



ACTION 4 YOUTH

INSPIRING YOUNG PEOPLE

Mentoring Project

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Aims of the Project



The aims of the project are to:

- Improve educational attainment
- Provide strategies to young people experiencing low level mental health issues.
- Provide a safe space for the young people to talk.
- Help build self-esteem.
- Encourage the young people to take part in outside interests/hobbies within the community.
- Work as part of a multi-agency approach.

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Community Boards	Expected Caseload Total	Caseload Total	Finished Caseload	Current Caseload
Aylesbury Community Board	12	15	7	8
Buckingham and Villages	8	5	1	4
Haddenham and Waddesdon	10	2	1	1
Wendover and Mandeville	10	13	4	9
Wing and Ivinghoe	6	1	1	0
Winslow and Villages	4	7	5	2
Total:	50	44	19	25

Community Area	School	Finished Caseload	Current Caseload
Aylesbury Community Board	The Grange School	2	
	St Michaels Catholic School		2
	Aylesbury High School		
	Aylesbury Grammar School		
	Sir Henry Floyd	4	5
	Buckinghamshire UTC	1	
Buckingham and Villages	The Buckingham School	1	3
	The Royal Latin		
Haddenham and Waddesdon	Aylesbury Vale Academy		1
	Waddesdon C of E School		
Wendover and Mandeville	The Mandeville School		1
	The John Colet School	4	8
Wing and Ivinghoe	The Cottlesloe School		
Winslow and Villages	Sir Thomas Fremantle School	5	2

Referrals and where and when do the sessions happen?

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How do we track progress?

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Are people making progress?

In 1+ outcome areas

Percentage of people making progress in at least one outcome area

100%

In 2+ outcome areas

Percentage of people making progress in at least two outcome areas

100%

In 3+ outcome areas

Percentage of people making progress in at least three outcome areas

74%

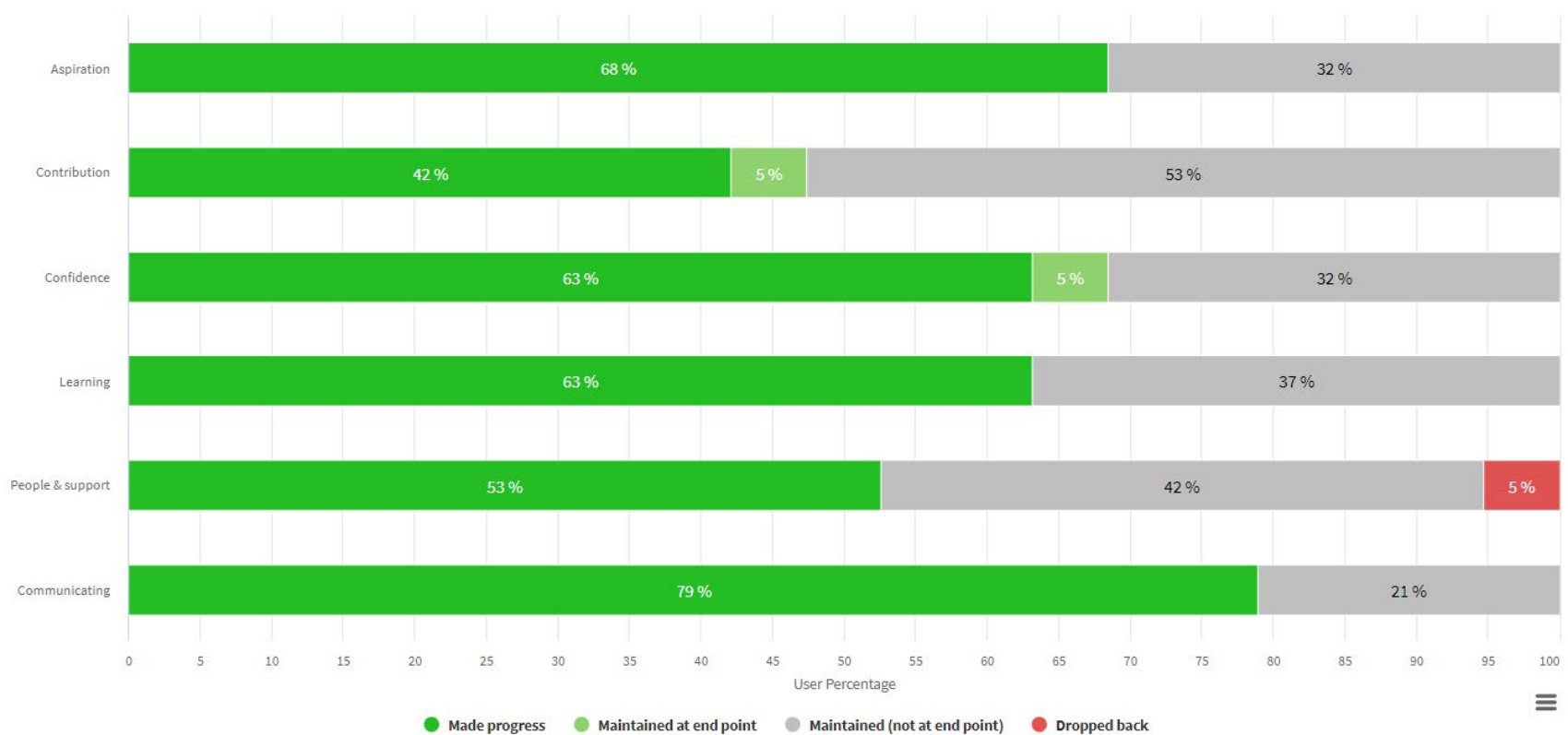
Outcome areas showing progress

Average number of outcome areas in which someone is making progress

3.7



How much progress are people making in each outcome area?



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Case Study



T is a year 8 student, referred for mentoring by his head of year because of deteriorating behaviour that had resulted in suspensions and isolations at school. T felt like the school did not care about him and always focused on his negatives. Mum also felt that school was not supporting T's needs.

I regularly met T once a week at school for our mentoring sessions. At first T struggled to open up during the sessions and was quite closed off but one thing T did tell me was that he attends boxing three times a week so for a couple of the sessions I went to watch T at his boxing club.

I was able to see T show resilience, patience, and hard work in his boxing class. These were qualities that I knew he could transfer to school. Through spending this extra time with T was able to see that I wanted to get to know him and I wanted to support him which resulted in him starting to communicate his feelings more.

T has a difficult relationship with his father, who is separated from his mother. T often felt like his dad could never notice anything positive about him so I felt it was important to raise T's self esteem by getting other people to notice his positives.

I organised a meeting with school and T, where I advocated for T explaining to his head of year how T feels in terms of the way he gets treated by staff at school. The result of this was his head of year sending positive emails once a week to his mum focusing on the things he has done well.

Together we worked on exploring T's feelings regarding his dad, how to manage his emotions and reactions to things and his aspirations for the future.

T was put on a PSP at school and I supported his targets by focusing our work on these. T received 15 mentoring sessions and we finished at the end of the summer term.

By this time T was receiving more support at school with staff he could now go to when he is struggling. T passed his PSP and will now not need to leave his current school.

Mum also felt very supported by the process, keeping her updated with sessions and being someone to ~~listen to her when things were challenging.~~

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Thank you for your time.

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