



MENTORING AT OASIS ACADEMY: MEDIA CITY UK

The LCCC Foundation's relationship with the nearest Academy in Salford to Emirates Old Trafford has developed over the last 12 months into a mutually beneficial one, predominately through the SF4L project. When the Academy began looking for external mentors, they turned to us and we readily agreed. They wanted to explore whether external mentors would have a greater impact than those in house, particularly because externals would have less preconceptions about their mentee.

One young person was selected for this programme because of his persistent disruptive behavior around school, mainly within lessons. In the previous 6 weeks he had received a 33 actions (bad points) from teachers resulting in them being detention at least 3 times a week, often for an hour.

The first meeting with the young person was tough. He was very closed and didn't enjoy being in a one to one situation, highlighted with him leaving his coat on, an action well known to teachers as he used it as a form of safety blanket. Questions were answered with one word or a very short sentence and without any interest.

Interactions improved over the coming weeks as the basis of a relationship was formed. The most telling change was when we discussed his family. He opened up, happy to talk more, sitting back in his chair and taking his coat off. To a lot of people this is normal but for this student this it was a big sign of acceptance.

The first direct link between his poor choices and their consequence was another large step achieved, through recognising he received more actions when he hadn't taken tablets for his ADHD. It resulted in two targets being set - to remember to take his tablets daily and to receive 4 or less actions each week. The agreed reward was we would play a sport of his choice.

Developing targets incentivised him and weekly meetings began with him bounding into the room, eager to tell us how good he'd been and being proud when he achieved his target. He was still receiving a small number of actions but the number of achievement points, given out for good behavior and actively taken part in lessons, had doubled.

The young person was aware of the improvements, saying, "I have changed my behavior so I do not get sent off lessons as often. I have started to take more responsibility for my own actions and not lie".

Kate Emery, the school's Pastoral Lead agreed, saying, *Since working with LCCC Foundation, staff have noticed a significant difference in this young person's attempts to receive achievement points. He is trying hard not to let one incident in a day effect the remainder of his lessons, something which was worked on during mentor sessions. Since that period, the young person has made a significant improvement and their attitude to learning has become much more positive.*

"Their relationship with the mentor proved very strong, and provided an hour of positive reinforcement and reflection in the week, which they normally would not have access to".