

Transition & Mentoring Program Year 6/7



We create solutions

A unified approach to empowering Young People

Our projects are delivered across London and various parts of the UK
working primarily but not exclusively with Young People

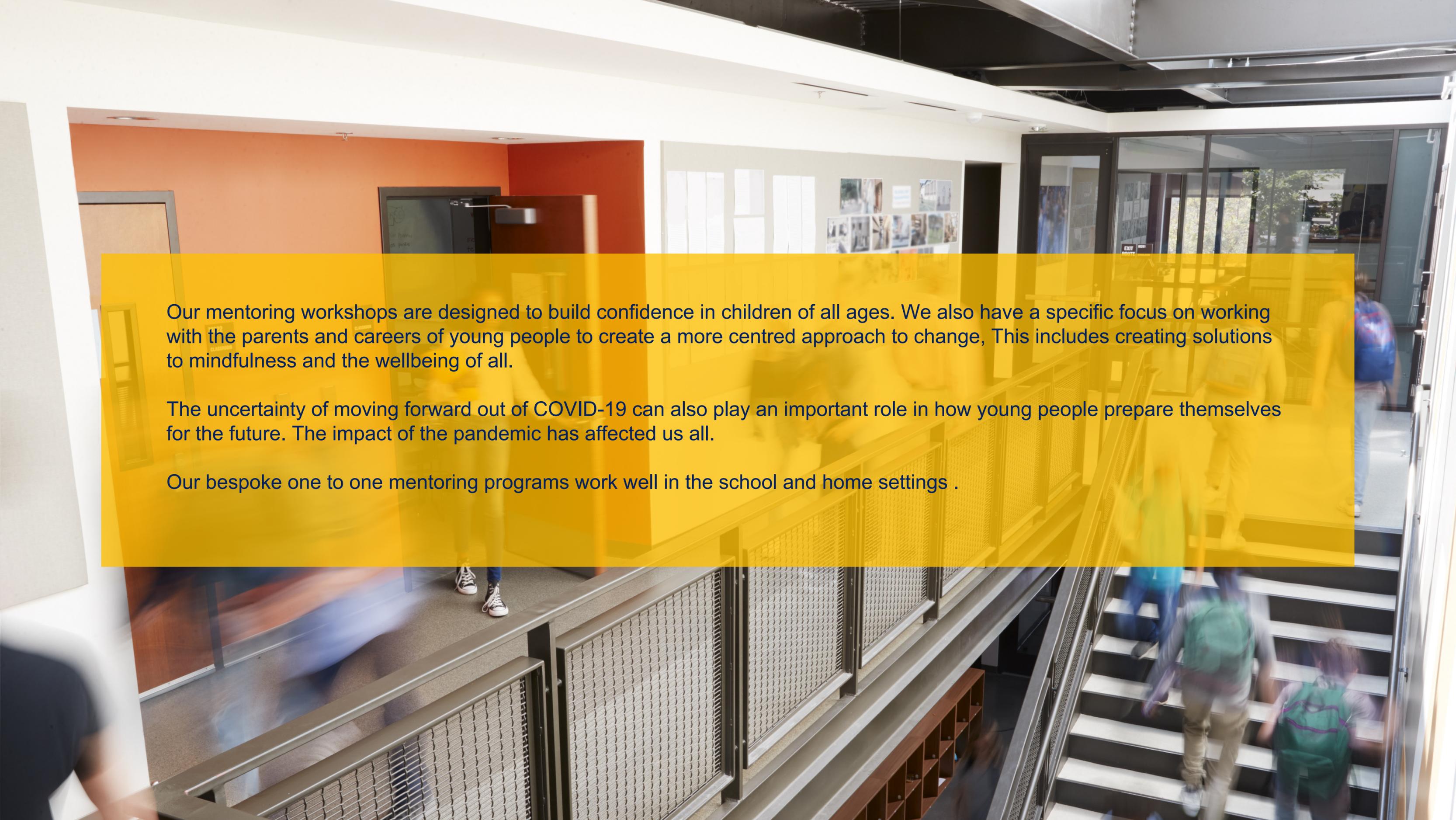
We believe that every child and young person should have the opportunity to realise their
potential irrespective of their life circumstances

What Just Happened

- Primary school is the starting point for most educational journeys. It can be for some the place where many social skills are formed and values and beliefs outside of the home are created. For many parents, it will also be the first time that they have experienced a level of independence in their child, with the responsibility of handling home work and similar school based projects. For many it is also a time when there are significant changes that arise in their child on a day to day basis. This could be friendship groups, behaviour or emotional intelligence. Having worked as a primary school mentor for eight years, my concern was always the transition period for most of the mentees that I had the pleasure to know. I have always maintained that transition to secondary actually starts in year five, when most of the pupils are already experiencing fear or worrying about the change in environment.
- Many are fearful that the past year and a half has had a massive impact on their motivation to learn and achieve. Online learning and digital inclusion for many has been a challenge.
- Also the obvious increase in workload and the responsibility to manage time better more efficiently can be scary.
- Secondary school can also be a concern for parents, many of them are unconsciously worried about the well being of their child or children when this environment changes. Parents play a massive part in preparation for transition to secondary.
- Many of my mentees were fearful of being hurt or bullied on the first day in their new schools.

- This natural fear is not uncommon in many young people that live in specific boroughs of London and the surrounding counties.
- Imagine the fear of being at the bottom of the pecking order again after spending so much time being the eldest in their respective primary school? The overall fear of having a year eight child bully them is enough to make them emotionally unstable for the transition. This fear is evident during the transition period. With the long break from school, the summer will be a pivotal time to put aside time to understand your Child's emotion challenges.
- An individual's value and beliefs system undergoes a noticeable change between the ages of eight and thirteen. Applying the correct sensory acuity will give you the skills to notice these changes and act upon them as and when they present themselves.
- For example, before the change in values, you may have been comfortable knowing that your child listens to you and carries out your instructions without challenging you. This may be as simple as a set time for bed or the selection of clothing etc. These beliefs can now be challenged and mimicked with a friend's values and beliefs systems. So now when you try to enforce a specific bed time, or the wearing of clothing in an acceptable manner, this becomes a challenge of values and beliefs which often presents itself as behaviour.
- Take the time out to ask specific questions about the fear they have about the change of responsibility and environment. The most important thing for you to understand as a parent or carer is that there is a significant change in the value and belief systems and many of the values that you have grown comfortable with may change rapidly as the young person starts looking outward for the answers to their concerns.
- This change can be evident when they are challenged or questioned about their new beliefs and values.
- Imagine that for the average year six pupil, coming towards the end of a chapter can be a strain emotionally and physically as they prepare themselves for "the big school". Having spoken with many young people that have ended up in prison due to their behaviour or similar reasons, the main fear was the initial integration into the general population. It is very similar to the way that many of these young pupils feel about joining a new school.
- With the rise in gang culture, criminal exploitation and the material that young people are exposed to as normal. This illusion of violence has become very tangible in the lives of many young people. Statistically there are more incidents of serious youth violence occurring in specific boroughs, with many of the incidents taking place after school and between the time it takes to get home. Many parents are choosing to collect their children from school as a short term solution.
- The obvious concern here is that the rate of pupils that fall into the category of challenging behaviour and are subject to exclusion, provision or pupil referral units are on the increase, with many of these young people adopting crime or criminal behaviour as a way of dealing with the frustration of not being understood. This school to prison pipeline is becoming more and more a common outcome to so many young people that previously excelled in primary school.

- As adults we tend to imagine that when a child has challenging behaviour, that's just the way they are! This could not be further away from the truth. Most if not all behaviour has a root cause, and finding out what this root is will often provide you with the valuable information you need as a parent or carer to gain a better understanding of where the specific young person is mentally and emotionally.
- The fact is, most schools are not set up to deal with the increase in challenging behaviour and would prefer methods such as managed moves or exclusion as short term fix for the greater school population. Obviously, we cannot accept or manage behaviour that is considered a danger to other pupils, but we have to look at solutions that seek to better understand the individuals needs of pupils with challenging behaviour.
- Popular culture and the search for a role model can also impact on your child's personality and behaviour. Transition from primary to secondary can be a difficult time for many young people. As much as we want to prepare ourselves for our children growing up, we tend to ignore that fact that as children get older they will naturally have values and beliefs that differ from the core values of the house and family. This natural human process will pose differences that appear as conflict. This may be as simple as arguing about the time spent on gaming or the alternative choice of food etc.
- During the change in values and beliefs, your child will look out into the world for role models that they can use to interpret their new model of the world.
- It is this stage that most young people may fall prey to friendships and associations that you may not agree with. The reality is, the young person has simply found a group that appears to have the same values and beliefs as they do. These values and beliefs may or may not be negative, however they will often be different to the family or carer.
- With the use of social media and other platform used to promote popular culture, it can be challenging for young people to avoid specific influencers or trends that are against the core beliefs and values of the house or family.
- Many young people may imitate a particular artist or group in their attempt to form an understanding of how they see the world that they live in. Over the last few years we have seen the increase in online activity that perpetuates a sub culture of violence. Specific genres of music that glorify crime and challenging behaviour. The values and beliefs portrayed by these artist can influence other young people to behave and act in a very similar way. With the illusion that crime is a part of growing up in today's society, certain young people see authority as an enemy.
- In summing up. Parents and carers should never simply give up and accept that their child is naturally naughty, or "just can't cope with teachers'. We must learn more about the culture that young people are growing up into. Accept that things have changed since we were young and learn new ways of open communication. Understand that growing up in a society that appears to be predominately violent, does not mean that they have to contribute to the problem



Our mentoring workshops are designed to build confidence in children of all ages. We also have a specific focus on working with the parents and careers of young people to create a more centred approach to change, This includes creating solutions to mindfulness and the wellbeing of all.

The uncertainty of moving forward out of COVID-19 can also play an important role in how young people prepare themselves for the future. The impact of the pandemic has affected us all.

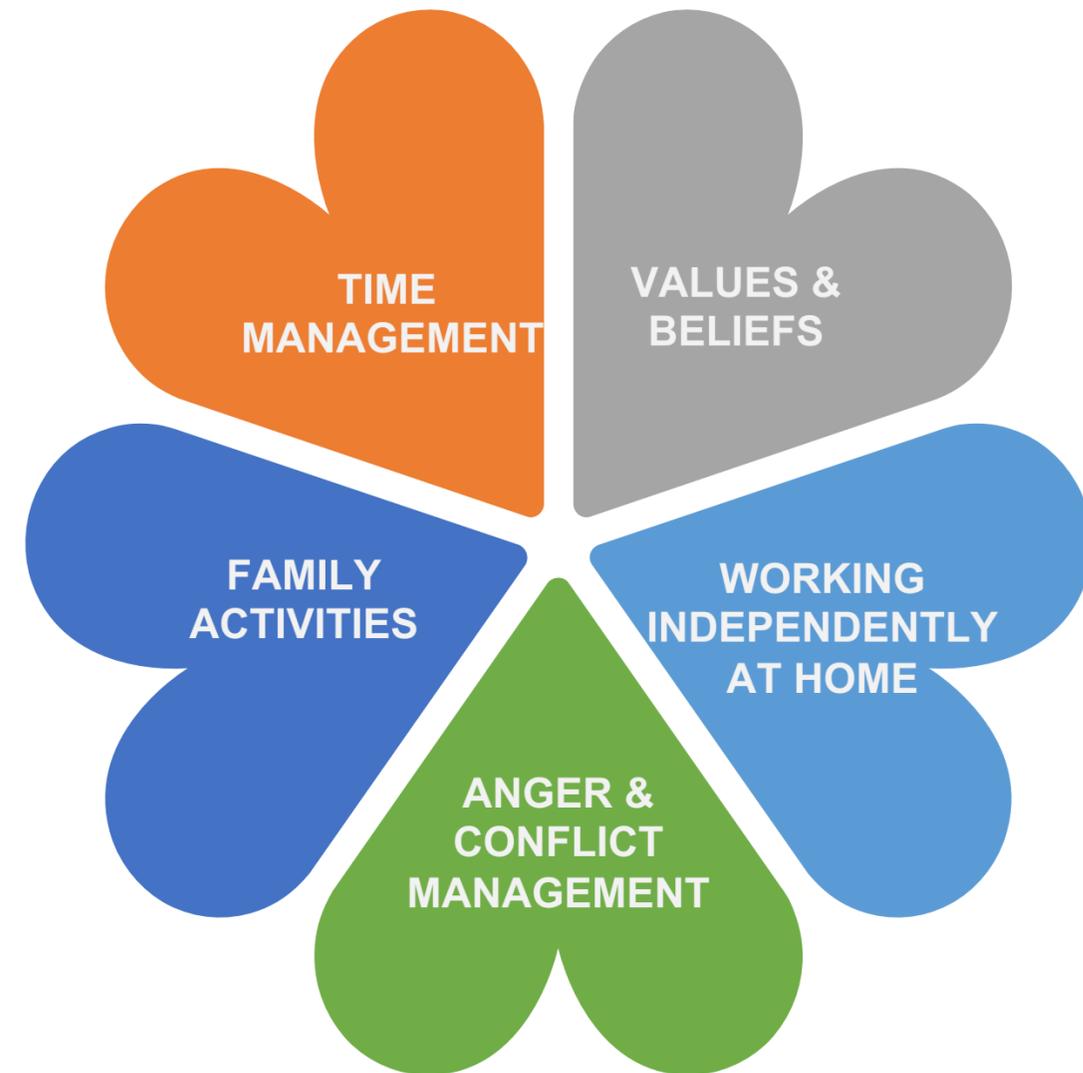
Our bespoke one to one mentoring programs work well in the school and home settings .

One to One Mentoring

In school an experienced mentor will work with small groups focusing on:



In the home, we focus on wellbeing and creating an environment that is congruent and productive. We educate young people about the values of being a productive member of a family and a wider community. We adopt a lifestyle skills approach that enables young people to engage in a more positive way. We also encourage family participation.





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