



## CICS Mentoring Policies and Procedures

### Introduction

CICS provides a mentoring service to schools, in which we engage with students that need additional pastoral support. These students are often dealing with and might be struggling with their emotions or situations that might occur in their lives.

At CICS we understand and are clear that we are **NOT** a counselling service but additional pastoral support.

Our continued aim in mentoring is to help the young people become the best version of themselves that they can be. We believe that mentoring can achieve this, through the students having a different relationship with an adult. We aim to build mutual relationships and a rapport with the young people, where they can be honest about their personal situations, alongside their hopes and dreams for the future. This encompasses both life inside and outside of school. We look to encourage young people to take positive steps in working through issues that they might be facing, also realising that a listening ear might be all that is needed at times. We are also there to signpost young people to other services that we don't provide, working with the school alongside external agencies to do this.

### Why Mentoring?

Additional pastoral support for students is needed, in an environment where mental health issues are rising (according to the NHS 1 in 8 of young people under the age of 19 have at least one mental disorder, NHS 2019), children are plagued by low self-esteem and loneliness (Childline 2016) and various services being stretched, CICS provides a quality service where it is needed.

Not all young people are in complete crisis or need counselling, some young people need someone additional to care, to listen and to challenge. We believe that as Christians it is part of our calling to the young people we work with in schools to do this, keeping in line with our core aims and values.

CICS continues to show our Christian faith to young people in school through mentoring. We do this by showing compassion and care to students, this ultimately reflects the love that we have received through our faith in Jesus Christ. We at no point apologise for this but also do not use this service to actively proselytise to the students, although if questions ever arise about our faith, through conversation, we will continue to be honest and keep our integrity about who we are and what we believe.

### How do we mentor young people?

Mentoring young people is a process that takes time and effort. This involves working with the school we are in and the young person (the mentee) to achieve progress in different areas of their lives.

Our key policies and procedures on what we do to achieve this progress can be seen in the following document which aims to maintain our workers safety, effectiveness and consistency in what we offer schools and the mentee we are working with.



## **Policies and Procedures Mentoring**

### Safeguarding

CICS work within different school settings, whilst working within a school we always fall under their safeguarding policy. Each worker is responsible for knowing the safeguarding policies of the school.

A mentoring relationship is formed through the school and should be maintained within the school environment. If at any point the mentoring relationship moved outside of the school environment, liaison trustees should be informed and the CICS safeguarding policy should ALWAYS be maintained.

*CICS expects its workers to...*

- *Ensure that mentoring meetings take place in a room which either can be seen into by other adults or where another adult is present.*
- *Outline to mentees that if anything is said during mentoring session that causes harm to either them or anyone else that it must be referred to safeguarding.*
- *Work within the safeguarding policy of the school that they are working in at all times*

### Confidentiality

Confidentiality is key to building trusting relationships. Building relationships is at the heart of what mentoring is and CICS workers should expect to be able to keep confidentiality with its mentees.

However there is ALWAYS limits to confidentiality. Safeguarding always surpasses confidentiality.

CICS workers should always inform a mentee if sensitive information is going to be passed on outside of the session. This includes explaining what will happen from that point and who the information is getting passed too.

*CICS expects its workers to...*

- *Maintain a mentees confidentiality where appropriate*
- *Always inform mentees of what information will be passed on outside of the session.*

### Data Recording

CICS recognises the importance of measuring impact of work undertaken in schools. This includes measuring data around mentoring, to do this CICS has three mentee assessments, a pre-assessment, a interim assessment and a final assessment.

The pre-assessment should be done with a mentee first accessing a CICS mentoring service, this designed to be a base assessment of the young persons abilities, including asking them if there is anything that they would or wouldn't specifically like to talk about.

The interim assessments are for the mentees that CICS work with over a long term period, these assessments can be a helpful feedback for the students and a measure for the worker to understand how and what has changed in a mentees life. These can be undertaken a maximum of once a term and the discretion to use these is given to the worker.

The final assessment should be used on the last mentoring session for that mentee or at the end of the school year. This gives an opportunity for honest feedback and a chance to measure where the young person feels like they are currently after the mentoring sessions have taken place.

Each assessment has a matrix outlining different difficulties a student referred for mentoring might be dealing with. The mentee should put a dot in line to the centre of the matrix for how they feel about that subject matter, with the first line (closest to the centre of the matrix) a 1 meaning they are able to cope extremely well with this topic working its way out to a 10 (the most outside line of the matrix) meaning they deal with the topic extremely badly. From this the worker can then draw a line between the dots to create the matrix. An example of this process can be seen below.

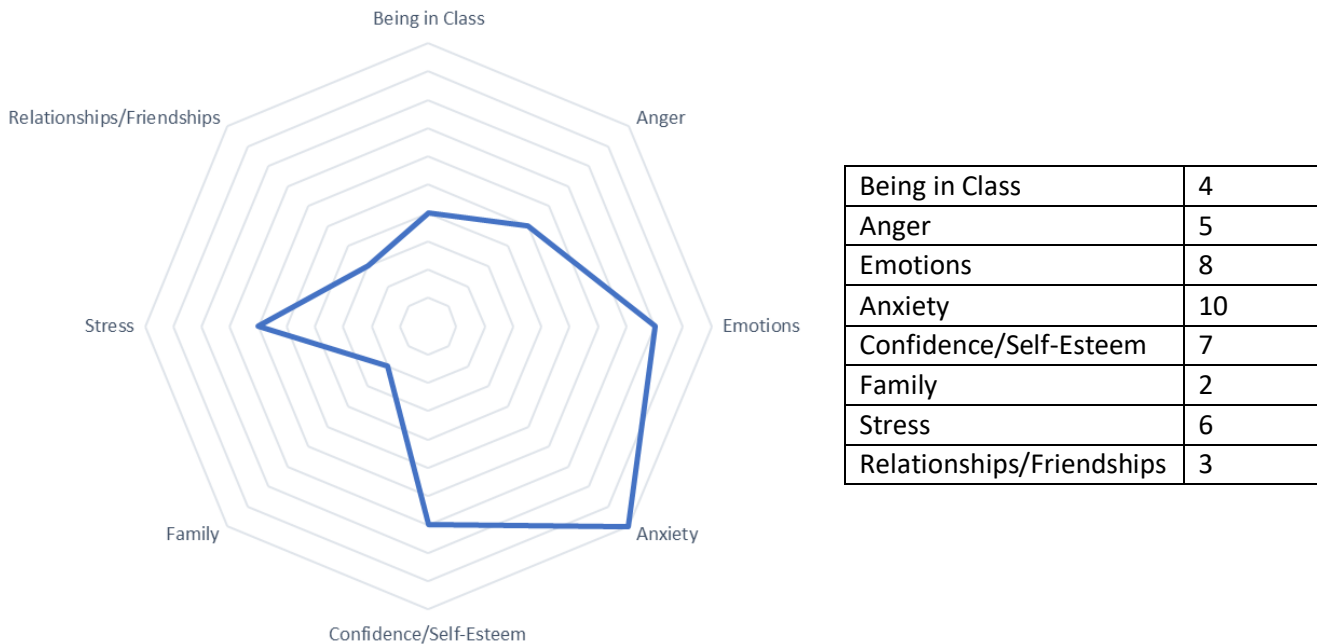


Figure 1 - Example of CICS Mentoring Matrix

Additional to the matrix there are some qualitative questions that there to inform the mentoring sessions with that mentee and the opportunity for a mentee to give feedback on the mentoring sessions.

At CICS we understand that this is all sensitive data therefore the young people that are undertaking this assessment should remain anonymous to everyone baring the worker and school (if asked). Therefore the workers are asked to give each young person they work with a code. This will follow the simple guidelines of the workers initials followed by a two digit number then the schools initials. For instance if the worker was Fred Blogs, the young person was Joe Smith and the school was Brighthouse High School. The code would be FB01BHS, this means this code name keeps Joe Smith anonymous. For each mentee assessment done with Joe Smith the code name would remain the same. It is the workers job to maintain a record of which code relates to which young person, as the school might need to know this information. All assessments completed should be kept in file securely.

The school always has a right to look at these assessments, and understand which young person they are for. At the end of the term/year, CICS can then create data to show the impact that we have had on that young persons life, understanding that the mentoring is by no means the only factor for positive or negative results. This is not a tool to measure the worker by, it is simply to gain data on the mentee in questions.

*CICS expects its workers to...*



- *Use the mentoring assessments forms at the start and end of the mentoring cycle or annually.*
- *Keep accurate records of the code names given the mentees they work with.*
- *Share information with the school when appropriate.*

### Notes

CICS workers might take notes about the mentees, this can be simply to keep a track on the information being provided to them. Workers are encouraged to be diligent in building relationships with the mentees, this includes having information on hand such as who lives at home and what some of the issues that the mentee is dealing with. However this is all sensitive data, we expect our workers to deal with this in an appropriate manor according to how the school would like this to be dealt with.

If the schools do not want notes from our workers, we expect our workers to dispose of any notes appropriately that are not necessary to keep.

Any notes that relate to safeguarding should be passed onto the school/safeguarding officer and be signed and dated.

*CICS expects its workers to...*

- *Take notes and be proactive in building relationship including retaining important facts about a mentee*
- *Dispose of notes that are not required in an appropriate manor*
- *Pass on notes that relate to safeguarding issues*

### In Session

Mentoring is person centred pastoral support, this means letting the mentee identify the issues that they want to work on, alongside the mentor. Additional notes from the school about the mentee can help inform this but not form the basis of the mentoring session if the mentee does not want it to be.

Mentors are there to listen first before asking questions and challenging the mentees=. Questions asked should always maintain appropriate boundaries within the session, mentees are also encouraged to ask questions and form a mutual relationship with their mentor.

At times activities might form part of a session, games, arts, crafts etc. can be used to build relationships, help the young person feel relaxed or may be used as stress relief, other activities can be used to promote conversation and thought.

How long the sessions should run should be conversation between the mentor and mentee. Within the school setting 1 hour is usually an appropriate length of time for a session, however this depends on the workers timeframes and the mentees needs.

When working with a mentee for the first time the mentor should outline what the mentee can expect from the sessions alongside outlining things such as safeguarding and confidentiality.

Sometimes a mentoring relationship doesn't work, this can be for various reasons including a personality clash, a mentee not feeling the sessions are necessary or that the mentee needs external support that can't be offered by the mentor. CICS expects its workers not to just give up the relationship if things aren't quite right but try to make it work, sometimes it can take a long time for

a relationship to form, however if it doesn't for whatever reason, to be honest with the school about this. This should not be seen as a failure but ultimately a part of working with many different young people. The mentee should also have a say about this and if it isn't working for them to be encouraged to explore what that means for them.

Arranging sessions is sometimes difficult, CICS workers should aim to impact the mentees school life as little as possible. This means arranging sessions at different times so that the same lesson isn't always impacted, but also trying to keep young people in lessons important to them and their future. A mentee should have some say on how they are taken from a lesson, some young people will want to be collected by a runner, some won't mind being collected by the mentor and others mentors can arrange to meet at certain times.

No gifts shall be given from mentor to mentee, although CICS want to promote a good mentoring relationship, good boundaries should be maintained at all time. Gift giving can be misunderstood as an attempt to groom the young person and we want to stress maintaining professional relationships at all times. However young people may take home activities that have taken place through the session, artwork that they have done, crafts, or notes that they have made.

*CICS workers are expected to...*

- *Be creative in how they engage their mentee*
- *Listen first then ask*
- *Challenge their mentee for change*
- *Support mentees in a professional manor*
- *Arrange meeting with mentees including discussing the best way to take the mentee out of their lessons.*

### The Mentoring Cycle and Ending Well

The mentoring cycle is one where we build relationship, listen and assess the mentees needs, challenge them to set goal, we then support them to achieve goals and finally assess outcomes.

This cycle takes different times for different young people. Short term mentoring (6/8 weeks) can be effective in certain situations including when working with young people with a specific need or if the young person doesn't form positive relationships which could mean boundaries aren't maintained. Long term mentoring can be maintained for an indefinite amount of time with the mentee passing through the cycle a number of times before the mentoring relationship comes to an end.

The school should take a lead on what kind of mentoring is appropriate for their young person, CICS will continue to be in conversation with the school about the mentoring relationship and how this is working for all parties. CICS workers also have a duty to maintain effective mentoring relationships meaning that 'progress' is always being

## The mentoring cycle



Figure 2 - Mentoring in Teacher Training - University of Warwick



made and that this cycle is being maintained. The mentee should also be part of the conversation about the end of the mentoring cycle.

At the end of the mentoring cycle CICS workers can either leave the relationship open, meaning that if the school thinks the young person could require more support, or the young person asks for more support the mentoring relationship may resume at a later date. Alternatively in certain situations it is more appropriate to close and formally end the mentoring relationship. This would mean that in the event that the mentee or the school asks to resume a mentoring relationship, a different mentor would have to be found. This is appropriate in situations where professional boundaries could be more difficult to put in place in a long term mentoring relationship.

In any mentoring relationship CICS workers need to ensure that they end the mentoring relationship well. This sometimes cannot be possible due to unforeseen circumstances such as ill health or expulsion of the student. The end of the relationship is as important as the beginning, celebrating progress is a huge part in continuing development. Even if the relationship hasn't been as fruitful as both parties might like, ending well shows the mentee that resolving situations to an end is the most appropriate way of dealing these relationships.

*CICS workers are expected to...*

- *Work alongside the school to understand what type of mentoring relationship is required*
- *Continue to work through the mentoring cycle always maintaining 'progress' through the mentoring relationship*
- *End well with the mentee, whether this is an open or closed ending to the relationship*

### Mentors Wellbeing

At CICS the wellbeing of our workers is paramount. Mentoring young people can sometimes be difficult, situations can be discussed or disclosures can be made which leave the worker feeling vulnerable, upset and have an effect on their lives. We recognise that different situations effect people differently this includes how someone might deal with a conversation differently depending on their personal circumstances.

Supporting our workers is therefore an important part of our mentoring service. A blended approach to supporting workers is used so that they get the appropriate support at the correct time.

We fully expect our workers to support each other as much as possible, this can be helpful at different times. Certain times expertise that can only come from our workers including using each other's experience can help in situations. Examples of this peer to peer support includes discussing how to deal with situations directly about the mentoring relationship and sessions.

The school that we are working with have a responsibility to our worker alongside the mentees. Anxiety about what is going to happen to the mentee after a difficult conversation or disclosure isn't ever ideal. This is why building good relationships with the pastoral teams and senior leadership at the schools we work with is essential. This trust is essential to understand the schools processes on how they deal with a young person when our sessions end. CICS responsibility for the young person finishes when releasing the mentee back into the school system as long as the correct safeguarding principles are maintained.

Another strand of support for our workers is liaison trustees. CICS trustees have a legal duty to their workers but further to this we have a pastoral duty. Liaison trustees are given to each worker to



build a relationship with, meaning that if any issue was affecting the worker, their ability to work and their wellbeing could be discussed with the trustees.

Finally our workers are encouraged to find external support, schools work generally isn't always easy. This means we place an emphasis on maintaining a work/life balance, as well as an external support network, this can include a spiritual director, small groups, church and family networks.

*CICS expects its workers to...*

- *Support each other*
- *Understand where their responsibilities to their mentees end*
- *Build relationship with their liaison trustee*
- *Create an external support network*