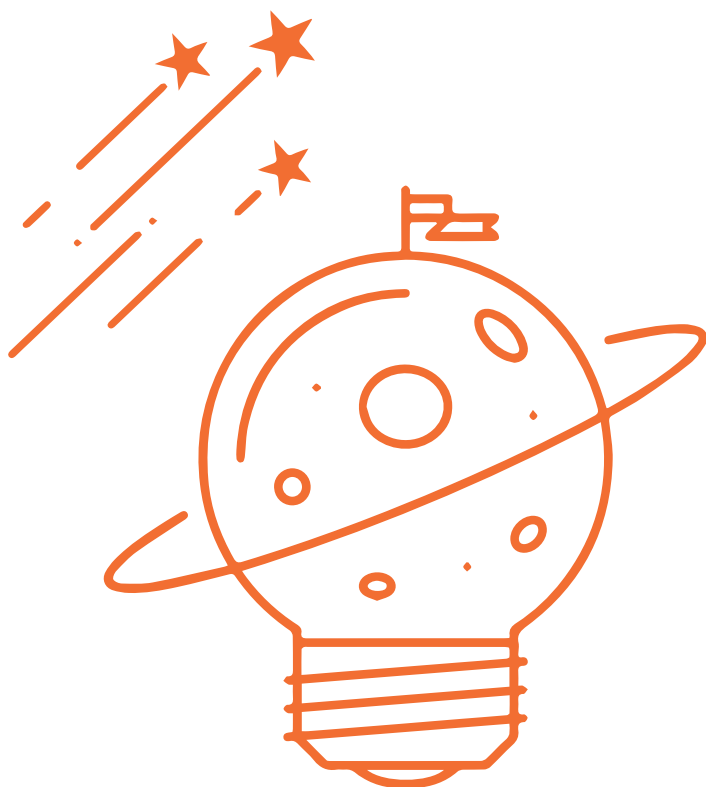


# MENTORING PROGRAMME 2022



## Mentor HANDBOOK



# “CREATIVITY IS CONTAGIOUS - PASS IT ON”

- ALBERT EINSTEIN -

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## Welcome to the City Lions mentoring programme.

Thank you so much for volunteering to be a mentor on the City Lions x Westminster Academy Mentoring Programme! Your guidance, insight and support will help your mentee grow in confidence, access new opportunities, see their own worth and develop essential skills that will help them succeed.

This handbook will cover everything you need to ensure you have an excellent mentoring experience.

We are excited to work with and support you along your mentoring journey, the City Lions and Westminster Academy teams are always on hand for a chat should you need any advice or guidance. Please get in contact at any time – we also love to hear positive news stories so do share these with us too!

## Overview of City Lions

City Lions is Westminster City Council’s cultural enrichment programme that is targeted at the borough’s most disadvantaged 13–16-year-olds.

By introducing young people to cultural and creative experiences and opportunities, we aim to broaden their horizons and help them acquire the skills they need to improve their personal, social and economic wellbeing.

We deliver several different activities, with creativity at the heart of each:

- + Holiday programmes
- + Regular youth club
- + Work experience
- + Careers workshops
- + Creative challenges and competitions
- + Exhibition opportunities
- + Mentoring
- + Free tickets to events and institutions



We work closely with state schools in the borough that have a high level of pupil premium and Westminster’s Children’s Services to ensure our programmes benefit those who are least likely to access extra-curricular and cultural experiences.

### Overview of Westminster Academy

Westminster Academy is an Outstanding International Business and Enterprise Academy serving a multi-ethnic community in the Northwest of Westminster. It is a state-funded, non-selective, single sponsored Academy with over 1100 students (aged 11-19). It is sponsored by the Dangoor family.

- ✦ In North Westminster 45% of children in the area are living below the official poverty line.
- ✦ A large number of Westminster Academy students are entitled to pupil premium (The pupil premium is a grant given by the government to schools in England to decrease the attainment gap for the most disadvantaged children, whether by income or by family upheaval).
- ✦ 55% of students speak English as an additional language.
- ✦ 18% of students access SEN support.
- ✦ Over 60 languages are spoken among the student body.
- ✦ Over 70% of students consistently achieve grades 9-4 in English and Maths.
- ✦ Westminster Academy has been consistently ranked among the top schools nationally for Progress 8.
- ✦ Westminster Academy is the only non-fee-paying school in London to offer both the International Baccalaureate Diploma Programme (IBDP) and the International Baccalaureate Career-Related Programme (IBCP).
- ✦ 100% of Sixth Form students receive university offers. 2021 destinations include Cambridge, Oxford, Durham, King’s College London,apprenticeship/degree with Visa.
- ✦ Recent awards/recognition include: Healthy Schools Gold; PSHE Centre of Excellence; Pride in Inclusion Bronze; Geography Quality Mark; Music Mark

### Grading system

The GSCE grading system changed in 2017 to better reflect the increase in difficulty in the qualification. The new GCSE grading scale is not directly equivalent to the old A\* to G one. However, there are some comparable points between the old grades and the new ones:

- ✦ The bottom of grade 7 is aligned with the bottom of grade A
- ✦ The bottom of grade 4 is aligned with the bottom of grade C
- ✦ The bottom of grade 1 is aligned with the bottom of grade G

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	
U	U

### Post-16 pathways and typical results:

Desired Pathway	Typical GCSE Results
Oxford, Cambridge or other top university degree course	All grades 8 - 9 at GCSE + excellent KS5 results
Degree course in Medicine or Dentistry	All grades 7 – 9 at GCSE + excellent KS5 results
Russell Group degree course	All grades 6 – 9 at GCSE + excellent KS5 results
Engineering at a Russell Group university	Grade 8 – 9 at Maths + difficult KS5 Maths course (IB HL Maths or A Level Maths + Further Maths) + Science course(s)
Entrance to the IB Diploma Programme KS5 course at Westminster Academy	Grades 6 – 9 in at least 6 subjects including English and Maths
Entrance to an A levels KS5 programme at an oversubscribed Sixth Form or college in Westminster	Grades 5 – 9 in at least 6 subjects including English and Maths + grades 7 – 9 in the subjects wanted to be studied at A level
Entrance to the IB Career Programme KS5 course at Westminster Academy	Grades 5 – 9 in at least 5 subjects including English and Maths
Entrance to a Level 3 course at a Sixth Form or college in Westminster	Grades 4 – 9 in at least 5 subjects including English and Maths
Entrance to a Level 2 course at a college in Westminster	Grades 3 – 9 in at least 5 subjects
Entrance to a Level 1 course at a college in Westminster	Suitable references to be provided by the school

### Sixth Form at Westminster Academy

Westminster Academy offers two courses in the Sixth Form:

1. International Baccalaureate Diploma Programme (IBDP)
2. International Baccalaureate Career-related Programme (IBCP)

Further information about Post-16 options can be found in this handbook in the ‘Further Education, Training and Employment’ section.



About mentoring with City Lions and Westminster Academy

The City Lions mentoring programme was developed in response to the loss of careers related opportunities and education for 14–16-year-olds due to the COVID-19 pandemic and subsequent impacts of education disruption during this time. At 14-16, young people are making many choices about their future and are starting to think about their next steps. Our mentoring programme has been developed to support them during this time of transition. Aiming to empower them in their future career choices and help raise their aspirations by providing access to an inspirational mentor who can help them develop their confidence, employability skills, and build their personal resilience.

The key objectives of our programme are to help young people:

- + Development of transferable and essential skills- e.g., organisation, resilience, time management etc.
- + To become more confident!
- + Able to set and achieve goals.
- + Access to careers information and guidance.
- + Exposure to a working professional.
- + Feeling they have benefited and grown from having a mentor.

The programme has been developed with these aims in mind and all our session plans and resources have been created to support you in helping your mentee to develop in these areas.



Expectations for mentors:

- + Commit to four months of mentoring, meeting with your mentee five times across this period. Starting in March and ending in June 2022.
- + Submitting meeting reports to update WA/City Lions on your progress.
- + Undertaking safeguarding checks, including an enhanced DBS.
- + Reporting any issues/concerns in accordance with our safeguarding policy.

How will you support your mentee?

Using your own experiences and knowledge, supported by our resources, you will support your mentee by:

- + Offering **support** and **guidance**.
- + Acting as a **positive role model**.
- + Encouraging mentees to access **new networks and opportunities**.
- + Helping **connect** mentees to the subjects and industries they are interested in.
- + Supporting **goal setting**.
- + Building their **confidence**.

Notes:





**“WHEN ONE PERSON MENTORS,  
TWO LIVES ARE CHANGED.”**  
- KEVIN SESSUMS -

## How mentoring works

Our mentoring programme has been developed to support both you and your mentee to get the most out of the experience. The mentoring sessions will be semi-structured to provide flexibility for each mentoring relationship to develop, whilst helping you both feel supported to make the most of the opportunity.

All mentor pairs on the programme will meet for the first time at a kick-off event and then again at the end of the programme at our celebration event. During the programme, we expect pairs to meet five times in total.

The programme is centred around five key topics that have been identified by the school as specific areas in which the students require support with:

- + Confidence and self-belief
- + Building resilience and personal motivation
- + Communication and organisation skills
- + Planning for the future
- + Goal setting

These subjects will be addressed during your five sessions. The topics can be covered in any order - this might depend on external factors, for example, what you're your mentee is working on at school or if there's a particular development area that your mentee would like to focus on. For each session you will be provided with a session plan and worksheets. There will also be an ice breaker task to complete in these sessions. The task, session outlines and resources can be found in the 'Mentor Resource Pack'.

Other topics you might want to cover:

We want mentoring to be flexible so your mentee is able to get what they want to out of the experience. As such, you may deviate from the above topics. We realise sometimes young people are not sure what to discuss during sessions, so we've listed some ideas for topics you could explore together:

- + Your career journey, organisation and other job roles within your organisation
- + Managing homework, revision, exams e.g., creating a revision plan
- + Researching and finding part-time work, where to look for jobs.
- + Hobbies – doing more of their current hobbies or finding new ones
- + Being productive and time management
- + Developing a personal brand
- + Money management



## Meeting your mentee for the first time

Mentor pairs will be introduced at a welcome event at Westminster Academy. The initial meeting will allow you to meet other mentors and mentees on the cohort, introduce yourself to your mentee, work through the getting to know you form and ensure you are clear on how to contact each other going forward.

## Arranging meetings

Due to the students timetables we arrange all sessions to take place at a regular time and day to support organisation skills. It is preferable for you to meet in-person, however arrangements can be made should meetings need to be virtual due to your own commitments. We ask you to meet with your mentee on the following dates/times:

- + Fri 25 March 3:30-4:30pm
- + Fri 29 April 3:30 - 4:30pm
- + Fri 6 May 3:30 - 4:30pm
- + Fri 27 May 3:30 - 4:30pm
- + Fri 10 June 3:30 - 4:30pm

Please complete this form to let us know your availability or email **Adam** ([careerseducation@westminsteracademy.org.uk](mailto:careerseducation@westminsteracademy.org.uk)) should you need to rearrange a session.

## Communicating with your mentee

Should you wish to communicate with your mentee in-between sessions you will need to do this via the school and not via a personal email. Please email any correspondence to Adam at [careerseducation@westminster.org.uk](mailto:careerseducation@westminster.org.uk) Adam will then coordinate communication between you and your mentee.

TOP  
TIPS

### Key tips for successful mentoring:

- + Make sure you're in an environment that has minimal distractions around you.
- + It's a good idea to have discussed which session or what you would like to cover in advance of your meeting so you're both able to prepare appropriately.
- + Send documents/links to one another in advance of your meeting especially if they need to be printed. For example, if you are planning on reviewing a CV.
- + Record the outcomes of your meeting and the goals set to then revisit at your next meeting.
- + Communication is key: keep each other and us up to date on how you are, any concerns and questions that you have.

## Mentor meeting logs

After each session we ask you to complete our mentor meeting log. The meeting logs help us to ensure we are offering you and your mentee the best possible support. The information you provide in the meeting log will only be seen by members of the City Lions Team and Westminster Academy and treated confidentially.

You can find the meeting log form [here](#).

We aim to respond to your meeting log within two weeks to check in on any questions or points raised. However, if there is anything you'd like to raise with us directly, please contact **Sisley** ([shamer@westminster.gov.uk](mailto:shamer@westminster.gov.uk)) or **Adam** ([careersacademy@westminsteracademy.org.uk](mailto:careersacademy@westminsteracademy.org.uk)). The City Lions and WA teams are always on hand to offer additional support and guidance or hear about any good news stories that you have to share.

The mentor meeting logs will also be used to capture any safeguarding concerns, but as per our safeguarding guidance, you must raise any safeguarding concerns/disclosures with WA staff as soon as possible after the disclosure/concern takes place.

## How we support mentor pairs

The City Lions and WA Team are on hand to support you both throughout your mentoring journey. Please remember you can always get in contact with us for advice for guidance or just for a quick chat!

### We support mentors by:

- + Reading and responding to your mentor meeting logs.
- + Organising check-in sessions for mentors.
- + Regular contact and updates via email from City Lions and WA.
- + Provide mentors with training and resources to support sessions.
- + Mentors will receive evaluation forms and surveys.

### We support mentees by:

- + Regularly checking in via email with mentees.
- + Organising check-in sessions for mentees.
- + Providing resources to support sessions and development.
- + Mentees will receive revaluation forms and surveys.

## Tips for working with young people and making the most of mentoring

### Questions you could ask your mentee

Below are some example questions you could use to open up conversations on certain topics with your mentee. These are just to start the conversation, please use your own advice, insight and guidance to discuss follow up points and support your mentee.

#### Education and training:

- + What do you enjoy studying?
- + Why are you interested in this particular area/s?
- + Have you thought about future education and training?
- + Have you visited any colleges, sixth forms or universities? Or met any academics or teachers?
- + Have you met many people who work or study in the area that interests you?

#### Careers and world of work:

- + What do you hope to do in the future?
- + Why are you interested in this area/s?
- + When looking for advice about careers or jobs, what do you usually do?
- + Have you ever done any work experience?
- + Do you know what kind of work experience you would be interested in doing?
- + How would you go about job searching?
- + How would you prepare for an interview?

#### Confidence and networking:

- + What do you like to do in your spare time?
- + Who usually advises you when you are thinking about decisions regarding your future?
- + What are your strengths and weaknesses?
- + How do you think you can use your strengths to pursue your interests?
- + How can I help you feel more confident?
- + What would make you feel more confident talking to adults you don't know?
- + Are there obstacles to you succeeding? What are these?

## Goal setting

To compliment your mentor sessions and support your mentees development, you may wish to help them set goals which you can work with them to achieve over the course of the programme. Goals should be focused on what the young person wants to achieve. If your mentee is struggling for some ideas, here are our suggestions:

- + Write a CV.
- + Gain work experience and research paid work options.
- + Look at further education/training options (college, sixth form, apprenticeships).
- + Start a portfolio or blog.
- + Explore specific careers and industries.

You may want to help your mentee use the **SMART** technique when setting goals:

- + **Specific** – what exactly do you want to achieve? Good goals are clear and defined.
- + **Measurable** – how will you know when you've achieved it? You will need to be able to track daily progress.
- + **Achievable** – how can the goal be accomplished? List the specific tasks you need to complete to reach the goal.
- + **Relevant** – why is this goal important to you? Does this goal help add to your plans for the future?
- + **Time-bound** – When do you want to achieve this goal? Set your target date so you can work toward a successful completion.

You will find three goal setting worksheets within your session outlines and worksheet pack. You can use these throughout all your mentor sessions to support your mentee to understand goal setting and create achievable goals. The worksheets include:

- + Goal setting worksheet – a grid to support goal setting.
- + Ladder to success worksheet – worksheet to help understand steps for reaching a bigger goal.
- + Eating an elephant worksheet – worksheet to help breakdown bigger goals into smaller goals.

**“MAGNIFY THE GOOD.”**  
- GABRIEL GARCIA MARQUEZ -





## Coaching

Coaching is a great approach to use and explore during mentoring. We suggest using the **GROW** model to help empower your mentee and encourage them to take responsibility for their decisions and goals.

**Goal** - what do you want? Stay focused!

Help your mentee understand what they want to achieve.

Goals should be solutions focused, succinct and positive

**Reality** – what is happening now? Clarity!

Explore your mentees reality and help them gain new perspectives.

Understanding where they are helps them consider new viewpoints and think about solutions.

**Options** - what could you do? Solutions focused!

Try not to jump in and tell your mentee what to do, help them think through their own options.

**Will** – what will you do? Action!

Be clear about ‘what’ will be done and ‘when’ it will be achieved – the more specific the better.

You can find more information on the GROW model on the [MindTools website](#).

## Do's and Don'ts of coaching

Helpful approaches		Try to avoid	
Reflective	Repeating the statement in the form of a question.	Closed questions.	Can stall a conversation with a yes or no response.
Hypothetical	The ‘what if’ question often helps a block.	Why questions.	Can come across as judgemental.
Open	Open questions often begin with, who, what, where, when, which and how. They invite more discussion: - What results do you want? - Where could you make changes? - How could you approach it differently? - When can you achieve it by?	Leading questions.	We often disguise advice by framing it in the question. It is because our brains are trying to solve the problem, e.g. ‘do you think the sky is blue?’
Silence	Be comfortable with silence, resist filling gaps for others. Allow time for thinking.	Multiple questions.	Asking too many questions in one sentence or giving either/or options. An either/or option can limit responses. Too many questions can confuse!
Encouraging	‘Can you say more about...?’ Inviting more exploration and depth. - Is there anything else? People often think of something when asked this.	Knows it already questions.	Asking something when you know the person already knows the answer.

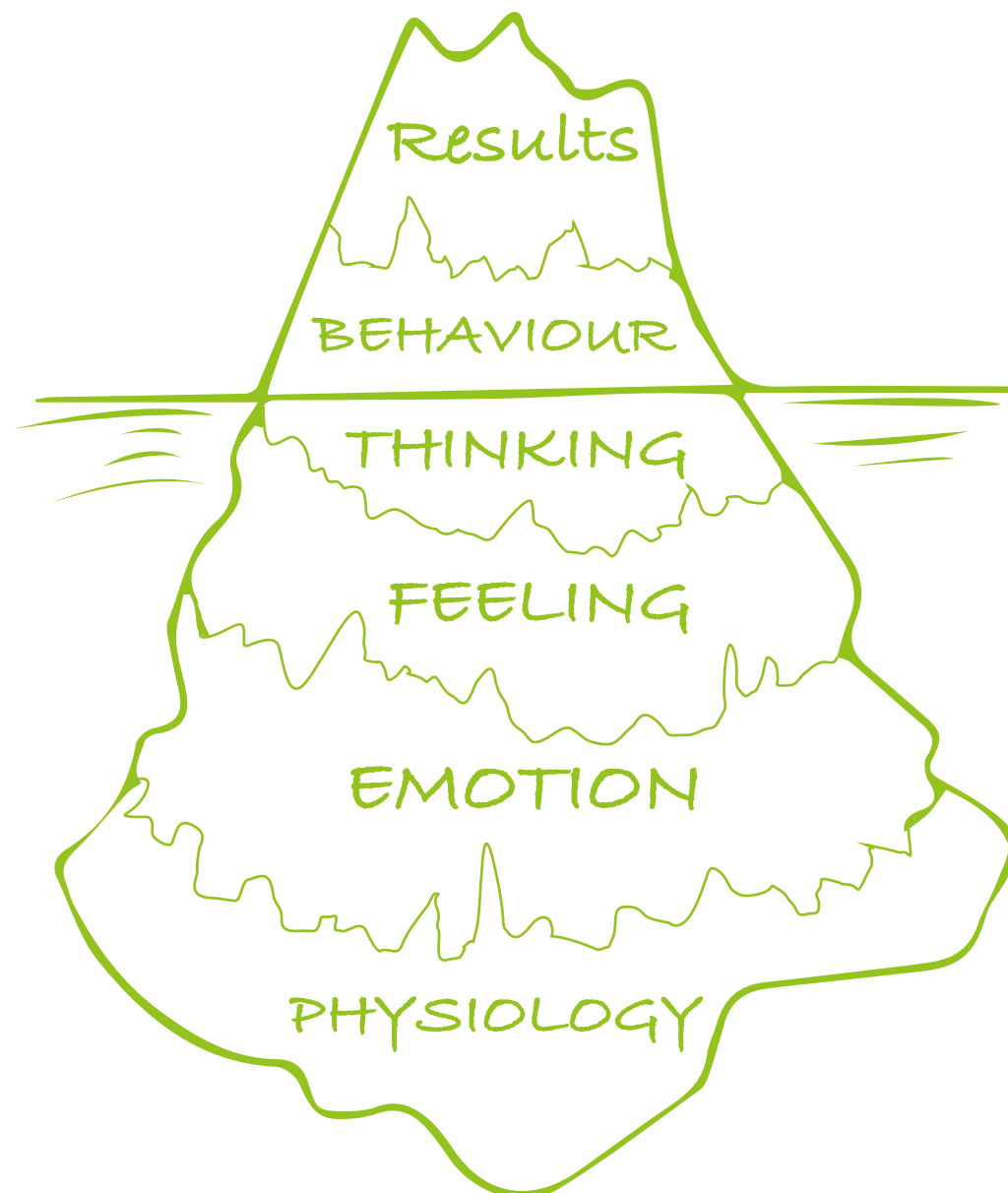


## If your mentee is struggling to engage

It's important to consider what might be causing different or difficult behaviour if they occur during mentoring. Daniel Goleman's emotional iceberg technique teaches us the things we see are often related to what's happening under the surface.

### Always remember:

- + Don't blame yourself.
- + Most mentoring relationships have ups and downs.
- + Review the mentor pair agreement and discuss points that aren't being met.
- + Mentee communication can slow when overwhelmed – e.g. exam/coursework time or family situations.
- + Contact us if you are concerned – we can help!



## Having difficult conversations

You may at some point need to have a difficult conversation with your mentee – although we imagine this not to be the case for most pairs! This may be to do with a sensitive or emotive issue for them or around behaviour. Below are a couple of tips to support you in these:

### What to consider beforehand:

- + What do you hope to get out of this conversation? What is your motivation behind it?
- + Is the conversation to let them know how you are feeling, or give them space to talk?
- + Who are you having the conversation with? You may need to consider a different tone and approach depending on the person and the topic.
- + Can you understand their point of view or experience? Or is this something you need to learn about? Do you need to spend some time educating yourself and thinking about this first?
- + Are you both in a safe space to have this conversation, emotionally and physically?
- + Do you have enough time to have this conversation properly?

### What to consider when you're having the conversation:

- + Ask open ended questions
- + Allow them space to speak, whilst also expressing your opinion if you need.
- + Listen well and be empathetic.
- + Conclude the conversation with positive actions to take forward, either for you to do, or for your mentee to do, or for you to work on together.

### Use the BIFF technique if the conversation is around behaviour or feedback:

- + **Behaviour** – describe the behaviour factually, with no judgement (you could ask if there's a reason for the behaviour at this stage).
- + **Impact** – describe the impact it's had on you, them or the mentoring
- + **Feel** - 'and I feel...' (frustrated, disappointed, etc).
- + **Future** – what can you both do differently about that? 'Is there something I can do to help you?'.

Setting expectations and developing your mentor relationship

In your resource pack we have provided you with a ‘Getting to know you’ form. This is great way of ensuring expectations are clear and mentoring is accessible for your mentee.

Confidentiality:

- + Discussions are kept between mentor pairs unless you believe your mentee to be at risk.
- + We do ask you to share some details with us via our mentor meeting logs but this is so we can offer additional support.
- + City Lions will not pass on any sensitive information without permission.

Professional friendship:

- + Emphasise that you hope to grow a professional friendship, built on honesty and trust.
- + Some young people feel they need to impress their mentors and will feel uneasy being honest about their needs which sometimes can get in the way of goals.
- + Discuss what you both want from a mentoring relationship.

Punctuality and communication:

- + Punctuality is important for meetings and for any professional friendship.
- + Make sure you talk to your mentee about the importance of good communication.

Phones:

- + Mentor pairs should respect each other’s time and put phones away during sessions.

Notes:





## Code of Conduct

This document outlines the ground rules and behaviors we expect from mentors and mentees.

### Your role

In your role at City Lions, you are acting in a position of authority and have a duty of care towards the children and young people we work with. As a mentor you should be a positive role model and are expected to act appropriately.

### You are responsible for:

- + Prioritising the welfare of children and young people.
- + Providing a safe environment for children and young people.
- + Ensuring equipment (if used) is used safely and for its intended purpose.
- + Having good awareness of issues to do with safeguarding and child protection and taking action when appropriate.
- + Following our safeguarding principles, policies and procedures.
- + Staying within the law at all times.
- + Modelling good behaviour for children and young people to follow.
- + Challenging all unacceptable behaviour and reporting any breaches to the City Lions team.
- + Reporting all concerns about abusive behaviour, following our safeguarding and child protection procedures, this includes behaviour being displayed by an adult or child and directed at anybody of any age.

### When working with young people to protect their rights you should:

- + Treat children and young people fairly and without prejudice or discrimination.
- + Understand that children and young people are individuals with individual needs.
- + Respect differences in gender, sexual orientation, culture, race, ethnicity, disability and religious belief systems, and appreciate that all participants bring something valuable and different to the group/organisation.
- + Challenge discrimination and prejudice encourage young people and adults to speak out about attitudes or behaviour that makes them uncomfortable.
- + Exercise caution when you are discussing sensitive issues with children or young people.

- + Ensure your contact with children and young people is appropriate and relevant to the work of the project you are involved in.
- + When you are one to one with a young person, ensure that you are within sight or hearing of other adult.
- + If a child specifically asks for or needs some individual time with you, ensure other staff or volunteers know where you and the child are.
- + Only provide personal care in an emergency and make sure there is more than one adult present if possible.

### When working with young people to respect them you should:

- + Listen to and respect children at all times.
- + Value and take children's contributions seriously, actively involving them in planning activities wherever possible.
- + Respect a young person's right to personal privacy as far as possible.
- + If you need to break confidentiality in order to follow child protection procedures, it is important to explain this the young person at the earliest opportunity.

### Notes:

When working with children and young people, you must not:

- + Allow concerns or allegations to go unreported.
- + Take unnecessary risks e.g. smoke, consume alcohol or use illegal substances.
- + Develop inappropriate relationships with children and young people.
- + Make inappropriate promises to children and young people.
- + Engage in behaviour that is in any way abusive, including having any form of sexual contact with a young person.
- + Let children and young people have your personal contact details (e.g. personal email or postal address) or have contact with them via a personal social media account.
- + Act in a way that can be perceived as threatening or intrusive.
- + Patronise or belittle children and young people by making sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to or in front of children and young people.

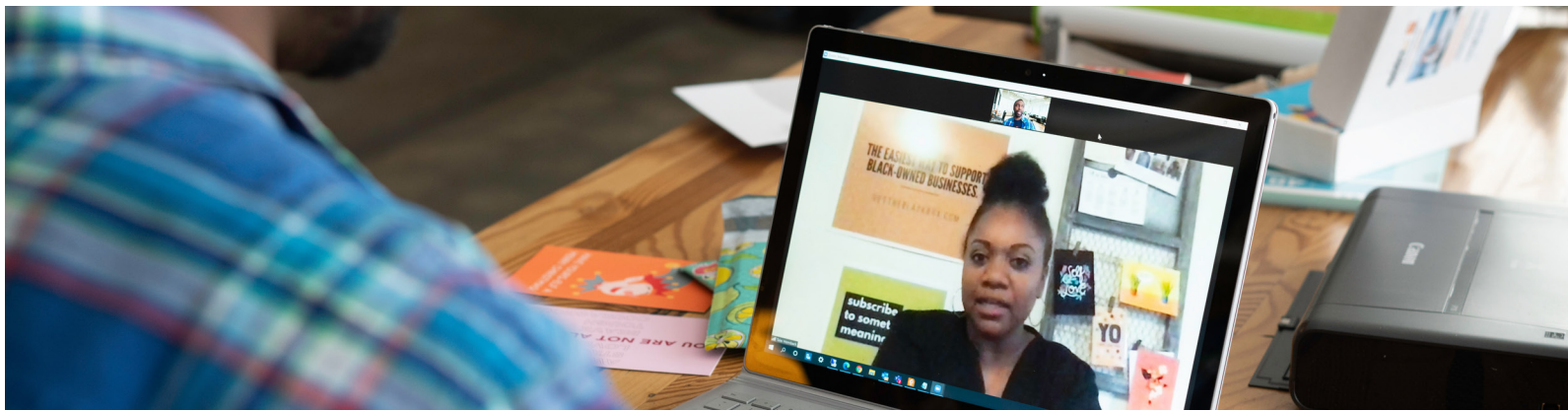
Upholding this code of behaviour

You should always follow this code of behaviour to protect young people and never rely on your reputation or that of our organisation to protect you. If this code of conduct is breached, depending on the seriousness of the situation, you may no longer be able to work with City Lions and may be subject to disciplinary actions. We may also make a report to statutory agencies such as the police and Westminster’s Children’s Services.

If you become aware of any breaches of this code, you must report them to the City Lions team.

This code has been created to ensure the safety of both you and your mentee. To help us do this please ensure you:

- + You should not visit a mentees home, nor should they visit your home. If this becomes an issue, please contact us.
- + End the meeting if you believe you or your mentee is at risk.
- + Remember your role is to offer guidance and set appropriate boundaries, it’s important that the young person is empowered to make their own choices.
- + Don’t lend money, give or receive large or significant gifts. Please talk to us if you have any questions or issues related to this.
- + You will need to accompany your mentee to any meetings (in-person or virtual) where they are meeting contacts without a City Lions DBS.
- + If during your care you accidentally hurt a young person and they seem distressed in any manner, appear sexually aroused by your actions and/or if they young person misunderstands or misinterprets something you have done, this must be reported to the Designated Safeguarding Officer/s as soon as possible.



Online Code of Conduct

Keeping you and young people safe online is our priority. To help us do this ensure that you:

- + Never add or accept your each other on social media or communicate via a social media channel.
- + If possible, avoid using public Wi-Fi where connections may not be as secure as your private connection.
- + If possible, 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 or make sexually suggestive comments.
- + Do not record or take screenshots of the video call.
- + Do not have anything that could cause offence in the background whilst on a video call. For example, pornography or potentially inappropriate images.
- + Do not have your address on show.

Notes:



## Safeguarding and safeguarding processes

### What is safeguarding and child protection

#### 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.

### How we will keep children and young people safe

#### We are committed to keeping children and young people safe by:

- + Listening to children and respecting them.
- + Appointing a nominated safeguarding lead.
- + Making sure all staff and volunteers understand and follow the safeguarding and child protection procedures.
- + Ensuring children, young people and their families know about the organisation’s safeguarding and child protection policies and what to do if they have a concern.
- + Building a safeguarding culture where staff, volunteers and children know how they are expected to behave and feel comfortable about sharing concerns.
- + Ensuring all staff and volunteers understand and sign our Code of Conduct which sets our expected behaviours and boundaries for keeping young people safe.

## What is expected of mentors?

All volunteers working on behalf or in partnership with City Lions have a responsibility for protecting children, keeping them safe and passing on any concerns. Everyone has a role to play in identifying concerns, sharing information and taking prompt action in order to protect children and young people.

All staff will be expected to understand and work to the four R’s of Child Protection:

- + **Recognise** possible abuse.
- + **Respond** appropriately.
- + **Report** concerns.
- + **Record** observations.

### Recognise possible abuse

As an individual working on behalf of City Lions, you will be responsible for recognising possible signs of abuse. You will not be responsible for diagnosing or deciding if something is abuse, only to share concerns with the appropriate safeguarding lead.

The four main categories of abuse are:

- + **Emotional** – persistent emotional harm that causes severe and long-lasting impacts.

*Signs of emotional abuse may include a struggle to control emotions, seeming isolated, lack of social skills, afraid, insecure, low self-esteem, a change in behaviour.*

- + **Physical** – hitting, shaking, throwing, suffocating, fabricating illness on behalf of a child.

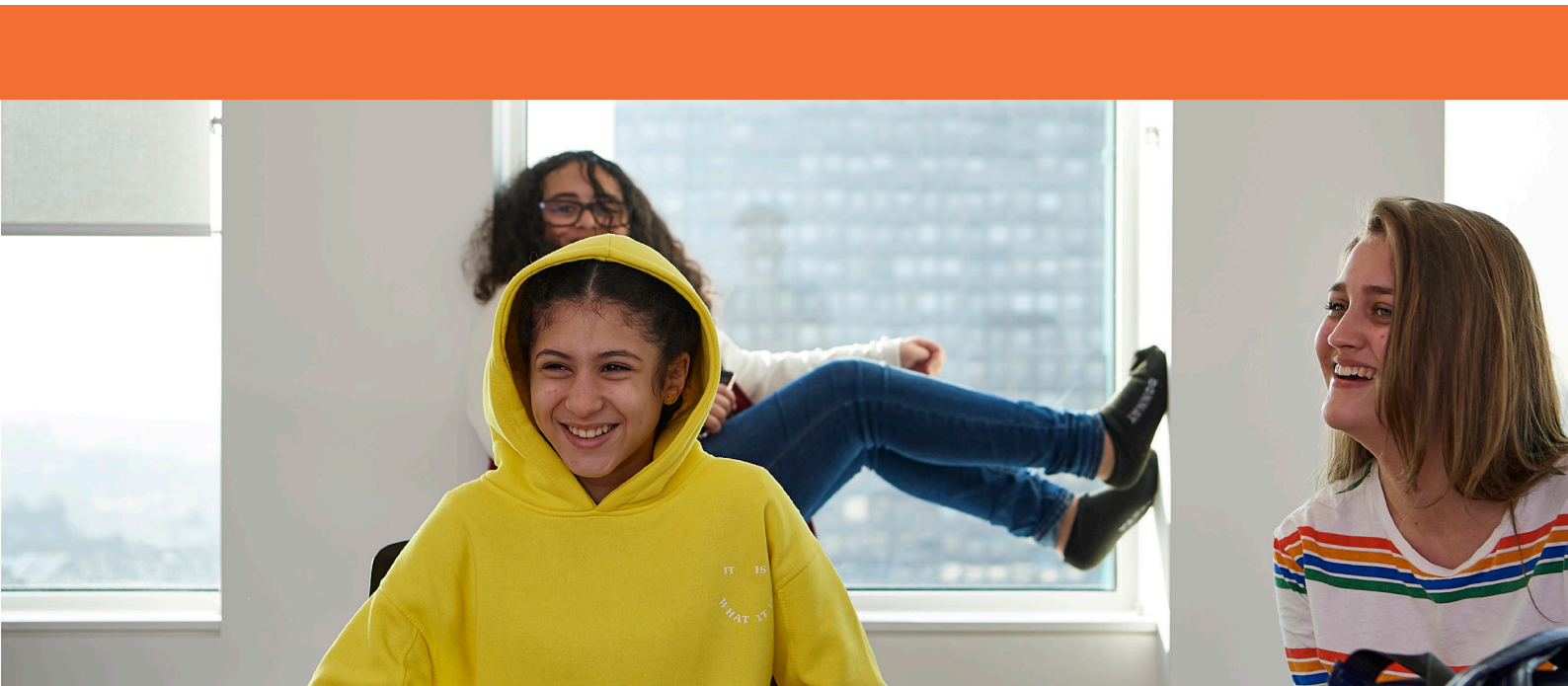
*Signs of physical abuse may include bruises, burns/scalds, bite marks, fractures/broken bones, other injuries and health problems.*

- + **Sexual** – forcing or persuading a child to take part in sexual activities.

*Signs of sexual abuse may include staying away from certain people, demonstrating sexual behaviour that is inappropriate for age, physical symptoms such as STI.*

- + **Neglect** – failure to meet basic human physical and emotional needs.

*Signs of neglect may include, poor hygiene and appearance, health and developmental problems, housing or family issues.*



Respond appropriately

If you recognise a potential sign of abuse, you have a duty to respond appropriately. You might come across a concern by; seeing or hearing something, someone else’s behaviour towards a young person, the child may disclose to you, a family member or friend may disclose to you, physical signs or changes in their behaviour.

When responding to a direct disclosure, if possible, it is important for you to obtain the young person’s consent to pass on the information they have told you.

You should also:

- + Be non-committal (e.g., not promising to fix the problem or that you won’t tell anyone if they have asked you not to).
- + Be positive, reassuring and empathetic.
- + Be non-judgemental.
- + Believe them.
- + Try not to be intrusive when asking questions.
- + Do not state your personal reflections or make personal comments.
- + Do not investigate – clarify by asking open questions but only to the point of clarification being achieved.

Do’s	Don’t
Stay calm	Show shock or disgust
Listen carefully	Ask questions to obtain more and more information
No secrets	Guess or make assumptions
Continue at the child’s pace	Show suspicion or disbelief
Reassure the child	Make negative comments about the suspected abuser
Discuss what will happen next	Make promises you cannot keep such as saying you’ll keep it a secret
	Agree that you will keep it a secret

Following a disclosure or recognition of a potential concern, it is your responsibility to share this information with the City Lions safeguarding lead and follow the correct procedure, as set out on page 35 - ‘report concerns’.

Report concerns

If you have a concern or a child/another individual has made a direct disclosure of abuse you must act as soon as possible by passing on your concerns to the City Lions safeguarding lead. However, if risk of harm is high or a medical emergency you should contact the relevant emergency services immediately.

How to report a concern:

If you have any concerns or THINK you have a concern, please immediately inform **Donna Boam** or **Adam Herbertson** (the members of WA staff who will be supervising the mentoring sessions).  
**Donna Boam** - [d.boam@westminsteracademy.org.uk](mailto:d.boam@westminsteracademy.org.uk)  
**Adam Herbertson** - [careerseducation@westminsteracademy.org.uk](mailto:careerseducation@westminsteracademy.org.uk)

What will you need to report?

- + Name and information of the young person.
- + Your name and role.
- + Nature of the concern/disclosure.
- + Where and when it happened.
- + Who was involved.
- + What the child said and what you observed.
- + Other relevant observations.
- + What you said to the child and your response.
- + Your opinion (if relevant).
- + Who you have told and actions taken.

It is important to remember:

- + Do not hold off reporting until you are ‘sure’; report your concern as soon as possible.
- + Evidence is not required to report a concern.
- + If you are unsure, check with the designated safeguarding officer.
- + Note down as many details as you can.
- + Do not try and investigate yourself.
- + All information, even if it seems trivial, needs to be passed on.



## Record observation

You must record your observations after reporting your concern. It is important to do this as soon as possible so the information will be more accurate but always respond to any urgent needs of the young person first.

### Key principles for recording your observations:

- + Record all actions and decisions.
- + Be clear, concise, accurate and up to date.
- + Separate fact from opinion.
- + Record the exact words used by the young person.
- + Record consent given to share information.
- + Share information on a need to know basis.
- + Remember your records may be used as evidence.

### What information should you record:

- + Details of the child and nature of the incident.
- + Who was involved in the circumstances.
- + What was done or said and by whom.

## DBS checks:

On your first visit to the school you will be asked to bring with you your DBS certificate and one form of photo ID. You will be required to complete a 'grey lanyard' form. This lanyard will allow you to be in the school building without a chaperone.

The City Lions team will send the form to complete following mentor training. Please complete this before attending the school for the first time.

Once you've been issued your grey lanyard by the reception team at Westminster Academy, please ensure you are wearing the lanyard at all times in the building so that staff and students are aware that you are an authorised visitor.

## Mental health and wellbeing resources

We encourage mentors to promote good mental health practices and support their mentees wellbeing. We have provided a number of resources that can support good mental health practices in your resource pack.

### Remember:

- + If your mentee discloses a concern, listen to them without passing judgement.
- + If you are concerned after speaking to your mentee, please contact the City Lions team and record your discussion in your mentor meeting log or in the disclosure reporting form.
- + The City Lions team will be able to check with the mentees school to see if they are aware, they are struggling. Schools often have additional support available.

If your mentee is struggling with their mental health, encourage them to find relevant support. We recommend the following organisations:

- + Kooth – free, safe and anonymous online support for young people.
- + Mind – Brent, Wandsworth and Westminster based services.

### Discussing mental health with your mentee:

- + Start the conversation. Be relaxed and friendly in your approach.
- + Help them open up by asking 'how have you been recently' or 'what's been happening?'
- + Mention specific things that have made you concerned, for example, 'you seem less chatty than normal. How are things?'

### If they push back or don't want to talk:

- + Don't criticise them.
- + You could say 'let me know if you want to talk about this in another session' or 'is there someone else you'd rather talk to?'

### Listen without judgement:

- + Take what they say seriously, don't interrupt or rush the conversation.
- + Acknowledge that things seem tough for them.
- + If they need time, sit with the silence.
- + Encourage them to explain – 'how are you feeling about that?' or 'how long have you felt that way?'
- + Show that you've listened by repeating back what you've heard and ask if you've understood them properly.



Encourage action:

- ✚ Ask 'what have you done in the past to manage similar situations?'
- ✚ Ask 'what's something you can do for yourself right now? Something that's enjoyable and relaxing?'
- ✚ If they've been feeling really down for more than two weeks encourage them to see a health professional or speak to a mental health organisation. You could say 'it might be useful to get in touch with someone who can support you'.  
Be positive about the role of professionals.

**Don't forget** – you can always contact the City Lions Team if you are unsure what to do or would like some advice!

**“CHANGE WILL NOT COME IF WE WAIT FOR SOME  
OTHER PERSON OR SOME OTHER TIME. WE ARE  
THE ONES WE’VE BEEN WAITING FOR. WE ARE THE  
CHANGE THAT WE SEEK.”  
- BARACK OBAMA -**





Further education, training and employment

All children in the UK must be in school or education up to the age of 18. Your mentee will be considering their options for what to do next after completing their GCSEs. The main options for post-GCSE education are:

- + Taking A-Levels at a sixth form or further education college.
- + Taking a T-Level at a sixth form or further education college.
- + Taking vocational courses (usually related to broad occupational areas such as Business, IT, Social Care etc) such as a BTEC or applied qualification at a further education college.
- + Taking an apprenticeship where they will gain qualifications whilst in paid employment.

Your mentee might need guidance on deciding the best options for them as they take the next steps into further education, training or employment. Below we’ve listed some broad information about the different options to help support you with this. You may want to encourage your mentee to look at all the options available to them and assess which would suit their future aspirations, strengths and weaknesses the best.

A-Level:

Study a subject you took at GCSE in greater depth or choose a new one like economics, law or psychology. You could take 3 broad subjects you are interested in to keep your career options open or choose ones you need for a specific career.

- + Duration: 2 years.
- + Assessment: Mostly exams at the end of the course.
- + Entry requirements: Course dependent, typically 5 GCSEs Grade 9-4 (usually including English and maths).
- + Work experience: Usually 1 week during year 12.  
Leads to: University/college, higher and degree apprenticeships, work
- + Find out more: [UCAS](#) Information about A levels.

T-Levels:

Designed in partnership with employers to give you the skills and knowledge to get on in the workplace. Combines classroom learning with industry placements to prepare you for skilled work or higher level study. 1 T Level is the equivalent of 3 A levels.

- + Duration: 2 years.
- + Assessment: Exams, projects and practical assignments.
- + Entry requirements: Course dependent.
- + Work experience: At least 45 days on industry placement.
- + Leads to: University/college, higher and degree apprenticeships, work  
Find out more on [GOV.UK](#) for information about T Levels - scan the QR code on the contents page for access to resources.



Applied qualifications:

Qualifications that give you a broad overview of working in a specific sector, like business, media, engineering, leisure or science and technology. A mix of classroom-based learning with the chance to get some practical skills.

- + Duration: Course dependent.
- + Assessment: Course dependent (coursework and exams).
- + Entry requirements: Yes.
- + Work experience: Course dependent.
- + Leads to: University/college, apprenticeship, work.  
Find out more on [GOV.UK for information about applied qualifications](#).

Traineeships:

A course that includes a work placement that will get you ready for an apprenticeship or a job. You’ll get work experience and some help to apply for your next steps. You can also improve your maths and English skills. You’ll get work experience and some help to apply for whatever you do next.

- + Location: You’ll spend a minimum of 70 hours in a work placement with the rest of your time in college or a training centre.
- + Duration: 6 weeks to 1 year · Entry requirements: You need to be aged between 16 to 24 or up to 25 with an Education Health and Care Plan with no higher than a level 3 qualification.
- + Qualifications: English, maths, digital and work-related qualifications.
- + Leads to: Apprenticeship, further education, work.

Find out more:

- |  |  |
|--|--|
| + Ask your local college or training provider. | + Speak to your <b>Jobcentre Plus</b> adviser if you receive benefits.     |
| + Speak to your school careers adviser.        | + Find a traineeship in your area - Scan the QR code on the contents page. |

Intermediate, advanced higher and degree apprenticeships combine practical on-the-job skills training with off-the-job learning. You'll get training that is relevant to your job and be paid a salary. Start at a level to suit you, with support if you have special needs or a disability.

- + Location: You'll spend 80% of your time in the workplace and 20% off-the-job with some study in a college, training centre or Institute of Technology (IoT).
- + Duration: A minimum of 1 year.
- + Entry requirements: Will be dependent on the industry, job role and apprenticeship level.
- + Qualifications: apprenticeship certificate, diploma, degree and masters depending on level.
- + Leads to: Work, next level of apprenticeship, further education, higher education.  
Find out more on [GOV.UK for information about Apprenticeships](https://www.gov.uk/government/employment-and-training/apprenticeships).

Helpful websites for finding apprenticeships:  
[findapprenticeship.service.gov.uk/apprenticeshipsearch](https://findapprenticeship.service.gov.uk/apprenticeshipsearch)  
[getmyfirstjob.co.uk](https://getmyfirstjob.co.uk)  
[allaboutcareers.com/jobs/live](https://allaboutcareers.com/jobs/live)  
[ratemyapprenticeship.co.uk/top-employers](https://ratemyapprenticeship.co.uk/top-employers)

#### Supported internships:

Supported internships are for young people with learning difficulties or learning disabilities, who need extra support to get a job.

- + Location: You'll spend most of your time on placements with an employer, learning skills for work. You'll also get help from a tutor and a job coach in college or with a specialist provider.
- + Duration: A minimum of 6 months · Entry requirements: Aged 16-24 with an [Education Health and Care Plan](#).
- + Qualifications: GCSE English and maths.
- + Leads to: Work, traineeships, apprenticeship.

Helpful websites for exploring post-16 options:  
[thestudentroom.co.uk](https://thestudentroom.co.uk)  
[advice.milkround.com/choose-right-sixth-form](https://advice.milkround.com/choose-right-sixth-form)  
[ucas.com/further-education/post-16-qualifications/choosing-where-study-or-train](https://ucas.com/further-education/post-16-qualifications/choosing-where-study-or-train)  
[studential.com/further-education/sixth-form-or-college](https://studential.com/further-education/sixth-form-or-college)  
[goodschoolsguide.co.uk/curricula-and-exams/sixth-form-subjects](https://goodschoolsguide.co.uk/curricula-and-exams/sixth-form-subjects)  
[gettherightschool.co.uk/sixth-form-applications.html](https://gettherightschool.co.uk/sixth-form-applications.html)  
[careeralchemy.co.uk/blog/choosing-between-sixth-form-and-college](https://careeralchemy.co.uk/blog/choosing-between-sixth-form-and-college)





# MENTORING PROGRAMME 2022



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