



CITY LIONS

# Mentoring Programme


*Be the inspiration*





# Welcome!

Today we will cover:

- What is safeguarding?
  - How we keep young people safe and your role
  - Coaching and goal setting
  - Next steps
- 

# What is safeguarding?

Safeguarding:

- Protecting children from harm
- Preventing damage to children's health or development
- Taking action to make sure all children have the best start in life

Child protection:

- Part of safeguarding
- Refers to the action taken to protect specific children who are being abused or who are at risk of abuse

# Safeguarding

- Your responsibility is to **pass on any concerns** you may have for your mentee's safety and wellbeing.
- Your role is to **recognise** and **refer** abuse, not to investigate.

# Staying Safe

## Meet in a public space

Always meet in a public place and check your mentee is comfortable with the location

## Do not visit homes

You should not visit a mentee's home, nor should they visit your home.

## Accompany your mentee

You will need to accompany your mentee to any meetings (in-person or virtual) where they are meeting contacts **without a City Lions DBS**

## Email and text is okay

Please use your work mobile number if possible and stick to email where you can

## Avoid lots of messages

Mentoring sessions should not be conducted over text or instant messenger, we suggest you don't discuss larger topics over text – but you may want to arrange/remind your mentee via text about your sessions

## CC'd in emails

If mentees are being introduced to a contact over email, you will be copied in to ensure safety. You must continue to be copied into all correspondence.

# Staying safe online

- Agree **platform together** before reaching out via a video call
- Keep video calls to the same **appropriate hours** that you would meet in person.
- Avoid video calling from your **bedroom**. If a bedroom is the only private space in the house, try and make your background as neutral as possible
- Do not allow or **engage in inappropriate** and sexual online communications
- Do not **record** the video call or take screenshots
- Do not have your **address** or significant personal details on show

# Social Media

- Do not follow your mentee on social media. If your mentee adds you, then please decline.
- If you have a professional social media account and are comfortable with your mentee following you that is permitted, but please do not follow back.
- Please don't share pictures of your mentee on social media.
- We encourage mentors to share good news on social media but please do not use mentee's full name/face.
- Do not make plans on public forums.

# Types of abuse

- **Physical** - causing physical harm to a child/failing to protect a child from harm.
- **Emotional** - persistent emotional maltreatment of a child.
- **Sexual** – forcing/enticing a child or young person to take part in sexual activity.
- **Neglect** - persistent failure to meet child's basic physical/psychological needs.
- **Bullying** - deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves.



# Signs of abuse

## Signs of possible **physical abuse**

- Any injuries not consistent with the explanation given
- Injuries which have not received medical attention
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- Female genital mutilation

## Signs of possible **sexual abuse**

- Allegations made by a child concerning sexual abuse
- The young person has an excessive preoccupation with sexual matters
- Sexually provocative or seductive behaviour with adults
- Suspicions about possible grooming

## Signs of possible **emotional abuse**

- Depression, extreme anxiety, changes or regression in mood or behaviour
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Highly aggressive or cruel to others
- Running away, stealing and lying

## Signs of possible **neglect**

- Dirty skin, body smells, unwashed, uncombed hair
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry

# What happens if there's a concern?

These five principles outline what should happen in the event of a safeguarding concern.

- To **Recognise** a concern that a child or young person is being harmed or is at risk of abuse of harm.
- To **Respond** appropriately to a child or young person who is telling you what is happening to them.
- To **Refer** on concerns about safeguarding to the appropriate authorities which could be City Lions, children's social care or the police.
- To **Record** the concerns in accurate detail, including any subsequent action that has to be taken, all the actions have to be done in a timely manner within the specified timescales to ensure there is no delay. Whilst the safeguarding procedures specify timescales these are the 'maximum' time limits, it is better to respond, refer and record as soon as you can when receiving the information
- The **Resolution** and escalation, City Lions have a responsibility to ensure that any concerns are followed up and will take further action if it considers that sufficient protection has not been offered to a child or young person

# If a disclosure is made

- **Listen** carefully and actively to your mentee. At this stage there is no necessity to ask questions. Let them guide the pace.
- **Do not show shock** at what you are hearing. This may discourage the mentee from continuing.
- **Do not investigate.** If you need to clarify what is being said and whether the mentee is at risk, ask open questions (what, when, who, how, where, do you want to tell me anything else? ) But only to the point of clarification being achieved. Avoid the question 'why?' as this can imply guilt / responsibility on the mentee.
- **Stay calm** and reassure your student that they have done the right thing in talking to you.
- **Never promise to keep a secret** or confidentiality.

# Reporting a disclosure

- You have a duty to ensure the information is passed on to City Lions within 24 hours. We will then liaise with the relevant authorities or the school/college in order to keep your mentee safe. Wherever possible City Lions will seek consent from your mentee to share information with the authorities.
- If you believe that a **young person is at a high risk of harm** and/or the matter requires urgent attention outside of office hours (Mon-Fri, 9am-5pm) you additionally need to contact **Westminster City Council's Safeguarding Team**.
- **Record factually** what the mentee has told you / what you have observed ASAP. Ensure records include the date, time, place of disclosure, behaviour and words used by the mentee.
- The information should remain **confidential** to those who 'need to know'.
- City Lions will help to ensure that you are supported in managing the information you have received.
- **IF there is a risk of immediate danger** to a young person you should contact the relevant emergency services immediately.

# Who to contact

## 1. Call Sisley or John

If you have a concern about a young person or a disclosure has been made to you, in the first instance, please call Sisley/John to discuss. If the concern/disclosure happens out of working hours and the young person **is not** at immediate risk of harm please complete the form and email us so we can get in touch with you asap:

E: [shamer@westminster.gov.uk](mailto:shamer@westminster.gov.uk) / [jnolan@westminster.gov.uk](mailto:jnolan@westminster.gov.uk)

T: 07816211512 (Sisley) / 079 7162 6097 (John)

## 2. Fill in Safeguarding Concerns form

Once you have informed the team, please use our Safeguarding Concerns form to report the concern/incident to the City Lions team, ensuring that you include as much detail as possible. This will only be seen by our Designated Safeguarding Officers and no one else.

If you believe that a young person is at a high risk of harm and the matter requires urgent attention outside of office hours (Mon-Fri, 9am-5pm) you additionally need to contact Westminster City Council's Safeguarding Team:

E: [accesstochildrensservices@westminster.gov.uk](mailto:accesstochildrensservices@westminster.gov.uk)

T: 020 7641 6000

If your concern is urgent and you cannot reach either of the above safeguarding teams or a young person is in immediate risk of harm please contact the emergency services or the NSPCC hotline on 0808 800 5000.

# Other contacts

- **Bi-Borough Local Authority Designated Officer (LADO)** for referral and management of allegations against staff - [Lado@westminster.gov.uk](mailto:Lado@westminster.gov.uk) / 020 7641 7668
- **NSPCC** – national helpline Advisors Counsellors 0808 800 5000
- **Child Line** – national helpline Advisors Counsellors 0800 1111
- **Emergency services** – call 999

# Safeguarding Scenario 1

During a session you explore the support your mentee receives, as a result their relationship with their family comes up.

Your mentee then says **“I hate my stepdad. He has done things to me that make me so angry!”**


How should you respond?

# Safeguarding Scenario 2

Your mentee has considerable visible bruising down one of their arms, you ask them how it happened, and they say they don't want to discuss it.

How should you respond?





# Safeguarding Questions?

# Mentoring & Mental Health

- If your mentee discloses a mental health issue, the important thing is to **listen** to them, without passing judgement or asking leading questions.
- There are more resources on this in **Mentor Handbook**.
- Please let your mentee know they can speak to their GP or contact one of the recommended organisations - **Mind** and **Kooth**.
- If you are concerned, please get in touch – we can support!





# Break

5 mins

# Working with Young People





# Internal and external pressures

Using the 'elements' and/or 'text' option on Canva add in images/words that relate to internal/external factors you think might impact young people.



### Internal Factors

neurodiversity

Body changes

Sibling

Comparisons

worrying about future

Body Image

Cultural difference

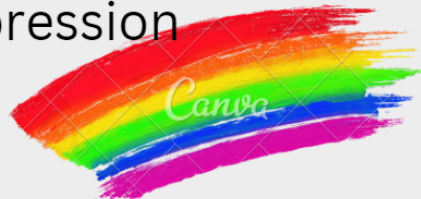
Depression, situational or clinical

Self confidence



mental health  
Anxiety/ Depression

Self Confidence



### External Factors

Relationships

Friendship challenges

Exam pressures

Parents Relationship

SOCIAL MEDIA

caring responsibilities

Climate anxiety



Discrimination

money concerns at home

Bullying

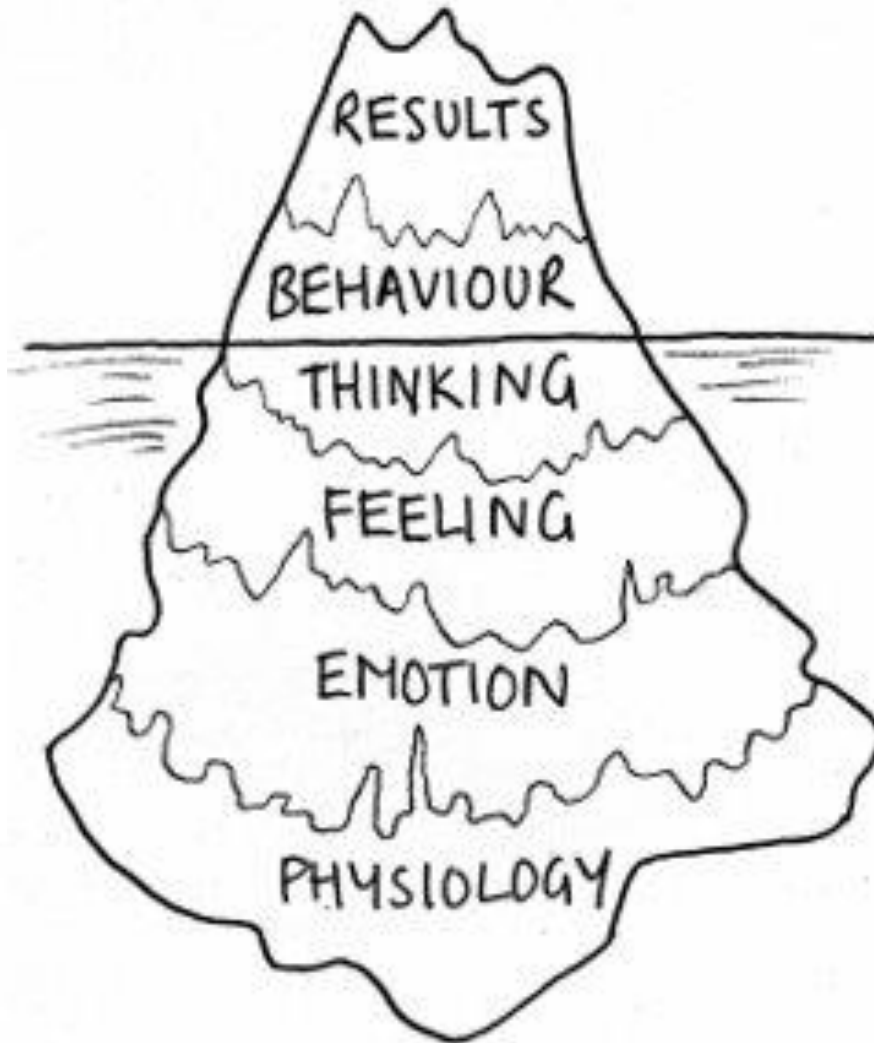


Home life



# If your mentee is struggling

- Don't blame yourself
- Most mentoring relationships have ups & downs
- Review mentor pair agreement



- Mentee **communication** can slow when overwhelmed *i.e. Exam time, family situation, goal setting*
- Contact City Lions team, we work closely with schools & can offer **help!**

# Setting Expectations

- City Lions encourages all pairs to build a **professional friendship**, built on honesty, trust and mutual respect.
- Mentor pairs should understand that what is discussed during mentoring sessions\* should be kept **confidential unless a mentor believes a mentee is at risk of harm**
- Mentor pairs should **respect each other's time** and be punctual for mentor meetings
- If a meeting needs to be **cancelled** there should be a valid reason with as much notice given as possible
- Pairs should decide on the **best means of communication and method of meeting**. This should be mutually convenient.
- It is important for pairs to **look out for emails** from your mentor/mentee, making sure you reply promptly
- **All communication between sessions should be made via email and text but not over social media or public platforms.** You should respect each other's boundaries being aware to only contact each other at appropriate times (e.g. not before or after 8am/8pm)



# Active listening: 5 levels

## THE 5 LEVELS OF LISTENING



Waiting for our  
turn to speak

Encouraging

Sharing our  
experience

Active listening

Do it like me

# Coaching & Goals



# Goals setting task 1

2 minutes of freewriting on  
the question:

‘What would I like to achieve and what  
is holding me back?’

# Coaching tips

- Be **encouraging**
- Embrace the **silence**, you don't have to have all the answers or rush in
- Ask **open** questions, who, what, where, when which, how
- Hypothetical **questions** can unlock new thinking
- You can be **reflective!**
- Taking time to build **trust**

# G.R.O.W.

- **G**oal – what do you want? Future focused.  
Goals should be future focused, succinct and positive.
- **R**eality – what is happening now? Clarity.  
Explore current reality and gain new perspectives.
- **O**ptions – what could you do? Solution focused.  
Help them to think through their options.
- **W**ill – what will you do? Action.  
Be clear about ‘what’ *will* be done and ‘when’ it *will* be achieved.

# Goals setting task 2

Look back at your freewriting

Use the four G.R.O.W. questions  
to help you break down your goals

# Recap

- **Mentors** support, advocate, and inspire
- **Safeguarding** your responsibility is to **pass on any concerns** you may have for your mentee's safety and wellbeing (**recognise** and **refer**)
- **Support** City Lions team is here to help



**You are brilliant!**



# What's next?

We'll introduce you to your mentee! But before then please...

- Ensure you have completed your DBS application and booked in time with us to verify your ID documents
- Read and return your Code of Conduct

And finally ... attend the kick-off event on **Monday 18<sup>th</sup> December** at Westminster City Hall from **5 – 6:30pm**



# Thank you

Questions?