

# Fareham Academy – Gateway Overview – Stepping stones



Unlocking Potential  
Creating Opportunity

	Week 1 and 2 Intervention	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Overview	Establishing a common language. Identifying areas of need. Working on positive change.	Targets and route back to school.	Self-regulation. Recognising my behaviour and the emotions attached. Identifying strategies to support behaviour.	Fight, flight and freeze response.	Anger vs Anxiety	Understanding Boundaries	People in my life
Objectives	Reflecting on their behaviours/ challenges to work and identifying steps to support positive change. To look at the 5 steps emotional scale and to complete a wellbeing assessment.	Students to know and understand the Six strand curriculum and Six steps journey. To continue to review the 5 steps emotional scale.	For the student to recognise their emotions and their triggers.	For students to learn about how the brain works, what the FFF response is and how it can prevent their success. Discuss anxiety and how it affects learning.	For students to recognise how they react to stress. Building on work in previous weeks students will either focus on managing anger or anxiety	Looking at the rules at home and at school. Understanding why there are rules in place.	To look at key people in their lives. To look at different personality traits and identifying which ones are beneficial for success.
Acquired Knowledge/ Skills	Students can reflect on their behaviours and can highlight the keys areas of need. To have the language to understand different behaviours. Students can understand that there needs to be A willingness Identification An intention and An action in regards to change.	Students to set their 3 classroom targets in preparation for their use in lessons. Students able to discuss the 6 strands and identify the expectations of them prior to returning to school. To develop a behaviour plan to support them in school.	To separate the student from their behaviour. Students are to reflect on their behaviour, the emotions they experience when displaying specific behaviours and identifying control measures. Students are to explore the different aspects of the brain and discuss which aspect of the brain is driving the behaviour and how this will influence their outcomes.	Students are to become familiar with the fight and flight process, be able to understand the physiological aspects and begin to recognise them. Students are to reflect on situations of when they have gone through this process and the impact it can have.	Students to explore what drives their anger/anxiety, the triggers they experience, the impact it could have on them and the people around them and discussing what and how they want to change. Students are to explore terminology that is required for them to access mainstream school	Students are to explore the rules both in school and at home. Students must focus upon the reasons for the boundaries, why they are in place and how they are preparing them for the future.	Students are to explore the different people they live with or socialise with. Students can name them, however not necessary. Discussion is to reflect on the traits of each of these people and identify the traits they would like to adopt, ones they would like to avoid and justify the reasons for this.

<p>Outcomes</p>	<p>To understand what positive change is and for them to identify one area that will make a difference to their success.</p>	<p>For students/ staff to be clear on students targets and the structure of their journey on The Gateway programme.</p>	<p>To use language such as Emotional brain and thinking brain to communicate their behaviours. To identify strategies to support them to regulate emotions.</p>	<p>To understand how they react in stressful situations. To be able to use the words Fight, flight, and freeze and to understand the physiological responses to begin under threat.</p>	<p>To complete the anger resource pack or to work on anxiety booklet to support them to recognise ways of overcoming anger/ anxiety.</p>	<p>To explore all the rules in the home and in school. To create a do's and don'ts poster that demonstrates an understand of why rules/ boundaries are important. To also discuss boundaries in relationships.</p>	<p>To complete the multiple-choice worksheet identifying key traits of key people in their lives. Identify role models and what it is that makes you look up to another.</p>
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# Fareham Academy – Gateway Overview – Mental Health and Well-Being

	YOGA Mindfulness	Well-Being Sessions Group	Well-Being Sessions 1-1	Team Building Woodmill & Farm	Well-being Physical Gym	Family	Art as Therapy
Overview	Small group sessions delivered to Gateway Students Y10 and Y11 highlighted with needs	Group sessions with focus on highlighted area of need Social skills Friendship Emotional Regulation Anxiety	Sessions delivered 1-1 an additional layer to the group sessions for students with identified area of need – Linked in to family work	Off site activities for students to engage in activities that build relationships, support friendships, independent thinking, team work, consideration	Off site provision at the Gym for physical wellness, improved stamina and fitness	Linked in with individualised 1-1 programme linking in with key family members to correlate and link in work to family environment	A therapeutic art session incorporating aspects of mindfulness to help express feelings through art
Objectives	Create mental clarity and body awareness Relieve stress patterns Relax the mind	Improved mental Health and Emotional Well-being	Improved mental Health and Emotional Well-being	To encourage and build the skills of teamwork	A healthy body to promote a healthy mind	Linked in work/strategies to home environment Mediation and restorative work A safe space for active listening	To encourage students to discuss the images for meaning and insight – to help deal with strong emotions, increase self awareness and decrease anxiety and stress
Acquired Knowledge/ Skills	Regularly practicing mindfulness can promote metacognitive awareness, decrease disengagement from cognitive activities and enhance attentional capacity through improvement in working memory.	An ability to recognise and identify a range of emotions To acquire a tool box of skills to manage emotions including anxiety	An ability to recognise and identify a range of emotions To acquire a tool box of skills to manage emotions including anxiety	Problem solving, stamina, turn taking, social skills, social communication	How your body works – muscles and nutrition and learning the physical impact of your physical health on your mental health	Listening Compromise Resolution of conflict Finding and discussing resolutions Active listening Transferring strategies from school into the home environment	It can give you the opportunity to express your inner thoughts, while helping you to better understand and make sense of your emotions and your mental health.

<p>Outcomes</p>	<p>Cognitive gains contribute to effective emotional regulation strategies Improved attention Resilience to completing tasks</p>	<p>A better understanding of emotions and ways to regulate appropriately Ability to review and revisit situations</p>	<p>A better understanding of emotions and ways to regulate appropriately</p>	<p>To work effectively and proactively as part of a team</p>	<p>A healthy body and mind Improved stamina</p>	<p>Improved communication Resolving conflict Boundaries and respect at home</p>	<p>Improving self-control, can ease anxiety and depression. Help with feelings of loss, loneliness, guilt and frustration. Foster positive self-esteem and hope</p>
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# Gateway Life skills Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic(s)	Friendships	Healthy lifestyles	Risk and Safety	Identity	Money and Me	Anti-social behaviour Drug awareness Criminal justice system
Topic Objectives	Students will explore the idea of healthy friendship and relationships. Students will look at behaviours which are not suitable, when friendships and not supportive or helpful.	Introduce healthy lifestyles including hygiene, diet and exercise.	Recap and expand staying safe including peer pressure, online safety and bullying. Introduction to the risks linked to knife crime and gangs.	Introduction to gender, stereotyping and prejudice.	Introduction to money and the importance of saving. Use of action planning and problem solving	Students to be aware of what amounts to anti-social behaviour. To develop students' knowledge about drugs, the impact they have on the body, both physically and mentally. To understand the criminal justice system.

<p>Acquired Knowledge/Skills</p>	<p>Students will also go on to look at</p> <ul style="list-style-type: none"> <li>• how their behaviour can impact upon their ability to develop long term friendships</li> <li>• explore the term friend and how this has different meanings since the introduction of social media.</li> <li>• Students will explore healthy relationships, how behaviour should be and begin to explore how to identify relationships which are not appropriate due to behaviours which are displayed</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the links between mental health and a healthy diet</li> <li>• Explain ways to maintain physical hygiene including teeth and menstruation</li> <li>• Rationalise the importance and benefits of sleep</li> <li>• Explain strategies to promote good sleep</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the meaning of 'risk' and understand what a 'risk' can mean</li> <li>• Identify ways to keep themselves safe online and offline</li> <li>• Define and identify the difference between bullying and peer pressure</li> <li>• Demonstrate and identify strategies to deal with peer pressure and different types of bullying</li> <li>• Define 'gambling' and name different types of gambling</li> <li>• Evaluate the risks attached to gambling</li> <li>• Evaluate reasons why someone may choose to carry a knife</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define 'gender identity' and use a range of terms to describe gender identity</li> <li>• Analyse negative consequences of stereotypes and prejudice</li> <li>• Define 'faith' and 'values'</li> <li>• Evaluate the values they hold</li> <li>• Understand that people have rights regardless of race, gender, religion, culture or disability</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand how managing money can help to save</li> <li>• Evaluate the benefits of setting up a budget in order to cope with the unexpected</li> <li>• Identify reasons why we spend money</li> <li>• Explain why we choose to support different types of shops</li> <li>• Understand how price and competition affect consumer decisions</li> <li>• Demonstrate where they have used the skills of action planning and problem solving</li> </ul>	<p>These sessions could link to the previous sessions relating drugs and anti-social behaviour and how these behaviours escalate and lead to these extreme situations. Students should be given the time to watch relevant videos surrounding Youth Prisons and the environment. This will provide an opportunity for students to reflect on the people within these places and how they got there.</p>
<p>Outcome</p>	<p>To identify healthy and unhealthy relationships. Recognising some of the behaviours that might suggest unhealthy relationships.</p>	<p>To demonstrate an awareness of healthy lifestyles including hygiene, nutrition and sleep.</p>	<p>To understand what risk is, how to keep safe online. Know the difference between bullying and peer pressure.</p>	<p>An awareness of gender stereotyping and prejudice. Know the facts on peoples rights.</p>	<p>Have practical knowledge of how to budget. Show ability to problem solve and plan by completing a task.</p>	<p>For students to understand the risks involved in anti-social behaviour and drugs and to have a realistic view of what it is like to be in the criminal justice system.</p>