

# Eddie's Peer Mentorship



Commitment

Collaboration

Positive interactions

# Background

- Pilot project fully funded by NHS Cambridgeshire & Peterborough ICB
- Our link with The Keyworker Collaborative has taught us that our children & young people need a space in our community to:
  - receive support around resilience & community confidence
  - share, practice & develop skills
  - learn how to make positive changes in their lives
  - meet people and develop friendships
  - feel empowered, included and heard

# Peer Mentorship

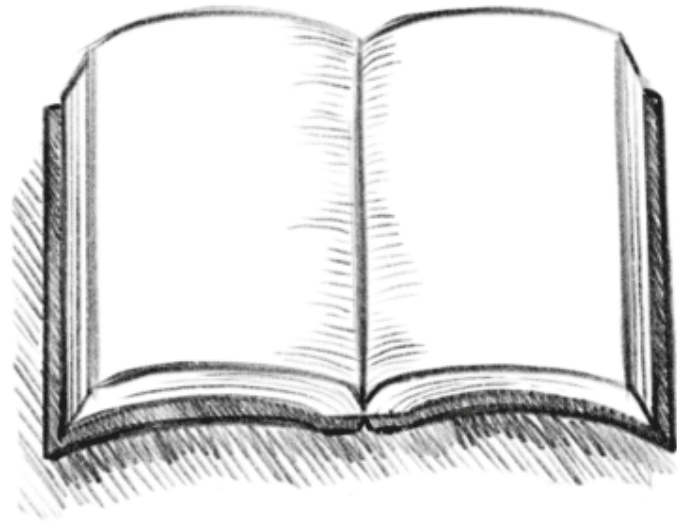
Peer mentoring has been evidenced as having a positive impact on the emotional health and wellbeing of children & young people

Our project aims to address the gaps we have observed, helping children and young people with all diverse needs and abilities to build voice, confidence, resilience and self-advocacy skills.

ALONE we can  
do so LITTLE;  
TOGETHER we can  
do so MUCH  
-HELEN KELLER

# Our project

10 sessions



Facilitated by Eddie's within schools

Creative activity & discussion

Visual, workbook & folder



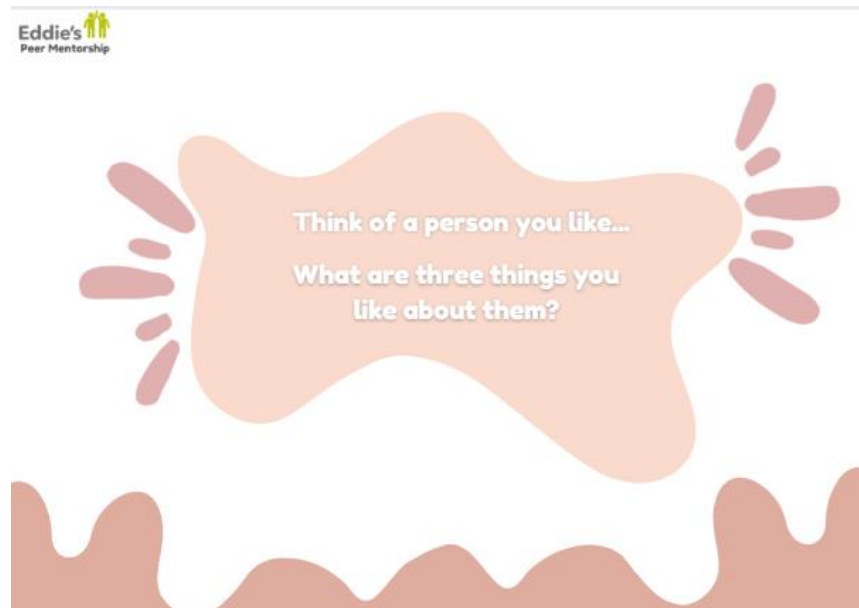
## Training for our mentors:

Exploring Autism & Learning Disabilities  
Building effective relationships & trust  
Supporting mentees to make positive changes  
Confidentiality & safeguarding

## Me & Myself:

Who am I?

Self-esteem, self-worth & positive affirmations



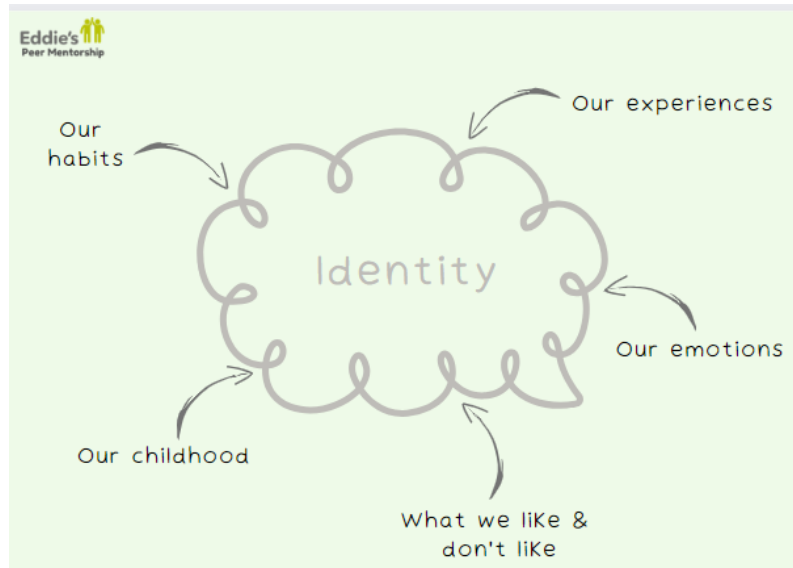
Presentation



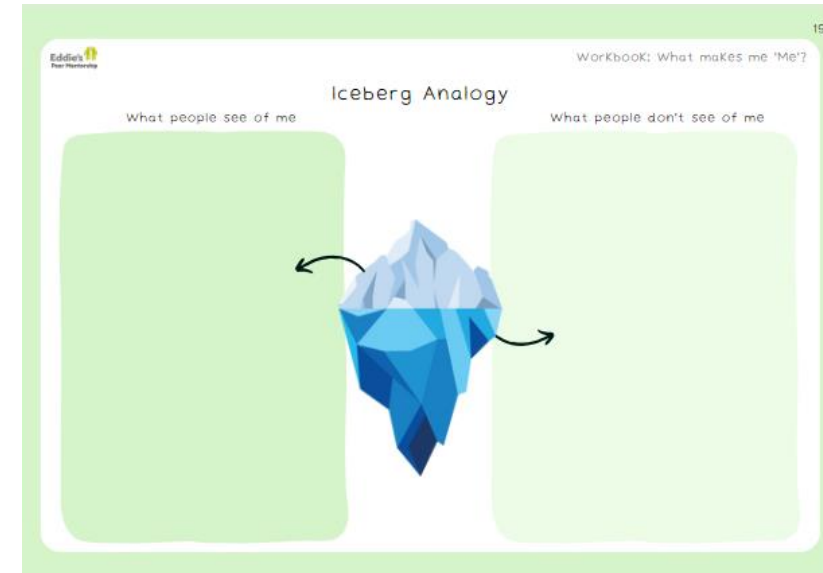
Workbook

# Understanding what makes me 'Me':

- Exploring our identity
- How we communicate
- Recognising strengths
- Creating person-centred passports



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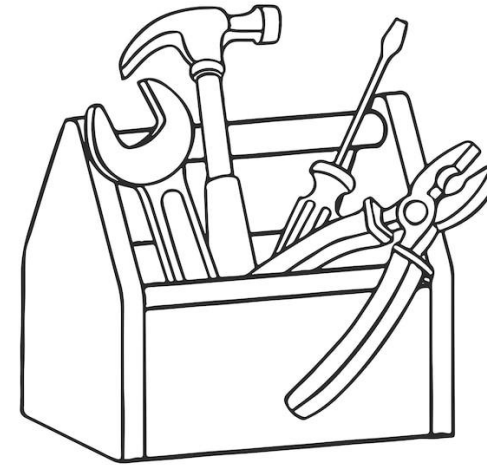


Workbook

## Taking control:

Owning our difficulties and triggers  
How can others support me better?

Coping strategies  
Our self-regulation toolbox



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### Unhelpful things we might hear

"You'll get used to it"

"It's not a big deal"

"It can't actually hurt you"

"You have to learn to deal with it at some point"

"Just get over it"

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Workbook: Taking control 25

### My self-regulation toolbox

Visualising our self-regulation toolbox helps us know what we need when we experience different situations and emotions.

BLUE  
What I need when I'm sad, ill, tired or bored

GREEN  
What I need when I'm happy, calm or focused

YELLOW  
What I need when I feel anxious, silly or nervous

RED  
What I need when I feel angry, scared or frustrated

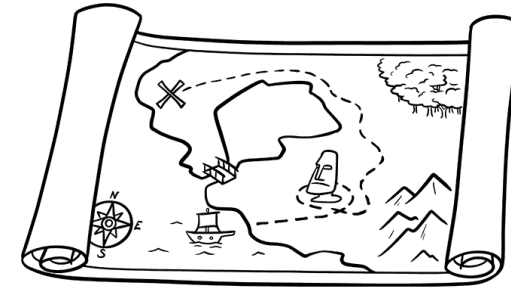


Workbook



## Making a plan:

Exploring goals & why it can be difficult to set them  
Mapping & tracking our goals



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Separating:

The goals others want for you

from

The goals you want for you

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Workbook: Making a plan

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Thinking about our goals: Prompts

- 5 years from now, how would you like your life to be different?
- If you could choose anything, what goals would you set?
- Have you tried this goal before? What happened?
- If you were to try a goal again, what would you do differently?
- What area of your life are you most excited about?
- Are there areas of your life you're not happy with?

Workbook

## Reflection:

The importance of self-reflection

Reflecting on our experience of Peer Mentorship:  
what was good, what could have been better, what  
will we remember going forwards?



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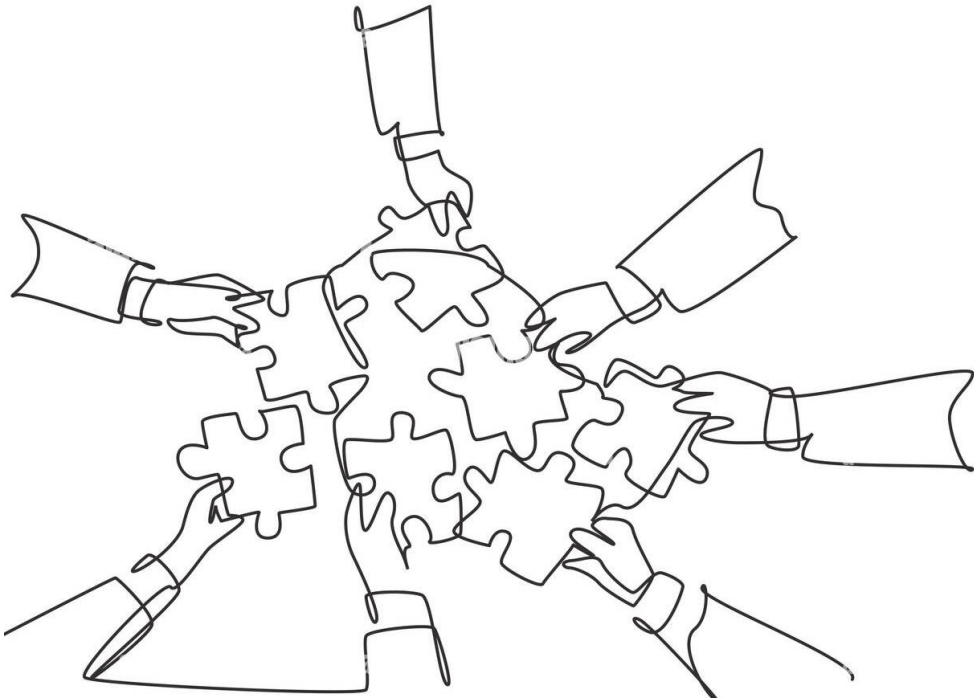
Workbook

# Our projects & learning so far:

- Since launching in September, we have kick started work with 20 schools, including primary & secondary schools, SEMH/SEND/alternate
- An initial focus was to pair mainstream educational settings with SEN provision for young people to come together
- We found that schools are also very keen to have internal projects (e.g. Year 11s mentoring Year 7s) as Eddie's peer mentorship offers this safe space they have not had before
- Schools need time!



# Sign up



- Reaching out to schools
- Organising an initial chat over Teams/in person
- Sending programme materials over to them, can we adapt them in any way?
- Sending online sign-up form, letter for parents/carers
- Finalising start date, days and times for sessions

Get in touch



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