

MAYOR OF LONDON

Mentoring Quality Framework

Strengthening mentoring for
young people across London

Bloomberg
Philanthropies

ACTION FOR RACE
EQUALITY





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Foreword



Young people are the future of our city, but for the most disadvantaged young Londoners, the past few years have left them feeling uncertain about what their own future holds.

The pandemic disproportionately affected disadvantaged young people. Not only were they most impacted by school closures and job market shocks, the inequalities that exist between them and their peers were exacerbated and further entrenched.

And while all young people felt the consequences of Covid-19, for some young Londoners it exposed just how unequal their access to opportunity is.

This cannot continue.



We know that tackling inequalities of this scale requires widespread change. Ensuring young people have access to positive opportunities is central to this.

That's why our New Deal for Young People was created; to ensure 100,000 disadvantaged young Londoners have access to high quality mentoring.

We want young people to feel empowered to take ownership of their lives and their futures. But to do so they need to not only see their potential; they need to truly believe in it too.

Mentoring supports them to do this. As adults, we all know the advantages that can come from having a mentor figure in our life.

Whether through our own personal or professional development, many of us will have seen that having someone outside of our family and friends to work through problems with and to challenge our thinking can be invaluable.

We will have also seen the many advantages that can come from having someone help widen our social circles, giving us opportunities to connect with people from different backgrounds to our own.

We believe this type of relationship should be available to everyone, no matter where you come from or what your age is.

And young people do too. They tell us how a positive, caring relationship with a trusted adult can have a meaningful impact on their life.

We want young people to feel empowered to take ownership of their lives and their futures. But to do so they need to not only see their potential; they need to truly believe in it too.



We know that mentoring can be transformational. That's why we're on a mission to support organisations that deliver high quality mentoring. We want to increase the number of young people in need of support accessing this opportunity.

And we want you to be a part of this mission...

This Mentoring Quality Framework has been designed with and for the voluntary and community sector, with the help of Bloomberg Philanthropies and Action for Race Equality, to support the delivery of high-quality mentoring opportunities.

We hope it will help organisations evaluate their own models and identify strengths and areas for development, ensuring that every disadvantaged young person has access to high quality mentoring.

Young people are the future of our city. Now it's time for every single young Londoner to believe in theirs.

Lib Peck
Co-Chair NDYP

Jeremy Crook
Co-Chair NDYP

Martin Pratt
Co-Chair NDYP



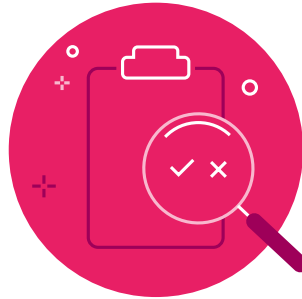


Introduction

WHAT IS THE MENTORING QUALITY FRAMEWORK?

The Framework is a self-assessment tool to help organisations that provide mentoring for young people reflect and develop their practice. It can highlight areas of good practice and areas for growth, helping organisations provide the best support they can to young people in need.

The Framework is designed to meet the needs of all organisations delivering mentoring for young people, whatever their size, structure or experience. It is not a manual for how to deliver mentoring or a judgement on practice. It is an opportunity to look at the quality and impact of mentoring work, building on what is going well and making positive changes.



- ✓ **An effective self-assessment tool**



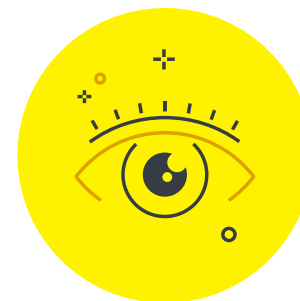
- ✓ **Highlights areas of good practice and areas for growth**



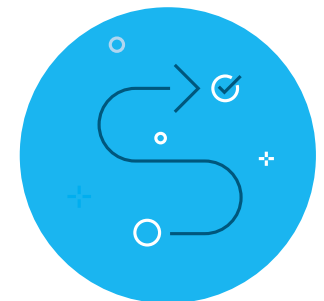
- ✓ **Helps organisations provide the best support**



- ✓ **Designed to meet the needs of all mentoring organisations (large or small)**



- ✓ **An opportunity to look at the quality and impact of mentoring**



- ✓ **A way of making positive change**



WHY USE THE FRAMEWORK?

The Framework offers a structure to reflect on a mentoring programme – what’s working well, and what could be improved. Users have told us that it:



Helps us to focus on where we need to develop



Is a useful set of prompts for discussion and reflection



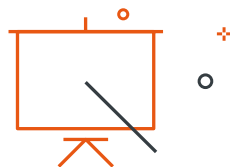
Encourages us to think deeply about our offer for young people and how we could improve



Is easy to use and thorough

Organisations that complete the Framework will have access to support including training, master classes, one to one support and microgrants that are designed to help to develop and promote excellent mentoring practice.

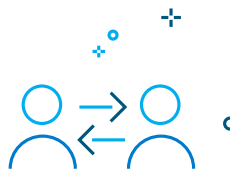
Organisations applying for funding through the New Deal for Young People must complete the Framework to show a commitment to the continuous development of mentoring practice.



training



master classes



one to one support



microgrants



We are delighted that this pioneering Mentoring Framework has been produced outlining the key indicators of effective mentoring. It will help to strengthen the local mentoring ecosystem across London and beyond.

Alveena Malik, CEO and Co Founder of One Million Mentors



This Framework for quality mentoring is a useful self-assessment tool for youth organisations. It also has wider applicability to other forms of trusted relationship in youth work. We welcome the GLA's aim to support those relationships; trusted relationships need to be at the heart of how we support young people in the incredibly challenging context they are living through.

Rosemary Watt-Wyness,
CEO London Youth

HOW WAS IT DEVELOPED?

A first draft of the Framework was developed by Action for Race Equality in partnership with the Mayor of London and Bloomberg Philanthropies. Since then, youth sector stakeholders have analysed and shaped it through a series of consultations. These include with young people, expert mentoring organisations and local authorities.

WHO IS IT FOR?

The Framework is for any organisation that provides mentoring for young people, whatever their size or mentoring model, whether formal or informal. For example, volunteer mentoring, professional mentoring, online mentoring, peer mentoring and sports-based mentoring. Some indicators may be less relevant, depending on the mentoring model, but all mentoring organisations should find

it useful. We encourage smaller organisations to dip into the Framework, focusing on the core-indicators first and accessing support by emailing newdealforyoungpeople@london.gov.uk

The Framework is not intended to be used by young people or mentors directly. We recommend that the Framework is used by staff managing mentoring programmes, with input from colleagues across the organisation.



HOW DO YOU USE IT?

The Framework sets out eight Mentoring Standards that are the basis for a quality mentoring programme:

● **Standard 1:** Programme design and development

● **Standard 2:** Recruitment, selection and screening of mentors and mentees

● **Standard 3:** Induction, training and support

● **Standard 4:** Matching and relationship

● **Standard 5:** The mentee's voice

● **Standard 6:** The mentoring practice

● **Standard 7:** Monitoring and evaluation

● **Standard 8:** Management and leadership of the organisation

Each standard is broken down into 'Indicators' that set out how an organisation can put the standard into practice. We provide examples of evidence that can be used to demonstrate the indicator is met ('Example evidence') and a space to record any alternative evidence ('Your evidence'). Based on the evidence, a self-assessed rating for each Indicator can be chosen:

● **Undeveloped practice**

● **Developing practice**

✓ **Good practice**

● **Excellent Practice**

After rating the indicator any next steps can be recorded in the 'Development Actions' box.

Across the eight standards, there are forty indicators. Of these, twenty have been identified as 'core' or fundamental for organisations delivering mentoring.

After working through the standards, development actions can be collated in a Mentoring Development Plan. This optional resource is found at the end of the Framework. It is a place to set out positive changes to make, who will do these and by when. There is also a place to record when the Framework will next be reviewed and who will do this.



HOW OFTEN AND HOW LONG?

Organisations who have used the Framework have suggested that it should be used annually, as part of an ongoing cycle of reflection and development.

We recommend setting aside at least a day to work through the Framework, in order to give time to reflect on each standard. This should be followed by a session with mentoring colleagues to review development actions or the Mentoring Development Plan.

Smaller organisations may want to set-aside half a day to focus on core indicators, working towards completion of the remaining indicators with support.

WHAT NEXT AND SUPPORT?

As well as the Framework, there are free mentoring training, master classes, one to one support and microgrants to help develop practice based on the 'development actions' identified. Organisations will also be able to join a Mentoring Community Network. Find out more and access support by emailing:

newdealforyoungpeople@london.gov.uk

LISTENING AND LEARNING

We'd love to know what you think of the Framework and hear about any tips and resources. Drop us a line at:

newdealforyoungpeople@london.gov.uk





Standards & indicators summary

The Mentoring Quality Framework has eight Standards and forty Indicators. Twenty of the indicators are marked as 'core' for the delivery of a quality mentoring programme. These have been identified by professionals and organisations delivering mentoring.

STANDARD 1 Programme design and development

CORE	1.1 You have set out the aims, objectives and outcomes you expect the programme to achieve, and the methods you are going to use.
CORE	1.2 You have identified the outcomes the mentoring will achieve and what tools you will use to measure these.
	1.3 You have a process that identifies the target group of young people, what their needs are, and the best methods for meeting their needs.
	1.4 You have a process for regularly reviewing how effective your programme's design is and adapting it in response to feedback and outcomes data.

STANDARD 2 Recruitment, Selection and Screening of Mentors and Mentees

CORE	2.1 You have set clear criteria for the recruitment of mentors.
CORE	2.2 Your recruitment process includes an interview with the prospective mentor. Questions are designed to help the programme assess the suitability of mentors.
CORE	2.3 You have a comprehensive enhanced DBS checking process, run Safer Recruitment practices and have a Safeguarding Policy that demonstrates your commitment to the safeguarding concerns.
CORE	2.4 You have a process for gathering referral data about young people to inform the support received. This is shared on a 'need to know' basis where safe and appropriate with mentors. All staff and volunteers are made aware of the data sharing policy and procedures.
	2.5 You have clear criteria for identifying which young people will be supported through your programme.



STANDARD 3

Induction, Training and Support

CORE	3.1 You have in place an orientation and induction programme for all mentors. This includes safeguarding, expectations of the mentoring relationship, a code of conduct, tools, resources and support available.
CORE	3.2 You provide regular training to mentors tailored to their needs (eg bi-annually, annually, half-day, full days etc)
CORE	3.3 You provide mentors with continuous support and supervision.
CORE	3.4 You provide safeguarding training to all mentors as an integral aspect of the induction, training, and continuous support processes. This is a key part of overall risk management.
	3.5 Your organisation plans for the development of mentors

STANDARD 4

Matching and Relationship

CORE	4.1 You provide information to the mentors covering the core requirements of their role.
	4.2 You have a matching process that takes into account the interests, opinions, needs, and aspirations of young people and the skills, experience and cultural competencies of mentors.
	4.3 You provide guidance to mentors and mentees about how to handle challenges in their relationship
	4.4 You have a clear process for managing the end of mentoring relationships positively.

STANDARD 5

Mentoring Practice

CORE	5.1 Your mentoring programme offers a holistic approach, supporting young people to build their socio-emotional skills and relationships with those who can support them.
CORE	5.2 You have guidance on the context/ environment where mentoring will take place.
	5.3 You have a standardised way of recording the mentoring sessions and a system for keeping these documents secure that all mentors are briefed on.
	5.4 Your mentoring sessions provide opportunities that are engaging and tailored to the mentee's needs and interests. Mentees have an opportunity to shape the content of the sessions.
	5.5 Your mentors ensure that mentees have access to good quality information, advice and guidance suitable for their career, employment and education needs.
	5.6 You have systems for mentors and staff to share best practice to support their own and others' development.



STANDARD 6

Mentee's Voice

CORE	6.1 You have a commitment to young people's participation in how the programme is designed and managed.
CORE	6.2 Mentees and those who support them are briefed about how to report any safeguarding concerns.
	6.3 You have systems for mentees and those who support them to provide feedback about their experience
	6.4 Senior managers and leaders take an active part in promoting youth participation
	6.5 Mentees have the opportunity to share their progress with those who support them (e.g. parents/carers and professionals).

STANDARD 7

Monitoring and Evaluation

CORE	7.1 You have clear performance indicators for the programme and systems in place to measure your progress against these.
CORE	7.2 You have a process for identifying risks, issues and lessons learned. Learning is reviewed and improves your practice.
	7.3 You have a robust monitoring and evaluation approach, which may include an external evaluator.
	7.4 There are regular opportunities for mentors and staff to feedback and reflect on the performance of the programme.

STANDARD 8

Management and Leadership of Organisation

CORE	8.1 You have systems to ensure that your organisation's leadership and programming reflect the community it supports and that you gather feedback.
CORE	8.2 You have a clear management and leadership structure responsible for the organisation's effective delivery, including the mentoring programme
CORE	8.3 You have a system to account for income received and outgoing. You have identified diversified income streams to sustain the organisation.
	8.4 You have in place a clear vision and strategy for the organisation.
	8.5 Your organisation enables staff to improve through continuing professional development.
	8.6 You have effective processes for quality assurance and performance management for staff.
	8.7 Your organisation's policies and procedures are accessible, regularly updated and reviewed with staff.



STANDARD 1

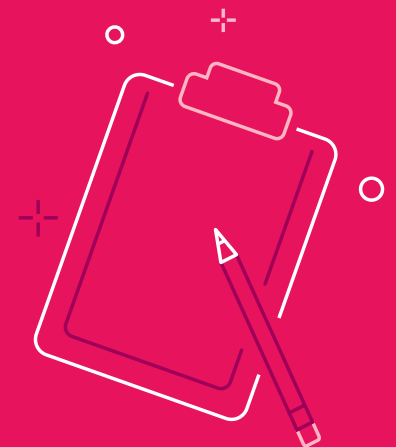
Programme design and development

Building a mentoring programme that meets young people's needs and achieves the best possible outcomes.



! CORE INDICATORS:

- 1.1** You have set out the aims, objectives, outputs and outcomes you expect the programme to achieve, and the methods you are going to use.
- 1.2** You have identified the outcomes the mentoring will achieve and the tools and methods you will use to measure these.












STANDARD 1

Programme design and development



	 INDICATOR Sets out how to achieve the standard	 EXAMPLE EVIDENCE Examples of documents or processes you may have in place	 YOUR EVIDENCE Record any documents or processes you use that fit the indicator	 SELF-ASSESSMENT Identify your level of practice	 DEVELOPMENT ACTIONS Identify actions for learning and growth
 CORE	1.1 You have set out the aims, objectives, outputs and outcomes you expect the programme to achieve, and the methods you are going to use.	<ul style="list-style-type: none"> Written statement on mentoring programme aims, objectives, outputs and outcomes, e.g. in a funding application Guidelines covering where, when, and how the mentoring will be delivered Theory of Change for the programme 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	
 CORE	1.2 You have identified the outcomes the mentoring will achieve and the tools and methods you will use to measure these.	<ul style="list-style-type: none"> Theory of change Evaluation plan Outcomes framework Monitoring and evaluation framework 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	



STANDARD 1

Programme design and development



	i INDICATOR Sets out how to achieve the standard	Q EXAMPLE EVIDENCE Examples of documents or processes you may have in place	✎ YOUR EVIDENCE Record any documents or processes you use that fit the indicator	✓ SELF-ASSESSMENT Identify your level of practice	🎯 DEVELOPMENT ACTIONS Identify actions for learning and growth
	1.3 You have a process that identifies the target group of young people, what their needs are, and the best methods for meeting their needs.	<ul style="list-style-type: none"> Surveys Focus groups Consultation events Impact or evaluation reports Analysis of data or research Mapping existing provision 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	
	1.4 You have a process for regularly reviewing how effective your programme's design is and adapting it in response to feedback and outcomes data.	<ul style="list-style-type: none"> Minutes of management meetings or reflection sessions Reflect and learn sessions with stakeholders Regular analysis of outcomes data Adaptations to the programme design or materials based on feedback or external 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	



STANDARD 1

Useful links



- [Mentoring Toolkit \(Youth Endowment Fund\)](#)
- [Data for decision making – identifying need and designing provision \(The Centre for Youth Impact\)](#)
- [Setting up a mentoring programme guidance \(University of Sussex\)](#)
- [Advice for commissioning mentoring programmes \(Early Intervention Foundation\)](#)
- [Elements of Effective Practice for Mentoring \(Mentor\)](#)
- [Theory of Change toolbox and Evaluation Plan template \(The Centre for Youth Impact\)](#)

HAVE A USEFUL LINK TO SHARE?

Email us at:

newdealforyoungpeople@london.gov.uk



STANDARD 2

Recruitment, selection and screening of mentors and mentees

Finding mentors with the right skills and experience and ensuring they are safe to work with young people. Engaging young people who will benefit most from the mentoring.



! CORE INDICATORS:

- 2.1** You have set clear criteria for the recruitment of mentors and take steps to recruit a diverse group.
- 2.2** Your recruitment process includes an interview with the prospective mentor. Questions are designed to help the programme assess the suitability of mentors.
- 2.3** You have a comprehensive enhanced DBS checking process, run Safer Recruitment practices and use a Safeguarding Policy that demonstrates your commitment to the safeguarding and welfare of young people in your care. All staff and volunteers are trained in your Safeguarding Policy and procedures and know what to do in the case of a disclosure or safeguarding concern.
- 2.4** You have a process for gathering referral data about young people to inform the support received. This is shared on a 'need to know' basis where safe and appropriate with mentors. All staff and volunteers are made aware of the data sharing policy and procedures.





STANDARD 2







Recruitment, selection and screening of mentors and mentees

	INDICATOR Sets out how to achieve the standard	EXAMPLE EVIDENCE Examples of documents or processes you may have in place	YOUR EVIDENCE Record any documents or processes you use that fit the indicator	SELF-ASSESSMENT Identify your level of practice	DEVELOPMENT ACTIONS Identify actions for learning and growth
CORE	2.1 You have set clear criteria for the recruitment of mentors and take steps to recruit a diverse group.	<ul style="list-style-type: none"> Application and information packs Recruitment and selection policy Advertisement and marketing strategy Job description and person specification Marketing encouraging applications from a diverse group 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	
CORE	2.2 Your recruitment process includes an interview with the prospective mentor. Questions are designed to help the programme assess the suitability of mentors.	<ul style="list-style-type: none"> Interview questions and notes References collected regarding mentors Recruitment policies and procedures in line with Safer Recruitment guidance Interview panel member trained in Safer Recruitment 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	



STANDARD 2

Recruitment, selection and screening of mentors and mentees

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 CORE	2.3 You have a comprehensive enhanced DBS checking process, run Safer Recruitment practices and use a Safeguarding Policy that demonstrates your commitment to the safeguarding and welfare of young people in your care. All staff and volunteers are trained in your Safeguarding Policy and procedures and know what to do in the case of a disclosure or safeguarding concern.	<ul style="list-style-type: none"> Safeguarding Policy including a document control sheet that identifies regular reviews and updates, is signed and dated by a senior staff member in the organisation, and includes name and contact details of designated safeguarding officer Safeguarding policy has a clear procedure for handling disclosures or safeguarding concerns Enhanced Disclosure and Barring Service (DBS) and Childrens' Barred List checks for all staff and volunteers with a record of due dates for renewal, as part of Safer Recruitment practice. A process for risk assessing referrals to the programme and considering bespoke safeguarding needs and support 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	



STANDARD 2

Recruitment, selection and screening of mentors and mentees

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CORE	2.4 You have a process for gathering referral data about young people to inform the support received. This is shared on a 'need to know' basis where safe and appropriate with mentors. All staff and volunteers are made aware of the data sharing policy and procedures.	<ul style="list-style-type: none"> GDPR policy and procedures in place Data sharing policy and procedures including data retention schedule Referral data held in secure locations Referral forms held in secure locations Briefings for staff and volunteers regarding data sharing policy 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	
	2.5 You have clear criteria for identifying which young people will be supported through your programme.	<ul style="list-style-type: none"> Description of the target group for use by referring organisations. Policy or guidance for identifying mentees to access the programme (incl. referral processes and procedures between agencies) Advertisement and marketing strategy tailored to target group 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	



STANDARD 2

Useful links



- > [Safer recruitment information \(NSPCC\)](#)
- > [National Youth Agency Safeguarding Hub](#)
- > [DBS Guidance \(Disclosure and Barring Service\)](#)
- > [DBS Check Provider \(UCheck\)](#)
- > [Information Commissioner's Office](#)

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STANDARD 3

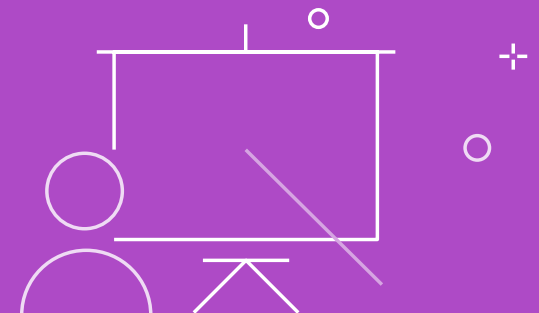
Induction, training and support

Setting clear expectations and providing training and support that enable mentors to deliver excellent mentoring.



! CORE INDICATORS:

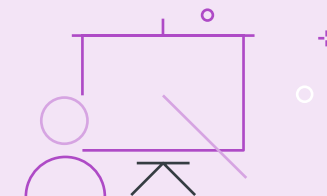
- 3.1** You have in place an orientation and induction programme for all mentors. This includes safeguarding, expectations of the mentoring relationship, a code of conduct, tools, resources and support available.
- 3.2** You provide regular training to mentors tailored to their needs (eg bi-annually, annually, half-day, full days etc).
- 3.3** You provide mentors with continuous support and supervision.
- 3.4** You provide safeguarding training to all mentors as an integral aspect of the induction, training, and continuous support processes. This is a key part of overall risk management.





STANDARD 3

Induction, training and support

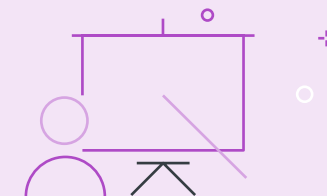


	INDICATOR Sets out how to achieve the standard	EXAMPLE EVIDENCE Examples of documents or processes you may have in place	YOUR EVIDENCE Record any documents or processes you use that fit the indicator	SELF-ASSESSMENT Identify your level of practice	DEVELOPMENT ACTIONS Identify actions for learning and growth
CORE	3.1 You have in place an orientation and induction programme for all mentors. This includes safeguarding, expectations of the mentoring relationship, a code of conduct, tools, resources and support available.	Mentor orientation, induction and training programme records showing that the following are covered: <ul style="list-style-type: none"> ● Safeguarding policy and procedures (including contact details for Designated Safeguarding Officer) ● Role and responsibilities including expectations of mentoring relationship ● Basics of effective mentoring Policies and logistics ● Code of conduct (including social media guidance) ● Statutory requirements ● Confidentiality and accident/emergency procedures ● Supporting young people with additional needs ● Handling conflicts between mentors and mentees ● How to feed back about their experience ● Accessing tools, resources and support ● Whistleblowing policy for when concerns are not being addressed 		<ul style="list-style-type: none"> ● Undeveloped Practice ● Developing Practice ● Good Practice ● Excellent Practice 	



STANDARD 3

Induction, training and support

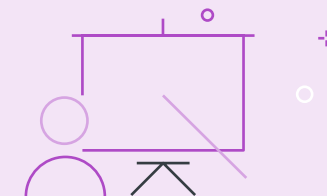


	INDICATOR Sets out how to achieve the standard	EXAMPLE EVIDENCE Examples of documents or processes you may have in place	YOUR EVIDENCE Record any documents or processes you use that fit the indicator	SELF-ASSESSMENT Identify your level of practice	DEVELOPMENT ACTIONS Identify actions for learning and growth
CORE	3.2 You provide regular training to mentors tailored to their needs (eg bi-annually, annually, half-day, full days etc).	Programme of training including: <ul style="list-style-type: none"> <input type="radio"/> Safeguarding training <input type="radio"/> Effective communication skills training <input type="radio"/> Core essentials of a mentoring relationship (dos/don'ts) training <input type="radio"/> Training on how to work with mentees' families <input type="radio"/> Training on how to handle difficult situations <input type="radio"/> Training on how to say goodbye when a mentoring relationship ends training 		<input type="radio"/> Undeveloped Practice <input type="radio"/> Developing Practice <input type="radio"/> Good Practice <input type="radio"/> Excellent Practice	
CORE	3.3 You provide mentors with continuous support and supervision.	<ul style="list-style-type: none"> <input type="radio"/> 1-2-1 supervision procedure <input type="radio"/> Appraisal scheme <input type="radio"/> Team/group feedback sessions 		<input type="radio"/> Undeveloped Practice <input type="radio"/> Developing Practice <input type="radio"/> Good Practice <input type="radio"/> Excellent Practice	



STANDARD 3

Induction, training and support



	INDICATOR Sets out how to achieve the standard	EXAMPLE EVIDENCE Examples of documents or processes you may have in place	YOUR EVIDENCE Record any documents or processes you use that fit the indicator	SELF-ASSESSMENT Identify your level of practice	DEVELOPMENT ACTIONS Identify actions for learning and growth
CORE	3.4 You provide safeguarding training to all mentors as an integral aspect of the induction, training, and continuous support processes. This is a key part of overall risk management.	<ul style="list-style-type: none"> Safeguarding training consistent with the legal requirements under the Children's Act and under charity law Minutes/reports from training Certification 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	
	3.5 3.5 Your organisation plans for the development of mentors	<ul style="list-style-type: none"> Mentor or staff development policy Mentor training schedule Mentor training needs analysis Attendee records or evaluations from regular training opportunities 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	



STANDARD 3

Useful links

- › [Training in safeguarding and child protection \(NSPCC\)](#)
- › [Introduction to Safeguarding Children training \(High Speed Training\)](#)
- › [Understanding Safeguarding Training \(Bridge Renewal Trust\)](#)
- › [Online mentoring portal provider \(Brightside\)](#)
- › [Whistleblowing Advice Line and guidance \(NSPCC\)](#)
- › [Children's Act 2004 \(www.gov.uk\)](#)
- › [Mentoring Resource Centre \(National Mentoring Resource Centre\)](#)
- › [Safeguarding and protecting people for charities and trustees \(www.gov.uk\)](#)

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STANDARD 4

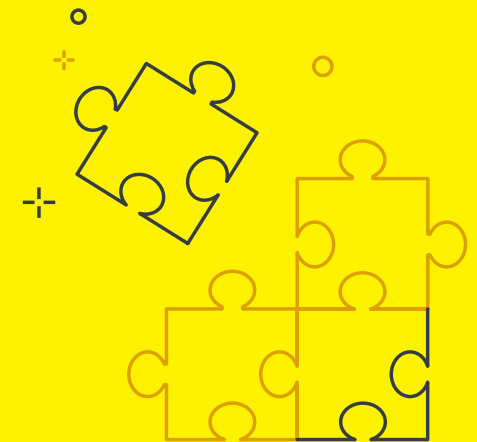
Matching and relationship

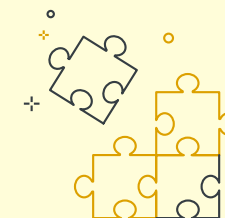
Building connections between mentors and mentees in a culturally sensitive way and helping them navigate the course of the relationship.



! CORE INDICATORS:

4.1 You provide information to the mentors and mentees covering the core requirements of their role.

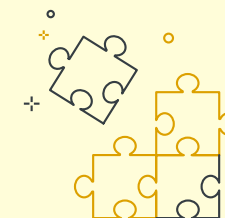




STANDARD 4

Matching and relationship

	INDICATOR Sets out how to achieve the standard	EXAMPLE EVIDENCE Examples of documents or processes you may have in place	YOUR EVIDENCE Record any documents or processes you use that fit the indicator	SELF-ASSESSMENT Identify your level of practice	DEVELOPMENT ACTIONS Identify actions for learning and growth
CORE	4.1 You provide information to the mentors and mentees covering the core requirements of their role.	Mentoring Procedural Handbook, including safeguarding guidance and processes <ul style="list-style-type: none"> Session plans Guidance for mentors and mentees including how to report safeguarding concerns Code of Conduct for mentors and mentees including communicating, boundaries and social media use Information sheet for mentors and mentees e.g. including the mentoring journey 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	
	4.2 You have a matching process that takes into account the interests, opinions, needs, and aspirations of young people and the skills, experience and cultural competencies of mentors	<ul style="list-style-type: none"> Surveys, questionnaires or assessments for mentees and mentors that identify skills, interests, motivations, experience etc. Plans from mentee/mentor matching event/s Online matching data Minutes from matching meetings Training regarding Equality, Diversity and Inclusion issues related to mentoring 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	



STANDARD 4

Matching and relationship

	INDICATOR Sets out how to achieve the standard	EXAMPLE EVIDENCE Examples of documents or processes you may have in place	YOUR EVIDENCE Record any documents or processes you use that fit the indicator	SELF-ASSESSMENT Identify your level of practice	DEVELOPMENT ACTIONS Identify actions for learning and growth
	4.3 You provide guidance to mentors and mentees about how to handle challenges in their relationship.	<ul style="list-style-type: none"> Training for mentors covers managing positive relationships, communicating with mentees and social media use Relationship contract signed by mentee and mentor, setting out expectations Guidance for dealing with relationships that breakdown Guidance for handling dependency in the mentoring relationship 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	
	4.4 You have a clear process for managing the end of mentoring relationships positively.	<ul style="list-style-type: none"> Procedure for safely and positively closing mentoring relationships Guidance for mentees and mentors about the duration of the relationship Recognition event photos, certificates or awards 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	



STANDARD 4

Useful links



- [Elements of effective practice for mentoring \(Mentor\)](#)
- [Mentoring resource library \(Mentor\)](#)
- [Mentoring Resource Centre \(National Mentoring Resource Centre\)](#)
- [Guidance on matching \(University of Sussex\)](#)
- [Mentoring a young person – resources including a Personal Development Plan \(The Prince's Trust\)](#)

HAVE A USEFUL LINK TO SHARE?

Email us at:

newdealforyoungpeople@london.gov.uk



STANDARD 5

Mentoring practice

Delivering engaging, impactful sessions that are tailored to mentees' interests and recorded appropriately.

5

! CORE INDICATORS:








- 5.1** Your mentoring programme offers a holistic approach, supporting young people to build their socio-emotional skills and relationships with those who can support them.
- 5.2** You have guidance on the context/ environment where mentoring will take place.





STANDARD 5

Mentoring practice

	 INDICATOR Sets out how to achieve the standard	 EXAMPLE EVIDENCE Examples of documents or processes you may have in place	 YOUR EVIDENCE Record any documents or processes you use that fit the indicator	 SELF-ASSESSMENT Identify your level of practice	 DEVELOPMENT ACTIONS Identify actions for learning and growth
 CORE	5.1 Your mentoring programme offers a holistic approach, supporting young people to build their socio-emotional skills and relationships with those who can support them.	<ul style="list-style-type: none"> Socio-emotional skills assessments Mentoring session notes, mentoring session resources and mentoring session plans Records of meetings with those who support mentees (e.g. parent or carers and professionals) Outcomes data demonstrating socio-emotional skills development 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	
 CORE	5.2 You have guidance on the context/ environment where mentoring will take place.	<ul style="list-style-type: none"> Safeguarding policy and procedures provide clear guidance about the environments where mentoring happens Code of conduct providing guidance about mentoring in different settings Training sets out dos and don'ts for mentoring in different settings Risk assessments for mentoring in different settings 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	



STANDARD 5

Mentoring practice



	i INDICATOR Sets out how to achieve the standard	Q EXAMPLE EVIDENCE Examples of documents or processes you may have in place	YOUR EVIDENCE Record any documents or processes you use that fit the indicator	✓ SELF-ASSESSMENT Identify your level of practice	DEVELOPMENT ACTIONS Identify actions for learning and growth
	5.3 You have a standardised way of recording the mentoring sessions and a system for keeping these documents secure that all mentors are briefed on.	<ul style="list-style-type: none"> ● Mentoring session notes template or online session log ● Document outlining process for keeping mentoring notes secure ● Photograph of locked storage unit or screenshot of secure online folders ● Guidance for mentors about taking notes and storing documents securely 		<ul style="list-style-type: none"> ● Undeveloped Practice ● Developing Practice ● Good Practice ● Excellent Practice 	
	5.4 Your mentoring sessions provide opportunities that are engaging and tailored to the mentee's needs and interests. Mentees have an opportunity to shape the content of the sessions.	<ul style="list-style-type: none"> ● Mentee's personal development plan setting out the mentee's chosen needs and interests and the activities that will be undertaken ● Mentoring session plans or resources ● Mentoring session notes reflecting discussion about the content of sessions and planning for next session including date and time 		<ul style="list-style-type: none"> ● Undeveloped Practice ● Developing Practice ● Good Practice ● Excellent Practice 	



STANDARD 5

Mentoring practice



	i INDICATOR Sets out how to achieve the standard	Q EXAMPLE EVIDENCE Examples of documents or processes you may have in place	YOUR EVIDENCE Record any documents or processes you use that fit the indicator	✓ SELF-ASSESSMENT Identify your level of practice	DEVELOPMENT ACTIONS Identify actions for learning and growth
	5.5 Your mentors ensure that mentees have access to good quality information, advice and guidance suitable for their career, employment and education needs.	<ul style="list-style-type: none"> Records of research from reliable sources of information such as the National Careers Service Training for mentors regarding careers information, advice and guidance Information, advice and guidance resources Staff or mentors' careers education, information, advice and guidance certification 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	
	5.6 You have systems for mentors and staff to share best practice to support their own and others' development.	<ul style="list-style-type: none"> Mentoring resource bank or toolkit Quarterly sharing sessions Online forum where mentees can share ideas 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	



STANDARD 5

Useful links



- › [Just Quality – developing high quality practice that supports young people’s socio-emotional skills \(The Centre for Youth Impact\)](#)
- › [Skills development \(Skills Builder\)](#)
- › [Practice ideas and tools related to mentoring and personal development \(International Mentoring Group\)](#)
- › [Supporting care experienced young people \(Partnership for Young London\)](#)
- › [Mentoring young people leaving care \(Joseph Rowntree Foundation\)](#)
- › [Mental health support \(Good Thinking\)](#)
- › [Thrive Mental Health Framework \(Anna Freud Centre\)](#)
- › [Thrive LDN Youth Mental Health First Aid \(Thrive LDN\)](#)
- › [Social Prescribing Pathway \(NHS England\)](#)
- › [Mentor training \(The Mentoring Lab\)](#)
- › [Resources for mentoring programmes \(National Mentoring Resource Centre\)](#)
- › [Resources for mentoring autistic young people \(Resources for Autism\)](#)

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STANDARD 6

Mentee's voice

Ensuring young people are empowered to shape and direct the mentoring so that it meets their needs.

6



Now I am doing mentoring I am a lot more confident. Before I came to secondary I had zero confidence whatsoever, now I have a lot more. I know a lot more elders, I am able to ask my mentor if they have been through what I am going through and he will say I have done this, I've done that.

Young Person from Stepping Stones programme

! CORE INDICATORS:

- 6.1** You have a commitment to young people's participation in how the programme is designed and managed.
- 6.2** Mentees and those who support them are briefed about how to report any safeguarding concerns.











STANDARD 6

Mentee's voice



	 INDICATOR Sets out how to achieve the standard	 EXAMPLE EVIDENCE Examples of documents or processes you may have in place	 YOUR EVIDENCE Record any documents or processes you use that fit the indicator	 SELF-ASSESSMENT Identify your level of practice	 DEVELOPMENT ACTIONS Identify actions for learning and growth
 CORE	6.1 You have a commitment to young people's participation in how the programme is designed and managed.	<ul style="list-style-type: none"> Records showing that young people are regularly consulted about the design and management of the programme Process for mentees to progress to ambassador roles or similar within the organisation Training opportunities for ambassadors Self-assessment report against the National Youth Agency's Hear by Rights framework Young people are represented on the organisation's 'Youth Board' (or similar) Records showing young people are involved in the recruitment of mentors Lead trustee identified for safeguarding and youth voice 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	



STANDARD 6

Mentee's voice



	 INDICATOR Sets out how to achieve the standard	 EXAMPLE EVIDENCE Examples of documents or processes you may have in place	 YOUR EVIDENCE Record any documents or processes you use that fit the indicator	 SELF-ASSESSMENT Identify your level of practice	 DEVELOPMENT ACTIONS Identify actions for learning and growth
 CORE	6.2 Mentees and those who support them are briefed about how to report any safeguarding concerns.	<ul style="list-style-type: none"> Guidance for mentees and those who support them about how to report safeguarding concerns. Mentee induction pack explaining how to report safeguarding concerns Letter or information sheet for those who support mentees explaining how to report safeguarding concerns 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	
	6.3 You have systems for mentees and those who support them to provide feedback about their experience.	<ul style="list-style-type: none"> Mentee surveys/questionnaires Mentee focus group records Feedback forms from those who support mentees (e.g. parents/carers and professionals) Mentoring session plans including activities that gather feedback from mentees 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	



STANDARD 6

Mentee's voice



	INDICATOR Sets out how to achieve the standard	EXAMPLE EVIDENCE Examples of documents or processes you may have in place	YOUR EVIDENCE Record any documents or processes you use that fit the indicator	SELF-ASSESSMENT Identify your level of practice	DEVELOPMENT ACTIONS Identify actions for learning and growth
	6.4 Senior managers and leaders take an active part in promoting youth participation	<ul style="list-style-type: none"> Strategic plan referring to youth participation Impact report highlighting youth participation outcomes Minutes from youth-led sessions show engagement of senior managers/leaders 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	
	6.5 Mentees have the opportunity to share their progress with those who support them (e.g. parents/carers and professionals).	<ul style="list-style-type: none"> Award ceremonies/celebration events Records of sessions for those who support mentees (e.g. parents/carers and professionals) Anonymised records showing communications between mentors and those who support mentees (parents/carers) Progress documents (e.g. certificate or assessment record) for mentees to share with those who support them (e.g. parents/carers and professionals) 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	



STANDARD 6

Useful links

- > [Youth voice – what do young people think of what we do \(The Centre for Youth Impact\)](#)
- > [Hear by Right National Youth Agency youth participation tool \(National Youth Agency\)](#)
- > [Mentor-Mentee Relationship \(Better Up\)](#)
- > [Children and Young People as Partners Handbook \(Greater London Authority\)](#)
- > [Youth Leadership in Theory and Practice \(Young Foundation\)](#)
- > [Setting up a Youth Advisory Council \(Gamechangers\)](#)
- > [Training for young leaders \(British Youth Council\)](#)

HAVE A USEFUL LINK TO SHARE?

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STANDARD 7

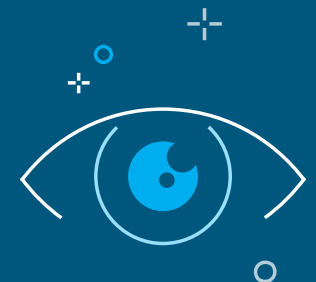
Monitoring and evaluation

Understanding the reach and impact of the mentoring and learning from experience to develop excellent practice.



! CORE INDICATORS:

- 7.1** You have clear performance indicators for the programme and systems in place to measure your progress against these.
- 7.2** You have a process for identifying risks, issues and lessons learned. Learning is reviewed and improves your practice.





STANDARD 7






Monitoring and evaluation

	INDICATOR Sets out how to achieve the standard	EXAMPLE EVIDENCE Examples of documents or processes you may have in place	YOUR EVIDENCE Record any documents or processes you use that fit the indicator	SELF-ASSESSMENT Identify your level of practice	DEVELOPMENT ACTIONS Identify actions for learning and growth
CORE	7.1 You have clear performance indicators for the programme and systems in place to measure your progress against these.	<ul style="list-style-type: none"> Key performance indicators or 'KPIs' for the programme Target outputs and outcomes for the programme Performance tracking system Analysis and impact reports 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	
CORE	7.2 You have a process for identifying risks, issues and lessons learned. Learning is reviewed and improves your practice.	<ul style="list-style-type: none"> Risks and issues register/log including mitigations Standardised risk assessment forms for use by mentors Training for mentors in how and when to use risk assessments and mitigate risks 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	



STANDARD 7

Monitoring and evaluation

	 INDICATOR Sets out how to achieve the standard	 EXAMPLE EVIDENCE Examples of documents or processes you may have in place	 YOUR EVIDENCE Record any documents or processes you use that fit the indicator	 SELF-ASSESSMENT Identify your level of practice	 DEVELOPMENT ACTIONS Identify actions for learning and growth
	7.3 You have a robust monitoring and evaluation approach , which may include an external evaluator.	<ul style="list-style-type: none"> <input type="radio"/> A written monitoring and evaluation strategy/ framework <input type="radio"/> Contract with external evaluator/s <input type="radio"/> Theory of Change <input type="radio"/> Monitoring and evaluation forms and reports 		<ul style="list-style-type: none"> <input type="radio"/> Undeveloped Practice <input type="radio"/> Developing Practice <input type="radio"/> Good Practice <input type="radio"/> Excellent Practice 	
	7.4 There are regular opportunities for mentors and staff to feedback and reflect on the performance of the programme.	<ul style="list-style-type: none"> <input type="radio"/> Mentor surveys/questionnaires <input type="radio"/> Mentor focus group records <input type="radio"/> Mentor feedback reporting (quarterly, bi-annual, or annual) <input type="radio"/> Notes from mentor supervision sessions <input type="radio"/> 'You said, we did' documents setting out changes made in response to feedback 		<ul style="list-style-type: none"> <input type="radio"/> Undeveloped Practice <input type="radio"/> Developing Practice <input type="radio"/> Good Practice <input type="radio"/> Excellent Practice 	



STANDARD 7

Useful links



- [Data for decision making \(Centre for Youth Impact\)](#)
- [Effectiveness of monitoring and evaluation \(Bond\)](#)
- [Tool kit for monitoring and evaluation \(Intrac for Civil Society\)](#)
- [Monitoring and evaluation training \(M&E Made Simple\)](#)

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newdealforyoungpeople@london.gov.uk



STANDARD 8

Management and leadership of the organisation

Ensuring robust governance and organisational structures provide a strong foundation for excellent mentoring.

You will not need to complete Standard 8 if you have completed the London Youth Quality Mark Bronze, Silver or Gold.

Find out more about the Quality Mark at: londonyouth.org/what-we-do/quality-assurance/

- ☐ **We hold a London Youth Quality Mark**
(Please tick if so)

Date awarded

! CORE INDICATORS:

- 8.1** You have systems to ensure that your organisation's leadership and programming reflect the community it supports and that you gather feedback.
- 8.2** You have a clear management and leadership structure responsible for the organisation's effective delivery, including the mentoring programme.
- 8.3** You have a system to account for income received and outgoing. You have identified diversified income streams to sustain the organisation.





STANDARD 8

Management and leadership of the organisation

	INDICATOR Sets out how to achieve the standard	EXAMPLE EVIDENCE Examples of documents or processes you may have in place	YOUR EVIDENCE Record any documents or processes you use that fit the indicator	SELF-ASSESSMENT Identify your level of practice	DEVELOPMENT ACTIONS Identify actions for learning and growth
CORE	8.1 You have systems to ensure that your organisation's leadership and programming reflect the community it supports and that you gather feedback.	<ul style="list-style-type: none"> Up to date Equality, Diversity and Inclusion (EDI) policy Board members include representatives from the community supported Senior leadership and trustees are updated about the mentoring programme Evidence of consultation with the community and stakeholders (e.g. survey, agenda from network event etc.) Youth advisory board terms of reference 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	
CORE	8.2 You have a clear management and leadership structure responsible for the organisation's effective delivery, including the mentoring programme.	<ul style="list-style-type: none"> Staff diagram Job descriptions Senior Leadership meeting minutes 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	



STANDARD 8






Management and leadership of the organisation

	INDICATOR Sets out how to achieve the standard	EXAMPLE EVIDENCE Examples of documents or processes you may have in place	YOUR EVIDENCE Record any documents or processes you use that fit the indicator	SELF-ASSESSMENT Identify your level of practice	DEVELOPMENT ACTIONS Identify actions for learning and growth
! CORE	8.3 You have a system to account for income received and outgoing. You have identified diversified income streams to sustain the organisation.	<ul style="list-style-type: none"> Accounts showing income and expenditure Budget forecast for the upcoming year List of potential funding opportunities Evidence of system for tracking income and expenditure, e.g. invoice tracker, finance system print out 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	
	8.4 You have in place a clear vision and strategy for the organisation.	<ul style="list-style-type: none"> Mission statement Strategy Theory of change 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	
	8.5 Your organisation enables staff to improve through continuing professional development.	<ul style="list-style-type: none"> Staff development policy Staff training plan includes opportunities to mentoring practice Training programmes/ training event materials, including those related to mentoring 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	



STANDARD 8

Management and leadership of the organisation

	 INDICATOR Sets out how to achieve the standard	 EXAMPLE EVIDENCE Examples of documents or processes you may have in place	 YOUR EVIDENCE Record any documents or processes you use that fit the indicator	 SELF-ASSESSMENT Identify your level of practice	 DEVELOPMENT ACTIONS Identify actions for learning and growth
	8.6 You have effective processes for quality assurance and performance management for staff.	<ul style="list-style-type: none"> Performance review policy and process Staff training record Staff session observation notes Young people feed into staff performance reviews Evidence of up to date quality mark 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	
	8.7 Your organisation's policies and procedures are accessible, regularly updated and reviewed with staff.	<ul style="list-style-type: none"> Link to policies online – e.g. Staff behaviour / code of conduct, safeguarding policy, behaviour policy, recruitment policy, whistle blowing policy, escalation policy. Cover sheet listing dates of policy reviews and staff responsible Minutes of staff meeting/training regarding policies Up to date staff induction/handbook/manual referencing policies and procedures Procedural flow charts 		<ul style="list-style-type: none"> Undeveloped Practice Developing Practice Good Practice Excellent Practice 	



STANDARD 8

Useful links

- › [Set up a charity step by step \(www.gov.uk\)](https://www.gov.uk/set-up-a-charity)
- › [Charity Commission \(www.gov.uk\)](https://www.gov.uk/charity-commission)
- › [Help and Guidance \(National Council for Voluntary Organisations\)](https://www.ncvo.org.uk/help-and-guidance)
- › [Training and development opportunities \(London Youth\)](https://www.londonyouth.org.uk/training-and-development)
- › [London Youth Quality Mark](https://www.londonyouth.org.uk/quality-mark)
- › [National Youth Agency Quality Mark](https://www.nya.gov.uk/quality-mark)
- › [Impact and improvement training – free \(The Centre for Youth Impact\)](https://www.youthimpact.org.uk)
- › [National Youth Agency Safeguarding Hub](https://www.nya.gov.uk/safeguarding-hub)
- › [Safeguarding actions for charity trustees \(Charity Commission\)](https://www.charitycommission.gov.uk/safeguarding)
- › [Safeguarding assessment tool \(NSPCC\)](https://www.nspcc.org.uk/safeguarding-assessment-tool)
- › [Guidance on writing safeguarding policies and procedures \(NSPCC\)](https://www.nspcc.org.uk/guidance-on-writing-safeguarding-policies-and-procedures)
- › [Organisational leadership tools \(Better Up\)](https://www.betterup.org.uk)
- › [Leadership and management \(Management Study Guide\)](https://www.managementstudyguide.com)

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Email us at:

newdealforyoungpeople@london.gov.uk



Mentoring development plan

The Mentoring Development Plan is an optional resource that can be used to collate Development Actions set out in the Framework.

It is a place to record who will complete the actions, by when and the level of priority for each action. There is also space to record when the Framework was completed and set a date for when it will next be reviewed. We recommend that the Framework is reviewed every 12 months.

This Framework was completed on:





This Framework was completed by:

We will next review our Framework on:

Our Framework will be reviewed by:



Mentoring development plan

DEVELOPMENT ACTIONS Record the actions for learning and growth you set out under each standard.	STANDARD Record which standard the action relates to	INDICATOR Record which indicator the standard relates to	BY WHO? Record which staff member/s will complete the action	BY WHEN? Set a deadline for when the action will be complete	PRIORITY? (HIGHEST, HIGH, MEDIUM, LOW) Identify the priority level for the action	COMPLETE? Record when you have completed an action
Example Develop and roll out surveys for mentees and those who support them about their experience	Example S6 - Mentee's Voice	Example 6.2 You have systems for mentees and those who support them to provide feedback about their experience.	Example Mentoring Manager	Example 31 January 2022	Example Medium	
						
						
						



Mentoring development plan

DEVELOPMENT ACTIONS Record the actions for learning and growth you set out under each standard.	STANDARD Record which standard the action relates to	INDICATOR Record which indicator the standard relates to	BY WHO? Record which staff member/s will complete the action	BY WHEN? Set a deadline for when the action will be complete	PRIORITY? (HIGHEST, HIGH, MEDIUM, LOW) Identify the priority level for the action	COMPLETE? Record when you have completed an action



Mentoring development plan

WHAT NEXT AND SUPPORT

Alongside the Framework there is a package of free mentoring training, master classes, one to one support and microgrants to help develop practice and complete actions in the Mentoring Development Plan. Organisations will also be able to join a Mentoring Community Network. Find out more and access support by emailing: newdealforyoungpeople@london.gov.uk

LISTENING AND LEARNING

We want to hear about how the Framework is working for you, your organisation and the young people you are supporting. We are also keen to include new tips and resources that you may be using. The Framework will be reviewed and updated annually as a result of feedback.

Please get in touch at: newdealforyoungpeople@london.gov.uk to provide feedback and share tips or resources. We would also like to understand whether the Framework has supported the development of your practice. We would be grateful if you could complete a short [survey here](#).



Mentoring for me has boosted my confidence so much! As someone with major anxiety with meeting new people and opening up to people I haven't met, is scary but the sessions have given me that closure that I needed to be able to feel happy with talking to others about my problems knowing I'll get support from doing so.

Young person from Lifeline

MAYOR OF LONDON