

## SOS+ MENTORING

### 1. WHAT IS MENTORING?

*“Mentoring, Inspiring, Empowering. Mentoring is conveying the experience, gained wisdom, insights, and lessons that one has learned in life. Mentors are like beacons. They are guiding lights for younger people. The aim to help them understand their potential, their strong points and inspire and motivate them.”*  
(UN Global Thinking Mentors)

SOS+ works with local partners to identify children and young people in need of 1:1 mentoring. These children and young people may display risk indicators that may make them more likely to become involved in youth violence and exploitation (e.g. truancy, missing episodes, involvement with the criminal justice system, safeguarding concerns etc.)

Our award-winning approach puts trained staff with lived experience at the heart of the solution. Having once been involved in gangs, crime, criminal exploitation and violence themselves, they are imbued with a passion and collective desire to ensure that the young people they work with do not make the same mistakes they once did. This pro-social-modelling approach allows our staff to use their lived experience to offer an alternative to the ‘street’ narrative and the glamorisation of crime. Their ability to draw from their own life experiences has enjoyed success where conventional approaches have failed.

SOS+ Mentors are authentic and credible, providing children and young people with a safe space to facilitate deep conversations about their experiences while also developing their self-esteem, creating a positive self-identify and raising aspirations.

Our mentoring intervention offers children and young people the opportunity to:

- Be supported by someone who ‘has been there’; our Mentors really do understand what children and young people are going through and the difficult decisions and risk they face every day.
- Have challenging, but supportive conversations.
- Have a safe space to unpack their individual perceptions and experience of gang involvement, youth violence and exploitation.
- Be given hope of alternative, positive life and believe they can reach their potential.

We recognise that working with vulnerable children and young people is very rewarding but, with it, comes a great deal of responsibility. We assert our commitment to the fact that every child and young person has the right to live a life free from fear, abuse and exploitation; and we understand that in our work with children and young people, we have the responsibility to protect their safety and basic human rights.

All staff and volunteers subject to enhanced DBS checks and undertake a range of compulsory training initiatives including: Safeguarding, Prevent and GDPR. They are also required to have, or be working towards, a Level 3 qualification in Mentoring and a Level 3 Award in Education and Training (formerly 'PTLLS').

A full Risk Mitigation Strategy is available by request.

## 2. OUR PARTNERSHIP APPROACH

SOS+ Mentors:

- Are embedded in education settings, reaching into the community, providing early intervention and intensive support to children and young people.
- Provide mentoring in the community as part of a multi-agency offer of support.
- Do not work in isolation, we work in partnership with the established network that is already working with each young person; either an education setting or a professional network.
- Focus on structured interventions tackling perceptions of experiences of gang involvement, violence and exploitation and setting goals for the future.
- Refer back to the professional network when a child or young person has needs that mentoring cannot meet or where there are barriers to engagement that need to be addressed.
- Offer expert advice to other professionals through contribution to multi-agency meetings, intelligence sharing, and safeguarding responses.
- Add one liner about building bridges between mentee and professionals with the aim of increasing engagement levels between CYP and other professionals i.e. CYP is opening up to social worker, YOS worker, teachers, DSL's and therapist since working with SOS+ mentor.

## 3. THE MENTOR'S ROLE

The role of the mentor is to:

- Establish positive and professional relationships with the children and young people, accessing the service.
- Provide one-to-one mentoring to the young people referred into the service by education settings.

- Facilitate conversations with young people that tackle perceptions of gang involvement, violence, and exploitation, encouraging them to develop a positive self-identity, healthy relationships, to feel safe and to raise their aspirations (Add something about equipping CYP's to manage their own risk).
- Build trust and create a safe space for children and young people in which to explore challenging and potentially traumatic issues and topics.
- Actively listen to children and young people, and appropriately plan structured, tailored group and one-to-one sessions.
- Promote the value of lifestyle changes to children and young people accessing the service.
- Develop and maintain professional relationships with pastoral and safeguarding leads within each education setting.
- Contribute to multiagency meetings utilising expertise around lived experience and local knowledge.
- Maintain accurate records of one-to-one mentoring work.
- Contribute to the monitoring and evaluation of the Project.

## 4. OUR MENTORING PRINCIPLES

- Safeguarding is at the forefront of everything we do.
- The mentor will address, explain and agree professional boundaries, consent, sharing information, confidentiality, expectations, safeguarding and safety protocols with mentees.
- The mentoring relationship is based on trust, confidentiality, respect and sensitivity.
- Mentoring is a series of structured conversations facilitated by the mentor.
- The mentor should allow the mentee to drive the relationship and encourage them to take increasing responsibility for their own self-reflection and development.
- A mentor should help the mentee identify goals and challenges and set priorities.
- The lived experience combined with professional expertise of our mentors is central to our approach; they connect with children and young people without glamourising their criminal past.
- The Mentor understands the impact of personal bias and works at minimising personal bias.
- Mentors will seek advice and support when needed.
- Our Mentors are professionals and are enabled to maintain the quality of service by engaging with/receiving effective line management, clinical supervision, and regular training.
- Add a one liner incorporating trauma informed, case by case, tailored approach that places equality and diversity at the centre and ensures inclusivity.

## 5. CORE COMPETENCIES

### General Competencies

- Awareness and commitment to Safeguarding Policies and Practices.
- Ability to demonstrate good attendance and timekeeping.
- Ability to demonstrate effective planning and organisation skills, including workload, email inbox, meetings, time management and task management on a day-to-day basis.

- Demonstration of an approach to “team-ship” – responding to requests for information from other departments, participating in cross-organisational groups and activities and participating in partner/funder visits and events where possible.
- Ability to work collaboratively with staff and managers within the team and across other departments, and to resolve conflicts of interest professionally.
- Awareness of, and commitment to, equal opportunity, diversity and dignity at work practices and policies, and ability to promote diversity and treat colleagues and clients fairly and with respect.
- Awareness of, and commitment to, working in line with our GDPR policies and procedures.
- Ability to demonstrate ability to follow internal policies and procedures and to follow management instruction.
- Accepts new ideas and change initiatives.
- Balances the demands of work life and personal life.

### **Technical Competencies**

- Ability to actively listen and reflect on goals and progress.
- Supports client through identifying needs and advocating when/where appropriate.
- Facilitates and documents client meetings.
- Uses knowledge and competence in youth violence, gang involvement and exploitation to help client acquire and apply new knowledge and skills.
- Ability to inspire and motivate clients, enabling them to take positive steps towards their own goals.
- Add something around innovative teaching techniques to optimise engagement and interaction by catering to everyone’s preferred learning style ie. visual, audio, kinaesthetic etc.

## 6. OUTCOMES

### Outcome 1. Increased resilience to becoming involved in gangs

Indicators	Evidence
<ul style="list-style-type: none"> <li>• CYP discusses concerns (and ask for help)</li> <li>• CYP have positive relationships with other professionals (teachers, police, social workers, YOT workers etc.)</li> <li>• CYP have positive relationships with their family</li> <li>• CYP know where to go for support and help</li> <li>• CYP feel more able to challenge, question and assess risk.</li> <li>• CYP employ critical thinking skills.</li> <li>• CYP more able to withstand negative peer pressure, and/or disassociate with identified negative peers.</li> <li>• CYP re-engages with education placement.</li> <li>• CYP engage with positive activities</li> <li>• Professional network report lower levels of intelligence</li> <li>• CYP has better sense of responsibility, maturity, self-esteem, hope and positive identity.</li> <li>• CYP more emotionally resilient and better able to understand triggers.</li> <li>• CYP no longer going missing.</li> <li>• CYP sets themselves goals and starts working towards them</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from professional network</li> <li>• Case notes</li> <li>• Baseline Assessments (DTT)</li> <li>• Action Plan and Action Plan Reviews</li> <li>• Mentor reflections and observations</li> <li>• Feedback from CYP</li> <li>• Risk Assessment and Risk Assessment Reviews</li> <li>• Wellbeing Scale</li> <li>• Feedback from family members</li> <li>• Safeguarding referrals / information shared with professional network</li> <li>• Positive change reflected in attitude, thinking &amp; behaviour scales within needs assessments.</li> </ul>

### Outcome 2. Improved attendance, engagement and behaviour in education

Indicators	Evidence
<ul style="list-style-type: none"> <li>• CYP arrive on time to education placement</li> <li>• CYP engage well at education placement</li> <li>• CYP are not excluded from education</li> <li>• CYP feel safe at their education placement</li> <li>• CYP explore further education options</li> <li>• CYP secure education, training or employment</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance records from education placement</li> <li>• Feedback from education professionals</li> <li>• Baseline Assessments (DTT)</li> <li>• Case notes</li> <li>• Action Plan and Action Plan Reviews</li> <li>• Mentor reflections and observations</li> <li>• Feedback from CYP</li> <li>• Risk Assessment and Risk Assessment Reviews</li> </ul>

<b>Outcome 3. Increased ability to better manage risk</b>	
<b>Indicators</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>• CYP report incidents where they have felt at risk</li> <li>• CYP ask for help</li> <li>• CYP feel safe at home</li> <li>• CYP feel safe at education placement</li> <li>• CYP feel safe in their community</li> <li>• CYP feel more able to challenge, question and assess risk.</li> <li>• CYP employ critical thinking skills.</li> <li>• CYP more able to withstand negative peer pressure, and/or disassociate with identified negative peers.</li> <li>• CYP form and maintain positive relationships with peers, parents and authority figures.</li> <li>• CYP better able to resolve conflicts.</li> <li>• CYP has better sense of responsibility, maturity, self-esteem, hope and positive identity.</li> <li>• CYP more emotionally resilient and better able to understand triggers.</li> <li>• Professional network report more understanding of CYPs risk</li> <li>• Professional network feels able to support CYP</li> <li>• Professional network reduces CYP risk level</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from professional network</li> <li>• Case notes</li> <li>• Baseline Assessments (DTT)</li> <li>• Action Plan and Action Plan Reviews</li> <li>• Mentor reflections and observations</li> <li>• Feedback from CYP</li> <li>• Risk Assessment and Risk Assessment Reviews</li> <li>• Safeguarding referrals / information shared with professional network</li> </ul>

## 7. THE MENTORING JOURNEY

Below is an example of a typical mentoring journey. However, mentoring interventions are tailored to the needs of each child and young person. Their journeys are not always linear, and the model allows flexibility in dealing with individual situation or circumstances.

