Resettlement Mentoring Operations Manual
A guide for professionals

RESET

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This Operations Manual has been produced as part of the two year European Social Fund (ESF) Equal funded resettlement project, RESET (Resettlement, Education, Support, Employment and Training), to offer advice and guidance to providers of resettlement mentoring services.

RESET was operational between 2005-2007 and was the UK's biggest ever resettlement partnership led by a voluntary sector organisation. The partnership involved over 50 partners including HM Prison Service, Youth Justice Board (England & Wales), Department for Education and Skills (DfES) and Barnardo's. Resettlement mentoring formed a key element of the operational phase. The lead partner for RESET was Rainer.

Rainer

Rainer is the national charity for under-supported young people.

Every year Rainer works with many thousands of under-supported young people who are living at the margins of society. They may be in or leaving care, involved in or on the fringes of crime, out of work, struggling at school, homeless or facing young parenthood without the safety net of a supportive family.

Through around 55 services across the country, Rainer gives young people the skills, resources and support they need to change their behaviour, recover their confidence and get their lives back on track.

National standards and national accredited model

The National Mentoring Co-ordinator for RESET was seconded from Rainer to lead on Objective 3 of RESET: 'The establishment of national standards for resettlement mentoring within the context of a nationally accredited model.'

In order to do this work, a resettlement mentoring working group was established which was drawn from a range of practitioners across both the voluntary and statutory sector. This group provided a consultation forum for the development and piloting of the standards which culminated in the development of this manual.

The resettlement mentoring quality standards framework developed for both adult and young offenders can be found at the back of this manual and on the accompanying CD. The standards are largely based on work carried out by the Mentoring and Befriending Foundation (MandBF), formerly the National Mentoring Network, and the Key Elements of Effective Practice (KEEP) documents and the seven key indicators of quality published by the Youth Justice Board (YJB). Both bodies have approved the adaptation of these standards.

The standards include action points for service providers and suggested paperwork. Example paperwork is provided on the accompanying CD. In addition, RESET worked alongside the MandBF in mapping the standards to their Approved Provider Standard (APS). Some members of the resettlement mentoring working group then opted to work as pilot sites for the implementation of the quality standards. Their practice was benchmarked against the standards, with an agreement that a generic application would be made to APS for providers who opted to be pilot sites. The benchmarking process included an assessment visit by the RESET National Mentoring Co-ordinator and a sample visit by the MandBF. A list of those involved in the working group can be found in the 'Useful Contacts & Resources' section at the back of the manual.

The purpose of the manual is to disseminate the learning acquired from the development and delivery of both the RESET mentoring model and the practice of providers who made up the working group. The manual has been developed in line with both the RESET quality standards and APS in mind and includes case studies from working group members alongside example paperwork on the accompanying CD.

We hope it provides useful information for providers already involved in resettlement mentoring and those considering its implementation.
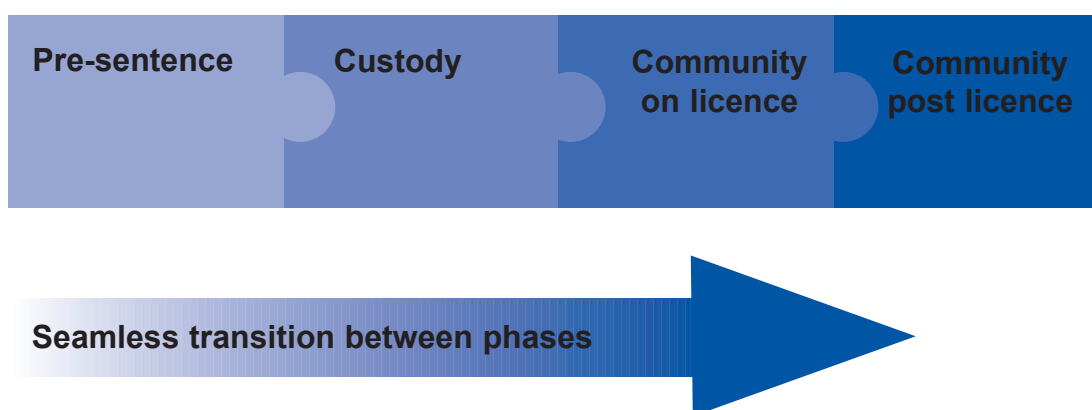
The RESET model which included resettlement mentoring placed a Resettlement Worker into the identified Youth Offending Team and set up a link to a provider of dedicated resettlement mentoring. This was carried out in two cluster areas. In London the Youth Offending Teams where the model was implemented were: Greenwich, Lewisham and Newham and in the North West: Rochdale, Oldham, Stockport and Tameside. Both cluster areas recruited and trained volunteer mentors to work with young people identified as RESET beneficiaries. Young people were signed up to RESET on a voluntary basis in order to support identified resettlement needs. The support available included an opportunity to be linked with a volunteer mentor at the earliest available point so that a relationship could be developed during custody and continued post release.

In developing a model and standards for RESET, there was much acknowledgement that a great deal is already known about the practice of mentoring and the aim was therefore to build on this existing knowledge base with the specific needs of this service user group. The following definition of mentoring advocated by the Active Communities Directorate was used as a reference point:

'Mentoring is a one-to-one, non-judgemental relationship in which an individual voluntarily gives time to support and encourage another. This is typically developed at a time of transition in the mentee's life, and lasts for a significant and sustained period of time.'

Mentoring is therefore a process which involves passing on knowledge and experience and is built on mutual respect and trust. The mentor acts as a role model and is someone a mentee can build trust with, who will listen to their concerns and make time for them. A key part of the mentoring process involves encouraging the mentee to take more responsibility for themselves and their behaviour.

The key features of the RESET mentoring model link to the process of resettlement as shown in the diagram below:

Pre-sentence	Custody	Community on licence	Community post licence

Seamless transition between phases

The model advocates resettlement planning and support as a continuous process that young people must have built in at the pre-sentence stage right through to the point of release and beyond. Resettlement mentoring should run alongside this model in order to offer the young person personalised and targeted support.

The key features of the RESET model for mentoring are:

- Benchmarking against RESET resettlement mentoring quality standards and APS
- Service user involvement in development and delivery of mentoring provision
- Development of protocols and working relationships with YOTs (if voluntary sector provider) and YOIs in order to facilitate referrals and access
- Promotion and introduction of an opportunity to offer resettlement mentoring to mentees at pre sentence stage
- Training for mentors around specifics relating to mentee resettlement needs including training within YOIs/prisons
- Matching meetings to take place within custodial establishments at least six months prior to release - where possible
- Mentor involvement in key planning meetings - as appropriate
- Goal/target setting with mentees around resettlement needs both pre and post release
- Mentor/mentee communication to include letter writing/pre arranged phone calls during period of detention
- Match to continue beyond period of DTO/licence as needed by mentee

Resettlement mentoring differs from other forms of mentoring due to the specific needs of the mentee group. Ideally an assessment as to an individual's suitability and interest in mentoring will take place at the pre-sentence stage or in the custodial establishment and will be focused on how mentoring can support these needs. It is important, therefore, that potential mentors are made familiar with the kind of issues that mentees may be experiencing. The RESET mentoring model achieved this by including training within the custodial establishments and by delivering a module of training focused specifically on resettlement.

In relation to the resettlement process, the RESET mentoring model encourages mentoring to be considered for offenders at the point of sentence, so that it can be planned for and initiated within realistic timeframes. The RESET model works on the premise that longer matches - ideally 12 months, are generally more beneficial for mentees. Therefore, a match would ideally take place six months prior to the individual's release, in order that a relationship can be developed. The initial matching within the custodial establishment should take place as a three way meeting with a mentoring co-ordinator or other identified worker to set out the parameters of the relationship. Subsequently the mentor meetings will need to be organised as legal visits or via the custodial establishment if a different form of access is negotiated. As the secure estate can be quite remote, the mentor needs to try to develop some degree of rapport with the mentee prior to their release. Whilst face to face visits are encouraged, alternative forms of contact including letter writing, phone calls and video conferencing can also be considered.

The focus of any action planning and target setting for the mentoring relationship will relate to the mentee's needs in terms of their resettlement. This will include both planning pre release and support post release.

Due to the variety of work carried out in the secure estate, it is important for resettlement mentoring providers to develop an effective working relationship with the custodial establishment so as to allow cohesive working practices. RESET developed specific protocols for working with YOIs and YOTs in order to facilitate this process. In addition, the RESET worker based at HMP & YOI Swinfen Hall developed links with mentoring providers in the community. The practice model used allowed the custodial establishment to lead the sourcing of suitable providers to work with prisoners on release. An adult version of the APS mentoring standards developed by Swinfen Hall is available on the CD.

The RESET model was based on a well established model of recruiting community based adult volunteers to be matched with mentees on a 1:1 basis. One of the key elements of community based volunteer mentoring is the opportunity for both mentors and mentees to gain from the experience, as highlighted in the comments below:

"I couldn't believe that Sandra would give up her time for free to come and see me in custody. No one has ever done that for me before and it was good to have someone to talk to about the future."

RESET mentee aged 18

"I wanted a mentor because I wanted someone who would really listen to me and what I wanted, to lead me on the right path."

RESET mentee aged 15

"Ultimately, you have to judge the impact you have through the young person's behaviour. It could be in the change from being unsure what they want to picking some clear goals for themselves. Or it could be when they start to question behaviour that the week before they'd take for granted. For example, one time I went to play pool with 'Dan' and he was really shocked that I didn't want to drink alcohol at 11 in the morning - he just hadn't thought that not drinking when you're out was an option. Yet later in that relationship he not only expected (or at least accepted) us having soft drinks when we went out, he'd also generally started drinking less. It had a knock-on effect.

The real satisfaction comes from seeing a young person do well and to start to have belief in themselves. Dan really wanted to spend Christmas at home as he'd been in custody the previous two years. Not only did he do that but he got right through his order and beyond without re-offending. He found a job, got his drug use under control and really achieved a lot. And it's even more satisfying that these were his achievements, he'd done this himself."

Dave Chater, RESET mentor

In addition, there are the benefits for the mentors themselves:

"I became a volunteer mentor with RESET on seeing an advert in my local paper having returned from working abroad for several years. The period abroad demonstrated to me that young people face the same problems all over the world which inspired me to volunteer on my return. I found being a mentor very rewarding and the training, which involved a visit to a young offenders' institution, opened my eyes to life for young people in custody. Whilst a mentor I believe I acted as a positive role model to my mentee and gave him support and practical information around resettlement.

I took a keen interest in RESET from the moment I started volunteering and knew I wanted to work more closely with the project. During my time with the project, one of the RESET Resettlement Workers who was located in a different borough to where I was volunteering, moved on and I took the opportunity to apply for the post. Deciding to apply for and then accept a paid position with RESET was something I put a lot of thought into. I made many friends through mentoring and, as my new role would now involve dealing with some friends on a professional basis, I had to think about how the dynamics would change. The support I received from RESET and the passion I have for helping young people convinced me I should apply.

Becoming a paid resettlement worker with RESET was an ideal way for me to have a positive impact on outcomes for young people by ensuring they are supported with their resettlement needs.

Six months into the job I am delighted I made this decision and have also maintained my volunteer role as it was in another borough - it hasn't always been easy however, as my diary suddenly became very busy! Establishing clear boundaries with my fellow mentors was also vital.
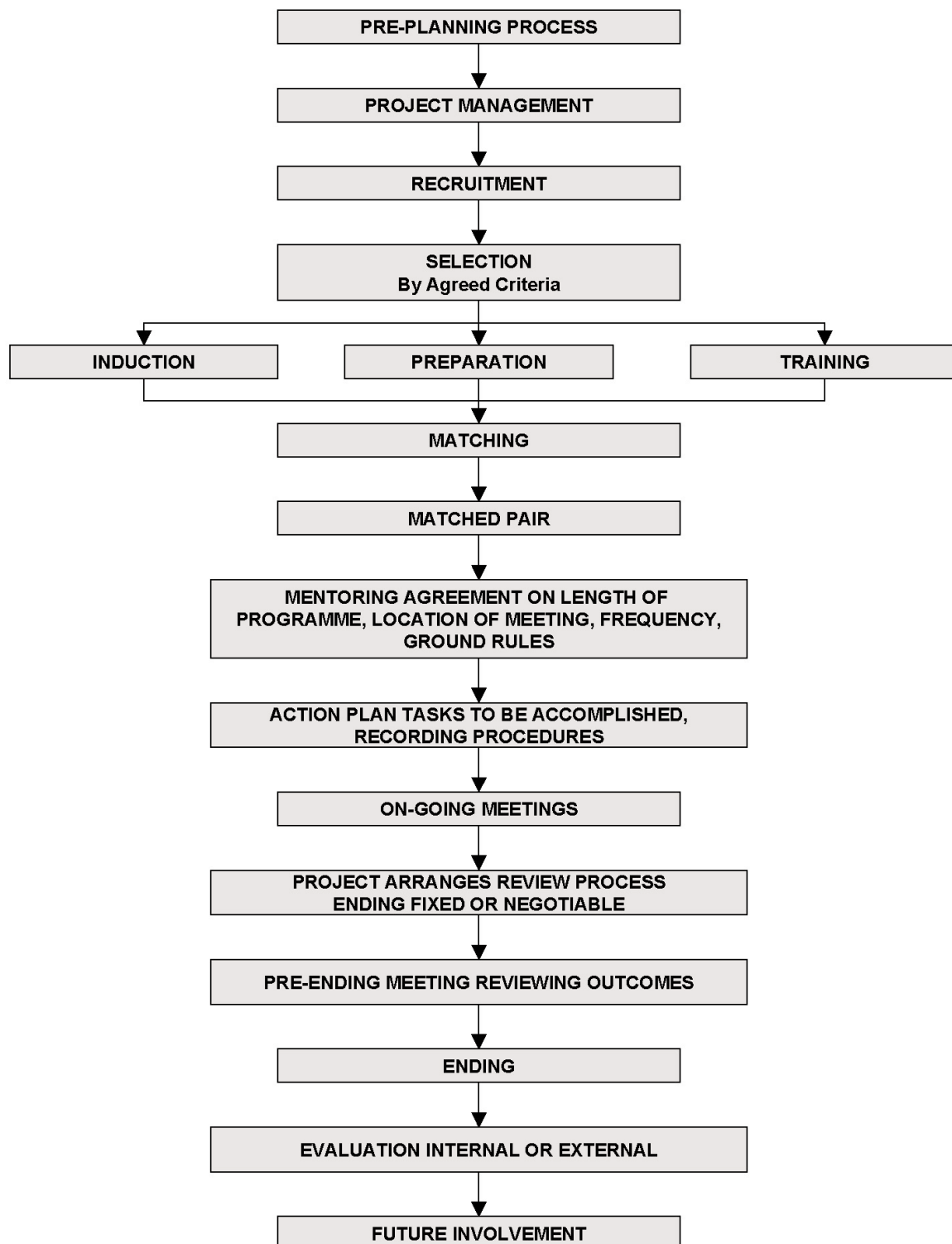
I am confident that my mentoring experience gave me a range of skills that have been invaluable to me during my role as resettlement worker.   My knowledge of mentoring gave me an insight into resettlement from a young person's perspective and allowed my work to become even more service user focused. Mentoring also provided me with an extra dimension of empathy that has helped me to meet young people's resettlement needs more effectively.

My first hand knowledge of volunteering gave me an insight into mentoring from different perspectives (professional, beneficiary, family, volunteer) and has helped me to promote the service to young people. This experience and empathy of volunteering has had a direct impact on the success of mentoring in the borough where I'm employed as the RESET resettlement worker as I have been able to increase the number of 'matches' made at the youth offending team between young people and mentors."
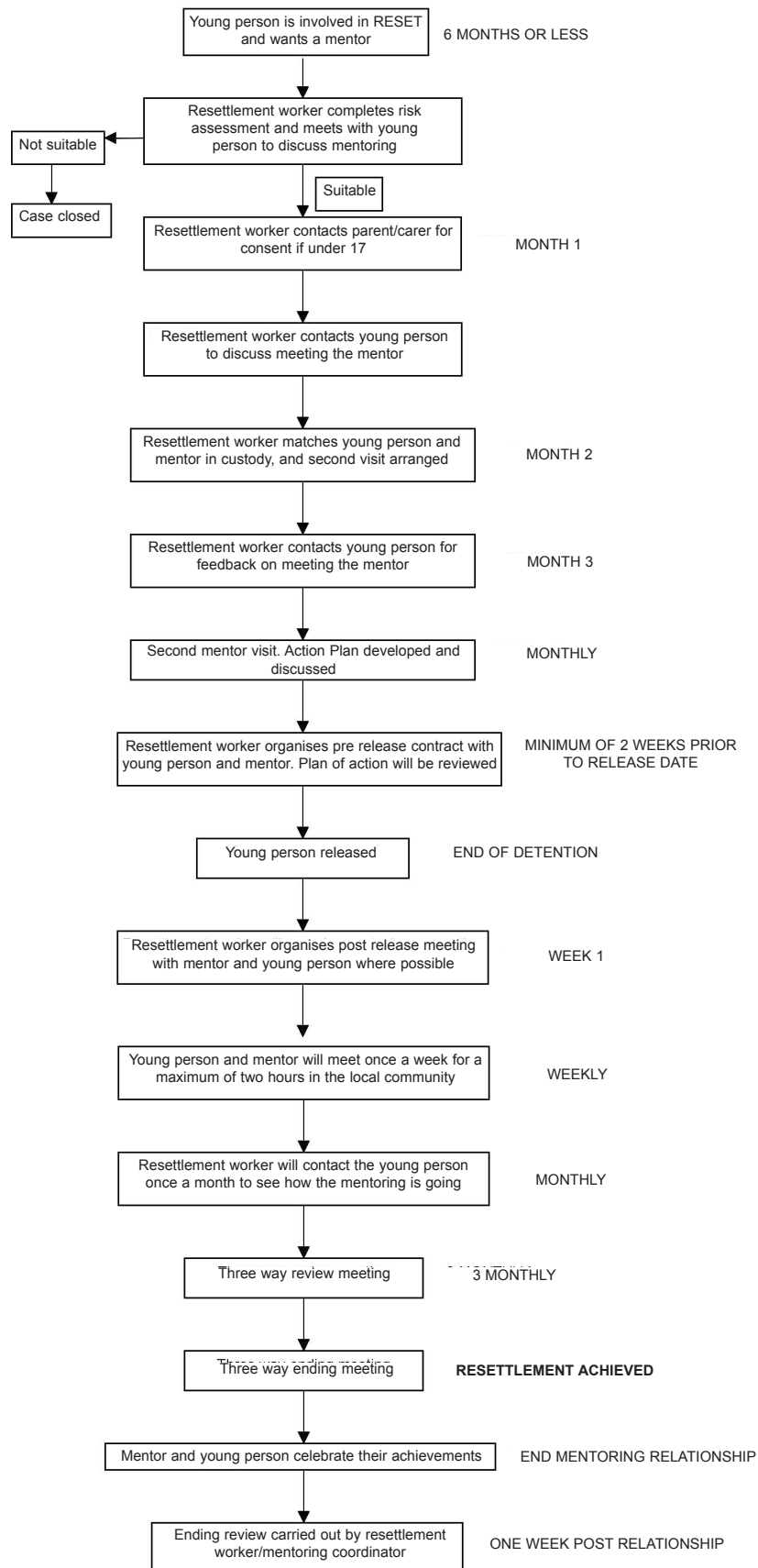
Andrez Harriott, RESET Mentor

The model of practice used for RESET's resettlement mentoring programme is highlighted in the two flowcharts shown below:

THE MENTORING PROCESS

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│      PRE-PLANNING PROCESS        │
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┌─────────────────────────────────┐
│      PROJECT MANAGEMENT          │
└─────────────────────────────────┘
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│          RECRUITMENT             │
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│          SELECTION               │
│       By Agreed Criteria         │
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INDUCTION	PREPARATION	TRAINING

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┌─────────────────────────────────┐
│           MATCHING               │
└─────────────────────────────────┘
                 │
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┌─────────────────────────────────┐
│         MATCHED PAIR             │
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┌───────────────────────────────────────────┐
│   MENTORING AGREEMENT ON LENGTH OF         │
│ PROGRAMME, LOCATION OF MEETING, FREQUENCY, │
│            GROUND RULES                     │
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│  ACTION PLAN TASKS TO BE ACCOMPLISHED,     │
│       RECORDING PROCEDURES                 │
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│       ON-GOING MEETINGS          │
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┌───────────────────────────────────────────┐
│   PROJECT ARRANGES REVIEW PROCESS          │
│     ENDING FIXED OR NEGOTIABLE             │
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┌───────────────────────────────────────────┐
│  PRE-ENDING MEETING REVIEWING OUTCOMES     │
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│            ENDING                │
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│   EVALUATION INTERNAL OR EXTERNAL          │
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│      FUTURE INVOLVEMENT          │
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Flowchart of the Mentoring process as developed by Rainer:

Young person is involved in RESET and wants a mentor	6 MONTHS OR LESS
Resettlement worker completes risk assessment and meets with young person to discuss mentoring	
Not suitable	
Suitable	
Case closed	
Resettlement worker contacts parent/carer for consent if under 17	MONTH 1
Resettlement worker contacts young person to discuss meeting the mentor	
Resettlement worker matches young person and mentor in custody, and second visit arranged	MONTH 2
Resettlement worker contacts young person for feedback on meeting the mentor	MONTH 3
Second mentor visit. Action Plan developed and discussed	MONTHLY
Resettlement worker organises pre release contract with young person and mentor. Plan of action will be reviewed	MINIMUM OF 2 WEEKS PRIOR TO RELEASE DATE
Young person released	END OF DETENTION
Resettlement worker organises post release meeting with mentor and young person where possible	WEEK 1
Young person and mentor will meet once a week for a maximum of two hours in the local community	WEEKLY
Resettlement worker will contact the young person once a month to see how the mentoring is going	MONTHLY
Three way review meeting	3 MONTHLY
Three way ending meeting	**RESETTLEMENT ACHIEVED**
Mentor and young person celebrate their achievements	END MENTORING RELATIONSHIP
Ending review carried out by resettlement worker/mentoring coordinator	ONE WEEK POST RELATIONSHIP

When developing a service, it is advisable to spend some time identifying the precise needs for the service provision. This would usefully include identifying existing provision both locally and nationally, in order to gain a picture of what is both available and relevant to service development. Providers are then advised to talk to a range of potential stakeholders in order to gain their views as to how the service could be developed.

Service user involvement

It is increasingly seen as good practice to include the views of service users in the development of service provision. The YJB evaluation of mentoring schemes that ran in the last round of their funding from 2001-2004 highlighted that too many services were being developed without asking young people what they wanted and were then unsuccessful in meeting their targets as a result. The earlier service users are involved, the greater the benefits are both for them and the service. Providers are advised to include service users in the development stages by actively seeking their feedback about service provision and involving service users in both the planning and recruitment for new staff. The process of involving mentees needs to be embedded into the way a service operates and supported by service staff.

Identifying your target group

In developing the resettlement mentoring service provision, providers are advised to consider the following:

- Who will the service be targeting?
    - Age
    - Gender
    - Ethnicity
    - Those on remand/sentenced
    - Types of sentence
    - Geographical location

- What sorts of numbers of mentees and mentors can the service realistically work with?
- What referral criteria might need to be developed as a result?

These decisions will impact on the process for matches as some mentors may work for long periods in the custodial setting whereas others may see mentees rapidly released or moved to other prisons post sentence.

Working with diversity

A key consideration for all service provision needs to be around the issues in relation to equality and diversity and how these will be met. It is recommended that all services have an up to date equality and diversity positioning statement and that this topic is covered as part of mentor training. In considering this, it is advisable for providers to consider what the demographic profiles of their mentor and mentee population will be and any issues that might subsequently arise. Accessibility issues are also important in terms of both physical access and ease in terms of location. One of the key issues with the resettlement mentoring model is ease of access to the custodial establishments with most visits occurring on weekdays. This point will need to be raised with mentors at the point of recruitment.

What does the service want to achieve?

It is recommended that providers identify clear objectives for the mentoring service provision as this will then allow for more effective monitoring and evaluation of outcomes and outputs. Feedback from potential mentees, stakeholders and funders requirements will need to be taken into consideration at this stage. In addition, as effective mentoring brings returns in terms of both hard and soft outcomes, providers will need to think carefully about what will be measured and how, and ensure that these are captured and evidenced effectively.

When setting targets, it is essential that service providers are realistic about what can be achieved. There can be enormous pressure to work with high numbers of young people or to generate unrealistic outputs. Guidance issued by the Scottish Befriending Development Forum recommends a ratio of one worker to 15-20 mentees. Numbers will be determined by the level of the mentees' support needs and the frequency and intensity of the mentoring contact.

Below is an example of the aims and objectives of the RESET mentoring service.

RESET mentoring programme
The aim of the RESET mentoring programme is to actively support young people returning to the community after time in custody and assist them to enter and sustain education, training and employment.

The objectives are:

- To reduce offending
- Facilitate transition into education, training and employment
- To build self confidence
- Raise self esteem
- Encourage participation in leisure activities
- Increase the sense of social inclusion in the local community

Financial resources

For services to be successfully implemented, sufficient financial resources will be required. The budget will need to accommodate the following:

- Core costs such as management fees/salary
- Service development
- Office costs
- Volunteer recruitment
- Training including venue costs
- Mentor supervision and support
- Mentee support
- Mentor/mentee social activities
- Administration
- Accreditation costs (where relevant)
- Travel expenses
- Matching events
- Graduation events

The costs of service provision need to be established from the outset in order to ensure that sufficient funds are budgeted for the provision of the service. Providers may want to consider cost effective approaches such as locating mentoring co-ordinators within existing provision such as YOTs. This model of practice can also has positive implications for service provision in relation to knowledge of the mentee group and the referral process.

Service literature

To provide structure and cohesion to the service, it is advisable to develop a range of literature which could include:

- Volunteer induction/welcome pack
- Promotional literature for mentors, mentees, parents/carers
- Mentor/mentee handbook
- Complaints/confidentiality leaflet

Recruitment campaign

Successful recruitment of volunteers for mentoring will benefit from the targeted distribution of information through as many different recruitment sources as possible. The wider the service spreads its recruitment campaign, the more likely it is to generate a diverse pool of volunteers. Some suggestions as to where to recruit volunteers are shown below.

Sources of recruitment:

- Leaflet campaigns
- Posters
- Adverts in local papers or free publications
- Presentations to community groups or residents' committees
- Contact with community groups/faith groups
- Local colleges
- Word of mouth
- National newspapers - The Guardian 'volunteers' page
- Newsletters of other organisations
- Target businesses who might be interested in offering employee volunteering to their staff
- Leaflets in hairdressers/barbers
- Interviews/promotions on local radio stations
- Volunteer bureaux
- Sports Centres
- Local sports clubs (rugby/football/netball etc.)
- Adverts in programmes of local sports teams
- Feature in local paper
- Council payslips
- In-house e-mail systems
- Outreach
- Community channel
- www.doit.org.uk - volunteer database

Targeting particular groups from which the service wants to recruit volunteers is important to ensure diversity and representation of the local community. Providers need to bear in mind the specific targeting of groups who are often under represented within volunteering statistics, such as ethnic minority communities and those with disabilities. Researching the minority ethnic or diverse media such as 'The Voice', libraries, community centres, markets, schools and other local resources most likely to reach potential volunteers can be the first step. The 1997 National Volunteer Survey highlighted that the main reason stated by people who didn't volunteer was: 'Nobody asked me'.

Review strategies

Once recruitment strategies are in place, it is useful to monitor where volunteers are recruited from which will help to gauge the effectiveness of the recruitment strategy. Asking volunteers how they heard about the opportunity will help to assess which forms of recruitment are proving the most effective. Research has consistently shown that word of mouth is the most effective medium. Therefore well run schemes will soon generate potential volunteers through the social networks of existing volunteers.

Recruiting male mentors

Providers often find that it is easier to recruit female volunteers which is generally viewed as a national picture for volunteering opportunities within the 'caring' professions. An evaluative piece of work undertaken by Rainer around a young men's project established that this may be due to the following:

- Men may worry about how they are perceived for wanting to volunteer with young people and could be concerned that others will question their motives.
- Men may worry that their sexuality would stop them from being accepted as a mentor.
- Men in the UK are more likely than women to have a criminal record and it may be that those with a history of offending will feel they are unable to mentor because of the Criminal Records Bureau (CRB) check.

The following may help to overcome this disparity:

Strategies for attracting more male mentors

- Visibly involve existing male mentors and male service staff in recruitment campaigns.
- Produce a flyer or information sheet requesting more male mentors and ask current mentors and contacts to pass it on to two men they feel would make good mentors.
- Radio advertisement/interview stressing need for male mentors. Ask male mentors to talk about their experiences.
- Target businesses that might have higher numbers of male employees, make links with local employers or the local chamber of commerce. One provider circulated information through the network of construction workers in the local area.
- Widen recruitment channels to include sports centres, sporting clubs and barbers.
- Place an advert in the programme of your local football/cricket/rugby team.
- Place an article about the work of the service from the perspective of a male mentor in the local paper.
- Research carried out within Rainer about where volunteers are drawn from highlighted that more males were recruited from local agencies and press than any other source.
- Ask existing male mentors for ideas about where and how to promote the opportunity.

Timescales

The table below gives an outline of the time needed to allow for each step of the recruitment process. It is estimated that the entire process takes about fourteen weeks.

Task	Completed by
Liaise with potential service users	Week 1
Plan recruitment campaign	Week 1-2
Produce recruitment materials	Week 2-3
Write adverts	Week 3
Plan dates/venue for open evening	Week 2
Place adverts	Week 3-4
Arrange visits to local groups	Week 3-4
Compile information packs	Week 4-5
Circulate recruitment info to partners	Week 4-5
Radio advert	Week 4
Put up posters	Week 4-5
Contact local volunteer bureau	Week 4-5
Visit local agencies/groups	Week 5-6
Presentations at local colleges	Week 5-6
Circulate info to community groups	Week 4-5
Send out info packs	Ongoing
Arrange training	Week 4
Open evening	Week 7
Process applications	Week 8-10
Training weekend	Week 12
Interviews	Week 13-14

Information pack

After the recruitment process has begun, enquiries about the scheme should follow and prospective applicants will need to be sent an initial enquiry pack. The numbers of enquiries can, at first, be large but will not necessarily result in actual applications. Therefore it is advisable to keep the initial information sent out to a minimum, in order to reduce unnecessary expenditure. It is also recommended that paperwork sent out as part of the pack is kept concise, as too much information may be off putting for those unfamiliar with the volunteering process.

From the point of initial enquiry, RESET sent out:

- Information about the scheme including training, expenses and support
- Mentor role description - (example provided on the CD)
- A letter informing applicants about the next steps

Providers are advised not to send out Criminal Records Bureau forms at this stage. Screening will be most effective when put into context as too much bureaucracy in the initial stages may increase the likelihood that potential volunteers decide against pursuing the opportunity. Interested individuals may also need advice and guidance from staff about how to complete the forms and additional delays will result where forms are not completed correctly. Guidance on CRB completion is available from their website at www.crb.gov.uk.

Volunteer Status

Services need to be aware of using appropriate language for volunteer mentor materials and avoid language that might be seen to denote a contractual relationship. For more detailed guidance on this see the document 'Volunteers and the Law' which is downloadable from www.volunteering.org.uk.

Open evening

An open evening offers an opportunity for potential volunteers to find out more about the mentoring provision. Information that could be covered during an open evening is outlined below:

- Introduction to the service
- Service aims and objectives
- Training/accreditation
- Support/supervision
- What volunteers can expect
- What the service expects

- Service user involvement
- Expenses
- Hours of operation
- Partner agencies
- Staffing

Providers are advised to inform potential volunteers of fixed training dates at this session. It is recommended that dates are provided a minimum of six weeks in advance of the training so that individuals can plan to attend. It is advisable to have set dates rather than trying to negotiate dates with a diverse range of individuals who may all be available at different times. Where sufficient notice is provided, those who are interested will make the effort to attend but services should take into account major holidays/festivals such as summer, half term and Ramadan depending on local communities.

Screening

Screening is an essential part of the recruitment process and providers of services to vulnerable individuals have a common law and legal duty to screen volunteers. In addition, custodial establishments are likely to want to know what screening has been implemented for mentors and may wish to undertake further screening themselves. Providers will need to undertake careful negotiations with custodial establishments around this issue. It is important that volunteers are aware that having a criminal record won't necessarily stop them from becoming a mentor.

The Rainer RESET model implemented the following screening process:

- Application form
- Two references from individuals who had known the individual in a professional or educational capacity.
- Criminal Records Bureau check
- Initial training used as part of the selection process
- Post training standardised interview

Where it is felt that an individual is unsuitable to work with service users, it is important that this is fully explained and that they are signposted - as appropriate - to alternative opportunities locally. Services need to think carefully about any grounds for non-selection and feed these back to them in a formalised and recorded way to the applicant.

Providers are strongly advised not to recruit volunteers where there are concerns about their suitability for mentoring, despite the pressure of targets. This practice tends to result in long periods where the mentor remains unmatched as the service struggles to find a 'suitable' match which is likely to prove frustrating for the mentor.

Criminal records bureau

Due to the nature of the role being carried out by resettlement mentors and the vulnerability of mentees, mentors will need an enhanced CRB check to be completed. An enhanced CRB check will access records held by the Police, the Department of Health, and the Department for Education and Skills. Disclosures provide details of a person's criminal record including convictions, cautions, reprimands and warnings. Services may find that some volunteers have an existing CRB check. However, it should be noted that the CRB no longer facilitates portability and organisations that choose to accept a previously issued Disclosure do so at their own risk. Checks need to be redone every two to three years to ensure that up to date information is held on volunteers.

Screening out applications

Services need to be clear about their selection criteria for mentors and the reasons for these. Feedback should be offered to those whose applications are not considered suitable with information provided, as appropriate, as to other potential opportunities.

- If an applicant presents themselves in a way that raises concern, this needs to be addressed and a decision made as to whether or not to progress the application.
- Where an applicant declares previous conviction/s, services will need to make a decision as to whether or not this would present a possible problem either for them or for partner agencies. The more information a volunteer can provide about an offence the easier it can be to make an informed decision.
- References should be taken up for volunteers and issues addressed directly with referees where they do not present the applicant in a positive light.

Interviews

Interviews are designed to identify the suitability of individuals for the mentor role and their ability to work in line with a provider's policies and procedures. Given the high level needs of the mentee group, an understanding of and empathy for the needs of mentees will also be important.

It is important for providers to appreciate how daunting the interview process can feel for potential volunteers and it is recommended that this is kept in mind at the selection stage. Providers also need to ensure that they maintain equality of opportunity within the selection and screening process through monitoring and review of the mentor pool.

Training provided to volunteers in preparation for their role as mentors is a key part of the process. Volunteers come from varied work, academic and social backgrounds, hold different perspectives on major issues that affect mentees and have opinions and values which may influence their attitude to working with service users. A key feature of the training needs to be the communication of how the resettlement mentoring model works in practice and the role of the mentor. Training should be designed for the purpose of equipping mentors with the necessary skills and knowledge to work confidently with service users. Training also offers the chance for mentors to establish group rapport and peer networks that will support the ongoing group supervision process.

Assessing suitability through training

It is recommended that training is used as part of the assessment of the suitability of volunteers for the mentoring role. Initial training can be used to observe group dynamics and to get to know individual volunteers which can help with the selection and matching of mentors with mentees.

Things to keep in mind when considering selection would include:

- People whose views contradict the philosophy or ethos of the service
- People who seem to be looking to resolve their own personal issues though mentoring
- People who may hold negative views about service users in a way that could be prejudicial
- People who seem uncomfortable with the boundaries of the mentoring role
- People who 'clash' with other participants

Training preparation

In preparing for training there are a number of factors that it is recommended that providers consider:

- **Venue** - when identifying a suitable venue for training, it is useful to consider the following:
    - Accessibility - both in terms of physical access and geographical location if operating across a wide area.
    - What parking is available?
    - What public transport is available?
    - How long will it take people to travel there?
    - What is the building usually used for? This may impact on how comfortable volunteers will feel using this space or attending training.
    - Is the room large enough - are there break out rooms?
    - Heating, lighting, safety, facilities for people with disabilities
- **Equipment** - what will be needed - is this available at the venue?
- **Times and dates for initial training** - participants to be provided with dates/times at least six weeks in advance of the training starting. These dates should be decided by the service in advance and then communicated to the group. Volunteers who can't make training should be informed of dates for future sessions and can be put on a waiting list. It is recommended that providers are clear about what level of attendance is expected for initial training and how this might impact on selection.
- **Evenings/weekends** - providers will need to consider the impact of delivering training in the evenings or at weekends. Evening sessions need to be carefully timed so that they are realistic for those who work full-time.
- **Group size** - how many participants are needed to meet targets allowing for a drop out rate? Optimum group size for participative mentor training is generally between 12-16. Trainers should be aware that larger groups sometimes require more time due to the number of opinions that may emerge. It is likely that one or two participants will fail to attend on the day and therefore over recruitment is recommended.

- **Trainer(s)** - who will undertake the training and what support will they need? If more than one person is delivering the training, how will co-facilitation work and who will do what? Do identified workers feel sufficiently competent to deliver training?
- **Familiarity with training programme** - the training pack should be thoroughly reviewed in advance of each session.
- **Resources** - flip charts, OHPs, handouts etc. When will these be prepared, how many are needed, do they need to be transported and who will do this? A folder for each participant containing handouts etc. should be prepared in advance.
- **Refreshments** - what will be provided? Take account of dietary and cultural requirements. Who will take responsibility for purchasing and/or ordering this?
- **Childcare** - is the service able to assist in terms of crèche facilities or financial assistance?
- **Travel expenses** - will these be covered from the start of the training? How will they be paid?

Training content

In order for training to be sufficient for preparing volunteers for the mentor role, a minimum recommended input would be 12 hours training, prior to matching. There are many training manuals, accredited programmes for mentoring and resources available to assist with the development of a programme for mentor training. Please see the resources page at the back of the manual. Some recommended topics to cover are:

- The role of the mentor - qualities and skills
- Boundaries
- Confidentiality
- Communication skills
- Working with equality and diversity

- Health and safety including risk assessment
- Mentor scheme guidelines including record keeping
- Target/goal setting
- Beginning, reviewing and ending the relationship
- The resettlement process

It can be useful for participants if training incorporates partner agencies such as the Youth Offending Team. RESET mentors also benefited from training that took place inside a YOI which they found to be very worthwhile in terms of preparing them for the restrictions of that environment.

Ongoing training

In order to maintain the interest of mentors and to offer them development opportunities, a programme of ongoing training is recommended. This might be developed on the basis of suggestions stemming from the mentor group themselves and could make use of guest speakers to look at specific topics.

Suggested topics for ongoing training include:

- Criminal Justice system
- Substance use and misuse
- Accommodation issues
- Gaining employment with criminal convictions
- Learning difficulties and mental health issues
- Sexual health
- Solution focused approaches
- Cultural awareness
- Gang culture

Evaluation

Mentor training needs to be evaluated and reviewed to ensure its relevance and effectiveness in preparing participants for their roles. Trainers need to allow time at the end to review each session.

Developing links

The success of the service will depend on accessing mentees as well as mentors. Therefore the development of good relationships with partner agencies who will make referrals is vital. Referral sources need to be clear on the aims and objectives of the service and what it hopes to achieve with service users. This will help to ensure that there are no unrealistic expectations. Referral sources will need a clear understanding of the referral criteria and how referrals are made. Providers will also need to make agencies aware of service policies and procedures.

Ways of promoting the service and ensuring there is clarity include:

- Sending out general information about the service
- Making presentations at team meetings
- Identifying a link worker in partner agencies
- Asking a representative of referral agencies to join the steering group
- Inviting staff to attend and help at volunteer open evenings and/or training events
- Involving team members in reviews

Referral criteria

Each provider will need to develop clear referral criteria in order to ensure that suitability for mentoring is easy to understand for external agencies, parents/carers and service users themselves. The criteria should highlight that participation is voluntary.

Whilst developing the criteria for referral, providers will need to consider grounds for non selection of potential mentees. Whilst being realistic about these, they ought not to be so stringent as to exclude those who might be most in need of the support that mentoring can provide.

An example of some criteria developed for referral:

- Aged between 15-17
- In need of resettlement support
- Returning to Rochdale, Oldham, Tameside or Stockport
- Interested in having a mentor
- Looking for Education, Training and Employment (ETE) opportunities
- Open to new challenges
- Suitable for mentoring

Self referral

Procedures for self referral, where possible, need to be developed and promoted. To ensure this, providers should make the process for this clear to mentees themselves through the use of publicity and external agencies, such as the custodial establishments themselves. To encourage self referrals, it is recommended services develop:

- Leaflets for mentees (an example is provided on the CD)
- Referral forms (an example is provided on the CD)

An example of the process of self referral within a custodial establishment is HMP & YOI Swinfen Hall where a mentoring service was developed through the RESET partnership with external mentoring providers.

HMP & YOI Swinfen Hall
Swinfen Hall prison holds 620 young adult males aged 18 - 25 years of age and who are serving between four years and Life.

On arrival at Swinfen Hall, all prisoners attend a two-week Induction Programme, during which they learn about the prison and are introduced to the courses, programmes and support services which are available to them throughout their time in custody.

As part of the resettlement process, it is now possible for prisoners and any member of prison staff to make a request for a mentor to support a prisoner through the transition from custody to the community. The Mentoring Co-ordinator meets all new prisoners during the induction programme to make them aware of the service. Throughout their time in custody, all prisoners have a sentence plan and post course review. Mentoring is discussed and may be identified as an option at these review meetings. Mentoring is also offered as an option at the prisoner's resettlement board.

In addition to the mentoring service being offered on induction, at reviews and prior to release, prisoners and staff are encouraged to request a referral for mentoring where it is felt that this would be beneficial. Posters advertising the mentoring service have been distributed to all wings and departments in the prison. These are displayed on notice boards which are clearly visible to prisoners. A leaflet outlining the benefits of mentoring has also been developed and is given to all prisoners attending resettlement boards and is also available from the wing office.

Mentor referral forms are available on all the wings. These forms can be completed by any prisoner or member of staff, including non-operational staff.

All prisoners referred for a mentor will be interviewed and subject to a risk assessment procedure, prior to them being referred to an external mentoring provider. There is a responsibility to ensure that any potential risks to the mentor are identified prior to the prisoner being released and subsequently meeting his mentor in the community. Concerns identified during the risk assessment process, regarding an individual prisoner's suitability for mentoring, may not necessarily prevent him from accessing mentoring services. However, these concerns will be taken into account and recommendations may be made to the mentoring provider to ensure that appropriate safeguards are in place.

Risk assessment

Services will need to think carefully about assessing risk when considering the suitability of services users for mentoring. In doing so, all relevant information needs to be obtained from referral sources and relevant documentation. This may be obtained from existing documentation such as the YOT's Asset forms or the Oasys assessment made by Probation. Service providers will need to think carefully about what information they require for risk assessment and how this should be provided.

The following is useful to consider:

- Does the mentee have any medical issues - e.g. epilepsy?
- Are they on any medication - when and how does this need to be taken?
- Do they have any food allergies that the mentor might need to be aware of?
- Do they have any learning/behavioural issues that might impact on how they interact with others?
- Do they have any history or violence towards workers or others?
- Have they displayed any issues towards the opposite gender or different ethnic backgrounds?
- Are they comfortable travelling to meet the mentor on their own?
- Are there any areas locally that they need to avoid, due to gang or other related issues?
- Where does their family live, where do they socialise - are these places best avoided?
- Do they have any history of story telling or fantasising?
- What are their previous convictions - is there anything that the mentor might need to know about?
- Do they have any history of substance abuse?

Decisions regarding risk need to be recorded in a formalised way and an example risk assessment form is available on the CD.

Mentee's application & assessment

It is recommended to use some form of referral form for mentees. An example referral form from the RESET project is provided on the accompanying CD.   The form can be completed by the referring officer, alongside the mentee, or may be completed by the mentoring co-ordinator.

The purpose of the form is to:

- Gather information and personal details about the mentee
- Offer the mentee the chance to express any preferences about their mentor
- Provide an opportunity for the mentee to identify what they would like to achieve with the support of a mentor
- Raise the mentee's awareness of how the mentoring service operates and what support it can offer

Timescales

It is advised that providers start recruiting mentees around the same time as recruiting mentors. Historically, providers have assumed a level of interest amongst groups of mentees only to find themselves with a group of trained mentors and no prospective mentees. The following table below provides an outline of the timings involved in each task.

Task	Completed by
Discuss service with potential mentees	Week 1-2
Discuss service with partner agencies	Week 1-3
Develop referral paperwork/publicity	Week 3
Plan campaign for recruiting mentees	Week 3-4
Contact referral agencies	Week 4-5
Arrange visits to agencies	Week 4-5
Visit referral agencies	Week 5-6
Take referrals	Week 6 onwards
Meet & assess mentees	Week 6 onwards

Once a completed referral has been received, it is advised the staff from the mentoring provider meet individually with potential mentees. Where it is appropriate, parents/carers could be invited to this meeting. Providers involving parents/carers will need to weigh up the needs of the young person with those of involved family members and the potential family dynamics. It is recommended that parental consent is obtained for those young people aged 16 and under. An example parental consent form is available on the CD.

This meeting will offer the mentoring worker the opportunity to progress the assessment of the mentee and to ensure that the mentee has a clear understanding of how the mentoring will work and what it can offer them.

Identifying activities that potential mentees enjoy, are good at, or would like to learn, is a good starting point. Discussing activities, goals and resettlement needs can help to generate interest in having a mentor. It is also important to highlight that the mentor is not a paid worker as this is often fed back by mentees as one of the key reasons that they find the relationship so beneficial. The voluntary nature of the relationship impacts on the dynamic between the two parties and their expectations. Feedback from mentees, particularly young people, has highlighted that they sometimes feel that they already have an array of adults in their lives and they 'don't see the point' of mentoring support. The success of a programme often lies in how it is promoted to prospective mentees. Gaining insight into what the individual mentee wants/needs from mentoring will also help at the matching stage as potential pairings can be identified on the basis of shared interests.

Induction process

The better prepared potential mentees are for the mentoring process, the more they are likely to benefit from it. It is important that time is spent with potential mentees making them aware of the parameters of the service as well as ensuring mentors are prepared for the experience. Preparing mentees for the service will help to ensure that there is a match between service user expectations and outcomes.

Induction checklist

The induction for mentees could cover:

- Introduction to the service and staff
- The role of the mentor
- Resettlement needs
- Pre and post custodial meetings
- Action planning/goal setting
- Matching
- Mentee support
- Service ground rules

- Expectations
- Boundaries
- Confidentiality
- Making contact
- Frequency & duration of mentoring
- Ending the relationship
- Expenses/activities
- Concerns/questions

When making mentees aware of the service, it is important to be aware of the different ways in which individuals absorb information. Those with learning difficulties, language issues or short attention spans may need information adapted e.g. by making information less text heavy and more visual.

Ongoing support for mentees

Mentoring staff should ensure that either they or the mentee's keyworker/referring officer maintain regular and ongoing contact with mentees. It is recommended that contact with mentees is formally recorded and notes of contact kept on file. It is essential that mentees have a link with the service and can make contact as and when required.

Matching is not an exact science and involves careful thought. When done well, it generally comprises several elements:

- Gaining knowledge about the mentees and mentors
- Observation
- Referral forms
- Initial matching meeting

Mentees should be given the opportunity to identify some personal preferences in relation to their mentor e.g. age, gender, ethnicity, etc. Providers should try to be sensitive to their needs whilst explaining that there may be restrictions in terms of who is available or where they are located. Where group matching events are used, mentees can be given the choice after a face-to-face encounter but need to be made aware that there is no guarantee that they will be given their first preference. Providers also need to counter any signs of prejudice that may emerge through mentees' choices and questions will need to be asked if it is felt that there are ulterior or prejudicial motives linked to their choices.

Providers may also want to ask mentors whether or not there is anyone that they might find it difficult to work with. With the particular service user group, there may be certain types of offending that some mentors may find too challenging to contend with, despite the rehabilitative nature of the role. These sorts of attitudinal and personal issues will need to be explored. Providers will need to be careful not to collude with any prejudice or negative stereotypical views that individuals may carry. For providers in rural locations, careful thought will need to be given as to how choices can be met if mentors have to travel long distances.

Both parties will need to be made aware that they can discuss any concerns that they may have about the match and that every effort will be made to resolve them. Some relationships can falter at the beginning for an array of reasons, many of which can be resolved through some kind of mediation and a resetting of the ground rules for the relationship.

Gathering information

Information is best received from the mentee and mentor themselves as to their interests, goals etc. Those making the referral can also assist the mentee to consider what they might look for in their mentor. Mentoring staff will be able to gather information and insight about individual mentors from application forms, observation, interviews and participation in training. In most cases, this will be sufficient to identify a suitable match.

An example of an interesting approach to the matching process has been adopted by Trafford YOT who decided to trial the use of matching mentors and mentees, subsequent to an assessment of their learning styles using the model advocated by Honey and Mumford (1982).

Learning styles & mentoring

Evidence collated by the YJB to support their Key Elements in Effective Practice shows that for developmental work to be effective with young people, their preferred learning styles must be taken into account, as must the styles of those working with them. The YJB goes on to openly state that considering learning styles within the mentor matching process is "an effective practice approach" (2003, Mentoring; KEEP: 20).

For the next training cohort, Trafford YOT are adapting training for mentors to include recognition of Honey and Mumford's work related to learning styles and the YJB recommendations for effective practice. RESET is reviewing the value of assessing this approach which entails mentors participating in a short computerised assessment, that currently all young people involved with the team undertake.

The mentor's and mentee's personal styles of learning would be highlighted and then taken into account as part of the matching process. The perceived benefits of this method could be that young people may relate more easily to someone who approaches learning and new situations in a similar way to themselves. However, the main objective is that the mentor is aware of alternative learning styles and how to empower the young person to develop different ways of learning to enable positive future progress. As such, it may not always be necessary to match the same learning styles, providing the mentor is aware of their own preference and how to adapt to a young person who learns in a different way. In fact, the learning could become a two way process whereby both learn to adapt to the styles of the other, thus reinforcing the mentoring relationship as a learning partnership.

Informing the mentors
Providers will need to contact the mentor prior to confirming the match to discuss the possibility of the match. At this point the mentor can be provided with some basic information regarding the mentee and their circumstances. If the mentor is open to this, then contact can be made with the mentee.

Informing the mentee
Having spoken with the mentor, a worker will then need to spend time with the mentee to check whether they are also happy to go ahead with the match. Where s/he is willing then a mutually convenient meeting time can be arranged.

The timing of this first matching meeting can be particularly important due to the restrictions of the initial meeting taking place within the custodial establishment. Providers will need to ensure that the mentee is available to meet and that a suitable meeting space is arranged.

Involvement of parents/carers
Where young people are involved, it may be necessary and/or appropriate to involve or inform the parents and carers. This will depend on the age of the mentee and the family dynamics. Parents/carers will need to be offered some literature about mentoring and, in some cases, will need to provide parental consent for involvement in activities on release. An example of a parental consent form can be found on the accompanying CD.

The matching meeting

The initial matching meeting will usually involve the mentor, mentee, and mentoring co-ordinator. Some services have negotiated for someone located within the custodial establishment to oversee the match. Where this is the case, it will be important to provide the person overseeing the matching process with a checklist of what will need to be discussed at this meeting. In some instances, the statutory case worker may attend to undertake the matching meeting. Otherwise, it is likely to be carried out by the mentoring co-ordinator.

The initial meeting is a key part of the mentoring process as it will help to form the basis of the mentoring relationship. It is important to establish a good foundation for the relationship so that both parties can move forward to develop a positive relationship. It is recommended that providers build discussion about beginning the relationship into the mentor training so that anxieties and approaches for starting the relationship can be discussed.

Recommended points to cover in the meeting are:

- Aims of the mentoring service
- Expectations
- Boundaries
- Confidentiality
- Frequency, times and location of contact
- How to get in touch with each other
- Role of service staff

- Issues relating to resettlement needs
- Setting goals/action planning
- Activity expenses - what is and isn't covered and how to claim
- Record of contact sheets - how and why these are completed
- Review date
- Length of match

The process can be formalised by asking both parties to sign a mentoring agreement - an example agreement is provided on the accompanying CD. It is recommended that the ground rules for the relationship are highlighted by the lead worker rather than the mentor as this allows the worker to take on a more authoritative role at the outset of the match. It also serves to remind both the mentor and the mentee that they are accountable and responsible for adhering to service guidelines and what those guidelines are. This means that if things start to go awry within the relationship, either party can refer back to the meeting and remind the other what was agreed. The meeting often works best when the lead worker stays for the first part of the meeting and then allows the mentor and mentee to spend time chatting and planning future meetings and goals. The co-ordinator should ensure a record is kept of the meeting and that the mentor and mentee have agreed a date and time for their next meeting.

The mentoring relationship is likely to have a cycle of stages, and unlike many other types of relationship, it is anticipated that there will be a clear definition in terms of the planned stages of the relationship.

Each of the stages will need to have a different focus.

Beginning: The beginning of the relationship is likely to be influenced by the fact that it will usually take place within the custodial establishment. It is recommended that providers try to ensure that the match takes place a minimum of six months prior to the mentee's release date. This timeframe should hopefully provide the pair time to build a relationship, therefore increasing the likelihood for its sustainability post release. The beginning of the relationship will be focused on the mentor and mentee getting to know each other, building trust and identifying goals and actions relating to the mentee's resettlement needs.

Middle: The middle stage of the relationship can be used to review the achievements within the relationship so far, and to plan for the next stage. By this time, it is likely that the individual will have returned to the community and their needs may well have changed since their release from custody. It will be important for both the mentor and the mentee to identify what they feel has been achieved and what they have both gained from the relationship so far. The mentoring co-ordinator may wish to facilitate this meeting. Mentors can often be very modest about their mentoring achievements but acknowledging success will be important for both parties. In addition, the review stage can usefully be used to identify whether the time frame for the formal ending of the relationship is still appropriate or could be brought forward or needs to be extended. Both of these options will require careful negotiation with the mentor and mentee to ensure that they both feel this is suitable.

Ending: The end of the relationship needs to be managed in a way that offers the opportunity for reflection, evaluation and recognition of positive outcomes. The end may stir up emotion for both parties and needs to be effectively planned for. It may also be that this stage identifies that the mentee would benefit from further input and an assessment may need to take place as to how this could be provided. Whilst most providers work with a defined 'formal' ending date, many are open to reviewing this on an individual basis. In addition, both the mentor and mentee are community based, therefore many providers are aware that successful mentoring relationships may well continue on an informal basis beyond the end of the formal mentoring intervention.

Beginning the relationship

It is commonplace for individuals to have inhibitions when starting a new relationship, and it should be remembered that this is as likely to occur for both mentors and mentees. In order to facilitate this, providers will want to ensure that the first meeting is effectively used to underpin the relationship.

The first meeting is important to set the 'tone' of the relationship and for the pairing to start to develop rapport. It can also be useful to begin to consider what the mentee hopes to gain from the relationship in terms of his/her goals and targets. A solution focused approach to mentoring encourages individuals to focus on the positives in their lives i.e what they can do and achieve, rather than what they can't. The mentee may already have identified issues relating to their resettlement needs that s/he may then want to discuss further with their mentor and the pair can begin to look at strategies for dealing with these in preparation for the mentee's release back into the community.

Contact

It is advisable that the service develops some general guidelines for ongoing contact which should answer the following questions:

Pre release:

- How often will the mentor and mentee meet - how accessible is the custodial establishment and are there video conferencing facilities that could be used? What will the level of contact be and what options are there in terms of face to face, letter writing and telephone contact?
- How long can the meetings in custody last and how will they be organised? Remind mentors that they need to take ID and that they won't be able to take items in for their mentee.

- Where will meetings take place at the custodial establishment and how might this impinge on privacy? Negotiation will need to take place with the custodial establishment as to how meetings will be arranged. It is recommended that some form of protocol is drawn up with the custodial establishment and the mentoring service about how they will work together. An example of a protocol used by the RESET service is available on the CD.
- What are the main boundaries/health and safety issues around mentors meeting with mentees within custodial establishments? One YOI has developed a custodial establishment handbook for visitors - the outline contents of which are shown on the CD.
- The pre release phase will be important for developing the relationship and for identifying how it will continue post release in the community and what the mentee needs from it.

Post release:

- Some mentoring providers have arranged for mentors to meet their mentee on the day of release. This can involve a significant amount of time and a long journey and so will need to be carefully managed.
- The first three months subsequent to the mentee's release are deemed to be the most important in terms of preventing reoffending so it is important that the mentee feels supported during this time, without creating dependency. The mentor's initial contact will need to be more intense during this initial period with at least weekly meetings and regular telephone contact. In addition, the relationship is still forming at this stage and the mentor and mentee need to quickly build a relationship in the community in order for it to have a greater chance of success.
- The level of contact between mentors and mentees will need to be monitored by the mentoring coordinator and focused on the mentee's resettlement needs by providing them with a positive community based contact.
- The mentoring coordinator will need to be informed as to how the mentoring time is being spent and to ensure that the boundaries of the relationship are being maintained and that health and safety issues, such as appropriate meeting places are being taken into consideration.
- The mentee is likely to have a range of other workers that they will need to see such as their case workers. The mentor can support the mentee with managing these appointments.
- There will need to be agreements with statutory agencies as to what and how information about the mentoring is fed back.

Ideas of where to meet

Meeting in the community helps to differentiate the relationship from the other relationships that mentees have with paid workers. However, this then needs to be managed as these meetings are necessarily unsupervised. Providers will want to suggest suitable meeting places to mentors that will be safe and public spaces. There will be local places in each area that could be recommended to mentors for meetings. Suggested places for meetings are:

- Service premises
- Coffee shop
- Sports centre
- Youth centres
- Internet café

- Drop-in centre
- Library
- High street
- Community centre
- Parks/gardens

Mentoring staff may be able to make arrangements for discounts or vouchers for mentor/mentee pairings to use at local organisations. It can be useful at group support meetings for mentors to share ideas about places to meet and local amenities. A resource file of suggestions could be developed for future reference to be shared by mentors. Ideas for places to meet should be built around what mentees say they want from the relationship. Mentors often feedback that at the start of the relationship the emphasis is often for them to make suggestions. With time this balance usually swings more towards the mentee, who will start to come up with ideas.

Reviewing the relationship

Building in opportunities for the mentor and mentee to review the relationship will allow for periods of reflection within the relationship, whereby both parties have the opportunity to feedback on progress to date. It can be useful to agree to review the relationship every three months so that goals and targets can be reassessed. This kind of process tends to be more effective with older mentees. Mentors' feedback for young people aged 10-13 is that the central importance within the mentoring relationship is the relationship building element itself. Providers will want to ensure that both the hard and soft outcomes of the relationship are identified and encouraged. The goals should be focused on the mentee's needs as well as what they have to do in relation to appointments etc. Reviews are best presented in such a way as to encourage an opportunity to promote progress.

It is likely that the mentee's circumstances will change at different stages within the post release period which will invariably impact on the original action plan. Whilst the action plan can be used as the basis of the review, there are many other areas of the relationship that can be addressed within the review and questions can be asked to assess how the mentee feels with regard to their resettlement and integrating back into the community.

Encouragement for mentees is essential, even when a mentee appears to be making little progress. It must be remembered that the pace of progress can often initially be slow. Mentors need to maintain a balanced approach to monitoring progress including offering positive feedback where appropriate and motivating the mentee in areas where they might be struggling. It is also recommended that mentors share what they feel they have gained from the relationship as well as acknowledging the changes that the mentee has made.

Action plans

It is advisable to develop some kind of tool for action planning so that relationships are focused around goals and progression for the mentee. An example of an action plan that could be used with mentees is provided on the CD. In addition, it is recommended that providers introduce mentors to the **SMART** model for target setting as this has been shown to be an effective way of identifying relevant goals.

SMART refers to:

Specific - identify the detail of the target e.g. if they want to find a job, what kind of job, what kind of pay, location, hours, interests etc?
Measurable - how will you know when a goal has been achieved? Hard outcomes in terms of not reoffending etc. can be easy to measure but also think about soft outcomes such as self esteem/self confidence.
Achievable - is the goal short term or long term and what can genuinely be achieved within the time frame of the relationship?
Realistic - is the goal attainable, do they have a real prospect of achieving their goal or is it over ambitious?
Timed - what time frames work for different goals? Break goals down into smaller timeframes e.g. weekly or fortnightly, in order to make them more accessible.

Ending the relationship

Services will need to identify suitable timescales for relationships from the outset and communicate this to both parties. Research into the effectiveness of mentoring relationships have generally highlighted that the longer the relationship the greater the likelihood for positive outcomes. Anecdotally, Rainer mentors have previously commented that relationships often take three to six months to become effective and start to produce more significant outcomes once enough time has elapsed for trust to become established.

Planning for the end of the relationship needs to be considered from the outset and providers are advised to incorporate recognition of this into initial training. Providers will need to consider how they will manage the final stage of relationships and what support will be available for mentees who may need longer term support.

Experience has shown that mentoring relationships often continue on a informal basis, beyond the end of the formalised pairing. Services will need to explain to mentors that this is entirely their choice but that there must be a cut off point in terms of the support, supervision and expenses that can be formally provided. Good practice suggests that these endings should be negotiated on an individual basis.

Careful planning for the end of the relationship needs to take place so that both parties are aware of it and can acknowledge it in some way. The end of the relationship is hopefully a time of celebration and recognition of achievement. As such, providers may want to encourage mentors to acknowledge/celebrate the ending of the relationship in some way. This could be through undertaking an activity or outing that might be something special together. This will inevitably depend on budgetary constraints and appropriateness.

It is advisable for mentoring staff to formally write to all parties involved in the mentoring relationship to inform them that the mentoring relationship has ended.

To enable the service to offer high quality provision to mentees and mentors, certain policies and procedures will need to be put in place to support service delivery. Mentoring staff will need to ensure that they are familiar with the policies and procedures that impact on service delivery and that they are communicated to mentors and mentees.

It is recommended that providers develop and implement the following policies and procedures:

- Volunteer Procedure
- Confidentiality policy
- Child protection procedure
- Health and Safety policy (including lone working and risk)
- Equality and Diversity policy
- Complaints policy

Providers will need to consider how they intend to communicate the key points from each and how these will be covered within the training.

Mentor handbooks

It can be useful to develop handbooks for mentors that cover the main points around their role and organisational policies and procedures. An example of some of the topics to include in a handbook would be:

- An introduction to the service
- Flowchart of how the mentoring process works
- Training
- Support & supervision
- Expenses
- Health and safety including risk
- Insurance
- Introduction to resettlement
- Working with partner agencies
- Pre release visits and contact
- Post release contact
- Record keeping
- Emergency numbers
- Key points from policies and procedures
- Complaints
- Selection/de-selection
- Monitoring and evaluation

Similarly, mentees will also need to be provided with information regarding the mentoring that could be in handbook form. Information that mentees need will include:

- The role of the mentor
- How mentors are recruited and selected
- Pre release contact
- Post release contact
- Resettlement issues
- Boundaries
- Suggested activities and support
- Confidentiality
- How to make complaints
- Health and safety
- The length of the relationship
- Record keeping

For mentees with literacy or learning difficulties, providers will need to consider the most effective ways that this can be communicated.

Volunteer procedure

It is recommended that providers develop a comprehensive and distinct procedure for the involvement of volunteer mentors. This is recommended within the Investing in Volunteers standard that is managed by Volunteering England. A volunteer procedure will set out the process of involving volunteers including: recruitment, selection, expenses and issues relating to de-selection of volunteers.

Confidentiality

Confidentiality is a key factor within mentoring relationships and will need to be carefully explained to all parties involved. Providers will need to make the parameters of confidentiality within the relationship clear to both mentors and mentees. Through the induction and training process, mentors will need to understand that confidentiality remains within the service as a whole and within the relationship and that the day to day issues which the mentee experiences will probably not need to be discussed in any detail. However, any issues that cause the mentor concern should be discussed in supervision and more serious issues may need to be discussed with partner agencies and the parameters of these need to be fully understood.

The parameters of confidentiality are, in some instances, guided by legislation such as section 47 of the Children Act 2004 which bestows a responsibility on providers to protect young people from 'serious physical or psychological harm'. Therefore certain issues will need to be reported to the local authority. Providers of mentoring services will need to ensure they are compliant with this Act and will also need to consider other issues where confidentiality may warrant intervention such as drug use, criminal activity etc. It is very important that the parameters of confidentiality are understood by all parties at the outset of the relationship.

In addition, the mentor and mentee will need to be aware that aspects of what takes place within the relationship may need to be fed back to partner agencies such as statutory referrers. It is important that this is not perceived to detract from the opportunity that the mentor and mentee have to build a trusting relationship. Providers will need to be clear with partners about what information will be shared and how. This will be particularly relevant in respect of the mentee's needs in relation to resettlement. The mentor and mentee will need to be assured that some of what they discuss will remain between the pair which will allow them to build a more trusting and empathetic relationship.

Child protection

Providers will need to ensure that mentors are made aware of the procedure for dealing with disclosures relating to child protection issues. This should be covered in the initial mentor training as well as making mentors aware of the relevant procedure for this. Mentors will need to understand how to respond in these circumstances and why. It is useful to cover this topic with some kind of case study example in training.

Child protection can be an emotive issue for volunteers for a number of reasons:

- Mentors may feel like they're breaching the mentee's trust by passing on information.
- Mentors may find the content of issues around abuse difficult to discuss or consider.
- Some mentors in the group may have had personal experiences of abuse which could then raise issues for them having to discuss the topic in relation to their volunteer role.

The topic needs therefore to be handled sensitively with a focus on the facts i.e. an explanation as to why the mentors need to respond to these issues in certain ways and how to protect both themselves and their mentee.

Providers will need to be familiar with local arrangements for reporting disclosures of abuse and also with the secure estate's procedures, as their systems for dealing with disclosure need to be adhered to should the issue arise. Mentors will also need to be made aware of their responsibilities in case of disclosure and/or dealing with emergencies outside of office hours.

Health & safety

Providers will need to ensure that all reasonable steps have been taken to ensure that mentors, mentees and service staff are not placed in potentially hazardous situations and that the service is compliant with the Health and Safety at Work Act 1974. In addition, providers need to look at insurance cover for mentors and what cover will be sufficient for the activities undertaken. In addition, risk assessments will need to be carried out and recorded - it is recommended that this is done for each match. An example of a risk assessment form is included on the CD.

It will be important to communicate health and safety issues clearly through training and to include information pertaining to this in mentor literature, such as handbooks.

In the case of an incident, mentors will need to be advised as to who they can or need to contact, both during and outside of office hours. It can be useful to explore different scenarios relating to health and safety within the initial training.

Equality and diversity

This is a key issue for providers working with both disadvantaged people and with mentors from diverse communities. One of the key issues in relation to volunteering are the barriers experienced by different sections of the community and unless full consideration is given to issues of diversity and equality, then the service may not be as inclusive as it should be.

It is recommended a statement outlining the organisation's position is in place and communicated to mentors. It is recommended that the mentor training covers issues around working with diversity and that attitudinal issues, particularly in relation to working with offenders, are explored.

Complaints

Providers will need to ensure that both mentors and mentees are aware of how to make complaints and also what will occur where a complaint is made against them.

Mentor expenses

Mentors should be allowed to claim back expenses incurred as part of their mentoring role and will need to be made aware of the process for this and how monies are paid. Providers should take into account restrictions for mentors who are on low incomes or benefits and ensure that their mentoring is not being hindered in any way by them having to incur significant out of pocket expenses.

In addition, mentors and mentees will need to be provided with information regarding available funds for activities, including how this is claimed and how much.

Recording

Services are advised to keep written records on each mentor and mentee. Mentor files can include:

- Application forms
- References
- Training/induction records

- Supervision notes
- Correspondence
- Mentor contact sheets

Copies of the following can be kept in the mentee's file:

- Referral forms
- Action plans
- Mentoring record of contact forms

- Mentee contact sheets
- Application forms
- Correspondence

It is recommended that services develop a mentoring record of contact sheet which can be completed by the mentor at the end of each meeting. These then need to be kept on the mentee's file as a record of activity. To maintain the confidentiality of the relationship, mentoring record of contact sheets need only contain brief detail of the contact including duration of meetings which will assist the service to monitor outputs. An example form is included on the CD.

In addition, it is recommended that services record all contact with mentors and mentees by including an individual mentor/mentee contact sheet within each file. A simple log of the date of contact, nature of contact and outcome will help to ensure that both parties are receiving regular contact and that the progress of the relationship is maintained.

Providers will need to ensure that all records are kept confidentially and in line with data protection legislation.

Dealing with difficult situations

It is unlikely that all mentoring relationships will run completely smoothly. Most issues that arise within mentoring relationships can usually be resolved on an individual basis through discussion with the mentor and/or the mentee and providers will need to consider their response to issues, in advance of situations arising.

Mentor training needs to be designed to consider issues that could potentially arise within relationships. This approach will help mentors to feel that they are prepared for a range of eventualities.

Some of the more common problems that arise include:

- A mentee constantly fails to turn up for meetings post release from custody
- A mentee arrives for a meeting under the influence of drugs or alcohol
- It becomes difficult for a mentor to contact a mentee
- A mentee tries to push the boundaries of the relationship
- A mentor fails to attend regularly for ongoing training/group support meetings
- A mentee needs a lot of support and the mentor becomes over-involved.

Providers would benefit from thinking through how they will deal with these and other issues and should ensure the procedure for resolving issues is as transparent as possible.

Once the mentor group has been recruited and trained, it is important to ensure that a programme of supervision and support is offered on an ongoing basis. The lack of regular supervision for mentors was a factor highlighted by the YJB Evaluation, 2005, which noted that only 50% of services were offering this regularly to their mentors.

Supervision and support helps to maintain the momentum of the mentoring service and ensures that the mentoring relationships are both monitored and enhanced. Often mentors need reassurance or guidance that they are 'on the right track', or they may have expectations that are over-ambitious. Additionally, relationships sometimes break down and mentoring coordinators will need to move rapidly to review these or re-match as necessary.

Group supervision also provides mentors with the opportunity for peer support post training. Mentors have reported that the group support process helps to reduce feelings of isolation and allows them to see that others are experiencing similar issues. The peer support element can involve sharing both 'good' and 'bad' experiences and will maintain the team spirit developed through initial group training. Meetings also let mentors know that they are valued by the service and provide a social outlet and an opportunity for informing them about broader organisational issues.

The purpose of supervision and support is to:

- Discuss issues relating to current relationships
- Explore mentor needs in terms of ongoing support and training
- Allows mentor coordinators to assess progress and appropriateness of relationships
- Provide support for mentors
- Build the team and networks within the team
- Provide a social outlet
- Ensure that mentors are working in line with organisational policies and procedures

There are a number of ways in which this support can be offered:

- Training sessions
- Telephone support
- Individual supervision
- Group supervision

In addition, where there is availability of 'experienced' mentors, consideration could be given to inviting these mentors to supervision sessions or implementing a buddying scheme to provide support.

Ongoing training

Whilst initial training is designed to give mentors the tools to develop a mentoring relationship, a programme of ongoing training can be equally important and is worth planning for in advance. Providers may want to consider specific topics that might be worth including or may opt to develop training on the basis of issues that arise. Mentors should be encouraged to request training around areas in which they would like more information. Involving mentors in identifying ongoing training will ensure that the training is appropriate to their needs. It is also good practice to involve partner agencies such as the statutory providers to see what, if any, training they can offer or feel that mentors need. In addition, other relevant agencies and speakers could be invited to give presentations to the mentor group. These sessions work best when they are planned in advance and guest speakers will need to be briefed on content to ensure that it is of relevance to the mentors.

Telephone support

Service staff can also offer telephone support either at pre arranged times, or on an ad hoc basis according to the individual situation. Mentors will need to be contacted regularly to ensure that the mentoring is progressing and to offer support where there may be problems. It is advisable to record this contact on individual mentor files.

Individual supervision

Individual supervision may also need to be offered to deal with specific or more complex issues that might arise. Providers need to keep in mind that the demands on mentors can be significant and should not be taken for granted in terms of offering adequate support to mentors.

The purpose of supervision is for both parties to identify issues for discussion and any action that might be required on either side to address these. Mentoring coordinators can also use this opportunity to identify training needs of individual mentors, and incorporate this, as appropriate, into future training plans.

Mentoring coordinators need to ensure that supervision is used as a developmental tool for the mentors. From the start of the programme it is important to emphasise this point as well as expectations around attendance at supervision, whilst also remembering that it can be an unusual concept for those who have not experienced it previously.

Group supervision

Mentors need to be made aware that attendance at supervision is part of their agreement to the mentoring programme. Group supervision is most effective when offered regularly - such as every four to six weeks. Attendance at this will be facilitated by ensuring that mentors are provided with dates for supervision throughout the year so that they can plan for them. It is important that meetings are well organised, focused and at times to suit people who work. Offering refreshments at these meetings will also help to encourage people to attend and to feel that their contribution is valued.

It is recommended that mentors who miss two consecutive group sessions are invited in for individual supervision. Previous experience shows that mentors who consistently miss these sessions may divert from best practice within the relationship and therefore reasons for non-attendance need to be explored. The group support process, when effective, is very much part of the learning process and mentors should gain a lot from this opportunity for ongoing interaction.

Personal issues

At times some mentors may experience issues within their own lives and, as such, may need to negotiate time away from the service. Mentoring coordinators will need to be aware of these kinds of issues so that mentees are not left without support or suitable explanation and/or that mentors are left feeling unable to cope.

Where the mentor's personal issues are such that they are likely to impact or cause a conflict of interest, the coordinator will need to consider whether it would be best for the mentor to be placed 'on hold' for a period of time. Each provider will need to develop a process for this, and to follow up with the mentor after a certain period of time - six months is recommended. Some mentors often have difficulty in leaving a service due to feelings of disloyalty. The individual may actually wish to leave but feel that they are letting people down and coordinators have a responsibility to reassure mentors.

Mentors need to feel appreciated and valued by the organisation. The offer of appropriate support and time out during periods of difficulty should foster a feeling of appreciation, team membership and will help to ensure that the mentor's personal issues are not transferred to the mentee. It is also important that coordinators are not forced to shoulder the weight of mentors' personal issues which it may be beyond their remit to support.

Why monitor & evaluate?

Monitoring & evaluation is carried out to:

- Ascertain if the mentoring service is achieving its objectives
- Gain feedback from mentors and mentees
- Assist with the planning of future work
- Show funders what has been achieved in relation to identified outcomes
- Show potential funders what can be achieved.

Monitoring

Monitoring is the collection of data about the day to day operational aspects of service delivery. This would include quantitative data such as numbers of mentors, numbers of mentees, ethnicity, age, numbers of matches etc. It will also include qualitative data, such as what impact a match is having and what progress the mentee has made.

Evaluation

Evaluation offers providers the chance to look back and reflect on progress. There are two types of evaluation: a process evaluation and an outcome evaluation. A process evaluation looks at how the service operated, what activities were undertaken and how well they worked. An outcome evaluation examines what impact the service made against its stated aims. To effectively measure success, it will be necessary to collate both.

Data collected can either be quantitative or qualitative. Quantitative information is often described as hard data. It defines quantities and things that can usually be measured numerically. Examples of quantitative data collection include:

- Numbers of mentors
- Numbers of mentees
- Demographic data
- Numbers of relationships
- Length of relationships
- Numbers matched in custody
- Number of visits to custodial setting

Qualitative data is often described as soft. It consists of information that cannot be measured numerically. Examples of qualitative data include:

- Anecdotal evidence from mentors
- Anecdotal evidence from mentees
- Case studies
- Changes in attitudes
- Changes in self esteem

How to measure success

To measure success effectively, services need to be clear from the outset as to what they are trying to achieve. Therefore, monitoring and evaluation needs to be built in from the beginning of service development.

The following questions are worthy of consideration:

- What are the aims of the service - what does it hope to achieve overall?
- What are the objectives - what activities will be undertaken?
- What are the key resettlement issues that the service is attempting to address?
- How will success be measured?
- What evidence will be gathered?

What information should be collected?

One of the most important points is that the information gathered is accurate and based on work that is actually being carried out rather than anticipated. Other than this, the information gathered is likely to depend on the aims of the service. For example, an overall aim of 'reducing offending and increasing self-esteem' will need to measure offending patterns and levels of self-esteem to see if these are being achieved.

General baseline data will need to be collected such as:

Ideas of information to gather on mentees

- Name
- Address
- Age
- Ethnicity
- Disability
- Employment/educational status
- Family background

- Referral agency
- Date of referral
- Date of assessment for mentoring
- Date of induction
- Date of match
- Details of match
- Resettlement issues

There will be other information that may be specific to the service:
- Pattern of offending
- Drug/alcohol misuse
- Numbers of temporary exclusions

It is also important to gather some qualitative information:
- Reason for joining scheme
- Goals and aspirations
- Situation at time of starting - e.g. personal issues, relationships, etc

Ideas of information to gather on mentors

- Age
- Ethnicity
- Disability
- Employment/educational status
- How they heard about the service

- Date of initial enquiry
- Date of training
- Date of match
- Details of match

It is also important to gather some qualitative information on mentors:
- Motivation for mentoring
- What they hope to achieve

Data collection

Most of the information required for monitoring is data that will already exist on application and referral forms. A database is a simple and effective way of storing information and should allow this to be easily collated.

In relation to evaluation data there are a number of methods that can be used for this and monitoring information will also provide useful information, such as mentor/mentee retention and the length of relationships.

In addition, services may find that the following methods of data collection are appropriate to service delivery and not too time consuming to facilitate:

- Group discussions
- Training evaluation forms
- Individual interviews - this can include face to face or telephone
- Mentor/mentee diaries/logs
- Exit forms - mentor/mentee

Axis Voluntary Service in Stoke on Trent have developed a unique and very powerful method of appraising their mentoring through the use of letters that are written by mentees about the benefits. An example of this is shown below:

Contact pre-release

An example of an actual letter written from a mentee to their mentor is shown below. With thanks to Axis Mentoring Service.

23/01/07

Dear C

"How are you doing Hope everythings all rite I only have 3 weeks left and Two days. I have done 30 week when I get out. I had a visit off me dad last week and spoke to him on the phone yesterday. I should have a visit off my Mum soon as I sent her a V.O (*). C would you send me a nother Nuts magerzine I liked that one you sent me last time some good looken wimen and a TV guide on it I have red all of it. What have you bin up to I bet you have bin gardening in your back garden. It has bin very windey and cold up here. My dad has bin buisy roothing as the wind has blown a lot of roofs and guttering down he's a hard worker. I have only got a week and a half left. at cooking there is a lot of paper work in it. I have acheeved Level one and Two in Wood work, Level One and Two in Wood work, Levle one in painting and decerating. I wont be back in prison ever againe this prison has learnt me a lot. It's a lot harder than x are you going to come see me again you can if you wont. you have helped me loads since I bin inside. My soshle work has left me now as I have ternd 18 years old on xxx. I am keeping helfy and eating my vegetables I cooked ster fry yester day with no meat. Just veg and noodles it was very tasty. I cooked chooner bake with apple pie. spergetty bolernase. I am doing dumlins with fruit cake next time. and a ster fry with meat in and rhubarb crumle, on my. last meal I am doing a brunch with backen and stuff like that. well look after you self from…."

*V.O - visiting order

Axis Mentoring Service (AMS): background

AMS belongs to the UK wide network of projects run by the charity, Spurgeons. AMS works with young people across the following areas:

- **Prevention** - young people identified at risk of offending or who have parents with a substance misuse issue
- **Offending** - young people on a low level order (referral/ action plan) aged 11 - 17
- **Leaving Care Team** - young people in foster care or who are living independently

Plans for the mentoring relationship are written around the Every Child Matters Green Paper and are agreed by the referring officer, the young person and the mentor.

AMS also operates a mentoring service within Werrington YOI which has been active since May 2006. The mentoring service is discussed with a young person at their DTO initial review meeting and the support of a mentor visiting once a week is offered (subject to a satisfactory risk assessment).

Axis Mentoring Service (AMS): continued

The Stoke Youth Offending Service has staff situated within the YOI and the Governor and prison staff have been very supportive. Mentors are volunteers from the community and are CRB cleared, both by the AMS and YOI before starting work. Mentors visit weekly and are supported by Youth Offending Team staff within the YOI.

Mentees have completed letters of apology with mentors, written letters to accommodation providers and have found interacting with the mentors a positive experience. If mentees have been transferred to another prison the mentor has carried on the relationship by letter. On release mentees can meet up with mentors after their appointments with their case officer and they spend time with them at the YOT office.

This service is a voluntary intervention support offered to young people.

External evaluators

It is also worth building into budgets, where possible, the funding for an external evaluator to appraise the work carried out as this can provide a more objective viewpoint and free up staff time. On commissioning an external evaluator, services should think carefully about the remit of the evaluation and ensure that it meets their needs rather than that of the evaluator. Mentees will also need assurances around confidentiality in relation to any interviews that are scheduled.
Evaluation in relation to mentoring is particularly important. To date, the evaluative research in respect of mentoring has struggled to provide a significant evidence base to enhance the credibility of mentoring. Despite this, providers involved in delivery of mentoring programmes are able to see the results of successful mentoring relationships first hand. What is evident is that mentoring needs to be well structured and managed in order to bring success, hence the development of quality standards and the mapping to APS.

There is still more to be learnt about how to sustain effective interventions with groups such as offenders who are likely to have experienced an array of personal issues that can impact on their ability to maintain positive relationships. Despite this, mentoring offers an opportunity for an individual to be supported by a volunteer whose agenda is exclusively focused on their resettlement needs which provides them with a unique opportunity for development and change.

Rainer Volunteer Unit
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20 Albert Embankment
London SE1 7TJ

www.raineronline.org
email: volunteerunit@raineronline.org
tel: (0207) 840 5610

Volunteering England
Regents Walk
8 All Saints Street
London N1 9RL

www.volunteering.org.uk
tel: (0207) 520 8900

Mentoring and Befriending Foundation
First Floor
Charles House
Eccles
Manchester M30 0PD

www.mandbf.org.uk
tel: (0161) 987 8600

Active Community Unit
www.homeoffice.gov.uk

Youth Justice Board (England and Wales)
Head Office
11 Carteret Street
London
SW1H 9DL

www.yjb.gov.uk
tel: (0207) 271 3033

Pilot sites - Axis Voluntary Services
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Rainer RESET
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HMP & YOI Swinfen Hall
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New Hope Mentoring Project (NHMP)
Ms Rachel Simpson, Lead Mentor Co-ordinator
Miss Amanda Parker, Mentor Co-ordinator
Dr Richard Stunt, Manager
47 George St, Balsall Heath
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email: nhmp.gnc@virgin.net
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York YOT
Rose Fearnley
Volunteer Coordinator
York Youth Offending Team
10-12 George Hudson Street
York
YO1 6LP

tel: (01904) 554565

Useful resources

Andrew Miller, Mentoring: A Guide to Effective Evaluation (1999) (available free to download from the Mentoring and Befriending Foundation website, www.mandbf.org.uk)

Clutterbuck, D., Everyone Needs a Mentor (2004, 4th edition) (available to order from the CIPD, www.cipd.co.uk)

Shiner, M., Young T., Newburn, T., & S.Groben (2004) Mentoring Disaffected Young People - An evaluation of Mentoring Plus (available from the Joseph Rowntree Foundation, www.jrf.org.uk)

Youth Justice Board, Key Elements of Effective Practice (available from the Youth Justice Board, www.yjb.gov.uk)

YJB Evaluation: Mentoring Schemes (2004) (available from the Youth Justice Board, www.yjb.gov.uk)

Honey & Mumford: Learning Styles Model (1982) (available from www.peterhoney.com)

RESET
Quality standards for Resettlement Mentoring
Based on NMN Quality Framework for mentoring socially excluded young people &
Youth Justice Board Key Elements of Effective Practice.

Mapped against MBF Approved Provider Standard (APS)

SERVICE DEVELOPMENT STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK
1. Mentoring services must commit themselves to providing a high quality service to both service users 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.	Services need to: ❖ Ensure there are clear policies and procedures in place for resettlement planning including the mentoring element ❖ Ensure that appropriate policies and procedures have been developed for service delivery such as Confidentiality, Health and Safety, Child Protection, etc ❖ Mentoring services should consider implementation and/or benchmarking against related quality standards for mentoring and/or volunteering such as APS* or IIV* (APS* is the Approved Provider Standard for Mentoring and Befriending services which is overseen by the Mentoring and Befriending Foundation. IIV* is the Investing in Volunteers quality standard overseen by Volunteering England)	❖ Organisational policies and procedures ❖ Service level agreement including local protocols regarding staff selection etc. ❖ Mentor Handbook ❖ Custodial Establishment Handbook
LINKS TO APS	2. What is the purpose of your project? 3. What organisational and management structure is in place to support your project? 11. How do you prepare mentors so that they can offer effective support?	

SERVICE DELIVERY STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK
4. Mentoring services must have clear criteria for the selection or screening out of service users 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.	Services need to ❖ Develop publicity/briefing materials for service users outlining the criteria for involvement in the scheme. ❖ Ensure that the process of selection/de-selection is agreed and understood by all stakeholders ❖ Identify clear criteria for non-selection of service users, ❖ Consider the preferences in respect of mentor characteristics that it would be appropriate for mentees to identify.	❖ Publicity materials ❖ Referral form incorporating section on preferences.
LINKS TO APS	6. How are your clients identified and referred to you for support? 10. What process is used for matching clients and volunteers?	
SERVICE DELIVERY **STANDARD AIMS AND OBJECTIVES**	**ACTION**	**ASSOCIATED PAPERWORK**
5. Staff in other agencies involved in the mentoring scheme must be fully committed to the process and endorse the principles.	Services need to: ❖ Ensure that all relevant staff in partner agencies receive an induction/introduction to the mentoring scheme ❖ Develop leaflets, posters etc that promote the service to external referrers ❖ Ensure that review of the mentoring provision is incorporated into the planning and assessment meetings carried out in line with National Standards ❖ Liaise regularly with partner agencies and ensure they are kept up to date with service delivery and review ❖ Develop service level agreements and protocols for delivery in consultation with partner agencies such as YOIs	❖ Mentoring service publicity ❖ Protocols for service delivery ❖ Service level agreements
LINKS TO APS	3. What organizational and management structure is in place to support your project? 6. How are clients identified and referred to you for support?	
SERVICE DEVELOPMENT **STANDARD AIMS AND OBJECTIVES**	**ACTION**	**ASSOCIATED PAPERWORK**

SERVICE DEVELOPMENT

STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK
2. Mentoring services must have a clear rationale for their existence that specifies the characteristics of the service users they seek to help and the outcomes of the process they expect to achieve.	Services need to: ❖ Assess need/appropriateness for resettlement mentoring ❖ Clearly define target group ❖ Set realistic outputs/outcomes ❖ Identify benchmarks and indicators of effectiveness	❖ Service plan ❖ Bid document ❖ Service level agreement

LINKS TO APS		
	2. What is the purpose of your project? 5. To whom does your project provide services?	

ASSESSMENT		

STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK
3. Services must have clear criteria for the referral of service users to the service. These criteria must be communicated to external agencies, parents/carers as appropriate and allow for self-referral.	Services need to: ❖ Develop clear criteria for referral in liaison with partner agencies ❖ Develop a referral form and process for referral including self referral ❖ Communicate process of referral and criteria to all potential stakeholders ❖ Assessment for mentoring to be incorporated into related plans such as training plans.	❖ Publicity about the scheme incorporating referral criteria ❖ Referral form

LINKS TO APS		
	6. How are your clients identified and referred to you for support?	

ASSESSMENT		

STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK

STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK
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.	Services need to: ❖ Develop a clear volunteer procedure including guidelines as to the selection/de-selection process for mentors and ensure these are agreed with partner agencies ❖ Develop a person specification and role description for mentors ❖ Develop a screening process including clear criteria for non-selection of mentors in liaison with partner agencies ❖ Publicity materials used to recruit mentors should give a realistic indication of the qualities required, but also highlight the opportunity to develop additional skills through training. ❖ Where possible involve more than one member of staff in decisions regarding selection/deselection	❖ Volunteer procedure ❖ Person specification and role description for Volunteer Mentors ❖ Publicity materials
LINKS TO APS	8. How do you recruit your volunteers?	
SERVICE DEVELOPMENT **STANDARD AIMS AND OBJECTIVES**	**ACTION**	**ASSOCIATED PAPERWORK**
9. Mentoring services must apply equal opportunity principles in their recruitment process for mentors.	Services need to: ❖ Incorporate a range of recruitment methods that will target all sections of the community. ❖ Reimburse volunteers for travel and child care for attendance at information evenings ❖ Ensure premises are accessible ❖ Consider outreach options to harder to reach communities ❖ Ensure that images used in publicity, posters etc. reflect diverse communities	❖ Publicity for scheme to reflect desire to recruit from all sections of the community ❖ Equal opportunities monitoring form ❖ Diversity and Equality policy statement
LINKS TO APS	8. How do you recruit your volunteers?	

STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK
6. Mentoring services must aim to achieve a level of staffing so that the functions of ongoing support for mentees and mentors and the running of the programme can be separated from the overall management, fundraising, recruitment and external liaison tasks.	Services need to: ❖ Ensure sufficient staffing to meet the needs of service provision ❖ Ensure staff are adequately trained and provided with support systems ❖ Set realistic service delivery targets related to staffing levels and budget constraints	
LINKS TO APS	3. What organizational and management structure is in place to support your project? 4. What support mechanisms are in place to ensure that staff overseeing the project are operating effectively?	
INDIVIDUAL NEEDS **STANDARD AIMS AND OBJECTIVES**	**ACTION**	**ASSOCIATED PAPERWORK**
7. Participation in mentoring services must always be voluntary for service users and non-stigmatising in the eyes of their peer group.	Services need to: ❖ Consult with service users around the development and the perception of the service ❖ Ensure partner agencies are aware of the voluntary nature of the relationship ❖ Ensure that the referral criteria emphasise the positive elements of the service provision ❖ Ensure that the mentoring element is non-breachable	❖ Publicity materials that emphasise the positives of mentoring
LINKS TO APS	6. How are clients identified and referred to you for support?	
ASSESSMENT **STANDARD AIMS AND OBJECTIVES**	**ACTION**	**ASSOCIATED PAPERWORK**

	ACTION	ASSOCIATED PAPERWORK
11. All mentors must be officially vetted for their suitability to work with service users.	Services need to: ❖ Carry out enhanced CRB checks for prospective volunteers ❖ Ensure volunteers complete application forms including names of referees who have ideally known them in an employment or educational capacity. ❖ Implement interviews that assess suitability to carry out the role. ❖ Consider a trial period for the mentoring role	❖ Mentor application form ❖ Criminal Records Bureau Check ❖ Reference request letter ❖ Standardised interview
LINKS TO APS	9. What screening procedures and personal protection arrangements do you operate?	
TRAINING **STANDARD AIMS AND OBJECTIVES**		**ASSOCIATED PAPERWORK**
12. Mentors should always receive training before starting the mentoring process.	Services need to: ❖ Ensure training for mentors focuses on communication skills, motivation skills, relationship building, the resettlement process etc. ❖ Ensure that training is participative and experiential ❖ Ensure training is delivered in accessible venues at time to suit the majority of participants ❖ Provide 4-6 weeks notice of training delivery and request full attendance at training ❖ Consider using training as part of the selection process ❖ Cover travel and child care costs for training participants ❖ Consider involvement of previous service mentors/mentees as appropriate	❖ Mentor training manual ❖ Handouts to accompany mentor training ❖ Mentor Expenses Form
LINKS TO APS	11. How do you prepare volunteers so that they can offer effective support?	

INDIVIDUAL NEED STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK
10. Mentees 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.	Services need to: ❖ Induct mentees into the mentoring programme this may include sessions within the custodial establishment ❖ Explain how confidentiality issues will be handled within the mentoring scheme and with partner agencies ❖ Explain how mentees will be supported at each phase of the resettlement process from pre-sentence to post release. ❖ Ensure that the voluntary nature of the programme is understood by mentees ❖ Provide guidance on when and how the mentoring programme will commence, be reviewed and end ❖ Ensure that mentees are provided with appropriate publicity materials that take account of literacy needs. ❖ Use the induction to complete the referral form and to identify preferences in respect of their mentor	❖ Confidentiality leaflet for young people ❖ Mentee handbook ❖ Publicity materials

ASSESSMENT STANDARD AIMS AND OBJECTIVES	LINKS TO APS	ACTION	ASSOCIATED PAPERWORK
	7. How are your clients made aware of what the project involves?		

COMMUNICATION STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK
15. For those under 18, Parents and Carers should, where appropriate, be involved in the mentoring process as fully as possible.	Services need to: ❖ Ensure parents/carers understand the aims and objectives of the programme and what it will involve ❖ Gain consent from parents/carers regarding young people's involvement in mentoring ❖ Ensure parents/carers are provided with a key contact with whom they can liaise regarding the service ❖ Outline the parameters of confidentiality in respect of the mentoring relationship ❖ Develop materials for parents/carers that explains the mentoring relationship	❖ Leaflet about mentoring for parents/carers ❖ Consent forms
LINKS TO APS	9. What screening procedures and personal protection arrangements do you operate?	

INDIVIDUAL NEEDS STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK
16. The length of the mentoring programme must be commensurate with the needs of service users and the overall aims of the process rather than administrative convenience.	Services need to: ❖ Decide in advance on the optimum length for the mentoring relationship ❖ Ensure both parties are aware from the outset of the finite nature of the mentoring relationship and identify timeframes for this ❖ Employ flexibility where possible in relation to the end of the relationship so that mentee's support needs can be met. ❖ Attempt to ensure that the relationship can be maintained beyond the licence period – as deemed appropriate - so suitable support can be ongoing ❖ Ensure that an aspect of the mentoring relationship involves development of alternative networks of support for the mentee ❖ Train mentors in how to bring the relationship to a suitable close ❖ Avoid dependency being developed within the mentoring relationship	❖ Mentor training manual ❖ Mentoring agreement
LINKS TO APS	2. What is the purpose of your project? 13. How do you monitor the progress of relationships and determine whether they are successful?	

	ACTION	ASSOCIATED PAPERWORK
INDIVIDUAL NEEDS **STANDARD AIMS AND OBJECTIVES** **13. Mentees and mentors must have a clear shared agreement concerning their commitment to and their respective responsibilities within the mentoring process.**	Services need to: ❖ Ensure that mentors and mentees are clear on the parameters of the relationship and that this is reconfirmed at the initial meeting ❖ Ensure the initial meeting consists of a 3 way with the mentoring coordinator ❖ Consider developing an agreement for the mentoring that is signed by both parties ❖ Induct both mentors and mentees into appropriate action planning/target setting	❖ Mentoring agreement ❖ Publicity materials and mentoring scheme guidelines ❖ Action plan
LINKS TO APS	10. What process is used for matching clients and volunteers?	
SERVICE DELIVERY **STANDARD AIMS AND OBJECTIVES** **14. Mentees and mentors must have a clear understanding of the boundaries of acceptable behaviour and consequences of infringement.**	**ACTION** Services need to: ❖ Ensure that boundaries are covered and understood through the mentor training process ❖ Ensure that the mentees induction covers the boundaries of the relationship ❖ Include a reminder of the boundaries at the initial 3 way matching meeting and outline these in the mentoring agreement	**ASSOCIATED PAPERWORK** ❖ Mentor training manual ❖ Mentoring agreement ❖ Mentor handbook ❖ Mentee handbook
LINKS TO APS	7. How are clients made aware of what the project involves? 10. What process is used for matching clients and volunteers? 11. How do you prepare volunteers so that they can offer effective support?	

LINKS TO APS	SERVICE DELIVERY STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK
13. How do you monitor the progress of relationships and determine whether they are successful?	19. The length of the sessions and location of the meeting must be negotiable, within the framework of service rules and responsive to the needs of mentees.	Services need to: ❖ Facilitate meetings within the custodial setting through effective liaison with partner agencies ❖ Ensure that meetings take place as regularly as possible taking account of travel implications for YOI visits ❖ Consider use of technical facilities such as video conferencing where possible ❖ Cover the implications of meetings both pre and post release with mentors ❖ Recommend that meetings last 1-1.5 hours with exceptions only being made for particular circumstances ❖ Make mentors aware of the need for flexibility in terms of meeting the needs of mentees in relation to the arrangement of meetings	❖ Protocols with custodial establishments regarding mentor visits ❖ Custodial establishment handbook for mentors ❖ Mentor handbook ❖ Mentor training manual

SERVICE DELIVERY STANDARD AIMS AND OBJECTIVES	LINKS TO APS	ACTION	ASSOCIATED PAPERWORK
	13. How do you monitor the progress of relationships and determine whether they are successful?		

MANAGEMENT STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK
17. The matching of mentees 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 mentee and be as participative as possible. There must, wherever possible, be opportunities for choice in the matching.	Services need to: ❖ Ensure that matching is clearly managed with criteria for this being developed and consistently applied ❖ Ensure that consideration is given to aspects such as geographical location interests etc ❖ Ensure the three way matching meeting is carried out within the custodial establishment where possible ❖ Develop procedures for matching that take into account the mentee's preferences, their parent/carers preferences and the mentor's as appropriate ❖ Ensure that the cultural and other needs of the mentee are recognized, respected and met where possible ❖ Mentees should have the right to reject a match without feelings of guilt and anxiety. ❖ Ensure through regular monitoring that relationships continue to work well	❖ Referral Form ❖ Mentoring agreement
LINKS TO APS	10. What process is used for matching clients and volunteers?	
SERVICE DELIVERY STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK
18. Mentees and mentors must agree on an action plan/targets at the outset of the relationship that will guide the content of the sessions and enable the measurement of progress to take place at the end of the mentoring process.	Services need to: ❖ Develop an action plan process that that is in line with SMART target setting ❖ Address the action planning/target setting process in mentor training ❖ Try to involve mentors in key meetings such as resettlement planning meetings ❖ Develop action plans that take into account the resettlement planning process ❖ Ensure that mentees and mentors agree and review the action plan/targets	❖ Action Plan ❖ Mentor Training manual

SERVICE DELIVERY STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK
22. The welfare of mentees must be regularly monitored and they should have access to ongoing support, as appropriate, from a service worker. There must be agreed, but flexible, guidelines as to whether they are able to contact their mentors in between sessions.	Services need to: ❖ Identify who will be the case manager for the mentee during the period of the mentoring support ❖ Ensure the mentee is asked for regular feedback on the progress of the mentoring relationship, this contact can be recorded on mentee contact sheets ❖ Ensure that regular contact is maintained with the parents/carers, as appropriate, the mentee and the mentor ❖ Develop relationships with other practitioners who can respond to the mentees resettlement needs as appropriate ❖ Identify the level of contact between the mentor/mentee and how telephone, email contact etc. will be recorded ❖ Inform mentors/mentees of who to contact in case of an emergency	❖ Service protocols detailing how agencies will liaise and communicate regarding the mentoring relationship ❖ Mentoring contact recording sheets ❖ Mentor/mentee handbook ❖ Mentor/mentee contact sheets
LINKS TO APS	10. What process is used for matching clients and volunteers? 13. How do you monitor the progress of relationships and determine whether they are successful?	
SERVICE DELIVERY STANDARD AIMS AND OBJECTIVES	**ACTION**	**ASSOCIATED PAPERWORK**
23. Mentors must receive regular supervision, monitoring and ongoing support.	Services need to: ❖ Ensure that mentors are supervised on a regular basis either one to one or via group support ❖ Ensure that mentors are aware of how to access additional and/or individual support ❖ Contact mentors on a regular basis feedback on the progress of the relationship, this contact can be recorded on mentor contact sheets	❖ Record of supervision forms ❖ Mentor contact sheet
LINKS TO APS	12. How do you provide on-going support for volunteers? 13. How do you monitor the progress of relationships and determine whether they are successful?	

STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK
20. The mentoring service must have sufficient funds to subsidise an agreed level of costs incurred by mentees and mentors during the mentoring relationship, unless the mentors are employed professionals who are being subsidised by their companies, or have agreed to cover their own expenses.	Services need to: ❖ Ensure that budgets contain sufficient funds for mentor/mentee meetings including mentor travel ❖ Ensure payment of out of pocket expenses ❖ Include mentees travel expenses in budget provision where possible ❖ Ensure monies are identified for mentor/mentee meetings to cover costs such as refreshments etc. ❖ Ensure mentors/mentees are aware of monies available for meetings and what they can be spent on ❖ Ensure that mentors are aware of how to reclaim monies and the need for receipts	❖ Expenses forms ❖ Service budgets

SERVICE DELIVERY

STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK
21. A written record must be kept of the content of each session that should, ideally, be shared and agreed between the mentee and the mentor.	Services need to: ❖ Ensure mentoring record of contact sheets are kept by the mentor and mentee with agreed action points. ❖ Ensure mentors are aware of what needs to be recorded and provided reassurance to mentees regarding confidentiality and where information is held ❖ Ensure mentors are aware of importance of mentoring contact sheets as monitoring evidence for work undertaken and outcomes ❖ Bear in mind the literacy levels of mentees and consider appropriate ways of recording the content of sessions	❖ Mentoring record of contact sheets ❖ Mentor training manual
LINKS TO APS	11. How do you prepare volunteers so that they can offer effective support? 13. How do you monitor the progress of relationships and determine whether they are successful?	

MANAGEMENT

STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK

STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK
26. Both mentees and mentors must have the opportunity to contribute their views on the way in which the mentoring services are run and the settings in which they occur.	Services need to: ❖ Ensure that effective and efficient recording systems are established and maintained ❖ Ensure that mentees and mentors are made aware of how they can input into the development of the service ❖ Be committed to acting on the feedback received from mentees and mentors ❖ Implement evaluation at each stage of the mentoring process and ensure that this is recorded ❖ Ensure mentor training is evaluated	❖ Mentor training evaluation form ❖ Review forms ❖ Mentoring evaluation forms – mentees ❖ Ending interviews mentor/mentee
LINKS TO APS	13. How do you monitor the progress of relationships and determine whether they are successful? 14. How do you evaluate the effectiveness of your mentoring project?	
SERVICE DELIVERY **STANDARD AIMS AND OBJECTIVES**	**ACTION**	**ASSOCIATED PAPERWORK**
27. Both mentees 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.	Services need to: ❖ Train mentors in the ending of the relationship ❖ Ensure both parties are aware of the potential length of the match and assist them with planning for the ending ❖ Ensure mentors and mentees are aware of at what point the relationship would cease to be supported by the mentoring service and are advised as to the recommendations for maintaining contact beyond this time.	❖ Mentor training manual
LINKS TO APS	7. How are clients made aware of what the project involves? 11. How do you prepare volunteers so that they can offer effective support?	
MONITORING AND EVALUATION **STANDARD AIMS AND OBJECTIVES**	**ACTION**	**ASOCIATED PAPERWORK**

STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK
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 mentees and mentors are aware of them through induction, training and written material.	Services need to: ❖ Develop procedures for child protection and confidentiality in line with local arrangements ❖ Ensure that mentors are trained in issues around confidentiality and disclosure and are provided with written materials ❖ Provide mentors with emergency contact numbers for out of hours work ❖ Ensure that mentees and mentors are fully aware of policy and practice through induction, training and written materials.	❖ Child Protection Procedure ❖ Confidentiality Policy ❖ Mentor training manual ❖ Confidentiality leaflet for mentees
LINKS TO APS	9. What screening procedures and personal protection arrangements do you operate?	
SERVICE DEVELOPMENT **STANDARD AIMS AND OBJECTIVES**	**ACTION**	**ASSOCIATED PAPERWORK**
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.	Services need to: ❖ Ensure that mentor/mentee activities are covered by insurance ❖ Train mentors in health and safety issues relating to their role ❖ Ensure mentors and mentees are aware of how to report any incidents that may occur during the mentoring sessions ❖ Make mentors and mentees aware of how to make complaints ❖ Carry out risk assessments on each relationship taking into account issues identified in Asset/Oasys	❖ Health and Safety policy ❖ Insurance certificates ❖ Complaints procedure ❖ Complaints leaflet ❖ Risk assessment forms ❖ Asset
LINKS TO APS	3. What organizational and management structure is in place to support your project? 9. What screening procedures and personal protection arrangements do you operate?	
MONITORING AND EVALUATION **STANDARD AIMS AND OBJECTIVES**	**ACTION**	**ASSOCIATED PAPERWORK**

30. Mentees who have successfully completed a mentoring process must, where appropriate, have the opportunity to share their insights and skills with others.	Services need to: ❖ Consider how to implement and ensure service user involvement in the development and review of the service ❖ Involve mentees, where possible, in steering groups, recruitment, training, focus groups etc. ❖ Promote and disseminate examples of good practice relating to the involvement of mentees
LINKS TO APS	13. How do you monitor the progress of relationships and determine whether they are successful? 14. How do you evaluate the effectiveness of your mentoring project?

STANDARD AIMS AND OBJECTIVES	ACTION	ASSOCIATED PAPERWORK
28. The outcome of the relationship for the mentee must be measured and recorded using the action plan agreed at the outset and other measures as appropriate, including the views of mentees, other agencies and parents/carers as appropriate.	Services need to: ❖ Monitor and evaluate against a series of established benchmarks and indicators of effectiveness such as the Approved Provider Standard ❖ Develop comprehensive systems for measuring the outcomes of the relationship taking into account both hard and soft outcomes ❖ Actively involve mentees in assessing outcomes and effectiveness of mentoring ❖ Assess outcomes based on SMART targets and action plans ❖ Assess outcomes relating to progress within the whole resettlement planning process ❖ Liaise with partner agencies and parents/carers, as appropriate, regarding the outcomes of the relationship	❖ Action plan ❖ Mentoring evaluation form ❖ Ending interviews
LINKS TO APS	13. How do you monitor the progress of relationships and determine whether they are successful?	
MONITORING AND EVALUATION **STANDARD AIMS AND OBJECTIVES**	**ACTION**	**ASSOCIATED PAPERWORK**
29. All mentoring services must be evaluated.	Services need to: ❖ Consider evaluation at each stage of the development process ❖ Ensure that all stakeholders in the mentoring programme are involved in the evaluation of the service ❖ Consider independent evaluation where appropriate	❖ Mentoring evaluation forms ❖ Training evaluation forms ❖ Exit interviews – mentee/mentor/parent carer
LINKS TO APS	14. How do you evaluate the effectiveness of your mentoring project?	
SERVICE DEVELOPMENT **STANDARD AIMS AND OBJECTIVES**	**ACTION**	**ASSOCIATED PAPERWORK**

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