

**The T.H.I.N.K. BIG Project – Future Leaders Youth
Mentoring Programme. (FLY)**





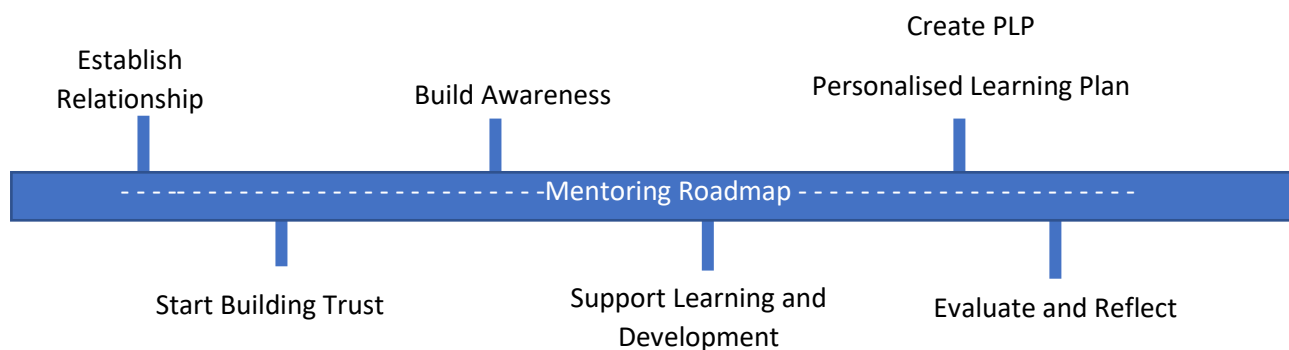
Mentoring that provides a learning and development plan to support young people unlocking their potential.

Research shows short term mentoring can have a devastating impact on young people.

Relationships with mentors that last less than three months; where there is irregular and inconsistent contact; where there is a disconnect between the personalities, interests, and expectations of the mentors and mentees; where mentors are unprepared and lack skills to relate to youth; and where there is no emotional bond between the mentor and mentee have been found to be harmful to the youths (Jekielek et al., 2002; Rhodes & DuBois, 2006).

Our Mentoring Approach

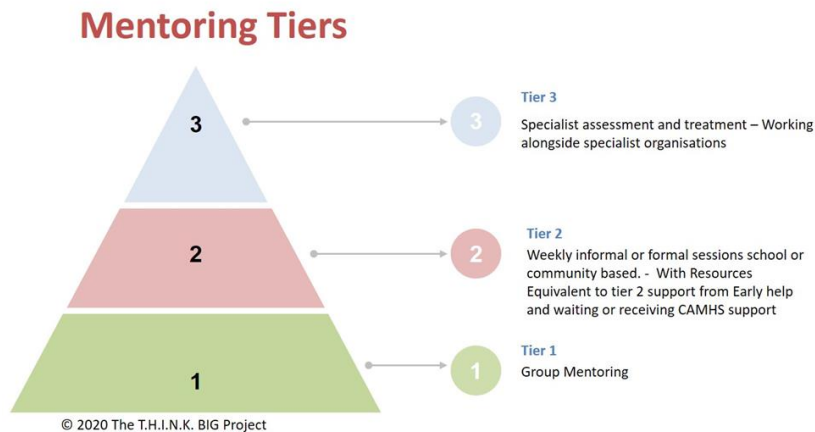
The T.H.I.N.K. BIG Project builds healthy foundations that create partnerships, establish trust in all mentoring relationships with the aim of improving impact and performance





Programme outline:

Our mentoring programme is called F.L.Y (Future Leaders' Youth), offered to young people between the ages of 12-25 who have experienced one or more ACES (adverse childhood experiences). Mentoring will meet our system tiers 1 and 2.



The focus is mindset shift, personal growth and unlocking potential

Young people will have the opportunity to resources such as books, courses, their personality, motivators' and judgments. Training provided and accredited from Educare (online provider offering level 2 courses in sport, education, and social care). Business pathways provided via CMI. A PDP (Personal development plan) will also be created to give direction and focus to the young persons' long-term goals.

The fly programme has three strands all with a long-term focus in supporting development. The strands are

[Community Based](#) | [Alternative Peer Leadership programme in education](#) | [educational support](#)

The mentoring programme is aimed to support young people long term to ensure relationships are established and maintained for long-term development. **Each strand explained below.**

While the aim and objectives remind the same the strands provide a tailored approach for the individuals.

- Community Based

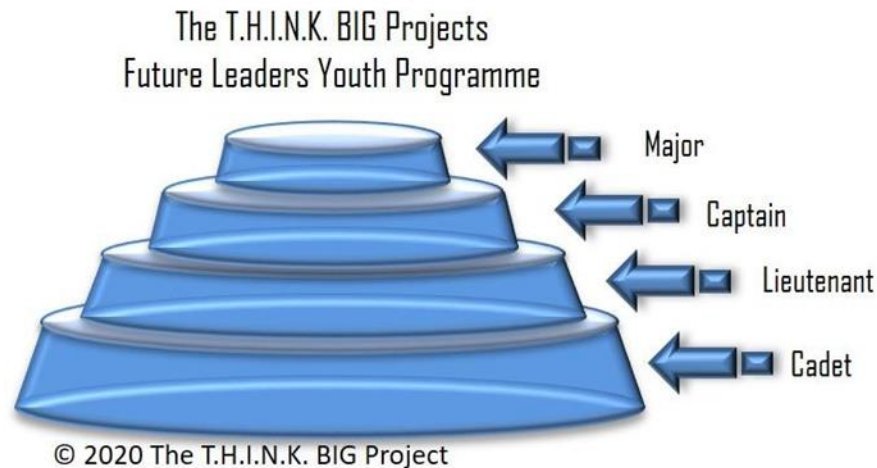
This will take place in community locations, designed to engage individuals in unlocking their full potentials. Mentoring will take the form of 1:1 sessions, group workshops and seminars. Parent forums will be offered to engage parents where need is identified.

- Alternative Peer Leadership programme in education

This is be a peer mentoring programme that will support schools' behaviour and pastoral teams. The programme will be aimed at individuals that do not have opportunities to develop their skills



and attributes due to poor attendance or displaying at-risk or acting out behaviour. Young people will have the opportunity to receive accredited mentoring training, alongside other training courses to develop their skills and attributes. Once the programme has been established for 6 months a leadership structure is introduced through an open application procedure to create tiers of responsibility and growth.



The Tiers:

FLY – Major

- ✓ Training - complete all training expectations on other levels as well as leadership training, raising awareness on peer and peer abuse. CMI leadership training offered.
- ✓ Requirements – obey all rules and need to have at least 90% attendance in school/hub/center.
- ✓ Commitments – aim for 95% attendance to school/hub/center and be a part of a restorative youth panel

FLY – Captain

- ✓ Training - complete all training expectations on other levels as well as Fire Safety, and First Aid essentials
- ✓ Requirements – obey all center rules and aim for at least 80% attendance in school/hub/center.
- ✓ Commitments – aim for 90% attendance to school and hub/center and be a part of a restorative youth panel



FLY - Lieutenants

- ✓ Training - complete all training expectations on other levels as well as adverse childhood experiences, child exploitation, safeguarding young people
- ✓ Requirements – obey all rules and need to have at least 80% attendance in school/ hub/center
- ✓ Commitments – Aim for 90% attendance to school and hub/center

FLY – Cadets

- ✓ Training – complete all training expectations - equality and diversity, serious youth violence, mental well-being in children and young people, preventing bullying, online safety
- ✓ Requirements – obey all center rules
- ✓ Commitments – attend all mentoring sessions

- Educational support – supporting students in unlocking their potential.

1:1 and group work mentoring sessions that have the focus of wellbeing and maximising potential. Support will also be focused on parent engagement and young people engaging in community activities.

Objectives of the future leaders programme

- Will encourage development and productivity.
- Support young people in reaching their full potential and support building resilience
- Evaluate how young people feel they are supported, and the impact of support
- To build on skills and attributes
- To empower their minds for success and shift mindset where needed
- To help the youth build better relationships
- To help the young people prepare for the future
- To create a safe space where young people can vocalise their perspectives and opinions
- Lessen at risk behaviours demonstrated by the individuals
- build support between young people, parents and the school

Sessions will provide the space to

- Build on the resilience of the individuals
Many young people/adults do not identify with the resilience they show in overcoming obstacles, it often is seen as something they do rather than a skill that is being developed.
- Allow out of the box thinking
Reaching ones' potential means coming out of one's comfort zone and trusting the process of feeling uncomfortable in situations that will produce new pathways of thinking
- Build on three principles that spark holistic development



Learning, growth and reflection. Engaging an individual in their learning to meet holistic development provide growth in skills and mindset and learning how to effectively reflect will allow the process to be consistent.

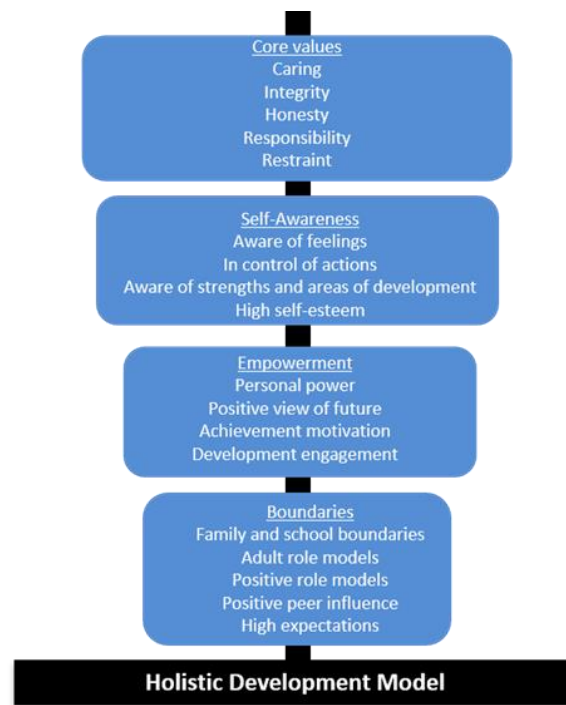
- Addressing areas of life that may cause hindrances to development such as lived experience in trauma. – When trauma is left unsupported the impact can be life changing potentially increasing at-risk behaviours, mental health concerns, poor wellbeing and inter-generational cycles

Impact measured by

Impact will be measured on our holistic development model carried out by mentor and mentee throughout the programme.

The outcome will see that individuals will be:

- Engaged in their own learning journey
- Encouraged to continue their development
- Empowered to build on their skills, attributes and well-being
- Create direction on steps and pathways for their future
- Able to vocalise their perspectives and opinions while respecting that of others
- Lessen at risk behaviours





The Need:

With growing concerns with young peoples' wellbeing and at-risk behaviours. There is a lot to do. We aim to shape the delivery of mentoring and highlight the importance of long-term support.

We choose quality over quantity.

The areas that will be covered initially are Southwark and Croydon. Both are in the 23 deprived areas in London, both have been at the top of the list for knife crime and currently both are in the top 5 areas of crime. <https://www.finder.com/uk/london-crime-statistics>

The need of long-term mentoring is apparent in statistics and a questionnaire we carried out. We asked over 250 individuals' that covered professionals, young people and parents. They were asked about mentoring and the length spent. All individuals said they felt mentoring support needed to be longer as in education it often is carried out on a six-week basis. Both and young people and parents felt that it was not enough time to build meaningful relationships while professionals felt that mentoring needed more of an outcome-based approach.

Our programme covers all those areas and with worrying statistics more must be done.

- Crime is rising for young people with stats showing that for each adverse event a young person experiences the risk of violence preparation is increased by 35% - 144% (*taken from the youth commission report July 2020*)
- 1 in 8 children have a diagnosable mental health disorder – that's roughly 3 children in every classroom. NHS Digital (2018) 'Mental Health of Children and Young People in England, 2017' Available at: <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017>. Based on 12.8% of 5 to 19 year olds being identified as having a diagnosable mental health condition.
- 1 in 6 young people aged 16-24 has symptoms of a common mental disorder such as depression or an anxiety disorder. NHS Digital (2018) 'Mental Health of Children and Young People in England, 2017' Available at: <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017> Based on 12.8% of 5 to 19 year olds being identified as having a diagnosable mental health condition.
- Half of all mental health problems manifest by the age of 14, with 75% by age 24 Kessler RC et al. (2005). 'Lifetime Prevalence and Age-of-Onset Distributions of DSM-IV Disorders in the National Comorbidity Survey Replication'
- 1 in 3 adult mental health conditions relate directly to adverse childhood experiences - Kessler, R. (2010) 'Childhood adversities and adult psychopathology in the WHO World Mental Health Surveys' British Journal of Psychiatry 197(5): 378–385



Our Safeguarding promise

Safeguarding is a term used to protect the health, well-being, and human rights of individuals. Effective safeguarding is making sure that everyone is safe. Safeguarding should have the principles of empowerment, prevention, proportionality, protection, partnership and accountability within all working practices.

Safeguarding is in the heart of what we do. Our promise to safeguarding individuals is one that will be contextualised, open and serve the purpose to protect anyone at risk.

Designated Safeguarding Lead: Gemma Watson - Email: TBsafeguarding@gmail.com

A Designated Safeguarding Officer or Lead is the person who has responsibility for ensuring a company's safeguarding policy is adhered to. The person below is the DSL of "The T.H.I.N.K. BIG Project

