



MY FUTURE

Mentoring for children aged 5-12
experiencing emotional and
behavioural challenges

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PROGRAMME

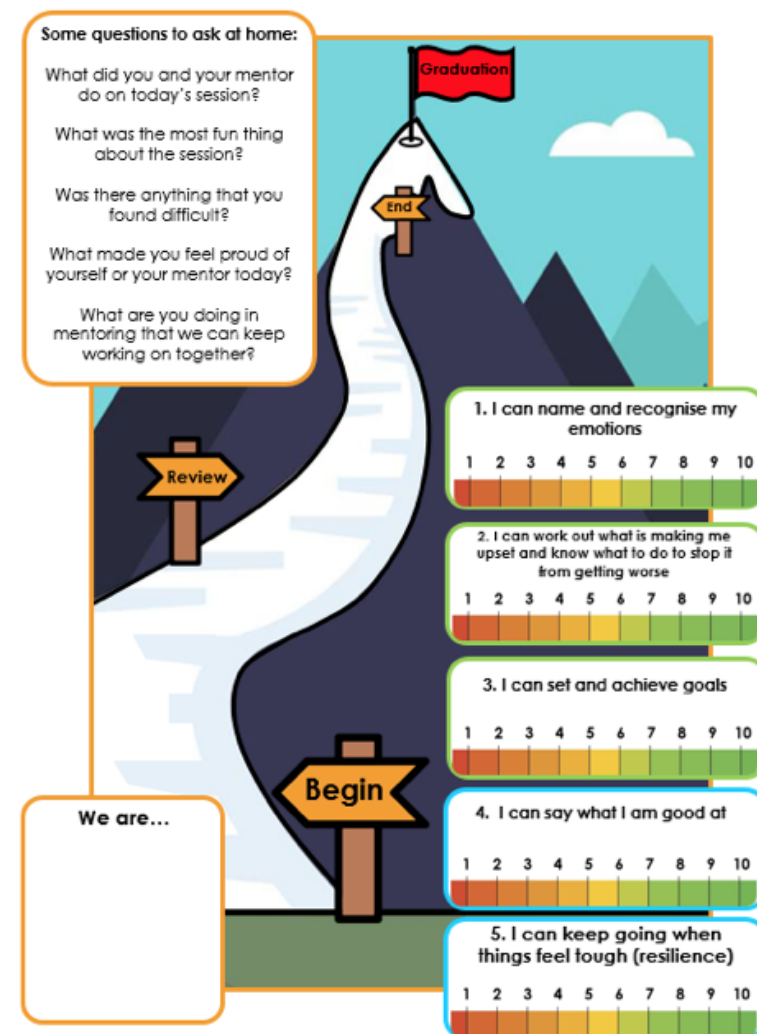
My Future is open for referrals in Camden. It is part of a pilot project which will support 25 children to develop key social and emotional skills and strategies to regulate emotional and behavioural difficulties through a 9 month mentoring programme and group sessions.

GROUP SESSIONS

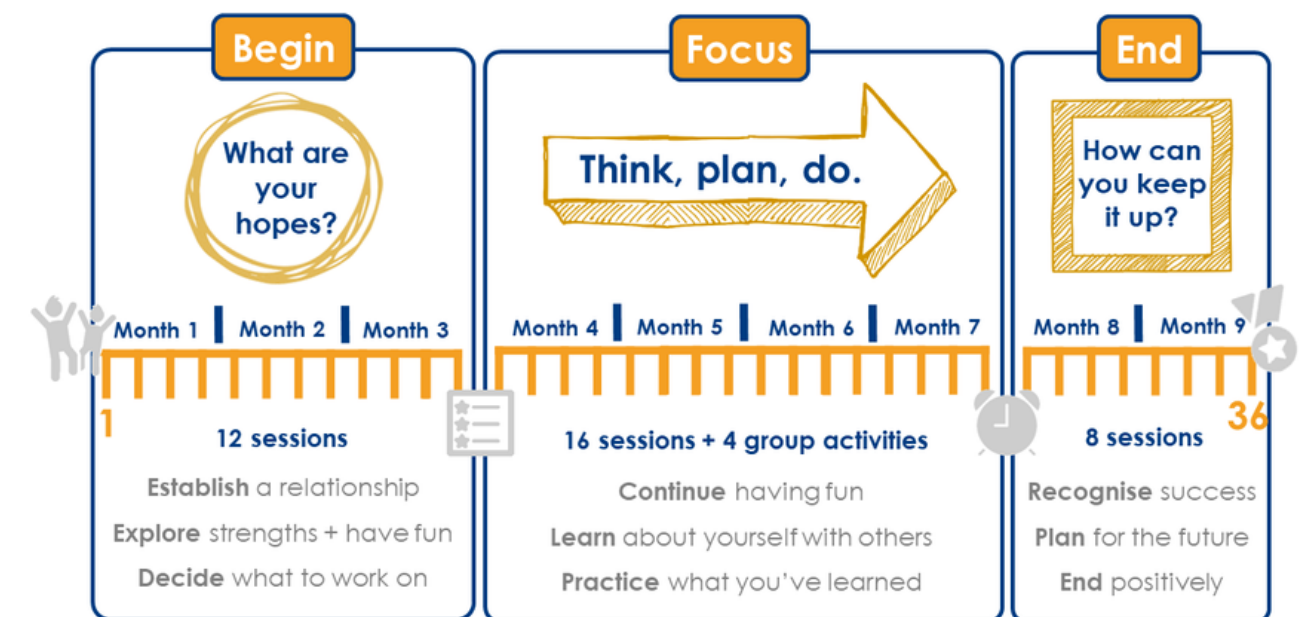
Small group sessions equip children and mentors with strategies and techniques to drive change.

CURRICULUM

Our new curriculum of structured activities supports mentees to develop their social and emotional skills.



Chance UK's new curriculum



Our Service

Our programme involves:

- A trained, screened, supported and closely managed volunteer mentor delivering 9 months of weekly 1:1 mentoring sessions for a child. These take place outside of home and school time, in public places
- Children are introduced to new and fun activities and practise behaviour strategies that work
- Sessions work on child-centred goals using a solution-focused approach
- 5 group sessions delivered by a professional and attended with mentor. Group sessions are aimed at building children's social and emotional skills, confidence and resilience and also building pro social skills.
- A named Programme Manager (PM) assigned to each mentoring relationship. The PM provides supervision guidance and input to the mentoring relationship and can liaise with other professionals if needed.

Referral Criteria

Referred children must:

- Be 5 to 12 years old at point of referral
- Score 14 or more on the Main Carer SDQ behavioural questionnaire
- Also score 16 or more on the School SDQ behavioural questionnaire
- Have a Main Carer who is committed to support the aims and the structure of the programme. The assigned Programme Manager will ensure that additional time is spent on explaining the programme and the benefits to child's main carer at their first meeting.

Referred children should not:

- Have a significant learning need or neurodevelopmental difference that would prevent them from having the necessary level of comprehension, communication and self-reflection skills to engage fully with our early intervention behavioural programme, talking tools and behaviour strategies. Examples of diagnoses we cannot work with would include Autistic Spectrum Condition.

