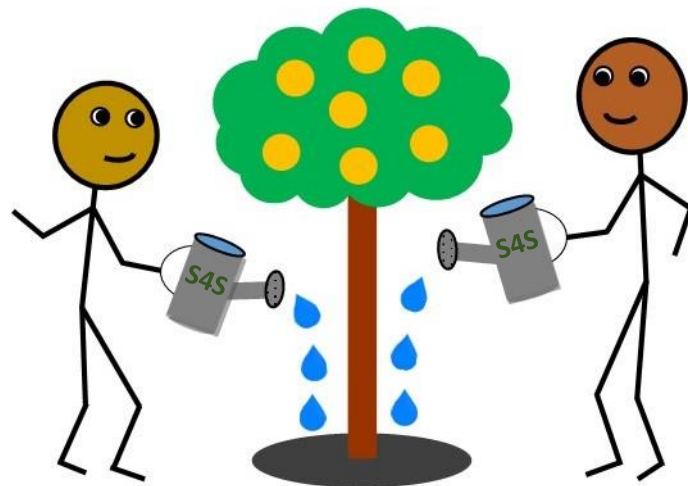




# Mentoring Programme



## Mentors' Handbook

A guide to mentoring young people  
with Seeds4Success

*Seeds4Success, Mere Youth Centre, The Recreation Ground, Queens Road, Mere. BA12 6EP*

*Registered charity number 1151541*

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*Titles in bold are links to that place*

*Throughout this document Mentoring and Support Manager is abbreviated to MS Manager*

# Introduction

## 1 Welcome to Seeds4Success

**Our Mission:** “Through inclusive engagement of young people in social action and a range of positive activities, our aim is to develop confident, healthy, skilful, valued and empowered members of our local community, providing targeted support to those facing additional barriers”

Thank you so much for considering or agreeing to become a volunteer mentor with Seeds4Success. We are sure that you will find mentoring a positive, valuable and enjoyable experience. This handbook has been put together to give you the information and resources needed to make the most of the mentoring programme and to detail the procedures required to make it safe and productive for all. The Introduction and Mentoring Questions chapters are an overview of our charity and mentoring. Later chapters give more details and specifics. We welcome your feedback or suggestions on how we can improve the handbook or any part of the mentoring programme.

## 2 Contacts

Contact details for the mentoring programme team are below. Scan the QR box with your phone for a vCard to add to your contacts. Please get in touch if you have any questions or concerns.

**Lee Cherry**  
**Mentoring and Support Manager**



07570 819140



lee@seeds4success.org.uk



**Jaki Farrell**  
**Charity Director**



07585 723824



jaki@seeds4success.org.uk



### 3 Our Charity

Seeds4Success is a local youth work charity providing developmental opportunities to young people in South West Wiltshire. In addition to the mentoring programme, we deliver a variety of projects including practical conservation work and reward opportunities through our Leisure Credits Scheme, programmes targeted at young people with SEND to enhance their social and physical development, a leadership programme to develop the young person's committee for the charity and to grow peer leaders to support our youth work offer to younger members, activities to promote health and wellbeing, specific projects to develop young people's skills, 1:1 and small groupwork sessions that support young people who are Not in Education, Employment or Training and open access youth work opportunities.



Seeds4Success is a local charity, grown in response to local need and developed with the support of the local community, with young people at its heart. The relationship between Seeds4Success and the communities around South West Wiltshire is a real strength, local town and parish councils support our work and we enable young people make a positive contribution to their communities. Many of our funders are local individuals, grant making bodies and charitable trusts who know the local area and recognise the impact Seeds4Success is having on young people and the wider community.

Our board of trustees are local people, with a real understanding of the issues affecting young people growing up in South West Wiltshire, individuals from the local community regularly volunteer at our youth work sessions and support the work of the charity and our young leaders and youth committee are the driving force behind our development.

## 4 Jamie's Fund

In November 2018, Jamie Mackaness, a keen supporter and advocate of Seeds4Success, sadly passed away suddenly in his sleep, leaving a huge hole in his family and the local community. Jamie was an energetic and enthusiastic individual who during his time in the military, coached and mentored young recruits and his peers, having a lasting impression on them. He wanted to put these skills into practice in the local community through his support of Seeds4Success.

Following Jamie's death, his family and friends have raised and continue to raise a significant amount of funding for Seeds4Success in Jamie's name. This funding has enabled us to establish a mentoring and coaching project for young people, supporting those who need that bit of extra support to achieve their goals and aspirations. In addition to personal donations in Jamie's memory, family members and friends have also taken part in their own fundraising activities and together they have raised over £40,000.



We are so grateful for the support of Jamie, his family and friends, and their contribution to Seeds4Success is making a significant difference to the level of support we are able to offer local young people. The legacy of Jamie Mackaness will live long in the hearts and lives of young people in South West Wiltshire and all involved in Seeds4Success.

## Mentoring Questions

### 5 What is mentoring?

Mentoring is a one-to-one, non-judgemental relationship in which the mentor is a positive role model who gives time to support, encourage, guide and advise the young person. A mentor uses their skills and experience to help the young person to set and meet goals, challenge the young person's views, and help them to achieve their potential.

It is important for a young person to have somebody they can talk to who is independent from their family, school and any other agencies involved. Sometimes a young person can lack a consistent, stable role model in their life.

A Seeds4Success mentor is an independent, trained volunteer who meets and talks with a young person on a regular basis and over a long period of time. This reliable and stable relationship focuses on the hobbies, interests and talents of the young person and in doing so enables them to develop their social skills and relationships with family and friends, to build self-esteem, confidence and resilience, and helps them to achieve their goals and potential. In doing so, the young person becomes a valued member of and positive contributor to their community.



"You may think that making a difference to a young person's life is too challenging, but sometimes just being there every week is all the difference they need"



## 6 Who will you be mentoring?

The young people we support are usually between the ages of 10 and 18, although we may have young adults with additional needs, aged up to 25 who would benefit from mentoring. All will be at risk of, or are already Not in Education, Employment or Training (NEET). They may have been referred to us by their school or other local agency, their family may have asked us for support, or they may have approached us themselves.

The young person may be struggling to make progress at school through poor attendance, lack of motivation, confidence or self-esteem and maybe at risk of exclusion. They may have or be at risk of offending, have welfare issues, few friends or negative social networks, anxiety or are being bullied. Perhaps they need time away from their normal situation and require transport to get them to a club, class or activity each week.

The young people (and their parents, guardians or carers) have voluntarily agreed to joining the Mentoring Programme and we aim to give them every opportunity to reach their goals and potential.

## 7 When, where and for how long will you be mentoring?

There are no fixed rules when it comes to what works best with mentoring, however consistency and stability is vital. Frequent and regular usually works best so we normally ask you to contact the young person and meet for an hour or so every week, where possible and appropriate. The mentoring relationship takes time to develop, and the young person needs time to achieve their goals, so we usually ask for a commitment of a year, although some mentoring relationships will last for a shorter or longer period of time.

Where the mentoring sessions take place varies, depending on the needs and interests of the young person. Sessions should be in a public place wherever possible. It could be a local park, café, museum or attraction. Sometimes a public place is not a possibility; for example, the young person may need transport to and from an activity, club or class and so part of or all the session may take place in your car.

## 8 What makes a great mentor?

Anyone with a passion to improve the lives of young people can be a great mentor, however there are some requirements.

A mentor needs to be 18 or over, be able to attend three mentoring training sessions and First Aid training during weekends or evenings and commit to a few hours per week for a year or so.

Ideally a mentor would:

- be reliable
- have a positive outlook
- be approachable
- be a good listener
- be a good communicator
- show commitment
- be realistic



There is a brief planning form and report to complete before and after each session. There are also goal setting and progress forms which the mentor helps the young person fill in during some sessions.

We ask all our mentors to complete an enhanced DBS check with the Disclosure and Baring Service (this is free of charge for volunteers) and to provide us with two referees. It is preferable but not essential to have a full UK driving licence and transport.

If you receive benefits, volunteering will not affect your entitlement as long as you continue to satisfy the conditions of your benefit. In fact, the DWP encourages volunteering. Check out the DWP guidance at the GOV.UK website (or scan the QR box with your phone):

<https://www.gov.uk/guidance/volunteering-and-claiming-benefits>





## 9 What are the benefits of mentoring?

Mentoring can be challenging but is life changing for the young person. It can be equally beneficial for the mentor and their local community.

### Benefits for the young person include:

- improved self-esteem
- increased self-confidence
- developing and maintaining positive relationships
- support with career choices
- improved school or college attendance
- increased resilience and success
- developing new skills, opportunities and understanding
- helps to break down stereotypes
- acceptance and support

### Benefits for the mentor include:

- modelling the importance of education, work and responsibility
- experiencing a new meaningful relationship with a young person
- broadening the young person's horizons
- providing new opportunities and experiences
- passing on and using skills, knowledge and experience
- enhancing your CV
- learning new skills
- having fun

### Benefits for the local community include:

- young people having an active and positive role in the community
- having a stake in young people's futures
- developing and maintaining the community

## 10 Will it cost me anything to be a mentor?

The only thing mentoring should cost you is your time. Seeds4Success will happily reimburse all costs incurred whilst mentoring the young person. This includes fuel, refreshments and entry to venues, just keep receipts and fill out and forward an expenses form. As a local charity, our resources are limited, so we ask for your help in keeping costs as low as possible and within an agreed maximum.

You can get discounts at many local places by showing your mentor ID badge. There is a list of participating venues in the mentors' area of website and many of these give discount when visiting on your own or with family and friends as a thank you for being a mentor.



## 11 What happens if it isn't working?

We carefully match each young person with a mentor based on the skills and experience of the mentor and the needs and interests of the young person, so don't worry, this rarely happens. In the unlikely event the relationship does not work out, we would carefully end the partnership and arrange new pairings for both.

## 12 What support and training will I receive?

We ask all our new mentors to attend a three-session training course before starting to work with young people. The sessions can be at weekends or in the evening and are held at the charity's base in Mere.

### Training Session 1

### Mentoring and Mentoring Techniques

- *Introduction to Seeds4Success and Mentoring*
- *The Benefits of Mentoring and the Role of a Mentor*
- *Effective Communication and the Growth Mindset*

### Training Session 2

### The Mentoring Programme

- *Planning and Reporting Sessions*
- *Goal and Target Setting with the Young Person*
- *Strengths & Challenges*

### Training Session 3

### Concerns and Safeguarding

- *What is Safeguarding?*
- *What to do if you have a concern and what to look out for.*
- *Boundaries and how we make mentoring safe for all.*

We ask all our mentors have an up to date certificate in basic first aid, appropriate for young people. We hold one day first aid courses for our mentors at either our Mere Youth Centre or a local training venue.

The MS Manager is in contact with mentors every week via phone, email or messaging service and monthly support meetings are provided. In addition, we arrange social events and opportunities for our mentors to meet as a group, to chat and swap ideas and experiences.

We welcome and encourage feedback from our mentors and young people on every aspect of the mentoring programme. The MS Manager will routinely request feedback, but if you have any comments or suggestions in the meantime please let us know.

The MS Manager and Charity Director are always available for support and advice, by phone, messaging service, email or in person.

# The Mentoring Programme

## 13 The Young Person

The young people on our mentoring programme have been referred for a reason but have voluntarily agreed to join the programme with the support of their parent/carer(s), and therefore want to make a change in their lives. There will be times when it is difficult and challenging; the young person may have particular issues and learned behaviours but the time, effort, understanding and the belief you show them will make a real difference to them and to you.

Once you have been matched with a young person you will be provided with their Young Person's Profile. This document contains contact and personal information about the young person, reasons for the referral, their strengths and interests, as well as any other relevant information for making the mentoring process a success. If relevant and appropriate, information from their school (attendance, subjects, effort and attainment) or other agencies may also be included.

The young person may have a diagnosis of a condition which can affect their focus, understanding or behaviour, such as Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD), dyslexia or dyspraxia. If this is the case, the MS Manager will discuss the condition with you, how it affects the young person and how best to support them.

As is the case with all things that are worthwhile, there will be good times and challenging times, but the rewards are significant. Here are some tips to help with any difficult times:

Be realistic. The young person is not going to be an angel all of the time.

Don't take it personally. You just happen to be the person there.

You are not responsible for their behaviour; they are young and still learning and may have things going on from elsewhere.

*continues...*

Separate the young person's behaviour from the young person.

Ignore the behaviour if possible, the young person may be looking for a response.

Try not to respond with negative comments about their behaviour. They probably get that a lot.

Catch them being good and praise their good behaviour

Stay calm and take your time. How you respond will influence the young person's behaviour.

Try to understand the reasons for the behaviour, as this can help change it.

Refocus the young person with questioning or an activity.

You cannot control their behaviour, but you can help them to change it and make different choices.

If a particular activity or approach brings on a particular behaviour try something different.

At Seeds4Success we are a team so ask for support if you need to.  
The MS Manager is always available before, during and after sessions.

Giving the time and commitment to be a mentor makes a real difference to the young person's and their family's lives. Remember, you are wonderful!

## 14 Meetings, support and contact

Once you have been matched with a young person, the MS Manager will invite you to a meeting to discuss the young person's referral, to go through their profile and to pass on the mentoring pack. During this meeting, the reasons for the referral, the young person's needs, their interests and strengths, risk assessments and any conditions which could affect their understanding or behaviour will be discussed. If you agree to mentor the young person, you will also be asked to read and sign a Mentoring Agreement.

The MS Manager will then meet with the young person and their parent/carer(s) to pass on your contact details and to let them know a little about you and ask the young person to go through and sign the Mentoring Agreement. We will then ask you to contact the young person to arrange your first session.

Your 'friend code' for a messaging service will be provided to the young person and theirs will be given to you. This will enable you both to exchange messages. All communication between you and the young person should be carried out in this way. The messaging service app is one that is legal for young people and adults to use and can be accessed using a smartphone. If you do not have a smartphone or do not wish to use your own, then the charity can provide a basic pay-as-you-go smartphone for your mentoring.

Your address, phone number and other personal details will never be passed on to the young person or their parent/carer(s) and you should never offer to give them.

The MS Manager will be in contact with you every week via email, phone or the WhatsApp messaging service. We also provide monthly support meetings to all our mentors which are an opportunity to discuss how the sessions are going, the young person's progress, to provide support and guidance and for you to give feedback. These meetings can be in person or via a video conferencing service such as Zoom or Skype. In addition, we arrange informal mentor get togethers at least 4 times a year, where you can chat with other mentors and swap experiences and ideas. The WhatsApp mentors' group chat is also a great way to keep in touch with others in the programme.

*continues...*



Every three months, after reviewing the young person's goals with them, we ask you to attend a progress meeting with the MS Manager in person. This provides an opportunity to review goals and progress, discuss any concerns and to plan ahead. Following this, the MS Manager will invite the young person and their parent/carer(s) to a meeting to update them on the young person's progress and any concerns.

We believe it is important for the process that the mentor is independent from family, school and other agencies. Therefore (apart from at the start of the process where parent/carer(s) may wish to meet you prior to mentoring starting), you will never be asked to meet the young person with the MS Manager or the parent/carer(s) being present.

#### Meeting schedule:



## 15 Mentoring Sessions

The mentoring sessions are the opportunity for you to build a reliable, consistent and trusting relationship with the young person. They are important for setting, monitoring and reviewing the young person's goals and progress towards them, as well as providing support and building their confidence and resilience. However, it is vital the sessions are interesting and fun to develop and maintain both the young person's and your motivation and maintain the relationship.

Sessions should be centred around the young person's interests, their needs and the support required at a particular time. Setting, monitoring and reviewing goals and targets, as well as completing Strength and Challenges Questionnaires (SCQ) should also take place during sessions and can be the focus for a particular session. SCQ's are a tool to help the young person, mentor, MS Manager, parents, teachers and other professionals establish the strengths and challenges a young person has and are described in detail later in the handbook. The young person will have been told about what to expect and paperwork and procedures at their meeting with the MS Manager at the start of the process, so they will not come as a surprise.

The sessions should ideally be:

- regular and frequent
- weekly, but this will not always be appropriate and some weeks, making contact by phone, messaging or video conferencing will be sufficient
- between an hour and two hours in duration
- based around the young person's interests and hobbies
- in a public place but away from others to avoid distractions
- varied to maintain interest and motivation
- planned in advance
- fun

*continues...*

At the start of the process it is important to get to know the young person and focus on their interests during sessions. Do not expect too much to begin with; they may not be too chatty at first and they will need to build trust before they open up to you.

A focus in an early session could be the 4 S's Chat. This is a question led discussion designed to help you get to know the young person and to give the young person their first experience of talking to you about themselves. There are 12 questions in the chat, three on each of the 4 S's: sparks, strengths, struggles, and supports. The questions are designed to be discussion starters and not a script or test. The 4 S's questions and accompanying notes are in your mentoring pack and also in the Appendices.

As you progress through the sessions and you get to know the young person and their needs better you will want to look at goal and target setting. The focus for a particular session will often determine a suitable public venue. If a session involves paperwork such as goal setting or SCQ then a café or a table in a park may be the best place. For some young people the same day, time and place each week may be appropriate, to help them with their routine.

If your sessions with the young person centres around transport to and from a club or course, then you may need to arrange additional sessions in a venue such as a café or park to complete any SCQ or goal setting or reviewing forms.

Resources to download and links to useful sites and information are available in the mentors' area of the Seeds4Success website. Paper copies of any resources can be provided if you message the MS Manager. If you find resources to have been particularly useful or not much help or have discovered your own, then please share them and your feedback with the MS Manager and your fellow mentors at meetings.

### Planning and Reporting Sessions


All sessions must be as safe as possible for you and the young person, and age appropriate. It is important that you refer to the Mentors' Policy (see Appendices) and risk assessments when planning sessions.

*continues...*

Any additional risk assessments required to cover planned activities will be emailed to you by the MS Manager. Please read all risk assessments carefully and always be aware and mentally risk assess during sessions.

The MS Manager should always be aware of a mentor's plan for a session and general details of what occurred during a session. This information is sent via two forms: The Mentor Session Plan and Mentor Session Report. These can be downloaded from the mentors' area of the website, completed using a laptop or tablet and emailed to the MS Manager. If you would rather have printed versions of the plan and report forms to complete by hand and return to the charity base at Mere, these can be provided in your mentoring pack.

The Mentor Session Plan is to record details of date, time and place of a session along with a brief description of any planned activities and should be submitted to the MS Manager at least 48 hours before each session. The MS Manager will reply within 24 hours with approval and if required, any changes necessary and risk assessments.

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Mentor Session Plan

Please complete a Mentor Session Plan before each mentoring session and return it to the Lee Cherry at [lee@seeds4success.org.uk](mailto:lee@seeds4success.org.uk) 48 hours before the planned session.


MNo: Click

Mentor's Name:	Click or tap here to enter text.		
Young Person's Name:	Click or tap here to enter text.		
Planned Date:	Click or tap to enter a date.	Planned Location:	Click or tap here to enter text.
Planned Time:	Click or tap here to enter text.		

Please give a brief description of any activities planned for the session:  
Click or tap here to enter text.



If you need to arrange a session within 48 hours or any plans change, please message or phone Lee with the details.



Lee will reply within 24 hours with approval and if required, any changes necessary and risk assessments

Remember, only meet the young person if you have received approval from the Mentoring Manager or Charity Director.

Thank you very much for your help


S4S MSP

*continues...*

If you are planning to introduce a new activity we ask for as much notice as possible to prepare risk assessments and gain parental permission if required.

On occasions it may be necessary to change the date, time or details of a session, or to arrange a session within 48 hours. If this is the case then please message or phone the MS Manager with details and to receive approval.

Please record a brief and general description of the session along with any progress towards the young person's goals on a Mentor Session Report and submit to the MS Manager within 3 days or as soon as possible if you have any concerns.

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YOUNG PEOPLE EARNING THE CREDIT

Mentor Session Report

Please complete a Mentor Session Report after each mentoring session and return it to the Lee Cherry at [lee@seeds4success.org.uk](mailto:lee@seeds4success.org.uk) as soon as possible and within 3 days.

MNo: Click

Mentor's Name:	Click or tap here to enter text.		
Young Person's Name:	Click or tap here to enter text.		
Meeting Date:	Click or tap to enter a date.	Meeting Location:	Click or tap here to enter text.
Meeting Duration:	Click or tap here to enter text.		

Please give a brief and general description of the session:  
Click or tap here to enter text.

Please describe the progress the Young Person has made towards achieving their goal(s):  
Click or tap here to enter text.

Please indicate if any Goal or SDQ forms were completed during the session:

SCQ	<input type="radio"/>	Goal Record Sheet	<input type="radio"/>	Goal Rating Sheet	<input type="radio"/>
-----	-----------------------	-------------------	-----------------------	-------------------	-----------------------

Do you have any concerns, such as wellbeing or safeguarding, or further comments?  
Click or tap here to enter text.

If you have a safeguarding concern, please inform S4S as a matter of urgency using this form or contact one of the Designated Safeguarding Workers. Refer to the Safeguarding section in the Mentoring Handbook for more details and procedures.

Thank you very much for your help

S4S MSR

The MS Manager will give you a minimum of two weeks' notice if paperwork such as a Strengths and Challenges Questionnaire or Goal Rating Sheet should be completed.

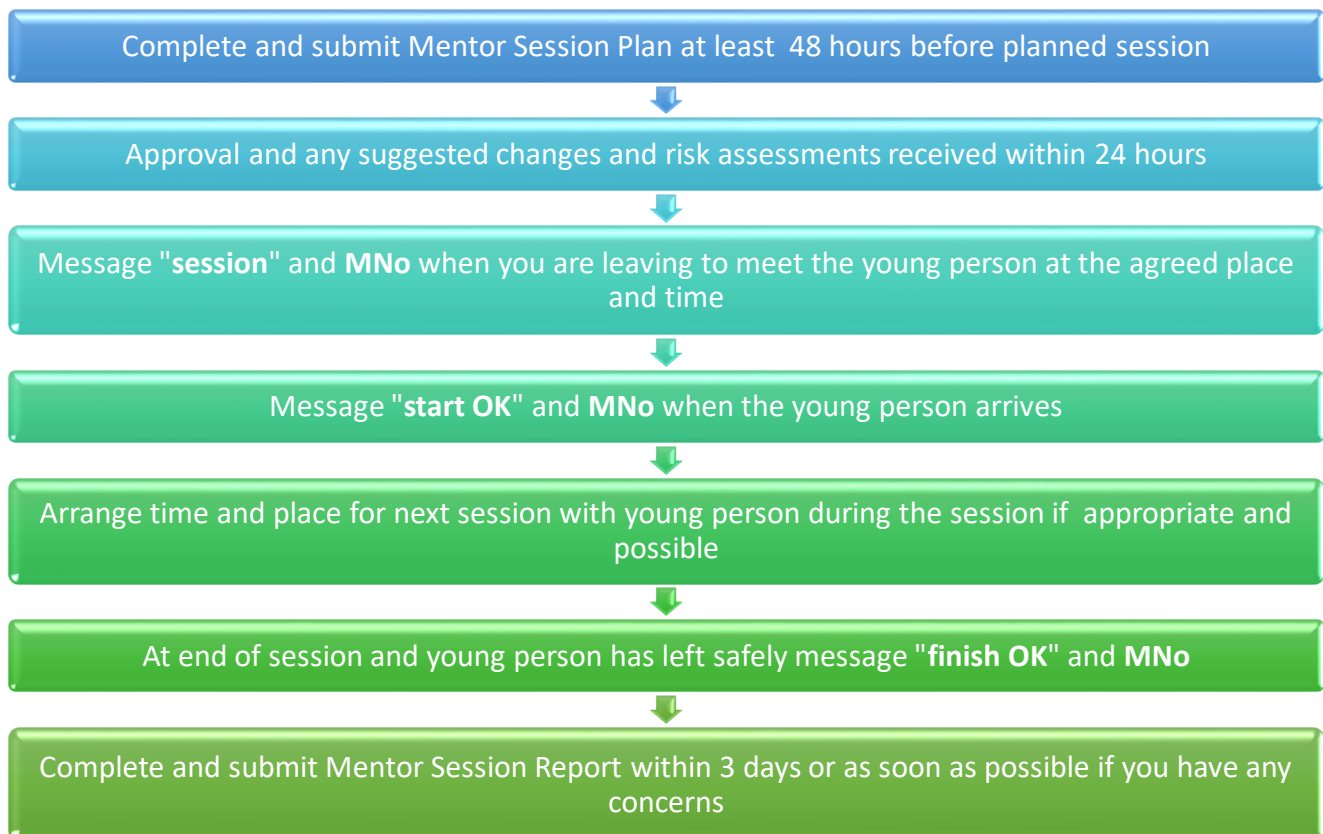
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### Checking in and out of sessions

It is important that you message the MS Manager when leaving to attend the session, and at the start and end of each session so that we know the young person has arrived and left safely.

- When leaving to attend the session, please message “session” along with your mentoring number (MNo).
- At the start of the session, when the young person arrives, please message “start OK” along with your mentoring number (MNo).
- Message “finish OK” along with your mentoring number (MNo) at the end, when you and the young person have left safely.

**Procedure for planning and reporting sessions and checking in and out:**



**Remember, only meet the young person if you have received approval from the MS Manager or Charity Director.**

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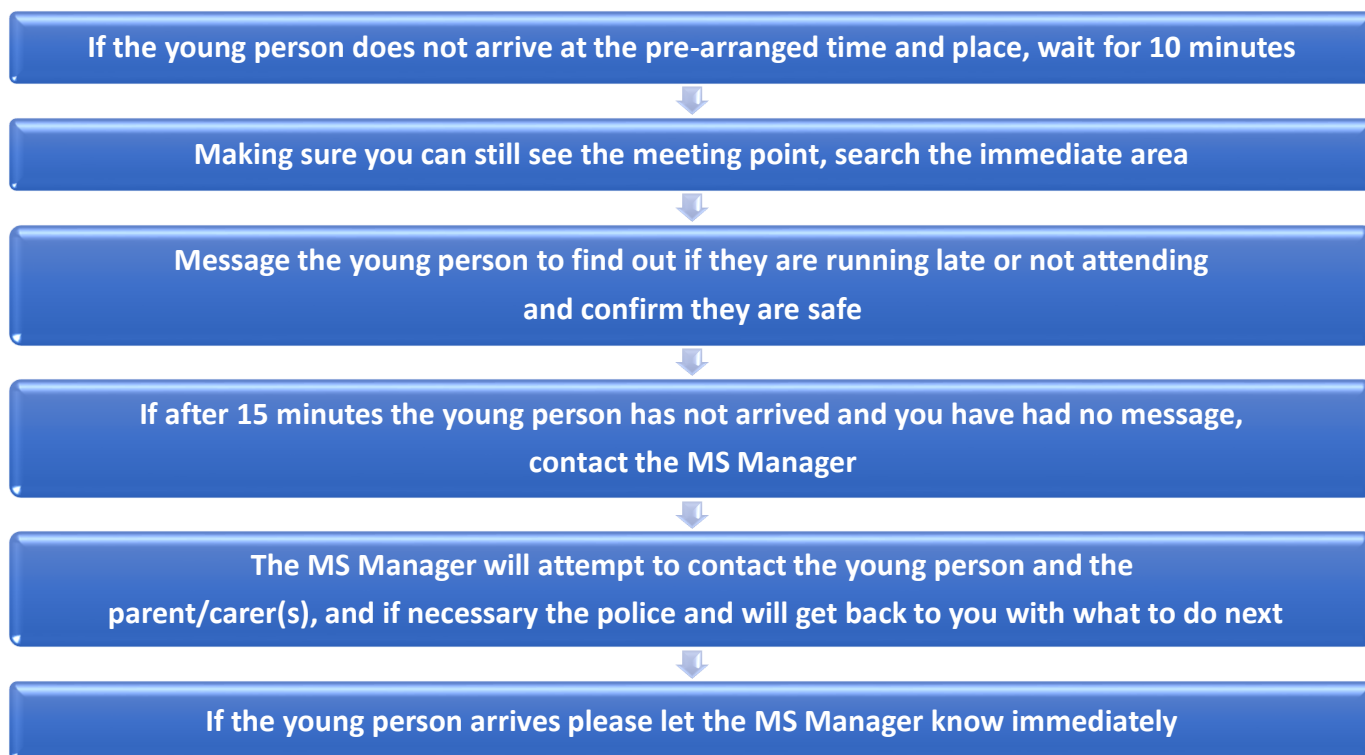


## Important reminders for mentoring sessions:

- Make sure that your phone is fully charged, and you have contact information for the young person and MS Manager, Charity Director and the lead Trustee for safeguarding.
- Keep your phone switched on but silent.
- Have your ID badge on your person.
- Take a pen and notebook and spare pen and paper for the young person, just in case.
- Have a first aid kit handy.
- Take your copy of the Mentoring Agreement in case a reminder is needed.
- Family or friends of the young person should not be present. If they are, end the session and contact the MS Manager.
- Do not take part in any activity or visit any venue not agreed by the MS Manager.
- It is okay to take pictures of the young person during the session as long as the MS Manager has given permission. Forward to the MS Manager as soon as possible and delete from the phone or camera and the cloud.
- No drugs, alcohol, smoking or vaping during sessions. If the young person appears to be under the influence of any substance, end the session and contact the MS Manager immediately.
- Remember the boundaries of the mentoring relationship.
- Be aware and mentally risk assess throughout the session.
- The MS Manager or Charity Director will be available via phone or messaging service before, during and after the session for support and advice.

*continues...*

If the young person does not show at the pre-arranged place and time, follow this procedure:



If the young person gets upset or angry during a session or something has happened previously to bring on these emotions, the young person may need some space. If they do:

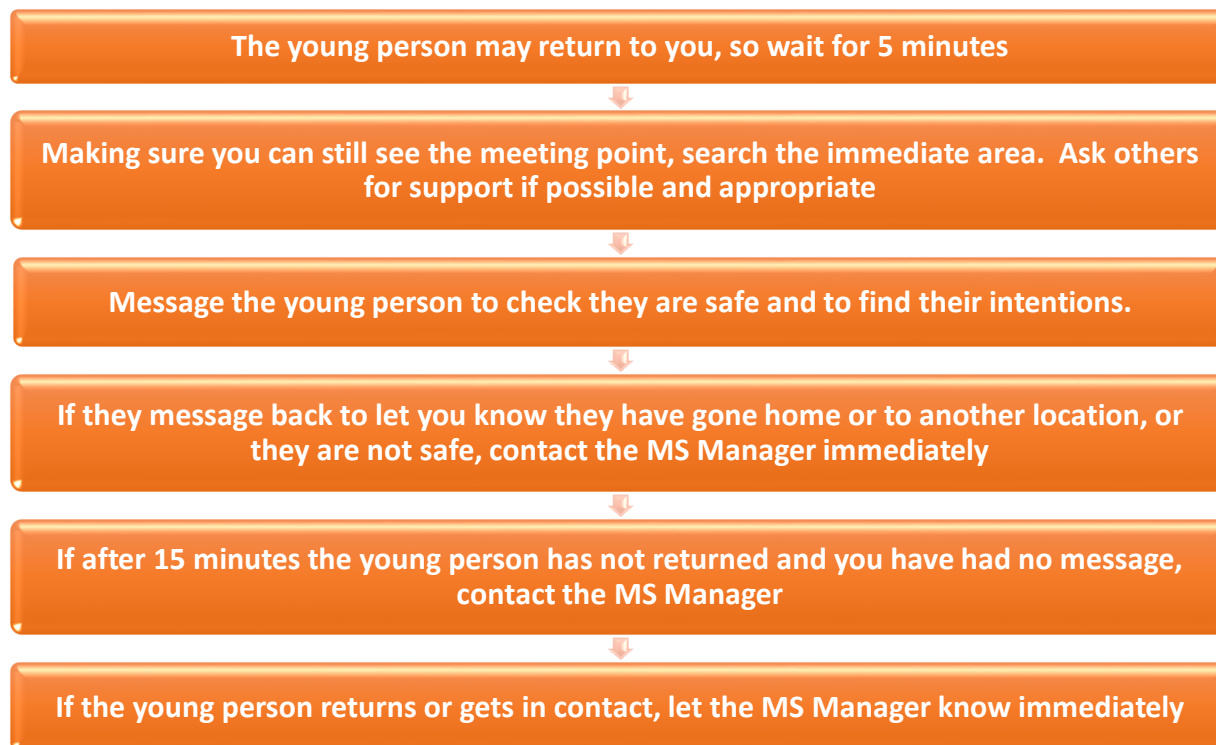
- Let them know you understand how they are feeling, and you need to keep them safe.
- Allow them to be away from you but keep them in sight in a safe place.
- After an appropriate time (5 or 10 minutes) approach the young person and ask them if they are ready to return.
- If the situation continues please contact the MS Manager for support and advice.

Please let the MS Manager know about lateness or other issues with showing up for or during sessions via the Mentor Session Report.

*continues...*

It is unlikely, but if the young person should go missing during a session, please stay calm and do not go after them unless you feel the young person's safety is at risk.

Please follow this procedure:



Remember, the MS Manager is always available by phone, messaging service or email for support and advice. In the unlikely event that the MS Manager is not available, and you require immediate support, please contact the Charity Director.

## 16 Communicating with the Young Person

Communication skills are important in developing a positive and trusting relationship with the young person. Non-verbal communication, such as body language and active listening, are just as important as verbal. Awareness of your and the young person's communication is an important part of mentoring.

Examples of positive and open body language are:

- eye contact
- open or relaxed posture
- nodding or other affirmation
- pleasant facial expressions
- staying with silence

Remember to put your  
phone on silent and



ask the young person  
to do the same

In addition to enthusiasm and encouragement, there are a variety of skills that a mentor can use to effectively communicate with a young person, including the following:

- Active listening

This is listening properly to what a young person is saying and not being unintentionally distracted by thinking about what to say next for example. This is especially important as it encourages the young person to continue and shows them that what they are saying is valued.

- Reflective listening and clarification

This is verbally reflecting back what the young person has just said which helps the young person feel understood. "So, it seems that you're..."

- Paraphrasing

Rephrasing the young person's statement in your own words helps to check understanding.

- Summarising

Select the main points from a discussion with the young person and bring them together in one statement.

*continues...*

- Open-ended questions

These are questions that cannot be answered with a simple yes or no. Open-ended questions encourage the young person to answer with a thought through and full answer.

- Probing questions

Using open-ended questions to examine in depth a subject or topic that needs further discussion or clarification.

- Self-disclosure

When the mentor shares appropriate personal feelings, attitudes, opinions, and experiences with the young person to increase the trust in the relationship. Remember to always consider boundaries.

- Interpreting

The mentor adds to the young person's ideas to give alternate ways of looking at circumstances. It is important to check with the young person that you are interpreting correctly.

- Confrontation

The mentor uses questions or statements to encourage the young person to face difficult issues or challenge their ideas without accusing, judging, or devaluing them.

- Hypothetical questions

These "what if" questions enable the young person to use their imagination, think more widely and explore alternatives.

- Validation

Agreeing with the young person's ideas can give them confidence and reassurance.

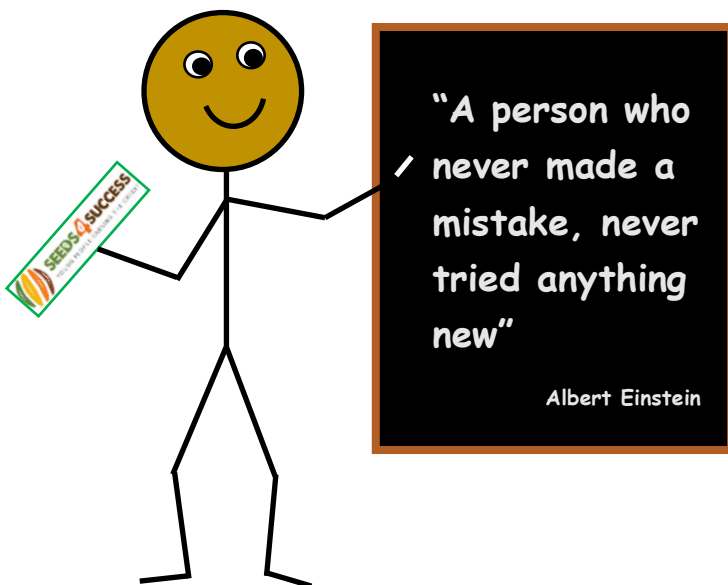
Allow the young person to talk about their problems and express negative emotions if they need to. Try to get them to focus less on the problem and more on possible solutions and things they can control.

## 17 The Growth Mindset

The Growth and Fixed Mindset theory was developed by American psychologist Carol Dweck and has been a major influence on how we work and communicate with young people. Always try to promote a growth mindset when communicating with a young person.

Those with a fixed mindset take the view that your ability in something stays mostly unchanged and is what you are born with. Therefore, if you are 'not good' at something there is little point in trying to improve and if you are 'good' then there is no need to try.

The growth mindset on the other hand is a belief that, although we have varying abilities, these are not fixed and can be improved. Those with a growth mindset may be much more willing to put in extra time and effort to achieve more ambitious goals.



To encourage a growth mindset, it is important to praise learning, progress and successful outcomes, but it is equally and possibly more important to praise the effort and work that went in to achieving the success. Try and avoid references to 'being good' or 'not good' at something or praising ability as this can reinforce a fixed mindset.

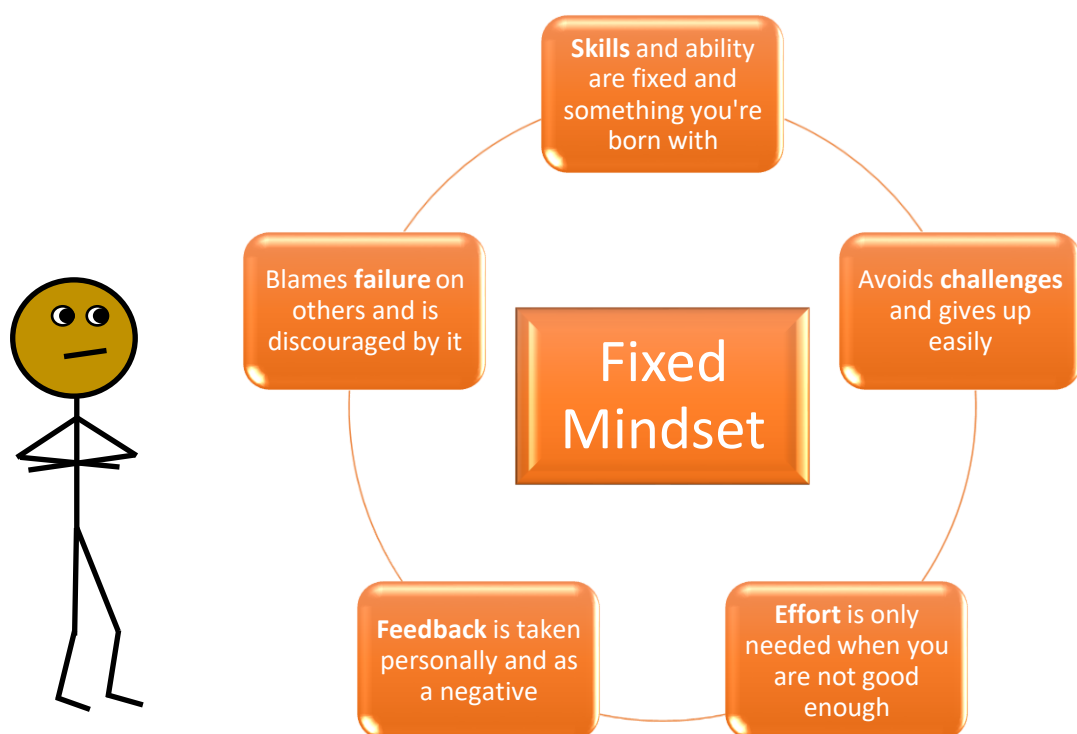
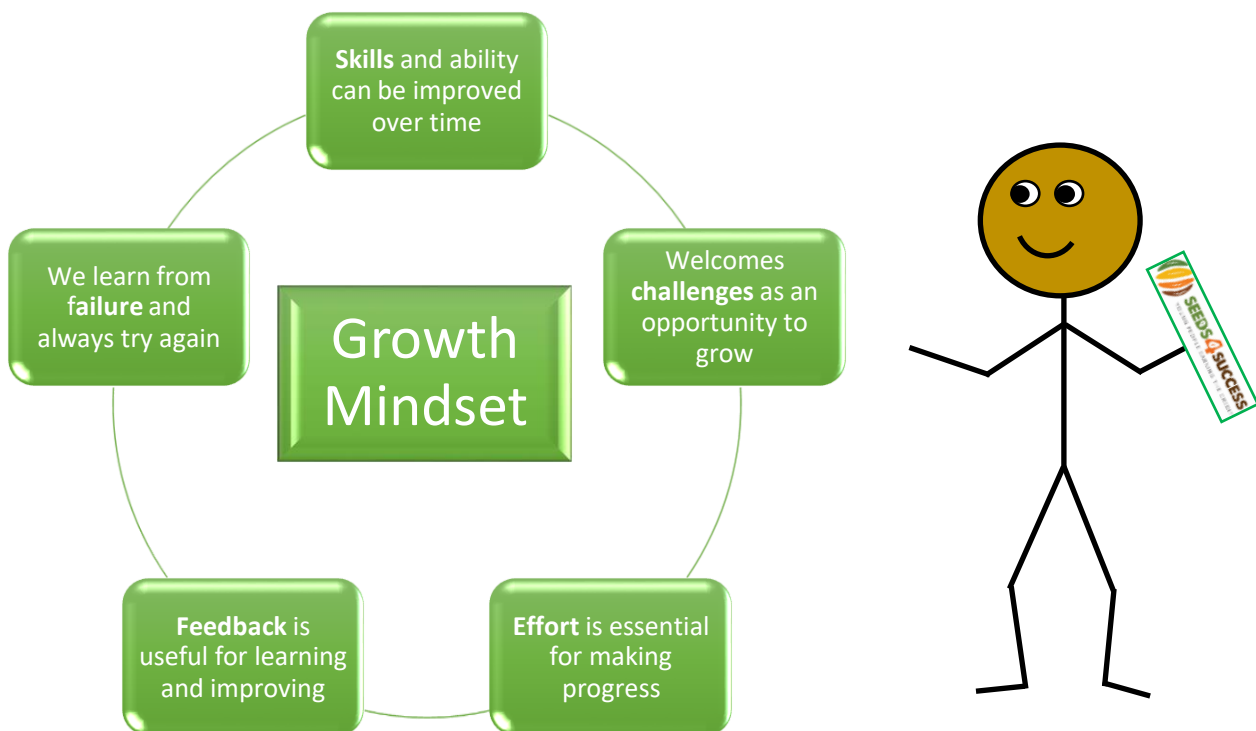
A growth mindset will see setbacks as a positive learning experience. If a young person 'fails' in something or does not achieve a target or goal that's fine. Failure and 'trial and error' is an important part of learning. Look at their approach or strategy and help them to pinpoint any issues and develop and a new plan.

Using the 'yet' word is a simple and effective way to promote a growth mindset. For example: "You can't do that yet, but if you try . . ."

*continues...*



## Growth Mindset versus Fixed Mindset:



## 18 Confidentiality and Boundaries

The details of discussions you have with the young person and any personal information shared during the mentoring sessions are confidential between the two of you. This is important in order to build trust in the mentor-mentee relationship. Only general areas of discussion are passed on to Seed4Success in the Mentor Session Report and all information is kept within the mentoring programme.

However, you must always pass on details of discussions:

- when disclosed information puts anyone at risk.
- if you have concerns for the young person's safety.

Remember, because of the necessity to pass on information in the event of disclosure of if you have concerns you should never promise to keep secrets.

(See the Concerns and Safeguarding section for more details of what to do if you have a concern for someone's safety or if the young person or someone else discloses to you)

It is important to have a discussion with the young person about confidentiality at the start of the mentoring process so that the young person is aware when confidentiality may have to be broken. Reading and discussing the Mentoring Agreement at the start of the mentoring process is an important part of understanding confidentiality.

To maintain the respect, trust and consistency within the mentor-mentee relationship there needs to be established boundaries. Reading, discussing and signing the Mentoring Agreement at the start of the mentoring process is an important part of establishing these.

*continues...*

In addition to confidentiality and boundaries in discussions there are also physical boundaries to keep in mind.

Always be aware of keeping a safe and appropriate distance from the young person. If they need comforting or reassuring, then do this verbally and avoid physical contact such as a hug or pat on the back.

The exception to this is in an emergency or the young person is in danger and needs restraining to keep them from harm or needs first aid.

If you do need to make unavoidable physical contact, then:

- ask others around you to witness if you can
- explain to the young person what you are going to do and why
- ask the young person's permission if you can
- record what happened as soon as possible after the incident
- make sure all contact is 'reasonable' and 'appropriate'

Remember, the MS Manager or Charity Director is always available by phone, messaging service or email for support and advice.

*continues...*

### Important reminders for maintaining the mentor-mentee relationship:

- Please have fun and be friendly but remember you are not the young person's friend.
- You should not try to be a teacher, therapist, counsellor or social worker. Only give advice and support in areas you are comfortable with.
- Plan sessions in advance.
- Only meet with the young person during mentoring sessions and with the knowledge of the MS Manager.
- Do not discuss or give out personal information such as your address, health information, where you socialise etc.
- There should be no exchange of gifts or money, including lending, borrowing, buying or selling.
- Always meet in a public place such as a café, library or park unless agreed with the MS Manager in advance.
- Do not agree to the young person's friends or family attending sessions unless agreed with the MS Manager in advance.
- Always have your copy of the Mentoring Agreement with you so you can remind the young person of boundaries if needed.

The mentoring process relies on a positive relationship, but the focus of the relationship must be the young person. Always keep this in mind. If the young person moves the discussion towards you then refocus. If the young person continues to do this, or they ask personal questions, use the Mentoring Agreement to remind the young person of the role of the mentor and the boundaries.

## 19 The Young Person's Strengths and Challenges

It is helpful, in addition to the information in the referral, to establish the strengths and challenges a young person has at the start of the mentoring process. This information can give a focus to mentoring sessions and help the young person and mentor to set meaningful goals.

The Strengths and Challenges Questionnaires (SCQ)\* are a tool to help the young person, mentor, MS Manager, parent/carer(s) and another adults involved with the young person (such as youth workers and teachers) establish the strengths and challenges a young person has. Questionnaires are completed by the young person, parent/carer and another adult involved with the young person (such a youth worker or teacher) at the start of the mentoring process and then at appropriate intervals, such as six months, and again at the end of the mentoring process. These follow up SCQs enable us to evaluate the progress the young person has made, review and reset goals if necessary, and to determine the impact of the Seeds4Success mentoring programme as a whole.

\* © Robert Goodman, 2005

The SCQs give an indication of the strengths a young person has, and the type and degree of support a young person may need in five behaviour areas:

- Emotional

Everyone feels sad, worried, or upset from time to time. However, if these feelings last a long time they can develop into depression, anxiety and anger, and begin to disrupt the young person's life.

- Conduct

This includes aggressive, destructive, or deceitful behaviour and breaking rules. It can include truancy from school or running away from home.

*continues...*

- Hyperactivity

This is when a young person is overactive, inattentive, lacks focus, is impulsive, and can also be disorganised.

- Peer

The most common peer relationship problems are bullying and being victimized by others, isolation from peer groups or aggressive/dominant behaviour toward others. It can be accompanied by depression and conduct problems.

- Prosocial

This is when the person has intent to benefit others, such as helping, sharing, donating, cooperating or volunteering.

In addition to the five behaviour areas, the SCQs can also provide information about the young person's total challenges, externalised problems, internalised problems and impact on others:

- The total challenges score is an indication of overall problems a young person is faced with and is a combination of all the different behaviour areas listed above.
- Externalised problems are behaviours that are directed toward the external environment. They can include physical aggression, disobeying rules, cheating, stealing, and destruction of property. This is often referred to as disruptive behaviour. The externalised problem score is a combination of the conduct and hyperactivity behaviours.
- Internalised problems are behaviours that are focused inward. They can include fearfulness, social withdrawal, anxiety, sadness and loneliness. The internalised problems score is a combination of the emotional and peer behaviours.

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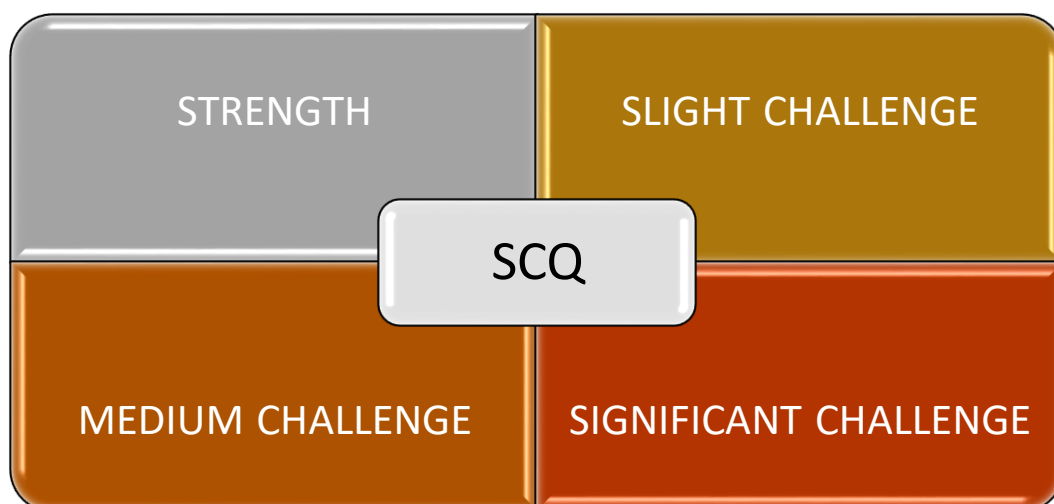


- The SCQs will also generate an impact score. This is an indicator of how the young person's challenges are impacting on their everyday life, on the lives of their family and friends, as well school classes.

The first questionnaire, known as the initial SCQ (SCQi) should be completed by the young person, with support from the mentor, ideally during a mentoring session within the first month of the mentoring process.

Follow-up questionnaires (SCQf) should be completed at intervals, ideally six months, and again at the end of the mentoring process. All completed questionnaires should be returned to the MS Manager. Copies of the questionnaires can be found in the mentoring pack. Thank you for your support delivering the SCQ as part of the mentoring process.

The questionnaires will be 'scored' by the MS Manager. Each of the five areas, as well as the total challenges, externalised and internalised problems and impact score will be categorised into one of four bands:



The MS Manager will discuss with the mentor, the scores and outcomes of the SCQ and which areas the mentor should focus on in sessions and use to set and review goals with the young person.

Those areas or problems identified as being a medium or significant challenge will be the priority for goal setting however it is always important to highlight the young person's strengths during the discussion.

## 20 Goal and target setting with the Young Person

Agreeing and setting goals and targets with the young person are a vital part of the mentoring process. They give a focus in the mentoring sessions and help the young person to make progress between sessions. Positive, realistic and achievable goals and targets enable the young person to experience success and the positive feelings and benefits that brings.

- Goals are achievable in the mid or long term and may take months or a year to complete.
- Targets are short term and the young person can be asked to complete them for the next mentoring session or in a few weeks.

Goals are agreed and set in the mentoring sessions in discussion between the mentor and young person. Mentors use their skills and experience to support the young person to set goals based on a combination of the preferred outcomes of the young person, their interests, the 4S's chat, the reasons for referral (detailed in the Young Person Profile) and the SCQs.

Goals should be set or reviewed, ideally within a month or four sessions after completion of a SCQ. The MS Manager will discuss the scores and outcomes of the SCQ with the mentor and suggest areas to focus on when setting and reviewing goals with the young person.

At the start of the process, the young person may need a lot of help with setting goals, particularly if they have not been used to setting goals before. It may be helpful to set one goal that focuses on an interest or hobby of the young person, that should be straight forward to complete in a short time frame.

All goals and targets should be safe for the young person. The MS Manager and Charity Director are always available by email or phone for support with setting goals and targets.

*continues...*

Goal setting can be summarised as:

What do I (the young person) want to change?

What do I (the young person) need to learn about the world around me or understand about myself to achieve that change?

There are three types of goal a young person can choose to focus on:

- Change goals

These goals focus on what the young person wants to change in their lives. For example: 'I want to improve my attendance at school'; 'I want to make some friends'; 'I want to go to college next year'. At least one of the young person's goals will be a change goal.

- Learning goals

These goals help the young person find out or get ideas about things that might help them, even if these might not bring about change directly. Learning goals usually support a young person in achieving their change goals. For example, 'find out about courses, clubs and public transport in the local area'.

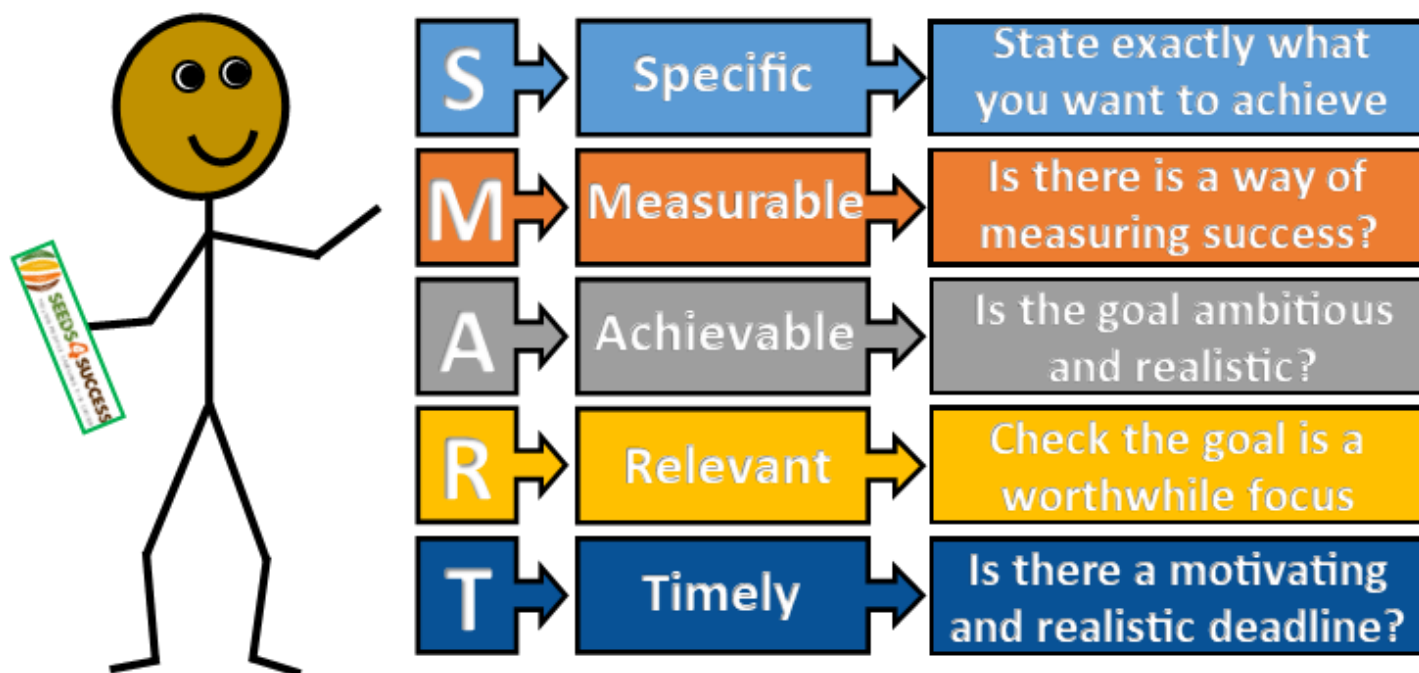
- Understanding goals

These goals focus on the young person wanting to understand themselves better. This may lead to change, but this is not the primary focus. Understanding goals can support a young person in achieving their change goals. For example, 'understand what things make you happy and what makes you sad', or 'find new activities that you find interesting or fun'.

*continues...*

Potential goals should be shaped into a maximum of three agreed goals, which should be decided jointly by the mentor and young person following discussion.

Goals which are unrealistic, irrelevant or vague can be counter productive to the mentoring process. Therefore, it is worth spending the extra time to make goals 'SMART' wherever possible:



For example, if the young person's potential goal is to go to college next year, the agreed SMART goal might be: "to have completed and sent an application for a college course by the application deadline", or if the goal is to improve attendance at school: "I will have an average attendance above 90% by the end of the school year".


An associated agreed learning goal might be: "to find out about the different courses available at the college by the end of October", or an agreed understanding goal: "write down the worries I have each time I don't go to school and bring them to a session in November".

*continues...*

There are three simple forms involved with goal setting and monitoring progress:

- The first is a Goal Record Sheet which is for writing down the agreed goals and letting the MS Manager know what they are.
- The second is a Goal Progress Chart, which is for the young person and mentor to follow progress towards achieving goals.
- The third is a Goal Rating Sheet for reviewing the goals and progress every three months or so and letting the MS Manager know how things are going.

### The Goal Record Sheet

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Goal Record Sheet

No:

Young Person's Name:

What are the goals you want to achieve during your mentoring sessions?  
(List up to three goals)

Goal Number	Goal Description
1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>

 If you have any other goals, please list them here:

Young Person's Signature:  Today's Date:

S4S GR5

Agreed goals should be recorded on a Goal Record Sheet and written using the young person's words as much as possible.

This form should be forward to the MS Manager when completed.

The MS Manager will return copies to the young person and mentor for reference, along with a Goal Progress Chart for each agreed goal.


It may be necessary to complete new Goal Record Sheets as the young person completes and develops their goals.

*continues...*

## The Goal Progress Chart

The Goal Progress Chart is a way of tracking progress towards each goal. The mentor may ask the young person to spend a few minutes of a session reflecting on their progress towards a goal and circling a number. This is an effective and easy way for the young person to evaluate and see their progress and to initiate discussion if they feel progress has or has not been made.

The Goal Progress Chart is a useful tool which provides a focus for discussion and structure to sessions. However, it is not necessary or appropriate to score progress towards goals every session.

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Goal Progress Chart


Young Person's Name:

Quarter:

Goal:

No:

Session	Date	Today I would rate progress to this goal: (Please circle the appropriate number) <small>Remember a score of zero means no progress has been made towards a goal, a score of ten means a goal has been reached fully, and a score of five is exactly halfway between the two</small>										
1		0	1	2	3	4	5	6	7	8	9	10
2		0	1	2	3	4	5	6	7	8	9	10
3		0	1	2	3	4	5	6	7	8	9	10
4		0	1	2	3	4	5	6	7	8	9	10
5		0	1	2	3	4	5	6	7	8	9	10
6		0	1	2	3	4	5	6	7	8	9	10
7		0	1	2	3	4	5	6	7	8	9	10
8		0	1	2	3	4	5	6	7	8	9	10
9		0	1	2	3	4	5	6	7	8	9	10
10		0	1	2	3	4	5	6	7	8	9	10
11		0	1	2	3	4	5	6	7	8	9	10
12		0	1	2	3	4	5	6	7	8	9	10
13		0	1	2	3	4	5	6	7	8	9	10

 When all 13 sessions of the quarter are completed, please complete a Goal Rating Sheet.

Thank you


S4S GPC

*continues...*

## The Goal Rating Sheet

The MS Manager will forward a Goal Rating Sheet to the mentor every 13 sessions after goals are set. This is every three months approximately. This sheet will have the young person's goals filled in by the MS Manager, ready for the session.

The young person should rate their progress towards achieving each of their goals on the sheet. This is an opportunity for the mentor and young person to discuss and review the goals and progress made. It may be appropriate to spend some time during a number of sessions to do this rather than trying to review all the goals in one.

**SEEDS4SUCCESS**  
YOUNG PEOPLE EARNING THE CREDIT

Goal Rating Sheet

Young Person's Name: \_\_\_\_\_ Date: \_\_\_\_\_ No:

How close are you to achieving your goals?

*On a scale from zero to ten, please circle the number below that best describes how close you are to reaching your goal today. Remember a score of zero means no progress has been made towards a goal, a score of ten means a goal has been reached fully, and five is exactly halfway between the two.*

YOUR FIRST GOAL

Goal not all met

Halfway to reaching this goal

0 1 2 3 4 5 6 7 8 9 10

Goal reached

YOUR SECOND GOAL

Goal not all met

Halfway to reaching this goal

0 1 2 3 4 5 6 7 8 9 10

Goal reached

YOUR THIRD GOAL

Goal not all met

Halfway to reaching this goal

0 1 2 3 4 5 6 7 8 9 10

Goal reached

Thank you very much for your help

S4S GRA

The completed Goal Rating Sheet should be returned to the MS Manager.

If goals are altered, completed or new ones agreed, please let the MS Manager know via the Mentor Session Report, email or completing a new Goal Record Sheet.

In order to achieve agreed goals, the mentor will need to ask the young person to complete targets. These are short term tasks to complete for the next session or a couple of weeks. Ideally they should also be SMART.

For example: if one of the young person's learning goals was to find out about courses at the local college the target might be "to phone the college and ask for a prospectus and bring it along the session in two weeks time".

If the young person suggests what appears to be an unrealistic goal, such as a becoming a fighter pilot or film star then talk about it being an ambition, and no ambition is unrealistic. Ask what attracts them to that ambition and discuss what skills and experience are needed and how they will achieve them. Break it down into achievable goals and targets such as researching what is needed and gaining experience. Discuss similar alternatives and remember to always be encouraging.

Goals and targets are vital to the success of the mentoring process. Through these a young person can be guided and supported on their journey to success, and it is important therefore that goals are set and reviewed, and progress monitored. In addition, the procedures involved can provide structure and focus to sessions where needed.

However, it is equally important that procedures do not detract from the mentoring process and become a burden. Goals should be set and recorded, as well as being reviewed every quarter, but mentors should not feel that the young person must score their progress every session for every goal.

A mentor should use their experience, skills and judgement to determine which, if any of the young person's goals should be discussed and this will often only be determined at the start of, or during a session.



## 21 Concerns for a young person and Safeguarding

Seeds4Success recognises that children and young people live in families and local communities that can be both sources of support and safety but also danger and risk. We believe that safeguarding is everyone's responsibility and should be reflected in every aspect of our work with children and young people. The welfare of every child and young person in contact with the charity remains our priority at all times.

The following section outlines the procedures to follow when you have a concern for a young person, or if a young person or adult has disclosed to you. There is also information about the types of abuse and indicators that may cause you concern. Safeguarding and all procedures will be covered in detail during mentor training.

### Designated Safeguarding Workers:

#### Primary Designated Worker

Jaki Farrell



07585 723824

#### Lead Trustee

Andy Noble



07516 471595

If a young person is in immediate danger, follow these steps:

**Do not place yourself in danger**

**DIAL 999 AND CONTACT THE POLICE**

**In an emergency, get medical help**

**As soon as possible, inform the Designated Safeguarding Worker or, if they are not available, the lead Trustee for safeguarding**

*continues...*

If have a concern based on a disclosure by a young person:

1. Do not promise confidentiality but reassure the child or young person that the information will only be passed when this is necessary to help them. The young person or child may wish to retract the disclosure. This usually reflects the anxiety they feel about the consequences of the disclosure and should not be taken as an indication that the original disclosure was false.
2. Listen and do not prevent a young person who wants to talk about what has happened from doing so. Do not ask leading, interrogating or probing questions.
3. Reassure the child or young person that they were right in telling you, acknowledge any distress or difficulty in disclosing and explain what will happen next and who will be informed.
4. If the young person is in immediate danger, follow the procedure on the previous page.
5. If the young person is not in immediate danger:
  - As soon as possible, record the time, setting and details and any other witnesses to the conversation. Use the young person's own words as much as possible. Remember, do not include your own opinions or interpretation, only facts.
  - Contact the Designated Safeguarding Worker as soon as possible.

If your concerns are based on a disclosure by a parent or other member of the public:

1. Explain what will happen next and who will be informed unless doing so could lead to further harm to a young person.
2. If the young person is in immediate danger, follow the procedure on the previous page.
3. If the young person is not in immediate danger:
  - As soon as possible, record the time, setting and details and any other witnesses to the conversation. Use the discloser's own words as much as possible. Remember, do not include your own opinions or interpretation, only facts.
  - Contact the Designated Safeguarding Worker as soon as possible.

*continues...*

If a young person will only talk in confidence, please direct them to Childline.

**childline**

ONLINE, ON THE PHONE, ANYTIME  
childline.org.uk | 0800 1111

If a young person or adult does not want to talk there and then, or only in confidence please refer them to the Seeds4Success team or the NSPCC Helpline.



Always let the Designated Safeguarding Worker know about any concerns you have as soon as possible.

*(click on the links above)*

All of us have a role in safeguarding young people. As part of that role, it is important to be able to recognise the different types of abuse and the indicators that could give you reasons to be concerned.

#### Types of abuse:

- **Physical Abuse** is causing physical injury or failing to prevent physical injury or suffering. It may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a carer or parent feigns the symptoms of, or deliberately causes ill health to a child or young person they are looking after.
- **Emotional Abuse** is the persistent emotional ill treatment of a child or young person, such as to cause severe and persistent adverse effects on their emotional development. It can include threats, verbal attacks, shouting and rejecting behaviour. It may involve conveying to children and young people that they are worthless, unloved or inadequate, or not valued unless they meet the needs of another person. All abuse is likely to have an emotional abuse element.
- **Neglect** is the persistent failure to meet the basic physical and/or psychological needs of a child or young person. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect from physical harm or danger, failure to ensure access to appropriate medical care or treatment, or leaving a child or young person alone and unsupervised. It may also include neglect of, or unresponsiveness to basic emotional needs.

*continues...*

- Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child or young person is aware of what is happening. The activities may involve physical including penetrative and non-penetrative acts. They may include non-contact activities such as involving children in looking at or in the production of pornographic material or watching sexual activities or encouraging children or young people to behave in a sexually inappropriate way.
- Child Exploitation is the act of using a child for some form of personal or financial advantage. The nature of this exploitation often means the child is subject to cruel or harmful behaviour which has detrimental implications. A child who is being exploited might be experiencing emotional, sexual or physical abuse.
- Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, mobile phones and other internet-enabled devices. This may involve abuse such as: bullying/cyberbullying, emotional abuse (this includes emotional blackmail, for example pressuring children and young people to comply with sexual requests via technology), sexting (pressure or coercion to create sexual images), sexual abuse, sexual exploitation. Children and young people can also be groomed online: perpetrators may use online platforms to build a trusting relationship with the child in order to abuse them. This abuse may happen online, or the perpetrator may arrange to meet the child in person with the intention of abusing them.
- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Radicalisation starts when a vulnerable person begins to hold extremist views influenced by background factors (e.g. criminality, troubled family background), experiences and influences (e.g. friends and family), and unmet psychological needs (e.g. for belonging and status). The focus then moves to behaviours, where extremist views turn into violent actions influenced by social, emotional or experiential factors. A young person demonstrating extremist tendencies must be considered to be vulnerable and appropriate support under the Prevent Strategy will be sought.

*continues...*

These are indicators that could constitute cause for concern (this list is not exhaustive, and these factors will not always provide grounds to suspect abuse or neglect on their own):

Signs of neglect such as a child or young person being constantly hungry, dirty, tired, inappropriately dressed for weather conditions.

Physical injuries suspected of being non-accidental. Injuries can be suspicious because:

- they are on a part of the body not usually associated with accidental injury.
- they are unusually symmetrical.
- they are noticed on several occasions.
- they suggest attack e.g. handprints, cigarette burns, large bite marks, any small round bruise suggestive of grabbing, black eyes.

A child or young person who displays sexualised, aggressive, depressive or withdrawn behaviour or who is fearful of adults, runs away from home frequently or flinches when touched or approached.

A child or young person who self-harms.

A child or young person suddenly has new clothes, material items and possessions but does not have the means or clear explanation of where they have come from.

*continues...*

Non-organic failure to thrive. This can mean that a child or young person significantly fails to reach normal growth or developmental milestones (i.e. physical growth, weight, motor, social and intellectual development).

Conflicting accounts of injury, medical treatment or absence.

Any disclosure by a child or young person that indicates abuse/ neglect.

A young person expressing extreme or radical views, displaying symbols linked to known cause (e.g. Swastika for far-right groups) or talking about imminent harm to a particular group.

## 22 Expenses

We understand that expenses will be incurred as part of mentoring and are happy to reimburse you. These costs may include transport in your own vehicle or on public transport, refreshments from café's or shops, entrance fees for a venue or costs associated with a particular activity.

Please indicate on the Mentor Session Plan if you intend to visit a café, shop, or venue as part of a session although we understand that sometimes, expenses will not be planned. As a local charity, our resources are limited, so your help in keeping costs as low as possible and within the agreed maximum will be very much appreciated.

*continues...*

Mileage in your own vehicle, travelling to and from a session or used as part of a session is reimbursed at a rate of 45p per mile.

When buying items such as refreshments from a café or shop please ask for and keep receipts as the charity will need these when preparing and submitting our accounts.

If you plan to visit a local venue during a session, please let the MS Manager know in advance through the Mentor Session Plan or by email for approval. Tickets can then be bought by us in advance and often at a discount for the charity. If you do need to buy tickets on the day of the session, please keep receipts and tickets for our records.

Please detail any expenses on a Mentor Expenses Form after each session. The form can be downloaded from the Mentor's area of the website and emailed, along with scans or copies of receipts to the MS Manager. Please keep all original receipts safely as we will need these for our records when preparing and submitting our accounts. If you prefer, we can supply printed expense forms in the mentor pack which can be returned by hand or post with any receipts. Forms can be returned weekly after each session, or monthly.

Payments can be made on the next Tuesday after an expenses form is received (wherever possible) or monthly and will be sent by bank transfer (BACS). We will ask for your bank details when registered as a mentor. If you prefer, payments can be made in cash (please be aware that reimbursement of expenses paid using credit card will have to be made by BACS). Please indicate on the expenses form your preferred payment method and if you would like a weekly or monthly payment.

For mentors that have sessions which regularly incur expenses it may be appropriate for them to have their own 'float'. Expenses would need to be reported monthly using the form and receipts kept, but costs would be taken out of the float.

## Appendices

### A The 4 S's Chat



#### Notes for the 4 S's Chat

Before conducting the chat, consider and keep in mind the following:

- Conduct the discussion in an informal and warm way. While you can make brief notes to remember what the Young Person says, avoid typing answers or making the experience feel like a test.
- The objective of the 4 S's chat is to get to know the Young Person's sparks, strengths, struggles, and supports and in doing so to make the Young Person feel understood and validated.
- During the discussion, feel free to respond to the Young Person (the 4 S's chat is not a script), such as asking follow-up questions that explore an answer a bit more deeply.
- After the discussion, refer back to the things you learned about the Young Person throughout your mentoring sessions and goal setting with the Young Person.

At the start of the chat, pass on the following information to the Young Person:

- I am going to ask you a few questions about four things that start with the letter S: sparks, strengths, struggles, and supports.
- Sparks are your talents, interests, and activities that you love doing.
- Strengths are your skills, values, habits, and other things about you that help you do well in life.
- Struggles are the things that you worry about and that cause you problems.
- Supports are the people and programmes and even places that help you get through your struggles and succeed at things.

I am asking these questions only to get to know you better. I will even share with you some of my own 4 S's from time to time. I may write down a few things so I can remember what you say, but this is not a test in any way. There are no right answers, and you can share your honest feelings.

At the end, ask the Young Person if he or she has any questions for you and thank the young person for sharing part of her or his story with you.

*(Taken from 4 S's Questions & Notes from the Search Institute)*



**Sparks Questions:**

1. What is something you really enjoy doing – that gives you pleasure and that you almost lose track of time when you do it?
2. Is there a subject that you are interested in learning more about?
3. What subject in school are you are most interested in? It doesn't matter if you are good at it or not.

**Strengths Questions:**

4. What are some of the best things about you?
5. What are you good at doing?
6. Are there any values or rules that you try to live by? What do you think is important in life?

**Struggles Questions:**

7. Are there things that you worry about or are afraid of?
8. Are there places you don't like to go or people you don't like to be around?
9. Is there anything you wish you could change about yourself?

**Supports Questions**

10. Who are the people that matter most to you?
11. Who can you talk to when you have a problem?
12. Are there programs you participate in or places you go that help you do things you want to do or need to do?

## **B** Outline of mentoring process:



## C Data Protection

Seeds4Success respects your privacy. The data we gather and hold is managed in accordance with the Data Protection Act 2018 and General Data Protection Regulation (EU) 2016/679 (GDPR). We will not disclose or share personal information supplied by you with any third-party organisation without your consent. Any data held on you will be used only for the purpose it was requested. Your personal data will be stored until a suitable Mentee becomes available and for 3 years after you cease mentoring with us unless you request otherwise or there is a legal obligation to do so.

Seeds4Success records personal information including addresses, phone numbers, date of birth and availability. We also keep a record of your work with us in a paper file and on computer. Such information may be shared between staff members for work reasons, but will not be given to anyone outside Seeds4Success without explicit consent from you (the only exception to this would be as part of a criminal investigation or if requested by the Disclosure and Barring Service as part of an enhanced DBS check).

Data you have supplied will be held in a safe, secure, location with access only to those with permission. You are entitled to request a copy of all the data stored about you, and we will respond to the request within 1 month. You are also entitled to request that any errors are corrected and for data to be deleted. These requests can be made by e-mail, phone, text, letter or verbally to a member of Seeds4Success staff.

## **D** Equality and Diversity

Seeds4Success recognises that many people in our society experience discrimination or lack of opportunity for reasons which are not fair. These include: race, religion, creed, colour, national and ethnic origin, political beliefs, gender, sexual orientation, age, disability (including physical and mental health conditions), HIV status, marital status, responsibility for dependants, geographical area, social class, income level or criminal record. Seeds4Success is committed to a Policy of Equality of Opportunity which respects the identity, rights and value of each individual. Seeds4Success is positively committed to oppose all direct and indirect discrimination in the organisation. Seeds4Success will:

- *Challenge discrimination and lack of opportunity in its policies and practice and will encourage other organisations and individuals to do the same.*
- *Aim to create a culture that respects and values each other's differences and recognises that difference/diversity is a great asset to the organisation – to its work and the people it serves.*
- *Ensure all Employees, Volunteers, Mentors, Committee Members and Trustees will be made aware of the objectives within this policy and encouraged to support its objectives.*

Furthermore: Seeds4Success holds that discrimination, bullying, harassment or exclusion are unacceptable and behaviour of this kind will not be tolerated. Any breach of the Equalities and Diversity Policy will be promptly dealt with within the Seeds4Success.

### Recruitment of mentors

Seeds4Success understands that it is unjust and against the law to treat someone less favourably than someone else when recruiting mentors because of disabilities, or physical or mental health conditions. It is also unacceptable and unlawful to discriminate because of a personal characteristic such as religion, sex, gender reassignment or age.

*continues...*

We follow a clear and fair application and subsequent interview process and each candidate will be assessed in accordance with their merits, experiences, qualifications and ability to perform the relevant duties required by the role.

Seeds4Success understands that it has a responsibility to make any reasonable adjustments to make sure mentors with disabilities, or physical or mental health conditions, aren't discriminated against during the recruitment process and substantially disadvantaged when carrying out their role as a mentor.

### Recruitment of ex-offenders

Seeds4Success treats all applicants who have a criminal record fairly and does not discriminate automatically because of a conviction or other information revealed. The following guidelines will be followed when an applicant for a role as mentor with Seeds4Success has a criminal record:

- Seed4Success assesses applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), Seeds4Success complies fully with the code of practice and undertakes to treat all applicants for positions fairly.
- Seeds4Success undertakes not to discriminate unfairly against any subject of a criminal record check based on a conviction or other information revealed.
- Seeds4Success will only ask an individual to provide details of convictions and cautions that Seeds4Success are legally entitled to know about. Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended, and where appropriate Police Act Regulations as amended). However, due to the nature of Seeds4Success work, which involves children, young people and vulnerable adults, all positions will be identified as requiring a criminal record check.
- Seeds4Success can only ask an individual about convictions and cautions that are not protected.
- Seeds4Success is committed to the fair treatment of its mentors and potential or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.

*continues...*

- This policy on the recruitment of ex-offenders will be made available to all DBS applicants at the start of the recruitment process
- Seeds4Success actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records
- Seeds4Success selects all candidates for interview based on their skills, qualifications and experience
- Seeds4Success understands that an application for a criminal record check should only be submitted to the DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. However, due to the nature of mentoring, which involves working with children and young people all those applying to be a mentor will be identified as requiring a criminal record check.
- Seeds4Success ensures that all those in Seeds4Success who are involved in the recruitment decisions have been suitably trained to identify and assess the relevance and circumstances of offences.
- Seeds4Success also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974 before the recruitment process.
- At interview, or in a separate discussion, Seeds4Success ensures that an open and measured discussion takes place about any offences or other matter that might be relevant to the role of a mentor. Failure to reveal information that is directly relevant to the role of mentor could lead to withdrawal of an offer to join the programme.
- Seeds4Success makes every subject of a criminal record check submitted to DBS aware of the existence of the code of practice and makes a copy available on request.
- Seeds4Success undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of joining the mentoring programme.

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### Conduct during Seeds4Success activities and meetings

Racist, sexist or discriminatory remarks will not be tolerated during Seeds4Success activities or meetings or whenever and wherever Trustees, Staff, Volunteers or Mentors are conducting Seeds4Success business.

Mentors should always challenge racist, sexist or discriminatory remarks made by a young person during a session and report them to the MS Manager.

### Unacceptable behaviour

Staff and Mentors have a responsibility to report all incidents of bullying, harassment or discrimination to the Charity Director or, in cases where the Charity Director is involved, to the Chair of Seeds4Success Board of Trustees. Incidents of bullying, discrimination or harassment will be treated seriously by the Staff and Trustees and dealt with fairly.

### Implementing and following the policy

Trustees, Staff, Volunteers and Mentors will strive to become an example of equal opportunities by adhering to all responsibilities as outlined in the Equality and Diversity Policy.

Incidents where staff or mentors contravene the word and or spirit of the Seeds4Success Equality and Diversity policy may be subject to disciplinary procedures.

## **E**      **Mentors' Policy**

Seeds4Success recognises that the mentors' role requires them to work alone with young people and therefore face particular problems. We will not require mentors to work alone where this results in unacceptable risks. Seeds4Success will ensure that all mentors are instructed in all matters relating to procedures, their health and safety, confidentiality and boundaries, and safeguarding through the mentor training course, *Mentors' Handbook*, mentors' area of the Seeds4Success website and ongoing support.

Seeds4Success recognises that the mentors may be working 1:1 in the following situations:

- Mentoring sessions in outdoor public places such as parks, sports and activity centres.
- Mentoring sessions in indoor public places such as cafes, museums, sports centres and attractions.
- Mentoring sessions at Mere Youth Centre or other local community venues.
- Transport in their own vehicle to enable young people to access youth work sessions, course and activities.
- Sessions outside normal office hours, during evenings and weekends.

Mentors have a responsibility to act in such a way as not to put themselves or the young people at risk. As our mentors work alone, Seeds4Success places great trust in them to act responsibly and safely. Any breaches of that trust or a failure to follow the guidance in this policy and the *Mentor's Handbook* will be viewed very seriously and may result in disciplinary action being taken.

For the purposes of this policy, Mentoring and Support Manager will be abbreviated to MS Manager.

*continues...*



### General:

1. Seeds4Success will ensure safe and effective systems of work for our mentors at all times.
2. Mentors will read, follow and act on the guidance given in the Confidentiality and Boundaries, and Concerns for the young person and Safeguarding sections of the *Mentors' Handbook*.
3. Mentors will inform the MS Manager of any medical conditions that may impact on their ability to provide safe mentoring for themselves and the young person. The MS Manager can then put in place any additional measures required.
4. All mentors should have access to a first aid kit and any appropriate PPE during all sessions. Mentors will be provided with a first-aid kit and PPE and have sufficient training in basic first aid.
5. All mentors should have a smart mobile telephone for contacting the young person and Seeds4Success, as well as accessing the *Mentors' Handbook*.
6. Mentors must have the mobile telephone fully charged, working properly and switched on but on silent during sessions.
7. Mentors will be provided with a pay-as-you-go smart mobile telephone if they do not own one or do not wish to use their own. Mentors using a Seeds4Success mobile telephone will be required to sign and abide by the Seeds4Success Mobile Telephone Agreement.
8. Any mobile telephones provided to mentors remain the property of Seeds4Success and may only be used for communication and other activities involved with their role as a Seeds4Success mentor.
9. Mentors should have their Seeds4Success ID card on their person during sessions.
10. Mentors will receive a young person's profile at the start of the mentoring process which includes appropriate background information.
11. A risk assessment specific to the young person's needs will be carried out before the start of the mentoring process and details shared with the mentor.
12. The details and information contained within the young person's profile is confidential between the mentor and staff of Seeds4Success and the mentor must not disclose its contents to any third party.

*continues...*

13. If, after completing a risk assessment, it is considered 1:1 working with a young person is not appropriate, then a Seeds4Success staff member can be present (at an appropriate distance) during sessions.
14. Mentors must support the young person to complete Strength and Challenges Questionnaires and goal setting forms as detailed in the *Mentors' Handbook*.
15. Mentors should try to hold their mentoring sessions at an appropriate public venue. All venues for sessions must be agreed prior to any session by the MS Manager.
16. If Mere Youth Centre is required to be used as a venue for a session, then a member of MS Manager or other member of Seeds4Success staff will need to be present in the building but separate from the session in a different room.
17. Mentors must never enter the young person's home unless given prior approval by the MS Manager.
18. Mentors must never enter any private residence or venue with the young person without prior approval of the MS Manager.
19. Mentoring sessions should be 1:1 with the mentor and young person. No other persons, including friends and family of the young person, should be invited to or be present at sessions without prior approval of the MS Manager.
20. If others attend, the mentor should ask them to leave. If they do not, end the session and contact the MS Manager immediately.
21. There must be no smoking or vaping during sessions. Let the MS Manager know via the Session Report if this occurs.
22. If the young person appears to be under the influence of any substance such as drugs or alcohol, end the session and contact the MS Manager immediately.
23. If a mentor is found to be under the influence of any substance such as drugs or alcohol during a session, they will be removed from the mentoring programme immediately.
24. If a young person's behaviour puts them, the mentor or others at risk of harm, and the young person does not respond to requests to behave safely, then the mentor should end the session and contact the MS Manager immediately.
25. Mentors should avoid openly taking large quantities of cash or other valuables to sessions to avoid possible assault or theft.

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26. During periods of mentor absence due to holiday, illness or other reasons, contact with the young person will be maintained by the most appropriate key worker where the young person has or is accessing other S4S projects or the MS Manager when accessing mentoring only.
27. In the event of an accident causing injury you must ensure that the injured person is being cared for and send immediately for help. **DO NOT MOVE THE INJURED PERSON.** Record full details of the incident contact the MS Manager as soon as possible. Any 'near miss' incident which occurs should also be reported to the MS Manager. In both cases the MS Manager will forward an Incident Report Form for the mentor to complete. The MS Manager will be responsible for making a report to the Health and Safety Officer.

#### Meetings, support and guidance:

1. All mentors are required to attend a three-session training course where the mentoring process, safeguarding, concerns for the young person, confidentiality, boundaries, procedures, goal setting, and lone working will be covered.
2. All mentors are required to have attended a course and achieved a certificate in basic first aid appropriate for young people. Seeds4Success will arrange a basic first aid course at our Mere Youth Centre or local training venue and mentors without an up to date certificate should attend.
3. The MS Manager will contact mentors weekly via email, messaging service, telephone call, or face to face to provide immediate support and update the mentor on any issues or procedures.
4. Mentors will have monthly support meetings and quarterly progress meetings with the MS Manager, where any issues relating to safeguarding, concerns for the young person, confidentiality, boundaries, procedures, progress and lone working can be discussed.
5. Monthly support meetings can be in person or via online video conferencing such as Zoom or Skype.
6. Quarterly progress meetings should be face to face at Mere Youth Centre or another appropriate local venue.
7. The mentor will be invited to a review meeting with the MS Manager at the end of the mentoring process.

*continues...*

8. Mentors are required to attend a safeguarding refresher course every twelve months.
9. Mentors will be offered additional training if required and when policies and procedures are updated.
10. Mentors will be invited to attend informal mentor get togethers, organised by the MS Manager at least four times a year.
11. Mentors will be invited to join a WhatsApp group chat for informal chat with other mentors.
12. The MS Manager will be available by phone, email or messaging service during sessions and for an appropriate amount of time before and after.
13. If for any reason the MS Manager cannot be available, the Charity Director or other member of Seeds4Success staff will be made available. Mentors will be made aware of the change.

#### Procedures:

1. Mentors must ensure that the date, time, location, planned activities and venue are submitted to the MS Manager using the Mentor Session Plan at least 48 hours prior to the session wherever possible.
2. If a session is arranged within 48 hours the mentor must call or message the MS Manager with details as soon as possible.
3. The MS Manager will contact the young person's parent/carer(s) to confirm the time, date, venue and any planned activities for all sessions.
4. Mentors must not meet the young person without the approval of the MS Manager or Charity Director.
5. Mentors must have contact details for the MS Manager, Charity Director and Trustee with responsibility for safeguarding with them or on their mobile telephone when attending sessions.
6. Mentors must follow the start and end of session procedure:
  - a. Mentor will message "session" and mentoring number to the MS Manager when leaving to meet the young person.
  - b. When young person arrives to the session, the mentor will message MS Manager "start OK" and mentoring number.
  - c. When young person leaves the session, the mentor will message MS Manager "finish OK" and mentoring number.

*continues...*

7. If a mentor cannot attend an arranged session the mentor must contact the young person and the MS Manager as soon as possible. The MS Manager will contact the young person's parent/care(s) to confirm the session has been postponed.
8. If the young person has already left to attend a cancelled session the MS Manager will liaise with the young person's parent/carer(s) to ensure the young person is safe.
9. If a mentor has not messaged to say they are leaving for a session within 15 minutes of the planned session start time, the MS Manager will follow this procedure:
  - a. The MS Manager will message the mentor.
  - b. If after a further 5 minutes there is no response the MS Manager will call the mentor.
  - c. If no reply the MS Manager will call the mentor's nominated emergency contact.
  - d. If no resolution, the MS Manager will contact the young person and the young person's parent/carer(s).
  - e. If no resolution, the MS Manager will contact the Police using 101.
10. If a young person does not arrive at a planned session the mentor will follow the procedure detailed in the *Mentors' Handbook*.
11. If a young person goes missing during a session the mentor will follow the procedure detailed in the *Mentors' Handbook*.
12. If a mentor does not message that the session has finished safely, then the MS Manager will follow this procedure:
  - a. If no contact from the mentor 20 minutes after the planned session end time, the MS Manager will message the mentor.
  - b. If after a further 5 minutes there is no response the MS Manager will call the mentor.
  - c. If no reply the MS Manager will call the mentor's nominated emergency contact.
  - d. If no resolution, the MS Manager will contact young person's parent/carer(s).
  - e. If no resolution, the MS Manager will contact the Police using 101.

*continues...*

### Transporting young people in the mentor's vehicle:

1. To drive as part of the mentoring programme, mentors must meet these criteria:
  - a. Hold a valid UK driving license for 2 years with no greater than 3 penalty points
  - b. Have completed a *Seeds4Success Driver Declaration Form (Appendix A)* and commit to updating this annually
  - c. Have completed a Seeds4Success medical form
  - d. Meet the 'Group 2' medical standards if aged over 70 (this can be checked with your GP if you are not sure if you meet the standards)
2. The MS Manager will check that the mentor holds a current and valid driving licence for the category of vehicle that you are required to drive. This includes having valid, in date categories and an in-date photo card.
3. The mentor is responsible for ensuring their vehicle is in good working order and have appropriate business insurance.
4. The MS Manager will check the documents to ensure that the vehicle is road worthy and has the necessary insurance.
5. Inform the MS Manager immediately of any issues which may affect your ability to drive safely.
6. Ensure you drive in accordance with the law regarding consumption of alcohol, illegal substances, drugs and medications and the use of mobile phones.
7. Mentors should Inform the MS Manager immediately of any changes to their licence such as penalty points or submission of licence to update address.
8. Mentors should check their vehicle has sufficient fuel for the planned trip.
9. In their vehicles, mentors should carry a functional torch, ordnance survey or other relevant maps and information about local garages.
10. Mentors should not go out in risky weather conditions. In winter it is advisable to keep in your car boot, a blanket, spade, boots etc in case you are caught in bad weather.
11. Mentors should have their vehicles serviced regularly and ensure that if they have a spare wheel it is fit for use.
12. Mentors must ensure that seatbelts are worn at all times the vehicle is moving forwards.

*continues...*

13. Mentors should not give lifts to anyone else when the young person is in the vehicle.
14. Mentors should park as near as possible to the venue building and if at night, in a lighted area.
15. It is advised that mentors join an emergency vehicle recovery scheme.
16. Should the young person's behaviour be a potential risk to safety, the mentor will stop the car as soon as safe to do so. If the behaviour persists the mentor should leave the vehicle, making sure it is safe to do so and contact the MS Manager immediately.
17. Report any accident, incident or near miss whilst driving to, from or during a mentoring session to the MS Manager.
18. Mentors who transport a young person in their own vehicle as part of the mentoring process will need to comply with the *Seeds4Success Vehicle Use and Driving for Work Policy and Procedure*. If this is the case, The MS Manager will supply a copy of this document and relevant forms to the mentor and discuss its contents.

Communication, social media, photographs and video:

1. The mentor must communicate with the young person using the messaging service app approved by Seeds4Success.
2. Mentors must not communicate with the young person through any form of social media, by any messaging service not approved by Seeds4Success, or direct communication (telephone calls, text messaging or email).
3. Mentors must not accept phone numbers, email addresses, usernames etc from the young person or offer to give theirs to the young person.
4. Mentors must report any contact from the young person not through the approved messaging service app to the MS Manager.
5. Mentors must report any contact from the young person's friends and family to the MS Manager.
6. Photographs and videos should be emailed to the MS Manager with the Session Report and then deleted from the device and the cloud within 48 hours after the session.

*continues...*

7. Photographs and videos of mentoring sessions must never be printed, posted, uploaded or shared on any social media or messaging service or shown or given to any individuals not employed by Seeds4Success.
8. Mentors must not have any private communication with young people who have at any time been involved with Seeds4Success unless agreed by Seeds4Success.



## **F Forms**

### **Mentoring Agreement**

Page 67

The Mentoring Agreement is read, discussed, agreed and signed by the young person and mentor during meetings with the MS Manager before mentoring begins. Copies of the agreement are given to the young person and mentor for future reference.

### **Mentor Session Plan**

Page 69

Complete and return this form to the MS Manager at least 48 hours before the planned session. This form can be completed and submitted online from the mentors' area of the Seeds4Success website or downloaded and emailed.

### **Mentor Session Report**

Page 70

Complete and email this form to the MS Manager as soon as possible and within 3 days of the session. This form can be completed and submitted online from the mentors' area of the Seeds4Success website or downloaded and emailed.

### **Initial Strengths and Challenges Questionnaire (SCQi)**

Page 71

Ideally this questionnaire will be completed by the young person with the support of the mentor during a session in the first month of the programme. This information will help focus sessions and set goals.

### **Follow-up Strengths and Challenges Questionnaire (SCQf)**

Page 73

Ideally this questionnaire will be completed by the young person with the support of the mentor during a session after six months and after a year or the end of the programme. This information will help focus future sessions and revisit goals. Along with the previous questionnaires it will allow us to monitor progress and impact of the programme as a whole.

*continues...*

Record up to three agreed goals on this form. The young person develops their goals with support from the mentor following completion of an SCQ, based on their interests, preferred outcomes, and referral. This form should be returned to the MS Manager.

Five minutes of each session can be made available for the young person to highlight progress towards their goals on this form. It facilitates a discussion on progress towards meeting goals and target setting. It will not be appropriate to use this form every session.

This form is completed after approximately three months of mentoring. It facilitates reflection and review of the young person's goals and should be returned to the MS Manager.

This is the printed version form for reimbursement of costs incurred during mentoring sessions. The form should be returned, along with any receipts to the MS Manager. A version for emailing is available to download from the mentors' area of the Seeds4Success website.

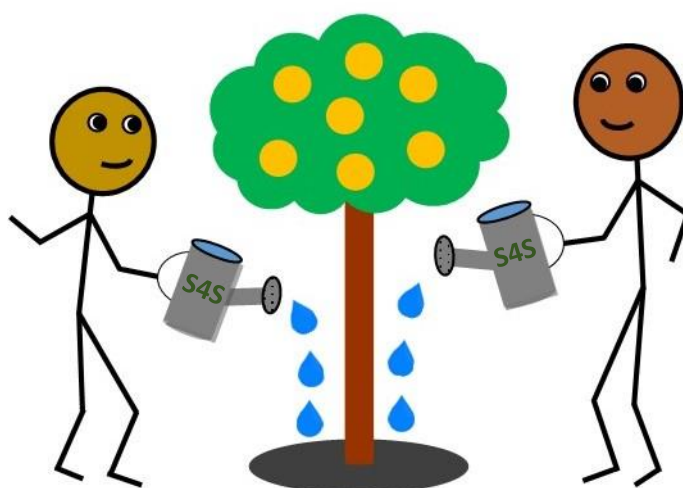
Young Person	Mentor
I agree;	I agree;
<ul style="list-style-type: none"> <li>to work with my Mentor to identify what I would like to achieve and then set up to three goals.</li> <li>to complete paperwork requested by Seeds4Success to show progress towards my goals.</li> <li>to work to achieve my goals, with the support of my Mentor.</li> <li>to reply quickly to contact from my Mentor.</li> <li>to turn up to sessions on time and to give my Mentor as much notice as possible if I must cancel or rearrange a session.</li> <li>to remember that my Mentor is an unpaid volunteer and should always be treated with respect.</li> <li>to let my Mentor know and to stay safe and within sight if I need time to myself during a session.</li> </ul>	<ul style="list-style-type: none"> <li>to work with my Young Person to help them identify what they would like to achieve from the mentoring process.</li> <li>to meet my Young Person on a weekly basis where possible and if appropriate.</li> <li>to keep in contact with my Young Person, even if there are occasions when they do not respond.</li> <li>to be supportive of my Young Person and help agree up to three realistic and clear SMART goals.</li> <li>to help guide my Young Person to make progress towards achieving the goals.</li> <li>to support my Young Person to complete paperwork requested by Seeds4Success.</li> <li>to keep Seeds4Success updated on general progress through regular reports.</li> </ul>

## We both understand:

- there should be no home visits (unless previously agreed with Seeds4Success).
- that sessions should always take place in a public area unless it involves transport (or previously agreed by Seeds4Success).
- that there should be no gifts or money involved, including lending or borrowing.
- there should be no taking of alcohol, drugs, smoking or vaping before or during sessions.

- 🌱 there should be no swearing or inappropriate gestures during sessions.
- 🌱 that no friends or family should attend sessions (unless previously agreed with Seeds4Success).
- 🌱 there should be no sharing of personal details such as telephone numbers, address, email address, social media pages.
- 🌱 the details of what's discussed during the sessions are confidential. However, the Mentor will keep Seeds4Success updated with general information about how the process is going, areas being discussed and goals. If the Mentor has any concerns for the Young Person's (or another's) wellbeing or safety, then they must share this with others.
- 🌱 the mentoring process can take a long time so that goals can be achieved, and outcomes can be reached. This could take months, or a year of even longer.

Young Person		Mentor	
Name:		Name:	
Signature:		Signature:	
Date:		Date:	





Please complete a Mentor Session Plan before each mentoring session and return it to the Lee Cherry at [lee@seeds4success.org.uk](mailto:lee@seeds4success.org.uk) 48 hours before the planned session.

MNo: Click

<b>Mentor's Name:</b>	Click or tap here to enter text.		
<b>Young Person's Name:</b>	Click or tap here to enter text.		
<b>Planned Date:</b>	Click or tap to enter a date.	<b>Planned Location:</b>	Click or tap here to enter text.
<b>Planned Time:</b>	Click or tap here to enter text.		

**Please give a brief description of any activities and expenditure planned for the session:**

Click or tap here to enter text.

-  If you need to arrange a session within 48 hours or any plans change, please message or phone Lee with the details.
-  Lee will reply within 24 hours with approval and if required, any changes necessary and risk assessments

Remember, only meet the young person if you have received approval from the Mentoring and Support Manager or Charity Director.

Thank you very much for your help

Please complete a Mentor Session Report after each mentoring session and return it to the Lee Cherry at [lee@seeds4success.org.uk](mailto:lee@seeds4success.org.uk) as soon as possible and within 3 days of the session.

MNo: Click

<b>Mentor's Name:</b>	Click or tap here to enter text.		
<b>Young Person's Name:</b>	Click or tap here to enter text.		
<b>Meeting Date:</b>	Click or tap to enter a date.	<b>Meeting Location:</b>	Click or tap here to enter text.
<b>Meeting Duration:</b>	Click or tap here to enter text.		

**Please give a brief and general description of the session:**

Click or tap here to enter text.

**Please describe the progress the Young Person has made towards achieving their goal(s):**

Click or tap here to enter text.

**Please indicate if any Goal or SCQ forms were completed during the session:**

SCQ

☐

Goal Record Sheet

☐

Goal Rating Sheet

☐

**Do you have any concerns, such as wellbeing or safeguarding, or further comments?**

Click or tap here to enter text.

If you have a safeguarding concern, please inform S4S as a matter of urgency using this form or contact one of the Designated Safeguarding Workers. Refer to the Safeguarding section in the *Mentor's Handbook* for more details and procedures.


**Thank you very much for your help**

### Strengths and Challenges Questionnaire (initial)


For each item, please mark the box for Not True, Somewhat True or Certainly True.  
 Answer all the answers as best you can even if you are not certain or the item seems daft.

Your Name: \_\_\_\_\_

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am restless, I cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get a lot of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually share with others (food, games, pens etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually on my own. I generally play alone or keep to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have one good friend or me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fight a lot. I can make other people do what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people my age generally like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am easily distracted; I find it difficult to concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am nervous in new situations. I easily lose confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often accused of lying or cheating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other children or young people pick on me or bully me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often volunteer to help others (parents, other adults, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think before I do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take things that are not mine from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get on better with adults than with people my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many fears, I am easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish the work I'm doing. My attention is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


 Do you have any other comments or concerns?

Please turn over – there are a few more questions on the other side

 Overall, do you think that you have challenges in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

No	Yes minor challenges	Yes definite challenges	Yes severe challenges
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


If you have answered “Yes”, please answer the following questions about these challenges:

 How long have these challenges been present?


Less than one month	1 - 5 months	6 - 12 months	Over a year
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 Do the challenges upset or distress you?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 Do the challenges interfere with your everyday life in the following areas?

	Not at all	Only a little	Quite a lot	A great deal
Home Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leisure Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 Do the challenges make it harder for those around you (family, friends, other adults, etc.)?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Signature:

Today's Date:

**Thank you very much for your help**




### Strengths and Challenges Questionnaire (follow-up)


For each item, please mark the box for Not True, Somewhat True or Certainly True.

Answer all the answers as best you can even if you are not certain or the item seems daft.


Your Name:	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am restless, I cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get a lot of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually share with others (food, games, pens etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually on my own. I generally play alone or keep to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have one good friend or me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fight a lot. I can make other people do what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people my age generally like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am easily distracted; I find it difficult to concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am nervous in new situations. I easily lose confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often accused of lying or cheating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other children or young people pick on me or bully me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often volunteer to help others (parents, other adults, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think before I do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take things that are not mine from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get on better with adults than with people my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many fears, I am easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish the work I'm doing. My attention is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 Do you have any other comments or concerns?


Please turn over – there are a few more questions on the other side

 Since your last questionnaire, are your problems:

Much worse	A bit worse	About the same	A bit better	Much better
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


 Has mentoring been helpful in other ways, e.g. providing information or making the problems more bearable?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


 Since your last questionnaire, have you had challenges in one or more of the following areas: emotions, concentration, behaviour or being able to get on with people?

No	Yes minor challenges	Yes definite challenges	Yes severe challenges
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


If you have answered “Yes”, please answer the following questions about these challenges:

 Do the challenges upset or distress you?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 Do the challenges interfere with your everyday life in the following areas?

	Not at all	Only a little	Quite a lot	A great deal
Home Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leisure Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 Do your challenges make it harder for those around you (family, friends, other adults, etc.)?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Signature:

Today's Date:

**Thank you very much for your help**

Young Person's Name:

MNo:

**What are the goals you want to achieve during your mentoring sessions?**

*(list up to three goals)*

Goal Number	Goal Description
1	
2	
3	



If you have any other goals, please list them here:

Young Person's Signature:

Today's Date:

Young Person's Name:

Quarter:

Goal:

MNo:

Session	Date	Today I would rate progress to this goal: <i>(Please circle the appropriate number)</i>										
		<i>Remember a score of zero means no progress has been made towards a goal, a score of ten means a goal has been reached fully, and a score of five is exactly halfway between the two</i>										
1		0	1	2	3	4	5	6	7	8	9	10
2		0	1	2	3	4	5	6	7	8	9	10
3		0	1	2	3	4	5	6	7	8	9	10
4		0	1	2	3	4	5	6	7	8	9	10
5		0	1	2	3	4	5	6	7	8	9	10
6		0	1	2	3	4	5	6	7	8	9	10
7		0	1	2	3	4	5	6	7	8	9	10
8		0	1	2	3	4	5	6	7	8	9	10
9		0	1	2	3	4	5	6	7	8	9	10
10		0	1	2	3	4	5	6	7	8	9	10
11		0	1	2	3	4	5	6	7	8	9	10
12		0	1	2	3	4	5	6	7	8	9	10
13		0	1	2	3	4	5	6	7	8	9	10

 Please complete a Goal Rating Sheet after 13 sessions (one quarter).

Thank you

Young Person's Name:

Date:

MNo:

## How close are you to achieving your goals?

*On a scale from zero to ten, please circle the number below that best describes how close you are to reaching your goal today. Remember a score of zero means no progress has been made towards a goal, a score of ten means a goal has been reached fully, and five is exactly halfway between the two.*

### YOUR FIRST GOAL

Halfway to reaching this goal

Goal not all met

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Goal reached

### YOUR SECOND GOAL

Halfway to reaching this goal

Goal not all met

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Goal reached

### YOUR THIRD GOAL

Halfway to reaching this goal

Goal not all met

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Goal reached

Thank you very much for your help

Please return the completed expenses form with receipts to Lee at:

*Seeds4Success, Mere Youth Centre, The Recreation Ground, Queens Road, Mere BA12 6EP*

<b>Mentor's Name:</b>					<b>MNo:</b>	
<b>Payment by:</b>	BACS <input type="checkbox"/>	Cash <input type="checkbox"/>	<b>When:</b>	Monthly <input type="checkbox"/>	Weekly <input type="checkbox"/>	

Private transport costs:

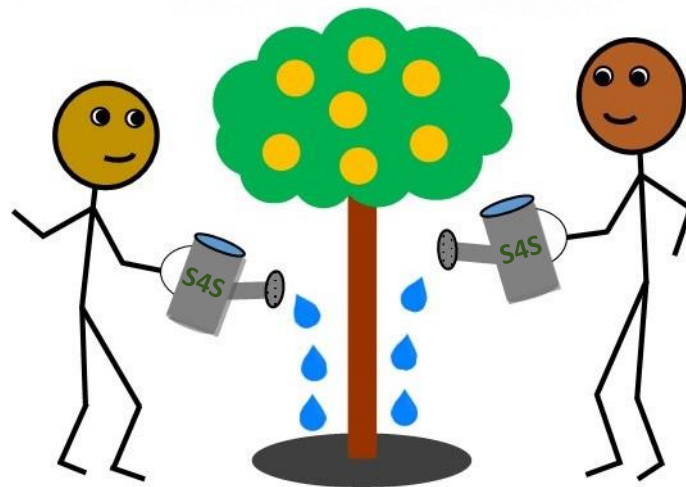
Date of session	Details of journey	Mileage	Rate	Total
			45p	
			45p	
			45p	
			45p	
			45p	
			45p	
			45p	
			45p	
Total private transport claimed:				

Other expenses (e.g. public transport, parking, refreshments):

Date of session	Details of expense	Cost
Total of other expenses claimed:		

Total claimed:

End of Document



## Mentoring Programme

### Mentors' Handbook

Published May 2020