

NSTLC

Teenage Mentoring & Life Coaching Service

**BE
DO
HAVE**

**YOUR LIFE
YOUR
AGENDA**

**NEIL SHERRESS
Life Coach**

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HELPING YOUNG PEOPLE DEVELOP COPING STRATEGIES

In the UK we seem to place insufficient focus on 'Youth Development'.

Young people (15-18) are facing the issues of leaving school and seeking employment opportunities or moving on to college or university to expand their education. For many, perhaps most, this period in their lives is often a dramatic and worrying experience.

Young people in their mid/late teens are facing a real challenge which could appear to be overwhelming with a range of issues, problems and opportunities. Some individuals are more confident than others and see only opportunities whilst others perceive barriers, threats and a dead-end street. Research tells us that young people transform in adult life at different rates and in different ways.

For the younger still, the transition from junior to secondary school can be equally difficult.

Questions they often ask or dwell on are:

- How can I gain more self-confidence and self-belief?
- What motivates me?
- How can I get to where I want to be?
- What do I really want to be?
- Who can help me overcome my doubts and my hesitancy?

Experience tells me that if help, support and guidance can be offered to young people, usually in a 1:1 setting, they can quickly increase their self-belief, behave outside their comfort zone, show their true potential and overcome obstacles that they may well face as they reach for their goals in life.

Working with many schools throughout North West Kent and the Medway area Neil Sherress has gained valuable experience and has helped numerous young people many of whom were on the verge of accepting total failure as their only outcome. Neil has helped young people realise a life where self-belief, determination and confidence come together to help achieve outcomes that seemed out of reach.

Some of the areas covered to meet individual needs are:

1. Realisation of their abilities including their interpersonal skills
2. Increasing self-belief and self-motivation
3. Addressing the issue of confidence
4. Controlling emotions, disappointment and difficulties

METHODOLOGY

At NSTLC I believe our human birthrights, i.e the ability to choose our reaction to any given situation, and our 4 intelligences IQ, EQ, PQ and SQ are vital to our lifelong growth and development. I coach in all these areas and have found that relationships are as crucial to successful life as academic qualifications.

Working with young people for over a decade I have learned the 4 most important areas for relationships in their lives are:

Relationships at Home

Relationships at School

Peer relationships

The relationship with Self

Relationships at Home:

- How are relationships with primary care givers e.g. parents' grandparents foster carers etc?
- With siblings - both at home or living away e.g. at university or with step parents?
- With extended family e.g. aunts, uncles cousins and step family?
- Other relationships e.g. a pet you are responsible for?

Relationships at School:

- How are relationships with members of the teaching staff e.g. form tutor, supply teachers, head of year, head of the school?
- With other adult members of staff e.g. cleaning staff, maintenance staff, contract staff or canteen staff?
- With Pastoral staff?
- With other pupils both older and younger?
- With you friendship group?

Peer Relationships

- How are relationships with other pupils in the same year group?
- With both male and female classmates?

With peer pressure, fitting in or bullying?

Most Important of all

Relationship with Self - How is your :

Self Esteem: Self Image: Self Belief:

- Your attitude towards your body?
- Your academic ability?
- Your ability to make friends and work in a team?
- Your confidence to put your hand up in class to ask a question or give an answer?
- To say “It's my turn”?
- Your willingness to come to school and to attend lessons?
- Your character?
- Your ability to recognize and manage your emotions in a safe way?
- Handling praise and criticism?
- Your ability to think for yourself?
- To imagine your future?
- Handling peer pressure, your desire to fit in as well as be an individual?
- Your desire to be listened to and taken seriously?
- Confidence to say no to drugs, smoking, alcohol and substance abuse and gangs?

CONSISTENCY

Many organisations and charities provide the kind of support I have previously described, quite often free of charge (at least initially), and the benefits to school budgets are clear.

However, having worked for nearly a decade in one such charity, indeed heading up the mentoring and coaching service it provided, I have seen some of the difficulties both they and the schools have faced. The biggest being consistency and quality of service provided.

Charities and organisations using the efforts of volunteers are vulnerable to frequent staff turnover. Many of their volunteers are using their time to gain experience for career development or progression, and are likely to give short notice when paid positions become available. Many counsellors are newly qualified and are using the hours to contribute to their qualifying hours where only work with clients over the age of 16 is valid.

Sometimes this rapid turnover of staff is alleviated by new staff replacing the previous, BUT.....

Although support continues the young person has lost yet another “Support Worker“ who has come into their life, started to build up a trusting relationship in which they have begun to “open up,” only to have the adult disappear, and them wondering if it is worth starting yet again.

At NSTLC I provide a consistent, ongoing opportunity to form a relationship where the young person can feel valued and listened to. To take ownership of their values and actions, and come up with their own strategies and solutions for the challenges they face.

This is a paid for service, but I believe, if the quality and consistency of pastoral care is paramount, then the service I provide as NSTLC is incredible value for money.

Commitment made by NSTLC while working with pupils on behalf of:

_____ **School**

NSTLC commits to coach the pupils referred by _____ using appropriate referral forms, in promoting the following areas of natural growth and development in each individual:

- To build Confidence, Self-esteem, Self-Image and Self Awareness.
- To empower the young person to recognize and manage their emotions safely and appropriately.
- To take responsibility for their actions and behaviours.
- To nurture positive relationships at home, in school and with their peers.
- To develop moral leadership in all areas of their lives.

Using techniques including CBT & NLP to help pupils in these areas, we have found that improvements in various other targeted areas of school life follow on. Attendance, time keeping, classroom behaviour, relationships across all parts of the school even academic achievement improve.

Measurement of such aspects of school life are, of course regularly monitored within the school itself and NSTLC provides regular feedback from both pupil and coach. Comments from pastoral staff or any member of staff are invited on this form as well.

Thank you for choosing NSTLC to provide support for your pupils.

Mentoring Referral Form

School:

NAME
YEAR GROUP
ANY OTHER AGENCIES OR SUPPORT INVOLVED
REASON / MAIN CONCERNS FOR REFERRAL
<p><u>Additional information</u> (Continue on another sheet if required)</p> <p>Emotional issues <input type="checkbox"/></p> <p>Home issues <input type="checkbox"/></p> <p>Friendship issues <input type="checkbox"/></p> <p>Educational issues <input type="checkbox"/></p> <p>CP concerns <input type="checkbox"/></p>
<p>Schools must ensure:</p> <ul style="list-style-type: none"> ● consent has been given ● appropriate/private space is provided ● pastoral staff ensure that students keep appointments <p>designated CPO (or equivalent) is aware that mentoring is taking place</p>

Mentee feedback questionnaire

School: _____ Date: _____ Initials: _____

How many sessions have you had with your mentor? _____ out of _____ this term/module

How would you rate your mentor's strengths in the following areas;
(1 being the lowest and 5 the highest) circle answer

- ❖ Listening to you
1 2 3 4 5
- ❖ Being able to 'get' what you are telling him/her
1 2 3 4 5
- ❖ Sharing their own experiences with you
1 2 3 4 5
- ❖ Exploring, with you, strategies or plans to help you find your own solutions
1 2 3 4 5

Has working with your mentor helped you in any of these areas;
(1 being lowest 5 the highest) circle

- ❖ Your confidence
1 2 3 4 5
- ❖ Your life at home
1 2 3 4 5
- ❖ Your life in school
1 2 3 4 5
- ❖ Your life with your friends
1 2 3 4 5
- ❖ Your views on alcohol
1 2 3 4 5
- ❖ Your views on smoking
1 2 3 4 5
- ❖ Your views about drugs
1 2 3 4 5

- ❖ Your attitude towards revenge
1 2 3 4 5
- ❖ Taking ownership of your actions
1 2 3 4 5
- ❖ Always wanting the last word
1 2 3 4 5

Has working with your mentor helped you to change the way you think about
(circle the ones that apply to you)

- | | | |
|---|----------|---------------------|
| Teachers | Parents | Family |
| Your future | Anger | Confidence |
| Sex | Fighting | Attendance |
| Being accepted by your age group | | Timekeeping |
| Getting on with young people from other schools | | Grades in school |
| Boyfriends/girlfriends | | Classroom behaviour |
| Any other emotions or circumstance e.g. Bereavement or family break-up | | |

Could we improve the way we do things in our sessions?

Do you feel we have been able to talk about everything you needed to, and, come up with some plans or ideas to help you to move forward, and us to finish our sessions?

Mentee Review Session

Initials _____

School: _____

College: _____

Date: _____

Student Services Manager:

Mentor

Following _____ weeks intervention this term/module please reflect upon the efforts and progress of this pupil regarding any issues or targets raised or set at the beginning of the intervention or any subsequent reviews, stating whether intervention should be continued

An invitation to attend mentoring / coaching at school

Dear Parent/Carer,

Your son/daughter have been invited by the school to attend some mentoring sessions. The sessions will be conducted by NSTLC in the school during school lessons.

Mentoring is not counselling, as counselling involves therapy and working with trauma, but an opportunity to talk and share any concerns they may have which they feel they cannot comfortably discuss with a family member or a member of staff.

This is a more holistic approach than simply academic mentoring and is not limited to a set number of sessions.

For further information about NSTLC please refer to the website www.nstlc.co.uk

Thank you for your cooperation.

An invitation to attend mentoring / coaching at school

You have been invited by the school to attend some mentoring sessions.

Name	
Day	
Time/Period	
Where	
Mentor	

This mentoring is every week until one or both of us or the school wish for the sessions to end.

IF YOU FAIL TO ATTEND 3 CONSECUTIVE SESSIONS YOUR PLACE WILL BE ALLOCATED TO ANOTHER STUDENT.

SERVICE LEVEL AGREEMENT BETWEEN:

**NEIL SHERRESS TEEN LIFE COACHING (NSTLC)
&
Name of SCHOOL**

1. NSTLC will provide a coaching service 'in-house' at Name of School.
2. The service will provide Neil Sherress who will deliver 1:1 mentoring to up to 10 young people per week for 6 terms per academic year (timetabling to be mutually agreed). The cost will be based on delivery of up to 10 sessions. NSTLC will invoice Name of School for payment on a termly basis.
3. The service is based on a 38 week school year, in the event of the school being closed for parent / teacher days, industrial action by staff etc., payment will still be made. Any non-attendance by NSTLC owing to sickness will not be paid. Any part days will be paid at a rate of £11 per delivered session
4. In the event of NSTLC not being able to provide this service to Name of School then one term's notice will be given before discontinuing support.
5. In the event of Name of School no longer requiring NSTLC's mentoring service then one term's notice will be given before support is discontinued.
6. An appropriate, private area/room will be allocated for use by NS to provide coaching. Unless there are exceptional circumstances, this should be the same space each week in order to provide consistency for the students. Any problems concerning space being used will be communicated to the link member of staff.
7. It is Name of School's responsibility to ensure that students are delivered to NS in good time for the start of the coaching session.
8. Name of School will refer students to NS and take responsibility for contacting parents or carers and will obtain consent from the parent/carer before the coaching commences.
9. Name of School will complete a referral form containing relevant information regarding the need for coaching.
10. A timetable will be completed by a Name of School Staff Member to provide each student with a clear time for attendance. Copies will be given to NS and students. In the event of the student not attending, NS will inform the staff member by phone. In the event of NS not being able to contact the staff member, the school office will be informed.
11. The senior person with Child Protection responsibility will be made aware of which students are receiving mentoring and when their session is timetabled.

12. Confidentiality between NS and students will be respected by **Name of School** at all times, and this will be upheld in the event of parent/carer's enquiries. If a disclosure is made to NS indicating that a student may be a victim of abuse, then the correct Child Protection procedure must be followed and the disclosure reported to the senior person within the school with responsibility for **Name of School's** child protection, according to the school's child protection policy and procedures.

13. NS is welcome to use the school facilities, including use of the restaurant, whilst on site to provide the coaching service.

Signed: _____
On behalf of: NSTLC

Name: NEIL SHERRESS
(Please print)

Date: _____

Signed: _____
On behalf of: **Name of School**

Name: _____
(Please print)

Date: _____

Costs for Coaching and Mentoring

1 Year - 38 weeks £110 per day @ 10 sessions.
£4180 p.a.

1 Year - 38 weeks £60 per half day @ 5 sessions
£2280 p.a

Minimum 12 weeks @ 10 sessions per day £1320

Minimum 12 weeks @ 5 sessions per day £720

Cost for individual sessions 1 @ £25