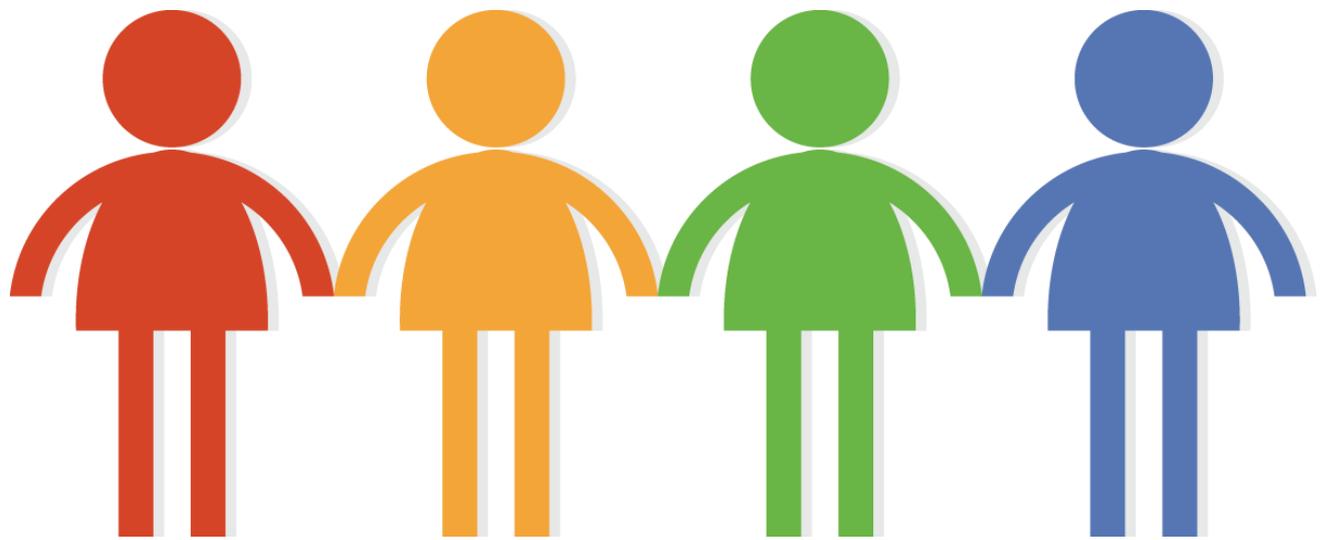


Queen Elizabeth's Girls' School



Mentoring Handbook

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Mentoring Meetings

Occasionally meetings will be held with Miss Madden/Miss Redgewell to monitor your progress on the scheme, discuss any issues/problems that

may have been raised and to support you as a mentor. Please keep an eye out for notifications on the Google Classroom you have joined for this mentoring programme.

You can also come and see Miss Madden/Miss Redgewell at any other time to discuss the mentoring programme.

What is mentoring?

Mentoring is essentially about helping people to develop more effectively. It is a relationship designed to build confidence and support the mentee so they are able to take control of their own development and work.

Your role as mentor will cover at least some of the following:

- Listen
- Ask questions to help develop your's and the mentee's understanding of a situation or problem
- Provide information and knowledge
- Provide advice on academic and career development
- Offer different perspectives
- Provide support and encouragement
- Provide an insight into your experience at school
- Offer guidance and advice in regards to school experience and exams
- Be a sounding board-listen to your mentee
- Be a critical friend
- Encourage self reflection
- Help mentees identify areas for development

As a mentor you will have the opportunity to use your experience and knowledge in a facilitative manner to support the development of the mentee. However, the responsibility for making things happen and putting plans into action lies primarily with the mentee - not with you.

Things that Mentors do:

- Give up some of their free time at break and lunch so that other students can talk to them when they feel they need to
- Listen to other students
- Help students deal with problems
- Support student who are lonely and help them make friends.
- Help students find the information they may need to have to deal with specific issues or problems that concern them
- Go with students to see a teacher if they do not feel happy going on their own
- Have good observational skills
- Support each other
- Do not gossip about things people tell them
- Ask for help if a problem seems difficult
- Show they care.

What is counselling?

You should follow the 3-stage model of counselling as outlined by Egan in *The Skilled Helper*.

You will be asked to listen to other students and offer support.

The 3 stages you should go through during a support session are:

1. Exploring the problem - ask questions if necessary to help with this, but focus on listening to what the student has to say.
2. Understanding - help the student to understand their situation and create possibilities for change.
3. Acting - help the student to identify possible courses of action and their consequences and finally decide on an action to be taken and how to carry it out.

Mentors must ALWAYS

Ask for help from an adult if a student reports any of the following:

- Physical harm
- Emotional upsets
- Being pressurised into doing things that they are uncomfortable about
- Self-harm
- Depression
- Illegal activity
- Being in danger

Mentors must NEVER

- Promise to keep secrets

- Try and deal with serious issues on your own
- Make promises about outcomes
- Discuss mentoring talks with friends or families
- Get involved friendship problems
- Try to deal with bullies on your own

Confidentiality Guidelines

1. You need to establish a verbal agreement with the student that comes to see you. For example - ‘I would like to reassure you that what you tell me will just be shared with Miss Madden/Miss Redgewell. This means that I will not talk to any other student about what you tell me.’
2. You will need to explain to the student that confidentiality will have to be broken when their health or safety is at risk or another person’s health and safety is at risk.
3. You will also need to explain that in the following situations confidentiality will also have to be broken if they disclose or give evidence about abuse, drug use, suicide or pregnancy.

What should you do if confidentiality needs to be broken?

- Discuss with the student the need to break confidentiality and encourage them to speak to Miss Madden/Miss Redgewell. You can offer to go with them for support.
- You will need to discuss the situation with Miss Madden/Miss Redgewell as soon as possible. You need to do this even if the student who told you about the problem does not want to be there.
- Miss Madden/Miss Redgewell and the appropriate members of the staff will decide what action is required and who need to be informed.
- Miss Madden/Miss Redgewell will discuss with the student any action taken.

- If you feel able to and if the student would like it, you should continue to support them after any action has been taken.

What might your mentoring sessions look like?

Initial Meeting

- Explain the purpose of the mentoring relationship
- Discuss the format of the meetings and how these will work
- What you will commit to and your role
- What is expected from mentees and their role
- Find out about your mentee's interests/concerns surrounding school

Mentor Sessions

- Review experience
- Identify objectives
- Provide feedback
- Identify strengths and achievements
- Identify areas of development
- Explore options
- Coaching on specific areas if required
- Discuss professional issues
- Agree support needs
- Set targets for future actions
- Help create opportunities for mentees by feeding back to Miss Madden/Miss Redgewell

Listening Skills

You will have to listen properly while you are a mentor.

To be a good listener you need to:

- Look interested and friendly - lean forward.
- Smile - it makes people feel more comfortable.
- Give eye contact from time to time.

- Encourage clients by making helpful comments.
- Never interrupt or make fun of a client.
- Avoid wriggling, fidgeting, turning away or being distracted.
- Do not talk to anyone else while you are being spoken to.
- Avoid confrontation.
- Think about seating and lighting - can you both be seen/heard?
- Use affirming sounds like 'yes' or 'mmm'.

What skills are necessary for a mentor to engage with a student?

- Attention-giving
- Listening
- Active listening, which includes:
 - ⇒ reflecting, paraphrasing, being empathic, summarising, focusing

How to be Assertive

- Make your message clear
- Be persistent - you may have to try and communicate your message several times on different occasions. Be persistent and patient, making it clear that you feel strongly about the situation and want to do something about it.
- Repeat the message - this is often effective because you refuse to change what you are saying, regardless of what the other person says or does. Remember to repeat your message clearly and calmly.
- Stay cool - remember it is not worth getting yourself upset about the situation. People will pay more attention if you remain calm.

- Keep to the issue - don't let the other person side track you away from the issue you are discussing.
- Look for solutions - don't forget you are looking for a solution to a problem, not trying to prove a point.

How to talk assertively

One thing to remember is to always THINK BEFORE YOU TALK. This will help you to say what you mean. But it is not just what you say that is important, but how you say things.

- Try not to end a statement with a question.
- Try not to hesitate.
- Listen to the sound of your voice - try to sound relaxed and in control not anxious or angry.
- Try not to talk too quickly - this makes you sound worried or anxious
- Speak clearly.
- Breathe properly - often when people are anxious they breathe quickly and shallowly, this will make you speak quickly and not clearly.

Issues you may come across - how can you deal with them?

REMEMBER! You must tell them FIRST that you cannot agree to keep things confidential.

Bullying: Explore the problem - who, what, where, when, how? Is it physical or verbal - find out the extent of this. Allow them to talk through the situation and express their feelings about it. Try and assess how badly they are affected by the bullying. Reassure them that they have been very brave in talking about it and that telling a teacher will ensure it will all get dealt with. Make sure a teacher is informed.

Truancing: Find out the reasons, is it connected to other problems? Are they afraid or worried about anything? Allow them to talk through any problems or worries they have. Encourage them to see/focus on the positive aspects of school. Make sure a teacher is informed.

Friendship Problems: Establish whether it is a problem with making friends or a falling out with friends they already have. Make sure they talk through the whole situation. Get them to think about risk taking/stepping out of their comfort zone to either approach their friends and make-up, or approach new people.

Family Problems: Comfort them and tell them that they are not to blame. They may show anger/frustration/guilt and allow them to talk these feelings through. Try and establish if it is having an effect on their school life and/or if they feel worried/upset about going home at the end of the school day. It may be necessary to inform their Head of Year.

Lonely New Students: Make them feel safe and reassure them that many students find transition to secondary school difficult. Encourage them to join Extra-Curricular clubs to meet people with shared interests. Get them to think about risk taking/stepping out of their comfort zone to approach new people. Inform their Form Tutor that they are finding being new difficult.

Drug/Substance Abuse: Try and establish what substance and reasons why. Must be referred to a teacher.

Health Worries/Issues: Try and establish what specific worry and/or problem they have. Is it connected to other anxieties/issues/problems? Give them the opportunity to talk through any worries. Must be referred to a teacher.

Bereavement: Show them empathy and comfort. Try and keep a positive attitude. Reassure them that it is normal for them to feel sad and that they must take each day at a time. Listen to them as they talk their way through the stages of grief, do not rush them and do not judge what they may say. Remember they may not be able to express these feelings at home if other family members are struggling to deal with their own grief. Could encourage them to create a memory box, focus on happy memories they have. Remember that bereavement does not just happen in the death of someone; it could be as a result of a divorce etc. Encourage them to inform a teacher (Form Tutor, Head of Year).