

Mentoring policy



Teach Help Inspire Nurture Keep it up

Promoting outstanding practice

Mentoring is defined as a relationship that involves two people, the mentor (who is usually more experienced or senior) supports the mentee with regular guidance, feedback or advice in a confidential session. The T.H.I.N.K. BIG Project has created a mentoring programme that is inclusive and holistic for practitioners to use when supporting young people. Mentoring often comes with a restriction of identifying students that are NEET or at risk of permanent exclusion however, the T.H.I.N.K. BIG project believes mentoring should be offered to young people that may fit into wider categories that may impact their development these are listed below.

Support should be offered if young persons:

- Displays low self-esteem/ self-worth
- Has been through a traumatic event in life
- Diagnosed with SEND need or condition that may impact behaviour
- Has challenging behaviour
- Engaging in high risk behaviours
- Poor attendance in education

Mentoring should be used as an early intervention programme rather than a last resort ad-hoc intervention.

Mentoring must provide positive methods of encouraging and developing young people to achieve their full potential while being structured, outcome-based and holistic based in its approach. Our ethos and values underpin the mentoring programme.



Our ethos to: Engage Encourage Empower

- Engage young people in taking responsibility and ownership of their development
- Encourage them in activities that allow their skill set to grow and achieve their full potential
- Empower them to believe in themselves and build on the confidence they already have



T.H.I.N.K. BIG values are: Passionate Inclusive and Holistic

Passion is what drives our products they are designed to empower young people to realise their potential and build on the skill sets they already have.

Our products are not just for young people who are at risk of exclusion or N.E.E.T they designed for any young person who has an identified need for development. The T.H.I.N.K. BIG mentoring programme looks at four core values to provide a holistic approach to supporting young people. The four areas are:

- Self-awareness
- Core values
- Boundaries
- Empowerment

T.H.I.N.K BIG Aims

1. To promote outstanding practice in mentoring

The T.H.I.N.K BIG project believes that mentoring should be inclusive to all, structured and outcome based. Our mentoring programme ensures that there is structure and guidance in mentoring and ensures the mentoring is outcome based and measured.

2. Support young people to achieve their full potential

Mentoring must provide positive methods of encouraging and developing young people to achieve their full potential while being structured, outcome-based and development holistic based.

The Benefits of mentoring

- Increases confidence
- Build on skill set
- Encourage reflection
- Build values
- Develop critical thinking
- Enables practice on interpersonal skills
- Promotes a healthy and supportive organisational culture
- Nurtures leadership skills in mentors

The role of a mentor

- Listen
- Question and to extract facts
- Give information and knowledge about organisation/occupation and informal networks
- Give advice on career development
- Offer different perspectives
- Offer support and encouragement
- Draw on own experience when appropriate
- Confront and discuss current issues



Responsibilities and commitments

The mentor is responsible for providing a safe and supportive environment by listening, questioning and giving non-judgemental feedback. Mentor will commit to having regular contact with the young person. This is to be agreed at the beginning of the mentoring arrangement. Mentoring should be regularly reviewed by both mentor and mentee.

Safeguarding

All mentors must promote safe working practice. Mentees' must have full confidentiality unless themselves or others are at risk or harm. This must be explained when going through the mentoring contract.

If a young person makes a disclosure of abuse the mentor must:

- Allow the young person to speak without interruption
- Offer immediate understanding and reassurance
- Not ask leading questions
- Refer to the DSL without investigating the issue yourself
- Write notes of what they have said which must be in their own words
- Sign, date and pass this on to the relevant person

Record keeping

All records must be kept confidential and safe. Information may be used for monitoring the impact and effect of coaching and mentoring. Storage and use of individually identifiable data will be in line with the Data Protection Act 1984.



Code of ethics

This guideline is for all mentors to follow as we are committed to maintaining and promoting outstanding practice in mentoring. It is vital that all coaches and mentors agree to adhere to all elements of this Code of Ethics. The code of ethics sets the expectation of best practice in the supervision of mentoring to promote development of professional excellence. Its purpose is to:

Provide appropriate guidelines, give accountability and set standards of conduct for all to follow.

The code is broken down into five sections and covers the organisations expectations of professional behaviour and conduct.

1. As part of our commitment as mentors we will

- Put mentees first by:
 - a. Making mentees a priority while supporting them
 - b. Providing a personalised plan for each mentee
- Build an appropriate relationship by:
 - a. Ensuring relationships are built on a mutual and trust worthy grounds
 - b. Create healthy boundaries for all parties to adhere to
- Maintain integrity by:
 - a. Being honest about work and support given
 - b. Uphold professional conduct
- Demonstrate accountability by:
 - a. Reviewing progress with in supervision



2. Professional Conduct

- a. Keep ourselves informed of any relevant research and evidence-based guidance
- b. Review our knowledge and skills in supervision and encourage open discussions with other experienced coaches and mentors

3. Excellent Practice

- a. Mentors will model high levels of good practice in their work. Including the areas of levels of competence, professionalism, relationship building and the management of personal boundaries.
- b. Mentors will have the skills, attributes and knowledge required to be competent coaches and mentors.
- c. Mentors will encourage coachees and mentees to raise any concerns at the earliest opportunity.

4. Ethics

Our ethics are based on values and principles that underpin the outstanding practice of mentoring.

Values

- a. Respecting human rights, dignity and upholding equal opportunities
- b. Enhancing coachees and mentee capabilities
- c. Encouraging personal resilience
- d. Upholding the integrity of practitioner-client relationships



Principles

- a. Trustworthy
- b. Non-judgmental
- c. Honest
- d. Respectful
- e. Empathic
- f. Integrable

5. Confidentially

- a. Mentors will state clear expectations about confidentiality
- b. All sessions will maintain the strictest level of confidentiality unless proved harmful to themselves or others
- c. Information about coaching and mentoring will be kept safe and accessible to coachee or mentee
- d. Records to be accurate and reflect the work of sessions

