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# Resilience Forum

## Structuring the adult-to-child mentoring programme at Hillfield school

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- ❖ 21st September 2016

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# Pupil Premium

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- ❖ Introduced by the coalition government in 2011 to 'close the gap' in attainment for disadvantaged students
- ❖ Schools are allocated funding for students known to be eligible for Free School Meals (FSM), looked after for more than 6 months and with a parent in the armed forces
- ❖ Ever6 covers students meeting these criteria in the last 6 months
- ❖ 2012 - 13 covered 27% of the population
- ❖ Schools publish information about how money is spent and are accountable to Ofsted
- ❖ Holistic interventions are more successful long term
- ❖ Short term focus on exam attainment is tempting



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# Mentoring

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- ❖ Role-model or more experienced person supports young person through transition
- ❖ Based on unconditional positive regard
- ❖ Effective mentoring involves trust, empathy, encouragement, help with aspiration, supporting independence
- ❖ Recent research suggests positive social and emotional outcomes but not sure exactly why
- ❖ Criticised because it places responsibility on individuals rather than the structure of society

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# Mentoring

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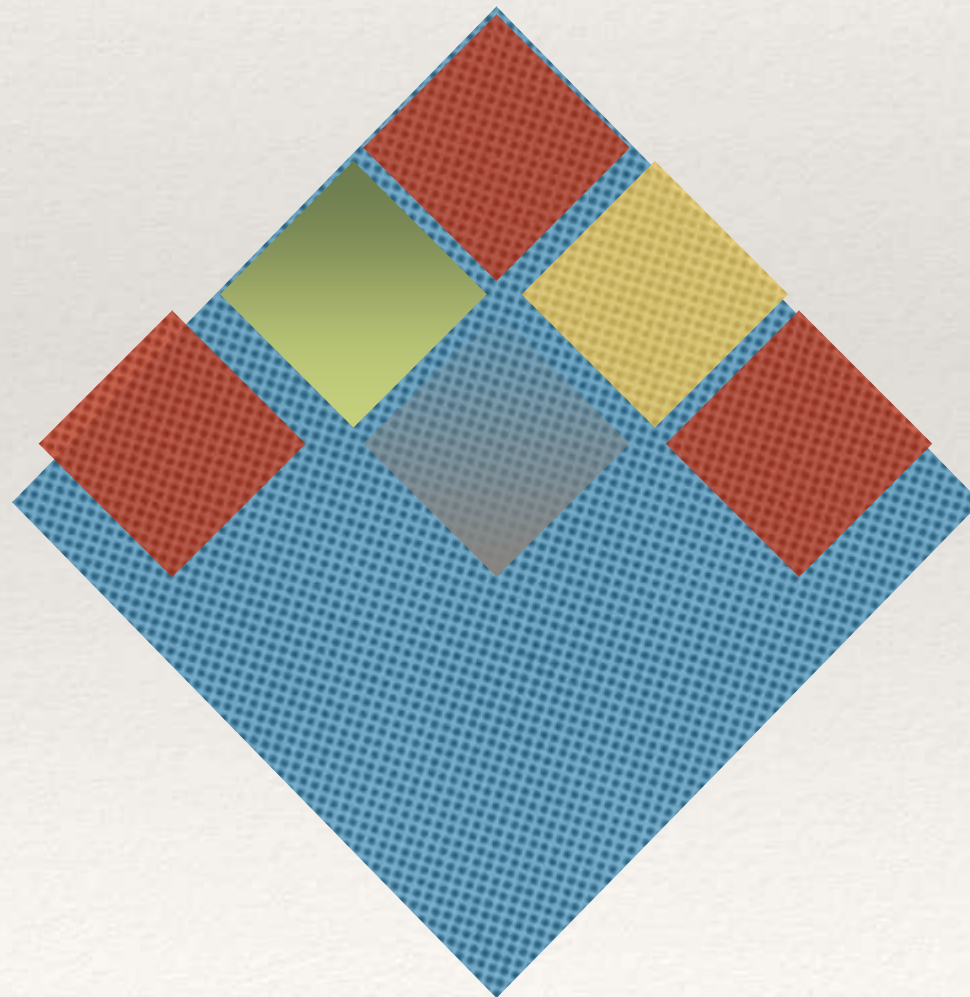
- ❖ Field - based mentoring involves volunteers, matched and doing activities
- ❖ School-based mentoring is new and inconclusive
- ❖ Can impact relationships with teachers and peers, attendance and engagement
- ❖ Little evidence for improved academic attainment yet
- ❖ Has a more positive impact on disadvantaged students
- ❖ A poorly designed programme can have a negative impact
- ❖ 'doseage' is important



# Issues with mentoring

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- ❖ In groups, using the cards, create a diamond 9 to indicate **the most important questions to address** when designing a mentoring programme



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# The Resilience Framework

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- ❖ Distills the evidence about factors and mechanisms which promote resilience
- ❖ Schools are well-placed to support students with learning, social and emotional needs and to identify problems with Basics
- ❖ Having a role-model or competent adult is highly predictive of positive outcomes
- ❖ A school mentor can promote other aspects of the RF



	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live	Help child/YP understand their place in the world		Being brave	Support the child/YP to understand other people’s feelings
		Tap into good influences	Engage mentors for children/YP		
	Being safe	Keep relationships going		Putting on rose-tinted glasses	Help the child/YP to know her/himself
	Access & transport	The more healthy relationships the better	Map out career or life plan		
		Take what you can from relationships where there is some hope		Help the child/YP to organise her/himself	Calming down & self-soothing
	Healthy diet	Get together people the child/YP can count on	Remember tomorrow is another day		
	Exercise and fresh air	Responsibilities & obligations		Highlight achievements	Lean on others when necessary
		Focus on good times and places	Develop life skills		
	Enough sleep	Make sense of where child/YP has come from		There are tried and tested treatments for specific problems, use them	
	Play & leisure	Predict a good experience of someone or something new			
		Make friends and mix with other children/YPs			

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# Research Project

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- ❖ Hillfield School has a gap although PP students attain higher than nationally
- ❖ All PP students are mentored and others who are failing to thrive
- ❖ Mentors are pastoral staff, part-time staff, support staff and senior leaders
- ❖ KS3 and KS5 mentoring is focused on emotional and social support, KS4 is intensive study skills
- ❖ Research group investigated impact of mentoring



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# Design of Research Project

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- ❖ First cycle: Mentoring is valued but mentors are anxious and need support and training
- ❖ Second cycle: Introduce the Resilient Framework for students to self-assess
- ❖ Focus on factors where students need support
- ❖ Use the Resilience Classroom for activities (Young Minds website)
- ❖ [https://www.youngminds.org.uk/assets/0001/1548/The\\_resilient\\_classroom.pdf](https://www.youngminds.org.uk/assets/0001/1548/The_resilient_classroom.pdf)
- ❖ Action Research to provide support and 'self-efficacy' to reflect principles of resilience

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# How does it feel?

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- ❖ Assess yourselves or someone you know using the resilience Framework
- ❖ Green - you are 'topped up' with this factor
- ❖ Amber - might need some attention
- ❖ Red - you need to focus on this to support your resilience



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# Findings

- ❖ Self assessment was perceived to be helpful for students and mentors
- ❖ Structure was preferred to a weekly chat
- ❖ Structure allowed for planning and control
- ❖ Students felt safe and discussed issues in greater depth
- ❖ Students learned new information about how to be resilient
- ❖ Students focused on sleep, organisation and aspiration
- ❖ Some of the Resilient Classroom resources were inappropriate (too young)
- ❖ Students enjoyed learning factual information and practising scenarios from the RC
- ❖ Not all information was put into practice
- ❖ Mentors felt more confident and less anxious
- ❖ Mentoring was highly useful for early identification and support

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# Recommendations

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- ❖ Wider use with some flexibility
- ❖ Sharing of resources and new resources to support the RF
- ❖ A role created to oversee and monitor mentoring. More support and training for mentors
- ❖ Consider dosage and expectations
- ❖ More qualitative data gathered to see impact on attainment



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# Role-play

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- ❖ How do you start a mentoring session?

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# Participatory Action Research

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- ❖ Difficult to implement in the fast pace of a school
- ❖ Some students enjoyed having an impact on others
- ❖ Largely seen as consultation by students
- ❖ Mentors felt more involved and enthusiastic
- ❖ “no one cared about mentoring before you came along”



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# Outcomes

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- ❖ Role created responsible for mentoring
- ❖ Mentors to have regular meetings
- ❖ Monitoring of mentor meetings on line
- ❖ Greater use of RF even at KS4 to support academic achievement

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# Application

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- ❖ Spend some time considering how this information might be useful to you
- ❖ Share in pairs
- ❖ In groups discuss how the RF or mentoring could be used in different organisations or on a personal level