need a reward that is *external* to the activity we are doing to keep us involved in the activity. Extrinsic motivation happens when **some of** the three needs (**autonomy, competence, relatedness**) are not fulfilled.

Amotivation or not being motivated to do an activity occurs when there is a **lack of all three basic needs**: there is no **autonomy**, no **competence**, and no **relatedness**.

Successful personal planning helps young people experience their educational pathway **in the most intrinsically motivated way possible**. By working collaboratively to create plans focused on young people's needs, educators are helping to instil **autonomy, competence, and relatedness**:

Blended media mentoring

AIMS: To support and (re)engage the young person using a range of modes to communication and platforms to offer flexible one-to-one mentoring

OVERVIEW: Using a mix of communication tools and platforms can help to break down barriers to engagement and keep young people engaged. Platforms and activities used will vary depending on the situation and learner and could include in-person sessions, online catch-ups, phone conversations, texting, email, WhatsApp or other digital platforms.

This approach can reduce a young person's risk of ESL by increasing their sense of being supported and cared about. This can be particularly helpful in preventing drop-out at particular risk points, such as

- making a **transition** from one pathway to another, during the initial stages
- during transitions between settings
- when the young person is often **absent** from school
- when the learner has a **split placement** or **part time timetable**

Advantages of a blended media mentoring approach include:

Flexibility in terms of time (helpful for young people experiencing a lot of turbulence in their lives)

Independence in terms of space (helpful for young people who are absent regularly from school due to sensory difficulties with the school environment, EBSA, or social difficulties with other students)

Tailoring engagement to young people's communication preferences (helpful for young people with high levels of social anxiety who are struggling to leave their homes, prefer to talk with the camera off, or who find it easier to communicate via messaging rather than talking)

Sustaining contact and a **sense of belonging** during periods of limited face-to-face contact (e.g. Covid-19 restrictions, illness, suspension)

Successful mentoring relationships go through four key phases which build on each other and can overlap.

- 1) preparation and negotiation
- 2) enabling growth
- 3) developing a relationship based on trust
- 4) closure.

RESOURCES:

- Designated mentors
- A private and comfortable space for one-to-one meetings between mentor and mentee
- **Risk Review Tool Tool** (see p.4) to support conversations about the challenges the young person faces in different areas of their lives and which of these is most pressing for the young person
- A way of creating and tracking plans e.g. computer and printer access, or tracking sheets/ diaries.
- Access to technology, internet, online platforms and social media to be used
- Guidelines on how to be an effective mentor
- Guidance on using social media and online platforms effectively and respectfully
- SMART goals training tools and worksheets
- Templates and examples for the various tasks and activities (e.g. for the mentoring action plan; mind map; self-assessment and self-perception exercise; targets etc)
- Diary
- Communication guidelines

SUGGESTED ACTIVITIES: Mentoring Phase 1: Preparation and Negotiation.

- Select and match mentors and mentees
- Train the mentor
- Initial meetings to agree goals and actions

Choose the right mentors and provide training

- Train mentors before they start work with young people; include guidance on using the different communication and online platforms effectively, respectfully and safely

Negotiate a mentoring action plan

- Initial meetings to discuss the mentoring programme; objectives, type of support offered plus decisions around when / how meetings will take place and rules around how the mentor and mentee will work together.
- This should lead to a **written agreement** on the mentoring activities that will take place to be signed by both the mentor and mentee.

Establish rapport and trust

- Focus on establishing rapport and trust through discussion and negotiation. A key benefit of mentoring is that the relationship which develops that enables the young person to benefit from support from someone who they see as being neutral or 'on their side'.
- For some young people who are (at risk of) disengaging/ESL, **their mentor may be the only adult they feel is supporting them with their learning and/or career.**

Outline the confidentiality agreement.

- Explain the limits to confidentiality and contacts in the case of disclosure of safeguarding issues.

Identify goals and starting points.

- **Self-assessment and self-perception exercise** where mentees think about their circumstances, expectations, learning styles, strengths and interests. This is an opportunity to practice and develop self-awareness and build self-esteem.
- **Mentees identifying their own targets.** Mentors support mentees to think about and develop targets, which are documented and discussed. These targets should be based on their educational, social, personal and labour market trajectories.
- **Reflection on the starting point.** This could be a 'mind map' detailing the mentee's perspectives on what is important to note about their personal situations and goals.
- **The Risk Review and Action Planning Tool** (pages 4-5) may be useful here.

SUGGESTED ACTIVITIES: Mentoring Phase 2: Enabling Growth.

- carrying out the activities agreed in phase 1
- enabling the mentee to feel encouraged and empowered to work towards their goals.

Check in regularly to maintain regular contact

Build supportive two-way communication and feedback.

- Active listening and questioning techniques to encourage reflection on key issues (see Mind Tools 2020), keep a comfortable pace and sustain dialogue
- Ask for and give feedback as well as giving advice and offering constructive criticism
- Celebrate each small success
- Providing timely support and be clear about your capacity to sustain trust. If the mentor will be unavailable for a period (within the agreed limits) or has little power to act it is important to communicate this to the young person.

Create appropriate challenges to facilitate learning and growth to sustain engagement

Keep a diary to evaluate goals and deadlines, note key discussion points, dates of next meetings and tasks and activities to work on.

Provide support for mentor to develop their professional practice. Mentors need the opportunity to confidentially discuss and reflect on difficult or effective 'cases' they are working on. This could be achieved through regular co-mentoring support groups, peer mentor discussions and/or one-to-one support, which could be in the form of supervision sessions or meetings between the mentor and supervisor.

SUGGESTED ACTIVITIES: Mentoring Phase 3: Developing a relationship based on trust.

Trust must be built over time. A good mentor is friendly without being a 'friend'; they are honest and warm but keep their boundaries; they are clear in their expectations but negotiate the rules of engagement with the young person.

Factors that can contribute towards the building of trust include:

- **Developing intimacy with clear boundaries.** The mentor sets and models respectful, consistent parameters (e.g how / when to make contact and the focus of engagement)
- **Apologising when they are in the wrong.** The way that the mentor responds to their own mistakes (transparency, taking ownership, acknowledging the impact, and genuine remorse) can be a powerful learning opportunity for young people, and convey the principle that their own mistakes need not define them. This can help them learn to repair and strengthen, rather than automatically terminate relationships with others when difficulties occur.
- **Being transparent where ideas might fail.**
- **Recognition of the limits to the mentors' power.** It can be frustrating and/or difficult for the mentor to recognise the limits to their 'gift' in offering support. For less experienced mentors this may lead to arrested communication. It is easy to underestimate the power of offering an understanding ear or a non-judgemental sounding board for the injustices that the young person experiences, even where the mentor has little power to change them.

SUGGESTED ACTIVITIES: Mentoring Phase 4: Coming to closure

Be clear about the parameters and when the mentoring relationship should change or end. Ending a mentoring relationship does not mean it has failed. Often, it simply means that the initial goals of the mentorship have been attained, and it is time to move on.

Finish a mentoring project with a joint target check. Give each other feedback and suggestions for improvement. Coming to a closure should also involve ensuring sustainability in terms of the mentoring experience so that the mentee can take what they have learnt forward and draw on this in the future.

TIPS FOR EFFECTIVE IMPLEMENTATION:

Quality blended media mentoring is characterised by a relationship built on **trust, continuity and commitment** of the mentor. To achieve a trusting relationship, mentoring should offer long term support. Key features of quality mentoring include:

- eliciting young people's interests and talents;
- advocating on the young person's behalf;
- boundary setting;
- apologising when wrong.
- negotiation between young person and mentor to agree goals and tailor activities
- regular contact
- a mentor who is well-positioned to signpost relevant training, opportunities and support

- therapeutic listening;

Mentors may be **professionals** (e.g. guidance counsellors, teachers or tutors), **volunteers** (e.g. from the business community), **students** or **peers**.

If the mentor is not a member of staff, the young person may find it easier to discuss their issues or difficulties with school. However, it may mean that the mentor has less power to address these concerns.

Where external mentors are used but the mentoring takes places at school, **identify the channels through which mentors can escalate or follow up on issues** raised by the young person with appropriate senior leads at the outset. It can be a frustrating for both mentor/mentee if the mentor has little/no access or commitment from the educational setting to respond to issues raised.

Personal development activities

AIM: To engage young people in activities to improve their self-concept and help them to feel a sense of belonging in school.

OVERVIEW: This strategy is about personalised support to help young people develop a positive view of school, education and of themselves as learners. Its focus is on providing for young people's broader development, countering previous negative schooling experiences through motivating, inspiring, and breaking down barriers young people may feel towards education or educators.

This involves:

- identifying their interests
- sparking their curiosity
- personalised support to take steps towards participation and enrichment
- understanding their specific barriers to participating in enriching activities and experiences
- supporting related emotional, welfare and wellbeing
- building trusting relationships with an educator and school community
- seeking their input in shaping the school community
- building their sense of being active citizens

Personal development is one of Ofsted's five pillars. Young people at high risk of ESL will need individualised approaches to personal development. While many students readily take up extra-curricular opportunities, contribute their views or be eager to broaden their horizons, those with highly elevated risk to ESL are likely to have complex, interlinked logistical, material, attitudinal and emotional barriers that require 1:1 support to unpick.

Where a trusting relationship and 1:1 support are already in place, work can be tailored so it does not focus only on academic progress, cognitive development or issues like attendance. Where it is not in place, introducing personalised support with this focus can offer a positive first step to (re)engagement.

RESOURCES:

- A member of staff or supporting mentor/staff from an external organisation
- Adequate and comfortable space
- Timetabling for 1:1 sessions
- (Optional) access to funding to provide activities or support to access them

SUGGESTED ACTIVITIES:

Build trusting relationships between young people and educators.

- This trusting relationship gives young people a sense of feeling supported and underpins effective re-engagement work. Though the kind of activity used matters, the relationship with a caring adult is even more important.
- Simply allowing space for chat, asking how their weekend was, showing an interest in their lives and letting them talk about issues they are facing is a key way of demonstrating care and support to young people.

Explore what interests and motivates the young person

- Allowing space for unstructured conversation may allow them to talk about their interests.

- Allowing time in each session to share a fun activity that they enjoy may help them talk more easily about their interests, aspirations and things they want to try.
- Rewards do not work for everyone (e.g. young people with Pathological Demand Avoidance) profiles. Some young people (e.g. some Autistic students) may have very intense interests that are useful as a point of connection and a route to personal development.
- Don't take it personally if a student is uninterested and disengaged. It can take some students a long time to connect, open up and trust that you are genuinely interested.

Activities to promote personal, emotional and social development.

- Schools will already have access to personal development programmes such as ELSA and may well have developed their own curriculum. These will offer valuable resources and activities to draw on, however learners at high risk of ESL benefit from more individualised approaches tailored to their particular situation and needs.
- Activities that the young person enjoys, such as project work, cooking, boxing, gardening, music or sports can open avenues to support development of other personal attributes
- Therapeutic provisions such as nurture groups, time to talk, access to safe spaces may be needed to support emotional and social development

Seek out and engage with young learners' viewpoints.

- Giving young people regular opportunities to share their viewpoints (This could be through regular feedback meetings or when an issue is clearly affecting a young person. It is important to *act* on the views young people share – if their opinions are asked, but not acted upon/reacted to, that will lead to greater disengagement.
- Learner voice panels can help ensure the views and concerns of specific, marginalised groups are heard. It can be challenging to build a diverse/representative panel. Sometimes a panel approach may be inappropriate or unsuitable, so schedule an equivalent 1:1, or small group meeting.
- A suggestion box where learners can voice concerns anonymously may help some young people start to express their views

Theory Behind the Strategy: Critical Pedagogy

Paulo Freire³ suggests improving young people's self-confidence, self-esteem and autonomy is achieved via a process of empowerment. Many social structures (e.g. education systems that prioritise grades above holistic personal development) disadvantage and oppress certain people. The route to empowerment has four steps:

1. Develop an awareness of the ways that features of the education system and school policies which disempower particular social groups. What injustices do young people feel and see?
2. Encourage political thinking in young people. Help young learners appreciate that education systems do not randomly appear – they are designed with specific goals in mind. Do young people share the same goals or have different ones?
3. Maintain dialogue with learners and reflect on the way our backgrounds and histories can shape the assumptions we make and our reactions to certain young people or situations.
4. Support young people to be active agents improving an unjust system, rather than passive recipients.

Freire argues that education involves learners 'transforming' knowledge, not passively consuming it. He sees education systems as generally geared towards a 'banking' model which focuses on feeding young people 'knowledge' without them questioning, thinking, or challenging it. Work to (re)engage with learners at risk of ESL can benefit from the focus on dialogue, autonomy and empowerment that Critical Pedagogy offers.

³ Freire, P. (1970) [freire-pedagogy-of-the-oppressed.pdf \(ucsc.edu\)](https://www.ucsc.edu/~paulofreire/freire-pedagogy-of-the-oppressed.pdf)

Support with transitions

AIM: To provide personalised support to minimise the risks posed by educational transitions

Young people with elevated risk of ESL face particular risk of disengaging from education/training in the period before, during and immediately following an educational transition. This is particularly the case when transitions take place outside of the normal admission and exit point for the cohort (mid-term transition, irregular transition or turbulence).

Transition support should be tailored to individual needs and will differ according to their special educational needs and disabilities, social and emotional support needs, cultural background, family background, material resources, academic achievements and interests.

Key considerations for successful transitions for this cohort include:

Empowerment and ownership: Those with elevated risk of ESL are the student group least likely to feel a sense of control over an educational transition. Actively involving the young person and understanding what will help them feel positive and prepared for the move will maximise the chances of a positive experience

Effective coordination and communication: The support of a designated person to co-ordinate all aspects of the move is important for those with high risk of ESL.

Support for relationship development and maintenance: The impact on friendships and relationships with peers, family and school staff is a critical factor in young people experiencing transitions positively. Help to manage existing relationships and develop new ones is key. Transitions can create positive opportunities, like ending negative relationships and creating positive new ones. Support should therefore include help in navigating old and new relationships.

N.B. It is much harder for young people experiencing economic hardship and those with SEND to maintain pre-transition relationships. This can lead to a) low self-esteem and feeling forgettable as a person, b) developing insecure attachments when developing new friendships, c) avoiding building new relationships, and d) severing relationships before a transition.

Create a sense of continuity: The more information that can be shared before the transition, the more effectively the young person can be supported on arrival.

Create a sense of academic progress: Building on a young person's educational trajectory positively impacts how students' feel about themselves as learners. During transitions, curriculum areas can be disconnected and performance and achievement can be difficult to track. Efforts to manage young peoples' positive sense of legacy at the sending institution, and a sense of preparedness at the receiving institution, can support a sense of progress

RESOURCES:

- Transition Coordinator or designated staff member (tutor, family liaison, SENCO)
- Private space for one-to-one meetings with young person and peer group
- Social and emotional specialist (e.g. ELSA, educational psychologist, school counsellor, nurse)
- External agencies (e.g. social worker, medical tutor, virtual school officer, traveller liaison)
- Academic and Personal information records
- Internet facility and communication platform e.g. Skype, email account
- Alumni directory and online (password protected) forum or blog
- Camera and facility to take, send and print photos

SUGGESTED ACTIVITIES

Building familiarity

- **Taster-days.** For those at high risk of ESL, individually organised visits may be preferable. Multiple visits may be needed for some students to feel comfortable, particularly those who struggle with change (e.g. Autistic young people), those with high anxiety or disabilities which mean they may need greater familiarity with accessible or familiar routes around the site.
- **A peer-led guided tour:** This can be effective for familiarising the young person with the key spaces and the informal routines and norms of the school, particularly social spaces. Providing campus maps or plans showing safe spaces, an indicative timetable showing daily/weekly routines, and key contact people will also help.
- **Travel training and support.** Familiarising the young person with bus routes or helping them to plan and practice a journey are key for some learners with SEND, anxiety or low confidence. Taking time to discuss the young person's access to travel options, how long the journey will be can be especially important for those at high risk of ESL living in rural areas (e.g. wheelchair users who rely on a wheelchair access vehicle).
- **Warm handover.** Being accompanied by a trusted staff member can make an important difference when visiting a new education/training setting, or when coming back on site / re-engaging after a long period of absence/non-attendance. Familiarity with people at the setting, so they feel known and know who to approach for help and where to find them are key.
- **Communication skills training:** For example, provide indicative introduction statements; give guidance in how to best present themselves to staff, peers, employers; how to listen and ask questions; how to interact with employers; role play scenarios to practice making introductions.
- **IT support and training.** Ensure students are familiar with the digital platforms they are to use at the school. Find out what technology they have access to at home.

Effective information sharing

- **Compile an up-to-date record of young person's achievements:** This can be useful both to share with the receiving educational setting as well as for the young person's own records.
- **Compile a personal profile.** Work with the young person to create an 'All About Me' document to share anything they wish with their next setting (e.g. interests, talents, significant relationships, pets, examples of good work, information about their learning needs (below EHCP threshold)).
- **Ensure learning support and access needs are in place:** liaise with support and teaching staff, external agencies, SENCO so that necessary resources are immediately available and staff have had any necessary training.

Relationship Support

- **Support with navigating relationships** on how to end, maintain, start and repair friendships.
- **Create an active alumni directory where each new student has an entry.** This allows students to feel that they have a legacy and supports their sense of themselves as a valued learner.
- **Organise an online welcome and catch up with peers.** This can help the young person feel welcome before transition and give a sense of feeling valued by peers/friends following transition.
- **Group discussion/support groups on the impacts of educational transitions.** This is especially important in cases where several students are moving (e.g. service children). It is important to consider social or academic impacts for those 'left behind'.
- **Regular one-to-one 'settling in' meetings:** Prompting the young person to reflect on their progress in settling in enables key issues to be tackled before they escalate. This is especially important for groups (e.g. service children) who have a tendency to internalise any adjustment issues and are more reluctant to seek help or express a need for support.

Peer-to-peer mentoring

AIMS:

- to support young people's relatedness and social interaction via connection with a peer from a similar cohort (e.g. a student of the school setting who has experience of barriers to educational engagement).
- to facilitate a collaborative and inclusive peer-to-peer culture where learners see themselves as key stakeholders in the learning community.

OVERVIEW:

Peer-to-peer initiatives tackle ESL by helping young people overcome issues affecting their participation and learning in work and society. This approach is useful in tackling issues in the school community that can fuel ESL for some young people, such as **bullying** and **social exclusion**; key risk factors to ESL raised by young people in Southwest England.

It also offers an effective form of support during **transitions** between phases and settings.

The types of learning that can be best supported in this way include the development of skills and aptitudes that underpin participation in society and work, such as **collaboration**, **team-work**, **motivation**, **self-confidence**.

Young people are best equipped to relate to other young people. The power dynamic is more egalitarian than with an adult. This can make it easier for some young people to connect with the support on offer and engage with the learning opportunity.

Leveraging the support of young people to support each other can benefit the learning and confidence of both peer and mentor. It can also provide a more informal source of support that is more readily accessible in situations where an adult mentor may not be so available, such as social and unstructured times.

A recurring issue for young people and school staff in relation to ESL was the way academic pressures relating to achievement targets can contribute to a culture where young people feel in competition with each other. Perceptions that they are ranked with a relative position within a cohort can fuel anxiety and a sense, for some students, that school is not for them. Peer-to-peer support processes has the potential to support a more collaborative culture between young people and increase young people's perceptions of being supported, another key factor in preventing ESL.

RESOURCES:

- Staff member
- Student mentors and mentees
- Initial training and continuous support
- Adequate and comfortable space

SUGGESTED ACTIVITIES:

Buddy scheme

Often used in school following transition. A designated peer is assigned responsibility to induct, familiarise and be a contact point for a learner who is new to the school. The concept has become common practice in schools for learners who join outside of normal admission points. The peer may be from the same cohort or an older learner depending on whether the key objective is to have a guidance role or whether it is to socially integrate the learner. The effectiveness of the role is highly dependent upon the aptitude and

motivation of the 'buddy' and when effective can initiate a long-standing friendship or role model. When assigned on an ad-hoc role i.e. in the absence of careful selection/induction/ training, the effectiveness can back-fire as if the buddy is not approachable, inclusive and welcoming. The role can further alienate the learner who is new to a setting. It is essential for the buddy to see themselves as an ambassador for the school and appreciate the reciprocal value of the buddy-peer role. The buddy scheme can also be employed in response to an identified need e.g. for learners who are socially isolated.

Vertical Tutor Groups

Reorganising pastoral groups so they contain a small number of students from each year group facilitates peer-to-peer support through role modelling. They can support positive student-to-student relationships and encourage prosocial behaviour among young people ⁴

Ambassadors (e.g. Wellbeing Ambassadors)

Engaging students to champion, promote and provide support around a particular issue can make support more accessible for those who need it, while also enabling students to give back to the school community and take on a responsibility. Challenges with mental health and wellbeing lie behind early school leaving for many young people and having the resources to support this in school can be challenging. Developing young-person led peer support through Wellbeing Ambassador programmes is can be a valuable strand in work to tackle ESL ⁵

Peer tutoring or Peer mentoring programmes

With appropriate training, guidance and supervision peer mentors are able to listen and support fellow pupils (mentees); helping them deal with the challenges they face that they may be struggling with. Given that the focus of peer mentoring is often upon social, emotional or wellbeing issues (as opposed to formal education objectives), the objective of the programme, identification of participants, and training of mentors requires considered and sensitive management. The success of the initiative is wholly dependent upon the effectiveness of mentors in this role and on the supervision/support structures provided for mentors.

TOP TIPS FOR EFFECTIVE IMPLEMENTATION

There are **challenges** associated with peer learning and support.

- If students are unequally invested the work together can be distracting, unfocused or frustrating
- Some students may feel more comfortable with support from staff rather than a peer

Offer peer support on an opt in basis

Clarify clear rules of conduct and principles of collaboration

Provide quality training for peer mentors in key skills for the role (e.g. active listening, respect, turn-taking, social boundaries).

Have a designated member of staff overseeing any peer support activity who will regularly monitor, review and be available to deal with issues that arise.

It is important for peers to have personal experience and/or understanding of the ESL barriers that young people face, as peer group testimonials (young people facing similar barriers who have succeeded in education/ training) are particularly effective.

⁴ Best, G. M. (2014) Activities and Prosocial Behaviour in Vertical Tutor Groups. Institute of Education, University College London. [thesis] Available at: www.discovery.ucl.ac.uk/id/eprint/10018403/1/Graham%20Best%20Final%20Thesis%20for%20Publication%202014.pdf [Accessed 24 January 2020]

⁵ <https://www.mentallyhealthyschools.org.uk/whole-school-or-college-resources/wellbeing-ambassadors-cheat-sheet/>

Responsive crisis resolution

AIM: To provide responsive support that focuses on repairing relationships, resolving conflict and responding to the causes and consequences of disruptive behaviours. Responsive resolution offers individualised support for emotional wellbeing, reducing absence, suspensions and exclusions.

OVERVIEW:

A key strand in reducing ESL, suspensions and exclusions involves developing **crisis resolution systems** which are **flexible, personalised** and **quick to respond**. Rather than simply punishing bad behaviour, restorative approaches to conflict involve reflecting on the needs of those involved, seeking to repair harm and understanding how to avoid the same thing happening again. Ensuring **staff's needs and emotions** are considered, **as well as learner's needs and emotions**, is vital for it to work effectively.

Restorative approaches aim to **prevent relationship-damaging situations** from occurring and resolve them effectively if they do. Usually, the thing to be restored is relational, something **between** individuals or groups of people. For instance:

- Communication
- Empathy and understanding of the other's perspective
- Relationship or friendship
- Collaboration
- Respect

It can be something **within** an individual, such as:

- Feeling secure
- Self-respect
- Self-confidence
- Dignity

For students at risk of ESL, a **sense of belonging** to a community (e.g class, school, peer group or family) has often been badly damaged, so restoring this sense of connection is key.

Responsive interventions might include

1. Short-term counselling interventions
2. Restorative interventions
3. Staff training in restorative approaches to promote an inclusive climate

Mental health challenges are a key factor in ESL and supporting students' well-being is a key priority in tackling it. Providing short-term counselling interventions for students at risk of ESL ensures they have access to support as and when they need it. Ensuring safeguarding staff are **approachable** and **accessible** to students, and offering **timely access to counselling** are key aspects of this strategy.

Where **behaviours** disrupt learning, space and time to discuss and understand the issues underpinning this enables more informed responses to resolve them. Intervention may be a short **reflective discussion** where a resolution is reached, or a more extended period of **scheduled sessions** focussing on resolving the crisis and supporting the learner to work towards that.

Developing responsive crisis resolution services often requires some fundamental shifts in the way behaviour and conflict are viewed and responded to across the organisation. Practices that have a negative impact on students at elevated risk of ESL include asking students to work in corridors, zero-tolerance behaviour policies.

Staff training in restorative approaches, trauma informed practice and ACES is therefore an important part of this strategy. This approach to conflict resolution should be combined with **measures to promote behavioural change** and allow the student to continue academic instruction. This might include courses to support students to develop their emotional, social and communication skills. Procedures must link improved behaviour and return to the regular classroom and be clear for student and staff.

RESOURCES:

- Lead staff to develop and oversee strategy
- Staff time for discussions/ sessions
- Counsellors and staff to lead any related programmes
- Safe spaces for meetings
- Timetabling
- Staff training time
- Guidance documents for restorative conversations and meetings
- Tracking mechanisms
- Contract or agreement for restorative outcomes

SUGGESTED ACTIVITIES

The ethos of this strategy reflects restorative approaches that have grown from work in the youth justice system. This is a set of principles governing the way we interact rather than a set of actions to follow,

Questions to guide a responsive, restorative response:

- **What has happened?**
- **What were you thinking and feeling?**
- **What do you think and how do you feel now?**
- **Who has been affected by this?**
- **What is needed to put things right?**
- **How can we make sure this doesn't happen again?**

Informal restorative conversation

These conversations occur as the need arises. Using the questions above as a guide, a member of staff supports the learner to respond to a crisis (e.g. an argument, or walking out of room). Ensuring staff who respond in these crisis situations are well-trained are well-supported to use this approach, will help embed this in the school culture. An alternative is having a central point where students go in the first instance in these situation, where this approach is well-established.

A restoration planning meeting and agreement.

Where more serious, or prolonged conflicts occur, or where initial, informal restorative approaches are insufficient or unable to happen, a more formal meeting with somebody not involved in the conflict can be used to talk through what happened (using the questions above) and make a plan of action to put things right. For learners who are known to be at risk of ESL, or for whom disruption to learning has become more regular, scheduling these regularly could help with continuity.

Restorative meeting circle following an exclusion or suspension.

A meeting with all involved parties to reintegrate the learner back into the school or classroom community. Depending on the nature of the situation, a trained facilitator may be required.

Resources, References and Further Support

PERSONALISED PLANS

A brief assessment for self and other awareness, self-esteem, friendship, and/ or social skills

https://www.routledge.com/rsc/downloads/temp_file_Talkabout_Series_Chapter_Collection.pdf

Bright Futures Somerset. Mental Fitness Coaching: A complete solution for schools, colleges and alternative provisions. <https://www.brightfutures.me.uk/>

Boxall profile <https://new.boxallprofile.org/> For four to eighteen years. An assessment tool for social emotional and behavioural difficulties for CYP. It identifies the levels of skills the CYPs possess to access learning

Strengths and Difficulties Questionnaire SDQ www.sdqinfo.org For three to sixteen years identifying areas of strengths and difficulties to be completed by school, family and child and young person (CYP).

Centre for Self-Determination Theory (2020). <https://selfdeterminationtheory.org/topics/application-education/>

Department for Education (2020). *Guidance: How to access your personal learning record:* <https://www.gov.uk/guidance/how-to-access-your-personal-learning-record>

Emotional literacy Assessment (GL) <https://www.gl-assessment.co.uk/assessments/products/emotional-literacy/> Measure CYPs' ability to understand and express feelings and highlight areas for intervention

Future Skills Questionnaire, The Careers and Enterprise Company.

<https://careersandenterprise.zendesk.com/hc/en-gb/sections/360005523299-Future-Skills-Questionnaire>

GL Education (2017). *Pupil Attitudes to Self and School* (PASS). <https://gl-education.com/products/pupil-attitudes-to-self-and-school-pass/>

Guide to person centred planning with children (2015) Tower Hamlets Educational Psychology Service https://www.towerhamlets.gov.uk/Documents/Children-and-families-services/Early-Years/TH_PCP_Model.pdf

Headspace (2020). How to make a career plan. <https://headspace.org.au/young-people/how-to-make-a-career-plan-template/>

Motional <https://motional.io/> Online tool for identifying, assessing, and improving the emotional health and wellbeing of CY

Person Centred Planning Toolkit. National Development Team for Inclusion. [Introduction to Person-centred Planning Tools - NDTi](#)

Ryan and Deci (2020). *Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions.* <https://doi.org/10.1016/j.cedpsych.2020.101860>

The Careers and Enterprise Company Resource Directory. Contains searchable resources to support young people's futures. <https://resources.careersandenterprise.co.uk/>

Understanding a child or young person's self-esteem. Self-Image Profiles (SIP) | Pearson Assessment (pearsonclinical.co.uk) <https://www.pearsonclinical.co.uk/content/dam/school/global/clinical/uk-clinical/files/mental-health-brochure.pdf>

BLENDING MEDIA MENTORING

Bright Futures. [Bright Futures Somerset](#)

Evidence-Based Mentoring: How "mind mapping" can help mentors and mentees find activities. <https://www.evidencebasedmentoring.org/how-mind-mapping-can-help-mentors-and-mentees-find-activities/>

Jump Start Mentors, Somerset Activity and Sports Partnership. <https://www.sasp.co.uk/jump-start-mentors>

How you can use blended learning to improve mentoring. <https://www.linkedin.com/advice/1/how-can-you-use-blended-learning-improve-mentoring-skills-mentoring>

Promiseworks, Somerset-wide mentoring programme for young people aged 5-19 who are experiencing difficulties at home or with education and training. <https://promiseworks.org.uk/>

Mentor Guide from SIGUCCS <https://www.educause.edu/-/media/files/wiki-import/2014infosecurityguide/mentoring-toolkit/siguccsmentorguidepdf>

MindTools, Active Listening: <https://www.mindtools.com/az4wxv7/active-listening>

MindTools, SMART goals. <https://www.mindtools.com/a4wo118/smart-goals>

One-to-one support through coaching or mentoring. CEDEFOP. Toolkits. VET toolkit for tackling early leaving. <https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervention-approaches/one-one-support-through-coaching-or-mentoring>

Prince's Trust, Mentoring a Young Person <https://www.princes-trust.org.uk/support-our-work/volunteer/volunteer-tools-tips/mentoring-young-person>

Social and Emotional Learning Toolkit: Self-Awareness <https://www.actforyouth.net/program-toolkit/yd-activities/sel/self-aware.cfm>

PERSONAL DEVELOPMENT ACTIVITIES

Bright Futures Somerset. Mental Fitness Coaching: A complete solution for schools, colleges and alternative provisions. <https://www.brightfutures.me.uk/>

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Forge CPD: Personal Development [Personal Development \(List\) | Forge CPD](#)

London's Inclusion Charter Strategic Guides for Education. See section on Students as Active Citizens. [London's Inclusion Charter: Strategic Guides for Education Leaders](#)

National Youth Agency: Youth Participation Framework – Hear by Right. [Youth Participation Framework - National Youth Agency](#)

Student voice: Manageable, meaningful, and motivating. SecEd. <https://www.sec-ed.co.uk/content/best-practice/student-voice-manageable-meaningful-and-motivating/>

TES. [Personal Development Bundle | Teaching Resources \(tes.com\)](#)

The Student Voice. Lundy's model to give school leaders insight into key steps. <https://www.mentallyhealthyschools.org.uk/whole-school-approach/pupil-voice/>

Whole Education. A charity which supports a network of education leaders to focus on holistic improvements in schools. <https://wholeeducation.org/>

Yes Futures. Personal Development Resources. [Resources for Teachers | Yes Futures](#)

Youth Sports Trust. Youth Voice Resources. [Youth Voice Resources - Youth Sport Trust](#)

SUPPORT WITH TRANSITIONS

Brown, C., (2012). Exploring how social capital works for children who have experienced school turbulence: What is the role of friendship and trust for children in poverty? <https://doi.org/10.1080/09620214.2012.737688>

Brown, C., James, C. and Lauder, H., (2011). *Managing Mobility to Maximise Learning*. Nottingham: National College for Leadership of Schools and Children's Services: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/339990/managing-pupil-mobility-to-maximise-learning-summary.

Education Endowment Foundation. Supporting pupils through transitions-a trio of challenges <https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges>

How to Make New Friends. Kidscape. <https://www.kidscape.org.uk/advice/advice-for-young-people/friendships-and-frenemies/how-to-make-new-friends/>

Independent Travel Training, Somerset County Council. <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/independent-travel-training/>

Mentally Health Schools, Transition. <https://www.mentallyhealthyschools.org.uk/factors-that-impact-mental-health/school-based-risk-factors/transitions/>

SMILE, Transitions and Changes. Somerset. Support for young people, their families and those working with them. **SMILE, Teacher Responsibilities.** Both available to download at <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/transition-between-phases-of-education/>

Social Story: Starting College, SEND Resource. The Careers and Enterprise Company Resource Directory.
<https://resources.careersandenterprise.co.uk/resources/social-story-starting-college-send-resource>

South Somerset 14-19 Partnership 'Imagine the Possibilities-A Family Guide.' Support for families of SEND students to understand effective transition and avenues of support.
<https://resources.careersandenterprise.co.uk/resources/south-somerset-14-19-partnership-imagine-possibilities-family-guide>

Supporting School Transitions. Somerset Children and Young People A number of resources to support children emotionally during times of transition
<https://www.cypsomersethealth.org/?page=resources&area=14&sub=17>

Travel Training, Hertfordshire Council. [Independent Travel Toolkit](#)

The Careers and Enterprise Company. [Securing Good Transitions: A resource pack to support the next steps of Key Stage 4 pupils with SEND | CEC Resource Directory \(careersandenterprise.co.uk\)](#)

The Careers and Enterprise Company. [Conditions for Transition: Supporting young people onto apprenticeships and technical pathways | The Careers and Enterprise Company](#)

The Careers and Enterprise Company. [Transition programmes for young adults with SEND. What works? | CEC Resource Directory \(careersandenterprise.co.uk\)](#)

The Careers and Enterprise Company. [Moving On: Student Transitions and Preparing for Adulthood | CEC Resource Directory \(careersandenterprise.co.uk\)](#)

The Careers and Enterprise Company. Transition skill (mock interview and CV workshops).
<https://www.careersandenterprise.co.uk/media/qzsdspmp/what-works-report-transition-skills.pdf>

Universal Class. Etiquette for Young Adults. Meetings and Introductions. Conversation and Listening Skills. <https://www.universalclass.com/articles/self-help/etiquette-for-young-adults-meetings-and-introductions.htm>

University of Bath Autism Summer School. A free residential for Autistic students to experience aspects of university and student life. <https://www.bath.ac.uk/campaigns/autism-summer-school/>

Young Minds. Supporting School Transitions.
<https://www.youngminds.org.uk/professional/resources/supporting-school-transitions/>

YourGamePlan. Online Learning platform to help young people transition from school to workplace.
<https://resources.careersandenterprise.co.uk/resources/yourgameplan>

PEER-TO-PEER MENTORING

Anna Freud, Establish a peer support programme in your school.
<https://www.annafreud.org/resources/schools-and-colleges/5-steps/promoting-wellbeing/establish-a-peer-support-programme-in-your-school-or-college/>

Anna Freud, Mentally Healthy Schools. Wellbeing Ambassadors Cheat Sheet.

<https://www.mentallyhealthyschools.org.uk/whole-school-or-college-resources/wellbeing-ambassadors-cheat-sheet/>

London's Inclusion Charter Strategic Guides for Education. See section on Cross-institutional peer mentoring. [London's Inclusion Charter: Strategic Guides for Education Leaders](#)

Peer Connections, Open Mental Health Somerset. <https://openmentalhealth.org.uk/>

We've Got This, Somerset Activity and Sports Partnership. Peer Mentors.

<https://www.sasp.co.uk/weve-got-this>

Worth-It, Peer Mentoring for Pupil Mental Health and Wellbeing

<https://www.worthit.org.uk/blog/peer-mentoring-schools>

Worth-It, Wellbeing Ambassadors Programme. <https://www.worthit.org.uk/programmes/wellbeing-ambassadors>

Young Somerset, Peer Mentor support for 16-25 year olds in Somerset.

<https://www.youngsomerset.org.uk/weve-got-this>

RESPONSIVE CRISIS RESOLUTION

ACES Webinar, Somerset County Council. Adverse Childhood Experiences Training.

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/health/adverse-childhood-experiences-aces-webinar-for-parents-and-carers/>

Anti-Bullying Alliance. What is restorative practice? <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative>

B&NES Trauma Informed Behaviour Policy Guidance. [B&NES Trauma Informed Behaviour Policy Guidance \(bathnes.gov.uk\)](#)

Somerset STARR Chart for Behavioural Analysis. A Template for analysing what happens before, during and after an episode of behaviour to develop a greater understanding of why behaviour occurs.

https://somersetcc.sharepoint.com/:w:/s/SCCPublic/ESEexlDjoElGu21Cm3KNIUoB6_dRQvtjmRWhALAVzM1M4Q?e=LKi1dx

Team Teach. 4 Practical Steps We Can Take to Create Inclusive Schools. [4 Practical Steps We Can take to Create Inclusive Schools - Team Teach](#)

Trauma Informed Somerset. <https://www.supportservicesforeducation.co.uk/Article/152794>

Trauma Informed Schools UK. <https://www.traumainformedschools.co.uk/>

YoungMinds. Trauma Informed Practice. <https://www.youngminds.org.uk/media/hvsd11j0/trauma-informed-schools.pdf>

YoungMinds. <https://www.youngminds.org.uk/professional/resources/addressing-trauma-and-adversity/>