



Impact Report 2022/23

Sidewalk Transition Programme 2022-2023

The data represents a young person's journey through the Transition mentoring program focusing on 7 specific areas. The tables represent responses from an average of 50 young people during and after the 10-month mentoring intervention service.

Mentees were asked to score each area from 1-10 (1 being the lowest)


- combined score of 50 mentees at beginning of program
- combined score of 50 mentees after mentoring

Question	Before Combined score	After Combined score	% Improvement
Coping with Change	205	271	32.20%
Feeling Organised	239	284	18.83%
Managing thoughts	227	279	23%
Resilience	208	253	22%

Managing friendship issues	225	293	15%
Managing anxiety	233	279	20%
Ready for secondary	217	270	24%

Mentees were asked to score each area from 1-10 (1 being the lowest)

 combined score of 50 mentees at beginning of program

 combined score of 50 mentees after mentoring

Question	Before Combined score	After Combined score	% Improvement
Overall Wellbeing	212	361	70.28%
Confidence	189	360	90.48%
Ability to Cope with Challenges	216	370	71%

While the data shows promising results, the qualitative data gathered from parents, young people and schools shows the positive impact the mentoring has had.

Mentees feedback

‘Mentoring has helped me when I was worrying about secondary school and now I don't worry’

‘My mentor has helped me feel more confident and safer’

‘Helped me stop worrying and being less anxious’

‘I am a lot happier for getting things off my chest’

‘I feel more brave

'Having someone understand me'

'I have more confidence and it encouraged me'

'feeling more settled'

Sidewalk Transition Mentoring

Case studies

Transition Mentoring Case Study 1

When I began working with WC he was incredibly shy. He struggled to make eye contact, was very softly spoken and often looked uncertain and concerned. I quickly learned that W struggled with direct questions and adapted my work with him to fit his preferred method. For many weeks when I collected him from lesson he would go red in the face and keep his head down. We talked about very little but instead built up a relationship through playing games and engaging in basic conversation. W was able to tell me via his body language (head down, reducing his stature etc) that he was not feeling comfortable with conversation and I followed his lead. Gradually W would smile at me when I collected him from lessons, sometimes going red but not always, and slowly our conversations progressed. By the time he was ready to transition to Scalby I felt confident that, although quiet and shy he would find his way and manage challenges as they occurred. In two weeks, my sessions with W will end. He has developed into a more confident young man, able to make eye contact much more easily, no longer goes red when I collect him from lesson and is full of chat about his week; telling me things he is excited about, his plans after school and at weekends. He is able to tell me about things he is worried about but also, which is much more important, feels more able to manage things. He feels more resilient, more equipped to manage anxiety, more confident and more able to manage change. The change I have seen in W since we began working together in April is wonderful and I feel strongly that he will continue to go from strength to strength.

Transition Mentoring Case Study 2

The child which we shall call L for the purpose of this brief case study, is a female child of a migrants and full of life.

Full life? Full of life with their share of woes, trials and tribulations which has coloured their personality with a fierce streak of general defiance and defensiveness. A streak abhorred by some working professionals that choose to use labels such as "trouble maker" or "stirrer".

When I first met L, they faced daily racial verbal and physical abuse from leaving the school gates and too entering them. With having a younger sibling under there proverbial wing, they felt they were under pressure not only to defend themselves, from such violence. With personal and educational relationships strained at home and at school. They felt isolated with this hardship, in their mind, complaining to relevant authority figures lead to being labelled a "grass" or "snitch" by their peers. With the even worse prospect of being labelled a "trouble maker" or "telling tales" by adults.

Once senior staff were notified and local police took the incident seriously. The heat of the situation was reduced and monitored, still it repeated to lesser an extent the next week. In where L had to put themselves in between their younger sibling and the attackers, violently. Reportedly this gave time for the younger sibling to get out of the gutter, as they were having their head kicked against the kerb. This is the first burden, unburdened by L within the first few sessions.

Subsequently the burdens and life experience they shoulder stand, shared in session; two years of self-harm, involving broken glass, aerosols and blades. Family breakdown and parental separation due to alcoholism. A lack of educational support and cohesion from parents, with English as a second language her parents couldn't understand homework, or be given non-verbal messages from school. physical punishment from immediate and wider family members for being not going to school. Poor hygiene, self-respect and self-care. Selective eating and starving. Her boyfriend and social politics of friendships amongst her peers. Once a week, term time, 20mins. A snapshot was given into their life.

With 20mins once a week, they shared very little and lot at the same time. Very little was said most of the time, but when it was said there was a lot to be said. What stands out is the resilience and fierceness of "L".

Being able to walk alongside them in their transition to secondary school, is markedly brief. But provides an important relay between schools whilst additional information and staff coordinate to take over. Both primary and secondary schools are markedly excellent in the support given to this pupil.

The transition scheme is essentially a lollipop lady for additional support into secondary education.

Transition Mentoring Case Study 3

I have worked with this particular mentee since September as part of the transition program. I picked this mentee up from another mentor who wasn't able to transition to this particular secondary school. When I first met G, he was very quiet and shy, and came across quite reserved. I think that was partly down to meeting a new mentor and having just started secondary school. However, a few weeks in I established some common ground by introducing UNO to one of the sessions. G really showed he had a competitive side and opened up about being in the chess club on a Thursday lunch. G explained that he really enjoyed Chess as well as football and other sports activities.

It felt as though he had relaxed and become more trusting of the process. He became chattier as the weeks went on and the sessions felt more relaxed.

One week G didn't seem himself, he was answering my questions with one word. I asked him how his week was going to which he replied 'it's ok'. After about 10 minutes, G opened up about his last few weeks at school being miserable and not wanting to come in. He openly spoke about other students who were causing some issues for him such as negative comments and laughing in form. G told me how he no longer looked forward to school and would try and think of ways to avoid coming to school. With G permission, I passed on my concerns and how G had been feeling over the last few weeks.

A week later, I picked up G for a session. He explained that he has been moved in form and now feels more comfortable. However, the comments haven't stopped. G also explained that sometimes at lunch he has no one to hang around with as his friends do gardening club, which G thought was boring. After having a chat about some of his options, G felt a bit better about his situation having talked through some possible solutions.

I feel that G was able to speak openly with a trusted adult once he had gained that trust. Although we only worked together 6 weeks before disclosing his worries, I believe that G recognised mentoring to be a safe space that he could share his challenges and worries. Once G could see that sharing his worries could potentially get him the right support, he was more open to the idea of discussing solutions to his problems, and actively looked to change his situation with the support from his mentor. G's school experience might have been a very different one if he had not had a trusted adult to share his experience with.

Midway Data

Values	Barrowcliff	Gladstone	Northstead	Overdale	St. Peters	Grand Total
Avg. how helpful was mentoring? (Out of 10)	9.00	7.83	7.75	8.75	9.43	8.63
Avg enabled to explore challenges (out of 5)	3.80	4.00	3.75	3.75	4.14	3.92
Avg helped talk about feelings (out of 5)	4.20	4.33	4.00	3.50	4.29	4.12
Avg. points increase coping with challenges on scale 1-10	2.17	1.50	4.00	2.50	2.57	2.44
Avg. points increase wellbeing on scale 1-10	1.67	1.50	2.25	3.25	1.71	1.96
Avg. points increase confidence on scale 1-10	2.50	1.83	3.75	2.00	3.43	2.70
Avg. % of mentees would recommend mentoring to a friend	1.00	1.00	1.00	1.00	1.00	1.00