



AD ASTRA BARNSLEY

RAISING THE ASPIRATIONS OF CHILDREN, YOUNG PEOPLE
AND FAMILIES IN THE BARNSLEY AREA

PENISTONE GRAMMAR SCHOOL

COMMISSIONED LISTENING SUPPORT PROJECT

LISTENING SUPPORT

- OUR SIMPLE DEFINITION OF LISTENING SUPPORT.....
- ACTIVE LISTENING IS HOW WE ENGAGE WITH THE YOUNG PEOPLE
- WE MAKE A CONSCIOUS EFFORT NOT TO JUST **HEAR** WHAT YOUNG PEOPLE ARE SAYING BUT TAKE IT IN, DIGEST IT AND UNDERSTAND WHAT THEY ARE COMMUNICATING.
- NOT ONLY DOES ACTIVE LISTENING **ENHANCE OUR ABILITY TO UNDERSTAND BETTER**, IT ALSO MAKES THE EXPERIENCE OF SPEAKING AND SHARING FOR THE YOUNG PEOPLE EASIER.

PENISTONE GRAMMAR SCHOOL

GROUP WORK AND ONE TO ONE SESSIONS

- **ACTIVE LISTENING** HELPS US OBSERVE THE YOUNG PEOPLES NON-VERBAL BEHAVIOUR AND THEIR BODY LANGUAGE.
- ACTIVE LISTENING HELPS US PROMOTE **MINDFUL THINKING**, WHICH CAN REDUCE ANXIETY AND SYMPTOMS OF DEPRESSION. IT ALSO HELPS US BUILD RESILIENCE IN YOUNG PEOPLE
- EXPERIENCE HAS GIVEN US THE SKILLS TO INTERPRET A YOUNG PERSON'S BODY LANGUAGE AND THIS HELPS US DEVELOP A MORE ACCURATE UNDERSTANDING OF WHAT THE YOUNG PEOPLE ARE TALKING TO US ABOUT AND THE ISSUES THEY ARE DEALING WITH.
- IT CAN ALSO HELP YOUNG PEOPLE BUILD MORE POSITIVE RELATIONSHIPS, AS THEY ENGAGE IN CONVERSATION, - PLUS THEIR PEERS ARE MORE LIKELY TO VIEW THEM AS BEING OPEN AND INTERESTING.
- THIS OFTEN LEADS TO YOUNG PEOPLE ACKNOWLEDGING THAT THEY ARE NOT THE ONLY ONES DEALING WITH SIMILAR ISSUES.



WE NEED TO BUILD RELATIONSHIPS QUICKLY. WE DO THIS BY.....

- **PAYING ATTENTION** TO WHAT THEY ARE SAYING
- **WITHHOLDING JUDGEMENT** – WHERE SO MANY JUDGE THEM
- **REFLECTING** ON WHAT THEY ARE TELLING US
- **CLARIFYING** ISSUES WE ARE UNCERTAIN OF AND ALLOWING THEM TO EXPLAIN IN THEIR OWN WORDS
- **SUMMARISING** TO SHOW WE UNDERSTAND
- ALLOWING THEM TO **SHARE** THEIR EXPERIENCES

THIS YEAR WE HAVE WORKED IN PENISTONE GRAMMAR SCHOOL
WEDNESDAY MORNINGS 8.30 TO LUNCHTIME

- THE SESSIONS ARE STRUCTURED TO INITIATE GROUP DISCUSSIONS AND TO GENERATE IDEAS AND POSSIBLE SOLUTIONS AROUND THE COMMON ISSUES ENCOUNTERED BY YOUNG PEOPLE.
- THE PLAN WAS TO DELIVER GROUP WORK SESSIONS THROUGHOUT THE YEAR
 - WHAT WE HAVE ACTUALLY DELIVERED ARE A SELECTION OF ONE TO ONES AND GROUP WORK THIS YEAR
 - THIS HAS LED TO THE NUMBERS BEING LOWER THAN OUR ORIGINAL FORECASTS
 - **YOUNG PEOPLE SUPPORTED THIS YEAR HAVE GROWN SUBSTANTIALLY AND MANY HAVE BUILT ON THEIR RESILIENCE**

ISSUES SUPPORTED IN THE GROUP WORK

Y7

FRIENDSHIP GROUPS – CONFLICT FROM WITHIN THE GROUP ITSELF – AROUND ‘TEASING’ AND NAME CALLING SO THIS HAD TO BE ONE OF THE FIRST ISSUES WE COVERED

ORGANISATIONAL SKILLS – WE DISCOVERED QUICKLY THAT SEVERAL MEMBERS WITHIN THE GROUP WERE GETTING ‘LINES’ FOR TRIVIAL MATTERS SO WE LOOKED AT HOW TO PACK A BAG FOR SCHOOL – RESPONSIBILITIES (NOT THEIR PARENTS) UNIFORM REQUIREMENTS – WE TOOK IN ACTIVITIES WE USE IN OTHER SCHOOLS TO HELP SUPPORT THIS PART OF THE PROGRAMME

MANAGING EMOTIONS – SEVERAL OF THE GROUP WERE FINDING SECONDARY SCHOOL VERY STRESSFUL AND THIS WAS CAUSING EMOTIONAL BREAKDOWNS FOR A COUPLE OF THE GROUP SO WE LOOKED AT STRESSES AND TRIGGER POINTS AND WE LOOKED AT HOW WE MIGHT MANAGE THEM DIFFERENTLY – WHO TO TURN TO FOR ADDITIONAL SUPPORT – **INCLUDING HOW TO DEAL WITH ON LINE BULLYING**

FAMILY – WE SPOKE ABOUT ISSUES WITHIN THEIR FAMILY UNITS GROUND RULES AND RESPONSIBILITIES

ME MYSELF AND I – WE LOOKED AT HOW THE GROUP SAW THEMSELVES WHAT SKILLS THEY HAD HOW THEY MAY BUILD ON THE POSITIVES IN THEIR LIVES TO CREATE BETTER HAPPIER OUTCOMES – **BUILDING RESILIENCE**

GROUP WORK CONTINUES

Y8

LACK OF CONFIDENCE –

YOUNG PERSON BECAME OVERWHELMED WITH ANXIETY – THE GENERAL LACK OF CONFIDENCE IN THEIR EVERYDAY LIVES – BECOMING OVERWHELMED IN VARIOUS SITUATIONS ANXIETY

ANGER ISSUES –

WHY AND HOW ANGER EVOLVES -LOOKING AT SITUATIONS THAT LEAD TO BEING STRESSED AND THEN LEADING ONTO ANGER – HOW TO DEESCALATE ARGUMENTS

BODY ISSUES – HOW BEING OUTSIDE AND DOING EXERCISE CAN HAVE A POSITIVE IMPACT ON US – LOOKING IN THE MIRROR AND NOT LIKING WHAT THEY SEE – WHAT DO OTHER PEOPLE SEE WHEN THEY LOOK AT THEM EXERCISE AND FITNESS – GOOD SLEEP ROUTINES

FAMILIES – PARENTS SPLITTING UP – FEAR OVER FAMILY MEMBERS DYING – ARGUING WITH PARENTS AND HOW TO CHANGE HOW WE HANDLE DIFFERENT SITUATIONS IN THE HOPE OF A MORE POSITIVE OUTCOME

RESILIENCE – WE LOOKED AT THEIR AMBITIONS AND HOW THEY CAN WORK TOWARDS THEM -STEPPING OUT OF OUR COMFORT ZONES AND HOW CAN THIS BE DONE.. - NOT LETTING FEAR HOLD US BACK. ACKNOWLEDGING THAT IT IS OFTEN BETTER TO ACCEPT SCHOOL RULES THAN TO FIGHT AGAINST THEM AS THIS OFTEN MAKES LIFE EASIER

Y9

ISSUES WITH YOUNG MEN

ANTI SOCIAL BEHAVIOUR - SHOPLIFTING – ARSON – FIREARMS – DRUGS – ALCOHOL – VAPING –BOBBY KNOCKING AGGRESSION – FIGHTING – ISSUES IN SCHOOL – BROKEN PROMISES – HEALTH – PARENTS IN PRISON – FAMILY ESTRANGEMENT

THE GROUP OF YOUNG MEN SENT TO US HAD HAD ISSUES WITH SEVERAL DIFFERENT FORMS OF ANTI SOCIAL BEHAVIOUR AND HAD BEEN SUBJECT TO POLICE INTERVIEWS

THESE WERE A GREAT GROUP OF YOUNG MEN WHO HAD FOUND THEMSELVES IN TROUBLE

THEY OPENED UP TO THE TEAM AND SPOKE OPENLY ABOUT ISSUES THAT HAD LED THEM TO ANTI SOCIAL BEHAVIOR

WE DISCUSSED AT LENGTH ALTERNATIVES TO ALL THE ISSUES DISCUSSED AND SPOKE AT LENGTH ABOUT ASPIRATIONS AND HOW THEY SEE THEIR FUTURES

THE GROUP OFTEN FELT LET DOWN BY THE SCHOOL

TWO OF THE YOUNG MEN HELPED AN ELDERLY RESIDENT AND WERE MENTIONED IN THE LOCAL NEWSPAPER – THIS WAS LOVELY TO BE ABLE TO TAKE BACK INTO SCHOOL TO SHOW THEM

THE PEER SUPPORT WITHIN THE GROUP WAS FANTASTIC

ISSUES SUPPORTED IN THE ONE TO ONE SESSIONS

- **ESTRANGED FAMILIES** – THESE INCLUDED ISSUES WITH SIBLINGS /STEP SIBLINGS –
 - BIOLOGICAL FATHERS COMING BACK INTO THE LIFE OF ONE YOUNG WOMAN AND THE ISSUES THIS CAUSED HER AND HER FAMILY –
 - PATERNITY ISSUES –
 - CONFLICTING RELATIONSHIPS -CONFLICT WITH PARENTS WHO WORK FULL TIME AND DOESN'T SPEND QUALITY TIME WITH CHILDREN - THEY FEEL ALL THEY DO IS CHORES AROUND THE HOME -
- **LACK OF CONFIDENCE** – THIS INCLUDED PUBLIC SPEAKING ESPECIALLY HAVING TO SPEAK IN THE CLASSROOM
 - WORRIED ABOUT PARENTS / FRIENDS VIEWS – FRIENDSHIP GROUPS
- **CHALLENGING BEHAVIOUR IN SCHOOL** – THIS ALL LINKED BACK TO ISSUES HAPPENING WITHIN THE FAMILY UNIT

ONE TO ONE SESSIONS

EMOTIONS / STRESS AND ANXIETY –

FEELINGS OF STRESS AND HIGH ANXIETY WHEN FACED WITH TASKS IN SCHOOL – PERSONALISED PRESSURE TO IMPROVE AND DO BETTER – UNABLE TO SOCIALISE IN OR OUT OF SCHOOL – LOSING SIGHT OF PERSPECTIVE IN CERTAIN SITUATIONS – FRIGHTENED OF NOT FULFILLING EXPECTATIONS OF STAFF AND PARENTS –

OVERCOME WITH EMOTIONS –

THIS YOUNG MAN WAS UNABLE TO CONTROL HIS EMOTIONS HE CRIED A LOT – HE FELT LOST WITH HIS SCHOOL WORK – WORRYING IF HE WAS ON TRACK – UNABLE TO FOCUS DUE TO HIM OVER THINKING SITUATIONS - COMES FROM A VERY SUPPORTIVE HOME LIFE WITH LOTS OF FRIENDS AND A POSITIVE NETWORK AROUND HIM

DEREALISATION –

YOUNG WOMAN HAD A TRAUMATIC EXPERIENCE WHICH LED TO HER FEELINGS OF DEREALISATION – WE WORKED THROUGH THE TRAUMA TO ENSURE SHE WAS OK WITH THAT THEN MOVED ON TO THE EMOTIONS AND FEELINGS OF DEPERSONALISATION – HOW THIS HAD AN IMPACT ON HER SCHOOL WORK – WHETHER THIS IS MEDICAL (EYES) OR MENTAL

ISOLATION

MENTAL HEALTH ISSUES WITHIN THE FAMILY UNIT – CARERS FOR FAMILY MEMBERS – SEND SIBLINGS

COPING MECHANISMS

ADHD – ASD ANXIETY AND OTHER MENTAL HEALTH RELATED ISSUES

OUTCOMES – LEARNING HOW TO MOVE FORWARD POSITIVELY

- POSITIVE AFFIRMATIONS REGARDING BEHAVIOUR AND ATTITUDE -
- UNDERSTANDING HOW ISSUES AT HOME CAN RESULT IN DESTRUCTIVE BEHAVIOUR IN SCHOOL AND WITHIN FRIENDSHIP GROUPS
- MANAGING EMOTIONS AND HOW THEY ARE OFTEN LINKED TO THE BODY CYCLE
- WE LOOKED AT MAKING MORE REALISTIC EXPECTATIONS
- THE YOUNG PERSON'S PERSPECTIVE HAD CHANGED SO THIS MADE LIFE LESS ANXIOUS
- LINKED EMOTIONS TO SPORTS ANALOGIES TO HELP YOUNG MEN RECOGNISE LINKS TO MASTERING A SKILL AND SORTING OUT COPING MECHANISMS
- WE SPOKE TO SCHOOL ABOUT HOW STAFF MAY BE ABLE TO OFFER FEED BACK ABOUT ACADEMIC LEVELS ETC –
- ONE YOUNG WOMAN NEEDS ADDITIONAL SUPPORT ALTHOUGH SHE IS IMPROVING WEEKLY AND MANAGING HER EMOTIONS WELL
- IMPROVED GROUP DYNAMICS AND MORE TOLERANCE FOR DIFFERENT INDIVIDUALS
- RELATING ACTIONS TO REAL SITUATIONS AND REGRET FOR ACTIONS

YOUNG PEOPLES FEEDBACK

- FEEDBACK FROM PUPILS ACROSS ALL GROUPS IS HOW IMPORTANT IT IS TO JUST HAVE THE OPPORTUNITY TO VOICE THEIR CONCERNS, THAT THEY ARE BEING LISTENED TO AND DO NOT FEEL JUDGED.
- THE YOUNG PEOPLE BENEFIT FROM REALISING OTHERS ARE ALSO EXPERIENCING THE SAME ISSUES AND CONCERNS AND FEEL EMPOWERED WHEN CONTRIBUTING POSSIBLE SOLUTIONS TO OTHERS' PROBLEMS.
- PUPILS REPORTED FEELING MORE CONFIDENT MOVING FORWARD, FEELING LISTENED TO AND HAVING TECHNIQUES AND IDEAS TO DEAL WITH FUTURE PROBLEMS SHOULD THEY OCCUR.

ISSUES ALONG THE WAY

- *SCHOOL STRIKES HAVE LED TO US MISSING GROUPS SESSIONS*
 - THE STRIKES MEANT THAT WE HADN'T COMPLETED THE SET SESSIONS WITH THE GROUP WITHIN THE HALF TERMS SO SCHOOL ASKED US TO EXTEND AND CONTINUE WORKING WITH THE YEAR 8 PULLS FOR AN ADDITIONAL FEW WEEKS
- *SOME COMMUNICATION ISSUES - SCHOOL TOOK OVER 1 200 PUPILS OUT ON ONE SESSION*
- THE NUMBERS OF YOUNG PEOPLE SCHOOL HAVE SET UP FOR OUR GROUPS HAVE BEEN LESS THAN HALF THE NUMBERS WE AGREED WITH THEM

<u>Group</u>	<u>No of pupils in group</u>	<u>No of Sessions offered/given</u>
Year 7 Transition- Mixed	7	9
Year 8 - Girls	4	7
Year 8 - Boys	5	7
Year 9 Organisation - Mixed	5	6
Year 9 Risky behaviours - Boys	6	6
121s - Sept 22 Mixed	4 then 2	12
121s - March 23 Mixed	4	10
Total individual pupils seen	39	57
Total no of engagements after cancelled sessions (9) and pupil absences		220

ANY QUESTIONS ?

OUR DETAILS



www.adastrabarnsley.org

our webpage is currently under
reconstruction

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Ad Astra Barnsley Facebook page

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