

Initial Arrangements Guidance

This document is a guide and is not contractual. It is intended to provide an outline of the service we can provide you, specifically at the outset of introducing a Mentoring Programme to your school. Although this outline is the typical structure offered, this can be amended on a case-by-case basis. It is therefore intended as guidance on how our services work, and as such they may be subject to change from time to time.

Key Contact

Once confirmation of services has been agreed the school will identify a 'key contact' member of staff. Typically, it is expected that this staff member will liaise with the mentor to make all arrangements. It is recommended this is via a face-to-face meeting in school.

Initial Meeting

Within this meeting the following will be established:

- 1) The nature in which the school would like the mentoring to focus, including identification of objectives and school expectations.
- 2) The pupils who will receive mentoring.
- 3) Where the mentoring sessions will take place.
- 4) Structure of the day and schedule of sessions.
- 5) Safeguarding procedures relating to mentoring.
- 6) The means to establish parental consent.
- 7) Frequency of reporting and content required.
- 8) Frequency of review meetings.
- 9) Any further arrangements that need to be made in order for mentoring to commence.

Review Meetings

It is prudent for the intervention to be reviewed periodically. This is so that the mentor can feedback in person the progress has been made. It is also vital that schools have the opportunity to review the focus of the mentoring and to confirm that the programme is achieving what they expect it to achieve. It is recommended the first review meeting take place after 4 weeks of sessions (*ie. 4 sessions per pupil*). After the first review meeting the interval between reviews can be determined by the school to fit their requirements.