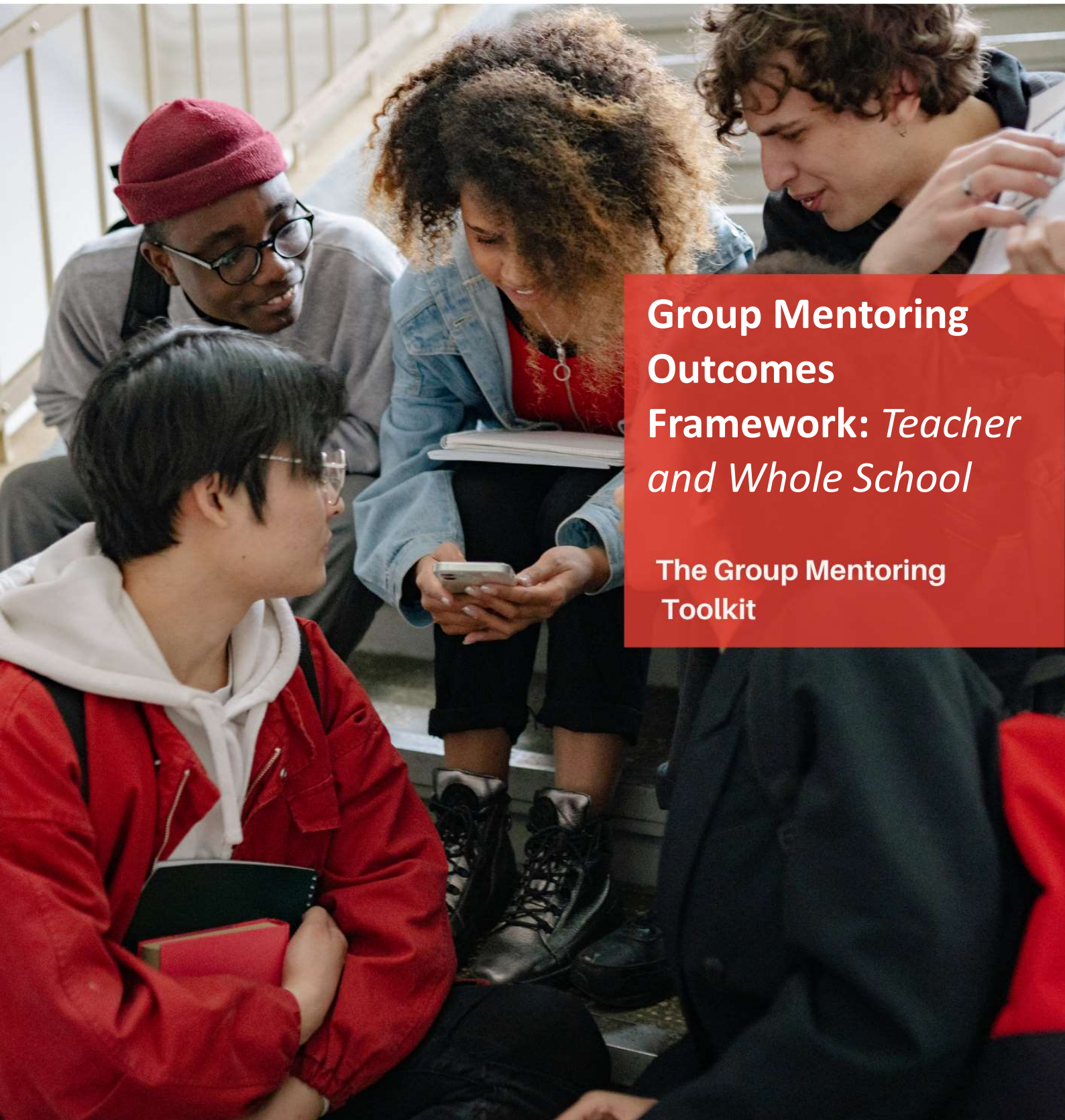




Group Mentoring Outcomes Framework: *Teacher and Whole School*

The Group Mentoring
Toolkit

1. About this framework

The aim of this paper is to set out a clear, practice-based framework for understanding and measuring the impact of school-based group mentoring in schools. It is intended both to position how mentoring in schools should be conceptualised and evaluated and to provide practical guidance on how impact can be described, evidenced, and interpreted across different levels of the school system.

The framework is based on delivery practice across mainstream schools, alternative provision, and PRU settings, and draws on learning from group mentoring delivered within school environments and academic literature. It has been developed through analysis of programme delivery, mentor interviews, case review evidence, and evaluation activity across multiple school-based interventions. Rather than starting from abstract outcome categories, the framework reflects the forms of change that are consistently observed in practice and that are meaningful within the constraints and realities of school settings.

School-based group mentoring is best understood as ecological in its design. Mentoring is delivered within schools as a relational intervention that engages young people as pupils in an educational context, recognising that behaviour, wellbeing, engagement, and risk are shaped through interaction with peers, teachers, school routines, and institutional expectations about pupil conduct. Mentoring therefore does not operate as an isolated intervention focused solely on individual behaviour change, but as part of a wider school ecology in which individual regulation, classroom dynamics, and institutional responses are interdependent.

Because mentoring works on regulation, peer interaction, and understanding behaviour within a shared environment, its effects should be expected to extend beyond the mentoring session itself. Changes in how pupils understand and manage their behaviour should influence classroom stability; changes in classroom stability

should affect teacher confidence and practice; and sustained shifts in these dynamics, taken together, should be expected to inform how schools organise safeguarding, behaviour management, and pastoral support. In this way, mentoring functions as a mechanism that operates across multiple levels of the school system, even where delivery is targeted at individual pupils or small groups.

The outcomes frameworks set out in this paper are therefore intentionally constructed to capture change at different levels of the school ecology. Alongside pupil-level outcomes, the framework explicitly includes teacher and whole-school outcomes, reflecting the reality that mentoring is often commissioned, valued, and sustained because of its contribution to classroom function, staff confidence, and institutional stability, as well as for its direct effects on individual pupils. The inclusion of these levels is not an added extra, but a core feature of how impact is understood within an ecological model.

This paper proceeds as follows. Section 2 sets out the rationale for evaluating school-based group mentoring through an ecological lens and describes how group mentoring operates within school settings. Section 3 introduces the outcomes frameworks, explaining how pupil, teacher, and whole-school outcomes are defined and operationalised through indicators. Section 4 provides guidance on how the frameworks should be used by programme managers, funding teams, evaluators, and researchers, both as a tool for strategic alignment and as a basis for learning and evidence generation.

2. Evaluating school-based programmes

Evaluating school-based programmes present specific challenges as well as opportunities to learn how pupil change impacts on schools at different levels. Schools are not simply bricks and mortar buildings, or classrooms where teaching (formal or non-formal) take place. Pupils interact with teachers, each other, and in

their wider environment. In this way schools function as complex communities where pupil behaviour, wellbeing, and learning are shaped by multiple layers of interactions that occur, often simultaneously, at multiple levels. When thinking about the outcomes that school-based programmes should be measuring impact again, schools can therefore be understood as ecological systems. Thinking about schools as pupil to pupil, and pupil to teacher interactions in this ecological way helps clarify why non-formal education programmes such as group mentoring can have effects beyond individual pupil impact. Schools as functioning ecologies offer a lens through which the impact of school-based group mentoring programmes can be observed and captured, at the level of the impact mentoring has on pupils; at the level of mentored pupils' impact on the classroom and the teaching environment (and their classroom peers); and at the level of teachers themselves.

2.1. About group mentoring providers' school-based mentoring

Organisations delivering group mentoring typically provide structured small-group sessions within school settings, facilitated by trained mentors working with pupils during the school day on school premises. Across these sessions, mentors facilitate structured peer discussion rather than instructional delivery, relying on professional judgement and responsiveness rather than fixed curricula. While one-to-one mentoring is delivered through a dyadic relationship and group mentoring through facilitated peer discussion, both approaches are relational and discussion-based rather than instructional, and rely on mentor judgement and responsiveness rather than fixed curricula.

In practice, mentoring sessions are shaped by the needs and circumstances of pupils rather than by diagnostic labels or rigid eligibility criteria. Groups are typically formed around shared or emerging needs identified by school staff, and may include pupils experiencing low confidence, disengagement, behavioural difficulties, or wider social and emotional pressures. Within group settings, mentors use semi-structured themes

and activities as prompts for conversation, allowing peer interaction and shared reflection to surface common experiences and challenges. Over time, trust within the group enables more open discussion, with mentors adapting content and pacing in response to group dynamics, behaviour, and levels of engagement.

One-to-one mentoring operates on the same relational principles but allows for more individualised focus. Sessions are intentionally informal, structured around conversation and activities that enable pupils to reflect on their experiences, explore challenges, and consider next steps at their own pace. Mentors tailor sessions to the individual, drawing on discussion, goal-setting, and reflective tools rather than prescriptive techniques. Engagement is voluntary, and the relationship develops through consistency and responsiveness rather than compliance.

Across both models, mentoring aims to support cognitive, emotional, and social reframing. By providing structured space within the school environment for reflection, dialogue, and relationship-building, mentoring supports pupils to make sense of their behaviour, emotions, and interactions with others. These processes are intended to transfer beyond the mentoring session into classroom behaviour, peer relationships, and wider engagement with school life.

2.2. Schools as ecological systems

This framework treats schools as systems made up of connected parts, rather than places where change happens in one area at a time. In line with ecological theories of development, schools can be understood as environments in which pupil behaviour, wellbeing, and learning are shaped through ongoing interaction between individuals, relationships, and institutional contexts (Bronfenbrenner, 2005, whose bioecological theory explains development as the product of interaction between individuals and multiple, nested social environments over time; while not developed specifically for schools, it has been widely applied to understand how educational settings operate as layered systems). Following Morris and Nóra (2024), schools are not best

understood as bounded delivery institutions, but as embedded social systems, where outcomes are shaped by the alignment or misalignment of pupils, families, teachers, communities, and wider governance structures.

Recent expert synthesis further reinforces this framing by describing schools as living ecosystems, in which engagement between schools, families, and communities is not an additional feature of effective practice but a core condition for educational success (Salamon, 2025). From this perspective, challenges such as disengagement or dropout are not primarily individual failures, but symptoms of breakdown within the wider educational ecosystem, including weak relational links, misaligned expectations, and erosion of trust between system actors (Salamon, 2020; Salamon, 2025).

Within this ecological view, classrooms function as interactive social spaces in which peer-to-peer relationships and social norms play a central role in shaping behaviour, engagement, and learning. Research on social learning and cooperative learning demonstrates that pupils' behaviour and participation are influenced not only by adult instruction, but by observation, modelling, and interaction with peers (Bandura, 1977; Johnson, Johnson and Holubec, 1994). These dynamics operate continuously and often invisibly, reinforcing or challenging patterns of behaviour and belonging within the classroom.

School-based mentoring operates within this ecology by creating structured relational spaces that sit alongside, and interact with, everyday classroom environments. Group mentoring can be understood as creating a bounded peer micro-environment within the wider school system, in which interaction is intentionally facilitated, observed, and reflected upon. Within these spaces, pupils develop shared language, relational norms, and alternative interpretations of behaviour and choice through peer discussion and guided reflection (Wenger, 1998; Mercer and Howe, 2012; Littleton and Mercer, 2013).

One-to-one mentoring operates through the same relational and dialogic principles, but at the level of the individual pupil. By providing a consistent dyadic space for reflection within the school environment, one-to-one mentoring enables pupils to explore experiences, emotions, and challenges in ways that may not surface in group or classroom settings. While the social dynamics differ, the underlying mechanisms remain aligned, with change understood to emerge through dialogue, trust, and reframing rather than instruction or compliance.

Across both formats, mentoring creates conditions for cognitive, emotional, and social reframing that can transfer beyond the mentoring session. Changes in how pupils interpret behaviour, regulate emotion, or relate to others can influence classroom interaction, peer relationships, and engagement with learning, while sustained interaction between mentors, teachers, and pupils can contribute to shifts in adult understanding and practice. Understanding schools as ecological systems therefore helps explain why the impact of school-based mentoring is not confined to individual pupils, but can be observed at the level of classrooms, teaching environments, and staff more broadly.

2.3. Implications for measuring the impact of group mentoring

Measuring the impact of school-based mentoring requires attention to multiple, interacting levels within the school ecology, rather than a focus on pupil change alone. At the pupil level, both one-to-one and group mentoring influence emotional regulation, peer interaction, and engagement with learning, though these processes may surface through different relational formats. One-to-one mentoring enables more individualised reflection and support, while group mentoring foregrounds peer interaction and shared meaning-making; in both cases, change is understood to emerge through dialogue, trust, and reframing rather than instruction.

At the classroom and teacher level, mentoring can alter relational dynamics by supporting pupils to return to lessons calmer, more settled, and better able to manage interaction with peers and adults. This, in turn, can stabilise classroom environments and reduce the relational load placed on teachers, increasing staff capacity to focus on teaching and learning rather than behaviour management. Where mentoring is embedded and sustained, teachers' understanding of pupil behaviour and need may also deepen, further reinforcing these effects.

At the whole-school level, the cumulative impact of mentoring can contribute to calmer, more positive learning environments, as changes in pupil behaviour and classroom interaction begin to influence wider norms and expectations. Research examining school climate and whole-school intervention approaches similarly suggests that relational interventions can influence wider perceptions of safety, belonging, participation, and school functioning across both pupil and staff groups (Charlton et al., 2021; Wang and Degol, 2016; Darling-Hammond and DePaoli, 2020). From an ecological perspective, these effects are interconnected rather than discrete, with pupil-level change feeding into classroom dynamics and staff practice, and vice versa. Measurement must therefore capture outcomes at pupil, teacher, and whole-school levels in order to reflect the full impact of school-based mentoring. Focusing on a single level risks under-representing how mentoring operates within schools as relational systems, and may obscure the ways in which one-to-one and group mentoring function together as complementary elements of a coherent school-based offer.

3. The frameworks

This section sets out the outcomes frameworks used to describe and organise change associated with school-based group mentoring. Alongside this paper, there is a separate pupil outcomes framework which sets out the primary developmental domains associated with participation in school-based group mentoring, including

emotional regulation, peer relationships, belonging, engagement, decision-making, identity and agency, and reduced harmful behaviour. The teacher and whole-school frameworks presented here extend this analysis by examining how these pupil-level changes influence classroom conditions, staff capacity, safeguarding practice, and wider institutional functioning.

The frameworks clarify what is meant by impact at different levels of the school ecology and provide a consistent structure for describing expected change for pupils, staff, and the school as a whole.

The frameworks are organised around defined areas of change that reflect the delivery models, theories of change, and contexts in which group mentoring operates. These areas identify where change is expected to occur, rather than prescribing how change should happen. Each area of change is conceptualised by specifying what an outcome means within group mentoring providers' approach. This involves defining boundaries, distinguishing between related forms of change, and ensuring that outcomes reflect how group mentoring operates in practice rather than abstract or generic constructs.

Outcomes are operationalised through indicators that describe what change would be expected to look like if an outcome is being realised. Indicators focus on observable shifts in behaviour, language, relationships, practice, or conditions. This approach follows established guidance on linking concepts to measures in social research (Adcock and Collier, 2001).

The frameworks provide a shared structure for describing impact across pupil, teacher, and whole-school levels, supporting consistent interpretation of change within the ecological framing set out earlier in this paper.

The outcome areas and indicators presented in these frameworks are intended as examples and guiding structures rather than fixed measurement requirements. Individual evaluations, commissioners, schools, or mentoring providers may choose to adapt the frameworks, introduce additional outcomes, or use alternative terminology and indicators that better reflect local priorities, delivery models, or evaluation purposes. The purpose of the frameworks is therefore not to prescribe a single model of measurement, but to provide a coherent justification for the types of change that school-based mentoring can reasonably be expected to influence and the ways in which this change may be observed in practice.

3.1. What outcomes are relevant to teacher impact

The teacher outcomes framework is set out in full in Appendix 2 and describes the forms of change expected to occur at teacher and PRU staff level as a result of engagement with school-based group mentoring. The framework is mentoring-specific and is grounded in an ecological understanding of schools as collective environments, in which individual pupil behaviour has direct consequences for classroom conditions and teaching practice.

From this perspective, the impact of mentoring on teachers is not primarily understood as a change in attitude or wellbeing, but as a change in the conditions under which teaching takes place. Teacher interviews consistently highlighted how the presence of one or two highly dysregulated pupils can dominate classroom dynamics, disrupt lesson flow, and increase the emotional and cognitive load placed on staff. In this context, mentoring operates as a mechanism for restoring classroom function by supporting pupils to regulate, reflect, and return to class in a state more conducive to learning.

The framework therefore focuses on outcome areas that reflect changes in teachers' functional capacity rather than individual disposition. These include improved

understanding of pupil needs, greater confidence in managing sensitive or complex situations, the application of relational and emotionally literate approaches to classroom management, more effective collaboration with mentors, and the stabilisation of classroom environments. Each outcome reflects a different aspect of how mentoring alters the wider ecology of the classroom by reducing disruption, improving predictability, and increasing readiness to learn among pupils.

In evaluation practice this means that teacher impact is assessed primarily through changes in classroom function, relational practice, behaviour management, safeguarding responsiveness, and the stability of teaching environments rather than through standalone measures of teacher wellbeing or psychological change.

Outcomes are operationalised through indicators that capture observable changes in practice and conditions, such as shifts in how teachers interpret pupil behaviour, how consistently lessons can be delivered, and how often staff are required to intervene reactively to manage disruption. Indicators also reflect changes in joint working between teachers and mentors, where shared insight and coordinated strategies support the reintegration of pupils into classroom settings.

Across the framework, impact is understood to occur primarily at the point of return from mentoring to class. Where mentoring supports pupils to re-enter lessons calmer, more reflective, and better able to manage interaction with peers and adults, it alters the relational environment in which teaching occurs. The teacher outcomes framework therefore positions improved classroom stability and teachability as central indicators of impact, reflecting the ecological logic that individual regulation can generate system-level change within school settings.

3.2. What outcomes are relevant to whole-school impact

The whole-school outcomes framework sets out how school-based group mentoring is expected to influence the functioning of schools and PRU settings at an institutional level. The framework is presented in Appendix 2 and focuses on

whether, and how, mentoring becomes embedded within school systems, practices, and relationships, rather than on individual pupil or teacher change alone.

Consistent with an ecological understanding of schools, whole-school impact is understood to arise when mentoring alters the conditions under which safeguarding, behaviour management, curriculum delivery, and pastoral support operate. Research examining school climate, relational interventions, and whole-school support models similarly suggests that interventions focused on relationships, participation, and emotional safety can influence wider institutional functioning and perceptions of school climate (Osher et al., 2016; Charlton et al., 2021; Nation et al., 2010). From this perspective, mentoring does not sit alongside existing provision as an isolated intervention, but interacts with, and in some cases reshapes, how schools identify need, respond to risk, and support pupils over time.

The framework therefore focuses on outcome areas that reflect institutional use of mentoring. These include safeguarding practice, teaching and curriculum delivery, behaviour and relationships, pupil transitions and development, external partnership working, and parental engagement. Each outcome area captures a different aspect of how mentoring insights, language, and relational approaches are taken up beyond individual sessions and applied at a wider organisational level.

Safeguarding outcomes focus on whether mentoring strengthens early identification of concern, improves the flow of information between mentors and safeguarding leads, and supports a preventative approach grounded in emotional safety rather than crisis response alone. Teaching and curriculum outcomes examine whether mentoring content and themes reinforce statutory provision, particularly within PSHE and personal development, and whether this alignment supports staff confidence in delivering sensitive or complex topics.

Behaviour and relationships outcomes focus on changes in how schools respond to pupil behaviour, including reduced reliance on sanctions, greater use of relational and restorative approaches, and improved understanding of the social and emotional drivers of behaviour. Transition and pupil development outcomes examine whether mentoring supports continuity across key moments of vulnerability, such as school transitions or escalation points, by informing planning, targeting support, and sustaining engagement for pupils at risk of disengagement.

External partnership outcomes assess the extent to which schools are able to plan for, integrate, and sustain mentoring as part of their wider pastoral and safeguarding offer, including collaboration with mentors in multi-agency contexts. Parental engagement outcomes focus on whether mentoring supports more constructive communication with families and carers, builds trust around pupil needs and strengths, and reduces adversarial dynamics where pupils are at risk of exclusion or disengagement.

Across the framework, whole-school impact is understood to be incremental and uneven rather than universal. Outcomes do not assume that mentoring transforms all aspects of school practice, but instead capture whether mentoring is used in ways that extend institutional capacity, improve coordination, and stabilise systems under pressure. In this way, the whole-school outcomes framework provides a structured means of assessing how mentoring contributes to safer, more coherent, and more responsive school environments over time.

4. How to use these Outcomes

The outcomes frameworks set out in this paper are intended to be used as active tools for programme design, delivery, communication, and evaluation, and provide a shared reference point for how organisations delivering group mentoring understand impact within school-based settings.

For programme managers and delivery leads, the frameworks should be used at the point of programme design to clarify what a programme is intended to change, and at what level of the school ecology. Alignment to the outcomes frameworks helps ensure that delivery remains strategic rather than reactive, and that programmes are designed with evaluability and learning in mind. Where delivery activity cannot be clearly linked to one or more defined outcomes, there is a risk that programmes drift from group mentoring providers' theory of change or become difficult to assess meaningfully. Using the frameworks at the design stage supports decisions about delivery format, intensity, target group, and mechanisms of change, and helps maintain coherence across a diverse programme portfolio.

For teams responsible for funder and commissioner engagement, the frameworks provide a clear and defensible way of articulating impact in school settings. They support conversations that move beyond narrow or inappropriate metrics by explaining how mentoring contributes to change within complex school systems. The frameworks clarify what types of impact group mentoring programmes are designed to achieve, what claims can be made credibly, and where boundaries sit between mentoring-led change and wider system outcomes such as attainment or exclusions. This supports transparent, proportionate impact narratives that reflect both preventative intent and realistic contribution.

For evaluators, the frameworks establish a common interpretive frame for understanding data and evidence. Outcomes define the areas of change to be examined, while indicators guide how change may be observed and interpreted over time. The frameworks are intended to be used alongside, rather than instead of, school-level data such as attendance or behaviour records, supporting analysis of how mentoring-related asset development and regulation may be associated with wider patterns of engagement. Evaluation findings are expected to feed back into

ongoing review of delivery and outcomes, reinforcing a learning-oriented approach rather than fixed or static measurement.

Finally, the frameworks are intended to function as a shared reference point beyond individual programmes or evaluations. They bring together practice-based evidence, ecological theory, and prevention-focused logic into a coherent articulation of how school-based mentoring can and should be understood. In this sense, the paper serves not only as internal guidance but as a positioning statement, contributing to wider discussion about how mentoring in schools is conceptualised, implemented, and evaluated.

Used in this way, the outcomes frameworks support consistency, credibility, and cumulative learning, enabling group mentoring providers to align delivery, evidence, and narrative across school-based mentoring provision while remaining responsive to context and need.

Appendix 1 - Teacher-Staff Outcomes Framework

A. Understanding Pupil Needs	B. Teaching Confidence	C. Teaching Practice	D. Collaboration	E. Classroom Environment
<i>Teachers/PRU staff are better able to identify emotional, social, or safeguarding needs in mentored pupils through insight gained from mentoring</i>	<i>Teachers/PRU staff are better able to develop confidence in delivering sensitive or complex curriculum content, supported by mentoring themes and pupil engagement</i>	<i>Teachers/PRU staff are better able to apply relational, reflective, and emotionally literate strategies in classroom management</i>	<i>Teachers/PRU staff are better able to collaborate with mentors to co-develop relational strategies and jointly support high-need pupils</i>	<i>Teachers/PRU staff are better able to create emotionally safe and focused classroom environments as mentoring contributes to regulation, peer connection, and readiness to learn</i>
<i>A1. Teachers/PRU staff use feedback from mentoring sessions to identify early safeguarding or wellbeing concerns</i>	<i>B1. Teachers/PRU staff are confident discussing sensitive or challenging topics after mentoring sessions on related themes</i>	<i>C1. Teachers/PRU staff use relational approaches (e.g. restorative questioning, naming triggers) modelled in mentoring to reduce the need for sanctions or exclusion.</i>	<i>D1. Teachers/PRU staff initiate regular contact with mentors to share observations or ask for insights</i>	<i>E1. Teachers/PRU staff report that mentored pupils return to lessons calmer or more emotionally settled</i>
<i>A2. Teachers/PRU staff refer to pastoral teams to gain pupil insight from mentoring</i>	<i>B2. Teachers/PRU staff can use language or approaches introduced in mentoring when facilitating classroom discussions</i>	<i>C2. Teachers de-escalate conflict by drawing on insights gained from mentoring about what is driving pupil behaviour.</i>	<i>D2. Teachers/PRU staff co-develop relational strategies with mentors to support specific pupils</i>	<i>E2. Teachers/PRU staff observe improved peer relationships in classes where mentoring supports peer-to-peer interactions</i>
<i>A3. Teachers/PRU staff understand the emotional triggers affecting mentored pupils' behaviour</i>	<i>B3. Teachers/PRU staff draw on mentoring themes to support informal curriculum moments</i>	<i>C3. Teachers/PRU staff adjust classroom management based on their understanding of what mentoring has surfaced with pupils</i>	<i>D3. Teachers/PRU staff involve mentors in wider planning or support conversations (e.g. pupil transition, reintegration)</i>	<i>E3. Teachers/PRU staff experience fewer interruptions linked to peer conflict among mentored groups</i>
<i>A4. Teachers/PRU staff adjust their expectations or teaching style in response to mentoring feedback about specific pupils</i>	<i>B4. Teachers/PRU staff can engage in open dialogue with pupils on challenging topics</i>	<i>C4. Teachers/PRU staff use simple regulation strategies from mentoring sessions — like breathing exercises or calm-down routines — as part of everyday classroom practice.</i>	<i>D4. Teachers/PRU staff have a clearer understanding of the mentor's role and value in supporting their classroom management</i>	<i>E4. Teachers/PRU staff report the classroom feels calmer and more settled when mentoring is part of the weekly routine</i>
<i>A5. Teachers/PRU staff can anticipate relational flashpoints or peer dynamics more effectively after mentoring begins</i>	<i>B5. Teachers/PRU staff use mentoring as a reference point to explain or explore difficult issues with students</i>	<i>C5. Teachers/PRU staff recognise and respond differently to non-verbal signs of distress in mentored pupils</i>	<i>D5. Teachers/PRU staff recommend mentoring as a valuable intervention to colleagues</i>	<i>E5. Teachers/PRU staff can teach more consistently because of the stability mentoring brings to pupil interactions</i>
<i>A6. Teachers/PRU staff notice previously withdrawn pupils engaging more after attending mentoring sessions</i>	<i>B6. Teachers/PRU staff can plan lessons that align with mentoring session content</i>	<i>C6. Teachers/PRU staff understand how to manage low-level disruption from mentored pupils</i>	<i>D6. Teachers/PRU staff can identify patterns in pupil behaviour more accurately when working jointly with mentors</i>	<i>E6. Teachers/PRU staff use mentoring as a way to revisit classroom expectations in a supportive environment</i>
<i>A7. Teachers/PRU staff contribute more constructively to pupil support meetings with knowledge gained via mentoring</i>	<i>B7. Teachers/PRU staff share experience of best practice in teaching pupils involved in mentoring with other staff</i>	<i>C7. Teachers/PRU staff can employ shared language across mentoring and teaching to reinforce key behavioural messages</i>	<i>D7. Teachers/PRU staff participate in reflective conversations with mentors about pupil progress or needs</i>	<i>E7. Teachers/PRU staff identify an improved sense of belonging among previously disengaged pupils</i>
<i>A8. Teachers/PRU staff report increased awareness of social or cultural influences affecting mentored pupils</i>		<i>C8. Teachers/PRU staff develop novel classroom strategies for behaviour management inspired by mentoring input or observation</i>	<i>D8. Teachers/PRU staff value mentoring as part of a broader pastoral network within the school/PRU</i>	<i>E8. Teachers/PRU staff note a positive shift in the overall classroom climate due to mentoring influence</i>

Appendix 2 - Whole-School Outcomes

A. Safeguarding	B. Teaching and Curriculum Delivery	C. Behaviour and Relationships	D. Transitions and Pupil Development	E. External Partnership Working	F. Parental Engagement
A1. The school/PRU is able to use mentoring as part of its preventative safeguarding strategy	B1. The school/PRU integrates mentoring themes into its PSHE and personal development planning	C1. The school/PRU sees a reduction in behavioural incidents leading to exclusions among mentored pupils	D1. The school/PRU is able to better engage vulnerable or isolated pupils during key transitions	E1. The school/PRU can work collaboratively with external organisations to support safeguarding and pastoral care	F1. The school/PRU makes use of mentoring insights to open up communication with families/carers about pupil needs and strengths
A2. The school/PRU is able to identify safeguarding concerns earlier	B2. The school/PRU can support staff to deliver sensitive topics with greater confidence through reinforcement from mentoring	C2. The school/PRU can support pupils to use relational language and conflict tools with peers	D2. The school/PRU is able to incorporate insights from mentoring into transition or progression planning	E2. The school/PRU can involve mentors in multi-agency planning or informal staff briefings where appropriate	F2. The school/PRU involves parents/carers in events or conversations connected to mentoring themes or pupil progress
A3. The school/PRU is able to incorporate emotional safety principles from mentoring into its broader pastoral or behaviour policy	B3. The school/PRU is able to map mentoring content to complement statutory PSHE themes, such as resilience and respect	C3. The school/PRU reduces reliance on sanctions (exclusions, etc) by providing earlier access to pastoral and mentoring support	D3. The school/PRU observes increased confidence and communication from pupils who were previously withdrawn	E3. The school/PRU makes ongoing provision for mentoring delivery as part of its planned provision	F3. The school/PRU shares mentoring outcomes in ways that increase parental/carer understanding of school support strategies
A4. The school/PRU is able to share safeguarding observations from mentoring with DSLs to support timely and informed interventions	B4. The school/PRU is able to enhance pupil engagement in PSHE lessons by aligning topics with mentoring discussions	C4. The school/PRU improves staff insight into the social and emotional drivers of pupil behaviour via mentoring feedback	D4. The school/PRU is able to use mentoring to improve attendance and engagement for pupils at risk of disengagement	E4. The school/PRU can draw on mentors' insights and experience to engage pupils who resist traditional authority structures	F4. The school/PRU makes use of mentoring as a tool to build trust with families/carers of pupils at risk of exclusion or disengagement
A5. The school/PRU develops staff understanding of pupils' emotional states and peer dynamics through feedback from mentoring	B5. The school/PRU is able to use mentoring to improve pupils' emotional literacy	C5. The school/PRU is able to inform its behaviour policy with mentoring themes that promote prosocial and restorative responses in class	D5. The school/PRU is better able to identify candidates for one-to-one support through group mentoring observations	E5. The school/PRU extends its capacity to respond to pupils' emotional and behavioural needs via mentoring partnerships	F5. The school/PRU provides parents/carers with mentoring-informed resources to support behaviour and wellbeing at home
A6. The school/PRU allocates protected space for mentoring, recognising its contribution to emotional regulation and safeguarding	B6. The school/PRU is able to draw on pupil voice to show increased understanding of identity, emotion, and consequence.	C6. The school/PRU is able to support mentored pupils in regulating emotions more effectively during and after incidents	D6. The school/PRU is able to build staff-pupil relationships through shared understanding developed via mentoring	E6. The school/PRU co-develops strategies with mentors that support individual pupils or group (peer-to-peer) interactions	F6. The school/PRU uses parent/carer feedback to inform how mentoring is delivered and communicated
A7. The school/PRU understands the value of providing pupils with a safe space where they feel comfortable discussing issues they may not raise elsewhere	B7. The school/PRU is able to extend mentoring content into assemblies, classroom discussion, or CPD activities.	C7. The school/PRU is able to co-develop expectations and ground rules through mentoring		E7. The school/PRU includes evidence from mentoring evaluations training and review processes to strengthen integration and impact	
A8. The school/PRU aligns mentoring themes (e.g. triggers, conflict, peer pressure) with its safeguarding or wellbeing strategy					

References

- Adcock, R. and Collier, D. (2001). Measurement validity: A shared standard for qualitative and quantitative research. *American Political Science Review*, 95(3), pp. 529–546.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on human development*. Thousand Oaks, CA: Sage.
- Johnson, D.W., Johnson, R.T. and Holubec, E.J. (1994). *Cooperation in the classroom*. Edina, MN: Interaction Book Company.
- Littleton, K. and Mercer, N. (2013). *Interthinking: Putting talk to work*. London: Routledge.
- Mercer, N. and Howe, C. (2012). Explaining the dialogic processes of teaching and learning. *Learning, Culture and Social Interaction*, 1(1), pp. 12–21.
- Morris, E.M. and Nóra, L. (2024). *Six Global Lessons on How Family, School, and Community Engagement Can Transform Education*. Washington, DC: Brookings Institution.
- Salamon, E. (2020). A new deal between parents and professionals using COVID-19 learnings as leverage. *Socialinis ugdymas / Social Education*, 53(1), pp. 6–25.
<https://doi.org/10.15823/su.2020.53.1>
- Salamon, E. (2025). *Reimagining schools as living ecosystems*. European School Education Platform.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge: Cambridge University Press.
- Charlton, C.T., Moulton, S., Sabey, C.V., et al. (2021). 'A systematic review of the effects of schoolwide intervention programs on student and teacher perceptions of school climate', *Journal of Positive Behavior Interventions*, 23(3), pp. 185–200.
- Darling-Hammond, L. and DePaoli, J. (2020). 'Why school climate matters and what can be done to improve it', *State Education Standard*, 20(2), pp. 7–13.
- Nation, M., Collins, L., Nixon, C., Bess, K., et al. (2010). 'A community-based participatory approach to youth development and school climate change: The

alignment enhanced services project', *Progress in Community Health Partnerships*, 4(3), pp. 197–205.

Osher, D., Kidron, Y., DeCandia, C.J., et al. (2016). 'Interventions to promote safe and supportive school climate', in *Handbook of Social Influences in School Contexts*. New York: Routledge.

Wang, M.T. and Degol, J.L. (2016). 'School climate: A review of the construct, measurement, and impact on student outcomes', *Educational Psychology Review*, 28(2), pp. 315–352.

Copyright © 2026 Community Impact All original written content, framework design, analytical text, outcome structures, and indicator systems contained in this publication are the intellectual property of Community Impact. This publication may not be reproduced, distributed, adapted, or used for commercial purposes without prior written permission from Community Impact. The cover image used in this publication was created using licensed Canva content and remains subject to Canva's Content License Agreement and the rights of the original creators where applicable

How to cite this framework: Community Impact (2026) Group Mentoring Outcomes Framework: Teacher and Whole School