

Mentoring & Befriending In Shelters *Toolkit*

Mentoring & Befriending In Shelters Toolkit

A resource for Winter Night Shelters considering setting up a mentoring and befriending project for homeless people

01/01



Housing Justice

Introduction

Introduction: Why produce a mentoring and befriending in shelters toolkit?

This toolkit is designed to provide Winter Night Shelter coordinators with the information that they will need to set up and run a mentoring and befriending project in their Winter Night Shelter. It draws on the experiences of the Mollie and Maisie Project, hereon known as the M&M Project. Housing Justice has implemented this mentoring and befriending pilot project (running since January 2010) working across four Winter Night Shelters.

We have included lessons that have been learnt from M&M and through engaging with the Mentoring and Befriending Foundation's (MBF) recommended best practice for mentoring and befriending programmes.

How to use this toolkit

The toolkit is divided into two sections. In the first section there are information sheets that give general information and guidance on how to set up a mentoring and/or befriending project in a Winter Night Shelter. The second section is made up of 23 resources from M&M that you can adapt to suit your project.

As each Winter Night Shelter context is different we suggest that you use the framework in this resource to develop your own project.

The toolkit broadly covers all the relevant aspects of setting up a mentoring or befriending project in a Winter Night Shelter. It does not go into detail about specific areas such as insurance, monitoring and evaluation but points you to more detailed guides in these areas.

Language

Different church groups use different names for their night shelters – some are referred to as 'Cold Weather Shelters', others as 'Winter Night Shelters'. In this toolkit we will refer to them as Winter Night Shelters or WNSs, the common features being they are run by churches, they are temporary and they are only open at night.

The people who use the shelters are referred to as 'guests' unless they are using a mentoring or befriending service, in which case they are referred to as 'mentees' or 'befriendees'. At times 'mentees' is used as shorthand to refer to both mentees and befriendees.

The people who use the shelters are referred to as guests in this resource pack unless they are using a mentoring or befriending service, in which case they are referred to as mentees or befriendees. At times 'mentees' is used as shorthand to refer to both mentees and befriendees.

Contents

Page	Description
INFORMATION SHEETS	
04	i1 Why mentoring and befriending in Winter Night Shelters? Why should churches be involved in this work?
08	i2 What is the difference between mentoring and befriending? Which is your project going to provide?
12	i3 Who will be your mentees or befriendees?
16	i4 Planning and setting up the project
22	i5 Project aims and objectives
24	i6 Volunteer training, screening and recruitment
27	i7 Briefing mentees, assessment and goal setting
30	i8 Matching
32	i9 Supervision, support and ending
35	i10 Monitoring and evaluation
RESOURCES	
01	R1 Befriending Project Coordinator Role Description
03	R2 Policy and procedures on safeguarding vulnerable adults
07	R3 Confidentiality policy
08	R4 Mentee confidentiality consent form
09	R5 Guidelines on personal safety
10	R6 Mentor and mentee agreement
11	R7 Expenses policy
12	R8 Expenses claim
13	R9 Data protection policy
15	R10 Risk assessment form
16	R11 Policy on recruitment and employment of ex-offenders
18	R12 Mentor and befriending budget template
19	R13 Volunteer role description
21	R14 Flyer for mentor training
23	R15 Mentoring training day running order
24	R16 Boundary Cards – training exercise
25	R17 Mentor and mentee role play – training exercise
28	R18 Volunteer mentor application form
32	R19 Flyer for mentees
34	R20 Client referral form
37	R21 Outcomes Star assessment and action plan
41	R22 Guidelines on matching
42	R23 Mentor and mentee logsheet

Sheet no.



Why mentoring and befriending in Winter Night Shelters?

Why should churches be involved in this work?

- [a] Why should churches be involved in this work?
- [b] Scripture and shelter projects

The idea for this toolkit came from people running and volunteering in WNSs telling us that they would like to offer structured support to shelter guests after they have left the WNS.

Most WNSs work to help guests find 'move on' accommodation. This is more difficult for WNSs working with people with no recourse to public funds¹. Once guests have left the WNS it can be difficult for the WNS staff and volunteers to maintain contact with them.

Having a mentoring and/or befriending project in your WNS can provide specific outcomes for mentees, mentors and for the WNS. Examples of these are listed below:

- Mentees have increased self confidence.
- Mentees make more meaningful use of their time (through employment, volunteering or study).
- Mentees have increased motivation.
- Mentees have a stronger social network.
- Mentors have increased interpersonal skills.
- Mentors have a greater appreciation of the complex issues that homeless people face.
- Mentors make more meaningful use of their time.
- The WNS has a lower rate of 'returner' guests.



¹ This means that someone is not able to claim most benefits, tax credits or housing assistance that are paid by the state.

a. Why should churches be involved in this work?

Christian communities of all denominations have for centuries responded to those with needs – whether social, spiritual or material. Most philanthropic activities in the UK have their roots in Christian concern for neighbour and community. The first social housing (alms houses) were mainly established by churches, as were the small community based housing associations of the 1960s. Churches provided education and health care for the poor long before the welfare state established universal rights to social benefits.

Providing hospitality and sharing whatever we have is an unequivocal message of the gospel. In the long term we have to question why people are homeless and sleeping on the streets or on buses, but in the short term we need practical emergency responses. Mentoring and befriending interventions also recognise the whole person – they recognise that homelessness and housing need is often a symptom of underlying difficulties that someone is having.

Churches are uniquely placed to provide shelter to those who are homeless and have fallen through the welfare safety net. They have physical assets in the form of buildings and social assets in the form of people who can provide volunteer help – the two main ingredients for Winter Night Shelters. Although the buildings are essential, it is the volunteers who can offer the unique services of friendship, hospitality, care, and a patient listening ear – not always as easily provided by statutory agencies.

b. Scripture and shelter projects

There are over 300 references to care for those who are not as well off as us in the Bible. The following list contains some scripture passages which can be used in liturgy to reinforce the Christian commitment to alleviating homelessness and poor housing.

Everyone made in God's image

Then God said, 'Let us make man in our image, in our likeness'.

Gen 1:26

The law of the Jubilee

If one of your countrymen becomes poor and is unable to support himself among you, help him as you would an alien or a temporary resident, so that he may continue to live among you.

Lev 25:35

Good News for the Poor

Is not this the kind of fasting I have chosen: to loose the chains of injustice and untie the cords of the yoke, to set the oppressed free and break every yoke?

Is it not to share your food with the hungry and to provide the poor wanderer with shelter - when you see the naked, to clothe him, and not to turn away from your own flesh and blood?

Isaiah 58:7

Jesus and the Kingdom of God

The Spirit of the Lord is on me, because he has anointed me to preach good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to release the oppressed, to proclaim the year of the Lord's favour

Lk 4:18-19

Zacchaeus and property

But Zacchaeus stood up and said to the Lord, 'Look, Lord! Here and now I give half of my possessions to the poor, and if I have cheated anybody out of anything, I will pay back four times the amount.'

Jesus said to him,

'Today salvation has come to this house, because this man, too, is a son of Abraham'.

Lk 19:8-9

Social principles in the early church

They devoted themselves to the apostles' teaching and to the fellowship, to the breaking of bread and to prayer. Everyone was filled with awe, and many wonders and miraculous signs were done by the apostles. All the believers were together and had everything in common. Selling their possessions and goods, they gave to anyone as he had need. Every day they continued to meet together in the temple courts. They broke bread in their homes and ate together with glad and sincere hearts, praising God and enjoying the favour of all the people. And the Lord added to their number daily those who were being saved.
Acts 2:42-47

There were no needy persons among them. For from time to time those who owned lands or houses sold them, brought the money from the sales and put it at the apostles' feet, and it was distributed to anyone as he had need.
Acts 4:34-35

Also in the documents of the Catholic Church's social teaching the poor are given special consideration

'The joys and hopes, the sorrows and anxieties of women and men of our time, especially those who are poor or afflicted in any way, these are the joys and hopes, the sorrows and anxieties of the followers of Jesus Christ.'
The Church in the Modern World, 1

The Catholic Church proclaims that the goods of the earth are to be enjoyed by all.

'God intended the earth and all that it contains for the use of every human being and people.'
The Church in the Modern World, 69

'Every person has the right to find in the world what is necessary for themselves.'
The Development of the Peoples, 22

More resources can be found on Housing Justice's website. Visit www.housingjustice.org.uk and follow the links to Homelessness Sunday, part of Poverty and Homelessness Action Week www.actionweek.org.uk .

Sheet no.

i2

What is the difference between mentoring and befriending?

Which is your project going to provide?

- [a] Introduction to definitions of mentoring and befriending
- [b] The difference between mentoring and befriending
- [c] The mentoring and befriending spectrum
- [d] Befriending definitions
- [e] Mentoring definitions
- [f] Is your project going to provide mentoring or befriending?

a. Introduction to definitions of mentoring and befriending

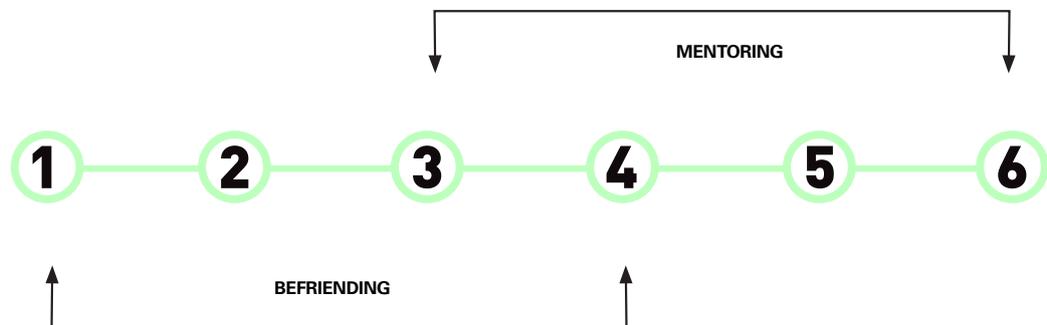
Mentoring and befriending are similar activities as both involve the development of one-to-one relationships based upon trust, confidentiality and mutual involvement. Mentoring tends to be a more structured support with goal setting. Mentoring and befriending relationships are usually voluntary and are about empowering individuals through valuing them and giving them time to explore issues and potential actions.

b. The difference between mentoring and befriending

The difference between mentoring and befriending is the emphasis placed on goals. Mentoring has a stronger emphasis on goal setting and is usually time limited work. Befriending aims to provide a supportive social relationship and has less emphasis on goal setting². Befriending Scotland uses a spectrum to depict the differences between mentoring and befriending.



² These definitions have been adapted from Mentoring and Befriending Foundation materials.



c. The mentoring and befriending spectrum

1. Befriending – the role of the volunteer is to provide informal, social support. The primary objective of the relationship is to form a trusting relationship over time usually in order to reduce isolation and to provide a relationship where none currently exists. Other outcomes may occur, e.g. a growth in confidence, but these are never set as objectives for the relationship.

2. Befriending – the role of the volunteer is to provide informal, social support. There may be additional stated objectives at the start of the relationship, e.g. increasing involvement in community activities. The success of the relationship is not dependent on these objectives being achieved, but they are seen as a potential benefit of befriending over time.

3. Befriending/Mentoring – the role of the volunteer is to provide informal, social support and through this supportive relationship to go on to achieve stated objectives, e.g. increasing clients' confidence to enable them to do activities independently in the future. The objectives form a basis of discussion between project, volunteer and client at an early stage and are reviewed over time.

4. Mentoring/Befriending – the role of the volunteer is to develop objectives with the client over time. Initially the role is to develop a relationship through social activities in order to establish a level of trust on which objective setting can be based. Due to the client's changing circumstances, objectives may take time to set and may be low key.

5. Mentoring – the role of the volunteer is to work with the client to meet objectives which are agreed at the start of the relationship. These are achieved through the development of a trusting relationship which involves social elements but which retains a focus on the objectives agreed at the start.

6. Mentoring – the role of the volunteer is to work with a client solely on agreed objectives which are clearly stated at the start. Each meeting focuses primarily on the achieving the objectives and the social relationship, if achieved, is incidental.

d. Befriending definitions

'... A relationship between two or more individuals which is initiated, supported, and monitored by an agency that has defined one or more parties as likely to benefit. Ideally the relationship is non-judgmental, mutual, purposeful, and there is a commitment over time' ('The role and impact of befriending', Joseph Rowntree Foundation report).

e. Mentoring definitions

'Mentoring is a one to one, non judgmental relationship in which an individual voluntarily gives time to support and encourage another. This is typically developed at a time of transition in the mentee's life, and lasts for a significant and sustained period of time' (Active Community Unit, Home Office).

Mentors are 'many things – a positive role model, an adviser, an experienced friend. Somebody from outside a person's immediate circle taking a special interest can make an enormous difference' (Excellence in Schools White Paper, 1997).

You may find it useful to write your own definition of what mentoring and befriending are for your own unique project as this will help you to be clear about the aim and outcome for your project and the type of support that you can offer.

f. Is your project going to provide mentoring or befriending?

Asking yourself and your clients the following questions may help you decide if you want to offer mentoring or befriending or both to your WNS guests:

- Do you want to work with clients who have goals they want to achieve?
- Do you want to offer social support to clients who don't have goals or who have very small goals (e.g. practising spoken English)?
- How long can relationships last? (If you are running a befriending project you may want to consider relationships lasting longer than six months).

Use the befriending and mentoring spectrum to help you to decide if you are offering mentoring or befriending, both or a blend of the two before you launch your project. Being clear of this will help you to focus on the rest of the project set up and will allow you to monitor and evaluate outcomes. Each format may require

slightly different policies and procedures. If you are providing mentoring and befriending you should consider if volunteers will have the same training and if you will have the same or different promotional materials.

The M&M Project gave clients the option of having a mentor or a befriender. The majority of clients wanted a mentor to help them to achieve their goals. One third of service users didn't want help achieving their goals - rather they wanted companionship from someone who had different life circumstances from theirs.

Both mentoring and befriending relationships in the M&M were designed to last for six months. Six months is a relatively short period of time for befriending so it was important to talk and plan for the ending at the start of the relationship. We encouraged befrienders and befriendees to discuss ways that befriendees can grow their social network so that they have support in place before the befriending relationship has ended.

M&M Befriending Case study

George is befriendee in his 60s. He was housed in sheltered housing after leaving the night shelter. He wanted a befriender because he felt lonely and he wanted to keep busy. His befriender Sarah attended an older people's club and sometimes brought George with her. George is now part of this group and he says he will continue to go along after his six month befriending relationship has ended. He has gained confidence and now goes out and about independently. Without Sarah he felt he would have been "stuck in the house".

Sheet no.

i3

Who will be your mentees or befriendees?³

01/04

12

- [a] Categories of potential service users
- [b] Who will be your mentees or befriendees?
- [c] Language
- [d] Substance misuse
- [e] Mental health
- [f] Referral criteria

³ Taken from Housing Justice's Shelter in a Pack.

a. Categories of potential service users

All users/guests of WNSs come with their own personal circumstances, however guests of WNS usually fall into the following categories:

Hidden homeless are those who live in hostels, squats and bed and breakfast accommodation or stay with friends or family. Changes in their situation or an argument with their host may result in such a person becoming street homeless. This group are in a particularly vulnerable position.

Temporary homeless are those who do not necessarily have high support needs but have ended up without accommodation possibly due to relationship breakup. One partner may very suddenly find themselves without a place to stay – just at a point when they are most in need of emotional and practical support. Sometimes drug, alcohol or gambling related issues contribute to temporary homelessness. However, this category of WNS guest is often very capable of getting their feet back on the ground. They often just need a roof over their head for a short time.

Those sleeping rough who have been barred from hostels. People are often asked to leave hostels following an argument with staff. Church night shelters sometimes accommodate such people but some WNSs are reluctant to accept anyone with a history of violence.

Destitute asylum seekers are not entitled to benefits or to work legally, and they are very unlikely to have access to hostel places unless they receive housing benefit. They may receive limited help from their own communities. There is a particular need to assist people who fall into this category.

Eastern European economic migrants Countries which acceded to the European Union (EU) on May 1, 2004, are known as A8 countries and those that acceded to the EU on January 1, 2007, are known as A2 countries. Nationals from A8 and A2 countries have to follow special rules regarding work in the UK. (The A2 countries are Bulgaria and Romania and the A8 countries are the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia.) This distinct group of people, often single men, are not entitled to welfare benefits but are legally allowed to work (there are greater work restrictions on A2 nationals). If they lose their jobs they often face homelessness with no resources to get back to their home countries or to pay for

accommodation. Many organisations report that migrant workers from Central and Eastern Europe are the fastest growing group of rough sleepers.

Recently released prisoner are those who serve prison sentences less than one year do not receive help from the probation services. They are therefore not entitled to bail hostel on release. During their sentence they often lose their accommodation and therefore can be homeless upon release.

Other guests on grounds of principle do not want to be recipients of welfare benefits as it may reinforce their sense of failure. They may want to remain 'outsiders' outside the system as a way of restoring self respect and dignity. Church shelters provide a healing environment where such people recognise that 'normal' society can show them love and respect their humanity.

b. Who will be your mentees or befriendedees?

It is important that you assess each guest who would like a mentor or befriender and consider their suitability for your project because there will be resource implications for working with those with more complex needs. You should think about good practice, particularly safeguarding in this area. Safeguarding relates to providing adequate support, training and guidance for working together including carrying out proper risk assessment. Doing this properly within the resources you have may limit the numbers and types of people that you can help but should lead to more success and a better experience for both parties.

Language, substance misuse and mental health are three areas to give particular consideration to.

c. Language

If a mentor and the mentee don't have a shared language there will be a limited amount of work that they can do together.

M&M mentoring case study

Pavel is a Polish gentleman who was referred to us from the WNS. He had been working in the UK in the construction industry for about four years but he spoke no English. We normally wouldn't have been able to work with him due to the language constraint but we had a Polish speaking mentor whom Pavel knew from the WNS.

One disadvantage to this match was that the coordinator was only able to assess and speak to Pavel with the mentor providing translation.

Through working with his mentor it transpired that Pavel had been working illegally in the UK as he hadn't registered on the Worker Registration Scheme. At the time he was referred to M&M he was unemployed and had no recourse to public funding, due to the fact that he had been working illegally.

Through a combination of mentoring and personal determination he is now back in work and is currently opening a bank account.

d. Substance misuse

If a guest is a current or very recent problem drinker or drug user or has a serious mental illness (that is not under control) you will need to consider whether or not your project can support their needs and if your volunteers are adequately trained and supported.

If a mentee or befriendedee is under the influence of drink or drugs during sessions their ability to communicate, to build rapport and to make appointments will be altered. There may also be an increased risk of aggression.

e. Mental health

WNS guests may have emotional or psychological problems and may not be accessing mental health services. It is common for people to 'self medicate' through alcohol or drug addiction. Having a combination of a mental illness and an addiction is commonly known as a 'dual diagnosis'. If as a WNS you have built up a relationship with someone who has serious addictions or emotional or psychological problems it may be that you can work with other agencies to find support that works for this person but one to one mentoring or befriending may not be the best option in this case.

M&M's experience of clients with addictions or 'complex needs'

The M&M Project worked with five guests (four befriended and one mentee) who were heavy drinkers. Their drinking did affect the mentoring or befriending relationship. Three of these relationships ended prematurely as a result.

We were asked by our funder to work with a group of recently housed long term rough sleepers. Of the five clients we assessed from this group, four had a dual diagnosis of addiction and mental health problems and one client had mental health problems. Only two of the five clients were matched with befrienders but both of these relationships ended after a few weeks because the clients led lives that were too chaotic to accommodate regular meetings.

We have learnt that our project, as it stands, is not best suited to support clients who have complex needs and we have revised our referral criteria to reflect this. However if we did choose to work with clients with complex needs we would offer further training to volunteers.

f. Referral criteria

Once you decide exactly who you can help you will have very clear criteria for who is eligible to take part in your project. These criteria can then be communicated to referrers and potential mentees. The referral criteria will need to be accessible in terms of language and format for potential mentees and should be given in the context of other information that includes; how potential mentees could go about taking part, what's involved in the process and how they can expect to be treated, including what they would do if their match isn't working for them.

M&M 2011 referral criteria for mentoring

- The client has been homeless.
- Is at a point in their life where they would like to look at their life with a mentor.
- Has a conversant level of English.
- Has no/low support needs.
- Is not a current or very recent problem drinker/substance misuser.

M&M 2011 referral criteria for befriending

- The client has been homeless.
- Is socially isolated and would like a befriender.
- Has a conversant level of English.
- Has no/low support needs.
- Is not a current or very recent problem drinker/substance misuser.

However the term 'support needs' is weak and open to interpretation. It may be that you decide to emphasize to referrers what the project can offer and that you consider clients on a case by case basis.

Sheet no.

i4

Planning and setting-up the project

01/06

16

- [a] Establishing the need for a mentoring and befriending scheme
- [b] Management
- [c] Links with other organisations
- [d] What policy documents and procedures are needed?
 - [d1] Vulnerable Adults Policy
 - [d2] Confidentiality policy
 - [d3] Health and safety policy (including personal safety and lone working)
 - [d4] Mentor and Mentee Agreement /project boundaries
 - [d5] Guidelines on expenses
 - [d6] Data protection
 - [d7] Risk management
 - [d8] Guidelines on expenses
 - [d9] Insurance
 - [d10] CRB checking
 - [d11] Funding resources
 - [d12] Budget and funding
 - [d13] Funding applications

a. Establishing the need for a mentoring and befriending scheme

Talk to your service users and find out if this is something they would find useful. What would they like out of the service? Talk to your volunteers – would they be interested in volunteering?

In the process of setting up M&M we talked to other agencies that were running mentoring projects with homeless people. We also talked to night shelter coordinators and to service users.

b. Management

Who is going to set up and run the project? Are they suitably experienced and do they have the time to do it? Who will manage them?

As a very rough rule of thumb a full time coordinator can probably supervise a maximum of 30 relationships (this may be lower or higher depending on the mentees' level of need).

Resource 1 is a role description for the M&M Mentoring and Befriending Coordinator

c. Links with other organisations

It is important to work with other organisations in your locality. You or a mentor can refer mentees to services that may be able to support a mentee's needs in areas that you are not able to.

You can compile the relevant information about other organisations in a handbook for mentors and/or mentees.

The M&M Project found the following particularly helpful for further support for clients:

- Mentee's GP
- Debt advice services such as Christians Against Poverty (CAP) <http://www.capuk.org>
- Volunteer centres
- <http://www.do-it.org.uk/wanttovolunteer/aboutvolunteering/vcfinder>
- Business in the Communities "Ready to Work" Project http://www.bitc.org.uk/community/employability/homelessness/ready_for_work.html
- Welfare to Work organisations such as A4e (or whoever has the contact for your borough) <http://www.mya4e.com/>
- Drug and alcohol services
- Alcoholics Anonymous <http://www.alcoholics-anonymous.org.uk/>

You will know the relevant agencies in your locality.

d. What policy documents and procedures are needed?

d1. Vulnerable Adults Policy

A vulnerable adult is a person who is aged 18 years or older and:

- is living in residential accommodation, such as a care home or a residential special school
- is living in sheltered housing
- is receiving domiciliary care in his or her own home
- is receiving any form of health care
- is detained in a prison, remand centre, young offender institution, secure training centre or attendance centre or under the powers of the Immigration and Asylum Act 1999
- is in contact with probation services
- is receiving a welfare service of a description to be prescribed in regulations
- is receiving a service or participating in an activity which is specifically targeted at people with age related needs, disabilities or prescribed physical or mental health conditions. ('age related needs' includes needs associated with frailty, illness, disability or mental capacity)
- is an expectant or nursing mothers living in residential care
- is receiving direct payments from a local authority/HSS body in lieu of social care services
- requires assistance in the conduct of his or her own affairs.

It is important that you have a Vulnerable Adults Policy because some of your mentees and befriendees may be classed as vulnerable and the mentors are lone working.

Resource 2 is Housing Justice's Vulnerable Adults Policy

d2. Confidentiality policy

When setting up your project you will need to consider the level of confidentiality that is appropriate and the boundaries of confidentiality. It is important that mentors and befrienders understand that it is not appropriate to share detailed information about personal issues that their mentee or befriender is experiencing, outside of the project setting. They should also know what can remain confidential within the relationship and what information needs to be passed on to the coordinator.

The limits of confidentiality should be reiterated to the mentor/befriender and the mentee/befriender at the initial matching meeting so that both parties are together when this is explained and can refer back to it should any issues arise. The training and induction process should cover confidentiality issues and respect for the mentee/befriender's privacy outside of the service.

Mentors and befrienders may be concerned about breaching trust by sharing information about their client within the project. It is important that they understand that the information they share will be held within the organisation and external agencies will only be informed where it is deemed that someone may be at risk of serious harm⁴.

Having a form that mentees sign to give you permission to contact some people on their behalf is useful.

Resource 3 is Housing Justice's Confidentiality Policy and Resource 4 is a Mentee Confidentiality Consent Form

d3. Health and safety policy (including personal safety and lone working)

Health and safety procedures should include arrangements that address the personal safety of programme staff and volunteers.

Resource 5 is the M&M Personal Safety Guidelines document

d4. Mentor and mentee agreement /project boundaries

Having a Mentor-Mentee Agreement is a way of giving both parties a framework to work within and it makes the project boundaries clear.

Resource 6 is the M&M Mentor-Mentee Agreement

In the M&M Project both parties are briefed on the Mentor-Mentee Agreement during induction and are asked to sign it if they are satisfied with it. During the matching meeting it is referred to again.

It is important to have clear boundaries for the protection and safety of both parties. Clear boundaries will:

- Protect the mentor and the mentee by providing them with clarity about what is and what is not acceptable behaviour.
- Provide a clear framework so that participants can recognise when to stop and question what they are doing.
- Help participants clarify the limits of their responsibility as well as identify situations where they should seek support⁵.

d5. Guidelines on expenses

It is good practice to have a budget to meet the costs of mentor and mentees' travel and to pay for refreshments during their meeting.

The M&M Project has a budget of £8 per meeting.

The budget is worked out as below for 20 relationships for six months:

Cost per meeting	No. of relationships	Expected no. of meetings per relationship	Total Expenses Budget
£8	X 20	X 24	£3840

Some mentors don't claim expenses while others may have higher expenses.

Resource 7 is the M&M Expenses Policy
Resource 8 is the M&M Expenses Claim Form

⁴ Adapted from Mentoring and Befriending Foundation materials.
⁵ Adapted from Mentoring and Befriending Foundation materials.

d6. Data protection

You need to ensure that your project complies with the Data Protection Act 1998. This Act only applies to 'personal data' - information from which a living individual can be identified – and applies whether the information is held on computer or in paper form. The Act specifies that each organisation is legally responsible for the personal information they hold and requires organisations to collect and use information fairly, to store it safely and not to disclose it to any other person unlawfully.

There are eight key principles that organisations must comply with – these state that personal data must be:

1. fairly and lawfully processed
2. processed for limited purposes
3. adequate, relevant and not excessive
4. accurate and up to date
5. not kept for longer than is necessary
6. processed in line with an individual's rights
7. kept safe and secure
8. not transferred to countries without adequate protection

You will have client and volunteer records/notes in your project. These should be stored securely on your IT system and paper copies should be locked away. You should consider how long you will keep records for volunteers and clients who are no longer using the project before securely destroying them.

You should write a Data Protection Policy setting out the standards you aim to meet and you should review how you are meeting these standards on a regular basis⁶.

Resource 9 is Housing Justice's Data Protection Policy

d7. Risk management

Risk Assessment of individuals referred to the project

It is important that you develop and disseminate an appropriate referral criteria for your service so that you are not taking on clients whose needs may be too high for the project. This will involve stating who is and who isn't suitable for mentoring/befriending and the reasons why (see Information Sheet 4). Even if all your referrals are internal having criteria will help you decide which internal referrals are appropriate for the service.

The information that you use for your risk assessment may be provided by external parties (such as those who referred the client to the WNS) and/or the service users themselves. Procedures for assessing risk need to be implemented and decisions made as to what information will be communicated to the mentor/befriender prior to the match.

Service users are entitled to have details of their private lives kept private - mentoring/befriending providers should seek to only disclose what is considered necessary to keep the mentor/befriender safe.

Staff involved in mentee/befriendee assessments will need to feel sufficiently competent to assess risk appropriately and should be supported in doing so. The assessment process should include providing the prospective mentee/befriendee with an outline of the service and the boundaries of the mentor/befriender role so that they are aware of the procedures that are in place to protect them.

They should be made aware that they can refuse a match if unhappy or uncomfortable with the mentor/befriender. They should also be informed as to how they can report any issues of concern as the relationship progresses⁷.

d8. Guidelines on expenses

The process of risk management

The process of risk management has three main stages:

- Identifying the risks – what could go wrong or cause harm?
- Analysing the risks – deciding how serious and likely the risks are.
- Controlling the risks – taking action to reduce the level of risk or removing the hazard.

Resource 10 is a Risk Assessment for the M&M Project

6 Adapted from the Mentoring and Befriending Foundation Data Protection Guidelines (<http://www.mandbf.org.uk/resources/infosheets/>).

7 Adapted from Mentoring and Befriending Foundation materials.

d9. Insurance

It is recommended that your insurance covers:

Employers Liability

This covers charities for the legal liability of an accident, disease or injury to a paid employee. This insurance does not automatically cover volunteers, although it is good practice to do so. Ensure your policy explicitly mentions volunteers.

Public Liability

Also known as third party insurance, this protects the organisation for claims by members of the public for death, illness, loss or injury caused by negligence of the organisation. It should also cover volunteers if they were to cause an accident or damage property belonging to someone else.

Professional Indemnity

If a volunteer provides the wrong advice to someone who suffers a loss as a result, then they are safeguarded through professional indemnity. (However volunteers should not be giving advice). For more information on insurance see Volunteering England information sheets on insurance: www.volunteering.org.uk

d10. CRB checking

All projects dealing with vulnerable adults should conduct an Enhanced Criminal Record Bureau (CRB) check on 'frontline' staff and volunteers. This will show you if, at that point in time, someone has a criminal record.

An Umbrella Body is a Registered Body that provides access to CRB checks to non registered organisations. If your organisation has a requirement for less than 100 checks per year you should use the services of an Umbrella Body.

The Criminal Records Bureau doesn't charge for CRB checks for volunteers but you will need to pay an administrative fee to the Umbrella Body that you register with.

Housing Justice uses the Churches' Agency for Safeguarding (CAS) to process our volunteer CRBs. At the time of writing this cost £12 per volunteer CRB.

Having a criminal record is not a sole reason not to recruit a volunteer – you need to consider the nature of the offence in relation to what they are being asked to do. The Umbrella Body that you register with may request that you write a policy stating how you will recruit and employ ex-offenders (including recruiting them for voluntary positions).

Resource 11 is Housing Justice's Policy on recruitment and employment of ex-offenders

Once you have registered with an Umbrella Body it will send you CRB forms that you will need to get your volunteers to fill in. Its website should give you all the information you require and they should have training available should you need it.

It is important to brief volunteers on how to fill the form in and to check it carefully once they return it to you. Incorrectly filled forms will be rejected and you will need to pay to process a replacement – wasting money and time.

You should think about getting your volunteers to fill in their CRBs as soon as possible as waiting for CRBs to come back may delay your matching process.

M&M volunteers' CRB forms took an average of eight weeks to be processed.

For more information on CRB forms see:
<http://www.crb.homeoffice.gov.uk/>
<http://www.churchsafe.org.uk/>

d11. Funding resources

The Mentoring and Befriending Foundation in partnership with NCVO run two training courses on funding:

<http://www.mandbf.org.uk/resources/nationalfunding/#c5218>

They also have a list of potential donors on their website:

<http://www.mandbf.org.uk/resourcesnationalfunding/#c5218>

Liveability Community Mission sends out a monthly eNews which includes current funding sources and forthcoming training: http://www.communitymission.org.uk/resources/enews_archive_signup/default.aspx

d12. Budget and funding

The principle costs are usually those associated with staffing. You will need to take into account items such as salaries, tax, national insurance, pension contributions and payroll services.

If your project is being run by an existing member of staff you will need to work out how much of their time is being dedicated to this role and calculate the staff costs from this. Don't underestimate the costs of providing ongoing client/volunteer support or of undertaking effective programme evaluation. Consider if your evaluation will be carried out in house or provided for you by an external organisation. You may want to consider having an end of project party for mentors and mentees to celebrate their achievement in their relationships. You may be able to negotiate a good deal with a local restaurant or cafe. If this is something you want to do, make sure you have a line in your budget to cover this⁸.

The M&M Budget

(calculated for a 12 month project with 20 – 30 relationships)

Staff costs (including recruitment)
£ 30,000

Management & overheads
£ 3,000

Training
£ 2,000

Resource pack
£ 2,000

Volunteers & clients costs
£ 3,000

Total
£ 40,000

Resource 12 is a more detailed budget template

d13. Funding applications

Writing funding applications can be time consuming, therefore it is important to identify the funding bodies which are most likely to support your project. Your application will have more chance of success if you identify and apply to a funding body that:

- Has been set up to benefit the geographical area in which your project will operate
- Has a specific focus on homelessness or on mentoring
- Has had previous contact with you, or someone else from your project

A written proposal for funding support would normally include information on the following:

- Evidence of need
- Your project's aims and objectives
- Who the beneficiaries are
- Your area of operation
- How the project will be organised and managed
- What resources will be required and associated costs
- How the programme will be evaluated
- A timetable or action plan

Additional funding tips are:

- Most funders prefer to give money to new and original ideas rather than to support the running costs of an existing scheme – where possible demonstrate innovation.
- Be sure of your legal status – are you a registered charity or should you apply to become one? Some funders will only support organisations with this legal status.
- Concentrate on writing a few applications that you research well.
- Don't rely on one funder – the more diverse your income streams the more sustainable your project will be.
- If you are turned down by a donor ask them why so that you can use the feedback to improve future applications⁹.

8 Adapted from Mentoring and Befriending Foundation materials.
9 Adapted from Mentoring and Befriending Foundation materials.

Sheet no.

i5

Project aims and objectives

01/02

22

- [a] Overall aim
- [b] Specific aims/ outcomes
- [c] Outputs/ actions
- [d] Means of verification

a. Overall aim

It is important to have clear aims for the project. This will help you to evaluate the project and to keep a focus on what you are trying to achieve. Clear aims will help you measure if your mentoring project is making a difference.

Aim: To improve clients' confidence, motivation, social networks, mental well being and use of time

b. Specific aims/outcomes

Once you have written your overall aim you can write more specific aims for your project. These are also called 'outcomes' – they are the changes, benefits, learning or other effects you intend to see as a result of the project.

Outcomes:

1. To increase mentees social network
2. To increase mentees emotional and mental health
3. To increase mentees motivation
4. To increase mentees meaningful use of time

c. Outputs/actions

You can then list the actions – or outputs required for each outcome:

Example for one M&M outcome:

Outcome

To increase mentees' emotional and mental health

Outputs required

Volunteer training
Mentee assessment and goal setting
Supervision for mentor

d. Means of verification

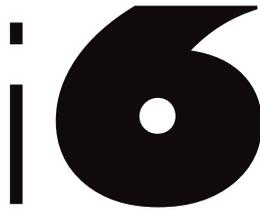
You can then consider how you will measure if your output has led to you achieving your desired outcome. This may involve monitoring forms, surveys, evaluations etc.

Our means of measuring whether or not we had achieved the four outcomes listed above was to get mentees to rate themselves on a pre and post intervention Outcome Star and we also carried out a semi structured interview with mentors and mentees (see Information Sheet 7 and Resource 21).

For more information on setting your projects aims and outputs see the Charity Evaluation Service website [<http://www.ces-vol.org.uk>]. You can download a free copy of 'Your project and its outcomes'.



Sheet no.



Volunteer training, screening and recruitment

01/03

24

- [a] Mentors role description
- [b] Advertising your volunteering opportunity
- [c] Planning and running a training day
- [d] Screening applicants

a. Mentors role description

It is important that you create a clear role description of the volunteer mentor because it can be a useful first screening tool and it can be used to inform what training mentors will need in order to undertake the role. This should include a person specification outlining the qualities a mentor should have.

Resource 13 is the M&M Volunteer Mentor Role Description

b. Advertising your volunteering opportunity

You may already have a large pool of volunteers from your WNS who would be interested in this volunteer opportunity. If you wish to recruit more widely you could use promotional techniques including:

- leaflets and flyers
- advertisements in local media or press releases
- registering your opportunity at your local volunteer centre (you can find your local volunteer centre using this site <http://www.do-it.org.uk/wanttovolunteer/aboutvolunteering/vcfinder>)
- use of websites (Guardian Jobs and Charity Job are two popular sites)
- personal recommendations

You should put information about what the role involves and what skills are required in the advert.

It is important that you think about recruiting people from a wide range of backgrounds. Reflecting the social composition of the local community will enhance your project's credibility and increase its capacity to focus on local needs.

You may want to recruit mentors who are ex service users.

Resource 14 is a flyer advertising the M&M Mentor Volunteering Opportunity

c. Planning and running a training day

You may screen potential volunteers before running training for them. Alternatively you may wish to invite people interested in volunteering as a mentor to a training day before they apply for the role. This will help the volunteer to make

an informed decision as to whether or not they can commit to the role. In the training you can observe volunteers interacting with each other through role play and this will help in assessing if someone has the necessary communication skills and empathy for the role. If you have a limited budget you may not be able to train all potential volunteers fully before screening. Another alternative is to provide a briefing session to potential volunteers rather than the full training.

If you are setting up a new mentoring and befriending project you may consider asking an organisation already running a mentoring and befriending project in a WNS to run the training with you (contact Housing Justice for more details).

Number of volunteers to train

We found that about a quarter of attendees on our training days applied to become mentors.

Your training should include:

- An overview of the background and purpose of your project.
- Opportunities for participants to express their fears and expectations.
- The needs, background and circumstances of WNS guests.
- Requirements of the volunteer role including commitment, roles and responsibilities.
- Particular policies such as project boundaries, CRB checking, personal safety.
- Input on skills required and an opportunity to practice these skills.
- What happens next.

Resource 15 is a training outline from an M&M training day

Try and have a good balance of different styles and methods of delivery in your training, including:

- whole or small group discussions
- case study exercises
- skills practice
- role play
- individual reflection
- experiential activities

Give each volunteer a handbook that they can keep as a reference guide. It should contain policies and procedures outlined in this toolkit.

The Mentoring and Befriending Foundation's resource pack: 'Training for Mentoring and Befriending Volunteers' contains lots of practical exercises that you can use in training: <http://www.mandbf.org.uk/resources/>

Two exercises that we have found useful in the M&M training are:

Boundary cards (see Resource 16)

Mentor and mentee role play (see Resource 17)

d. Screening applicants

Application forms

Asking applicants to fill in an application form is a useful means of obtaining and recording basic information. If you wish to obtain information for equal opportunities monitoring purposes, ask for this information on a different form and keep it separate from other personal information.

Resource 18 is the M&M Application form

Interviews

The interview can be structured and organised without being unnecessarily formal. It is useful to have a set of questions prepared for the interview as this will provide some structure and will help to ensure that all applicants are treated equally and fairly.

Base any assessment that you make on the requirements of the role description and person specification. By the end of the discussion both you and the volunteer should be in a position to agree whether you want to proceed further. Check whether they have any further questions or information to give you and explain what will happen next and when you will be in touch.

If you are not certain that the volunteer has the necessary attributes to carry out the role, you will need to explain this. Occasionally you may wish to talk to a colleague. A 'trial period' may also be useful for both parties. This is perfectly reasonable but it is important to be open with potential volunteers about what you are suggesting and why.

References

Obtaining references gives you and your clients added security. They can also add to your picture of the volunteer and occasionally alert you to serious problems. You should ask questions related to screening and to the mentor role description. For example:

- Please comment on the applicants interpersonal skills (how they interact with others, listening skills, patience, understanding, empathy etc.).
- Please comment on your experience of their punctuality and trustworthiness.
- Please comment on your experience of their ability to work on their own, using their own initiative and working as part of a team.
- Do you think they would be suitable to be a mentor and if so, why?

In the M&M Project we carry out a short interview with each applicant and base the questions on the Person Specification (see role description in Resource 13).

We normally carry out telephone interviews but on occasions we have interviewed face to face. All the applicants we interviewed had already attended our training day.

We ask for two references on their application form and ideally one reference will be from someone from their CWS.

Sheet no.

i7

Briefing mentees, assessment & goal setting

01/03

27

- [a] Information for mentees
- [b] Assessment
- [c] Setting goals

a. Information for mentees

M&M mentees first hear about the project through the WNS coordinator during their stay in the shelter. We designed a flyer that coordinators could give to them to summarise the project.

The flyer contained information that it is important to brief mentees on:

- what mentoring is
- how the project works/processes for mentees
- criteria for taking part
- what happens if they don't like the project/if they change their mind
- confidentiality
- who the mentors are
- how they can find out more (contact details)

Resource 19 is the M&M Flyer for Mentees

If WNS guests are interested in the project and tell the WNS coordinator that they would like a mentor the WNS Coordinator should fill in a referral form.

Resource 20 is the M&M Referral Form

b. Assessment

Once you have received a referral you will need to arrange to meet the client to determine their suitability for the project and the project's suitability to the client's needs. This meeting can be used to introduce the programme, the volunteer's role and what mentees can expect from the service. At this meeting you can go through the boundaries of the project.

You may use this meeting to check that you have an accurate record of the client's details and to fill in any gaps in the referral form, particularly regarding risk assessment.

In the M&M Project we have found that the clearer the mentee goals the clearer the task will be for mentor and mentee and the increased likelihood of a successful outcome.

Initially we held the briefing and assessment meeting with mentees in our offices but people often didn't turn up. We found that meeting mentees in a cafe in an area they knew was more successful as it was more relaxed and 'safer' territory.

c. Setting goals

Some mentees may be very focused and clear about what their goals are. Others may know that they want mentoring support but it may take some time for them to articulate what their goals are.

Homeless Link and Triangle Consulting have produced a tool called the Outcomes Star for the homelessness sector. It is a tool for supporting and evidencing change when working with adults who are homeless, formerly homeless or at risk of becoming homeless. The M&M Project found the Outcomes Star very useful in helping clients explore their initial goals and also in measuring progress.

It is also a tool which supports the mentee in making changes by providing him or her with a way of plotting his or her progress, and planning the actions he or she needs to take.

See www.homelessoutcomes.org.uk to download a free resource guide for the star. You can choose to register to use the star and you will be able to plot data on an online data base. You can go on Homeless Link training to learn more about how to use the Outcomes Star <http://www.homeless.org.uk/training>.



In the M&M Project we use the Outcome Star as an initial assessment tool (and later as an evaluation tool). Mentees rate themselves on a scale in each of the following ten areas (using the Journey of Change model explained in the Outcomes Star guide):

- Motivation and taking responsibility
- Self-care and living skills
- Managing money and personal administration
- Social networks and relationships
- Drug and alcohol misuse
- Physical health
- Emotional and mental health
- Meaningful use of time
- Managing tenancy and accommodation
- Offending

Once mentees have done this they discuss which areas they would like to work on and we produce an action plan together. This plan will include areas that they would like a mentor to help them with.

Mentees are given a copy of their action plan and their mentor is also given a copy once they are introduced.

Resource 21 is the Star Action Plan



Sheet no.

8

Matching

--

01/02

--

The matching process is concerned with assigning a mentor to a mentee in order that participants can get maximum benefits from their relationship and the chances of developing a successful relationship are maximised¹¹.

Within the M&M Project mentors and mentees are matched based upon the geographical area that they live or work in, their time availability, their personal preferences and shared interests.

We have a three way meeting whereby the coordinator introduces both parties and goes through the goals and boundaries. If both parties seem comfortable, the coordinator usually leaves them for the second part of the meeting so that they can get to know each other.

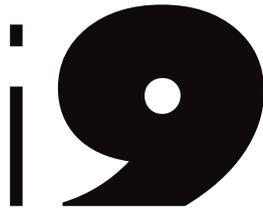
Once a match has been made the coordinator receives log sheets and updates from the mentor. She calls up both parties from time to time to check that the mentoring is going as planned. They also have a three way meeting half way through the relationship.

Resource 22 is the M&M Matching Guidelines

Ensure that any sensitive information about the mentee given to the mentor at the matching stage is done on a 'need to know' basis. For example, volunteers must be informed of any issues that are vital to the health and well being of the mentee. Sensitive information, such as that relating to past offending, if not seen as relevant, should not be automatically passed on.

¹¹ Adapted from Mentoring and Befriending Foundation materials.

Sheet no.



Supervision, support and ending

01/03

32

- [a] Log sheet
- [b] One to one supervision
- [c] Group supervision
- [d] Three way meetings
- [e] Further training and development
- [f] Ending
- [g] Recognition

It is important to keep in regular contact with mentors and mentees to ensure both feel comfortable and supported in the role.

There can be a tendency to focus on supporting the volunteer but it is important to check that the mentee is happy with the support they are being offered.

Volunteers should know where to go for support if they encounter problems that are outside of their experience. Ensure that the processes you put in place are outlined in the volunteer handbook and in your training.

There are different sources of support and the following are examples of ways of supporting volunteers and service users.

a. Log sheet

Most programmes require mentors to keep a log of their meetings with their mentees and to submit this regularly. You can decide how often you want your mentors to give you feedback on their meetings with their mentee. You may want to give your mentors the option of emailing you the form back instead of posting it.

Resource 23 is the M&M Log Sheet. Mentors are asked to fill this in weekly and to submit it by email or post monthly.

Some mentors prefer to use an online information recording system – one mentor created a file on 'Google Docs' which he updated and the coordinator checked it weekly.

Log sheets are useful for monitoring that the meetings are happening and for keeping on top of what is happening in the relationship. They may flag up issues that you need to support mentors or mentees with.

b. One to one supervision

Regular contact with someone, such as the project coordinator, can help identify and resolve some difficulties in relationships at an early stage. Mentors may require advice on the conduct of their relationship or need assistance with dealing with particular issues. It can also be crucial in maintaining the interest and motivation of volunteers.

If you are short of time you may want to have regular telephone supervision with mentors.

c. Group supervision

Having group supervision sessions is a good way of sharing learning across the project. The coordinator can ask mentors to share difficulties and joys in their relationship with their mentee and other mentors and the coordinator can offer support and advice. This can be motivating for mentors as they will realise that they are not alone but part of a team of volunteers who are facing similar issues. It is important to talk about the confidentiality of the information shared within this group.

d. Three way meetings

At certain points in time you may want to have a three way meeting with mentor, mentee and coordinator to review progress towards goals or to deal with a particular issue that has arisen.

e. Further training and development

Supervision is a good opportunity to identify any further training or development needs for mentors. You may decide to include a training element in your supervision or to give mentors the opportunity to attend external courses or conferences.

f. Ending

If your project is time limited it is important to talk about the ending of the relationship from the start. You may want to remind both parties at the mid way point in their relationship and nearing the end so that both are prepared. Mentoring relationships are usually time limited so that both parties have a focus and that dependency is not created. Funding can also be a factor that leads to relationships being time limited.

Endings can be problematic for some people – it may be that they never end relationships well - they may even not show up for the last few meetings to 'avoid' ending. However for others the ending may be quite positive – they may have found the relationship helpful and now feel ready to move on.

You may want to suggest to mentors and mentees that they do something special during their last meeting to mark the end and to celebrate the work they have done together. You may be able to cover this through expenses.

One M&M mentee wanted his mentor to understand his culture so they went out for an Eritrean meal and coffee ceremony.

Other mentors and mentees have been to Madame Tussards, boat trips down the Thames, art galleries etc.

g. Recognition

Being valued and acknowledged – not taken for granted – is a common need for all volunteers and regular communication and consultation is an important way for you to recognise this.

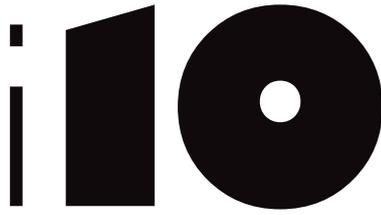
Within the M&M Project we aim to have one to one telephone supervision at the start of the relationship.

We aim to have group supervision every two months.

We have a three way meeting at the beginning, middle and end of a relationship. At the end of year one we held a tea party for all mentors and mentees as a way of celebrating and thanking everyone for their participation in the project.

Our evaluation revealed that mentors and mentees were satisfied with the level of support and supervision offered.

Sheet no.



Monitoring, evaluation and quality assurance

01/03

35

- [a] Monitoring
- [b] Evaluation
- [c] Quality assurance

a. Monitoring

Monitoring is the routine and systematic collection of information against a plan. The information may be about activities or services, participants, or outside factors affecting your project.

At the start of the project you can plan what information you need to collect in order to measure whether the project is achieving its outcomes.

Information collection can be challenging so do consider if the information you are planning to collect is it important and necessary¹².

The following questions are helpful for monitoring programme delivery, supporting evaluation and meeting the requirements of funding providers:

- How many service users have been supported?
- How many volunteers were recruited and trained?
- What is the background of participants (age, gender, ethnicity)?
- How many participants are waiting to be allocated or trained?
- What is the number of active pairings?
- What are the principle sources of, and reasons for, referral?
- Where did individuals hear about the programme?
- How did relationships end, including number/ reasons for any 'drop outs'?

Monitoring information collected in the M&M Project

- Number of mentors and mentees matched
- Records of mentor and mentees meetings (log sheets); (this should show the regularity, number of meeting and whether goals and targets are being achieved)
- Mentor/mentee expenses incurred pre and post Outcome Star readings with mentees
- Exit interview (clients)
- Exit survey and interview (mentors)
- Number of mentees with jobs/training/ volunteer placements
- Evaluation report
- Training evaluations
- Focus group with night shelter coordinators

M&M Measuring Client Outcomes

Information sheet 7 mentions that we used the Outcomes Star to gather base line data on clients. At the end of the project we repeated this process as well as carrying out a semi structured interview. This gave us a means of measuring 'distance travelled' for each client.

Case Study

John met with his mentor for six months and his mentor was quite unsure if the meetings were having any impact on John. She felt he wasn't moving forward with his goals. During the relationship she had encouraged him to develop his creative writing talent. At the end of the relationship when I carried out the Star assessment and exit interview with John he said he felt much more positive about the way that he spent his time and that rediscovering his gift in writing had really helped and encouraged him.

Some of John's goals had not been realised at the time of ending the mentoring relationship but it was interesting to learn that the project had led to an unexpected but positive outcome for John.

b. Evaluation

Evaluation should be planned from the start of the project and your monitoring information is what you will use to do this. Monitoring and evaluation help you to address the following questions:

- To what extent are the overall aims of your project being achieved?
- What is working well and what can be improved?

It helps to think about evaluation from the planning stage of your project. If you leave it until the end of the project you may find you don't have clear outcomes to evaluate against and that you haven't been collecting the information that you need. Evaluation is most effective when the following features are present:

- Programme possesses both clarity of purpose and specific measurable outcomes.
- Programme coordinators are clear about what they want to measure e.g. skills, knowledge, understanding, changes in behaviour, personal development or a combination of some/all of these.
- Information is relatively easy to analyse and collate.
- Use is made of a combination of quantitative and qualitative data.
- Use is made of both baseline and end of programme assessment to demonstrate impact/change.
- Resources to carry out the evaluation – human and financial – are identified from the beginning.
- Evaluation is used as a practical means of assessing programme effectiveness, improving current practice and informing future development.
- The evaluation is a living document that is shared with other agencies, with mentors and mentees as well as with donors¹³.

For more information on evaluation the following resources are helpful:

Mentoring – A guide to effective evaluation – available for download from the Mentoring and Befriending Foundation's website. You need to join their network to access this document.

The Charity Evaluation Service's 'Monitoring and Evaluation Resource Guide' available for free download at:

www.ces-vol.org.uk/

The M&M Project Evaluation can be found on the mentoring page of the Housing Justice website: www.housingjustice.org.uk

c. Quality assurance

Implementing a quality assurance process allows you to audit every aspect of your project's operations, enabling you to identify strengths and weaknesses and make overall changes that can lead to improvements in its overall effectiveness. It also allows you to benchmark the work of your programme against identified good practice.

The only quality standard specific to mentoring and befriending is the Mentoring and Befriending Foundation's Approved Provider Standard (APS).

The main principles and good practice involved in establishing a mentoring and befriending scheme have been codified in a national quality standard developed and disseminated by the MBF. The APS framework focuses on the key management and operational areas that underpin the effectiveness of any mentoring and befriending provision.

For more information on the MBF Approved Provider Standard visit:

www.mandbf.org.uk/approved_provider_standard/

During the set up of the M&M Project we used the MBF Approved Provider Standard as tool for checking that we had considered all necessary aspects. We are now working towards having Approved Provider Status.

Job description

Job Title: Befriending Project Coordinator

Division:

Reporting to:

KEY JOB OBJECTIVES

- To plan, coordinate and implement all aspects of the befriending project
- To recruit, place and manage befriending volunteers to work on a one to one basis with service users
- To provide support, supervision and training to befriending volunteers
- To develop the service, identify new funding opportunities and contribute to fundraising bids
- To promote the Project both externally and internally
- To monitor, measure and report on all outputs and outcomes for the project

MAIN TASKS AND RESPONSIBILITIES

1. **Plan, co-ordinate and implement volunteer befriending project**
 - 1.1 Manage, develop and review all procedures and guidelines for the project, including referral procedures
 - 1.2 Carry out assessment interviews with clients following referrals and oversee decision making of acceptance to the service
 - 1.3 Promote Befriending Project externally and develop good working links with other volunteering projects
 - 1.4 Promote the scheme across all projects, including the production and dissemination of promotional materials

2. Recruit, place & manage

- befriending volunteers to work on a one-to-one basis with service users**
- 2.1 Work closely with the Volunteer Coordinator to recruit suitable befriending volunteers, in line with the volunteer recruitment procedures
 - 2.2 Meet, interview and select befriending volunteers. Implement volunteer selection procedures in line with the volunteer recruitment policy
 - 2.3 Coordinate and implement procedures for matching befrienders with clients
 - 2.4 Liaise regularly with project workers and clients regarding the process of the relationship
 - 2.5 Review and monitor risk for both volunteers and clients
 - 2.6 Manage the ending of befriending relationships, including carrying out a review with both the befrienders and the clients
 - 2.7 Work to resolve any volunteer performance issues, grievances or disputes

3. Provide support, supervision and training to befriending volunteers

- 3.1 Design, deliver and review a thorough befriending volunteer training programme
- 3.2 Ensure befrienders receive a general introduction
- 3.3 Provide supervision and support to befriending volunteers in a flexible way
- 3.4 Establish and maintain regular telephone, email and postal contact with befriending volunteers

4. To develop the service, identify new funding opportunities and contribute to fundraising bids

- 4.1 Develop improved partnerships with local communities and community organisations in order to provide more effective moves on links for client at the end of the relationship
- 4.2 Pilot the provision of mentoring and e-mentoring within the project
- 4.3 Plan the further development and expansion of the project and explore ways to link in with local time banks and other community projects
- 4.4 Identify new funding opportunities and work with the Fundraising and Communications Team to submit bids

5. Monitor, measure and report on all outputs and outcomes for the project

- 5.1 Liaise with all projects and volunteer supervisors to ensure all necessary befriending volunteer information, such as Equal Opportunities monitoring, is collated centrally
- 5.2 Set up and manage effective and accessible befriending volunteer and client recording systems and produce reports

5.3 Set up, implement, measure and review output & outcome measurement systems for the project

5.4 Provide accurate, effective and timely monitoring information for external funders

(Taken from MBF 'Setting up a successful mentoring or befriending programme – worksheets, templates and forms))

R2

Policy and procedure on safeguarding vulnerable adults

SCOPE OF POLICY

This policy and combined procedure deals with reported or suspected cases of abuse. It applies to all trustees, staff, volunteers and service users.

This policy deals with the process required by Housing Justice when there has been an alleged or suspected disclosure of abuse of a vulnerable person whether by a member of staff, a volunteer or any other person.

DEFINITIONS

Vulnerable Adult

A vulnerable adult is a person aged 18 years or over and who may need community care because of their mental health, physical disability, age or illness. They may not be able to take care of themselves. A vulnerable adult may not be able to protect themselves from significant harm or exploitation and may also be a vulnerable carer.

A vulnerable adult may also be a parent. In which case, the vulnerability of the child needs to be taken into account.

Abuse

Abuse is behaviour towards another person that either deliberately or unknowingly causes them harm or endangers their life or human or civil rights.

Abuse includes physical, sexual, psychological, financial and discriminatory abuse. Abuse may also be an act of neglect or omission. Abuse may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which he or she has not consented, or cannot consent. It includes domestic violence and institutional abuse.

An individual, group or organization may perpetrate abuse. Abuse can occur in any relationship. Abuse can occur between staff or volunteers and users of a service. Abuse may be a single act or repeated acts. Abuse ranges from poor quality care to causing

someone's death. It is sometimes very difficult to identify abuse which is ongoing and subtle.

HOUSING JUSTICE'S RESPONSIBILITY

Housing Justice recognises that some people with whom we come into contact may be subject to abuse. We are committed to preventing, identifying, investigating, and responding to cases of abuse or suspected abuse of such people. We are also committed to ensuring that all our staff, volunteers and trustees understand what abuse is and how to prevent it and deal with it if they suspect that it is occurring. We will also monitor and evaluate the operation of this policy and combined procedure.

In the next section we outline the different indicators of abuse. The existence of any one factor from the following lists should not be taken on its own as being an indicator that abuse is occurring. Rather it should be viewed as an alert to the need to make a further assessment and to consider other factors associated with the person's situation. In many cases, an assessment will be necessary to exclude the possibility that the physical/mental signs or behavioural changes that are causing concern are indicative of a physical or mental illness or substance misuse rather than of mistreatment or abuse.

Some vulnerable adults may reveal abuse by talking about or drawing attention to physical signs or, where verbal communication is limited or confused, displaying certain actions or gestures. Staff/ volunteers need to be alert to these signs and consider what they might mean.

Types and indicators of abuse

4.1 Physical Abuse

The use of force which results in pain or injury or a change in the person's natural physical state or the non-accidental infliction of physical force that results in bodily injury, pain or impairment. It can also include the inappropriate use of medication and the enforced use of alcohol or drugs

Indicators might be:

- Injuries inconsistent with the account of how they happened
- Lack of explanation as to how injuries happened
- Bruising, burns or other marks
- Unexplained falls/minor injuries
- Particularly subdued behaviour in presence of carer, relative, worker

4.2 Sexual Abuse

The involvement of a vulnerable adult in sexual activity or relationships which:

- They do not want or have not consented to
- They cannot understand and lack the capacity to consent to
- They have been coerced into because the other person is in a position of power, trust or authority
- Are against the law

Indicators might be

- Bruising, infection, tearing in genital area
- Pregnancy in a woman who is unable to consent to sexual intercourse
- Bruising to thighs and upper arms
- Unusual difficulty in walking or sitting
- Unusual wetting or "soiling"
- Significant change in sexual behaviour or attitude
- Unusually overt sexual behaviour/ language
- Reluctance to be alone with an individual known to them
- Self harming
- Withdrawal, sleep disturbance and/or poor concentration
- Fear of assistance with bathing, dressing, etc.
- Excessive fear/apprehension of, or withdrawal from, relationships

Non-contact sexual abuse might also be an issue (e.g.: forcing a vulnerable adult to look at sexual media, indecent exposure, photography, etc.).

4.3 Psychological or Emotional Abuse

Behaviour that has a harmful effect on the vulnerable adult's emotional health and development or any other form of mental cruelty that results in:

- Mental distress
- The denial of basic human and civil rights, such as privacy and dignity
- The negation of choices, wishes and self esteem
- Isolation or over-dependence and has a harmful effect on a vulnerable adult's emotional health, development or well-being

Examples of such abuse include:

1. Preventing a vulnerable adult from using services
2. Denial of access to friends
3. Ignoring
4. Harassment
5. Use of threats, bullying, swearing
6. Intimidation

Indicators might be:

- Visible discomfort or silence from the vulnerable adult when perpetrator is present
- Vulnerable adult not allowed to express an opinion
- Vulnerable adult denied freedom of movement or access to others
- Alteration in psychological state (e.g.: withdrawal or signs of fear)
- Insomnia, tearfulness, change of appetite

4.4 Financial or Material Abuse

The use of a vulnerable adult's property, assets, income or any other resources without their informed consent and authorisation. Financial or material abuse occurs where an individual's funds or resources are being used inappropriately by a third person. It can include:

- The withholding of money
- The unsanctioned use of a person's money or property
- The entry of a person into contracts or transactions where are not understood and which are to their disadvantage and which have been as a result of duress or pressure of some kind (e.g.: loans, gifts)

Indicators might be:

- Unexplained lack of money to maintain lifestyle
- Unexplained and unusual bank withdrawals
- Lack of accountability shown by person handling vulnerable adult's affairs
- Unusual interest shown by others in vulnerable adult's assets
- Unjustified obtaining of Appointeeship or Power of Attorney without vulnerable adult's understanding or consent

4.5 Neglect and Acts of Omission

The repeated deprivation of assistance that the vulnerable adult needs for important activities of daily living, including the failure to intervene in behavior which is dangerous to the vulnerable adult or to others.

Examples of such abuse might include:

- Failure to provide food, shelter, clothing or heating
- Failure to provide agreed personal or medical care
- Inappropriate use of medication or over-medication
- Denial of needs
- Ignoring

Indicators might be:

- Physical condition of living space is poor
- Physical condition of vulnerable adult is poor
- Untreated injuries or other medical problems
- Inconsistent or reluctant contact with medical or social care agencies
- Poor personal hygiene

4.6 Discriminatory Abuse

Occurs when values, beliefs or culture result in a misuse of power that denies opportunity to some groups or individuals. It is the exploitation of a person's vulnerability, resulting in repeated or pervasive treatment of an individual, which excludes them from opportunities available to others. Incitement to discriminate is also treated as equivalent to actual discrimination.

Indicators might be:

- Verbal abuse, derogatory comments or inappropriate use of language
- Signs of a sub-standard service being offered
- Repeated exclusion from rights afforded to ordinary citizens (e.g.: health, employment, criminal justice)
- Expressions of anger or anxiety
- Denial of a person's communication needs (e.g.: access to a signer)

4.7 Institutional Abuse

The mistreatment or abuse of a vulnerable adult by a regime or individuals within an institution. It can be through repeated acts of poor or inadequate care and neglect or poor professional practice. Institutional abuse occurs when the routines, systems and norms of an institution compel individuals to sacrifice their own preferred lifestyle and cultural diversity to the needs of the institution. Research has shown that the culture of an institution is a powerful indicator of the practice and attitudes of those working within it. Institutions, which have a "closed" culture, where there can be a lack of

accountability, have been shown as more likely to foster poor practice.

Indicators might be:

- Inadequate staffing levels
- Inappropriate or poor care
- Lack of adequate procedures (e.g.: for medication, management of finances)
- Failure to ensure privacy or personal dignity
- Public discussion of personal matters
- Denial of visitors, phone calls
- Absence of individual care plans
- Inadequate or delayed response to reasonable requests
- Interference with mail

Alerting

Everyone (staff, volunteers) are responsible for alerting. Alerting refers to the responsibility everyone has to be aware of the possibility that abuse of a vulnerable adult may have taken place - or is likely to take place - and to take action. A concern that a vulnerable adult is, or could be, being abused may have arisen either from:

- A direct disclosure by the client/vulnerable adult
- A complaint or expression of concern by a worker, client, member of the public, carer or other professional
- An observation of the behaviour of the vulnerable adult by a worker

5.1 Alerting at point of concern

If a mentor/befriender, any other volunteer or staff suspects or receives a report of actual or potential abuse, it is expected that they will:

- Report the matter to a Mentoring Coordinator in Housing Justice who will in turn share with the Chief Executive or a nominated trustee. They will contact external agencies (including social services and the police). Do not give any promises of complete confidentiality.

In addition they person suspecting or receiving the report or suspecting abuse should:

- Deal with immediate needs
- Take reasonable steps to ensure that the vulnerable adult is in no immediate danger
- Call 999 if medical intervention is appropriate or if a crime has (or is alleged to have been) been committed
- Assure the person making the allegation that they will be taken seriously. Not be judgmental, express disgust or jump to conclusions
- Explain that you have a duty to
- If a client/vulnerable adult is making a disclosure, listen carefully to what is being said, stay calm, clarify the facts of the abuse but avoid a detailed investigation and lots of questions. This is particularly important where a crime might have

been committed in order to avoid contamination of evidence and witnesses

- Explain to the vulnerable adult making a disclosure that you will take steps to protect them from further abuse
- NOT discuss the allegation of abuse with the alleged perpetrator or anyone other than the Mentoring Coordinator
- NOT disturb or destroy articles that could be used in evidence
- If a Mentoring Coordinator is implicated in the abuse, tell the Chief Executive

5.2 Record keeping

An accurate record should be made at the time of the disclosure or discovery giving details of the incident and/or the grounds for suspecting abuse including:

- The date and time of the incident
- What the client/vulnerable adult said about the abuse and how it occurred or what has been reported to you
- The appearance and behaviour of the victim, including any injuries
- The use of speech marks to indicate speech recorded verbatim
- A record of the questions asked. This is important in the context of possible claims that victims have been led and evidence contaminated

The record of the report of suspected abuse should be passed to the Mentoring Coordinator who will share with the Chief Executive and/or the nominated trustee with the minimum of delay and ideally within 4 hours of the disclosure of abuse being made.

They should decide whether any outside body should be informed (i.e.: the police or the relevant local authority Social Services department). Social services contacts for the Boroughs we are working are listed below.

All allegations or incidents of client abuse should be taken seriously, investigated and responded to. The extent of the investigation and formality of the response will be dictated by the seriousness of the abuse, the vulnerability and mental capacity of the victim and perpetrator, and whether workers or volunteers are implicated in the alleged abuse.

When making a recommendation the following factors should be taken into account:

- Vulnerability of the individual
- Their mental capacity
- Nature and extent of the abuse (please be aware that vulnerable adults might at first report seemingly minor issues to 'test' your reaction/response)
- The intent of the person alleged to be responsible for the abuse
- The reliability of the reporting

- process (e.g.: whether anonymous)
- Length of time abuse may have been occurring
- Whether it was a one off event or part of a long standing relationship or pattern
- Impact of the abuse on the individual and/or on others
- The illegality of the alleged perpetrator(s) actions
- Risk of repeated or increasingly serious acts involving this or other vulnerable adults
- Whether the vulnerable adult gives permission for further action

5.3 External agencies

The matter should always be referred to the police if a crime may have taken place. The matter should always be referred to Social Services if:

- The person disclosing alleged abuse is a vulnerable adult and does not have the mental capacity to make an informed choice about what actions they want to take
- The client accused of the alleged abuse is a vulnerable adult and/or might be judged not have the mental capacity to take responsibility for their actions
- The alleged perpetrator is a trustee or paid worker
- Other people (who may be vulnerable adults) are at risk from the perpetrator
- The vulnerability of the alleged victim or perpetrator is at all in doubt.

Social services contacts for the Boroughs we are working are listed below:

Islington Access Service, part of Adult Social Services:
020 7527 2299
020 7527 5114
Email: access.service@islington.gov.uk

Haringey Safeguarding Adults Referral and Advice Line:
020 8489 1400 (office hours)
020 8348 3148 (out of hours)

Lambeth Adults' and Community Services:
020 7926 5555 (office hours)
020 7926 1000 (out of hours)

Southwark Duty social worker:
0845 600 1287 (office hours)
020 7525 5000 (out of hours)

Kingston The Adult Safeguarding Coordinator:
0208 547 4735
Fax 0208 547 6142
E-mail: adult.safeguarding@rbk.kingston.gov.cjism.net

R3

Confidentiality policy

Confidentiality is showing proper regard for another person's rights. Confidentiality relates to the duty to maintain confidence and thereby respect privacy. It is about not disclosing inappropriate information to a third party. Speaking to the Mentoring Coordinator regarding your relationship or things that mentees disclose is not breaking confidentiality.

Level and Boundaries of Confidentiality

Most of what a mentee tells you is confidential and should be kept within the mentoring programme.

You can tell the Mentor Coordinator anything that your mentee tells you - the Mentor Coordinator explains this to mentees when they join the project. If your mentee or befriender asks you to keep a 'secret' you should remind them of this.

You do not have to tell the Mentor Coordinator everything that your mentee tells you but you must pass on information if:

- the disclosed information puts anyone at risk (this could be the client, yourself or someone else known to them)
- you have concerns for your mentee's safety

If your mentee is at risk in some way call the Mentor Coordinator. In the event of an emergency concerning your mentee call 999 and speak to the appropriate emergency service.

External agencies will only be given information about mentees/befriendees if consent is given by the mentee/befriender unless it is deemed that they may be at risk of serious harm.

Information shared within the project during group supervision should be anonymous (i.e. only first names used) to ensure confidentiality.

Paper work concerning your mentee must be kept confidential and in a safe place. Use your log sheets, email or telephone to share with the Coordinator.

When a mentor/befriender finishes their role as a mentor/befriender they are still expected to maintain their mentee/befriendees confidentiality.

Means of communicating this policy

This policy will be shared with volunteers and clients. Volunteers will be briefed on it during their training and clients will be briefed during their induction to the programme.

The limits of confidentiality will be reiterated during the mentor-mentee matching meeting.

R4

Mentee confidentiality consent form

M&M offers a confidential service to the people we work with. We believe that people are entitled to choose if information about them can be passed on to other agencies or individuals.

The M&M Mentoring Project will receive your personal information from the person who refers you to the project (usually a Night Shelter Co-ordinator). The M&M staff and volunteers involved will treat this information as private and confidential. The mentor may share information with the M&M Coordinator.

However, there may be times in the course of their work on the Mentoring Project when a Mentor/or the M&M Coordinator need to discuss your personal details with people such as:

- The person who referred you to the project
- Any referrals that may help you achieve your goals (housing, educational, employment related)
- Your GP
- Day centre staff
- Your key worker

Personal information will only be discussed with the above organisations if it is necessary to help you access other services or if we are approaching the organisation to resolve a problem that you may have. The only exception to this is if your or someone else's personal safety is at risk.

Your Consent

I consent to the M&M Project mentors and staff discussing my details with the people/agencies above only if it is necessary to help me. I have deleted in the list above any people /agencies that I do not wish the M&M Project to talk to.

Date

Client Signature

Date

Mentor Signature

R5

Guidelines on personal safety

- 1. Make sure someone (housing mate, spouse, friend) knows your whereabouts**
- 2. “PLAN” for your own safety (Prepare, Look and listen, Act to avoid risk, Never assume it won’t happen to you)**
- 3. Familiarise yourself with the area in which you will be working**
- 4. Present yourself appropriately in various contexts (e.g., dress)**
- 5. Communicate any concerns to your coordinator**
- 6. Make sure your mobile phone is fully charged and easily accessible**
- 7. Stay within the boundaries of the project**
- 8. Trust (and listen) to your instincts**
- 9. Record and report any incidents that cause you concern**

(taken from www.mandbf.org.uk)

R6

Mentor and mentee agreement

Working together as mentor and mentee is likely to be a very rewarding experience for both of you. The following bullet points are written to ensure that it is a safe and enjoyable experience.

The formal mentor and mentee relationship will be for a period of six months, with weekly meetings lasting one to two hours.

- Both parties should call the other and give as much notice as possible if they are unable to make the session. Exchange of telephone numbers should be restricted to mobile phones.
- Meetings should be held in a public setting that both parties feel comfortable in.
- No alcohol should be consumed at meetings between mentee and mentor. The meetings should not be held if either is under the influence of drinks or drugs at the time.
- Mentors and mentees should treat any information discussed during mentoring meetings as confidential within the mentoring scheme¹. No information should be shared without the permission of the person concerned unless someone's personal safety is at risk.
- Mentors and mentees should not make promises that they are unlikely to keep.
- Any information and advice given by mentors will be based on their personal experience and is not intended to replace any professional advice.
- Mentors and mentees should not give each other money or gifts (occasional

gifts like birthdays and special occasions should be discussed with the person supervising the relationship). The exception to this is mentors reimbursing mentees' travel expenses if needed.

- Mentors and mentees should treat each other with respect through their language and actions.
- The mentors' and mentees' relationship should stay within the boundaries of the mentoring relationship. They will not enter a physical relationship.
- Log sheets should be completed at the end of each meeting and sent monthly to Shona by the mentor.

The Mentoring and Befriending Coordinator, _____, is there to help the relationship be a positive experience for both of you. She can be contacted on _____ between 9am and 7pm Monday to Friday and will pick up messages at other times. If there is anything you wish to discuss please contact her. The signing of this form indicates you have read, understood and committed to building a relationship within the framework of this agreement.

Mentee Name Mentee Signature

Mentor Name Mentor Signature

¹ This means that information can be shared with the M&M Coordinator.

R7

Expenses policy

It is important that finances do not restrict volunteers or clients from participating in the M&M Project.

A budget has been allocated to the project to cover expenses that mentors and mentees may incur as a result of the project.

The costs that you may be incurred include:

- Mentees travel costs
- Mentors travel costs

The cost of a coffee/snack during the meeting (we do not have enough money to cover a meal).

Mentors are asked to reimburse mentees travel costs and then claim the cost on their claim form. If mentors are not in a position to do this they can discuss this with the mentor coordinator and alternative arrangements will be considered.

Claims should be limited to £8 per week.

Where possible mentors should attached receipts to their expense forms. If an oyster card is used they should write down the journey and fare and get the mentee to sign this. (Fares can be checked online at the TFL website).

Claim forms should be filled in regularly, every two months maximum.

Claim forms can be posted to:

Or you can give your form to _____ when she/he meets you for supervision.

R9

Data protection policy

This is a statement of the data protection policy adopted by Housing Justice. Responsibility for the updating and dissemination of the policy rests with

Housing Justice's Information Protection Officer (Llinos Waters)

The policy is subject to regular review to reflect, for example, changes to legislation or to the structure or policies of Housing Justice. All staff and volunteers are expected to apply the policy and to seek advice when required.

Housing Justice needs to collect and use certain types of information about people with whom it deals in order to operate. These include current, past and prospective individuals within the regulated community, Housing Justice's own employees, suppliers and others with whom Housing Justice conducts business. This also includes volunteers and clients on our mentoring and befriending scheme.

In addition, Housing Justice may occasionally be required by law to collect and use certain types of information to comply with the requirements of government departments. This personal information must be dealt with properly however it is collected, recorded and used – whether on paper, electronically, or other means and there are safeguards to ensure this in the Data Protection Act 1998. We regard the lawful and correct treatment of personal information by Housing Justice as important to the achievement of our objectives and to the success of our operations, and to maintaining confidence between those with whom we deal and ourselves. We therefore need to ensure that our organisation treats personal information lawfully and correctly. To this end, we fully endorse and adhere to the Principles of data protection, as set out in the Data Protection Act 1998.

The eight Principles require that personal information:

- 1) Shall be processed fairly and lawfully and, in particular, shall not be processed unless specific conditions are met;
- 2) Shall be obtained only for one or more specified and lawful purposes, and shall not be further processed in any manner incompatible with that purpose or those purposes;
- 3) Shall be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed;
- 4) Shall be accurate and, where necessary, kept up to date;
- 5) Shall not be kept for longer than is necessary for the specified purpose(s);
- 6) Shall be processed in accordance with the rights of data subjects under the Act;
- 7) Should be subject to appropriate technical and organisational measures to prevent the unauthorised or unlawful processing of personal data, or the accidental loss, destruction, or damage to personal data;
- 8) Shall not be transferred to a country or territory outside the European Economic Area unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.

R9

Therefore, Housing Justice will, through appropriate management and strict application of criteria and controls:

Observe fully conditions regarding the fair collection and use of information;

Meet its legal obligations to specify the purposes for which information is used;

Collect and process appropriate information only to the extent that it is needed to fulfil our operational needs or to comply with any legal requirements;

Ensure the quality of information used;

- Ensure that the information is held for no longer than is necessary;
- Ensure that the rights of people about whom information is held can be fully exercised under the Act (i.e. the right to be informed that processing is being undertaken, to access one's personal information; to prevent processing in certain circumstances, and to correct, rectify, block or erase information that is regarded as wrong information);
- Take appropriate technical and organisational security measures to safeguard personal information;
- Ensure that personal information is not transferred abroad without suitable safeguards.
- To assist in achieving compliance with the principles, Housing Justice
- Has appointed an Information Protection Officer at a senior level with specific responsibility for data protection within Housing Justice

Updated January 2008

RIO

Risk assessment form

Task	Hazards	How likely is it to happen?	How serious could it be?	Level of risk	What action(s) are being taken to reduce risk?
Weekly meetings between mentor and mentee	Abuse (physical, psychological, financial, discriminatory or sexual) from either mentor or mentee to the other party	How likely is it to happen?	How serious could it be?	Level of risk	Beneficiaries and volunteers with anger management problems not accepted on to the project. Volunteers are screened, reference and CRB checked. Risk assessment is carried out on each client referred into the project. Beneficiaries and volunteers with uncontrolled mental health issues, or with active drinking or taking drugs not accepted on the project. Mentors given training on challenging situations and anger management issues covered in training. Money is not changed between mentor and mentee (apart from expenses) – this is covered in training and in mentor/mentee agreement. Meeting are always in a public place and never in each other's homes. Mentors advised to have their phones charged and in their possession and trained in personal safety.
Either party travelling to and from meetings	Road or train accident, mugging	Unlikely	Very serious	Medium	Both parties encouraged to think about personal safety. Mentors are trained on this. Mentees should be also. Mentors discouraged from offering lifts in their cars to mentees.
Contact between mentor and mentee	Mentee presents a risk to themselves or another (e.g. threatening suicide or to harm someone else	Unlikely	Very serious	Medium	Mentors trained on how to deal with disclosure (to report it immediately to Mentor Coordinator and if cant contact and appropriate report to the policy. Boundaries of confidentiality outlined in briefing to both parties and writing in the 'mentor-mentee agreement.

R11

Policy on the recruitment and employment of ex-offenders

Housing Justice is committed to being an Equal Opportunities employer and this policy aims to ensure that ex-offenders receive fair treatment throughout their experience of recruitment and employment within our organisation.

- Housing Justice recognises our social responsibility and position within the community. We appreciate the role that continuity of employment can play in the rehabilitation of ex-offenders when matched to appropriate posts. A criminal record is not an automatic bar to employment with this organisation. The specific details of each case will be considered on an individual basis. In each instance, we will determine whether a candidate has the skills and experience for the post, taking account of the impact of the criminal record upon the needs of the post.
- We will ensure that application forms for positions where Disclosures will be requested contain a statement that a Disclosure will be requested in the event of a successful application, so that the applicants are aware of the situation. This will be worded accordingly –

This post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, any applicants for this post who are offered employment or who become volunteers for this organisation will be subject to a criminal record check from the Criminal Records Bureau before the appointment is confirmed. This will include details of cautions, reprimands or final warnings as well as convictions. A criminal record will not automatically bar a person from successfully taking up this post.

Volunteers for our organisation will also receive a copy of this policy before a CRB check is carried out.

- To assist us in this assessment, all applicants will be asked to provide details of unspent criminal records at the initial application stage. In line with the Rehabilitation of Offenders Act 1974, details of spent convictions will be requested from applicants for posts which are considered exempt from the Act due to the responsibilities of the role, predominantly posts which include working with children, vulnerable adults and financial management.
- We will, at all times, exercise extra vigilance and diligence when recruiting to these posts and will undertake relevant criminal conviction checks as part of our recruitment and employment action when appropriate, we will also undertake to obtain two positive references for each applicant (volunteer or employed). Where details of spent convictions are required, they will be obtained in conjunction with the applicant and member of staff via the Criminal Records Bureau (CRB) Disclosure service. Housing Justice will adhere to the CRB Code of Practice at all times and, as required by the CRB, a copy of the Policy on the Recruitment and Employment of Ex-Offenders will be made available to all applicants and staff who undergo a criminal records check.
- All information received as part of this process will be treated as highly confidential and in line with Housing Justice policy regarding the security, storage and retention of applicant and staff criminal records information, as required by the CRB.
- Once in employment, staff should inform their line manager, in confidence, of any changes to their circumstances affecting their criminal records status, in order that the impact upon their suitability to undertake their role may be reviewed.

R11

- At interview, Housing Justice aims to ensure that an open and measured discussion takes place on the subject of any offence or other matter that might be relevant to the position sought and could lead to withdrawal of an offer of employment.
- Housing Justice will make every subject of a CRB disclosure aware of the existence of the CRB code of practice and make a copy available on request.
- Housing Justice undertakes to discuss any matter revealed in a disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- We will make the applicant aware of our policy and ensure that relevant statements are made during the application process.

RI2

Mentor and befriending budget template

MENTOR AND BEFRIENDING BUDGET TEMPLATE	YEAR 1	YEAR 2	YEAR 3
CORE COSTS			
Description of cost			
Salaries and on costs			
Office inc. Rent, heating/lightening, maintenance			
Contents - furtniture and equipment (inc. Repair/replacement)			
Insurance			
Payroll, financial inspection/audit			
Management costs			
IT support costs			
Contingency costs			
PROGRAMME			
Description of cost			
Marketing and publicity			
Stationery, telephone and postage			
Printing			
Recruitment costs			
Volunteer training			
Staff training and development			
Volunteer expenses			
Programme evaluation Project management fee			
TOTALS			

RI3

Volunteer role description

Role Title:
Volunteer Mentor

Reporting To:
Mentoring and Befriending Coordinator

Description of the project:

Description of the project

Housing Justice are running a mentoring and befriending project which aims to reduce social isolation and to offer support to people who have been sleeping in church cold weather night shelters in Haringey, Kingston, Islington, Lambeth and Southwark.

Some clients will want social support (befriending) while others may be at a stage where they will want help to achieve some of their goals (mentoring).

Mentors will support mentees by meeting with them weekly for one to two hours for a period of six months. During this time they will support them to achieve their goals.

The volunteer mentor will

- Provide a listening space for a formerly homeless person to explore their current situation without judgement.
- Participate in a mandatory on day training course (training covers an overview of homelessness, definitions of mentoring and befriending, boundaries, confidentiality, safety and interpersonal skills).
- Fill in application form and CRB form and attend an interview (face to face or telephone)
- Meet with mentee on a weekly basis for between one to two hours for six months
- Complete a log sheet with mentee on every visit and send this (by email or post) to the Mentoring Coordinator monthly

- Participate in supervision with the Mentoring Coordinator every two months
- Encourage, guide and support the mentee to achieve the goals they have identified
- Use own initiative to identify and access relevant resources but ask for support when needed
- Maintain confidentiality in accordance with the Mentor and Mentee Agreement and the M&M confidentiality policy
- Adheres to project boundaries
- Respond to emails or calls from the Coordinator

Training

You will attend a training day before undertaking any mentoring or befriending. The aim of the training is to give you enough information to decide whether this programme is right for you and to prepare you to start a mentoring or befriending relationship.

Application

You will then be invited to fill in an application form giving two referees. After your application has been processed you will be invited for a short interview which will probably be conducted over the telephone.

RI3

Support & Supervision

Once matched with a mentee you will be required to attend group supervision sessions every second month. These will be facilitated by the Mentoring Coordinator. If you are unable to attend please let the Mentoring Coordinator know and alternative arrangements may be made.

Commitment

The nature of the mentor role is to develop a relationship within which support can be offered to the mentee. You are expected to commit to the relationship for six months. The actual times of meeting with your mentee will be negotiated between you and your mentee. It is expected that you will meet on a weekly basis, for one to two hours.

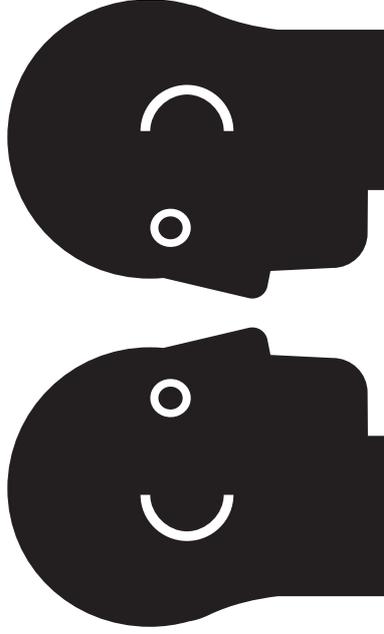
You are expected to regularly attend supervision sessions.

QUALITY	ESSENTIAL	DESIRABLE
Understanding of the need to be non-judgemental	E	
Ability to empathise with people from different backgrounds	E	
Understand and agree to the boundaries of the project	E	
Resilient to setbacks and disappointments, anger and frustration		D
Reliable and able to keep appointments on time	E	
Has the time to commit to the project	E	
No impacting health/alcohol/drug issues	E	
Clear about the role of a befriender and a mentor (can be achieved through training)		D
Clear about own reasons for becoming a mentor	E	
Some experience of working with homeless people – ideally through a winter night shelter		D
Committed and able to complete six months of mentoring	E	
Commitment to attending supervision sessions	E	
Willing and able to keep records of mentoring sessions, reflect on progress and identify issues	E	

Would you like to mentor or befriend someone who has been homeless?

Contact the Coordinator to book your place
on the next introductory training session
on 20th November.

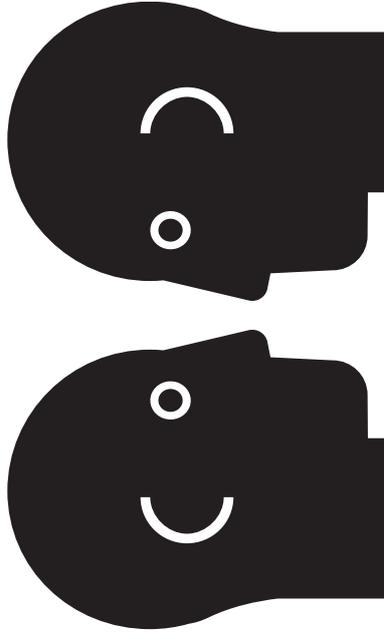
[Details overleaf](#) →



Would you like to mentor or befriend someone who has been homeless?

Contact the Coordinator to book your place
on the next introductory training session
on 20th November.

[Details overleaf](#) →



--

What does mentoring involve?
Meeting with a mentee once a week for 6 months to work with them to achieve their goals

Who can apply?
· Experience in a shelter
· Non judgemental attitude
· Can commit to 1-2 hours/week for 6 months
· Aged over 21

How do I find out more?
Please attend the training and book through your shelter coordinator or contact:

Shona Macpherson, Project Coordinator
e: s.macpherson@housingjustice.org.uk
t: 020 7920 6449

Housing Justice
Charity Centre
22-25 Finsbury Square
London, EC2A 1DX
www.housingjustice.org.uk

--

What does mentoring involve?
Meeting with a mentee once a week for 6 months to work with them to achieve their goals

Who can apply?
· Experience in a shelter
· Non judgemental attitude
· Can commit to 1-2 hours/week for 6 months
· Aged over 21

How do I find out more?
Please attend the training and book through your shelter coordinator or contact:

Shona Macpherson, Project Coordinator
e: s.macpherson@housingjustice.org.uk
t: 020 7920 6449

Housing Justice
Charity Centre
22-25 Finsbury Square
London, EC2A 1DX
www.housingjustice.org.uk

RI5

Mentoring training day running order

09.30 – 10.00		Introductions. Ground rules. Timetable. Expectations (flip chart).
10:00 – 10:30		"I am homeless where do I go" (PowerPoint going through why people end up staying at cold weather night shelters) Mentoring and befriending spectrum & mentoring definitions.

TEA BREAK

10:45 – 11:45	Part 2 Project specific info	M&M project specific information: Why this project? History. Aims. - The process. - Volunteering role. - Guidelines on matching. - Expenses policy - Log sheet.
11:45 – 12:00	Part 3 To consider change possible	Areas of possible change through M&M Project. Case studies with mentors and mentees stories. Show video case study.
12:00 – 1:00	Part 4 Boundaries, confidentiality and safety	Personal safety guidelines. Guidelines on confidentiality. Mentor and mentee agreement. Principles of boundaries – who is at risk? Boundaries exercise - Yes, no & maybe exercise and feedback.

LUNCH BREAK

1:30 – 3:45	Part 5 Mentoring skills workshop	Listening exercise. Role play exercise. Feedback and questions arising from exercise.
3:45 – 4:00	Applications and evaluations	

RI6

Boundary cards

Create three cards headed 'yes', 'no' and 'maybe' and create scenarios that you may come across in your project. Depending on the size of your group split them into smaller groups and get them to decide if the boundary issue is a 'yes' no' or a 'maybe'. Once they have done this get all groups back together and have a discussion on some of the boundaries that they have. Finish the discussions with the project position on each issue raised, perhaps following up with a handout on the project boundaries.

Examples of scenarios (you can create more to suit your project context):

- The other person asks you to accept a small gift at Christmas. Do you?
- You are asked to do some minor household chores, including replacing a broken fuse and light bulb. Do you agree to help?
- You are worried about another volunteer that your mentee has talked about in threatening language. He asks you not to contact him. Do you try and contact this volunteer to hear his side of the story?
- The person makes a passing remark you think is racist. Do you challenge them and say that you find the remark offensive?
- The person asks you to lend them a small amount of money in a crisis. Do you give them the loan?
- Do you ask your mentee/befriender not to smoke while you are present?
- The person arrives for your appointment smelling very strongly of alcohol. Do you continue with the meeting?
- Your mentee asks you where exactly you live. Do you tell them?
- Your mentee tells you about their 'love life' and asks you about yours. Should you tell them?
- Your mentee asks to see a picture of your children, after showing you a photo of theirs. Do you?
- Should you give out your telephone number or email address to the other person?
- Is it OK to buy your mentee/befriender a birthday present?
- The person arrives for their appointment with you accompanied by a friend. Do you ask the other person to leave?
- The person arrives for your first meeting and gives you a warm kiss on the cheek. Do you ask them not to?
- You are asked if the next meeting could be held at McDonalds. Do you agree?
- You log in to Facebook and there's a friend request from your mentee. Do you accept?
- Your mentee fails to do what they agreed to do (bring in a CV) for the third time running. Do you address this?
- Your mentee asks if they can cook a meal for you at their home, as their way of thanking you. Do you accept?
- The other person asks if you're married – do you tell them?
- The other person tells you they lied on their original asylum application. Do you report them?
- The other person has stopped taking their medication because they haven't been 'unwell' for so long and it makes them sleepy all the time. Do you advise them?

¹ This exercise has been adapted from the Mentoring and Befriending Foundation Training Pack

RI7

Mentor and mentee role play

- Ask trainees to get into groups of three and for them to decide who will be an observer, a mentor and a mentee.
- Give out an observer sheet to the observer and ask them to make notes on the mentor's naturalness, listening skills and focus.
- Give the mentor a mentor information sheet and give the mentee a mentee information sheet. Ask them to take a minute to read this and then to carry out a ten minute mentor-mentee meeting.
- At the end of the ten minutes ask the observer to feedback to the mentor (using the Role play observation sheet).
- Then have a plenary discussion on how people found the exercise. If you have time you may want to get participants to swap roles.

Mentor information sheet 1

- Your mentee is a 35 year-old man who was deported to the UK from America for possession of cannabis last year – he was born here but his family moved to New York when he was five. His goals are to become a plumber and get a driving licence.

Mentee information sheet 1

- You were brought up in New York from the age of five when your family emigrated from England. You were caught with ten grammes of cannabis last year, taken from your job, placed in detention and deported a month later. You saw your two children at the airport, but that was the only contact before you were sent back to the UK. This is really painful, and every time you phone, your children are crying and don't understand why you can't come home. You hope to get full time work and bring your family over but realise this will probably take the best part of a year and don't know if you can hold out that long.

Mentor Sheet 2

- Your mentee is 23 and completed treatment for alcohol addiction three months ago. He's just moved into his own studio flat, and this is your first one to one meeting. David wants to be a decorator.

Mentee sheet 2

- You left school at 14 with no qualifications – you feel that this was because your mates were a bad influence and your parents didn't care what results you got.
- You started drinking on street corners with your mates, and this escalated until you were admitted to hospital with liver failure aged 22. You were told that if you drank again, you would die. You have never lived in your own accommodation before and you feel you have no idea "how to live a normal life". You'd love to have a wife and family but are afraid everything you touch will fall apart because that's what's always happened before. You don't want to spoil other people's lives with your bad patterns so you try to avoid getting too close to people.

RI7

Mentor Sheet 3

- Luke is 26, and you've been mentoring him for just over a month, but he is very erratic and this is the third time you've rescheduled this meeting – and he was still half an hour late. He says he wants to get a job in music, but hasn't yet completed the CV you asked him for.

Mentee Sheet 3

- You were placed in a shared house a month ago, but don't really get on with your flatmates, who are always hassling you for more money for the electricity meter. You think they need to chill out and relax a bit, but have started coming home late and leaving early to avoid the arguments. Your landlord has phoned you about it and now you're avoiding his calls too. You always plan to put more money aside for travel, bills etc. when your giro comes, but can never seem to catch up between paying your mates back money you've borrowed, keeping your mobile topped up and getting around. You want to start a band.

Mentor Sheet 4

- Paula is 29, and was thrown out by her landlord when her boyfriend kept abusing neighbours, drinking and playing loud music. She said at the three way meeting with the mentoring coordinator that she wants to get into nursery work, but left school with no qualifications. This is your first meeting.

Mentee Sheet 4

- You are Paula, 29, and have recently been housed with a private landlord. You left home when you were fifteen after years of physical abuse at the hands of your father. You have always wanted to work with children but left school young with no qualifications and need help learning to read and write. You have been in a series of controlling relationships for as long as you can remember, but are terrified of living on your own.

RI7

ROLE PLAY Mentoring training day

Name of person role playing mentor:

Observer's name:

Use this sheet to give feedback to the person playing the mentor, then hand it in to the Mentoring Coordinator at the end of the Skills Workshop.

Remember: Feedback is best given

- Positive things first
- Things to improve next
- Finish on a positive note

Naturalness. Is the mentor relaxed and friendly?

Listening Skills. Is the mentor letting the mentee lead?
What listening skills are they using?

How well is the overall goal visible?
What small steps were agreed, if any, for the next meeting?

Other comments.

RI8

Volunteer mentor application form

How/where did you hear about this volunteering opportunity?

Your details

Title: Mr/Mrs/Miss/Ms Other

Nationality:

Surname:

Date of Birth:

First Name:

Telephone number

Address:

Home:

Work:

Mobile:

Postcode:

Email address:

Your emergency contact details

Name:

Relationship:

Telephone number:

Please use this space to tell us about your past work or volunteering experience, including a description of your main duties and the dates. Please also include details about relevant training courses you have undertaken.

RI8

What skills and experience do you have to bring to the role of volunteer mentor?

What skills would you like to learn or develop?

Other than English, do you speak any other language?

Why do you want to volunteer?

RI8

Availability

Mentoring should take place at a mutual convenient time and place for you and the mentee. Please indicate which days and time periods you would be able to volunteer.

	Morning	Midday	Afternoon	Evening
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Please state the geographical area within London that you will be able to meet with a mentee e.g. anywhere in north London; in the City; Lambeth and Southwark etc.:

Criminal Convictions: Have you ever been convicted, charged, or cautioned in relation to any criminal convictions? If so, please give details below. Please note that a criminal record will not necessarily prevent you from working as a volunteer.

Referees: Please supply details of two referees who are not be related to you. Ideally one will be an employer and the other from a night shelter you have volunteers in. If you haven't volunteered in a night shelter use someone who knows you well.

Name:

Name:

Relationship to this person:

Relationship to this person:

Address:

Address:

Telephone:

Telephone:

Email:

Email:

RI8

DECLARATION

I declare that to the best of my knowledge the information in this application form is true and correct.

Signed:..... Date:.....

By signing this form you also agree to Housing Justice holding and using the data on this application form for the purposes of supervising your role as a volunteer and keeping you informed of relevant activities.

Please return this application form by post or email to:

On receipt of your application I will contact you if I have any concerns. If we decide to proceed I will contact your referees and if these are satisfactory I will contact you for a telephone interview. I will let you know if you have been successful in this process.

Mentoring

Mentoring

Are you thinking about bringing changes in your life? Need someone to talk to? To inspire you to follow your dreams?

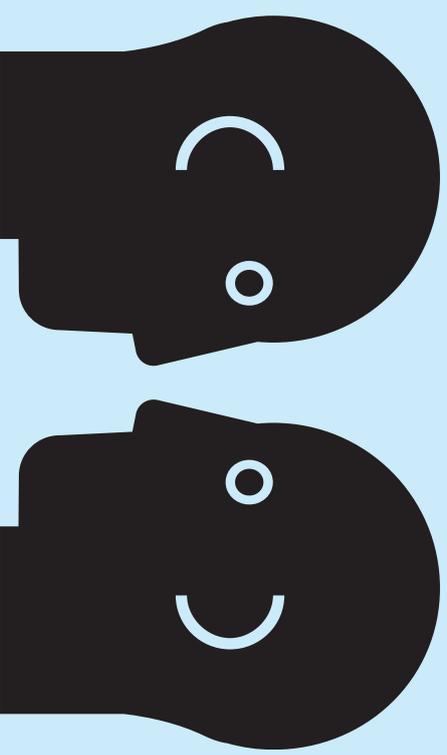
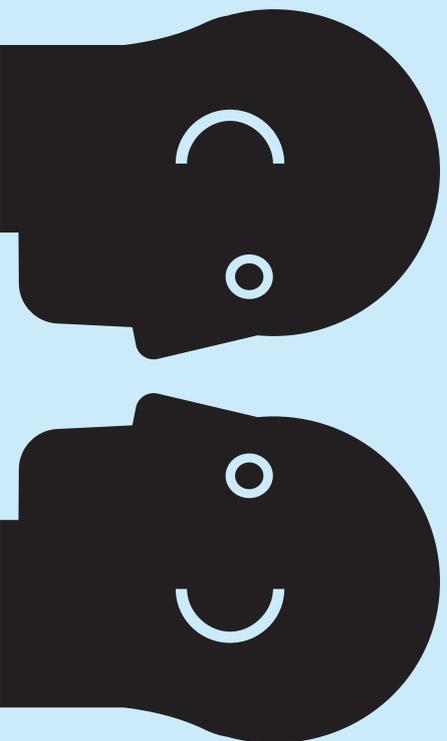
Are you thinking about bringing changes in your life? Need someone to talk to? To inspire you to follow your dreams?

What is Mentoring?

What is Mentoring?

Mentoring is a friendship with meetings that take place on a regular basis. Your mentor will work with you to help you to achieve your goals.

Mentoring is a friendship with meetings that take place on a regular basis. Your mentor will work with you to help you to achieve your goals.



How does it work?

Once your referral has been received the Mentoring Coordinator will arrange to meet with you to discuss the scheme and what you would like from a mentor.

The co-ordinator will contact you once she has found a suitable volunteer.

She will arrange an introductory meeting between the three of you.

You will then meet with your mentor for 1-2 hours every week for 6 months.

During your meetings you may discuss your goals with your mentor.

At the end of the 6 months the Mentoring Coordinator will meet with you again to review progress.

You are free to cancel the meetings. You can do this by contacting the Mentoring Coordinator.

I don't want other people knowing my business.

The mentoring service is confidential and information will not be shared with out your consent unless you or someone else is at risk.

Who are the mentors?

Mentors are volunteers with a wide variety of backgrounds and experience.

Would you like more information?

If you think you would like to join please ask your Shelter Coordinator to write you a referral form. You can also contact the Mentoring Coordinator, Shona Macpherson: s.macpherson@housingjustice.org.uk
T: 020 7920 6449
M: 07584 233526



Housing Justice

How does it work?

Once your referral has been received the Mentoring Coordinator will arrange to meet with you to discuss the scheme and what you would like from a mentor.

The co-ordinator will contact you once she has found a suitable volunteer.

She will arrange an introductory meeting between the three of you.

You will then meet with your mentor for 1-2 hours every week for 6 months.

During your meetings you may discuss your goals with your mentor.

At the end of the 6 months the Mentoring Coordinator will meet with you again to review progress.

You are free to cancel the meetings. You can do this by contacting the Mentoring Coordinator.

I don't want other people knowing my business.

The mentoring service is confidential and information will not be shared with out your consent unless you or someone else is at risk.

Who are the mentors?

Mentors are volunteers with a wide variety of backgrounds and experience.

Would you like more information?

If you think you would like to join please ask your Shelter Coordinator to write you a referral form. You can also contact the Mentoring Coordinator, Shona Macpherson: s.macpherson@housingjustice.org.uk
T: 020 7920 6449
M: 07584 233526



Housing Justice

The M&M Project

R20

Client referral form

Background information for referral agencies:

The M&M Project is a Housing Justice implemented mentoring and befriending pilot project working with four Winter Night Shelters and a small number of other agencies. The aim of the project is to test and develop the contribution that formal befriending schemes can make to current and former rough sleepers as they move through Winter Night Shelters and into more permanent accommodation. The project also aims to improve clients' confidence, motivation, social networks, mental well being and use of time.

Upon referral the M&M Coordinator will arrange to meet and work with the client to plan what their goals are. They may want increased social contact through befriending or they want a mentor to help them meet their goals. The Coordinator will then find a suitable mentor or befriender and will arrange a matching meeting. If both parties are happy they will then meet weekly (for about an hour) for a 6 month period. The Coordinator will provide supervision and support.

Referral Criteria is that the client:

- Would like a mentor and has realistic goals for mentoring/or is socially isolated and would like a befriender
- Has a conversant level of English
- Has no/low support needs
- Is not a current or very recent problem drinker/ substance misuser
- Can commit to and sustain weekly meetings for 6 months (usually meeting in a public place such as a coffee shop)

If you feel your client meets the criteria above please fill in the form over leaf and email or post (marked confidential) to:

If you would like to discuss further please call _____

R20

Date of referral:	Name of agency and person making referral:
Borough:	Position within agency:
Does your client want this referral? If not please do not proceed until you have their consent	
Client's name:	Client's address:
Client's tel no:	Client's date of birth:
Brief summary of client's circumstances and how mentoring or befriending may be useful:	

R20

The mentoring project does not offer key work support. Can you, or the agency that you received this client's original referral from, offer ongoing housing and other technical support to client whilst they are in a mentoring relationship? (please circle or highlight)

YES / NO

Contact person within this agency:

Contact telephone no. and email:

Please summarise any other agencies offering support to client at present:

Risk assessment:

Is the client a drinker and if so what do they drink? What quantity and frequency do they drink?

Does the client use drugs and if so what? What quantity and frequency?

Are you aware of them being violent or behaving aggressively in the night shelter or in their history? If so please give more information. Do they have any criminal record in this regard?

Are you aware of any mental illness that the client may have?

Matching:

Can you list any hobbies, interests, skills or ambitions that the client has?

Star Chart and Action Plan

Service ID

Service user/identifier

Date of completion

Reading 1st 2nd 3rd 4th

Date joined project

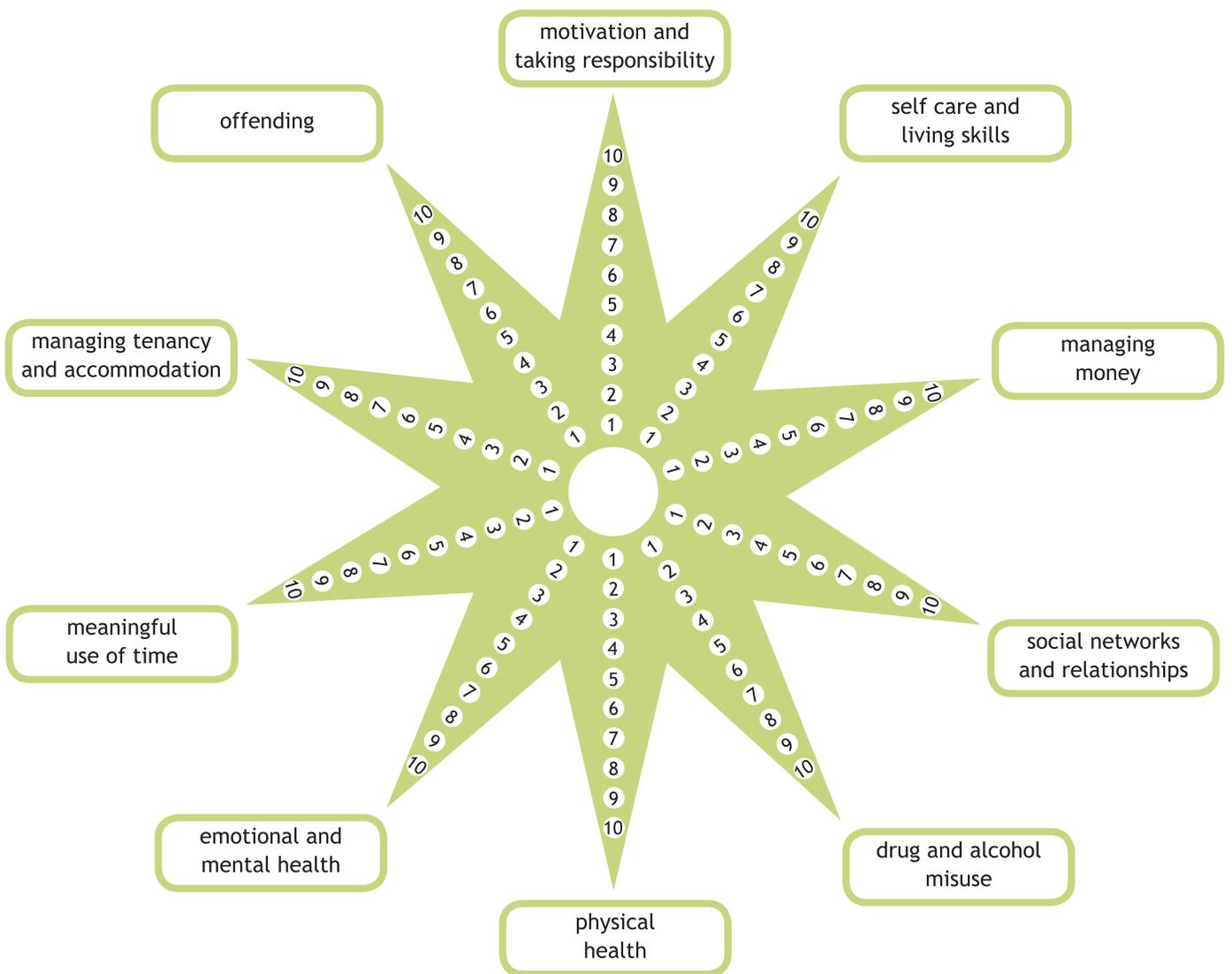
Other please specify:

Is this a retrospective form?

Completed by: Worker and Service User

Worker alone

Service User



37

You should complete a new Star Chart, Star Notes and Action Plan at each review. You can also write new Star readings on the first Star Chart in a different colour in order to get a snapshot of progress. If your agency has its own paperwork for recording notes and action points then just complete the Star Chart.

Star Chart and Action Plan

You may want to use this sheet to record the reasons for giving the score chosen or any points that have come up in the discussion that you want to record. It can be completed by you or your worker if you prefer.

If you and your worker have different views on the score for any area you can also use this space to note the reasons for the difference. If you are doing a follow-up Star you can use the notes page to record important progress that has been made even if the score has stayed the same or reduced.

Motivation and taking responsibility

Current score:	Notes

Self-care and living skills

Current score:	Notes

Managing money

Current score:	Notes

Social networks and relationships

Current score:	Notes

Drug and alcohol misuse

Current score:	Notes
-----------------------	--------------

Physical health

Current score:	Notes
-----------------------	--------------

Emotional and mental health

Current score:	Notes
-----------------------	--------------

Meaningful use of time

Current score:	Notes
-----------------------	--------------

Managing tenancy and accommodation

Current score:	Notes
-----------------------	--------------

Offending

Current score:	Notes
-----------------------	--------------

Action Plan

Priority outcome area from Star	Current score	Next steps	By who?	By when?	Completed (date)

Signatures

Service User _____ Date _____ Staff: _____ Date _____

Other agency / advocate _____ Date _____ Manager: _____ Date _____



R22

Guidelines on matching

When are volunteers and clients ready to be matched?

Once a guest has been referred to the project and has been assessed and set goals with the coordinator they are ready to be matched.

Once a volunteer has applied, been trained, reference checked and interviewed then they are ready to be matched.

How is a match made?

The Project Coordinator makes a match between mentor and mentee considering both peoples:

1. personal interests
2. availability
3. gender
4. geographical location

She also tries to have a sense of whether the two people would get on with each other.

The Coordinator will arrange for the volunteer and client to have a three way meeting with her and this will be an opportunity for them to get to know each other a little.

The Coordinator will then call the volunteer and the client and will see if they are both happy to proceed.

If they are, she will then ask the mentor to call the mentee to arrange the first meeting.

The Coordinator will make contact with both people after their first couple of meetings to check they are both happy.

What happens if a match is not successful?

- If either volunteer or client is not happy with the other the Coordinator will discuss this with them to find out why and if the issue cannot be resolved the relationship will not continue.
- If the volunteer is happy to continue with the project another match will be sought.
- If the client is happy to continue another match will be sought.

R23

Mentor and mentee log sheet

This sheet should be filled in after each meeting by the mentor but with the input of the mentee. This should be returned to Shona monthly by post or email.

Name of Mentee: Name of Mentor:	Reporting Month: Date of meeting:
--	--

Activity (brief description):

Did you review the overall goals? How do you feel about this?

Did you set any small steps in the last meeting? How did they go?

Have you any short term goals for the next meeting?

Anything to say about the mentoring relationship?