

Creative Mentor Supporting Information



Creative Mentor role and responsibilities

This document explains more about what will be required in this role and what you need to know if you wish to apply. If you are successful in becoming Creative Mentor, you will receive an **Induction Pack** with more information to support you in your work.

Please note that the formal process is designed to ensure that the opportunity is open and equal to all. We hope you will find it of interest, and we look forward to receiving your application to be involved in this pioneering work and to make a difference to the lives of children and young people in and leaving care.

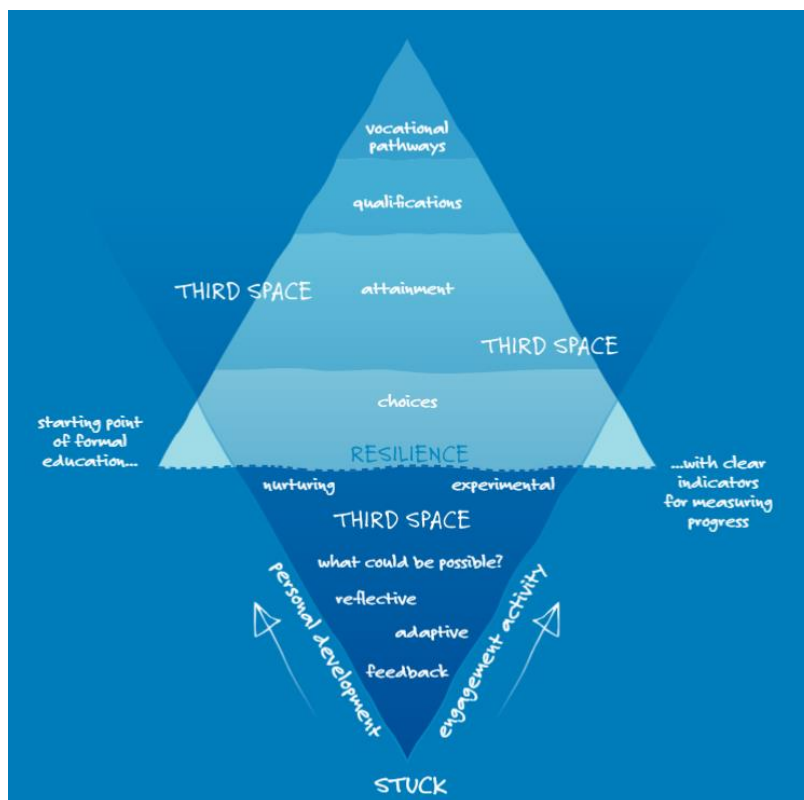
What is Creative Mentoring and how does it work?

Creative Mentoring, pioneered by Derbyshire County Council's Virtual School's, is a one-to-one approach to working with identified children in and leaving care who are struggling to engage in education, at risk of exclusion or social isolation.

When a young person is disengaged and so resistant to support that professionals are struggling to improve the situation, a Creative Mentor can be commissioned to work 1:1 with the young person.

Creative Mentors work in the **Third Space** as shown in the illustration, working to help the young person have more self-confidence, increased social competence and improved resilience, so that they can positively reengage in learning.

See diagram below.



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Activity in the *Third Space* is informal, creative and often playful. Briefed jointly by Education Support Officers, social care professionals and schools, the Creative Mentor refocuses efforts away from 'behaviour' to identify what it is the young person needs to help them become 'unstuck'.

The Creative Mentor takes time to get to know the young person and creative activity is introduced. The means of working with the child is always practical, using a range of different tools (for example film, drama, music, poetry, photography and stories etc.) to help young people safely explore the world around them, learn new skills, communicate with others and address personal and emotional issues from a 'creative distance'.

Activity takes place at home, school or in the community over varying lengths of time, dependent on what specific learning targets are set. The Creative Mentor may even decide to learn new skills themselves to support the child and encourage other supporting adults to get involved too. Learning together has proved to be a powerful way to build stronger relationships.

Through planning activity collaboratively with the young person alongside their supporting adults, Creative Mentors help to identify personalised pathways for progression. They carefully nurture young people's social and emotional development, enabling them to develop their interests, engage fully in learning and focus on their ambitions.

What is the aim of Creative Mentoring?

Working in partnership with local authorities and schools, together they are accountable to the Department for Education for how they use the allocation of their Pupil Premium Plus (PP+) budget that they receive for every child in care. Much of it goes directly to schools to enable support for individual pupils, whose needs have been identified through Personal Education Planning (PEP) meetings. However, where a young person is at risk of exclusion, schools are increasingly looking to the local authorities and Virtual Schools and their partners for new ways to work with their students to help them find motivation and build confidence and consequently Creative Mentors are working very successfully in schools, modelling personalised creative approaches.

For those young people who are not attending school, PP+ is a means with which to fund opportunities for learning out of school and steer them back towards engagement in education with the support of Creative Mentors.

Whether they work inside or outside school, Creative Mentors become involved as part of the core team of professionals working collaboratively and creatively to support the young person socially, emotionally, educationally and practically to enable progression.

Supporting personal education plans (PEPs)

Every child in care has a termly PEP meeting. This meeting involves the key supporting adults and might include Parents, Foster Carer, Teacher, Social Worker and any other adult with a significant role and ideally the young person.

During the time that you are working as Creative Mentor you may be involved in PEP meetings either in person or a written update and will receive an invitation via local authority partners to do so. Your allocated time can be used flexibly to enable you to attend, perhaps supporting the young person to get the most out of the PEP experience.

Young people post 16 to age 18 have a Personal Education and Training Plan (PETP) meeting at least once a year. You may be invited to attend or provide an update by the young person's Leaving Care Worker. Creative Mentors have reported that being part of the planning team alongside the young person can make a big difference, helping build relationships, shift negative perceptions, create positive dialogue, celebrate success and share learning with the other adults.

Measuring the Impact of Creative Mentoring

Creative Mentoring is a unique programme that recognises the value of creative practice at the very front line of education improvement, to enable more disadvantaged pupils to make progress. For those who are struggling with education, the barriers are likely to include social and emotional factors. A developed set of indicators called the 8 Measures of Progress help Creative Mentors create opportunities for young people to develop their skills:

Measuring Progress

1. Participation: Refers to the action of taking part in something.
2. Engagement: Refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are *learning* (in its broadest sense).
3. Confidence: Refers to having a feeling of trust in one's own abilities, qualities, and judgement.
4. Communication: Refers to the ability to exchange of information, ideas and feelings.
5. Motivation: Refers to reason and strength to complete on a task or intention, even when challenging, without giving up.
6. Achievement: Refers to any act of sustaining, accomplishment or finishing a task in a successful manner that is considered an achievement for an individual.
7. Leadership: Refers to the ability to inspire, engage and encourage others to achieve a shared task or goal.
8. Ambition: Refers to the strong desire to do or achieve something with the determination to achieve success.

Creative Mentors offer highly personalised, creative support through non-prescriptive activity in agreement with the young person. Although the work depends on a high level of spontaneity, spotting opportunities to build on small sparks of interest.

The Mighty Creatives requires Creative Mentors to report on their work and show how it is enabling progress for the young person.



Referrals and reporting

The Mighty Creatives receives referrals for Creative Mentors on a Referral and Reporting Form completed by local authority partners and/or schools.

The desired outcomes of Creative Mentoring relate to one or more of the *8 Measures of Progress* which, guided by the child, are baseline scored at the start of the work, i.e. 1 (needing significant help) to 5 (doing very well). This helps the Creative Mentor to identify areas of strength and weakness.

After the first meeting with the child, Creative Mentors will plan each session with a clear idea of how activity/reflective dialogue will achieve the specific progress outcome for the young person. After each session Creative Mentors will consider whether they have observed any impact, expected or otherwise, that can help them plan the next session and build on progress. This will be recorded as a brief narrative on an Activity Report template (see explanation below).

To do this the *8 Measures of Progress* section of Referral and Reporting Form will be completed periodically to assess the child's progress, so that over time it can be cited as evidence of the impact Creative Mentoring has made. This common format will also help The Mighty Creatives evaluate impact across the whole programme and make a case for further investment in the Creative Mentoring service.

Activity Reports



To track the progress of your work we ask Creative Mentors to complete an Activity Report including:

- Date and times of your activity.
- Where it happened.
- What the activity was and briefly why.
- Notable examples of impact that you see in any session (relating to any of the indicators above).

The Mighty Creatives will provide a template for this, which requires just a brief summary of each session. Recording interaction with young people is good safeguarding practice and will help us all stay secure in the work we do.

Activity Report must be submitted alongside each invoice and the hours on each must tally with each other. We will not be able to approve payment without this.

Please note: Reports should be sensitive, positive and constructive. Every Activity Record may potentially be shared with other professionals and in time will be available for the young person to access their own records.

Documenting the learning journey



Beyond the required Activity Reports, many Creative Mentors additionally document their work with a young person through photographs of activity, capturing creative outcomes and young people's words as a reflective narrative. The Mighty Creatives appreciates seeing these informal, visual 'journals' because they communicate the creative process and the unique ways that Creative Mentors approach their work with young people. Wherever possible we share Creative Mentors journals with other professionals to help generate a deeper understanding of the child's achievement, so mentors are encouraged to send things through to the core staff team (for internal charity and local authority reporting purposes only). At all times Creative Mentors should be alert to the issues of confidentiality and not share anything beyond the group of supporting professionals.

In some cases, we may formally commission additional time for you to prepare a specific case study for your young person(s). We will ask if you can help with this as and when needed.

Journals, photographs and video are really great ways to share and celebrate progress. The Mighty Creatives will ensure appropriate permissions are in place from the child's Social Worker if the child is under 18, and the young person if they are over 18 years old.

Creative Mentor Network

The Mighty Creatives offer opportunities for Creative Mentors to attend bespoke training and high-quality professional development across areas such as Attachment, Social Pedagogy and Neuroscience. There will also be training around safe working practice (see below). By training together, sometimes alongside social workers, after care workers, carers, teachers and wider local authority Virtual School staff team, we can gain more understanding of the power of creative practice with children and young people, and particularly with those who are most vulnerable.

Creative Mentor supervision

Given the complexities of supporting young people in care and those leaving care it is very important to understand the impact that the work is having on our own feelings and emotions. Linked to the Creative Mentor Network we will offer a termly reflective session facilitated by a trained psychologist of the TMC staff team. In addition to this, The Mighty Creatives' Youth Programme team will provide one-to-one remote online support where required.

Communication



You must be extremely careful when sending emails that refer to individual children and young people, making sure that NO personal identifiable information is included. Please only use the young person's initials in written communication and take great care over communicating sensitive information, encrypting emails where necessary.

Also, when you are forwarding information please remember to check any email content lower down in the email chain, for sensitive and confidential information before sending.

Effective communication is vital for setting up contact time with young people. This will generally happen through communication with school, social workers or carers. For older young people, particularly those who are moving into independent living arrangements, you may need to communicate with them directly. In this case you should gain the permission of the young person's social worker before taking their telephone number.

In the course of your work with young people you may use photography, film and digital media to enhance learning and share young people's creative work. **Please ensure that you have appropriate permissions before work or images are taken and shared in the public domain.**

For your own safeguarding you must not accept any Mentee as a 'friend' on Facebook or other Social Media or give out your home address.

Safeguarding guidance relating to these issues can be found here:

<https://learning.nspcc.org.uk/safeguarding-child-protection/>.

Equal opportunities and Citizenship

The approach that Creative Mentors take aims to help build confidence and social skills of young people, to encourage engagement with the community and wider world and a growing sense of their own identity. We want young people to have the opportunity to express themselves, make a contribution and have their voice heard. Your role is to be a positive role model, demonstrating through your actions a commitment to fairness and justice, respecting others and promoting equality.

In their work with young people Creative Mentors should be aware of Teaching Standards (2012):

“Staff will ensure that personal beliefs are not expressed in ways that exploit pupils’ vulnerability or might lead them to break the law and not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

Risk Assessments

The way that Creative Mentors work with young people is tailored entirely to individual’s interests and can involve all sorts of activity. Inevitably this requires mentors to take a very flexible approach to sessions, with an element of spontaneity to be able to respond to ideas as they happen and from one session to the next. We certainly do not wish to constrain this freedom to enable learning or hinder the work with systems that are rigid and risk averse; we can however make our practice feel as secure as possible by using a Risk Assessment template supplied by The Mighty Creatives that all Creative Mentors are able to refer to for guidance. The TMC Risk Assessment will be sent to Creative Mentors as part of your Induction Pack.

Our risk assessment is based on being able to do most things, and doing everything safely, with sensible exclusions/conditions e.g., safety around water, not going to high altitudes without trained person etc.

Safe Working Practice



As a Creative Mentor, you are responsible for your own and the young person’s safety whilst working together. We will inform you of any known risks that working with the child presents and can advise mentors on ways to sensibly manage those risks, taking precaution without being too restrictive.

Please ensure that you communicate fully with other supporting adults, including Carers and Social Workers. A collaborative approach to planning activity, sharing concerns and celebrating successes will build the safest and most successful practice.

If you arrive for a session and find the young person in an unsettled state, you should have a conversation with the person who is handing over responsibility. Together you can work out whether it is possible to calm things down sufficiently for you to work with the young person. Consider carefully, the option to postpone the session. Never drive if either you or the young person is in a state of agitation.

Some young people face emotional challenges and do not always react predictably in certain situations. If you have any concerns over the behaviour of a young person don't hesitate to contact the team at The Mighty Creatives or use the emergency contacts listed at the end of this document. As a Creative Mentor you are not trained to restrain a young person, so should find ways to de-escalate the situation through talking and calming the young person and if necessary withdraw and, if possible, monitor the situation from a safe distance.

If a child runs off whilst working with you, call for emergency support and let the carer know immediately. The older a young person is, the less at risk they are from being out and about independently, however still contact the carer immediately.

Remember you have a duty of care to the young person and yourself.

Safeguarding guidance in case of disclosure or concern for the safety of a child

If someone makes a disclosure of abuse or neglect, or you see or hear evidence of abuse or neglect, you must report this immediately and progress the concern to social care. If a young person discloses that they have been a victim of crime or that they have been involved in criminal activity, you have a duty to share this information with other professionals. Please share this in the first instance with The Mighty Creatives' Youth Programme Manager.

You should inform the child's Social Worker and Virtual School professional and follow the guidance set out in the link below - <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

You will find information on a range of safeguarding matters on this link – <https://themightycreatives.com/policies/>



Insurance

One important item in the risk assessment is regarding the transportation of young people. To transport young people in your car and be covered for accidents **you must have business car insurance**. Many people running creative businesses already have business insurance; it is not normally an expensive addition to an insurance policy and can be added at any point by a phone call. Please ensure that your business insurance covers transporting young people.

When transporting younger children please be aware of legislation regarding car seats. <https://www.derbyshire.gov.uk/transport-roads/road-safety/car/car-safety-seats/car-safety-seats-for-children.aspx>

Please check your cover and if required extend it and most importantly do not take young people in your car unless you have the required business car insurance policy.

DBS Checks

The Mighty Creatives will ask to see every Creative Mentor's **Enhanced DBS certificate** and will only set up contracts for services where The Mighty Creatives staff have seen the Creative Mentor's DBS, which must be less than three years old. We may ask you to undergo a new DBS check.

If you are about to start work as a Creative Mentor you can get a DBS Enhanced check through Aaron's Department for £40.00 plus £6.95 admin fee. If you want us to do this, please can you send an email to caroline@themightycreatives.com with your name, DOB, telephone number and email address so that we can forward your request to Disclosure Service provider.

3 pieces of ID <https://www.gov.uk/disclosure-barring-service-check/documents-the-applicant-must-provide/> are required to verify your identity through the checking service.

DBS Update Service

There is a useful new system called DBS Update Service. It allows [employers to check a certificate online](#) and it provides you with an easier way to keep your DBS up to date, and ensure transferability across settings.

You can [join the update service](#) for enhanced checks as soon as you have your application form reference number or you can join the update service with your certificate number when you receive your DBS certificate. If so, you must do so within 30 calendar days of the date of issue which is printed on the certificate.

The cost is £13 per year, payable online via debit or credit card <https://www.gov.uk/dbs-update-service/>.

Public Liability Insurance

Public Liability insurance is designed for professionals who interact with customers or members of the public. It protects against claims of personal injury or property damage that a third party suffers (or claims to have suffered) as a result of your activities.

We advise that the level of this insurance should be £5,000,000 to protect you in your work for The Mighty Creatives. <https://www.moneysupermarket.com/business-insurance/public-liability/fags/>.

For further information on this call please contact:

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