



Pond Park Primary School

‘Pond Park Primary School aims to provide a secure, caring environment which will maximise each child's potential and promote his/her personal development. The school places equal emphasis on pastoral care and academic progress.’

Why?



- ▶ Part of our recovery programme post-COVID
- ▶ Develop the school's pastoral dimension further
- ▶ CPD opportunity for both teaching/non-teaching staff to train as mentors

How?

- ❑ Audit staff for expression of interest
- ❑ Facilitate training from external provider
- ❑ Delegate to Pastoral Leader to source appropriate mentoring model
- ❑ Work with graphic designer to brand the mentor programme
- ❑ Create resources - assessment tool and activities for sessions
- ❑ Formulate a parent referral form



**let's
talk**

REVIEW FORMS

LET'S TALK PROGRAMME

Initial Review Form

CHILD:

AGE:

MENTOR:

DATE:

How are you feeling right now? How are things in your family? Circle on the scale to show us how things are going. The closer to the smiley emoji, the better things are going. The closer to the sad emoji, this shows things aren't going very well.

Me

How am I doing?



Family

How are things in my family?



School

How are things going in school?



All together

How is life going all together?



Why do you think you are doing this programme?

.....

What would you like to get out of the programme?

.....

How will you know when you have been successful in reaching your goal?

.....

What do you think the biggest obstacle to you achieving your goal is?

.....

Who is going to help you achieve your goal?

.....

Who else is supporting you on a daily/weekly basis?

.....

Is there anything else you want us to know?

.....

REVIEW FORMS

LET'S TALK PROGRAMME

Summative Review Form

CHILD:

AGE:

MENTOR:

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Have you enjoyed being a part of the Let's Talk programme?

.....

.....

What do you feel you have learnt from or achieved because of the programme?

.....

.....

Have you achieved the goal/goals you set at the beginning of the programme?

.....

Have you faced any obstacles along the way?

.....

Who else helped you to achieve your goal?

.....

Who is supporting you now on a daily/weekly basis?

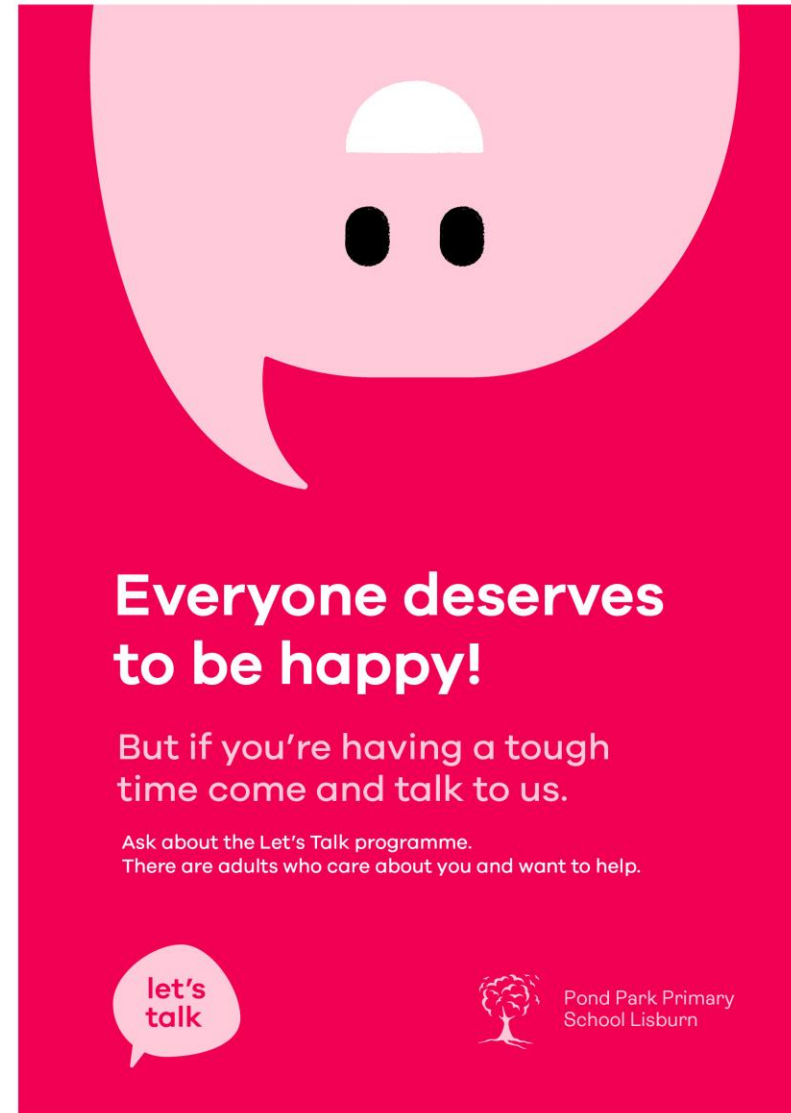
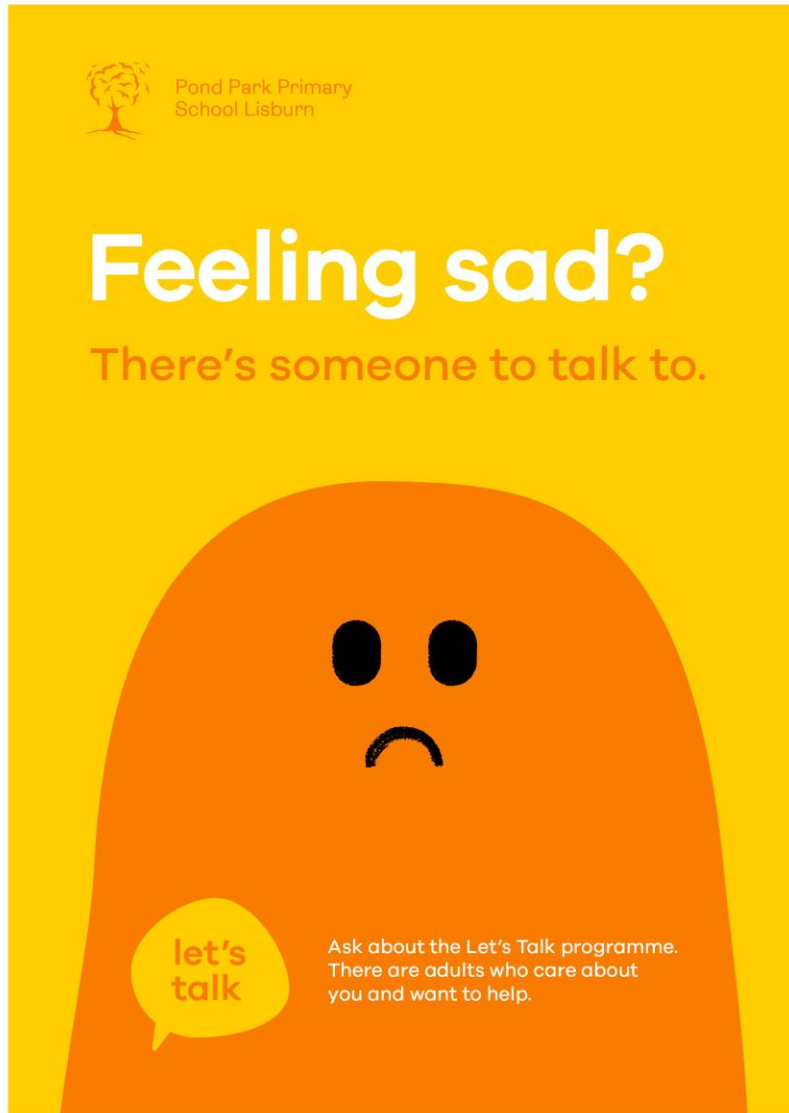
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Is there anything else you want us to know?

.....

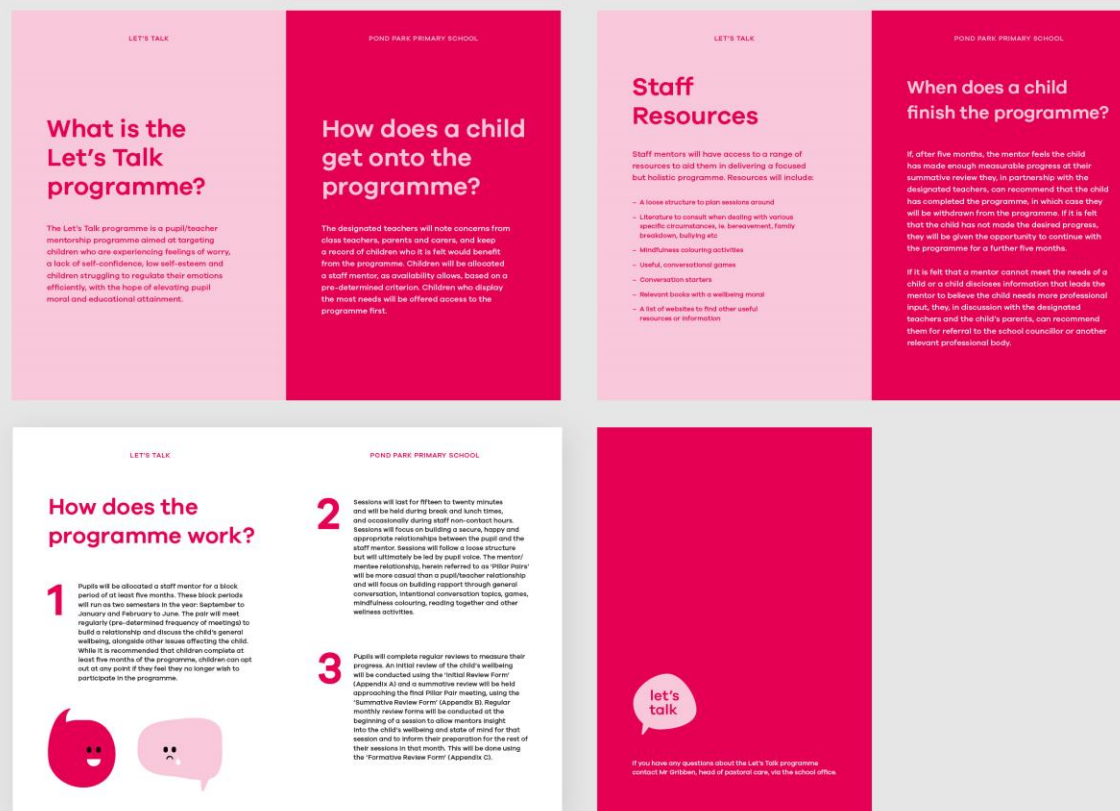
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POSTERS



LISTENING BOXES





OTHER COLLATERAL

LET'S TALK PROGRAMME

Conversation Starters

- ❑ Tell me about the best and worst parts of your day.
- ❑ What's your favourite game to play?
- ❑ If you could be any animal what would you be and why?
- ❑ Who is your favourite person? Why?
- ❑ If you could be anywhere right now where would you be? What would you be doing?
- ❑ What's your favourite song? Why do you like it?
- ❑ What was the best holiday you ever had?
- ❑ Where do you like to go in the car?
- ❑ If we were at the shop, what would you like to buy?
- ❑ Have you ever had an imaginary friend? Tell me about them.
- ❑ If you could make three wishes, what would they be?
- ❑ Who do you love? Why?
- ❑ What's your favourite smell?
- ❑ What's the yuckiest thing you've ever smelled?
- ❑ What's your favourite weather? Why do you like that weather?
- ❑ What's the coolest thing you've ever built/done?
- ❑ When was the last time you were silly? What did you do?
- ❑ What do you want to be when you grow up?
- ❑ What would you do with a million pounds?
- ❑ What do you like most about Saturdays/ the weekend?
- ❑ What's something that you don't like?
- ❑ Tell me about your favourite movie or TV show.
- ❑ If you could only keep one toy which would you keep? Why?
- ❑ If you could only keep one book which would you keep? Why?
- ❑ What's your favourite time of day? Why?
- ❑ What's the best gift you ever got? What made it special?
- ❑ What do you like the most about your family?
- ❑ What's your favourite outfit? What do you like about it?

LET'S TALK PROGRAMME

Closing session

Endings are never perfect, often painful, and universally experienced in one form or another. Very often in life, we seek to avoid them because they're simply too full of decisions and emotions. Ending an important relationship may be one of the most difficult things we do in our lives and very few people have done this without some distress or sadness.

Unsurprisingly, the same can apply to the relationship between a mentor and their mentee. In mentorship discussions, intense feelings and experiences are woven into a narrative which often helps the mentee manage and make sense of their situation. When that process must stop, it can be difficult for the mentee; and inevitably, there are loose ends and imperfections. Learning to manage endings and move forward positively is an important skill for life and one that we must try to support through all our work with children.

Ending this type of relationship can often feel deeply and sometimes traumatically reminiscent of other losses. Many of the children we will be supporting might have experienced unsatisfactory, or traumatic, endings in their lives already, such as family separation, bereavement or being taken into care. For some of them, it could be why they need someone to talk to in the first place.

We should seek to gently introduce endings into each step of the process. Right at the beginning of the mentorship programme we should agree a kind of 'contract' which names a proposed end date for the sessions. Children should be encouraged to make a

calendar that will be crossed off each week and mark the journey towards the ending. This shows a shared confidence in reaching the goals the mentor and child have set together as well as reaching towards the future.

During the weeks preceding the final session, you should look at any learning that has come out of the programme, particular 'landmarks' in the sessions, moments when breakthroughs in understanding (on both sides) were made and seek to celebrate these alongside any difficult and painful material that emerged throughout.

You should also seek to review and revisit any new skills or strategies that have been helpful to the child along the way, as if to give them a 'toolbox' to take away with them.

Tying up the loose ends for children and young people in these types of relationships can also mean talking to people who care for them, support them and teach them. Ensuring that parents and carers know how their child has coped with the Let's Talk programme can help them to better support their child and give helpful insight into their child's state of mind. Class teachers too can encourage the students to build on what they've learnt during the sessions.

As they grow up, children and young people will inevitably experience more endings, so it's vital that the adults in their lives give them the tools to manage and see the new beginnings that lie behind those endings.

REVIEW FORMS

LET'S TALK PROGRAMME

Formative Review Form

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LET'S TALK PROGRAMME

Session Review Form

CHILD:

CLASS:

MENTOR:

DATE:

SESSION NUMBER:

Meeting notes

Any further action to be taken

DATE:

SESSION NUMBER:

Meeting notes

Any further action to be taken



What difference?

- ✓ High levels of positive feedback from parents
- ✓ Increased demand for places
- ✓ Pupils finishing the programme happier, more secure and confident
- ✓ Raising staff morale; 'making a difference' ethos
- ✓ Improved PASS results



let's
talk

A relatively small commitment that could
have a life-long impact on many children