

## STFS Case Study – CP

CP came in to the first mentoring session very uneasy and unsure about the programme. She was very quiet and didn't engage much. Before the session I was made aware that CP had been through a lot of trauma as a child, was a victim of grooming, had 2 experiences in care, is very anxious and takes a lot of time to trust anyone. On the star, CP rated herself as mostly 2's and 3's in the first session.

Once the programme began, CP kept herself to her herself in the morning sessions. But in the activity sessions in the afternoon, she began to engage and push herself, for example in canoeing, which she really enjoyed. There were a few sessions that CP missed due to reasons outside of hers or the schools control, things happening at home which meant she wasn't in school, or that she was being supported by teachers during the sessions.

When CP attended the sessions and pushed herself, you could see she was very proud of herself and happy with what she had achieved. CP started to then engage more in the morning sessions, not always offering her opinions or getting involved in the discussion, but you could see she was actively listening and taking everything in.

Despite CP missing a few sessions, she was very positive about her experience on the programme in the last mentoring session, she explained that she had fun and the programme had been good. CP stated that she wished she could have attended more sessions than she did.

On the final star, CP rated a 5 on the people and support section, which is a huge improvement for her, especially as she finds it hard to trust people and takes a long while to feel comfortable around others. The programme has allowed her to gain a bit of confidence to see that those around her at school and friends are trying to support her and want to be there for her. CP also increased to a 4 for confidence, learning and aspirations.