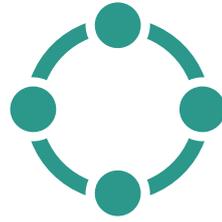
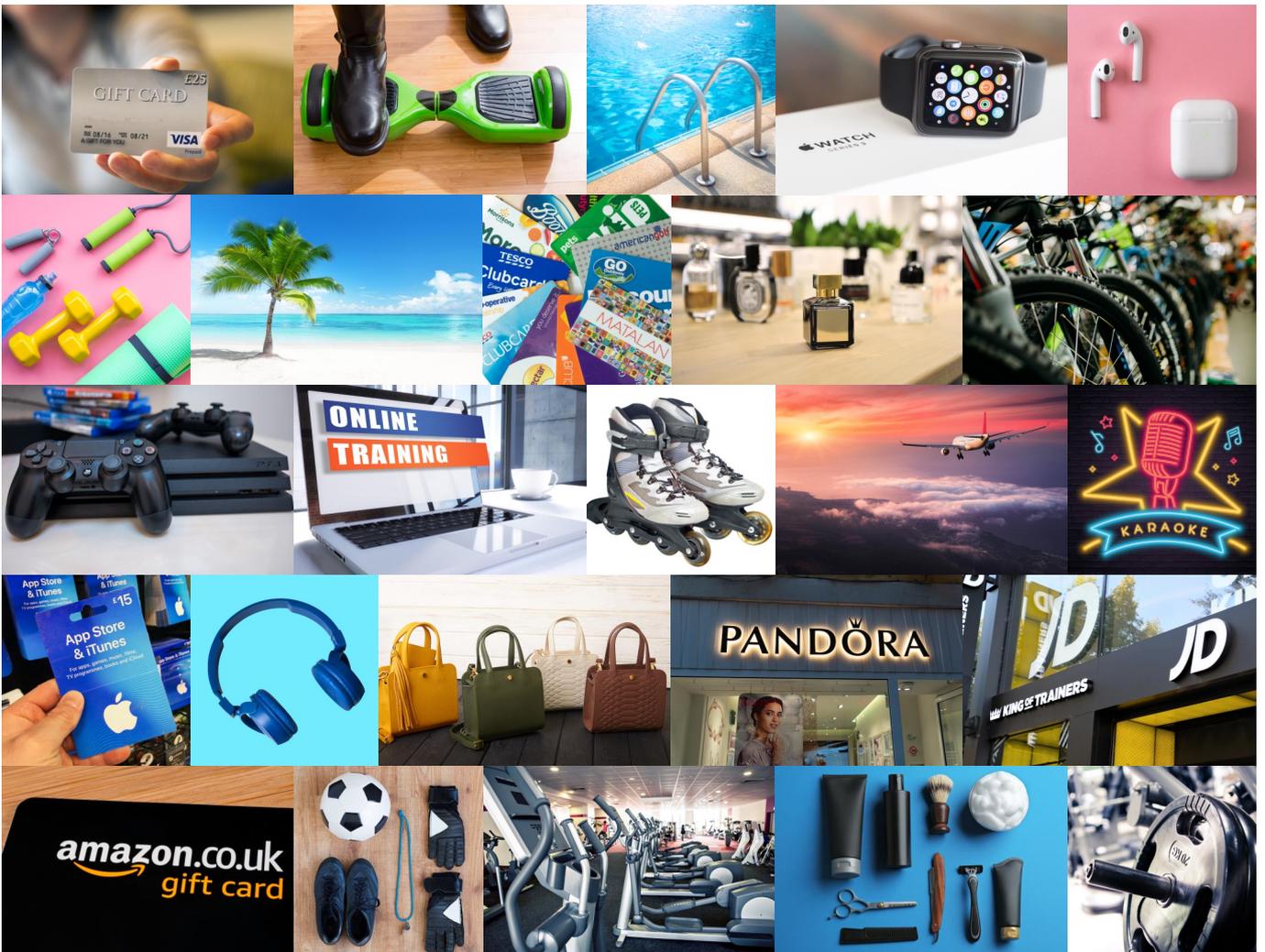


CYCLES OF CHANGE

REWARDS MANAGEMENT PROGRAMME PROPOSAL



ELEVATED MINDS



Elevated Minds CIC

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Success comes when opportunity meets preparation. Never forget your own road to success.



The IDENTITY Project
Be Exactly Who You Are



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MISSION, VISION AND AIMS

Mission

To empower young people with the tools to improve their self-awareness and emotional intelligence, thus giving them resilience in the face of adverse influences, resulting in positive behavioural changes.

Vision

To provide a step by step approach to sustainable change and vast improvements in the behaviour of vulnerable young people, including those attending Pupil Referral Units (PRU) or Alternative Educational Provisions (APs).

Aims

- To reduce criminal engagement activities amongst young people
- To further develop and raise aspirations amongst vulnerable young people
- Provide positive role models to motivate and encourage positive outcomes for young people
- To build stronger relationships between police and local communities
- To achieve positive impact crime data for the police service
- To empower young people to make positive choices regarding future outcomes, including friendship groups, wellbeing and personal safety



THE CYCLES OF CHANGE REWARDS MANAGEMENT PROGRAMME

The Cycles of Change Rewards Management Programme complements and runs alongside **The IDENTITY Project**, the Leadership Programme and the Entrepreneur Programme, all developed and delivered by **Elevated Minds CIC**.

Cycles of Change is a support programme that helps education establishments to achieve their aims and objectives for the vulnerable young people they work with.

The programme brings the police and the education system together to reduce youth violence and crime and to strive for successful outcomes. This approach provides a platform for the police to effectively engage and work collaboratively with local educational establishments.

Our outcomes will be achieved using an incentivised system for learning that intrinsically motivates young people and provides the support mechanisms necessary for them to perform to their full potential. It works to address barriers to achieving success and empowers young people to improve their social and emotional skills and to create opportunities for sustainable change and significantly improved behaviour.

The Cycles of Change Rewards Programme was designed by young people attending a PRU. During the consultation process, they became very enthusiastic and motivated, and subsequently adopted a more positive and engaging attitude toward their Safer Schools Officer.

The Cycles of Change Programme:

- Is an incentive for young people, giving them the chance to create a new cycle, as their minds are awakened to new knowledge.
- Provides the tools for youths to understand and accept the need for change, whilst working towards positive outcomes.
- Promotes and rewards good behaviour whilst instilling a sustainable work ethic.

Positive development deserves recognition, and we recognise that there is no limit to learning.

"The flow does not continue if you stand still."

We believe that impacting individual lives in this way will influence a whole society. Imagine being in a culture that is filled with young people who are enlightened to the fact that they can achieve and that they will achieve. All young people deserve to be acknowledged in the right light.

The cycle begins here, the cycles of change!



RATIONALE

We have some of the most vulnerable and deprived young people in the boroughs of Southwark, Lewisham and Lambeth who are attending PRUs or APs.

A vast majority of these young people have suffered adverse childhood experiences and/or environments that have had a detrimental impact on their development. Large amounts of young people affected are also from homes that are experiencing the adverse effects of poverty. Poverty is a factor that has been attributed as highly significant when it comes to explaining the motivating causes of youth crime.

This programme will specifically target vulnerable young people, including:

- Those at risk of exclusion from mainstream school establishments
- Those having several fixed-term exclusions
- Young people who attend Behavioural Support Units
- Young people attending Pupil Referral Units
- School refusers
- Young people with low attendance rates
- Young people categorised as looked after
- Those known to the police and youth offending teams
- Young people who have made a transition back to mainstream schools



THE FOUNDERS

Nsikan Etuk

'Cycles of Change' was founded by Nsikan Etuk as a result of his time working in education, working within PRUs as well as supporting mainstream secondary schools. Nsikan has been policing the streets of London for over 17 years, and for more than 15 of those years, he has worked within the specialist education sector.

As a specialist in his chosen pathway, Nsikan observed the difficulties that PRUs can encounter in managing challenging behaviour. His first-hand experience highlighted that punitive sanctions and discipline measures were extremely challenging to implement consistently with vulnerable young people. This was particularly the case with young people who have been subjected to the harmful effects of adverse childhood experiences. Nsikan recognised that to achieve the ambitious goal of shifting the mindset of vulnerable young people, the need for an innovative approach to support existing procedures was imperative for maximised effect. The Cycles of Change Rewards Management Programme is designed specifically to provide a positive, motivating and pioneering approach.

Doreen Sinclair-McCollin

Doreen is a creative professional who has worked in a variety of positions within the education sector for more than twenty-two years, including working with Nsikan for more than 11 years. She has held successful leadership positions in mainstream schools and APs. In each post, Doreen has ensured sustained improvements in standards and successful academic progress. Outcomes have been accompanied by tailored personal and social development plans for all students, meeting the individual needs of every child. As Head at a PRU, improvements in attendance, behaviour, progress and attainment were significant, with all students achieving at least one qualification and over 50% achieving at least 5 GCSEs in 2016 and 2017.

Doreen has significant experience of working in a variety of educational environments as well as leading and training colleagues in a variety of specialist areas. She specialises in developing a culture of learning and setting high expectations of achieving success for all. This is highlighted through her practice of promoting personalised learning plans for young people.

As Managing Director and Co-Founder of **Elevated Minds CIC**, Doreen has embarked on working closely with Nsikan again to focus on developing and presenting the Cycles of Change Rewards Management Programme via an online platform.



THE PROCESS

The scheme operates through one-to-one and group coaching. Coaching is considered to be a tool that raises awareness by not only thinking and talking about goals and aspirations but also digging deeper to uncover beliefs, values and habits, giving greater insight into personal strengths and the areas of life that holds a person back.

Working in this way allows the coach to co-create transformational change by:

- Putting the ownership for success back onto the young person
- Focusing on the young person's way of thinking and their belief systems, which subsequently leads to sustained behaviour changes

Young people will be shown *how* to learn as opposed to *what* to learn. They will also learn about themselves in order to better themselves and create good outcomes. They will walk away from coaching sessions with strategies they can implement at different times in their lives.

Using a coaching approach coupled with the involvement of the police is an effective system for reintegrating young people from PRUs and other APs back into mainstream schools or onto further programmes that are suited to their academic and social needs.

It is crucial to promote a culture where positive behaviour is valued and celebrated, and harmful behaviour is challenged while providing a pathway to change.

Elevated Minds CIC will support schools to increase their behavioural management options by regulating the conduct of the most at-risk young people within their establishments. Primary research highlights that there's a desensitisation to current enforcement measures within schools, making it a struggle for schools and local communities to achieve effective deterrents for challenging behaviour. This leads to difficulty in controlling poor conduct and negative attitudes amongst young people.

A risk assessment regarding each individual young person is ascertained from their educational establishment and from the police service. Elevated Minds' senior staff will carry out home visits accompanied by the Safer Schools Officer at each school prior to the onset of **The IDENTITY Project**. The Cycle of Change Programme accompanies this project as a reward for completion.

Information relating to each young person's needs, strengths, difficulties and family background must be shared with Elevated Minds' staff to ensure that the appropriate safeguarding procedures are in place and that all young people will get the very best from participation in the projects. The **Elevated Minds CIC** information sharing agreement will be signed and presented to all educational establishments prior to the commencement of the projects.



THE DELIVERY

The Bronze, Silver and Gold Reward Programmes will be linked to a behaviour management points system, which is currently in existence in all educational provisions. Young people will select their prize pathways and rewards that are most suited to their needs.

There will be three different phases. Each phase will incorporate set targets to be achieved.

Phase 1

BRONZE Award – Level 1 or Level 2 NCFE Accreditation

**Safer Schools Officer Reviews (weekly/fortnightly).
Guide available to support reviews.**



10 – 20 minute sessions between the young person and a member of the police assigned to the provision. The aim will be to confirm any ‘coming to police notice’ incidents and to address what support can be put in place. This will assist the young person to achieve or maintain appropriate levels of behaviour (subject to relevant data protection and sensitivities such as police intelligence).

- Crime Check – reduction required
- Attendance Check (95% + attendance required)

Approx. 16-week completion with Elevated Minds CIC – The IDENTITY Project

The aims of **The IDENTITY Project** are:

- To empower young people by significantly improving their communication, social and emotional skills
- To develop greater self-awareness in youngsters by identifying strengths and weaknesses
- To develop awareness within young people of how behaviour and attitude to learning can impact attainment and progression at school
- To develop awareness within youngsters of their identity and who they are ‘being’ in this world

Phase 2

SILVER Award – Level 1 or Level 2 NCFE Accreditation



Safer Schools Officer Reviews (fortnightly/4-weekly).
Guide available to support reviews.

10 – 20 minute sessions between the young person and a member of the police assigned to the provision. The aim will be to confirm any ‘coming to police notice’ incidents and to address what support can be put in place. This will assist the young person to achieve or maintain appropriate levels of behaviour (subject to relevant data protection and sensitivities such as police intelligence).

- Crime Check – reduction required
- Attendance Check (95% + attendance required)

16-week completion with Elevated Minds CIC – Leadership Programme

Aim: To develop and enhance young people’s leadership skills

Impact: Attainment levels positively affected – GCSE outcomes, assessment outcomes etc.

Developing a young person’s leadership skills enables them to become:

- More confident
- More effective communicators
- Better decision-makers

The course includes an anti-bullying initiative, which will give young people a good understanding of:

- What bullying is
- The different forms of bullying
- The effects of bullying on the victim
- The consequences of bullying for the bully

Young people will be rewarded for their commitment to tackling bullying in a school or educational environment.

Young people will have an opportunity to continue to engage in one-to-one four-weekly coaching sessions with an allocated coach. Or they will be assigned a mentor to support them on their leadership journey.

Phase 3

GOLD Award – Level 1 or Level 2 NCFE Accreditation



Safer Schools Officer Reviews (1/2 termly, if required).

Guide available to support reviews.

10 – 20 minute sessions between the young person and a member of the police assigned to the provision. The aim will be to confirm any ‘coming to police notice’ incidents and to address what support can be put in place. This will assist the young person to achieve or maintain appropriate levels of behaviour (subject to relevant data protection and sensitivities such as police intelligence).

- Crime Check – reduction required
- Attendance Check (95% + attendance required)

16-week completion with Elevated Minds CIC – Entrepreneur Programme

Aim: Young people will focus on the following areas to develop their entrepreneurial skills:

- Resilience
- Innovation and creativity
- Industriousness
- Curiosity
- Self-confidence
- Empathy
- Optimism
- Giving back

In recognition of the power of young people to make a positive difference in their local and global communities, this programme is designed to encourage young people to learn more about social entrepreneurship, to recognise and develop their entrepreneurial skills, and to inspire them to start their own social enterprise within their educational environment.

The programme will cover the following areas:

- **Team-working**

Young people will practice team-working and understand the value that others hold in their lives.

- **Self-care**

Young people will be given opportunities to manage their own lives in a highly effective way.

- **Problem-solving**

Youngsters will be taught to approach their challenges with a belief in solutions – to see the possibilities – which will encourage them to engage in the creative process of examining and architecting alternate ways to problem-solving.

- **Motivation**

Young people will be guided with a 'motivation mindset' by being taught to consistently monitor, evaluate and adjust to the work ahead of them and their attitude about it, and to stay clear of sabotaging beliefs that may drive complacency.

- **Time management**

This is one of the most important values to teach young people. Success is deeply rooted in having exceptional time-management skills.

- **Responsibility**

Youngsters will be given opportunities to understand the importance of accepting responsibility. Recognising and understanding that whatever happens in their life, the best path to follow is to take responsibility for the outcomes, both positive and negative, which are the result of their efforts.

The Mentoring Programme connected to the Gold Award will focus on pairing successful and established entrepreneurs as mentors with students as positive role models and motivation to succeed and achieve future goals.



ADDITIONAL SUPPORT PROGRAMMES

The following information details additional support programmes available to maximise the impact of each project on young people.

Positive Parent/Carer Engagement Programme

An accredited course for parents called 'Having Challenging Conversations' – maximum 15 adults.

This course not only offers support to parents but also gives them the opportunity to gain a Level 1 or Level 2 NCFE qualification. This course includes six days of delivery during a half term. Qualifications for Level 1 will be issued after these six days. Level 2 qualifications require further study – therefore, a commitment to independent study as well as small group work is required.

The impact of this course includes improvement with:

- Confidence
- Relationships
- Self-awareness
- Knowledge regarding their child's/children's education
- The ability to have productive, challenging conversations
- Emotional intelligence – see things from different perspectives
- Skills and techniques regarding positive conflict resolution

Anti-Crime Initiatives

Young people will be given opportunities to: visit a court of law, visit a prison, speak to a representative of the CPS or a defence lawyer, observe a police interview, speak to a parent of a victim of crime, have a conversation with/listen to a mother of a murder victim.

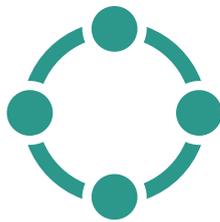
Mentoring Referral and Holiday Club Referral

Elevated Minds CIC has connected with GLIM Community CIC to work together in a collaborative partnership. GLIM offers a Home to School Mentoring Programme that supports the work of **Elevated Minds CIC**. The aim of the 'Home Mentoring to School Programme' is to mentor and be a positive role model to children who require support in a social environment, particularly in environments in which the child's development is affected from issues at home. Referrals can be made via **Elevated Minds CIC**, parents/carers, educational provisions or external agencies.

GLIM Community Holiday Club is Ofsted registered and offers high-quality, affordable childcare for children aged 6 to 15. Providing a safe, warm and relaxed atmosphere, they aim to ensure all children are welcomed, enriched and made a part of the team from the moment they arrive. Situated on the grounds of Camelot Primary School, they have ample space for children to play, interact and socialise. They host workshops and activities, including a variety of sports, dancing, fencing, debating, arts and crafts. Referrals can be made via **Elevated Minds CIC**, parents/carers, educational provisions or external agencies.

Counselling Intervention Support

Young people will be referred to GLIM Counselling Agency depending on the need and the severity of their conduct. GLIM Counselling Agency is a community-based service in South East London. They offer talking therapies, specialising in working with families that have been affected by knife crime and gang culture. They also work with children, teenagers and those who would like support making positive changes in their lives. They aim to make counselling more accessible for those who may not see private counselling as an option. Promoting the importance of mental health awareness is at the forefront of their practices, as well as uplifting the community by offering healing and empowerment to make positive changes for the future.



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