

Port Vale Football Club

Mentoring Policy

Version control

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Document review

Last reviewed	Position

Version history

Version	Date Released	Originator	Authorised	Comments
1.0	Mar 2021	Jon Bloore	Board	New mentoring Policy
1.1	August 2021	Tim Bailey		Revised version

The purpose and Scope of this Policy statement

This Policy is for use across the club and is to be observed by all those who work with children, young persons, and families as part of its football and educational mentoring programmes. The Policy exists to ensure that best practice is promoted and adhered to.

Activities undertaken at the following locations/departments are under the remit of this policy which include:

- Port Vale Football club and the Vale Park Stadium
- Port Vale Foundation Trust
- Port Vale First Team
- Port Vale Academy and youth development
- Port Vale Women
- Port Vale Retail Store

Introduction

Mentoring and Coaching are very effective development methods to assist individuals to reflect, identify and achieve their goals and support the learning environment, which in turn can support the transfer into a future workplace. The learning relationships that develop through coaching and mentoring help support individuals to develop their interpersonal skills and knowledge. They provide powerful learning methods to support individuals in a way that is timely and specific.

What does mentoring mean?

Mentoring is about **creating a relationship and sharing experience to help the mentee learn and achieve their potential**. As a mentor you can inspire, support, and motivate young people, raise their aspirations and encourage them to achieve their goals. The mentor will help subjects/mentees find answers to challenging situations, assist with strategies for action to improve issues the mentee is experiencing. Promote both nurture and challenge within the boundaries of the relationship with the mentor and encourage sustained motivation in the mentee.

What does student mentoring mean?

Student mentoring refers to situations where teachers, other adults or older students work on a regular, one-to-one, or small group basis with students to achieve planned outcomes. It includes activities such as tutoring or coaching.

What does coaching mean?

Coaching is a method of achieving set goals. The coach through dialogue helps the individual to correctly set a goal, to find the best way to achieve the goal and reveal hidden inner potential in a person.

Who makes a good mentor?

An effective mentor will be prepared to:

- Listen.
- Positive Role model.
- question and elicit facts.
- give information and knowledge about the organisation and information networks.
- offer different perspectives.
- offer support and encouragement.
- discuss current issues.

An effective mentor will encourage the mentee to:

- listen
- clarify understanding.
- share thinking.
- review and reflect on his or her own behaviour and performance.
- challenge own assumptions.
- consider different perspectives.
- take responsibility for his or her own personal development.
- make decisions for maximising the outcomes of the mentor relationship.

What do we want to achieve as a mentor?

The mentor's approach must be one of facilitator, guide, supporter, enabler, and perhaps even professional advocate. The role is not one of a friend or of a manager.

Work that a mentor may find themselves engaged in includes:

- Working with young people to identify any barriers to learning.
- SMART target-setting to develop an action plan for moving forward around issues.
- Making provision for students to work on coursework, homework, revision, and study skills.
- Offering guidance and support with personal and domestic issues.
- Providing opportunities for students to develop self-esteem and confidence.
- Working collaboratively with other professionals to support children, young people and their parents and carers.
- Monitoring review and re-assessment with the young person.

Who might be referred to our Mentoring programme?

Students are identified by the senior leaders within local schools or organisations/pastoral teams for intervention. The senior leader or nominated staff member should be responsible for making referrals as the one with the year team overview.

The criteria is transparent and may include:

- poor academic progress,
- homework concerns,
- attendance issues,
- literacy or numeracy concerns,
- unresolved friendship issues,
- social isolation,
- bereavement,
- family or domestic concerns,
- attendance, assertiveness, and confidence issues,
- self-esteem,
- emotional literacy concerns,
- Criminality.

This list is not exhaustive and is a snapshot of issues that may create a referral to our programme.

All Referrals are to be made via the Port Vale Football Club Mentoring Referral Form at Appendix A.

What happens when a referral is made to the Mentor Programme?

When a referral is made into the programme by a local school/organisation or Pastoral team using the Referral form. Each referral will be Risk assessed and triaged by the triage team to see if:

- The programme is suitable for the mentee/referral.
- The mentee is suitable for the mentor i.e.: the risks associated with the mentee are too great that there is increased risk to the mentor to conduct the sessions.
- Whether the Mentee/referral needs to be signposted to other support organisations, this may include a referral to the Children Advice and Duty Service (CHADS – Stoke-on-Trent).

How do we go about Mentoring once that referral is accepted?

Structured mentoring intervention

A structured intervention should follow a process. (*An example of one is given in Appendix B*). Features for embedding a robust mentoring team include:

- Mentor intervention is part of whole school/organisation pastoral support.
- All referrals are completed on the Port Vale FC mentor referral form (*Appendix A*), An agreed criterion should be set for referral after full consultation with the organisation/pastoral team or School senior leader.
- The referral is countersigned by the senior leader/referrer and parental consideration is sought.
- After an initial rapport-building appointment, students are assessed.

- A shared and student-focused mentoring action plan is devised with the student. All action plans are SMART with subject progress, personal and social information.
- Monitoring meetings take place with a possible review of targets and action plan. Reassessment follows with a scrutiny of progress socially and personally.
- There is a termly review of the learning mentor's caseload by the Foundation Manager/head of mentoring project/Co-ordinator. Foundation Manager/head of mentoring project/co-ordinator and mentor decide about when the mentoring should end.
- There is evaluation of the impact on a termly basis. At the end of the mentoring (which may take six, 12 weeks or more), the student also evaluates the intervention.
- The mentoring team could contribute to school newsletters, internal bulletins, participate and leads a variety of events. Mentors can attend parents' evenings and year group events if requested to do so.

Planning mentoring/checklist

- Arrange a first meeting with the mentee.
- Explain the reasons for the meeting.
- Carry out a review/assessment of the mentee's current situation and issues affecting the mentee.
- Consider a development/action plan. (*Appendix C*)
- Discuss and record the mentee's immediate and long-term goals. If possible, suggest options for achieving goals, with target dates.
- Discuss and record any issues which may affect the target being achieved.
- Set up a meeting schedule with your mentee and record it on the mentee review record. Please ensure that all records are kept in a confidential safe place.
- Record all the above on the mentee review record.
- At regular intervals, carry out feedback sessions with your mentee. Your discussions should include all the information you have considered/gathered on your mentee and should be encouraging and constructive. During the discussion, encourage the mentee to reflect on his or her progress.
- Amend the development/action plan if necessary, using appropriate strategies which will enable your mentee to progress further.
- Complete all records and if appropriate pass on to the relevant person.
- If the relationship between the mentor/mentee ceases to be productive, either party can withdraw.

Concluding a mentor placement

Before a placement finishes a meeting will take place between the Foundation manager and/or co-ordinator and the mentor to discuss a

suitable exit strategy for the mentee. A key part of the project is building long term friendships and interests for the mentee we are supporting. Getting the mentee to improve on their short- and long-term goals is always desirable, as is building positive friendship groups. Establish a formal process that brings closure to the mentoring experience. Within this process, provide an opportunity for both the mentor and mentee to reflect upon what was learned, discuss next steps for the mentee, and provide feedback.

Board Authority and Acceptance of this Policy

Signed by:

Name Board member..... Date:.....

SSM..... Date:

This policy will be reviewed on an annual basis or following learning outcomes as a result of a significant incident or when legislation / statutory guidance changes by the Designated Safeguarding Lead.



Appendix A
Port Vale Community Foundation
Mentoring Referral Form



NAME OF YOUNG PERSON:		DATE OF REFERRAL:	
DATE OF BIRTH OR AGE			
GENDER			
ETHNIC ORIGIN			
CULTURAL GROUP			
REFERRING SCHOOL OR ORGANISATION ADDRESS AND EMAIL CONTACT			
SINGLE POINT OF CONTACT		TEL:	
SAFEGUARDING OFFICER		TEL:	

REASONS FOR REFERRAL TO MENTOR SERVICE

Please include why the young person has been referred to the service and what you and the young person are hoping to achieve as a result of the service. Is there a particular role for the mentor to undertake?

<p>Has this referral been discussed with the young person? Yes / No</p> <p>What are the young person's views about the decision to appoint a mentor?</p> <p>What are the young person's views about the possible choice of the mentor?</p>
<p style="text-align: center;">Risks and Issues associated with Young Person.</p> <p>Any health issues for young person:</p> <p>Any Risks associated with the young person:</p> <p>Best Strategies to manage any difficult behaviours:</p> <p>What is in place already to help the young person:</p> <p>Potential risks to Mentor:</p> <p>Other information that may be relevant to Mentor: (which may include sexual orientation, learning needs, interests/ subjects of interest to the young person.)</p>

Is the Young Person known to Social Services? Yes /No

Do they have an allocated Social worker? Yes / No

Social Workers Name and Contact Number if appropriate.

Person completing the form:

Signature:

*** Please note that should any disclosures be made by the young person that suggest the Risk of immediate harm then a referral will be made to the Children's Advice and Duty Service (CHADS) Tel: 01782 235100.**

E: [Concerned about a Child or Young Person - Staffordshire Safeguarding Children Board \(staffssc.org.uk\)](mailto:concerned@staffssc.org.uk)

Mentor Co-Ordinator

Steve Cato

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Port Vale Foundation Trust, Vale Park, Hamil Road, Burslem, Stoke On Trent ST6 1AW

Port Vale Mentor Triage

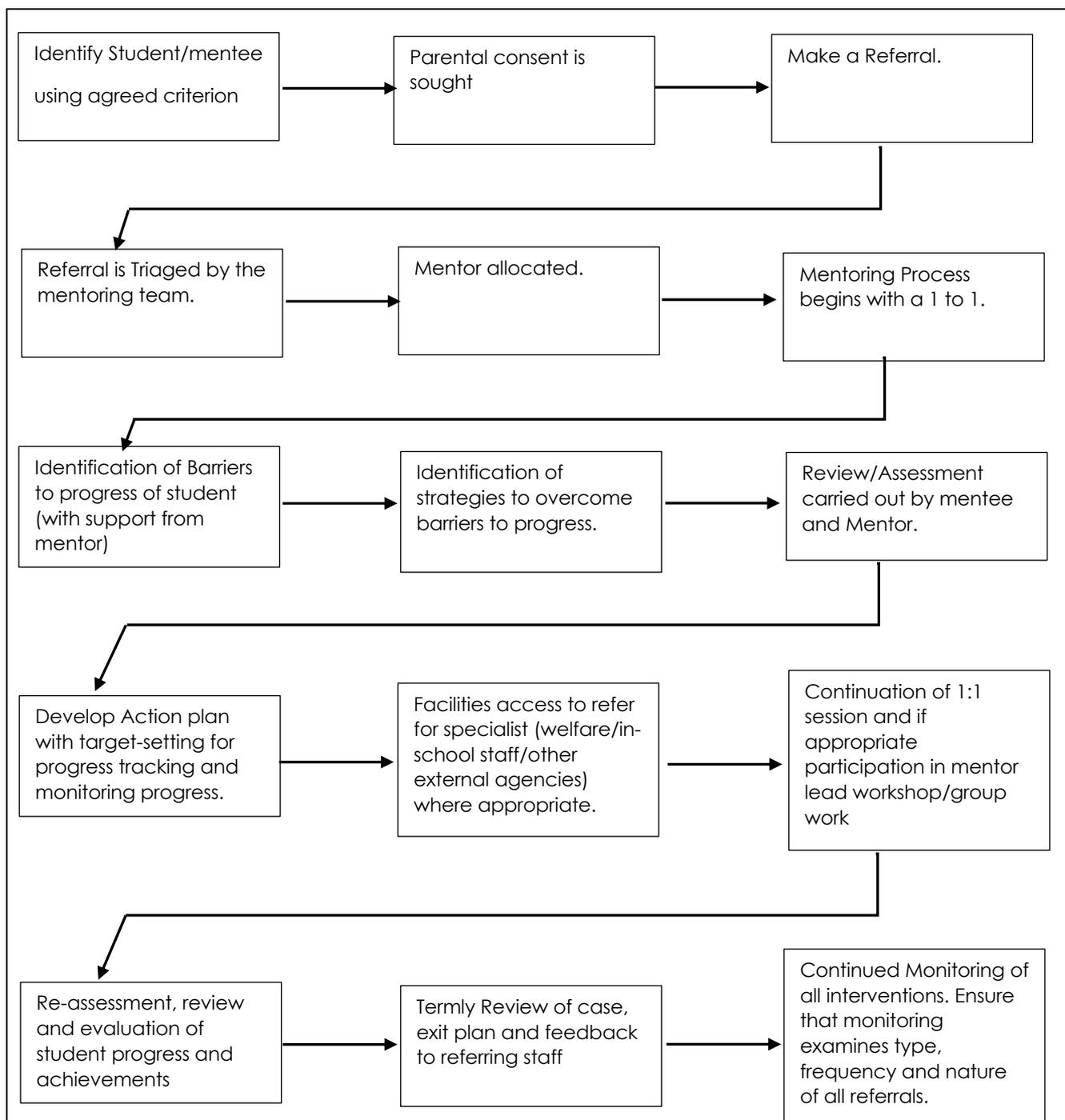
Date:

Persons Present:

Are we accepting the referral: **YES / NO.**

Rationale:

Appendix B



*Remember that if at anytime a disclosure is made that suggests immediate risk of harm to the mentee then you must make a referral to the Children Advice and Duty Service (CHADS – Stoke on Trent). Where a trained social worker will assess your concerns.

Phone 01782 235100. Monday – Thursday 8:30am – 6:00pm Friday 8:30am – 6:00pm. Emergency Duty Team (Out of hours) Telephone: 01782 234234. Stoke. The new Children’s advice and duty service (CHAD) is a conversation-based referral service.

E: [Concerned about a Child or Young Person - Staffordshire Safeguarding Children Board \(staffsscb.org.uk\)](http://staffsscb.org.uk)

Appendix C

Record of Mentee Development Goals

Immediate Goals	Options available to meet goals
1.	
2.	
3.	
Long Term Goals	Options available to meet Goals
1.	
2.	

Mentee Action Plan

Mentor

Mentee.....

Action	Date to be achieved	Support Available

MENTORING INDIVIDUAL RISK ASSESSMENT

KEY INFORMATION					
Name of child/Young person					
Age or Date of birth					
School referring					
Single Point of contact at school					
Safeguarding Officer					
Social Worker if appropriate					
YP on the at-Risk Register?					
YP part of a family in Need?					
YP Family subject of Core Group meetings					
Clear and detailed description of issues surrounding this child or YP					
RISK'S INDICATORS					
Plan for the safety of people attending a spectator event					
Should any risk indicator show as HIGH then consideration should be given to not allowing the mentee to enter the mentoring programme, unless satisfactory measures are available to reduce the risk to the mentor.					
INDIVIDUAL RISK INDICATORS	RELEVANCY	DETAIL (What is known or currently happening with this young person)	RISK PRIOR TO MITIGATION LOW/MED/HIGH	MITIGATION INVOLVED, (What is in place to support in this area)	RISK FOLLOWING MITIGATION LOW/MED/HIGH
YP is violent or volatile	YES/NO/ NOT KNOWN				
Alcohol or substance abuse issues.	YES/NO/ NOT KNOWN				

Vulnerable through disability, Development or other pre-disposing factor.	YES/NO/ NOT KNOWN				
History of sexual abuse.					
Victim	YES/NO/ NOT KNOWN				
Perpetrator	YES/NO/ NOT KNOWN				
Suspected Involvement in criminal activity and/or Gangs	YES/NO/ NOT KNOWN				
Unwilling to engage/disclose thoughts and feelings	YES/NO/ NOT KNOWN				
Suspected Self-harm behaviour or ideation,					
Current	YES/NO/ NOT KNOWN				
Historic.	YES/NO/ NOT KNOWN				
Isolation Issues	YES/NO/ NOT KNOWN				
Predisposing factors in the family that may suggest a higher level of risk of harm (for example, mental health difficulties, parental substance	YES/NO/ NOT KNOWN				

misuse, domestic violence or immigrant family issues such as social isolation).					
Other	YES/NO/ NOT KNOWN				
MANAGEMENT AND OPERATION	RELEVANCY	DETAIL (What is known or currently happening with this young person)	RISK PRIOR TO MITIGATION LOW/MED/HIGH	MITIGATION INVOLVED, (What is in place to support in this area)	RISK FOLLOWING MITIGATION LOW/MED/HIGH
The mentoring project has clear aims, objectives and outcomes.	YES/NO/ NOT KNOWN	Yes	LOW	The mentoring project has clear aims and objectives with the support of a club Policy giving guidance to mentors.	LOW
There is an appropriate level of resources available to develop and sustain the project, including funding, management and Staff	YES/NO/ NOT KNOWN	Yes	LOW	Appropriate Funding is in place with supporting structure of Manager, Co-ordinator and Safeguarding structure.	LOW
There is a commitment to managing the safety of mentoring staff and mentee.	YES/NO/ NOT KNOWN	Yes	LOW	Safety and security of the mentor and mentee is paramount, there is onus on the referrer to provide sufficient information in advance during the referral process that should identify Risk and appropriateness of the referral. All meetings whether 1:1 or group will be conducted in pre-arranged locations usually at the referral	LOW

				premises. Should the Mentor feel unable to conduct the meeting due to the behaviour of the Mentee then they are encouraged to withdraw.	
There is a clear process for the identification and referral of mentees.	YES/NO/ NOT KNOWN	Yes	LOW	Referral form process is in place with an expectancy of free exchange of information to complete an initial assessment.	LOW
The needs of mentees are assessed in determining how mentoring can help them.	YES/NO/ NOT KNOWN			Following the initial referral an assessment will be completed by or on behalf of the co-ordinator to assess the needs of the individual Mentee.	LOW
The recruitment and selection process for potential mentors is safe and effective	YES/NO/ NOT KNOWN	Yes	LOW	Safer recruitment of mentors is in place which will include references and DBS checks being completed.	LOW
Mentors receive appropriate induction and training so that they can provide effective support to mentees.	YES/NO/ NOT KNOWN	Yes	LOW	Mentors will be subject to a full induction training which will include a Safeguarding online course.	LOW
Support is provided to mentors to help them develop their role	YES/NO/ NOT KNOWN	Yes	LOW	Each Mentor and Mentee will be subject to monitoring and review which will identify support needed. Safeguarding responses are in place should a disclosure be made.	LOW
Mentoring relationships are regularly	YES/NO/ NOT KNOWN	Yes	LOW	The Programme is subject to a progress report	LOW

monitored to ensure they are making progress and that outcomes are achieved				completed following each session. This is monitored and reviewed by Mentor co-ordinator and Community manager to ensure outcomes can be achieved.	
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LOW (GREEN) All necessary considerations have been met and there are no known risks in this area that would prevent the mentoring from going ahead.

MED (AMBER) Risks have been identified but with mitigation can be managed and the mentoring can go ahead.

HIGH (RED) There are indicators that suggest immediate risk of harm and the individual would not be suitable for the mentoring programme at this stage.

Risk Assessment Originator -

Date.....

General Information	
Family support	Yes / No / Not Known
Parent/family member in Prison	Yes / No / Not Known
Looked after child	Yes / No / Not Known
Context in which the child is living (for example, a child in the household already subject of a current child protection plan)	Yes / No / Not Known
Recent Bereavement in family or Peer group	Yes / No / Not Known
Low Attendance and engagement in School	Yes / No / Not Known
Difficulty with school work	Yes / No / Not Known
Difficulty with forming friendships / relationships with others.	Yes / No / Not Known
Other	Yes / No / Not Known

