



SKEGNESS ACADEMY

Peer Mentoring Programme

2013-2014

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OVERVIEW OF THE PROGRAMME

The peer mentoring programme started in September 2012 and had a very successful first year with around 25 mentors supporting students in Key Stage 3.

Students in the Sixth Form volunteer to become a mentor and then go through a training process which includes child protection training.

The mentors and mentees are then paired up based on the needs of the mentee. They are then introduced to each other and first meeting can be arranged. Mentors are expected to meet up with their mentees on a regular basis and log the discussions that they have. Mentors are issued the timetable for their mentee so that they can support the student in their lessons when they have a self-supported study. Mentors are also encouraged to meet with their mentee at social times as this can be a time that some students find difficult.

Students are recommended for the programme by Heads of Year in Key Stage 3. This can be for a variety of reasons including:

- Attendance
- Academic
- Behavioural
- Social
- Emotional

The role of the mentor is to support their mentee to develop in the specified areas and set targets for them to support them in their on-going development

Some students will have been identified because they struggle to adhere to academy policies and find themselves in trouble whereas others may be recommended because they struggle making friends or need additional support in a certain lesson

The programme is rewarding for both the mentor and for the mentee. Below are some examples of what students from last year said about their experience of the programme.

"It was really good because I got to know different people and help my mentee. I had a girl in Year 7 who was struggling in some of her lessons so I would go into her lessons to support her"

Sophie Smalley

"I had a Year 7 student who needed a lot of support and guidance. She was fairly quiet at first and it was nice to see her come out of her shell as we got to know to each other. I would go in some of her classes and sit with her and help her with her work. We both went to the social event and it was nice to see her interacting with her peers"

Faye Hayes

MEETINGS

Some important information to consider when meeting your mentee:

- Always meet your mentee in a common area e.g. the Bistro
- Arrange to meet them during breaks and lunch times
- If you want to support them in a particular lesson then seek permission beforehand from the teacher
- You can only support them in lessons when you have a SSS
- Inform the Sixth Form Team if you plan to go into one of their lessons to support
- Keep a log of your meetings so that both you and your mentee can track the progress they have made. You should both sign after each meeting to confirm that you are both happy with the discussions and any targets set
- If you set a target it is advisable to set a review date so that you can monitor them
- It is useful to meet your mentee at the same time and in the same place each week so that they get into a routine
- It is also worth you telling them where they could find you during breaks and lunch should they want to meet you

CHILD PROTECTION

As a mentor, you may find yourself in a position whereby your mentee makes a disclosure to you that comes under Child Protection.

Please read the following important information which explains what to do if a child tries to make a disclosure to you:

- Listen only and do not ask any leading questions
- If the pupil does not want to talk to you do not push the issue
- Explain that all disclosures must be passed on immediately
- **Never promise confidentiality**
- Listen carefully
- Explain that you will be passing the information on
- Be prepared for the pupil to try and retract the disclosure and deny what has been said
- After the disclosure you need to **immediately** pass on the information to a member of staff or the **Designated Safeguarding Person**

At present the designated safeguarding person is Mr Oldfield but you can speak to any member of staff.

Proactive safeguarding includes:

- Promoting good peer relationships
- Providing positive adult role models
- Offering a positive school experience
- Creating opportunities for success
- Being a good listener

If you have any questions or queries then talk to a member of staff or the designated safeguarding person

GETTING TO KNOW ME

Mentor name: _____

Year group: _____

About me:

3 interesting facts about myself:

My favourite subject is: _____

Why I want to be a mentor:

If I had three wishes, I would...

GETTING TO KNOW YOU

Mentee name: _____

Year group: _____

Form tutor: _____

About me:

3 interesting facts about myself:

My favourite subject is: _____

If I had three wishes, I would...

The support I would like from my mentor

TIMETABLE

Put the lesson, teacher and room in for both yourself and your mentee.

MENTOR

	Period 1 and 2		Period 3 and 4		Period 6 and 7
MONDAY		B		L	
TUESDAY		R		U	
WEDNESDAY		E		N	
THURSDAY		A		C	
FRIDAY		K		H	

MENTEE

	P1	P2		P3	P4	P5	P6	P7
MONDAY			B					
TUESDAY			R					
WEDNESDAY			E					
THURSDAY			A					
FRIDAY			K					

RECORD OF MEETINGS

Date of meeting	
Time of meeting	
Location of meeting	
Overview of discussions	
Targets set	

Date of meeting	
Time of meeting	
Location of meeting	
Overview of discussions	
Targets set	

Date of meeting	
Time of meeting	
Location of meeting	
Overview of discussions	
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Targets set	

EVALUATION

At the end of the academic year please complete the evaluation form on your experience of the peer mentoring programme

How useful did you find the training for the peer mentoring programme. Circle your choice. 1 being low and 10 being high

1 2 3 4 5 6 7 8 9 10

Comments

How useful was the booklet in supporting you and your mentee

1 2 3 4 5 6 7 8 9 10

Comments

How much of an impact do you think you had on your mentees development

1 2 3 4 5 6 7 8 9 10

Comments

What did you enjoy about the programme?

Would you participate in a mentoring programme again?

Yes No

Explain your answer

What would say were the highlights of your mentoring experience

What sort of support did you offer your mentee e.g. give examples of specific strategies you implements or other ways you supported your mentee (lesson, lunch or break support for example)

Overall, how would you rate the overall peer mentoring programme

1 2 3 4 5 6 7 8 9 10