



# Mentoring for Looked After Children

## Dissemination Manual

*Rainer*

**BELIEVING IN YOUNG PEOPLE**



Prince's Trust



Funded by

**department for  
children, schools and families**



**Rainer  
Head Office  
High Street  
Brasted  
Westerham  
Kent TN16 1JF  
[www.raineronline.org](http://www.raineronline.org)**

For enquiries about this manual or mentoring at Rainer please contact Emma Capon:  
[emma.capon@raineronline.org](mailto:emma.capon@raineronline.org) Tel: 07775 998158



# Mentoring for Looked After Children

## **Dissemination Manual**

## Acknowledgements

This manual has been compiled in order to disseminate and acknowledge the extensive work and learning undertaken as part of the DCSF funded LAC mentoring pilot. The manual draws on the feedback and findings from the providers and consultants whose contribution to the pilot was significant and welcomed. The pilot provided a unique opportunity for a diverse range of providers to share their knowledge, practice and, in some instances, considerable expertise. The work of all those involved is appreciated with particular thanks to the central LAC pilot team, the external evaluator – Judy Renshaw and James Cathcart who acted as a special consultant throughout the period of the pilot. The contribution of the DCSF facilitated the delivery and evaluative process significantly as did the work of the steering group members.

Thanks also to those who contributed as both mentors and mentees.

This manual was compiled by Sophie Wellings – Senior Consultant to the pilot.

**February 2008**



Funded by

**department for  
children, schools and families**

<b>Contents</b>	<b>page</b>
<b>Introduction</b>	<b>1</b>
Purpose of the manual	1
Evaluation of the pilot	3
<b>Mentoring – an overview</b>	<b>4</b>
Models of mentoring	5
<b>Good practice – key themes</b>	<b>9</b>
Project management	9
Young people's participation	10
Working in partnership	12
Mentoring co-ordinator	13
<b>Mentors</b>	<b>14</b>
Recruitment	14
Diversity	18
Selection	21
Mentor training	24
Accreditation	25
Support and supervision	26
Retention	27
<b>Mentees</b>	<b>28</b>
Referrals	28
Assessment	29
<b>The mentoring relationship</b>	<b>31</b>
Beginning the relationship	31
Age of mentee	32
Reviewing the relationship	33
Ending the relationship	34
<b>Monitoring and evaluation</b>	<b>36</b>
<b>Appendices</b>	<b>38</b>
1 – List of providers	38
2 – Minimum standards	41
3 – Mentoring co-ordinator job description and person specification	56
4 – Mentor role description and person specification	59
5 – Interview questions	60
6 – Mentee referral form	62
7 – Mentee assessment checklist	66
8 – Mentee leaflet	68
9 – Bi-monthly monitoring and 3-part evaluation forms	72
10 – Stakeholder form	82





# Introduction

*'Mentors show that adults can be trusted. The young people can have fun and feel good about themselves.'*

**(CAMHS Nurse)**

In March 2007, the national young people's charity Rainer in a strategic partnership with The Prince's Trust and the Mentoring and Befriending Foundation, secured a tender from the Department for Children, Schools and Families to lead on a national pilot for mentoring for looked after children between the ages of 10–15 years. The original target of the pilot was to deliver 600 mentoring relationships in the period from April 2007 to March 2008. In order to work towards this target, Rainer opened up the mentoring delivery element to an open bidding process and ring fenced grants for providers to deliver 36, 24 or 12 mentoring relationships.

There were two rounds of bidding and, in total, 28 providers were commissioned to support delivery. A complete list of providers involved in the pilot and contact details can be found in the appendix.

One of the requirements of the DCSF funding for the pilot was to illustrate a variety of mentoring models and this is reflected in the diversity of providers. Providers included local authorities, educational organisations and both large and small charitable organisations. There was also inclusion of urban and rural providers.

The overall target of 600 relationships proved difficult to achieve in the timeframes available. However, over 400 matches had been made by January 2008. The final total will be available in the full evaluation report as of the end of March 2008.

Each provider was supported in the delivery of the pilot through an allocated consultant and national support from the central LAC mentoring pilot team based within Rainer. Providers who hadn't already achieved the Mentoring and Befriending Foundation's Approved Provider Standard, which is a quality kitemark for service delivery, were supported to work towards or achieve the standard.

## Purpose of the manual

The manual has been compiled in order to disseminate the learning from the pilot, particularly in relation to the different models of delivery that providers brought to the pilot and the different elements of each that were seen to be beneficial. The aim being for other providers to be able to benefit from the lessons learnt. Whilst the manual does make specific reference to the 10–15 year old looked after population, much of what the manual contains has relevance to more generic models of mentoring with young people.

## Objectives of the pilot

---

In the original tender from the DCSF, key objectives in terms of the delivery and evaluation of the pilot were highlighted. These included:

### Objective 1:

To establish over the life of the project 600 new one-to-one mentoring relationships between looked after children of the relevant age and suitably trained and experienced mentors, aged at least 18. These relationships should provide high quality mentoring and focus on the needs of the young person.

### Objective 2:

To include as part of the mentoring package opportunities:

- for the young person to participate regularly (ideally on a weekly basis) in social networks and group activities (e.g. sports clubs, music societies, reading clubs, Scouts, Brownies. NB: These specific examples are purely illustrative of the type of activities in which mentors might wish to be involved. They do not constitute an exhaustive list and should not be seen as prescriptive requirements);
- for the mentor and young person meet together regularly for a mentor-mentee discussion to focus on one or more areas from a menu of life-skills as follows:
  - practical life skills, including financial skills
  - personal and social development, including future ambitions and how these can be realised, participation in out-of-school hours
  - improved school attendance
  - help with schoolwork.

### Objective 3:

To explore through a process of independent evaluation throughout the life of the project:

- the processes for introducing mentoring models
- the way in which the mentoring relationship develops (including the expectations and attitudes of the young people and the actual experience of the mentor)
- an assessment of the impact of participation (in relation to specific short and longer term objectives) on the young people expected to benefit from the various mentoring models
- the identification of aspects of the relationship which contribute to/inhibit positive and or negative outcomes for participants
- what mentoring models might be sustained beyond the life of the pilot, particularly in relation to the way they can be used by local authorities, schools, social workers and foster carers.

## Evaluation of the pilot

An external evaluator, Dr Judy Renshaw, was commissioned to provide independent evaluation of the outcomes of the mentoring and the different models of delivery. All providers were commissioned to work towards the objectives of the pilot and were provided with monitoring and evaluative forms designed to collate data that would inform both the interim and final evaluation. A centralised database was developed specifically for the pilot so that all data requested from providers could be collated and analysed.

## Methodology

The methodological approach for the evaluation included:

- Literature review of existing evaluations of mentoring
- Monitoring data relating to mentors and mentees
- Mentee evaluation forms
- Stakeholder evaluation forms
- Strengths and difficulties questionnaires
- Consultant visits
- Consultants feedback day
- Co-ordinators feedback day
- In depth site visits to six providers
- Web cam interviews of mentors and mentees
- Case studies received from providers.

The paperwork generated for the pilot by Rainer is available in the appendix to this document and downloadable from the web link [www.raineronline.org/dcsflacmentoring](http://www.raineronline.org/dcsflacmentoring) In addition, the final evaluative report will be downloadable from the same link from April 2008.

# Mentoring – an overview

Mentoring has been in use as an intervention with young people for over 10 years in the UK and for significantly longer in countries such as the USA and Australia. Despite its longevity and ongoing popularity it has been difficult to generate conclusive evaluation as to its effectiveness – however some consistency has begun to emerge from various studies as to what makes for an effective mentoring intervention.

Many studies have found the development of the relationship to be crucial. The review by Dubois et al (2002) emphasised the importance of forming a strong relationship. The Clayden and Stein (2005) study noted that the young people felt that consistency and good matching were important. Shiner et al (2004) noted six characteristics of successful relationships that were noted by young people:

- Being able to talk to their mentor;
- Reciprocity;
- A relationship based on respect rather than authority;
- Understanding;
- The mentor being interested in young people; and
- Having fun.

The length of the relationship also appears to be important. Those that continue for longer appear to be associated with more successful outcomes (Tierney et al, 2000). Further to this, one study found that the shortest relationships could actually be detrimental to the young person's confidence and capabilities (Grossman and Rhodes, 2002). More frequent contact appears to be important in developing the relationship (Hall, 2003; Clayden and Stein, 2005; Jekielek et al, 2002). Including structured group activities can also be helpful (Hall, 2003).

Several reviews have noted that the matching of the mentors and mentees is important for success. The criteria for matching include aspirations and skills (rather than background), local proximity, availability and ethnic background and heritage (Sims et al, 2000). Philip et al (2004) also found that it was important for the mentors to come from a similar social background to the young people. Gender matching can also be important (New Philanthropy Capital, 2007).

The importance of training has been emphasised by Dubois et al (2002) and others such as Hall (2003). Jekielek et al (2002) found that providing training for mentors – both before and after they are matched with young people – appeared to be a key factor in ensuring successful mentoring

relationships. Mentors who received the most hours of training had longer lasting matches with their mentee.

The literature on best practice also considers mentor support to be vital. Appiah (2001) has suggested providing support in a number of ways, as some people will be more comfortable with one type of support than another. Support can include: providing regular feedback; providing regular opportunities for mentors to meet together; sharing good practice ideas; and providing mentees with access to a named co-ordinator to discuss issues. Support may also be necessary when ending mentoring relationships, to help them to experience a sense of closure when the relationship ends, whatever the reason. There is also a need to reward both mentees and mentors for their efforts.

**Source: LAC Mentoring Pilot Interim Report – Dr Judy Renshaw  
Report available from [www.raineronline.org/dcsflacmentoring](http://www.raineronline.org/dcsflacmentoring)**

The complexity of evaluating mentoring is entwined with the many variables that mentees will be experiencing in their lives and the inherent difficulties of any categorical conclusion that it was the mentoring support that made the difference. By far the most effective indicator is the mentee's own view as to whether or not s/he felt that s/he gained from the relationship. Despite this, Government support for mentoring continues and it is widely recognised within both the voluntary and community, education and statutory sectors as an effective way of working with vulnerable young people. This view was very much borne out by the providers who formed part of the pilot. Many of them had not delivered mentoring specifically to looked after children previously and were able to see at first hand the positive outcomes for young people, mentors and other stakeholders such as parents and carers.

*'The scheme is an absolute ray of light for the looked after children.'*

**(Designated schoolteacher)**

## Models of mentoring

There are many different models of mentoring within the UK in terms of how the service is delivered to young people and the nature of the service provider. One of the aims of the pilot was for the evaluation to look in some depth at different models and to identify the key strengths of each. The pilot included both local authority and voluntary sector providers who were predominantly delivering the social and community based model of mentoring. In addition, several education focused providers were included where the mentor and mentee met on site – usually in schools, and undertook work based predominantly on the mentee's educational needs, as opposed to their welfare needs. Throughout the manual, the different models and providers will be referenced in order that those interested in offering similar provision can benefit

from learning acquired from tried and tested models of practice and gain insight into the features of the different models.

In deciding to develop mentoring provision there are some initial key areas that providers are advised to consider from the outset:

- **Existing provision** – what support networks are already in place for looked after young people? Are there any other mentoring providers locally and, if so, what form of mentoring is on offer and what needs are being met? Is there an Independent Visitor's scheme and how will the mentoring work alongside this?
- **Aims and objectives** – what is the purpose of offering young people mentoring and what model of practice would be best suited to need?
- **Young people's participation** – do young people want mentoring? Talk to young people about the development of any service and what they would want it to look like? How will your service ensure young people's feedback informs the development of the service?
- **Length of relationship** – how long does this need to be to achieve the objectives of the mentoring intervention? This decision is likely to be informed by the model of delivery and often impacts on decisions relating to the detail and time required for training.
- **Target setting** – what are realistic targets for service delivery? What can be learnt from the experience of other providers?
- **Resources** – what infrastructure, staffing and other resources will be required to run the service?
- **Funding and sustainability** – what will the service cost and how will funds be secured on an ongoing basis?
- **Stakeholders** – who are likely to be the key stakeholders and partners and how can their views be incorporated into the development and delivery of the service?
- **Monitoring and evaluation** – how will the effectiveness of the service be ensured and reviewed?

These and other key areas of service delivery are considered in more detail throughout the manual.

An important starting point is the consideration of the model of practice for service delivery. The LAC mentoring pilot benefited from a diversity of practice in terms of how mentoring was offered to young people but these different interventions fell broadly into two main models – **social and community based mentoring** and **education focused** mentoring. Within each of these two main models there is still a range of practice in terms of how mentoring is offered to young people. However, there are some key features in each which are highlighted in the synopsis opposite of two of the pilot providers.

## Social and community model mentoring

### London Borough of Barking and Dagenham (LBBD) – LACHES

The LBBD pilot was led by the LACHES team within Social Services and ran alongside their existing mentoring provision for young people which has been in place for 3–4 years. Looked after children have come under the remit of this project for the last 2.5 years. The LACHES model involves recruitment of volunteers from within the local authority and from the local community. The volunteers are then matched with young people on a 1:1 basis. Mentors can be matched with more than one young person but will only see one mentee at a time. Mentors receive 12–14 hours of training which is delivered at weekends because most mentors are in full time work. The young people are predominantly referred by social workers who are located in the same building as the mentoring team and are, consequently, familiar with the work of the team.

Mentees are referred by the social worker completing a referral form. This is followed up with an assessment visit to the mentee and their parent/carer by a member of the mentoring team. Mentees are then matched to mentors on the basis of shared interests. The mentor and mentee will then meet weekly – usually on the same day and time each week, and undertake social and leisure activities such as bowling, or going to the cinema. In addition, LACHES run group activities for the young people such as a Saturday homework club where complete their homework and receive a £10 bonus. The relationships are set to run for as long as

the young person feels that they need the support. Some relationships last several months whilst others have over two years. The LACHES team has won awards for best corporate parent and best provider in London. Since the introduction of the mentoring and the learning support that they offer to looked after children, the borough has moved from near the bottom to halfway up the league table of GCSE results for looked after children.

## School based mentoring

### Salford Foundation

Initially funded by the LSC, Salford Foundation first started providing mentoring in 1991. With an initial goal of establishing 60 relationships between a young person and a volunteer mentor in local schools, the programme has since grown to over 150 relationships in each academic year.

The programme is specifically called Business Mentoring – due to the type of mentors recruited and the overall aim of the relationship which is to learn about the world of work and/or further education.

By participating in the LAC Mentoring Pilot, Salford Foundation has built on its relations with Children's Services and now provides a service specifically for looked after children in secondary schools across Salford.

SF recruits volunteers from the local community through newspaper and magazine adverts, they have also been very successful in recruiting from large companies such as BUPA, The Royal Mail and the DWP who encourage



volunteering as part of their corporate and social responsibility initiatives.

All volunteers receive a mandatory half days training from SF and are allowed time off work to visit their mentee within school hours. SF provides optional and additional days training on such issues as Sex, Drugs and Alcohol Awareness and Options at 16 and over 90% of mentors take these up. Volunteers also have the option of completing a level 2 OCN qualification in Mentoring.

Trained Mentors are usually matched with a school that is most convenient to their home or place of work. The SF coordinator and link teacher within the school will then decide which LAC mentee to match with which mentor; this decision is usually made in relation to their shared interests. Mentors can be matched with more than one young person but will only meet with each on a 1:1 basis.

The mentor and mentee are introduced by the SF coordinator and link teacher in school and the mentee is asked to take the mentor on a tour of the school to 'break the ice.' The mentor and mentee will then compare diaries to decide when their next meeting will be – after which they will continue to meet every two weeks throughout the academic year.

In the school holidays SF organised additional activities for the LAC being mentored including a cinema and restaurant trip, a fashion week and a theatre trip. This has also been open to mentors and has allowed many to further develop their relationship with their mentee.



# Good practice – key themes

Within the pilot there was a wide diversity of provision in terms of the models of delivery, despite this, some key themes emerged in terms of the effectiveness of provision.

## Project management

Mentoring provision needs to be effectively managed and resourced.

This is especially important if being run alongside other provision or where staff are being shared with another scheme. It is imperative that sufficient time and resources are devoted to the scheme and that it is overseen by a manager who recognises the demands of delivering mentoring successfully. There needs to be sufficient infrastructure to deliver the mentoring, including finance and adequate staffing.

It is recommended that providers map their provision against the key features highlighted by the Mentoring and Befriending Foundation's Approved Provider Standard (APS) and work toward achieving the standard, which is free.

Further information regarding the standard is available from the MBF website: [www.mandbf.org.uk](http://www.mandbf.org.uk)

As part of the pilot, Rainer adapted the: *'Quality Standards Framework for Mentoring Socially Excluded Young People'*<sup>1</sup> and drafted a self assessment checklist for pilot providers. The document was mapped against APS and providers were asked to audit their practice and highlight any gaps. The checklist also facilitated the identification of the differences in the models of delivery.

Some of the key areas highlighted by this document that relate to project management include:

- **Quality assurance** – There are a range of quality assurance systems that are available to providers such as APS, Investing in Volunteers and Pqasso, amongst others. Providers are encouraged to consider what processes are in place for quality assurance and how these will be reviewed.
- **Policies and procedures** – providers need to ensure that policies and procedures are in place that cover all aspects of service delivery. A list of the main ones is provided in the standards document.

---

1 Quality Standards Framework for Mentoring Socially Excluded Young People: National Mentoring Network

- **Financial management** – managing the finances of any service delivery is key to its effectiveness and providers need to ensure that all areas of cost are sufficiently covered, this includes:
  - *Office costs*: desk, telephone, IT, photocopying etc
  - *Staffing*: management, co-ordinator, administration
  - *Volunteer costs*: management, training, supervision and expenses
  - *Mentoring activity costs*.
- **Staffing** – the levels of staffing and competencies required for different roles are key to the success of the service. Providers need to ensure that there are sufficient staffing levels to deliver the mentoring effectively. For the purpose of the pilot, the premise used was that a full time co-ordinator with part time administrative support, could manage up to 24 volunteer mentors.
- **Risk management** – providers will want to ensure that careful consideration has been given to all areas of risk and that mentors are made aware of areas of risk associated with their role and, potentially, their individual match. The Mentoring and Befriending Foundation have recently published: '*A Guide to Effective Risk Management for Providers of Mentoring and Befriending Services*' which can be ordered from their website.

The full minimum standards document is available in the appendix to this manual and it is recommended that providers use this as a benchmark for their practice.

## Young people's participation

Young people's participation is the empowerment and active involvement of young people in making decisions that affect them. In the mentoring context, this could refer to decisions regarding:

- Who they have as their mentor
- How the relationship will work in relation to contact etc
- Goals and achievements
- How the service can be improved
- How the organisation can further encourage young people's participation.

Actively involving young people in the design, delivery and evaluation of services benefits all stakeholders:

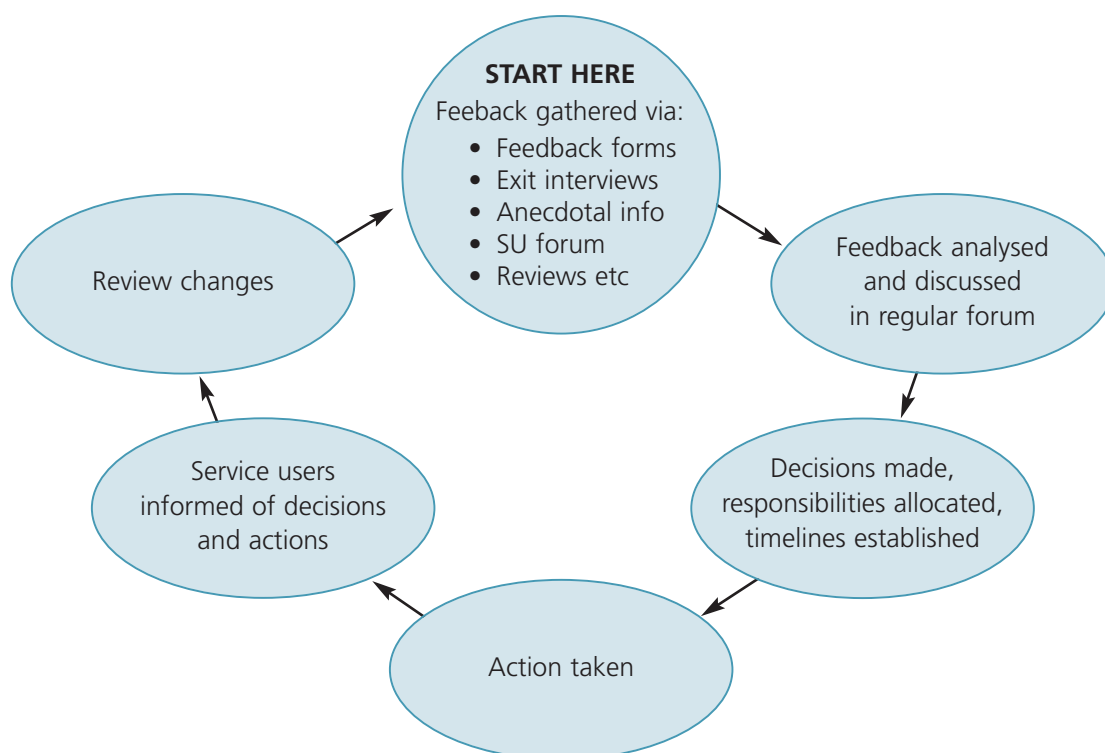
- **For young people** it provides an opportunity to develop a stronger voice, develop confidence and self esteem, learn transferable skills, develop social and communication skills and feel valued.

- **For staff and volunteers** it provides an opportunity to develop new skills, support the development of the service and foster different relationships with young people.
- **For mentoring services** it provides more engaged young people and more successful relationships between staff and young people, 'expert' input into policies and procedures in the service and ultimately a targeted service meeting the needs of its users.

Mentoring providers are encouraged to explore how the participation of young people can be included in all key aspects of the service, including the recruitment, training and induction of volunteer mentors, feedback regarding their experience of being mentored and the mentors, and evaluation of the service as a whole.

Young people's participation work can be planned and monitored by inclusion into the service plan. Instituting a basic 'feedback loop' (see *diagram below*) to ensure young people's feedback about the service is systematically sought, collected, analysed and acted upon (i.e.: service changes are implemented as appropriate) will ensure young people's participation is embedded into the service.

### Service user involvement feedback loop



Young people can be informed of changes in the service (resulting from their feedback) via simple information posters or newsletters. Finally, celebrating the involvement of young people in the service will provide an opportunity to share good practice, build further confidence in young people and recognise the achievements of volunteers and young people.

## Working in partnership

One of the key themes to emerge from the pilot and which proved to be one of the biggest stumbling blocks in relation to providers achieving their targets, was the building of relationships with partner agencies. This seemed to be especially true for voluntary sector providers developing relationships with statutory referrers. Providers who had already established relationships or were located within local authority teams were able to generate interest and a positive response from referrers more quickly. Other providers found that the process of building relationships required a great deal of persistence and their approaches included the following:

- Meetings with and phone calls to Senior Managers within Children's Services team
- Open afternoon/evening events targeted at statutory providers and foster carers
- Presentations at team meetings
- Phone calls and publicity information to social workers working directly with looked after children
- Identification of looked after children in locality, which school s/he attended and phone calls/meetings with schools
- Publicity developed and provided to referral agencies, foster carers, young people, schools etc
- Use of internal email systems to promote mentoring and recruit potential mentors
- Meetings and regular communication with Independent Reviewing Officers
- Communication through NCB's Residential Network.

Some of the newer service providers within the pilot were surprised at how long it took to build relationships with partners in order to generate referrals. However, what also emerged was that persistence paid off and the referral process could snowball once the benefits of mentoring were understood and seen at first hand.

A further area for work was developing understanding of the role of the mentor in relation to other people in the young person's life. Several providers encountered resistance from foster carers who were wary and occasionally suspicious of another adult being involved in the young person's life and where the overlap with their own role may lie. On a similar note, some provider's experienced resistance where there was Independent Visitor's provision, leading to a lack of understanding of where the mentor role could also have value. A significant public relations exercise highlighting the concept and benefit of mentoring needs to be undertaken by providers.

Providers fed back that it was important to spend time with parents/carers and other agencies to explain how the voluntary nature of the mentor role provides the young person with a potentially unique relationship that is intended to be complimentary to that of other adults.

However, once the barriers were overcome, the pilot generally demonstrated that mentoring had its place and added value to the experience of looked after children and young people.

*'One boy ran away and the only person he would speak to was his mentor.'*

**(Foster carer)**

## Mentoring co-ordinator

The competency and commitment of the worker overseeing delivery of the mentoring is central to its success. Mentoring co-ordinators need to have an in depth understanding of the demands of managing volunteers and of the requirements of delivering a mentoring project. Individuals recruited to this role who have little or no previous experience will need to receive induction and training around:

- The aims and objectives of the mentoring scheme
- Volunteer recruitment, management and support
- Training delivery (as appropriate)
- Working in partnership
- Young people's participation
- Young people's issues
- Working with diversity
- Monitoring and evaluating.

A key feature of the pilot was the competence of the mentoring co-ordinator and their ability to support and sustain the mentors and the relationships and to build bridges with partner agencies. Several providers had recruited individuals to the mentoring co-ordinator role who had previously been volunteer mentors. This worked extremely well where the individual was competent and sufficiently supported to carry out the role. However, it worked less well where individuals lacked the skills and experience and were not suitably inducted, trained and supported in acquiring the necessary learning and skills base. It is recommended that providers recruit with care to this role and that proper support is provided to those new into post. A job description and person specification for this role can be found in the appendix.

Providers felt that it worked well where the co-ordinator came with or were supported around LAC specific issues particularly the likely high level of need and testing of the mentors that these young people can demonstrate.

# Mentors

## Recruitment

One of the first steps in the recruitment process for mentors will be decision making around the criteria for selection for volunteers. Looked after children are vulnerable and can present with a range of complex needs. The mentoring relationship, depending on the model used, can be quite intensive and providers will want to ensure that volunteers are suitable and appropriately prepared for the role. Several providers from the pilot experienced a drop out of volunteers both through the training process and post matching, as the volunteers discovered that the role was more demanding than they had first anticipated. Self selection at the recruitment stage is both inevitable and necessary.

However, once a mentor has been matched, it can present many more problems if they decide not to continue as this is likely to have an adverse impact on the young person. As a result of this, providers fed back that they would be much more selective in future in order to be sure that those recruited were fully committed and able to take on the role through to completion.

It is recommended that providers make use of a role description and person specification for the selection of mentors. An example of each is provided in the appendix. Individuals who are not considered suitable need to be provided with feedback and, where appropriate, made aware of other opportunities either in house or locally.

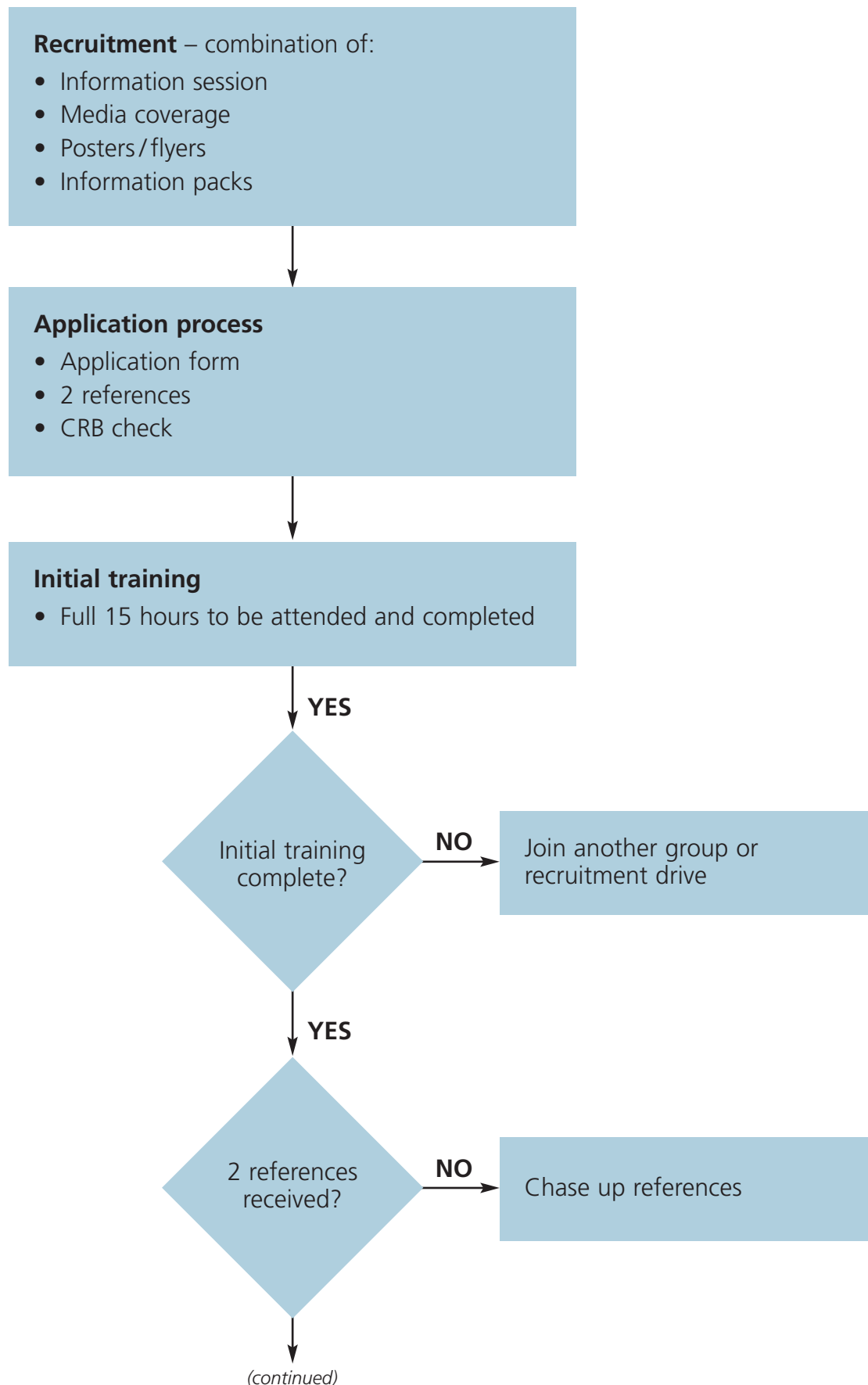
Providers also need to consider the issue of previous convictions and how decisions with regard to selection will be made.

It is recommended that there is a clear process for recruitment and selection with an identified timetable. It generally takes 3 months from the start of a recruitment campaign to the final selection of volunteers. The table opposite drawn from the Rainer Mentoring Operations Manual highlights timelines and potential milestones.

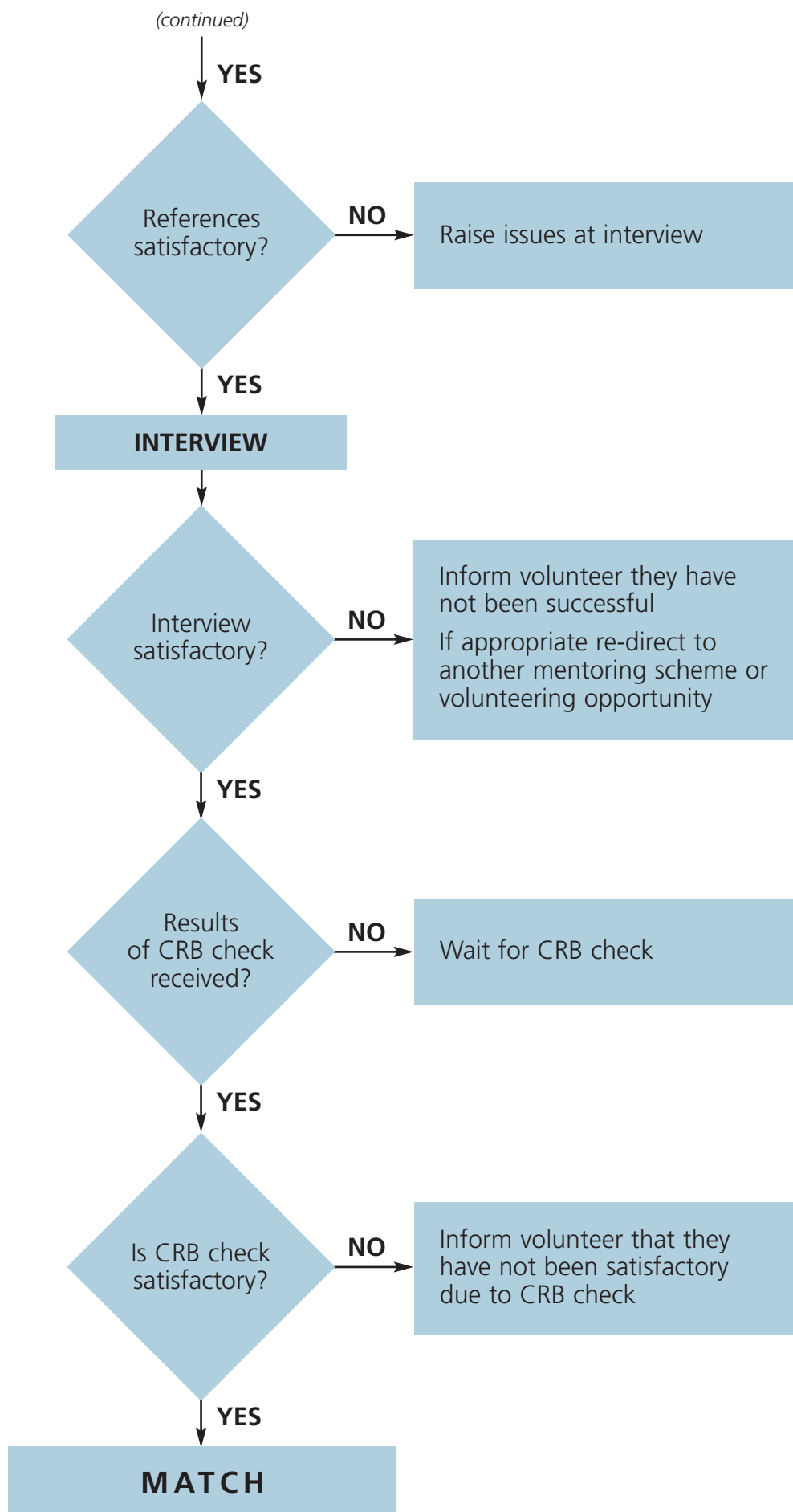
The flowchart shown on pages 16 & 17 provides an outline of the full recruitment process.

Task	Completed by
Plan recruitment campaign	Week 1
Produce recruitment materials	Week 1
Write adverts	Week 1
Plan dates/venue for open evening	Week 1
Place adverts	Week 1
Arrange visits to local groups	Week 2
Compile response information	Week 2
Circulate recruitment info to partners	Week 2
Radio advert	Week 2
Put up posters	Week 2/3
Visit local volunteer bureau	Week 3
Visit local agencies/groups	Weeks 3, 4
Presentations at local colleges	Weeks 3, 4
Circulate info to community groups	Weeks 3, 4, 5, 6
Respond to enquiries	Ongoing
Arrange training	Week 5
Open evening/drop in for prospective volunteers	Week 7
Process applications	Week 10
Training	Week 11
Interviews	Week 12

## The Rainer mentoring process







Recruitment of volunteers as mentors is time consuming and requires a high level of administrative input. There are various forms that recruitment can take and the pilot identified a range of effective methods including:

- Forming links with local universities – particularly those running relevant courses such as social work
- Forming links with local businesses to encourage employee volunteering initiatives
- Recruiting in house from within staff teams
- Using council payslips or in house email systems to promote the volunteering
- Stalls at local events
- Presentations to local groups/societies
- Outreach within communities such as leafleting (e.g. within places such as local supermarkets) and involving young people in these events
- Local faith groups
- Adverts in local papers and on local radio
- Generating articles in the local press
- Volunteer websites such as [www.doit.org.uk](http://www.doit.org.uk)
- Local volunteer bureau
- Posters
- Asking existing volunteers to 'recommend a friend'.

By far the most effective approach to recruiting volunteers is to be pro active and to use as many sources as possible. The National Survey of Volunteering highlights that one of the main reasons for people not volunteering is consistently reported to be: *'No one asked me.'*<sup>2</sup>

## Diversity

An essential area of volunteer recruitment is ensuring that all sections of the community are both targeted and recruited. Providers will want to ensure that they have an awareness of the demographic profile of the local population and that they seek to identify how to reach and include different communities and ensure inclusion. One of the key areas of under representation to emerge from the pilot was the lack of male mentors.

---

2 National Survey of Volunteering 1997: J. Davis Smith

## Recruiting male mentors

---

The pilot highlighted that recruitment of male mentors as opposed to female mentors presented difficulties for providers with 71% of all mentors recruited during the pilot being female. The main issue around the under representation of males was in relation to the numbers of male mentees who were referred for mentoring. Approximately 55% of mentees referred to the pilot were young males which is reflective of the national population of looked after children.

Whilst it was not seen as essential to match male mentees with male mentors, there was a general consensus that a larger pool of male mentors was useful.

Providers felt that the most effective way to recruit to areas of under representation was to target those sections of the community that the scheme is seeking to attract.

Providers had sought to address the shortfall by:

- Asking existing male mentors to promote it amongst their peer group
- Targeting traditionally male employers such as fire stations etc.
- Asking local businesses to focus their employee volunteering on the recruitment of males as well as females
- Targeting recruitment campaigns at men such as posters and T shirts
- Research undertaken by Rainer highlighted that more male volunteers are attracted through the press such as adverts and local radio as opposed to word of mouth
- Targeting the local football club and their coaching team
- Promoting the role of male mentors through relevant publicity such as a case profile in the local press or via the website.

It is recommended that providers over recruit in anticipation of a drop out of volunteers. Most providers did not experience difficulties with recruitment but for providers covering a larger geographical area, a more strategic approach to recruitment is required. This can include running training in different parts of a county throughout the year and targeting service delivery in the same way.

### Rainer Kent Youth Mentoring Service (Rainer KYMS)

Rainer KYMS covers the whole of Kent and is delivered by five mentoring co-ordinators located in different parts of the county, who are overseen by a senior manager. The service runs with around 100 mentors at any one time with each co-ordinator generally managing up to 25 mentors. Several of the co-ordinators are located in the same building as both the Youth Offending Service and the Children's Services teams. This proximity has facilitated the process of developing the relationships required to generate referrals. However, Rainer staff still needed to be pro active from the outset in promoting the scheme to statutory referrers.

Rainer spreads its net wide in terms of recruiting volunteers from across the county. Recruitment campaigns are led by the scheduled training programme which necessitates delivery of 4–5 training programmes per year. Each course of training runs for 4 days, either on consecutive weekends or, on occasion, during the week as local

authority employees are allowed to use work time to join the scheme. Rainer aims to attract 8–12 volunteers to each training session which is delivered by two of the co-ordinators. Due to the diversity of sources that Rainer use for recruitment, including the Rainer website and in house email systems for local authority workers, KYMS experience few difficulties with recruitment.

The service also has an excellent track record in terms of sustaining volunteers which is encouraged through awards, recognition and regular supervision and support of mentors. Volunteers are able to work towards a BTEC level 3 in Mentoring in Context as part of their role. Mentors are also regularly communicated with via a central Rainer newsletter and an annual satisfaction survey from Rainer's Volunteer Unit. The organisation is currently working towards Investing in Volunteers which is a national quality kitemark for volunteer involvement that is managed by Volunteering England. Further information about this quality mark is available at:

[www.investinginvolunteers.org.uk](http://www.investinginvolunteers.org.uk)

Providers need to bear in mind that a recruitment drive can generate a high level of response, some providers reported over 60 enquiries following an advert. However, a much lower number of potential applicants – around a third, would subsequently submit an application. As a result of this, it is recommended that the initial information sent out to enquiries, is kept to a minimum otherwise a lot of money and paper can be wasted at this initial stage. Providers felt it effective to inform potential volunteers of training dates at the first available opportunity and make them aware that 100% attendance was expected and training is an additional part of the selection process.

## Selection

The process for selection is fairly standardised amongst providers and generally consists of the following:

- Application
- Two references
- Training
- Interview
- Enhanced CRB check.

Providers offering the social and community model of mentoring were often more selective in their approach to who would be accepted as a mentor due to the more intensive and personal nature of the mentoring relationship. Two examples of a more rigorous approach to selection are detailed overleaf.

Experience has shown that there is a relationship between the thoroughness of the recruitment process and the rate of retention of volunteers.

It is recommended that providers have the following in place:

- **Recruitment strategy** – where to recruit and who to target
- **Recruitment timetable** – aim to carry out targeted recruitment and training at set times throughout the year – taking into account major holidays. The frequency of training delivery will depend on the numbers required by the scheme
- **Advert** – highlight the support and training available to volunteers and an idea of time commitment
- **Publicity materials** – posters, leaflets etc – involve young people in design and carry out some market research as to effectiveness
- **Introductory letter for sending out to initial responses** – keep paperwork to a minimum at the initial enquiry stage as many of these will not transpire into actual volunteers
- **Application form** – can be sent with introductory letter
- **Recruitment pack** – to be sent or provided on return of application form. This can include more detailed information about the scheme and the mentoring provision
- **Interview process** – providers emphasised the importance of either a formal or informal interview as part of selection. Example interview questions are included in the appendices.

## Lewisham

Lewisham Careleavers Team have been offering volunteer mentors to their careleavers for 9 years. The team joined the pilot in order to expand their provision to the younger age group. For some time, Lewisham have made use of an assessment day as part of their selection to the mentor role. Potential volunteers who have submitted an application are invited to attend a one day assessment and selection process that is observed and partly facilitated by careleavers and social workers from the relevant teams. Potential volunteers are required to work in groups looking at issues relating to their values, their self awareness and what they feel and think about the mentor role.

During the day both the social worker and young people observers carry out role play exercises with the volunteers where they are required to respond to potential scenarios. The day requires participants to dig quite deep in terms of their responses and personal reactions to a range of situations and experiences. At the end of the day, the team of observers and the mentoring team discuss and reach a consensus against a set of competencies on those who are considered suitable for the role. Applicants who are unsuccessful will be offered feedback and signposted to other opportunities as appropriate.

## Promise Mentoring

Promise Mentoring in Somerset has been providing mentors to young people in Somerset for over 7 years with funding from the local authority. Promise worked as consultants to the pilot. The model of practice used by Promise is based on a social and community model whereby mentors are drawn from the local community and matched with young

people 1:1. Mentors and mentees meet in the community with matches lasting up to 2 years and occasionally longer. The mentoring relationships are focused on the personal development of the mentee. Promise place a great deal of emphasis on the recruitment and selection process. Potential mentors complete an application form which is followed up by a home visit to the volunteer by a member of the Promise team. At this visit, their application and interest in mentoring is discussed. Subsequently, all applications are discussed by the full Promise staff team prior to applicants being invited to attend training.

Volunteers are additionally screened by supplying a medical reference, two other references and an enhanced CRB check.

Training forms part of the selection process and is currently spread over 5 days. Halfway through the training, volunteers are issued with a 'Form M' that Promise have generated themselves and is based on the selection paperwork used for foster carers. The form contains a range of questions regarding some of their personal experiences and history. On completion and submission of the form, two members of the Promise team visit the volunteer in their home again to discuss what they have written. Volunteers then move on to complete the training, at the end of which the full staff team meet to discuss all the volunteers who are subsequently selected on the basis of consensus agreement within the staff team and suitable references and CRB check.

Promise operates with around 150 volunteers and the service does not generally experience issues with recruitment. Promise have previously had a very positive evaluation of their work undertaken, further details of which are available directly from them. (See *contact details at back of manual.*)

## Peer mentoring

One of the providers in the pilot – NCH Cornwall was selected as an example of peer mentoring. This involved care leavers being matched with young people in care. It was accepted that this model is ambitious given the potential needs of both mentors and mentees and the timeframes of the pilot. However, it was felt that if properly managed, this model of practice could provide a range of positive outcomes and learning for the pilot. This turned out to be the case thanks, in large part, to the significant amount of work undertaken by the two co-ordinators.

All mentors are care leavers recruited from the leaving care support service provided by NCH and the local authority. NCH selected young people who they thought were ready to mentor and then sought advice from their personal advisers. The co-ordinators felt that they were significantly assisted by the fact that they had previous working knowledge of many of the peer mentors through their leaving care provision.

The training consisted of one day per fortnight – six days in total. In addition, the mentors have requested speakers on a range of topics including – mental health, sexual health, drugs/alcohol.

Group supervision is also offered as part of the ongoing training days. Some mentors have multiple matches, two or three mentees to one mentor. Most of those involved saw the peer mentoring as an opportunity to gain useful career related experience.

The service was county wide which resulted in matching being determined predominantly by location. In addition, a shortage of male mentors led to more cross gender matching than the service would have liked.

Most of the mentoring started in schools which the mentees attended but the content of the sessions was determined by the mentee's needs and was not necessarily education focused.

Mentees have been enthusiastic about having care leavers as peer mentors as the mentees felt that the peer mentors understand their experience. The matches were seen to work better with the younger age group as the age gap between the peer mentors and mentees seemed easier for them both to work with.

Both the peer mentors and mentees expressed a preference for a longer relationship with 12 months being preferred to 6 months. The mentees also fed back that they would like more consistency as to the time of each session as it often changed week to week.

The main issues experienced by the service were peer mentors not being fully able to meet the demands of the role due to issues in their own lives

and more than one withdrew from the scheme, again highlighting the importance of the selection process.

Another big issue encountered were the CRB checks which took a long time due to the number of previous addresses that many of the peer mentors had experienced. Young people may also lack key identification documents such as a passport or driving licence.

Staff have also emphasised that due to the needs of both the peer mentors and mentees, the service can be incredibly labour intensive and is best kept small so that dedicated support can be given to each relationship. Despite this, positive outcomes have emerged with the schools and foster carers feeding back changes that they have noted in the young people who have been involved as mentees.

## Mentor training

The range of training provision in the pilot ranged from one to five days depending on the model being used and the depth of the relationship between the mentor and mentee.

Most of the community based providers had a minimum of 2 days training supplemented by ongoing training.

The evaluation from the pilot found very positive feedback from mentors regarding training with no one saying that they received too much training. In fact many mentors requested more training. Providers often top up initial training with a programme of topic specific training throughout the year. The topics covered in training within most of the models are very similar and generally cover the following:

- ☒ Agency policies and procedures including health and safety issues
- ☒ The role of the mentor – skills and qualities
- ☒ Working with diversity
- ☒ Young people's issues
- ☒ Boundaries
- ☒ Confidentiality
- ☒ Child protection
- ☒ Goal setting and action planning
- ☒ Communication skills
- ☒ The stages of the mentoring relationship.



For the purposes of the pilot, Rainer developed and disseminated a supplementary training pack. This 9 hour module looked specifically at the needs and issues relating to looked after children and included relevant policy and legislation, as well as issues relating to attachment and loss. It was felt by many providers that the range of complex needs and vulnerability of looked after young people necessitated in depth training, especially for the social and community based model.

Providers strongly emphasised that in order to deliver this kind of training effectively, it requires trainers who are both comfortable and confident with the material. In some instances providers were supported by statutory workers who work directly with looked after young people. Co-ordinators felt it important to explore young people's issues in some depth. This was borne from the potentially high level of distrust that looked after young people could display and the 'testing' of the mentor that emerges in some relationships. This was felt to be especially true of the older young people who have experienced longer periods in care and may feel quite alienated by any form of mainstream provision.

Several providers offered ongoing training – often at the request of mentors. Topics covered included:

- Substance misuse
- Anger management
- Dealing with conflict
- Dealing with disclosure
- Motivation
- Solution focused approaches to mentoring.

The form that the training element takes is fairly standardised across service delivery with the focus being on experiential and participative learning making use of group work, pairs work, case studies, role play etc.

## Accreditation

Several of the providers in the pilot offered accreditation to the mentors allowing them the opportunity to work towards a qualification as part of their role. The accreditation options available as part of the pilot included:

- **SOVA** – offer accreditation from the Open College Network (OCN) who have developed learning outcomes specific to the mentor and peer mentor role.
- **Salford Foundation** – offer a level 2 qualification which is accredited by OCN. The course offers 6 credits at level 2.
- **NCH Cornwall** – offered the peer mentors the opportunity to achieve a NVQ in advice and guidance.
- **Rainer** – have developed a BTEC Level 3 in Mentoring in Context which is accredited by the Edexcel Foundation.

Accreditation for mentors can have both pros and cons for providers. There is often a fee and potentially considerable administration.

Those thinking of pursuing accreditation for the mentor role are advised to explore the different options carefully and to consider the full implications of implementation.

## Support and supervision

One of the most important areas of volunteer management and retention is the quality and regularity of support and supervision that mentors receive. Those undertaking voluntary roles want and need to feel valued by the organisation. Maintaining regular contact with them is the most effective way of ensuring this.

Supervision is important to ensure that:

- Mentors continue to work in line with agency policies and procedures particularly in relation to the boundaries of the relationship
- Mentors are maintaining regular contact with their mentee/s and are recording contact appropriately
- Partner agencies, where involved, are working appropriately with the mentor
- Dedicated time is provided for the mentor to discuss the relationship in some detail and to reflect on any issues encountered
- Mentors have the opportunity to feedback issues that they may have regarding how the mentoring scheme is delivered or any areas of concern
- The timelines for the relationship are kept in mind and that goals and work undertaken so far are reviewed
- The mentor feels supported and valued by the organisation
- Work in relation to accreditation for their role, where appropriate, is recorded and checked
- Areas for additional training and the development of the individual are identified.

It is recommended that both group and 1:1 supervision are offered. Group supervision needs to be scheduled on a regular (4–6 weekly) basis with 1:1 supervision being offered in response to need or every two to three months. Providers feedback that it can be extremely difficult to get mentors to attend group supervision and that some of the best methods for facilitating this are:

- ☒ Provide a yearly schedule of meetings to mentors from the outset
- ☒ Ensure that expectations around supervision are contained with any volunteer agreement provided to mentors
- ☒ Ring/text mentors prior to each meeting to remind them

- ☒ Combine supervision with guest speakers and/or additional training
- ☒ Feed people and add a social element to the sessions
- ☒ Don't schedule the sessions too early in the evening as people have to travel from work.

## Retention

One of the most effective ways of retaining volunteers is to ensure that their initial motivation for joining the scheme is still being met. Research has generally shown that volunteers have two main strands of motivation – self interest and altruism.<sup>3</sup>

Mentors need to feel that there is both mutuality and reciprocity within the mentoring itself and from the organisation. Annual surveys undertaken by Rainer have consistently shown that volunteers main cited motivations are 'wanting to make a difference to the lives of young people'; 'contribute to my community' and 'personal development'. Meeting their motivations will assist with retention.

Retention will be significantly assisted where mentors feel that they have a voice within the organisation and that their views are taken seriously and acted on, as necessary. Communicating with mentors on a regular basis will assist with this and there are various forms that this can take including:

- Organisational/volunteer newsletters
- Letters
- Email/text
- Satisfaction surveys and results
- Social events
- Meetings
- Volunteer representation at staff/board meetings
- Noticeboards
- Awards events
- Case studies/case profiles
- Mentor/mentee events.

Volunteering can also be a stepping stone to a career or further education in a related field. This progression of volunteers should be seen as a positive outcome for the mentoring provision in the same way that young people's goals are viewed as success.

---

3 The National Survey of Volunteering 1997: J. Davis Smith

# Mentees

## Referrals

In recruiting young people to the mentoring provision, providers need to consider – the mechanisms for referrals, who the potential referrers are, and the criteria for referral. One of the most important points when recruiting mentees is that it should be done in tandem with the recruitment of mentors. Sourcing suitable young people will often take longer than recruiting the mentors if the service is setting up from new. And a common mistake is to assume that the young people and their referrers will respond rapidly to the new service provision. Providers are often in the position of having mentors waiting extended periods due to a shortage of young people and referrals.

Once referral sources have been identified, most schemes make use of a referral form – some of which request more detail than others. An example form from a social and community based provider is available in the appendix. The further the net is spread in terms of who can refer, the more likely that referrals will come in. Ideally young people should be able to self refer as should their parents and carers. Within the education based model, the referral process tends to be more simplified due to the risk factors being lower. Most education based models have the mentoring carried out on site and, on occasion, with supervision.

Referral criteria used for the LAC pilot included:

- In local authority care – this can include those placed at home
- Aged 10–15 years
- Wants a mentor – sign up should be voluntary
- In need of support/educational input
- Doesn't present a risk or needs that would be too complex for a mentor to deal with.

Providers fed back that the main problem areas with regard to referrals were:

- 1 A lack of full information being provided by referrers leading to inappropriate referrals of young people with high level needs.
- 2 A lack of understanding of the mentor role by the referrer who then requests inappropriate support. For example requesting that a mentor is provided to drive a young person to appointments.
- 3 A lack of discussion with the young person about mentoring which results in referrals being made by professionals who think the young person would benefit without ensuring this is the case from the young person's point of view.

- 4 A lack of information being provided to parents/carers about the referral and the mentoring provision, prior to the assessment visit, leading to suspicion about the mentoring provision.

All these issues can be addressed over time and through building relationships and developing the awareness of the mentor role with those who refer.

## Assessment

Assessment of young people's suitability for mentoring is also an important part of the process. Providers will need to decide how assessments of young people's suitability will take place. Example paperwork is available in the appendix.

Most community based providers undertake a home visit with both the young person and parent/carer present. Important areas to cover in this visit are:

- ☒ The limits and boundaries of the mentor role
- ☒ Selection and training of mentors
- ☒ Matching and mentee preferences
- ☒ Areas of risk
- ☒ What the young person wants from the mentoring
- ☒ Record keeping and confidentiality
- ☒ The length of the mentoring relationship and frequency of contact
- ☒ How issues will be dealt with
- ☒ Suitable activities
- ☒ Who to contact and how.

Most providers have developed paperwork that can be left with the young person and their parent or carer that outlines the above. It was emphasised that both the approach to the visit and any paperwork should take account of the levels of understanding and the literacy needs of the young person.

Within this visit or the initial offer of mentoring to a young person, it is important that their preference in terms of profile of the mentor are included.

Most young people do not necessarily express any strong preferences as to the age, gender or ethnicity of their mentor but they need to feel that if they did have concerns then the service would strive to meet their choices where possible.

## Oxford Youth Mentoring Service (OYMS)

OYMS is part of the county council and has been running for eight years. It is managed by the youth service and many of the staff have a youth work background. Mentoring is well known and established here, so it has always been considered as an option for young people who are looked after even prior to the pilot. The mentees – including the looked after young people often stay with the service for several years as the young people move so often that this can impact on their levels of stability. Most referrals come from social workers following reviews and some come from the Youth Offending Team and the Young Carers project. OYMS do not accept those with sustained mental health problems or Schedule 1 offenders because of potential risk to the mentors. The mentoring co-ordinator is involved in risk assessment in respect of the young person's suitability and will meet with the young person having received information from the referrer and other agencies.

OYMS has also worked extensively with unaccompanied asylum seekers and has developed the provision specifically, in conjunction with a local voluntary sector provider, to meet some of their identified needs. For the young asylum seekers

who struggle with English, OYMS have used a telephone interpreter service to support the beginning stages of the relationship. After a few weeks or months, the young person has usually picked up enough English for them to work 1:1 with the mentor. The service is particularly good for those who have fewer opportunities to meet others from their home country, such as those from Ethiopia, Eritrea and Afghanistan.

The main challenge for the service has been social worker's expectations that mentoring will fill a gap in the care package available to looked after children e.g. respite care after school, when a young person is getting into trouble before the transport arrives. The service is adamant that mentoring should be voluntary on both sides. The young person has to want it.

OYMS has encountered some resistance from foster carers who can have difficulties feeling comfortable with the mentor going out and having fun with the young person while they have to do less interesting things and remain an authority figure.

Generally, however, referrers are very positive about the service and find the referral process accessible and the staff informative in terms of how the relationship is being managed.

It is important that a worker is identified who will seek regular feedback from the young person as to their satisfaction or otherwise with the mentoring. It often works best where this is the referrer who can then liaise as needed with the mentoring co-ordinator to ensure that the young person's views are included in any feedback.

# The mentoring relationship

Depending on the model of delivery that providers opt for, significant thought needs to have been given to the form, frequency, content and duration of the mentoring relationship. This is usually most closely informed by the model of service delivery. The more education focused model of practice seems to adapt itself better to shorter term mentoring such as a match for a school year. Whereas those providers involved in delivery of the social and community based provision were generally of the view that the longer the match the greater the benefit to the young person. It was also strongly felt that the relationship should be tailored to need and reviewed on a regular basis.

The frequency and content of sessions are important considerations. Most providers opt for weekly or fortnightly meetings with a strong emphasis on face to face contact that will be supplemented and facilitated by telephone, text and email communication.

Providers will also need to consider what, if any, budget is required for the mentoring relationships and how this will be managed and distributed to mentors. Most providers attempt to retain a petty cash float in order to pay mentors back immediately for costs incurred or to provide monies in advance. Providers will need to ensure that the requirements for evidence of expenditure are fully understood. Most providers who offer activity costs for community based meetings opt for a monthly budget for each relationship. Around £30–40 per month was considered to be an appropriate amount. Mentors are encouraged to use the budget effectively and to make the mentee aware of what they have to spend and what the options might be for how it is spent.

## Beginning the relationship

### Matching

The first step in the relationship process is the identification of a suitable match for the young person. Most providers involved in the pilot match on the basis of their knowledge of the young person and the mentor through the information provided on application and referral forms, visits to the young people and the personality traits that mentors have displayed in training. Matching on the basis of personality and shared interests seems to be the most effective and productive in achieving positive outcomes. For several providers, there are also considerations in terms of geography as they are restricted by the pool of volunteers who are close to the young people.

Once a potential match has been identified, it is important that both parties are informed of some basic details about each other and given the opportunity to decide whether they wish to proceed. Mentees need to be informed about the profile of the mentor and any relevant interests s/he may have.

The mentor needs similar information and will need to be informed of any specific issues for the young person that may be relevant, such as learning or



medical issues as well as any risk factors. There is a general consensus that information disclosed on the young person should be minimal and on a need to know basis only. This allows the mentor and mentee a 'fresh start' and is appreciated by young people who often feel awkward about the amount of information held on them and who this is shared with.

## Age of mentee

Another key factor in the matching process will be informing the mentors about the potential different needs relating to the age of the mentees. The general consensus is that the younger age group can often be easier to work with in terms of their reliability and their responsiveness to the mentoring whereas the older young people may be quite hardened and therefore more challenging to engage. This evidently includes a degree of generalisation and each individual young person will manifest different needs and behaviours however, there was a view that age related responses could be quite common. In addition, how a mentor works with a 10 year old will often necessarily be quite different to how one might engage with a 15 year old and these issues will need to be covered in training. The focus with the younger age group can often involve more of a social befriending type role as opposed to a structured more goal orientation approach that might be taken with older young people.

At the point of match, the co-ordinator will want to ensure that the style of approach to working with the young person is highlighted to the mentor in terms of an initial steer from the outset prior to the two developing a point of comfort for themselves.

Once these discussions have taken place and both parties are happy to proceed then a match meeting can be arranged.

Some education based providers conduct the match meeting in groups with the match taking place at the site where most of the mentoring will be carried out. Community based providers tend to arrange a three way meeting with the young person and the mentor and in some instances with the parent/carer. Most will use this meeting to recap on some of the following areas:

- The boundaries of the mentoring relationship
- Confidentiality within the relationship
- Expectations
- Activities and budget for activity costs
- Record keeping
- Frequency, location and duration of contact
- Content of the mentoring meetings
- How to make contact with each other
- Issues of concern.



One of the key features of the pilot was the content of the mentoring meetings which again depended on the model of practice. Some providers opt for quite a structured approach to content whilst others give the mentor and mentee more flexibility in terms of what they choose to cover. One of the social and community based providers who take a more prescriptive approach to the mentoring sessions is detailed below:

### Axis Mentoring Service (AMS)

AMS belongs to the UK wide network of projects run by the charity, Spurgeons. AMS have previously offered mentoring to young people at risk of offending, those within the criminal justice system and care leavers. Their plans for the mentoring relationship are written around the Every Child Matters outcomes and are agreed by the referring officer, the young person and the mentor. Axis agree with the mentor and mentee that they will meet weekly, usually at the same time each week and the mentoring sessions run on a four weekly cycle.

**Week 1:** Health and Well Being: the mentor and mentee do something healthy or sporting such as football, kick boxing or keep fit.

**Week 2:** Mentor and mentee work on individual issues such as self esteem, anger management or school work.

**Week 3:** Life Skills: the mentor and mentee work on life skills such as cooking and money management.

**Week 4:** Activity: the young person chooses what activity they would like to do such as a trip to the cinema, horse riding or bowling.

Having outlined the main areas of responsibility, the mentor and mentee are usually given some time to get to know each other and to arrange their next meeting. Providers may also want to make use of some evaluative paperwork in the early stages of the relationship so that the mentor and mentee can assess the mentee's progression and what they see to be important.

Providers should take note that it can sometimes take a while to arrange a match and that the mentor may need some input prior to first few meetings, such as reflecting on what they covered in training.

Mentors have feedback that the match can be quite a nerve wracking process as they wonder whether or not the young person will 'like them'.

## Reviewing the relationship

Some providers within the pilot have built in a formal reviewing stage that takes place at the halfway point of the forecast length of contact i.e. a 12 month relationship will be reviewed at the 6 month point. The review is carried out as a 3 way meeting and will be used to discuss the following:

- How do the mentor and mentee feel that the relationship is progressing?
- What has been achieved so far?
- What is still to be achieved?
- Are the initial goals and targets still relevant or can new ones be set?
- What do they both feel they've gained?
- What change has the mentor noticed in the mentee?
- What change has the mentee noticed in themselves?
- Have any other people in the mentee's life noticed any change?
- How long does the relationship have left to run? Does that timeframe still feel ok?
- How often are they meeting and is that still ok?
- Have there been any issues they've needed to resolve as they've gone along?
- What's been the best thing about the relationship so far?
- What has been not so good?
- Is there anything they could both do to make the relationship more effective?

The content of the meeting should be recorded by the co-ordinator, who can also provide feedback from their point of view and from other professionals or parents/carers that they may have spoken to. A timeframe for a follow up meeting can be agreed if felt appropriate.

## Ending the relationship

This stage needs to have been identified from the outset with some flexibility being built in depending on the needs of individual young people. Previous research has shown that mentoring that ends too soon can have a detrimental effect for young people who then simply revert to previous behaviours. One of the key detrimental features of the pilot that was noted by all providers was the timeframe of 12 months which was simply not long enough for the service to be developed and relationships to be sustained for the time needed for young people with complex needs.

However for the social and community based model, a longer timeframe is recommended. Both young people and the mentors need a defined but flexible timeframe in which to work which should be reviewed on a regular basis. Some relationships will reach a 'natural' end prior to the original timeframe, whilst others will benefit from more time than originally identified. The more needs-driven this is, the more effective for young people.

Endings need to be planned for and approached in a structured way – it is recommended that providers take the following into account when planning for an ending:

- How do both parties feel about the relationship coming to an end?
- Would the young person benefit from a 'wind down' period i.e. with the mentor seeing the young person less frequently over a defined period of time? The mentor could then follow up with a monthly phone call.
- Does the service want to implement a 3 way ending meeting with the co-ordinator who can facilitate the evaluation of the gains for both parties?
- What systems are in place for evaluating gains and outcomes? Do these meet the information that will be required by funders?
- How will stakeholder views of what has been achieved through the relationship be incorporated?
- Can the mentor and mentee do something 'special' to mark the ending – theatre, day trip?
- What other networks of support has the mentee developed during the period of the mentoring?
- If the mentor and mentee decide to sustain the relationship can this take place outside the formal structure of the scheme and what impact would this have on contact?
- Does the mentor want a 'break' for a while or would s/he be seeking another match?
- Can the relationship be used as a case study for the service?

Ending of relationships can potentially generate a range of emotions for both the mentor and the mentee. This stage needs to be carefully managed by all parties.

Young people from care backgrounds are more likely to have experienced negative 'endings' of relationships and may feel that adults are prone to 'giving up on' or 'rejecting' them. This needs to be recognised so that the boundaries of the mentor role and issues of dependency are effectively managed – this will assist significantly when it comes to the ending stage. The aim is to ensure that mentoring will provide an example of a positive ending to a productive relationship.

# Monitoring and evaluation

In establishing the service, the provider will have identified aims, objectives and targets for the mentoring. From the outset of the provision, it is necessary to decide how these will be measured in order to establish what has been achieved.

It is recommended that providers consider both quantitative and qualitative data collection. Frequently, funding is secured on the basis of identifiable hard outcomes such as educational attainment.

However, it is evident that many of the outcomes for both the mentor and the mentee are often strongly focused around soft outcomes such as an increase in self confidence or self esteem. Providers are advised to look at innovative ways of capturing and evidencing this feedback. The Department for Children Schools and Families were specific in terms of the outcomes they were seeking to emerge from the pilot, however it was also appreciated that the timeframes impacted on the evidencing of these. In measuring these, providers were given monitoring and evaluation forms generated for the pilot. (These forms are available in the appendix) In addition, providers were requested to carry out a 'Strengths and Difficulties' questionnaire with young people. The questionnaire prompted an array of mixed reactions due to the perceived 'intrusive' nature of some of the questions. Whatever the form of evaluation, providers will need to take account of the impact of the evidence gathering process and the ability of the mentors and young people to contribute to it.

Effective evaluation of mentoring still eludes the sector in terms of definitive outcomes. By far the most important measure is how young people themselves feel about the impact that the mentoring has had for them. The views of others in the young person's life can also help to validate and endorse its impact. The pilot made use of a stakeholder form for this with each provider being asked to provide at least one for each relationship. An example of this form is provided in the appendix.

In designing systems for data collection, it is recommended that providers gather the following information:

## Mentors

- Sources of recruitment – what works
- Motivation to volunteer
- Age
- Gender
- Ethnicity
- Disability

- Start date (date of final selection post training)
- Reasons for non selection – as appropriate
- Match date
- Training undertaken
- Supervision attended
- Progression routes from service.

## Mentees

- Age
- Gender
- Ethnicity
- Date referred
- Date assessed
- Reasons for non selection – as appropriate
- Source of referral
- Reasons for referral
- Special needs
- Risk issues.

## Relationships

- Start date and end date of matches
- Frequency of meetings
- Duration of meetings
- Location of meetings
- Different forms of contact – phone, email
- Brief content of meetings/discussions
- Goals/targets of young person
- Reason for relationship ending
- Outcomes – hard and soft
- Ongoing contact post formal closure.

There are various ways in which this data can be gathered. The pilot made use of: mentee evaluation forms, stakeholder evaluation forms, web cam interviews and case studies from providers.

# List of providers

## Asphaleia Action

9 Liverpool Terrace  
Worthing  
West Sussex  
BN11 1TA  
*David Cotrell* – 01903 522966

## Axis Voluntary Services

Clyde Street  
Shelton  
Stoke on Trent  
ST1 4LE  
*Julie Holden* – 01782 234301

## Blackburn with Darwen Children's Services

West Wing  
The Exchange  
Ainsworth Street  
Blackburn  
BB1 6AD  
*Lynda Corban* – 01254 666702

## Bolton Lads and Girls Club

18 Spa Road  
Bolton  
BL1 4AG  
*Karen Edwards* – 01204 540111

## BREAK

Davison House  
1 Montague Road  
Sheringham  
Norfolk  
NR26 8WN  
*Hugh Morgan* – 01263 822161

## Coventry Childrens Learning and Young Peoples Directorate

Elm Bank Corporate Training Centre  
Mile Lane  
Coventry  
CV1 2LQ  
*Anthony Cox* – 02476 527477

## CSV Education for Citizenship

CSV Head Office  
237 Pentonville Road  
London  
N1 9NJ  
*Dave Hopper* – 020 7643 1317

## Durham County Council Children and Young Peoples Services

County Hall  
Durham  
DH15 5UJ  
*Jane Le Sage* – 01915 863522

## The Hampton Trust

Fairways House  
Mount Pleasant Road  
Southampton  
SO14 0QB  
*Kim Brown* – 02380 213520

## Haringey Council

Children and Young People's Services  
Room F18A  
Professional Development Centre  
Downhills Park Road  
Crouch End  
N17 6AR  
*Ana Beaumont* – 020 8489 5374

## LACHES Team Barking and Dagenham

1st Floor Valence Offices  
Beacontree Avenue  
Dagenham  
Essex  
RM8 3HS  
*Tracey Clarke* – 020 8227 5267

**Leeds Mentoring**

10th Floor East  
Merrion House  
110 Merrion Centre  
Leeds  
LS2 8DT  
*Barry Hilton* – 01132 144080

**Lewisham Council**

Childrens Social Care Headquarters  
1st Floor Laurence House  
1 Catford Road  
London  
SE6 4RU  
*Kris Heslin* – 020 8314 7042

**NCH Southwest Regional Office**

Horner Court  
637 Gloucester Road  
Horfield  
Bristol  
BS7 0BJ  
*Sarah Burrows* – 01736 360194

**North Somerset Council**

Children and Young People's Services  
Town Hall  
Weston-super-Mare  
BS23 1UF  
*Paula Van Bergen* – 01934 421900

**Oxfordshire Youth Mentoring Service**

The Forum Youth Centre  
Oxford Road  
Kidlington  
Oxon  
OX5 1AB  
*Ruth Bryant* – 01865 848181

**Pathfinders Community Mentoring and Children's Services Dudley**

The Source  
Barnett Lane  
Wordsley  
Dudley  
DY1 3JL  
*Karen Fielder* – 01384 813965

**Rainer Essex Services**

Chester House  
Chester Hall Lane  
Basildon  
Essex  
SS14 3BG  
*Lynne Farquhar* – 01268 530620

**Rainer Kent Services**

Bishops Terrace  
Bishops Way  
Maidstone  
Kent  
ME14 1LA  
*Katrina Wiles* – 01622 772251

**Rainer Leicestershire Services**

12 Upperton Road  
Leicester  
LE3 0BG  
*Olivia Pitt* – 01162 541420

**Rainer Surrey Services**

Quadrant Court  
35 Guildford Road  
Woking  
Surrey  
GU22 7QQ  
*Matthew Killick* – 01372 832889

**Salford Foundation**

1st Floor Charles House  
Albert Street  
Eccles  
Manchester  
M30 0PW  
*Laura Bryce* – 01617 878500

**SOVA**

Caring Around Sheffield Together  
Project  
St Silas House  
18 Moore Street  
Sheffield  
S3 7UW  
*Dean Howson* – 01142 703700

**Spurgeons – Children’s Rights Service**

Townhead Area Office  
Johns Street  
Rochdale  
OL16 1LB  
*Bill Evans* – 01993 412412

**University of Bradford**

Cobden Building  
Richmond Road  
Bradford  
BD7 1DP  
*Chris Kelly* – 01274 233215

**Volunteer Centre Sutton**

31 West Street  
Sutton  
Surrey  
SM1 1SJ  
*Casey Muller* – 020 8770 4856

**Young Devon**

Development Services Unit  
Room 8  
33 Chapel Street  
Buckfastleigh  
Devon  
TQ11 0AB  
*Kate Sandel* – 01364 644520



# Minimum standards

## DCSF LAC Mentoring Pilot

### Minimum standards for LAC mentoring

Based on Mentoring and Befriending Foundation\* Framework for Mentoring with Socially Excluded Young People

Standard aims and objectives	Action	Associated paperwork
1. Mentoring services must commit themselves to providing a high quality service to both young people and mentors. This can be done by clearly stating policies on key issues and by maintaining a quality assurance system that is based on continuous assessment, and leads to improvements in the service.	<p><b>Does the service have a quality assurance system in place – if so which one or what model is it based on? Coordinators need to ensure that they are familiar with key points from in house policies and procedures and what policies and procedures are in place?</b></p> <p>The following are suggested:</p> <ul style="list-style-type: none"> <li>• Diversity and Equality Policy</li> <li>• Confidentiality Policy</li> <li>• Health and Safety Policy</li> <li>• Child Protection Policy and Procedure</li> <li>• Smoking Policy</li> <li>• Alcohol and Substance Misuse Policy</li> <li>• Drugs Policy</li> <li>• User Involvement Policy</li> <li>• Risk assessment Policy</li> <li>• Volunteer Procedure (where volunteers are being used)</li> <li>• Complaints Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Policies and procedures manual</li> <li>• Mentoring Scheme Guidelines</li> <li>• Mentor Handbook</li> <li>• Mentee Handbook</li> <li>• Confidentiality leaflet</li> <li>• Complaints leaflet</li> </ul>
LINKS TO APS	<p>2. What is the purpose of your project?</p> <p>3. What organisational and management structure is in place to support your project?</p> <p>11. How do you prepare mentors so that they can offer effective support?</p>	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?

\*Formerly National Mentoring Network

Standard aims and objectives	Action	Associated paperwork
2. <b>Mentoring services must have a clear rationale for their existence that specifies the characteristics of the young people they seek to help and the outcomes of the process they expect to achieve.</b>	<p>Services need to:</p> <ul style="list-style-type: none"> <li>Assess need for mentoring service</li> <li>Clearly define target group</li> <li>Specify the outcomes they expect to achieve through mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Bid document</li> <li>Service plan</li> <li>Local protocols</li> <li>Service level agreement</li> </ul>
LINKS TO APS	<p>2. What is the purpose of your project?</p> <p>5. To whom does your project provide services?</p>	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?
3. <b>Services must have clear criteria for the referral of looked after young people (10–15) to the service. These criteria must be communicated to external agencies and carers and also allow for self-referral by young people.</b>	<p>Services need to:</p> <ul style="list-style-type: none"> <li>Develop clear criteria for referral in liaison with partner agencies</li> <li>Develop a referral form and process for referral including self referral</li> <li>Communicate process of referral and criteria to all potential stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Publicity materials</li> <li>Referral form</li> </ul>
LINKS TO APS	6. How are your clients referred to you for support?	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?

Standard aims and objectives	Action	Associated paperwork
<b>4. Mentoring services must have clear criteria for the selection or screening out of looked after young people who have been referred, or referred themselves, to the service. The selection process should enable mentees to state some general preferences concerning the characteristics of their mentor.</b>	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Ensure that the process of selection/de-selection is agreed and understood by all stakeholders</li> <li>• Ensure the referral form includes room for the mentee to state any preferences regarding age, gender, ethnicity, interests of mentor</li> <li>• Include criteria for selection on publicity materials</li> <li>• Ensure that the criteria for selection/de-selection do not exclude those who may be most in need</li> </ul>	<ul style="list-style-type: none"> <li>• Publicity materials</li> <li>• Referral form</li> </ul>
LINKS TO APS	<b>6. How are your clients referred to you for support?</b> <b>10. What process is used for matching clients and volunteers?</b>	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?
<b>5. Staff in other agencies involved in the mentoring scheme must be fully committed to the process and endorse the principles.</b>	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Ensure that staff in partner agencies are aware of the mentoring service and that the process for delivery is identified via service level agreements and/or protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Service level agreement</li> <li>• Protocols</li> <li>• Publicity materials</li> </ul>
LINKS TO APS	<b>3. What organisational and management structure is in place to support your project?</b> <b>6. How are clients identified and referred to you for support?</b>	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?

Standard aims and objectives	Action	Associated paperwork
6. <b>Mentoring services must aim to achieve a level of staffing so that the functions of ongoing support for young people and mentors and the running of the programme can be separated from the overall management, fundraising, recruitment and external liaison tasks.</b>	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Ensure that monies for mentoring activities are included in budgetary planning alongside general running costs</li> <li>• Consider the differing elements of the service, i.e. management, support of mentors, support of mentees, fundraising etc. and plan from the outset the appropriate staffing levels needed to achieve a quality service for mentees and mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Service budget</li> </ul>
<b>LINKS TO APS</b>	<p>2. <b>What is the purpose of your project?</b></p> <p>5. <b>To whom does your project provide services?</b></p>	
<b>SELF ASSESSMENT</b>	<b>What action, if any, does the service need to take to meet this standard?</b>	<b>Any paperwork that requires implementation?</b>
7. <b>Participation in mentoring services must always be voluntary for young people and non-stigmatising in the eyes of their peer group.</b>	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Consult with mentees around the development and perception of the service</li> <li>• Ensure partner agencies are aware of the voluntary nature of the relationship</li> <li>• Ensure that referral criteria emphasise positive elements of the service provision</li> </ul>	<ul style="list-style-type: none"> <li>• Publicity materials</li> <li>• Referral criteria</li> </ul>
<b>LINKS TO APS</b>	6. <b>How are clients identified and referred to your service?</b>	
<b>SELF ASSESSMENT</b>	<b>What action, if any, does the service need to take to meet this standard?</b>	<b>Any paperwork that requires implementation?</b>

Standard aims and objectives	Action	Associated paperwork
<b>8. Mentoring services must have clear criteria regarding the qualities, experience and characteristics of the mentors they seek to attract, and also agreed criteria by which mentors might be screened out at any part of the application process. The latter must be discussed and approved by all staff involved in the process.</b>	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Develop clear guidelines as to the selection/de-selection process for mentors and ensure these are agreed with partner agencies</li> <li>• Distribute the role description and person specification for mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer procedure (as appropriate)</li> <li>• Role description</li> <li>• Person specification</li> </ul>

LINKS TO APS	8. How do you recruit your volunteers?	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?
<b>9. Mentoring services must apply equal opportunity principles in their recruitment process for mentors.</b>	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Ensure that all sections of the community are targeted via the recruitment process</li> <li>• Develop publicity materials that reflect diverse communities</li> <li>• Fully explore diversity and equality issues within the mentor training process</li> <li>• Cover travel expenses for recruitment and training</li> </ul>	<ul style="list-style-type: none"> <li>• Publicity materials</li> <li>• Equal opportunities monitoring form</li> <li>• Diversity and equality policy</li> <li>• Volunteer Registration Form</li> </ul>

LINKS TO APS	8. How do you recruit your volunteers?	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?

Standard aims and objectives	Action	Associated paperwork
10. Looked after young people must receive induction into the mentoring programme that explains how the process will operate and clarifies confidentiality and support processes, the nature of the relationship and how it will end.	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Induct mentees into the mentoring programme once they have been selected</li> <li>• Explain how confidentiality issues will be handled within the mentoring scheme</li> <li>• Explain how mentees will be supported during the programme, giving guidelines on contact between sessions and introduce link staff where appropriate</li> <li>• Provide guidance on when and how the mentoring programme will end</li> <li>• Consider the most effective way of communicating this information to mentees</li> </ul>	<ul style="list-style-type: none"> <li>• Confidentiality leaflet</li> <li>• Publicity materials</li> <li>• Mentee Handbook</li> </ul>
LINKS TO APS	7. How are clients made aware of what the project involves?	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?
11. All mentors must be officially vetted for their suitability to work with young people.	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Ensure that prospective mentors are provided with an</li> <li>• induction pack</li> <li>• Take up references from those who know mentor in educational or professional capacity</li> <li>• Complete enhanced CRB checks</li> <li>• Conduct selection interviews</li> <li>• Liaise with partner agencies regarding suitability for selection as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor induction packs</li> <li>• Mentor application form</li> <li>• Criminal Records Bureau Check</li> <li>• Interview questions</li> </ul>
LINKS TO APS	9. What screening procedures do you operate?	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?

Standard aims and objectives	Action	Associated paperwork
<b>12. Mentors should always receive training before starting the mentoring process.</b>	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Ensure that prospective mentors attend initial training for mentoring as part of the selection process</li> <li>• Ensure staff are inducted into the training programme and are competent to deliver</li> <li>• Cover travel expenses and child care costs (where possible) for those attending</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor training manual</li> <li>• Expenses Form</li> </ul>

#### LINKS TO APS

#### 11. How do you prepare volunteers so that they can offer effective support?

#### SELF ASSESSMENT

What action, if any, does the service need to take to meet this standard?

Any paperwork that requires implementation?

Operation and practice	Action	Associated paperwork
<b>13. Young people and mentors must have a clear shared agreement concerning their commitment to and their respective responsibilities within the mentoring process.</b>	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Ensure parameters of mentoring relationship are explained to both mentees and mentors</li> <li>• Implement some form of mentoring agreement</li> <li>• Identify how mentors and mentees will make contact</li> <li>• Outline in initial meeting the length of the mentoring relationship and frequency of contact</li> <li>• Prepare mentors for ending relationships through the training process and ongoing support</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring agreement</li> <li>• Mentor training manual</li> <li>• Mentor/mentee handbooks</li> </ul>

#### LINKS TO APS

#### 10. What process is used for matching clients and volunteers?

#### SELF ASSESSMENT

What action, if any, does the service need to take to meet this standard?

Any paperwork that requires implementation?

Operation and practice	Action	Associated paperwork
14. Young people and mentors must have a clear understanding of the boundaries of acceptable behaviour and consequences of infringement.	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Ensure boundaries are covered and understood through the mentor training process</li> <li>• The boundaries of relationship to be re-emphasised in the initial 3 way meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor/Mentee handbook/literature</li> <li>• Mentor training manual</li> </ul>
LINKS TO APS	<p>7. How are clients made aware of what the project involves?</p> <p>10. What process is used for matching clients and volunteers?</p> <p>11. How do you prepare volunteers so they can offer effective support?</p>	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?
15. Parents and Carers should, where appropriate, be involved in the mentoring process as fully as possible, but looked after young people must have the option of keeping the relationship entirely separate if there are special circumstances involved.	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Ensure that the position regarding involvement of parents/carers has been made apparent through the referral process and is appropriately followed up</li> <li>• Ensure that consent for mentoring is acquired through the referral process either by the local authority or otherwise</li> <li>• Ensure that mentees views are taken into account when considering parent/carer involvement</li> <li>• Develop publicity materials with parents/carers in mind</li> </ul>	<ul style="list-style-type: none"> <li>• Consent forms</li> <li>• Mentoring leaflet</li> </ul>
LINKS TO APS	9. What screening procedures and personal protection arrangements do you operate?	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?



Operation and practice	Action	Associated paperwork
16. The length of the mentoring programme must be commensurate with the needs of the young people and the overall aims of the process rather than administrative convenience.	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Ensure that the time remit for mentoring is tailored to meet the needs of individual mentees</li> <li>• Bear in mind that evaluation has demonstrated that mentees benefit more from sustained relationships of 12 months plus</li> </ul>	
LINKS TO APS	<p>2. What is the purpose of your project?</p> <p>13. How do you monitor the progress of relationships and determine whether they are successful?</p>	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?
17. The matching of young people and mentors must always involve, at the very least, a face-to-face meeting with the worker who makes the match. It must aim to make the most creative use of the characteristics, experience and interests the mentor has to offer, as well as being responsive to the requests of the young person and be as participative as possible. There must, wherever possible, be opportunities for choice in the matching.	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Ensure that referral forms include the opportunity for mentees to express preferences in terms of their mentor's characteristics, ethnicity etc.</li> <li>• Undertake risk assessments on each match and ensure that mentors are informed of any issues</li> <li>• Ask mentors whether they have any reservations as to the potential young person they may be matched with</li> <li>• Carry out an initial 3 way meeting for matching purposes including the mentor, mentee and co-ordinator</li> <li>• Ensure that consideration is given to aspects such as geographical location, interests, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Referral forms</li> <li>• Risk assessment</li> </ul>
LINKS TO APS	10. What process is used for matching clients and volunteers?	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?

Operation and practice	Action	Associated paperwork
18. Young people and mentors will work together to identify things that they would like to do together during the mentoring relationship taking account of the young person's age.	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Address appropriate goal setting and within the mentor training</li> <li>• Bear in mind LAC targets and original bid</li> <li>• Issue record of contact sheets to mentors for completion throughout relationship</li> <li>• Discuss mentee's needs in initial 3 way meetings</li> <li>• Ensure progress of relationships is regularly reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor/mentee contact sheets</li> </ul>
LINKS TO APS	13. How do you monitor the progress of relationships and determine whether they are successful?	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?
19. The length of the sessions and location of meeting must be negotiable, within the framework of service rules and responsive to the needs of young people.	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Ensure that mentors/mentees are aware of appropriate settings for meetings</li> <li>• Ensure that meetings take place regularly i.e. every week/fortnight</li> <li>• Recommend that meetings are generally scheduled to last for 1–1.5 hrs with exceptions being made only for particular circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor/mentee contact sheets</li> </ul>
LINKS TO APS	13. How do you monitor the progress of relationships and determine whether they are successful?	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?

Operation and practice	Action	Associated paperwork
20. The mentoring service must have sufficient funds to manage the overall service delivery effectively and to ensure payment of mentoring activity costs and travel expenses.	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Ensure that budgets contain sufficient funds for mentor/mentee meetings including mentor travel</li> <li>• Outline to mentors/mentees the monthly budget for meetings</li> <li>• Ensure that mentors are aware of how to reclaim monies and the need for receipts</li> </ul>	<ul style="list-style-type: none"> <li>• Service budget</li> <li>• Expenses form</li> </ul>
21. A written record must be kept of the content of each session that should, ideally, be shared and agreed between the young person and the mentor.	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Ensure that record of contact sheets are completed by mentors and mentees at the end of each session and returned to the service co-ordinator on a regular basis</li> <li>• Ensure that the content of record of contact sheets maintains the confidentiality of the relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor/mentee record of contact sheet</li> </ul>
LINKS TO APS	<p>11. How do you prepare volunteers so that they can offer effective support?</p> <p>13. How do you monitor the progress of relationships and determine whether they are successful?</p>	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?

Operation and practice	Action	Associated paperwork
22. The welfare of looked after young people must be regularly monitored and they should have access to ongoing support from a service worker, ideally a specialist key worker. There must be agreed, but flexible, guidelines as to whether they are able to contact their mentors in between sessions.	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Ensure that each mentee has an identified key worker that they can liaise with regarding the mentoring</li> <li>• Explain the process and parameters of contact between sessions to both mentors and mentees</li> <li>• Maintain regular contact with the mentees, either directly or through an identified link worker</li> </ul>	<ul style="list-style-type: none"> <li>• Referral form to identify link worker and social worker/ foster carer as appropriate</li> </ul>
LINKS TO APS	<p>10. What process is used for matching clients and volunteers?</p> <p>13. How do you monitor the progress of relationships and determine whether they are successful?</p>	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?
23. Mentors must receive regular supervision, monitoring and ongoing support.	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Schedule regular group supervision for mentors</li> <li>• Ensure that mentors are aware of how to access additional and/or individual support</li> <li>• Contact the mentors on a regular basis to gain feedback on the mentoring process</li> <li>• Ensure that contact relating to support and supervision is recorded</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision records</li> <li>• Mentor contact sheets</li> </ul>
LINKS TO APS	<p>12. How do you provide ongoing support for volunteers?</p> <p>13. How do you monitor the progress of relationships and determine whether they are successful.</p>	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?

Operation and practice	Action	Associated paperwork
<p><b>24. All mentoring services must contact their local child protection committee and familiarise themselves with the local arrangements for reporting disclosures of abuse. They should draw up service policies and procedures on confidentiality that reflect these and ensure that both young people and mentors are aware of them through induction, training and written material.</b></p>	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Ensure that they are familiar with the local arrangements for reporting disclosures in relation to child protection</li> <li>• Agree procedures between providers</li> <li>• Cover child protection issues in mentor training</li> <li>• Ensure mentors are provided with emergency contact numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Child Protection Policy</li> <li>• Confidentiality Policy</li> <li>• Young person's confidentiality leaflet</li> <li>• Service level agreement</li> <li>• Protocols</li> </ul>
<b>LINKS TO APS</b>	<b>9. What screening procedures and personal protection arrangements do you offer?</b>	
<b>SELF ASSESSMENT</b>	<b>What action, if any, does the service need to take to meet this standard?</b>	<b>Any paperwork that requires implementation?</b>
<p><b>25. Mentoring services must ensure that the health and safety of both parties in the relationship is protected through the adoption and application of appropriate health and safety, insurance, complaints and monitoring policies and procedures.</b></p>	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Cover health and safety issues in initial mentor training</li> <li>• Ensure mentors/mentees are aware of procedures for complaints</li> <li>• Ensure that mentors are informed about insurance cover and the activities that fall within this</li> <li>• Ensure that mentors who are using their own cars have checked with insurance companies regarding this usage and have cover</li> <li>• Complete risk assessment forms for each mentoring relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor training manual</li> <li>• Complaints procedure</li> <li>• Mentor/mentee handbook</li> <li>• Risk assessment form for mentoring</li> <li>• Car insurance form</li> </ul>
<b>LINKS TO APS</b>	<p><b>3. What organisational and management structure is in place to support your project?</b></p> <p><b>9. What screening procedures and personal protection arrangements do you operate?</b></p>	
<b>SELF ASSESSMENT</b>	<b>What action, if any, does the service need to take to meet this standard?</b>	<b>Any paperwork that requires implementation?</b>

Operation and practice	Action	Associated paperwork
26. Both young people and mentors must have the opportunity to contribute their views on the way in which the mentoring service is run and the settings in which it occurs.	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Ensure that mentees have the opportunity to contribute their views about the mentoring service at every stage of the process</li> <li>• Ensure that the mentor training is evaluated on an ongoing basis</li> <li>• Build in time for mentor/mentee review meetings where views on the mentoring provision can be heard</li> <li>• Implement ending meetings and exit interviews for mentors/mentees</li> </ul>	<ul style="list-style-type: none"> <li>• Initial training evaluation form</li> <li>• Ongoing training evaluation form</li> </ul>
LINKS TO APS	<p>13. How do you monitor the progress of relationships and determine whether they are successful?</p> <p>14. How do you evaluate the effectiveness of your mentoring project?</p>	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?
27. Both young people and mentors must be given guidance on how to achieve a suitable ending to the relationship, according to whether the end of it is fixed or negotiable. Both should be advised under what conditions it might continue when the service relinquishes responsibility.	<p>Services need to:</p> <ul style="list-style-type: none"> <li>• Address the issue of the ending of the relationship in the initial mentor training</li> <li>• Ensure both parties are aware of potential timescales for the mentoring</li> <li>• Make mentors/mentees aware of parameters of support should the relationship continue beyond the formal supervised mentoring stage</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor training manual</li> </ul>
LINKS TO APS	<p>7. How are clients made aware of what the project involves?</p> <p>11. How do you prepare volunteers so that they can offer effective support?</p>	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?

Operation and practice	Action	Associated paperwork
28. The outcome of the relationship for the young person must be measured and recorded using the goals/targets agreed at the outset and other measures as appropriate, including the views of carers, teachers, young people and other agencies.	<p>Services need to:</p> <ul style="list-style-type: none"> <li>Develop processes for evaluating the outcomes of the mentoring programme in line with identified targets</li> <li>Incorporate feedback from a range of stakeholders including mentees in measuring outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Action plans</li> <li>Bid document</li> </ul>
LINKS TO APS	13. How do you monitor the progress of relationships and determine whether they are successful?	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?
29. All mentoring services must be evaluated.	<p>Services need to:</p> <ul style="list-style-type: none"> <li>Consider how the service will be evaluated from the start of delivery</li> <li>Develop processes for evaluating views of all stakeholders</li> <li>Ensure evaluation feeds into future development of the programme</li> </ul>	<ul style="list-style-type: none"> <li>Training evaluation form</li> <li>Mentoring evaluation forms</li> </ul>
LINKS TO APS	14. How do you evaluate the effectiveness of your project?	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?
30. Young people who have successfully completed a mentoring process must, where appropriate, have the opportunity to share their insights and skills with others.	<p>Services need to:</p> <ul style="list-style-type: none"> <li>Consider ways in which mentees experiences can feed into future programmes as appropriate</li> </ul>	
SELF ASSESSMENT	What action, if any, does the service need to take to meet this standard?	Any paperwork that requires implementation?

## Mentoring co-ordinator job description and person specification

JOB TITLE: Mentor Co-ordinator

BASE: Sheffield, South Yorkshire

We work to strengthen communities by involving local volunteers in promoting social inclusion and reducing crime.

It is our vision that Volunteers, as members of the community, will actively seek to provide access to resources that disadvantaged young people may use in developing their own potential in society.

### Context

The post of Co-ordinator is an established grade. The role of the Co-ordinator is to take full responsibility for certain aspects of the projects work, as detailed below as well as acting as a 'resource' to other project staff. All duties are to be carried out in line with current operating policies and procedures and any procedures of the partnership agency.

In the first instance the post holder reports to the Regional Director/Project Manager.

### Job content

- 1 To take responsibility for mentor recruitment, selection and matching
- 2 To deliver mentor training and to manage the National Open College Network process, or equivalent, for each participating mentor
- 3 To deliver mentor supervision and support
- 4 To contribute to the assessed and expressed needs of looked after children by providing suitable mentor relationships
- 5 To create safe and realistic activities for children and mentors
- 6 To contribute to the development and promotion of the project
- 7 To liaise with referral agencies and funders
- 8 To interpret monitoring data and produce and present evaluation reports
- 9 To provide information and advice to other project staff on specific areas of project activity that the post holder has responsibility for
- 10 To cover any appropriate aspect of other team members roles in their absence
- 11 To be self administrating
- 12 To contribute to meeting project or departmental targets and objectives
- 13 To take part in regular supervision with line manager
- 14 To participate in the general development of the organisation through meetings, training and attendance of other events
- 15 To carry out any other duties within the scope of the post.



## PERSON SPECIFICATION (Volunteer Co-ordinator)

*Evidence of meeting the criteria in this person specification must be shown when completing the application form for the post and will be further tested at interview through questioning and testing.*

Criteria	E / D	Context
<b>Skills / abilities</b>		
Management of time and workload	E	Planning work, meeting deadlines
Managing staff	D	Providing structured supervision, promoting team work
Communication	E	Preparation of reports, liaison with partners, delivery of training and group work, relating to colleagues, providing information and advice, competence in Microsoft Office
Working with children, particularly those who are 'Looked After'	E	Ability to work with individuals and groups of potentially vulnerable children
C&G 7307/7407 and/or ability and commitment to undertake C&G 7307/7407 or equivalent	E	Training the Trainers qualification
Working within organisational policies	E	Implementing organisational policies e.g. Confidentiality, Equal Opportunities/ Diversity, Health & Safety
<b>Knowledge / understanding</b>		
Working with Volunteer Mentors	E	Recruiting, interviewing, training, matching, supervising volunteers; NOCN processes and accreditation
Needs of children and other disadvantaged groups	E	Understanding of the circumstances and barriers existing for a range of vulnerable or disadvantaged groups
The Looked After Care system	E	Knowledge of current thinking and developments in this area

(continued)

Criteria	E / D	Context
Knowledge / understanding		
Monitoring processes	D	Understanding of the purpose of monitoring and of monitoring systems and interpreting monitoring data
Experience		
Working with Looked After Children or other disadvantaged groups	D	Accepting referrals, interviewing service users, preparing mentoring action plans, providing support and guidance
Special conditions relating to this post	D	Access to a vehicle
	D	Full driving licence
	E	Enhanced CRB Disclosure required <input checked="" type="checkbox"/>

## Mentor role description and person specification

REPORTS TO: Marjorie Lee, Mentor Co-ordinator

### Description of project:

As a Corporate Parent, Haringey is committed to improving outcomes for Children in Care. In partnership with the Department for Children, Schools & Families (DCSF) and Rainer, Haringey is working together with the Mentoring & Befriending Foundation (MBF) to implement this scheme. This project will train, develop and support 12 mentoring relationships. The main aims are to support the young person's educational aspirations and achievements, increase their self esteem and confidence and encourage their participation in social networks and community activities.

### The role of volunteer mentor is to:

- Participate in initial and ongoing training
- Work with mentee to identify goals, objectives and to help them work towards these
- Provide support, guidance and encouragement
- Meet with mentee on a weekly/fortnightly basis as agreed by both
- Be non-judgemental
- Use good listening and communication skills
- Maintain records for monitoring and tracking purposes
- Use own initiative to identify and access relevant resources
- Participate in supervision meetings with Mentor Co-ordinator
- Maintain confidentiality in accordance with the project's confidentiality policy
- Participate in the evaluation of the project.

### Training and support:

The project has a comprehensive initial training programme that all mentors must successfully complete before undertaking any mentoring. After initial training, additional workshop sessions will be held to address any specific needs and areas identified by the volunteer mentors.

### Supervision:

Once recruited, the volunteer mentor will be required to have regular individual supervision sessions with the Project Co-ordinator and group sessions as arranged. These sessions will enable the organisation to support you, to monitor the development of the relationship and also to address any other issues raised by the volunteer mentor.

# Interview questions

## Rainer Volunteer Unit – interview questions

*These interviews are conducted in line with the equal opportunities policy of Rainer, which means that all prospective volunteers are asked the same questions. There are 12 questions in total and there will be the opportunity for you to ask questions at the end. If you need clarification about any of the questions, please ask. We will be taking notes as you speak, but don't be put off by this. This interview is just one part of the selection process for this programme; at the end of the interview we will be informing you about what happens next.*

**What went well or not so well for you at the recent mentor training sessions?**

---

---

---

**In what ways do you feel that the training has prepared you for the mentor role?**

---

---

---

**What qualities do you feel you could bring to the mentor role?**

---

---

---

**What made you decide that you wanted to volunteer, and why at this particular time?**

---

---

---

**How do you think you might benefit from being a mentor?**

---

---

---

**Are there any skills or interests that you have that you could share with a young person?**

---

---

---

How would you respond to this scenario: you meet up with your mentee who you have been meeting for about three weeks. About ten minutes into the meeting you feel concerned that they seem different from the previous meetings and you think you can smell alcohol on their breath.

---

---

---

Is there anyone that you would not be prepared to work with?

---

---

---

Do you have any preference as to the age, ethnicity or gender of the young person that you may be matched with?

---

---

---

At this stage, are you interested in the BTEC Award that runs alongside this programme?

---

---

---

Is there anything else you need to make us aware of at this stage?

---

---

---

Do you have any questions?

---

---

---

The selection process for this programme consists of:

- Training
- Initial interview
- Application form
- Two references
- CRB check

All these need to be in place before the final selection can take place.

Explain what happens next.

# Mentee referral form


[www.barking-dagenham.gov.uk](http://www.barking-dagenham.gov.uk)

## LACHES MENTORING PROJECT REFERRAL FORM

The form should be completed fully. If not, it will be sent back to you resulting in a delay in the young person's enrolment on the Project.

If you require further assistance, please contact LACHES Volunteer Mentor Co-ordinator

***If you have any queries please see contact details at the end of this form.***

Referral agency address	Contact person
	Tel:
	Mobile:
	Email:

### Young person's personal details

Name	Age
SWIFT No.	Date of birth
Address	Name of parents/carers
	Has the Project been discussed with the young person? YES / NO
	Is the young person willing to participate in the Project? YES / NO
Ethnicity	Telephone no
Gender	
First Language	Mobile no
Other languages	Email/fax no

Name & address of school	
Contact person:	Tel:

**Why are you referring this young person? (Tick all that apply)**

Offended (give number)	Truancy	
Using drugs	Problems at home	
Cautioned by Police	Behavioural problems	
Involved in Youth Justice System	Little/no direction in their lives	
Excluded/suspended from school	Statemented	
Other		

**Concerns with, or barriers which may be preventing the young person progressing**
**Child Protection Issues**

Physical Abuse	
Sexual Abuse	
Emotional Abuse	
Neglect	
Living with a Schedule One Offender	
Contact with a Schedule One Offender	
Unsafe Sexual Behaviour	

**Disabilities**

Children with Physical Disabilities	
Children with Sensory Disabilities	
Children with Learning Disabilities	
Children with profound Learning and Physical Disabilities	
Children with Emotional/Behavioural Difficulties	
Children with Aspergers/Autism	
Children with ADHD	
Children diagnosed with a Conduct Disorder	

**Parental Illness/Disability**

Children with drug using parents/carers	
Children with Alcohol using parents/carers	
Children with acutely ill parents/carers (short term illness)	
Children being cared for by parents with a physical/sensory/learning disability	
Children being cared for by parent(s) with mental health problems	
Young Carers (those with chronically ill or disabled parents/or caring for siblings)	

**Family in Acute Stress**

Racial Harassment	
Homeless Family	
Single Parent	
Death of Partner/Carer	
Death of Sibling	
Teenage Pregnancy	
Sexual Abuse of child of family	
Adolescent Crisis	
Unemployment/Redundancy	
One Off Unpredicted Crisis	



**Dysfunction**

Domestic Violence	
Parent/Child Mental Health (not diagnosed)	
Parental/Child Relationship	
New Parents	
Poor Parenting	
Acrimony between separated/divorced parents	
Parent/child Emotional ill Health	
Child's difficult behaviour within the home	

**Socially Unacceptable Behaviour**

Offending/Risk of Offending Behaviour	
Disorderly Behaviour (Beyond that of family boundaries/out of family home)	
Truancy	

**Absent Parent**

Parents Died	
Unaccompanied Child/Young Person (Asylum Seekers)	
Imprisonment of Parent/Carer	
Abandoned Child	

**Anticipated response from the LACHES Volunteer Mentor Team involvement.**

--

**Record of past contact with parents/carers/significant others (please specify)**

--



### A Wider Agency Involvement

Is the young person involved with any of the agencies listed below? If yes, please provide a contact name & address.

Careers	Yes	No	Unknown
Child & Adolescent Mental Health	Yes	No	Unknown
Educational Services <i>Education psychology</i> <i>Welfare</i> <i>Learning Mentor</i>	Yes	No	Unknown
Health	Yes	No	Unknown
Housing	Yes	No	Unknown
Social Services	Yes	No	Unknown
Voluntary Sector	Yes	No	Unknown
YOT	Yes	No	Unknown
Other	Yes	No	Unknown
Please attach any other information that you think is relevant to the referral			

**Thank you for completing this form. Please return to the address below.**

Contact:  
LACHES Volunteer Mentor Team  
1<sup>st</sup> Floor  
Valence office  
Dagenham  
Essex RMB 3HS

Tel: 020 8227 5394  
Mobile: 07968 511822  
Fax: 020 8227 5503  
  
Email: [tracey.clarke@lbbd.gov.uk](mailto:tracey.clarke@lbbd.gov.uk)

# Mentee assessment checklist

## Introduction

- Introduce yourself
- Give overview of Mentoring Scheme and how it will work.

## Education

- What do you like about school?
- What are your favourite subjects?
- What are your least favourite subjects?
- Is there anything you would like to do better at in school?
- Do you manage your homework ok? Would you like some help with homework?

## Friends and relationships

- Do you have a best friend?
- What do you like doing with your friends?
- Do you find it easy to make friends?
- Who are the important adults in your life?
- What about your family? Do you have contact with them?

## Hobbies and interests

- What do you like to do in your spare time?
- Do you have any particular hobbies or interests?
- What things would you hope to do with a mentor?
- Is there anything you think you need help that a mentor could provide?
- How would you describe yourself to someone who was going to be your mentor?

## Health

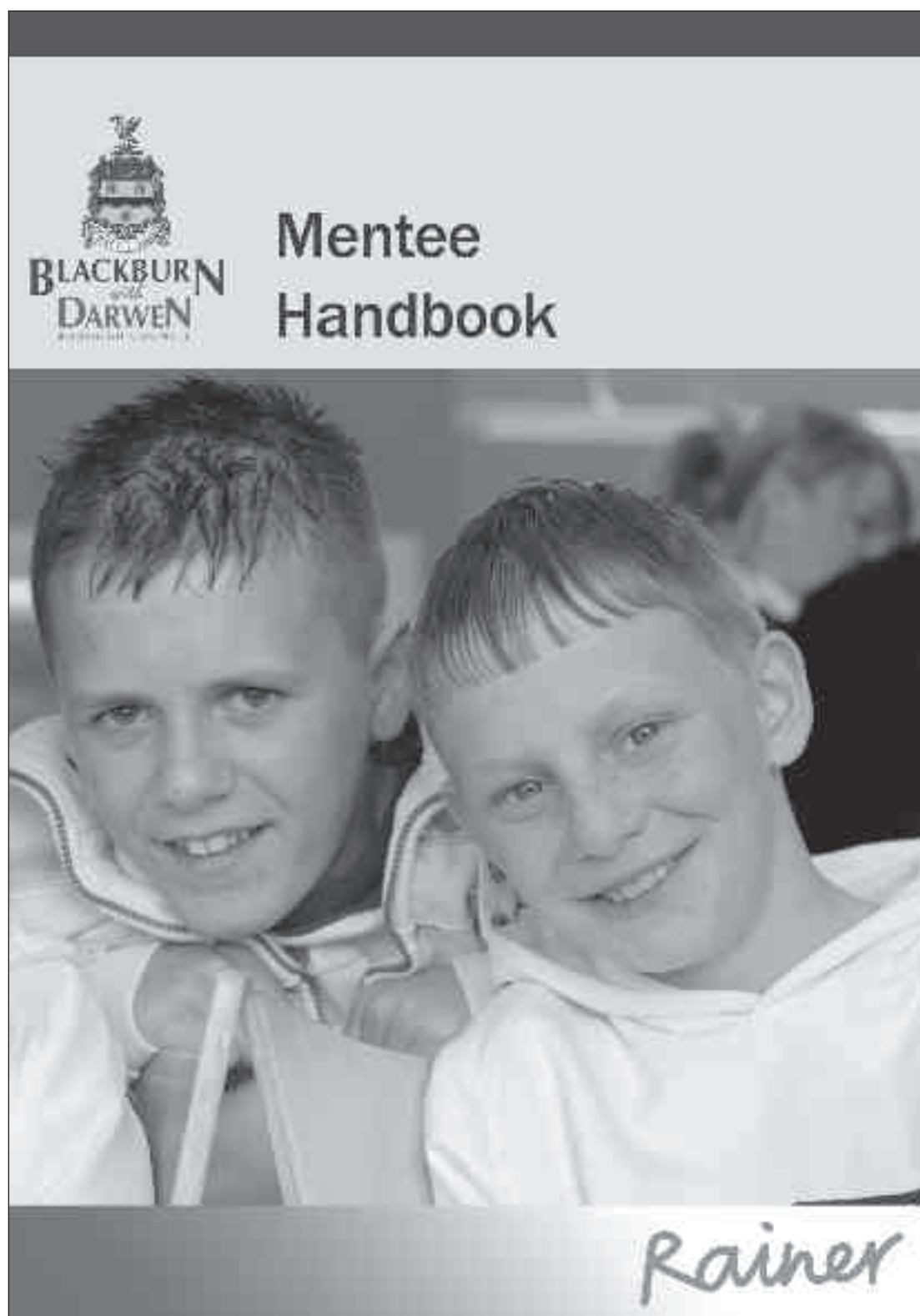
- Would you say you were a healthy person?
- Do you have any health issues that may be relevant to your relationship with a mentor?


## Discuss:


<b>Goal setting</b>	Goal setting to be agreed at Mentor/Mentee first meeting. Explain monitoring, reviewing, recording etc.
<b>Confidentiality</b>	Reasons when confidentiality can be broken. Check with young person that you can disclose to prospective mentor the information you have gathered at interview.
<b>Health &amp; Safety</b>	All volunteers are CRB checked and trained. All meetings will take place in a public place etc.

## Any questions?

# Mentee leaflet







What is the mentoring project?

### What is the purpose of the Mentoring Project?

Blackburn with Darwen Borough Council Mentoring Project introduces young people (mentees) to volunteer mentors, who will offer support, advice and friendship and join you in a wide range of activities.

### Who can participate?

Any young person who is looked after by Blackburn with Darwen Borough Council can participate in the mentoring project. You may be living with foster carers, in a residential unit, living with family or friends or with your parents.

### What is a mentee?

Mentee is the word used to describe a young person who has a mentor.

You will be asked to meet with a volunteer mentor for two hours a week. The meeting can be anything you like, for instance; an activity, help with homework, advice or just having a chat. These meetings will take place at an agreed time and venue, not at home or school.

There are also group meetings and activities to attend, where you will have the opportunity to meet other young people taking part in the mentoring project.

### What is a mentor?

The word mentor means trusted friend and adviser.

Mentors are volunteers and don't get paid, they're just ordinary people who think that having friends of all different ages is a good thing.

The mentor agrees to spend a couple of hours a week, meeting and sharing activities with a young person. They will spend time with their mentee, doing everyday things, for example playing football, playing on a computer, cinema or just having a chat.



### Why have a mentor?

Everyone needs friends. Whether you're worried, happy, want to talk to someone or just want to hang out, a good friend is a great thing to have. It's also a great way of getting involved in new hobbies and interests.

Having a friend you can trust makes you feel good. Whether it's to talk about a problem you're trying to work out or just someone to get involved with an activity. Friends can make a real difference. Usually we have friends who are about the same age as us, but sometimes it's good to talk with someone who's a bit older. A mentor is an adult who can be your friend.



### The mentoring project "do" list with your mentor

- Respect each other
- Listen to each other
- Take part in lots of social activities (i.e. bowling, swimming, gym, ice skating, eating out, music, computers, football)
- Meet up with other mentors and mentees at group activities
- Get extra help with homework
- Talk about anything that is worrying you and get advice
- Attend review meetings together, mentors can attend if you would like them to be invited.

### **The mentoring project "don't" list.**

- Don't let your mentor down. If you need to change your arrangements to meet, contact them and re-arrange – don't just not turn up.
- Don't ask for gifts – mentors spend time with you because they want to and not because they have to. They do not get paid.
- Don't ask if you can bring a friend – your mentor is there to spend time with you.
- Don't forget to tell your parent/carer about your arrangements to meet your mentor.

### **What happens next?**

If you would like to be involved in the mentoring project, we would like you to complete an application form. The mentoring coordinator will come and see you after school and help you do this. The information you provide about hobbies and interests you have now and activities you would like to become involved in, helps us match you with a suitable mentor.

If you would like to talk to us for further information about the mentoring project, please contact:

Jane Partington or Lynda Corban (01254) 666702

Children in our care education team,  
Regulatory services,  
West 4,  
The Exchange,  
Ainsworth Street,  
Blackburn,  
BB1 6AD

# Bi-monthly monitoring & 3-part evaluation forms

<b>LAC Mentoring monitoring form</b> (To be completed by Mentoring Co-ordinator)		
<b>Mentor provider:</b>		<b>For the period</b> ... / ... / 07 <b>to</b> ... / ... / 07
<b>MENTEE:</b> (First name and surname only)		<b>Matched with MENTOR:</b> (First name and reference code)
<b>Date of match:</b> (Date of first meeting)		
For each meeting please indicate what type of meeting it was from the categories below and a brief description of the meeting.		
1. Chat/discussion      2. Leisure activity      3. Home visit      4. Agency visit (school etc) 5. Meet/Coffee (in community)      6. Sport      7. Group work      8. Other activity		
Date of meeting	Category	Description
<b>Change of circumstances</b>		
<b>Relationship on hold</b>  Date relationship went on hold: .....		Reason for relationship going on hold (tick one): Mentee not available <input type="checkbox"/> Mentor not available <input type="checkbox"/> Breakdown in relationship <input type="checkbox"/> Other (please specify in box below) <input type="checkbox"/>
Other reason:		
<b>Relationship ended</b>  Date relationship ended: .....		Reason for relationship ending (tick one): Mentor and mentee find object was hard been achieved <input type="checkbox"/> Mentee no longer wishing to engage <input type="checkbox"/> Mentor no longer wishes to engage <input type="checkbox"/> Mentee relocated <input type="checkbox"/> Mentor has left project <input type="checkbox"/> Other (please specify in box below) <input type="checkbox"/>
Other reason:		





## THE MENTORING RELATIONSHIP

### Mentee Evaluation Form

#### Part 1 – Start of relationship

(To be completed by young person and mentor)

The following form is to help you and your Mentor decide what type of things you might work on when you meet. The questions are about how things are in your life currently. Try to answer the questions as honestly as you can. This is not a test and there are no right or wrong answers.

### 1. School

**How are things for you at school?**

Circle each question as to how things are for you at school. 1 is for 'not good' 10 is for 'very good'.

**1 = Not good**

**10 = Very good**

A. My school work:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

B. Doing my homework:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

C. My behaviour at school:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

D. My attendance at school:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

### 2. Relationships

**How do you get on with the people around you?**

Circle each question as to how you get on with different people. If you get on with the 'Really Well' with them circle 10. If you don't get on with them circle 1.

**1 = Not well**

**10 = Really well**

A. The people I live with:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

B. Friends:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

C. Family / relatives

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

D. Social worker(s)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

E. Teachers:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

please turn over

### 3. MYSELF

*How do you feel about yourself?*

- Circle each question as to how you feel about yourself. 1 is for 'Not good' 10 is for 'very good.'

**1 = Not good**

**10 = Very good**

A. Feeling good about myself:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

B. Feeling positive about my future:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

C. Having someone to talk to:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

D. Controlling my anger:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

E. Staying out of trouble:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

### 4. HOBBIES & ACTIVITIES

*During the week how much opportunity do you have to do the following?-*

- Circle 1 if you don't have many opportunities - Circle nearer 10 if you have lots of opportunities

**1 = No opportunities**

**10 = Lots of opportunities**

A. To learn new hobbies:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

B. To join new groups or clubs:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

C. To play sport:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

D. To learn new skills, e.g. cooking

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

E. To meet new people and make new friends

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

please turn over

Using the box below, and thinking about the questions you have just answered, circle the top 5 things you would like to work on with your mentor.

1. School		2. Relationships		3. Myself		4. Hobbies	
A	School work	A	People I live with	A	Feeling good about myself	A	Learn new hobbies
B	Homework	B	Friends	B	Feeling positive about the future	B	Join new clubs
C	Behaviour	C	Family/Relatives	C	Having someone to talk to	C	Play sport
D	Attendance	D	Social worker(s)	D	Controlling my anger	D	Learn new skills
		E	Teachers	E	Staying out of trouble	E	Meet new people

Please complete the boxes below.

Your initials:

Age:

Gender  
(M/F):

#### Service information to be completed by Mentor Co-ordinator

<b>Service:</b>			
<b>Mentee Reference code:</b>		<b>Date completed:</b>	
<b>Co-ordinator:</b>			

© Rainer



## THE MENTORING RELATIONSHIP Mentee Evaluation Form Part 2 Mid point

(To be completed by young person and mentor)

Please look at the following questions. In the table below each question indicate how much of an improvement you feel you have made since having a mentor. 1 is for 'not improved' and 10 is for 'much improved'.

### 1. SCHOOL & EDUCATION

1- Not improved

10 – Much improved

My school work:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Doing my homework:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

My behaviour at school:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

My attendance at school:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

### 2. RELATIONSHIPS

1- Not improved

10 – Much improved

People I live with:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Friends:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Family/relatives

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Social worker(s)/Foster carer:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Teachers:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Please turn over



<b>3. MYSELF</b>													
<b>1- Not improved</b>					<b>10 – Much improved</b>								
Feeling good about myself:													
1	2	3	4	5	6	7	8	9	10				
Feeling positive about my future:													
1	2	3	4	5	6	7	8	9	10				
Having someone to talk to:													
1	2	3	4	5	6	7	8	9	10				
Controlling my anger:													
1	2	3	4	5	6	7	8	9	10				
Staying out of trouble:													
1	2	3	4	5	6	7	8	9	10				
<b>4. HOBBIES &amp; ACTIVITIES</b>													
<b>1- Not improved</b>					<b>10 – Much improved</b>								
Opportunities to learn new hobbies:													
1	2	3	4	5	6	7	8	9	10				
Opportunities to join new groups or clubs:													
1	2	3	4	5	6	7	8	9	10				
Opportunities to play sport:													
1	2	3	4	5	6	7	8	9	10				
Opportunities to learn new skills, e.g. cooking:													
1	2	3	4	5	6	7	8	9	10				
Opportunities to meet new people and make new friends:													
1	2	3	4	5	6	7	8	9	10				
<p>Please initial the box below – these forms are used for helping us to learn whether or not mentoring is providing the right support to young people. We will ask you to complete a similar form at the end of your mentoring relationship.</p> <p>Thanks.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 30%; padding: 5px;">Your initials:</td> <td style="width: 30%;"></td> <td style="width: 40%; padding: 5px;">Date completed: __ / __ / __</td> </tr> </table>											Your initials:		Date completed: __ / __ / __
Your initials:		Date completed: __ / __ / __											

Service Information to be completed by Mentor Co-ordinator		
Service:		Mentee Reference code:
Coordinator:		
<p>Has there been any change of circumstance that may have influenced any aspects of this evaluation?</p>		
<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>		

© Rainer



## THE MENTORING RELATIONSHIP Mentee Evaluation Form Part 3 End point

(To be completed by young person and mentor)

Please look at the following questions. In the table below each question indicate how much of an improvement you feel you have made since having a mentor. 1 is for 'not improved' 10 is for 'much improved'.

### 1. SCHOOL/EDUCATION

1 = Not improved

10 = Much improved

My school work:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Doing my homework:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

My behaviour at school:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

My attendance at school:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

### 2. RELATIONSHIPS

1 = Not improved

10 = Much improved

People you live with

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Friends

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Family /relatives

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Social worker(s):

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Teachers

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Please turn over

<b>3. MYSELF</b>										
<b>1 = Not Improved</b>					<b>10 = Much Improved</b>					
Feeling good about myself										
1	2	3	4	5	6	7	8	9	10	
Feeling positive about my future:										
1	2	3	4	5	6	7	8	9	10	
Having someone to talk to:										
1	2	3	4	5	6	7	8	9	10	
Controlling my anger:										
1	2	3	4	5	6	7	8	9	10	
Staying out of trouble:										
1	2	3	4	5	6	7	8	9	10	
<b>4. HOBBIES &amp; ACTIVITIES</b>										
<b>1 = Not Improved</b>					<b>10 = Much Improved</b>					
Opportunities to learn new hobbies:										
1	2	3	4	5	6	7	8	9	10	
Opportunities to join new groups or clubs:										
1	2	3	4	5	6	7	8	9	10	
Opportunities to play sport:										
1	2	3	4	5	6	7	8	9	10	
Opportunities to learn new skills, e.g. cooking:										
1	2	3	4	5	6	7	8	9	10	
Opportunities to meet new people and make new friends:										
1	2	3	4	5	6	7	8	9	10	
										Please turn over



**What do you think have been the BEST and WORST things about having a Mentor?**

---

---

---

---

---

---

---

---

**YOUR COMMENTS HELP US TO IMPROVE THE SERVICES WE PROVIDE TO YOUNG PEOPLE.**

Would you be willing for us to contact you in the future to follow up on the difference you feel mentoring has made to you? Please ✓ as appropriate.

<b>YES</b>	<input type="checkbox"/>
------------	--------------------------

<b>NO</b>	<input type="checkbox"/>
-----------	--------------------------

Please initial the box below – these forms are used for helping us to learn whether or not mentoring is providing the right support to young people and your feedback informs our programmes.

Thanks.

<b>Your initials:</b>	<input type="text"/>	<b>Date completed:</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>
-----------------------	----------------------	------------------------	----------------------	----------------------	----------------------

**Service information to be completed by Mentor Co-ordinator**

<b>Service:</b>	<input type="text"/>	<b>Mentee Reference Code:</b>	<input type="text"/>
<b>Co-ordinator:</b>	<input type="text"/>		

**Has there been any change of circumstance that may have influenced any aspects of this evaluation?**

---


---

---

---

---

# Stakeholder form



## Stakeholder Evaluation Form

We are interested to receive feedback from parents, carers and professionals on the difference you feel having a mentor has made to the young person you know or work with. We will use this information to review the impact of mentoring and to improve the general training and guidance given to scheme coordinators and mentors.

Please take a few minutes to complete and return this form to the mentoring coordinator.

Your feedback will remain confidential and you will not be personally identified. Apart from a reference code, the forms will be anonymous and we will not know the personal details of the young person.

**PART 1:** What were the key issues you think the young person needed support with at the beginning of the mentoring relationship?

Please identify the specific issues by indicating to what extent you agree or disagree with the statements below.  
Circle number 1 if you 'Strongly disagree' up to number 10 if you 'Strongly agree'

**1 = Strongly Disagree**
**10 = Strongly Agree**

The young person needed to improve his/her school work										
1	2	3	4	5	6	7	8	9	10	

The young person needed to increase his/her school attendance										
1	2	3	4	5	6	7	8	9	10	

The young person needed to improve his/her relationships with family										
1	2	3	4	5	6	7	8	9	10	

The young person needed to improve his/her relationships with professionals										
1	2	3	4	5	6	7	8	9	10	

The young person needed to feel better about him/herself										
1	2	3	4	5	6	7	8	9	10	

The young person needed to increase his/her self confidence										
1	2	3	4	5	6	7	8	9	10	

The young person needed to learn new practical skills – cooking, finance etc										
1	2	3	4	5	6	7	8	9	10	

The young person needed to increase their involvement in group activities										
1	2	3	4	5	6	7	8	9	10	

<b>PART 2:</b> How much you think the young person has been supported as a result of their mentoring relationship?										
Circle a number between 1 and 10 depending on how much of an improvement or change you think there has been. 1 is for 'Strongly disagree' 10 for 'Strongly agree'										
1 = Strongly Disagree						10 = Strongly Agree				
The young person has improved his/her school work										
1	2	3	4	5	6	7	8	9	10	
The young person has increased his/her school attendance										
1	2	3	4	5	6	7	8	9	10	
The young person has improved his/her relationships with family										
1	2	3	4	5	6	7	8	9	10	
The young person has improved his/her relationships with professionals										
1	2	3	4	5	6	7	8	9	10	
The young person feels better about him/herself										
1	2	3	4	5	6	7	8	9	10	
The young person has increased his/her self confidence										
1	2	3	4	5	6	7	8	9	10	
The young person has learnt new practical skills – cooking, finance etc.										
1	2	3	4	5	6	7	8	9	10	
The young person has increased their involvement in group activities										
1	2	3	4	5	6	7	8	9	10	
Do you have any general comments about the mentoring relationship::										
<div style="border: 1px solid black; height: 60px; width: 100%;"></div>										
Please identify your relationship to the young person:										
Parent	<input type="checkbox"/>									
Foster carer	<input type="checkbox"/>									
Teacher	<input type="checkbox"/>									
Learning mentor	<input type="checkbox"/>									
Personal adviser	<input type="checkbox"/>									
Independent visitor	<input type="checkbox"/>									
Other: please specify	<div style="border: 1px solid black; width: 100%; height: 15px;"></div>									
Mentee Code:	<div style="border: 1px solid black; width: 100%; height: 15px;"></div>				Date:	<div style="border: 1px solid black; width: 100%; height: 15px;"></div>				

