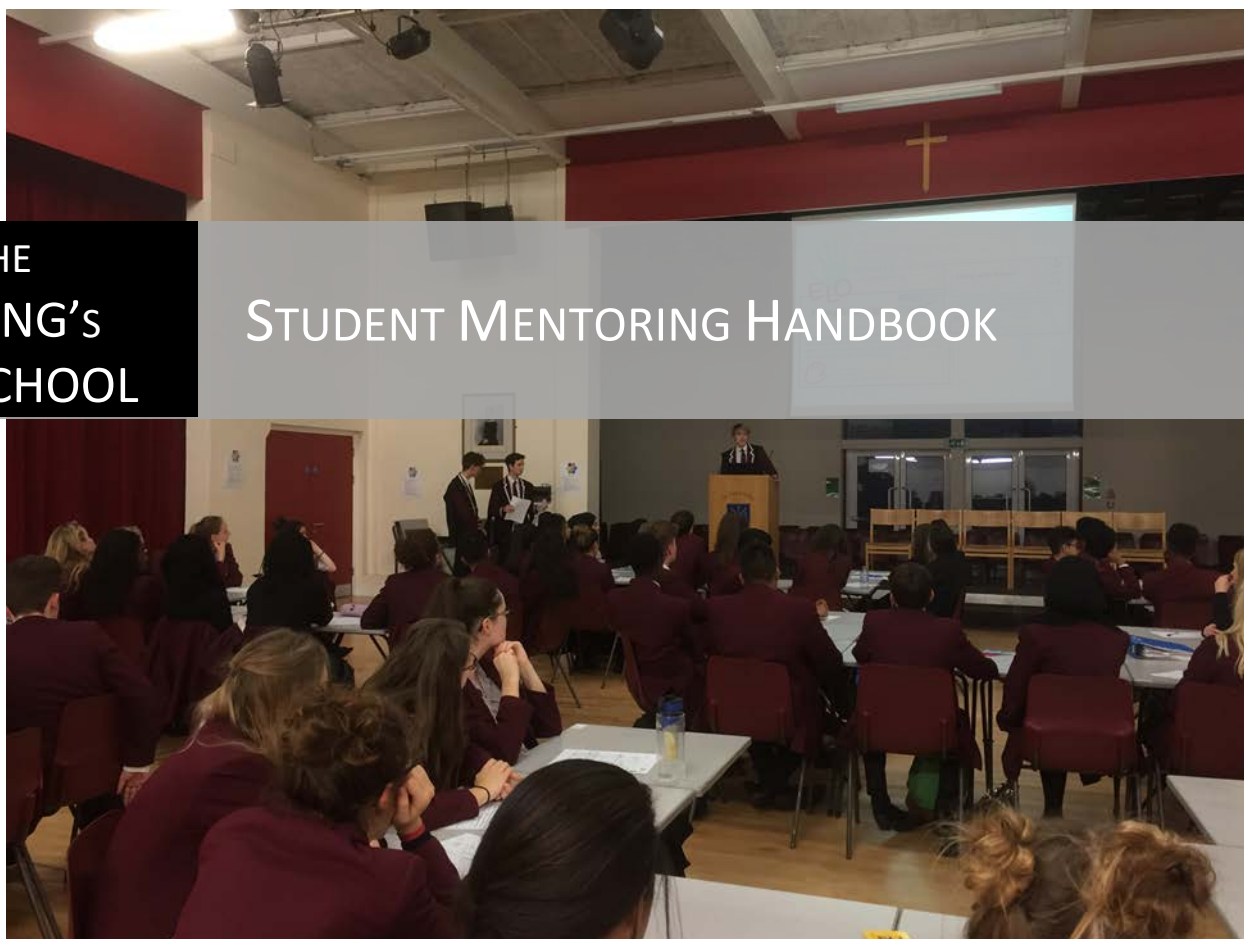


*The King's
(The Cathedral)
School*



THE
KING'S
SCHOOL

STUDENT MENTORING HANDBOOK



The King's School
Student Commission
on Learning

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Introduction

What is a Student Mentor?

Student Mentors will meet with a student on a 1:1 basis or in a small group to:

- Listen
- Encourage
- Share experiences
- Give help, advice and guidance, where appropriate
- Point to other sources of support or referral.

Who are Student Mentors?

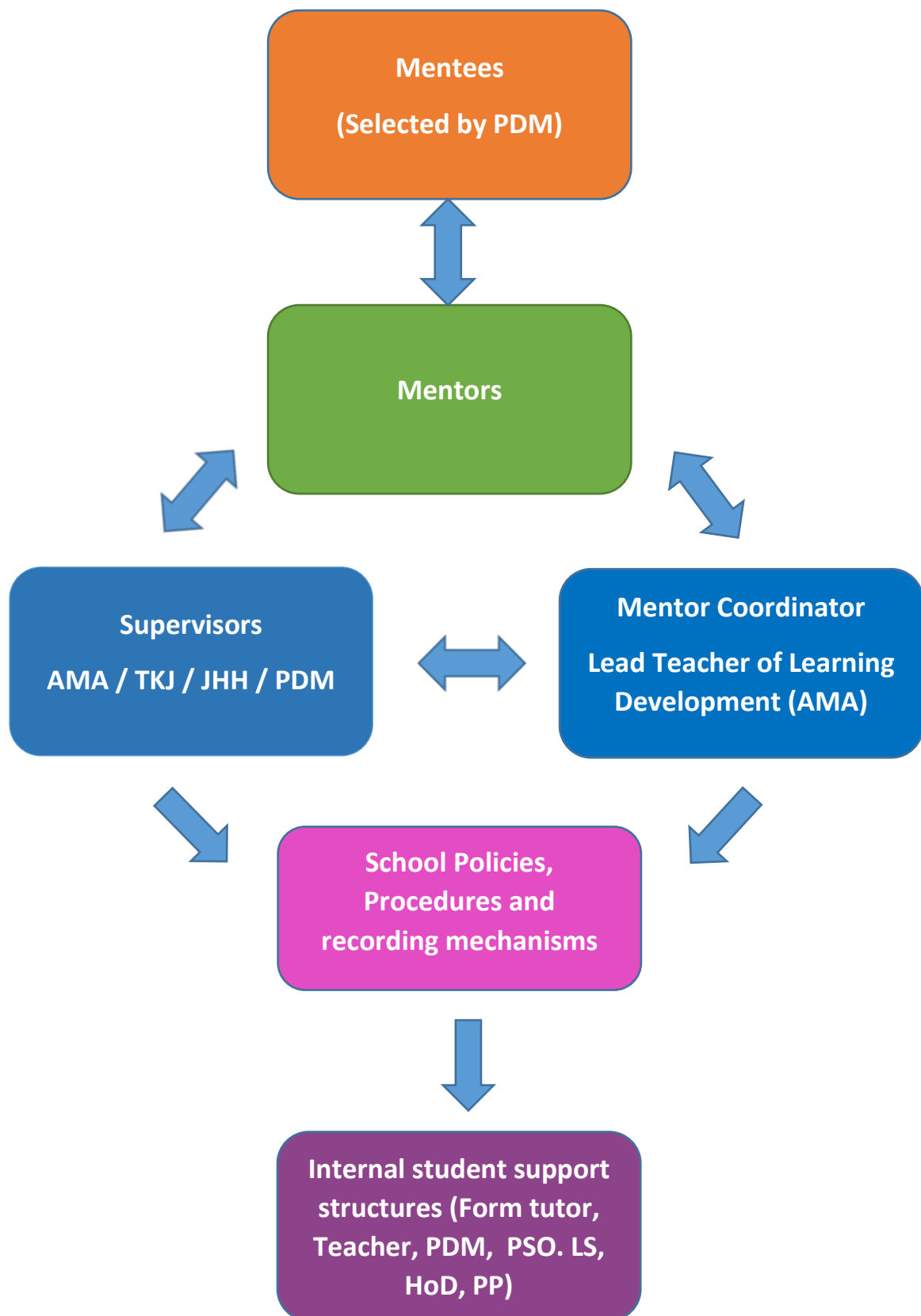
Student Mentors are part of the Student Commission who have been selected from Year 11-13. They will be...

- Good communicators
- Excellent listeners
- Able to encourage and support
- Able to organise and plan
- Have a positive attitude
- Be a good role model

What is involved?

- Student Mentors will agree to...
- Undertake initial training and attend support sessions.
- Have regular meetings with their mentee and keep records.
- Complete a Personal Training Log

Student Mentor Structure



Guidelines for mentees...

Your Tutor will talk to you about the Student Mentoring scheme and arrange for you to meet your Mentor.

- At your first meeting you should let your Mentor know what you expect from the Scheme so they can plan to help.
- You should meet your Mentor in a public place such as a classroom or library.
- Arrange to meet during lunchtime when you have plenty of time.
- Agree how you will contact each other by email, if you need to, outside of agreed meeting times.
- Your Mentor will show you the notes they make of your meetings.
- Your Mentor will tell you about the 'Confidentiality Agreement' between you and them.

Guidelines for Mentors...

The Role of the Mentor

- The Mentors role is to act on behalf of the school to support a younger student.
- The Mentor will act within an agreed range of confidentiality and will ensure they have the best interests of the younger student in mind at all times.
- Remember that the Mentors role is there in addition to the school support systems.

The mentor is not:

- A teacher, a Student Support Officer or a Learning Mentor.

Mentors will not:

- Do the young students work for them.
- Give advice based on personal opinions and values.
- Make judgements about the mentee's family.
- Be an authoritative figure (do not act like a teacher or parent).

The Mentor might:

- Help the student to settle into school.
- Help to establish good communication between the student and staff.
- Provide support for students who might be isolated or lack support and self-confidence.
- Offer appropriate advice and guidance.
- Help students see the way ahead – progression opportunities, career pathways and lift aspirations.
- Give and receive constructive feedback.
- Help mentees to manage time, plan and prioritise work and set goals.
- Help gain a better understanding of their work.

Role of the Mentor Supervisors

Within the school Student Mentoring Programme, each Mentor will work with a Supervisor (member of staff) who understands the Mentoring scheme. The Mentor will act within an agreed range of confidentiality and will ensure they have the best interests of the mentee in mind at all times.

The supervisors are responsible for providing training, advice and on-going guidance to the Mentors.

The Supervisors and their Mentors will meet to undertake initial and ongoing training throughout the year. They will also be available to discuss issues and to help the mentors to plan sessions and to develop the required skills.

The supervisor will ensure that the Mentors receive the necessary Child Protection training / guidelines.

The Supervisor will also ensure that the Mentor has a list of appropriate contacts within the school.

The Supervisor will support the Mentors with their Personal statements / CV / UCAS applications and if required will provide a short reference statement.

The Supervisor will produce an annual review for SLT and consider opportunities for further Mentor development.

Student Mentor Policy

The Student Mentoring Scheme

The Student Mentoring Scheme has been set up to help support students at The Kings School.

The Scheme aims to provide peer support at key stage 3 and key stage 4 for those students who are not making expected academic progress. The Mentors will provide individual support to help the student make progress and to achieve their potential at school.

They will be selected and trained to ensure that they have the skills and knowledge necessary to support the student who might be daunted by some of the obstacles they face at school and into adult life.

The Mentors role will complement other school support structures and the role of Year Tutors. Each Mentor will work in partnership with a Supervisor.

The Mentors role is to act on behalf of the school to support a younger student.

The Mentor will act within an agreed range of confidentiality and will ensure they have the best interests of the younger student in mind at all times. Remember that the Mentors role is in addition to the school support systems.

The mentor is not: A teacher, a Student Support Officer or a Learning Mentor.

Mentors will not:

- Do the young students work for them.
- Give advice based on personal opinions and values.
- Make judgements about the mentee's family.
- Be an authoritative figure (do not act like a teacher or parent).

The Mentor might:

- Help the student to settle into school.
- Help to establish good communication between the student and staff.
- Provide support for students who might be isolated or lack support and self-confidence.
- Offer appropriate advice and guidance.
- Help students see the way ahead – progression opportunities, career pathways and lift aspirations.
- Give and receive constructive feedback.
- Help mentees to manage time, plan and prioritise work and set goals. Help gain a better understanding of their work.

Confidentiality Statement

Signed:	
Mentor:	_____
Date:	_____
Mentee:	_____
Date:	_____

- The partnership between the Mentor and the Mentee is based on confidentiality.
- This means that anything discussed between them when they are in the Mentoring relationship is private and that the Mentor will not repeat any conversations to other people except with appropriate school staff.
- In special circumstances if both partners agree that the Mentor can speak to someone else about an issue or problem. They will agree who the Mentor will speak to, this might be a Teacher or Student Support Officer.
- If the Mentor believes that there is a risk of harm to the Mentee or any other person, based on something that the Mentee has said, the Mentor will be obliged to follow the Child Protection Procedures.

Student Mentor Agreement

Name :	Signature
Mentor: _____:	_____
Supervisor: _____:	_____
Date: _____	

As a Student Mentor I agree to act on behalf of the school to support a younger student who is not making expected academic progress.

- I have successfully completed the Initial Training Course and am prepared to undertake five one hour up-date sessions during the year.
- I understand and agree to follow the School Mentoring Confidentiality Policy and will sign a copy with my Mentee.
- I agree to attend meetings at suitable times with my Supervisor
- I will meet with my Mentee once every two weeks for 30 minutes. We will meet in the classroom provided or library.
- I will make brief notes of my mentoring meetings that I will share with my Mentee. I will store these documents in the cupboard provided.
- I agree that I will provide mentoring support to my Mentee until the end of the academic year or they go on study leave. However, I am aware that I can finish the Mentoring relationship at any time by notifying my Supervisor that I wish to withdraw from the Scheme.

Student Mentee Agreement

Name :	Signature
Mentor: _____ :	_____
Mentee: _____ :	_____
Date: _____	

- I agree to take part in the School Student Mentoring Scheme until the end of the academic year or until I go on study leave.
- I have read and understand the School Mentoring Policy and I know which areas of my school life my Mentor will help me with.
- I understand and agree to follow the school Mentoring Confidentiality Policy and have signed a copy.
- I will meet with my Mentor once every two weeks for 30 minutes. We will meet in the classroom provided or library.
- I am happy for my Mentor to make brief notes of our meetings which will be kept in a cupboard provided.
- My Mentor and I agree that we will contact each other by email on the school mail system or through my form tutor.
- If I have concerns about any aspect of the Student Mentoring programme I will speak to my Form tutor.

Child protection Guidelines

As a Mentor at school you become role models for younger pupils and take on some level of responsibility for them.

As a result of your role you could find yourself in a position where you might be concerned about the welfare of pupils or they may choose you to tell some information to you – what is known as **disclosure**. This could be bullying, or a problem at home. It is **absolutely vital that you know what to do in this situation**. There is a clear course of action you must take and some things you should definitely not do.

Mrs Denman, Mrs Palmer, Mr Stubbs and Mrs Birch are responsible for Child Protection in School.

If you have any **general pastoral concerns about a pupil** (e.g. friendship, homework, settling in) then tell the form tutor or Mrs Palmer or Mrs Denman.

If however, you **suspect any type of abuse** (physical, mental, etc.) from anybody, or a pupil tells you something of this nature, you should tell Mrs Denman, Mrs Palmer, Mr Stubbs or Mrs Birch immediately. Don't worry if you tell the form tutor first – they are trained to pass on whatever is necessary.

Remember if a child chooses to tell you something you **cannot promise** to keep it secret, you have to pass it on. **Just listen, don't ask any leading questions.**

N.B This is unlikely to happen but it could.

THINGS YOU SHOULD DO	THINGS YOU MUST NOT DO
<ul style="list-style-type: none">• Listen carefully• Be calm, reassuring and non-judgemental• Tell the child they are right to have told somebody.• Explain that you will have to tell somebody else (this should be Mrs Denman, Mrs Palmer, Mr Stubbs, and Mrs Birch. If this is not possible it should be a senior member of staff or the form tutor)• Write down an account of what they said as soon as possible afterwards• Give the child the choice to tell a member of staff or for you to tell a member of staff.	<ul style="list-style-type: none">• NEVER promise to keep it secret.• Don't make any promises you can't keep.• Avoid asking leading questions – or any questions if possible – you are not being asked to be a detective or to prove anything.• Don't express an opinion about what they are telling you.

Application Form

Name:				Tutor Group:			
email address:							
Do you have any previous experience of mentoring? Please give brief details.							
As a Mentor				Receiving support from a mentor			
What are your key <u>attributes</u> that would enable you to be an effective Mentor?							
Describe five reasons why you are interested in joining the Student Mentor Scheme:							
Reason 1							
Reason 2							
Reason 3							
Reason 4							
Reason 5							
What is your preferred year group that you would like to mentor? (circle)							
Year 7		Year 8		Year 9		Year 10	
Signed:							
Date:							

Student Training Dates

The following dates are compulsory to complete the mentoring course and to be selected to the mentoring programme.

Date	Time	Location	Content
Tuesday 12th September	1.15 – 2.15pm	Room 93	Definitions of mentoring. Role of a mentor in School Mentoring Skills questionnaire
Friday 15th September	<u>Deadline</u> for submission application form to AMA (Tray outside Office in upstairs Library)		
Monday 18th September	<u>Email confirmation</u> to be sent to successful applicants. (CHECK YOUR EMAIL!)		
Wednesday 20th September	3.45 – 5.45	Hall	Mentoring skills training for all successful applicants.
Thursday 25th January	1.15-2.15	Room 93 / Hall	Recap / scenarios / further training
Tuesday 24th April	3.45 -4.45	Hall	Evaluation / refreshments

There may be further meetings arranged to enable you to develop your mentoring skills and to discuss issues that may arise during the year.

Student Mentor Training Log.

Name:

Date started:

Date Completed:

Trainer:

Trainer's Signature:

Element	Date completed	Comments:
Section 1: <ul style="list-style-type: none"> • Definitions of mentoring. • Role of a mentor in School • Mentoring Skills questionnaire 	Tuesday 12 th September	1 hour session (1.15 – 2.15)
Section 2: <ul style="list-style-type: none"> • Skills and Qualities of a mentor • Benefits of mentoring • Boundary Issues 	Wednesday 20 th September	2 hour session (3.45 – 5.45)
Section 3: <ul style="list-style-type: none"> • Listening skills. • Positive Language. • Positive body language. • Giving Feedback. 	Wednesday 20 th September	
Section 4: <ul style="list-style-type: none"> • Ground Rules • Confidentiality Statement • School Mentoring Agreement 	Wednesday 20 th September	
Section 5: <ul style="list-style-type: none"> • Re-cap • Scenarios • Setting goals 	Thursday 25 th January	1 hour session (1.15 – 2.15)
Section 6: <ul style="list-style-type: none"> • Re-cap • Scenarios • Evaluation 	Tuesday 24 th April	1 hour session (3.45-4.45)

Mentor Training Self Evaluation Log.

I have completed the first part of my training and I feel:

Element:	Date: OK on this	I would like one more session on this	I don't understand this	Comments
Section 1: <ul style="list-style-type: none"> Definitions of mentoring. Role of a mentor in School Mentoring Skills questionnaire 				
Section 2: <ul style="list-style-type: none"> Skills and Qualities of a mentor Benefits of mentoring Boundary Issues 				
Section 3: <ul style="list-style-type: none"> Listening skills. Positive Language. Positive body language. Giving Feedback. 				
Section 4: <ul style="list-style-type: none"> Ground Rules Confidentiality Statement School Mentoring Agreement 				
Section 5: <ul style="list-style-type: none"> Re-cap Scenarios Setting goals 				
Section 6: <ul style="list-style-type: none"> Re-cap Scenarios Evaluation 				

Student Mentoring Meeting Notes

Date / Time	Session notes (what did in session)	Action (who, when...)
	Action completed. (at next meeting make brief notes of outcomes from previous meeting).	
Next meeting:		

Date / Time	Session notes (what did in session)	Action (who, when...)
	Action completed. (At next meeting make brief notes of outcomes from previous meeting).	
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Next meeting:		

Date / Time	Session notes (what did in session)	Action (who, when...)
	Action completed. (At next meeting make brief notes of outcomes from previous meeting).	
Next meeting:		

Additional Notes / Information

Student Mentor Evaluation

Mentor Name:

Year:

Mentee Name / Group:

Year:

Questions	Answer
How many mentor sessions did you complete?	
How did you keep in contact with your mentee?	
Did your mentee attend the sessions regularly?	YES / NO
If the answer was NO – What actions did you take?	
Do you feel you made a positive difference to your mentee?	YES / NO
If you answered YES give an example of a positive difference you think you made.	
If you answered NO please give a reason.	
Do you think you have gained from being part of the mentoring programme	YES / NO
Do you think that you received enough training to be an effective mentor?	YES / NO
Can you suggest any ways the training programme might be improved?	
Is there any academic or personal information that you would have found useful to know about your mentee?	YES / NO (If YES please provide specific detail)
Did you use a logging system to record your mentoring sessions?	YES / NO
Do you have any suggestions of ways to improve the mentoring programme?	
If you are a Year 10, 11 or 12 mentor (returning to King's in September). Would you like to continue being a mentor?	YES / NO
If the answer is YES. Would you like to continue to mentor the same person or Learning Support group?	YES / NO
If you answered No– what mentoring would you like to be involved in?	KS3 KS4 Learning Support groups

