MENTORING SCHOOLS | FOUNDING SCHOOLS INVITATION

Could mentoring become one of your school's greatest strengths?

Better pupil experiences. Stronger staff relationships. Mentoring that lasts.

Schools are working hard to improve attendance, behaviour, wellbeing, inclusion and readiness to learn. A trusted relationship is a powerful part of the response, but mentoring reaches its full potential only when it is purposeful, safe, measured and sustained, not dependent on one exceptional member of staff.

Mentoring Schools is ECNM's whole-school framework for building and recognising that practice. We are inviting a first group of schools to become **Founding Schools** and help shape the journey.

From individual effort to whole-school practice

WHEN MENTORING IS FRAGMENTED	WHEN MENTORING IS EMBEDDED
Support depends on informal referrals or individual relationships.	Clear referral pathways and early identification, linked to pupil need.
Staff work hard, but impact is difficult to demonstrate.	Defined goals, pupil voice, baselines and review show what changes.
Provision weakens when a key colleague moves on.	Named leadership, safeguarding, supervision and succession protect continuity.

What could this help your school achieve?

Engagement and attendance	**Positive behaviour** and inclusion	**Wellbeing** and belonging
Trusted relationships between pupils and staff	**Family** engagement	**Readiness** to learn

Each school sets its own priorities and measures progress from a baseline.

ECNM in practice: Blakesley Hall Primary, Birmingham

A Year 6 cohort with a long history of poor behaviour, low engagement and minimal parental involvement was given whole-cohort mentoring, with staff from across the school trained as mentors. Ten months later, the cohort **outperformed its SATs predictions**, parents were strongly engaged and the school reported no behaviour issues all year.

18 staff trained as mentors, from SLT and teachers to TAs and admin	**Every** Year 6 pupil given a mentor, not just those with challenging behaviour	**68 of 68** pupils rated the programme Very Good or Good

> *"The result was tailor made for the pupils and it inspired, reignited and energised the pupils, parents and staff from the outset and throughout the year."*
>
> **Heather Phillips, former Headteacher, Blakesley Hall Primary School**

BUILT BY PEOPLE WHO DELIVER MENTORING AT NATIONAL SCALE

ECNM is commissioned by the **Department for Education, NHS England, the Ministry of Justice and West Midlands Police**, and its provision is recognised by Ofsted as high quality. Every programme is built on **Asset-Based Mentoring**, which starts from each young person's strengths and potential.

FOUNDING SCHOOLS | YOUR LEADERSHIP TAKEAWAY

Where does your school stand?

Six prompts for your next SLT discussion: a reflection tool, not an assessment.

	LEADERSHIP PROMPT	YES	PARTLY	NOT YET
1	Is mentoring clearly led, with continuity if key staff change?	☐	☐	☐
2	Are pupils identified and matched through clear, equitable referral criteria?	☐	☐	☐
3	Are safeguarding, training, supervision and DSL routes for mentoring explicit?	☐	☐	☐
4	Can we show what mentoring changes for pupils, using evidence and pupil voice?	☐	☐	☐
5	Is mentoring connected to attendance, behaviour, inclusion or other school priorities?	☐	☐	☐
6	Do leaders and governors understand the provision, its quality and sustainability?	☐	☐	☐

Any "Partly" or "Not yet" shows where a conversation would help most. **"Yes" throughout?** Your practice may be ready for national recognition.

Why join the first Founding Schools cohort?

- **Shape the approach.** Your practical experience informs how the national model is refined.
- **Know your starting point.** A diagnostic and school-owned development roadmap against the 15 standards.
- **Build internal capability.** Support for mentoring leadership, staff practice and meaningful impact measures.
- **Learn with peers.** Work alongside other schools embedding effective mentoring.
- **Plan with clarity.** A tailored outline of scope, milestones, responsibilities and investment before you decide.

Places in the first cohort are limited.

A clear pathway, without buying an award

BRONZE | Establish	SILVER | Embed	GOLD | Demonstrate
Safe foundations, clear leadership and a plan for growth.	Consistent, embedded practice across all 15 standards.	Sustained impact and excellence shared beyond the school.

Every school begins with Bronze; established provision may be assessed for Bronze and Silver together. Assessment is kept separate from optional ECNM development support.

What happens in your 20-minute conversation?

We will listen to your school's priorities, discuss what mentoring looks like today, explain the Founding Schools opportunity and agree whether a diagnostic or proposal would be useful. No preparation is needed, and you can come alone or bring a colleague.

Book your 20-minute Founding Schools conversation

Choose a time that suits you: calendly.com/ecnm/meeting-with-herman-stewart-1

Or email hello@everychildneedsamentor.com | 0800 644 4881

No preparation • No obligation • A practical next step

Scan to book

Every child deserves a trusted adult. Every school deserves a way to make that last.