



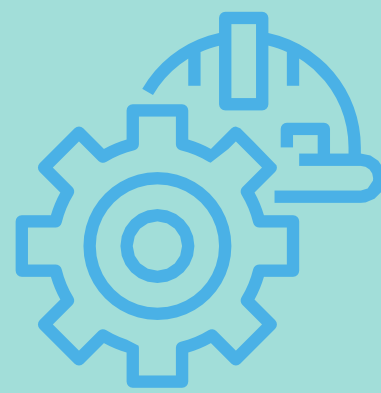
Education Charity

INSPIRING THE
NEXT GENERATION

Mentor Training



STEM



Construction



Mentoring



Research



Employability

Who are SATRO?

- Educational Charity working across the South East >40 years
- STEM, Sustainability and Employability Skills.
- **We engage :**
 - on a one to one basis – e.g. Mentoring
 - at classroom or school level eg Construction Classrooms
 - in regional challenges
 - at large-scale events





Group Agreement

What is mentoring?



What do you think?

The act or process of helping or giving advice to a younger or less experienced person especially in work or school.

What are you going to learn today?



- What mentoring is and why it is valuable
- Safeguarding and disclosure procedure
- What the mentoring programme involves and how to make it work

To start

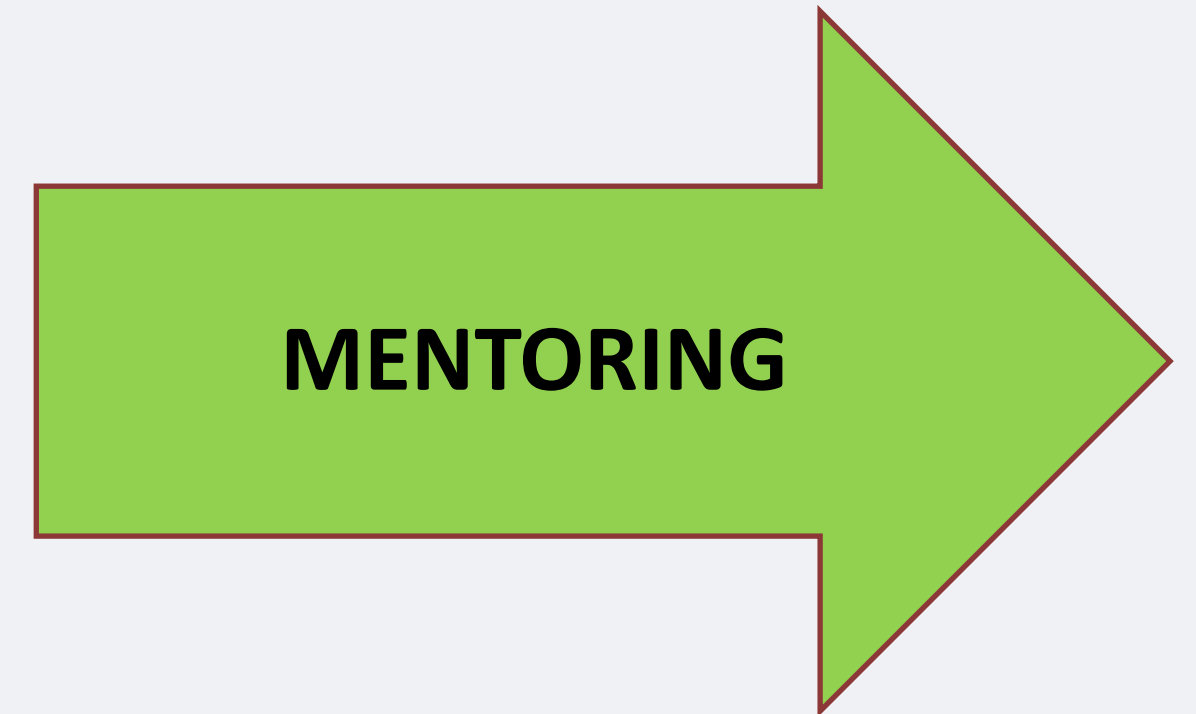
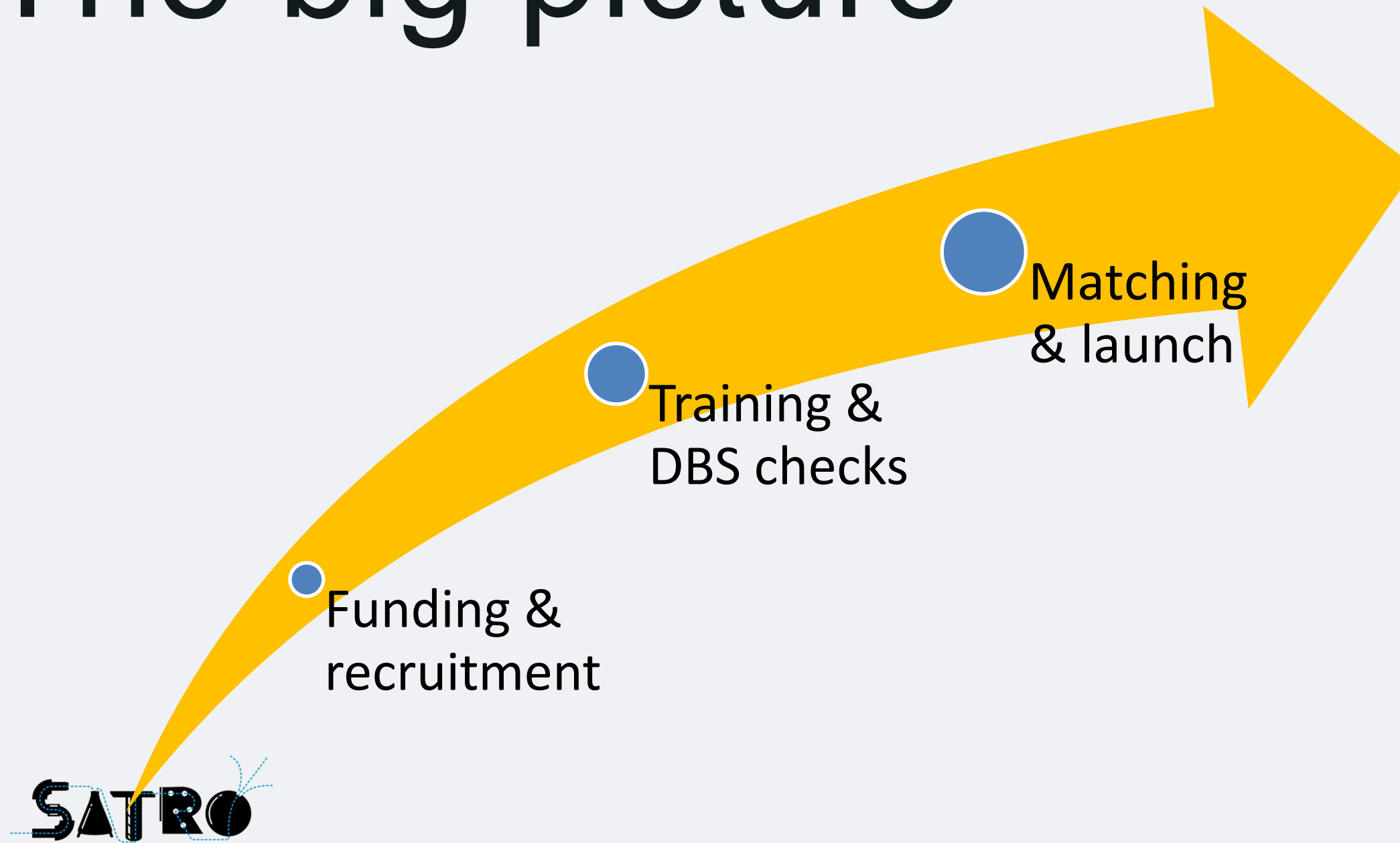


INTRODUCE YOUR NEIGHBOUR

- **Who are they?**
- **What do they do?**
- **Why are they interested in mentoring?**
- **Something surprising!**

How does it all work?

The big picture



How does it all work?



FOR THE INDIVIDUALS

- 1:1 and face to face
- Year 10 possibly through to year 11
- Fortnightly over a school year – during term time
- Aimed at the ‘many middle’
- Continued SATRO support

The Commitment



SATRO

**THE
MENTEE**

**THE
SCHOOL**



The Benefits



**THE
MENTOR**

**THE
SCHOOL**

The Benefits

- increases their optimism about the future
- improves their ability to make career decisions
- elevates attainment and increases likelihood of engagement in post-secondary education
- reduces the likelihood of unemployment
- increases earning capacity



**THE
MENTEE**



Most importantly



BUILDS CONFIDENCE AND SELF ESTEEM





SAFEGUARDING & DISCLOSURE



SATRO

Safeguarding

refers to the process of protecting children (and adults) to provide safe and effective care. This includes all procedures designed to prevent harm to a child.

Child Protection

looks at recognising abuse and neglect and acting on it.

Disclosure

refers to the reporting of any information that puts your mentee or another person at risk or in danger. All information **MUST** be reported to your school's safeguarding team and your mentoring manager

Some
definitions



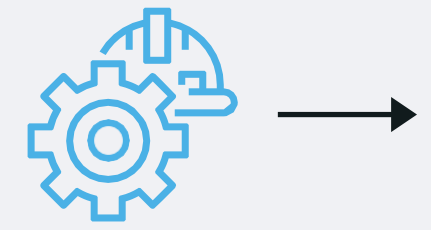
Behaving safely: why?



Good practice exists to help to protect everyone

Young people thrive when they feel secure

Behaving safely: how?



TRANSPARENCY

PROFESSIONAL DISTANCE

What is abuse?



Four main categories of abuse:

- Physical
- Sexual
- Neglect
- Emotional/psychological

Who are the perpetrators ?



- ❖ Family member
- ❖ On-line
- ❖ Authority figure
- ❖ Peer on peer
- ❖ Stranger

Signs & Indicators



Many and various – overlap

- Flinching/fearful/withdrawn
- Unexplained injuries
- Unusually wary of adults
- Rebellious attitude
- Depression
- Drink, drug or solvent abuse
- Attention seeking behaviour
- Low self esteem
- Always tired
- Poor presentation
- Untreated medical conditions
- Self harming
- Promiscuous /inappropriate conversation
- Sudden changes in behaviour
- Unexplained gifts or money
- 2 phones

Sexual exploitation of children and young people under 18 is a big issue

Grooming a child through technology is prevalent with the child not being aware of what is happening at the onset (chat rooms etc)

Highest risk groups

- Age 12-15 (age of consent is 16)
- 1 in 3 are boys
- Victims and perpetrators from ANY background (irrespective of race/culture/creed/class)
- More vulnerable Are Looked After Children (LAC)

Abuse/Sexual Exploitation



THE LAW

Making, possessing, and distributing any image of someone under 18 which is indecent is illegal. This includes imagery of yourself if you're under 18.

INDECENT?

- Billboard test
- Sexting

CONSEQUENCES

Police record it as an Outcome 21, however if the child is under 13, coerced (by adult or peer) or an adult is involved, the Police will usually charge). NB Age of consent is 16.

CONSENT IS IRRELEVANT

Youth
Produced
Sexual
Imagery



OBVIOUS FORMS

- humiliating or constantly criticising
- threatening / shouting at a child
- ridiculing (sarcasm/name calling)
- blaming and scapegoating
- making a child perform degrading acts
- persistently ignoring/absence

Emotional Abuse

PERHAPS LESS OBVIOUS

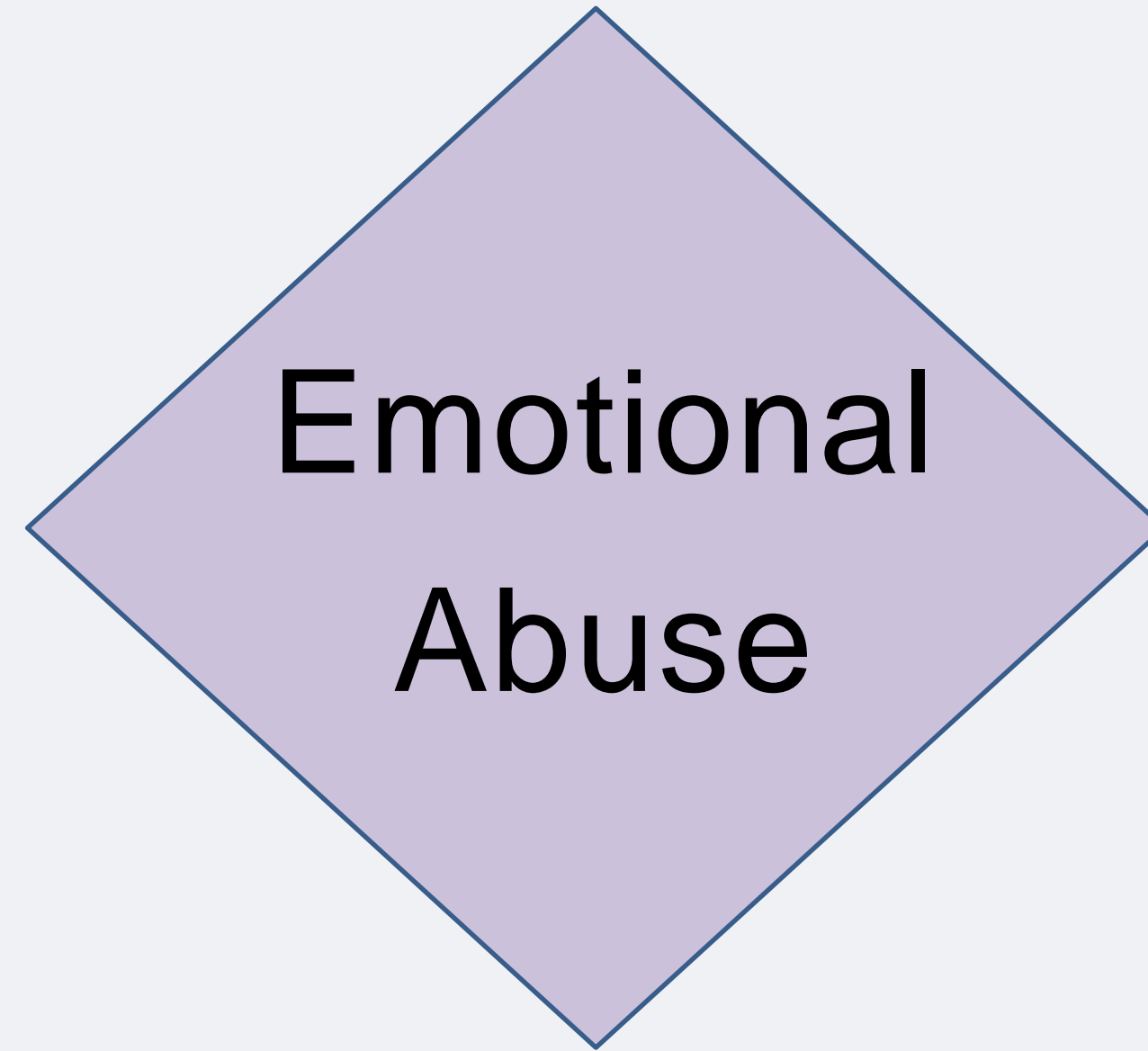
- not recognising a child's own individuality or trying to control their lives (no friends)
- pushing a child too hard or not recognising their limitations
- exposing a child to upsetting events or situations eg. domestic abuse or drug taking



The easiest and hardest to spot

Older children might:

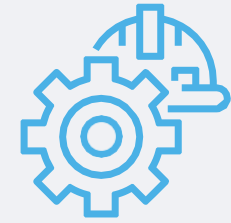
- use language you wouldn't expect them to know for their age
- act in a way or know about things you wouldn't expect them to know for their age
- struggle to control their emotions
- have extreme outbursts
- seem isolated from their parents
- lack social skills
- have few or no friends



SAD CHILDREN WITH LOW SELF ESTEEM



Radicalisation: the Prevent strategy



Indicators of vulnerability to radicalisation can include:

- Offensive/racist comments
- Interest in extreme organisations
- Influencing others with extreme views
- Viewing extremist content online
- Support for violence in the name of a cause
- Bullying driven by race issues

Other types of abuse to be aware of:



- Forced Marriages
- Female genital mutilation (FGM)
- Trafficking
- Drugs/County lines
- Bullying, including cyber bullying and text bullying
- On-line Grooming

- Stay calm and listen
- Do not promise to keep secrets
- Let them explain in their own words – you can ask questions to clarify
- Reassure them
- Tell them what you **will do next** and with whom the information will be shared
- Inform the school's Designated Safeguarding Lead immediately
- Record in writing if you can
- SATRO to be kept informed that there is an issue



Responding to Disclosure





CURRENT CHALLENGES

The Challenge



- There is a lot of uncertainty in the world – much anxiety
- Pandemic – War in Europe – domestic financial worries
- Difficult for an adult – worse for a child.
- Anxiety from parents/ home /peers
- Disaffection with school / disengaged with their futures

The Health Foundation

February 2022

COVID-19 FALLOUT

- ❖ In 2017, 1 in 9 CYP had a probable mental health condition, by 2021 it was 1 in 6.
- ❖ Of particular concern, adolescent girls 17-19 : 1 in 4.
- ❖ Since 2017 an additional 500,000 needing support.
- ❖ Reasons are complex (more information needed) but likely causes:
 - Increased recognition of MH problems;
 - Role of social isolations and disruption to home and school routines during the pandemic.

96% of young people said that their mental health had affected their schoolwork at some point

MIND: Sept 20 – April 21



MENTAL HEALTH

- Positive not negative definition
- Health not sickness
- Current narrative is that there are many problems being stored up. This may well be right. We can't change the past, but we can accept the current situation and build on the positives
- Mentors – not counsellors – only to be aware

“the strength and capacity of our minds to grow and develop, to be able to overcome difficulties and challenges, and to make the most of our abilities and opportunities” Young Minds, 2006



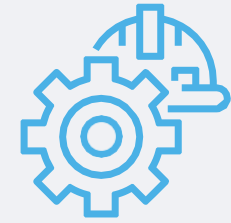
Internet



Wonderful, informative, educational ...but ...

- ❖ rise in malign influencers/influences
- ❖ dangerous trends
- ❖ angry/polarised language

School Attendance



- ❖ School attendance lower than hoped for/expected.
- ❖ Ofsted Autumn term 2021 :
 - More non-covid related illness
 - 'Catch-up' holidays in term time
 - Families and individuals struggling to move on from the 'bubble-isolation' mentality
 - Milestones missed
 - 'Possible COVID' excuse
 - Pupils are attending sporadically because of disaffection following the lockdowns

School Attendance



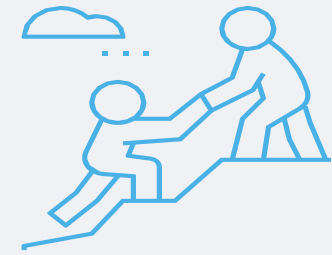
The correlation between attendance and dropout rates has important ramifications that go beyond the classroom.

Compared to their peers who graduate, students who fail to complete their [high school] education are more likely to live in poverty, suffer poor health, and become involved in the criminal justice system.



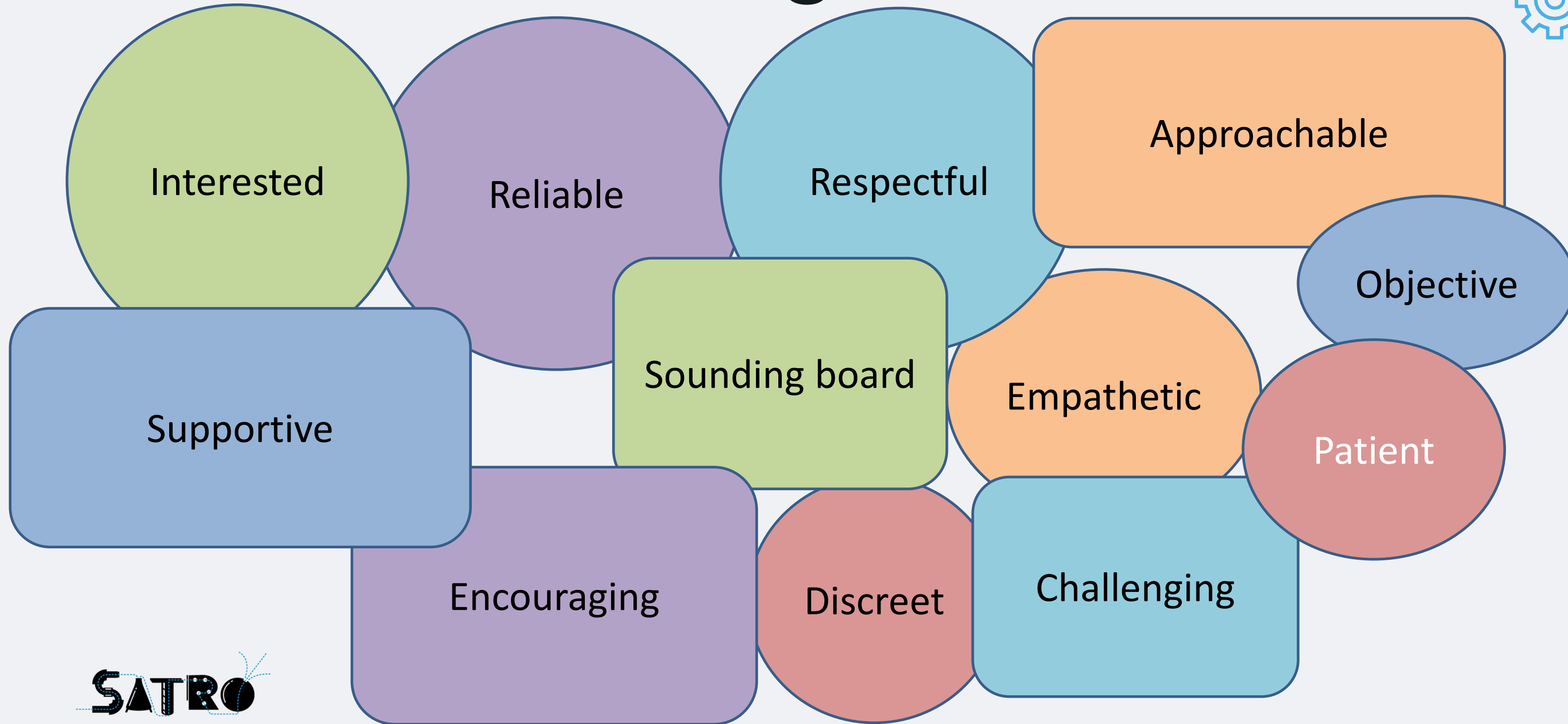
Break

SATRO



What attributes does a mentor need?

Good mentoring attributes



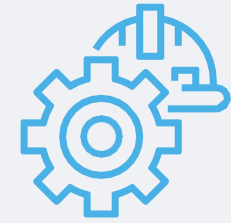


A GOOD LISTENER



WHO NEEDS A MENTOR?

We all do sometimes!



The students we look to help are those who:

- are under-achieving in school
- are lacking in confidence and self-esteem and have low aspirations
- are not reaching their full potential

Some students have chaotic home lives, so really benefit from having someone reliable they can speak to on a regular basis



The Mentor Role



A MENTOR IS NOT

A teacher
A substitute parent
A bank
A social worker
A best friend

BUT A MENTOR IS

A motivator
A supporter
A role model
An advocate
A challenger
A Listener

- ❖ **DEFINE** expectations
- ❖ **ESTABLISH** rapport
- ❖ **RESPECT** the confidentiality of the relationship
- ❖ **RECOGNISE** the limitations of the relationship
- ❖ **ENCOURAGE** your mentee to come up with their own solutions – take responsibility
- ❖ **BE CONSISTENT**
- ❖ **BE RELIABLE**

❖ **BE YOURSELF**



The Skilled Helper Model



Gerald Egan, *The Skilled Helper: a problem management and opportunity development approach to helping* (7th edition, Pacific Grove, CA: Brooks Cole, 2002) and Gerald Egan, *Essentials of Skilled Helping: managing problems, developing opportunities* (Pacific Grove, CA: Brooks Cole, 2006).

HELP THEM TELL THE STORY IN THEIR OWN WORDS

- Attending and actively listening
- Reflecting and checking your understanding
- Showing interest and curiosity
- Drawing out, with gentle open questions
- Getting the full picture of what is going on
- Focusing on the key issues to work on



THE STORY
The present scenario



HELP THE MENTEE WORK OUT THE ALTERNATIVES AND DECIDE ON THEIR PREFERRED OPTIONS

- What do they really want to happen?
- Look at the issue from more than one angle
- What are all the options?
- Which is their preferred option?
- Agree on the option to work on.

MIND MAPPING?

POSSIBILITIES

What are the alternatives to the present situation?



HELP THEM REACH THEIR OWN SOLUTION

- What does the final outcome look like?
- What are the challenges?
- How can the challenges be overcome?
- What are the steps to be taken?
- How will your mentee know what success looks like? Don't forget to celebrate when they get there!

POSSIBLE ACTIONS

How to get there





UNDERSTANDING AND ESTABLISHING THE RELATIONSHIP

UNDERSTANDING THE RELATIONSHIP

TEENAGERS ARE JUST WIRED DIFFERENTLY....



LAZY?

DRAMATIC?

FLASHPOINTS?

SURLY?

DEVELOPING THE RELATIONSHIP

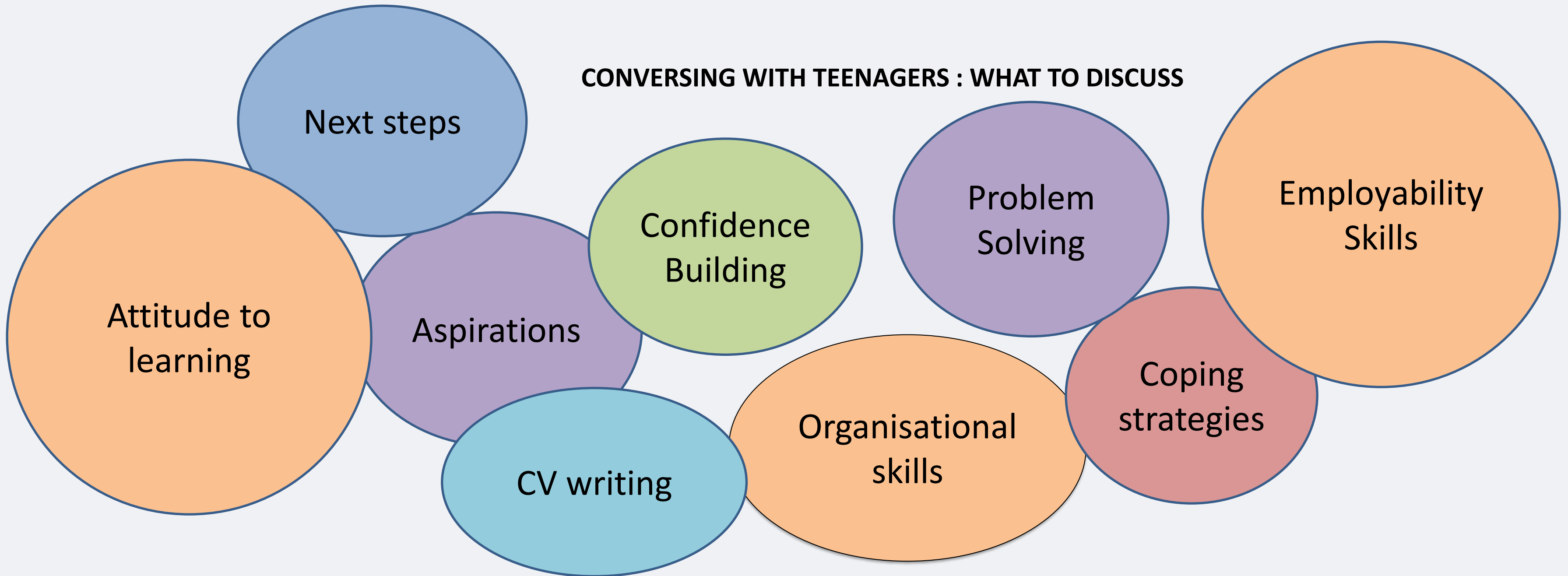
CONVERSING WITH TEENAGERS : OPENING THE CONVERSATION

- Open questions
- Allow for silence – don't rush to fill the gaps
- Mentee led topics
- Remember they are very likely to be nervous (as you may be!)



DEVELOPING THE RELATIONSHIP

CONVERSING WITH TEENAGERS : WHAT TO DISCUSS



LET THEM LEAD ON THE TOPICS

DEVELOPING THE RELATIONSHIP

EFFECTIVE COMMUNICATION

ACTIVELY
LISTEN

VALUE
EMOTIONAL
AWARENESS AND
INTELLIGENCE

BE CONSIDERED
IN YOUR
QUESTIONNING

BE AWARE OF
NON-VERBAL
COMMUNCATION
– BODY
LANGUAGE

The Challenge



“If we wish to predict which children will lead satisfying adult lives, the best indicator is their emotional health at age 16. This is more important than their academic qualifications right up to the age of 25 – and more important than their behaviour in childhood.” (Schools Policy Appraisal Handbook June 2021 Department of Education)

THE BIG QUESTION....



WILL I MAKE A DIFFERENCE?

Absolutely!



- ❖ significant and observable impact on young people
- ❖ 20% improvement in grades and behaviour compared to non-mentored students
- ❖ Your knowledge and experience is a valuable resource
- ❖ 4 or more employer interactions have a positive and demonstrable impact



Does Mentoring Matter? A Multidisciplinary Meta-Analysis Comparing Mentored and Non-Mentored Individuals

Lillian T. Eby, Tammy D. Allen, Sarah C. Evans, Thomas Ng, and David DuBois 2008

What our students say...



What advice were you given by your Mentor?

you can do it, never give up, believe in yourself...

It helped me to accept more difficult things in my life, and feel more confident about my future

What was the best thing? *Having an older friend I can talk to and be open with*

I think the scheme is amazing and has helped me a lot. I don't think there is anyway for it to be improved...

What our mentors say...



What I get out of mentoring: huge satisfaction knowing I'm doing something active and practical to help a young person prepare for the rest of their lives

As a piece of personal development, it's helped me grow as a person and employee.

[I thought] it would be like Good Will Hunting. I thought that there would be this maths genius who needed help setting their talent free, but she just needed to know that she was worthy of being listened to. So if you're thinking of volunteering go do it, it might just change lives.

DBS Clearance

PLEASE SIGN UP FOR THE
ONLINE RENEWAL!

**MATCHING MEETING
LAUNCH EVENT**

Next Steps



What is mentoring?



**The transfer of power from the mentor to the mentee so
that they can set off on their journey**

MUTUALLY BENEFICIAL RELATIONSHIP

Inspiring the future



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