



## MENTORING TRAINING MANUAL



Jeremiah 18:6.....

Mentoring is an aspect of discipleship. It is important and imperative. In fact, this is the sum total of what the purpose of the Church is all about. Christ calls us to encourage and equip people so that we can all worship Christ and thus live out a real, effectual, impacted, Christian life. What you do not want is for your church people to simply be churchgoers who live for nothing and thus do nothing; rather, you want them to be partakers in the Kingdom. You should want your church to succeed in Christ; we do this by helping our people to hear and know the Word so we are all doers of His Word too. Guidance, learning, and support will make this work as we sharpen one another in love and obedience.

*Here at the Potter's House we receive possibilities in the form of ex-offenders. Like a lump of clay each enters the Potter's House doors wondering what he will become. Like clay taken out of the earth there may be many imperfections, stones and hardness. Watching the master potter do His great work in the lives of each possibility is truly an awesome experience and a reward in and of itself. Mentoring helps each resident in ways that could never be accomplished any other way. Join us as we continue to watch the master potter do his great work in the lives of these men.*

*Ron Bender, Manager House Director  
TTC / The Potter's House*

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## **General Note:**

This Manual has been compiled as part of a training program for Transition to Community (TTC) and churches mentoring ex-offenders. It is intended as a guide only, based on the best practice in mentoring ex-offenders at “The Potter’s House” Transitional living for men being released from prison.

TTC and The Potter’s House however take no responsibility for the consequences of anyone relying upon any part of this manual, and churches undertake the care of ex-offenders at their own risk. Mentoring ex-offenders is difficult work; no one situation is identical to another and no one solution can fit all. It is therefore the responsibility of individual churches to set up and manage their mentoring programs appropriately, wisely and safely.

## 1.1 What is Mentoring?

Mentoring has many definitions:

“There is no one universally accepted definition of

Mentoring. This is because the definition depends very much on why, where and with whom it is being used. There is, however, a generic core to all Mentoring relationships whatever the setting, which is the support is given voluntarily by one person to another.”

*National Mentoring Network 2003*

The Government defines Mentoring as:

“A one-to-one, non judgmental relationship in which an individual voluntarily gives time to support and encourage another. This is typically developed at a time of transition in the Mentee’s life, and lasts for a significant and sustained period of time.”



## Definition of TTC- Potter House Mentoring

A structured relationship where a Mentor provides support, guidance and encouragement to a Mentee, who is a Christian ex-offender and attending church, to help them socially reintegrate after release from prison

TTC mentoring is aimed at ex-offenders who want to make a Christian commitment. It therefore includes helping them to develop in their relationship with God, adapt to the Christian life and become integrated into the church.

## 1.2 Why Mentor?

*“He has sent me to bind up the broken-hearted,  
to proclaim freedom for the captives and  
release from darkness for the prisoners”*

Isaiah 61:4

*“I was a stranger and you invited me in...  
I was in prison and you came to visit me...  
whatever you did for one of the least of these brothers of mine,  
you did for me”*

Matthew 25:36

We are called to care for prisoners. However, a walk to freedom does not end at the gate of the prison or end of a non-custodial sentence.....many are trapped in a cycle of sin, crime, addiction, and self-centeredness.

## Most ex-offenders walk back into a life of crime:

Re-offending rates are increasing and currently most released prisoners re-offend.

- 67% of adult offenders released from prison, in the first quarter of 2002, were convicted of a further crime within two years.
- 86% of adult offenders released from prison, in the first quarter of 2002, were convicted of a further crime within three years.

## Mentoring is a key tool that can help break this cycle.

*“Two are better than one.... If they fall down his friend one can help the other up.  
But pity those who fall and have no friend to help him up!”*  
Eccl. 4:9-10

*“Most evaluations of mentoring projects have concluded that participants benefited in some way from the intervention. Most commonly, participants were considered to have gained self-confidence and self-esteem from the Mentoring relationship”* NACRO Research Briefing: “Mentoring projects for young people”

Mentoring in General has shown the difference that can be made in the life of an ex-offender:

## Examples of the positive effects of mentoring:

### **Ex-Offender 1 - Released 1990**

Was a drug addict, now clean. Working as a volunteer for a drug agency. Now has a relationship with his daughter. Has not re-offended.

### **Ex-Offender 2 - Released 1997**

Has been married and in several jobs. Owns his own home. Is working hard at not re-offending.

### **Ex-Offender 3 - Released 1998**

Still working through drug and alcohol issues, but has now been out of prison for the longest time in his life.

### **Ex-Offender 4 - Released 1998**

Now married and has his own business. Has not re-offended.

### **Ex-Offender 5 - Released 1999**

Drug addict, now clean. Has worked for a drug rehabilitation centre for 2 years and is living independently. Has not re-offended.

### **Ex-Offender 6 - Released 1999**

Owns his own antique furniture company. Has not re-offended.

### **Ex-Offender 7 - Released 2000**

Has engaged fully with church activities and dealing with offending behaviour. Has not re-offended.

### **Ex-Offender 8 - Released 2001**

Life is completely transformed. Working full-time in drug rehab, and in prison, to help other prisoners. Now married and looking after his daughter. for first time in his life. Has not re-offended.

### **Ex-Offender 9 - Released 2001**

Now married and has his own business. Still out of prison.

### **Ex-Offender 10 - Released 2002**

Is working full-time and has not re-offended.

## What Mentoring can provide for the Mentee:

- SUPPORT** ...through a critical time of change  
...with relationship building
- GUIDANCE** ...through practical matters the Mentee finds difficult  
...through issues of the Christian life
- ENCOURAGEMENT** ...to rebuild life  
...to recognise and avoid pitfalls that may lead to re-offending  
...to make changes
- BUILDING** ...self confidence and self esteem  
...trust in others  
...motivation  
...sense of direction
- CHALLENGE** ...to widen horizons  
...to achieve goals
- PRAYER SUPPORT** ...through issues



## What Mentoring can provide for the Mentor:

- FULFILMENT**, from helping others grow and
- SELF-DEVELOPMENT**, improving interpersonal and communication skills and improving self awareness

### *Here is what some past Mentors say:*

*"It is a real privilege to be tasked with the responsibility of providing some direction in someone's life and it is so rewarding as you watch them grow. Not only this but you find that you learn so much from them, as you come to understand their background and struggles, and you find an incredible deepening of your own faith and love for others. Also you cannot challenge others in their life unless you yourself are keeping up to these standards, and therefore it helps you to keep sharp in your own walk with God"*  
Shawn Weaver, previous Director  
The Potter's House



*"It was amazing to watch the change in my Mentee just from having someone there for him. He had never had that support except from his fellow offenders."*  
Ken Yoder, Mentor-The Potter's House

## 1.3 Role of a Mentor

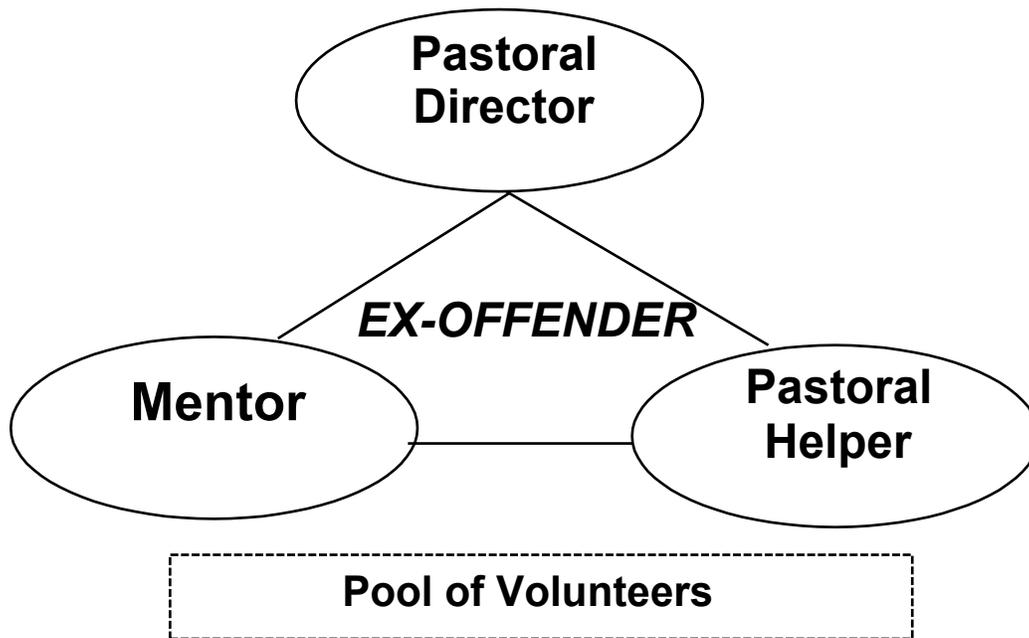


A Mentor should not act in isolation, but be part of a team.

The following is a suggested model which can be adapted according to your situation. There are three key roles: Pastoral Director, Pastoral Helper and Mentor.

The specific activities of the roles will vary according to the complexity of needs of the ex-offender and the resources of the church. It is essential however that:

- The roles and who is doing what activity are made clear before the mentoring relationship with the ex-offender begins
- The mentor has a Pastoral Director who supervises and supports the him
- The Mentor is realistic about how much they can do and other support needed
- The Mentor operates as part of a team
- There is prayer support for all the Mentor's meetings



## **Pastoral Director**

The Pastoral Director is the person mentors can go to while caring for ex-offenders at the church. They therefore oversee all the ex-offenders in the church and manage the team of volunteers. Their key roles will be to:

- accept referrals (of new mentees)
- conduct risk assessments – this could include a prison visit, speaking with the probation officer, chaplain and, if relevant, Alpha leader
- allocate appropriate Mentor, Pastoral Helper and other support people as needed
- arrange support for the first three days' post release support, particularly meeting them at the gate upon release. This may involve the Mentor, Pastoral Helper or other volunteers
- agree the Ex-Offender/Church Agreement with the ex-offender ( See Appendix II)
- support and supervise the Mentor and Pastoral Helper
- deal with grievances – from Mentee, Mentor, Pastoral Helper, congregation, etc
- channel relevant information (including complaints and feedback from the congregation) concerning the Mentee to the Mentor and/or Pastoral Helper
- arrange program prayer support and feedback sessions as needed

## **Pastoral Helper**

The Pastoral Helper facilitates the ex-offender's attendance at church on a day to day basis and involvement in a Home Group and/or other church activity. They most probably are the Home Group Leader or mature member of the same Home Group. Their key roles will be to:

- ensure the ex-offender is accompanied to church in the early stages of their relationship with the church
- ensure supported at Home church or Group meetings (12 step meetings)
- ensure accompanied and supported at Alpha groups and other church activities
- provide spiritual support and generally look after spiritual needs

## **Pool of Volunteers**

Depending on the extent of needs of the ex-offender it may not be possible for the Mentor and Pastoral Helper to perform all the activities required e.g. accompany Mentee to a Job Centre interview, accompany them for gaining ID and/or SS card. It therefore is good to have a pool of other volunteers who are willing to assist with these important and specific tasks.

## **Mentor**

The Mentor is providing an ongoing relationship for general support, guidance and encouragement. They offer an independent ear where all problems can be aired and discussed, but also challenge the Mentee to deal with issues, take responsibility, achieve goals and effect change. They also provide assistance with practical matters, beyond the church environment.

They do this primarily through regular meetings with the Mentee. These meetings could begin in prison or after as soon as possible after release.

## **Mentor's Core Activity**

### **Regular, one to one meetings:**

- Listening
- Offering encouragement
- Discussing problems – this is two way and includes discussing issues raised by others concerning the Mentee's church involvement
- Helping set goals and stay on track to meet those goals
- Helping the ex-offender take responsibility for themselves
- Sharing experience and knowledge
- Introducing Mentee to new ideas, challenges and experiences
- Building on Mentee's spiritual development
- Being a role model

This may include dealing with practical matters such as:

- Helping with completion of forms, ID, benefit applications etc
- Helping complete a job application
- Guidance on setting up home, bank accounts etc
- Guidance on managing money
- Providing information on other organizations that might be able to help with Specific problems

The Mentor will also regularly liaise with the Pastoral Director and Pastoral Helper Regarding the Mentee's involvement in church and any issues with the congregation or Church life.

## **Other Activities**

Other activities might include, subject to Mentor's time capacity:

- Visiting or writing to a prisoner before they leave prison
- Meeting individuals at the gate on the day they are released
- Checking in with the local probation office on the day they are released and providing part of the first three days' support post release
- Supporting them at interviews for housing, income support and other benefits
- Accompanying on a social activity
- Arranging for other volunteers to assist with specific matters
- Helping in other practical ways

## **Commitment**

The Mentor is required to commit to at least **1 year**.

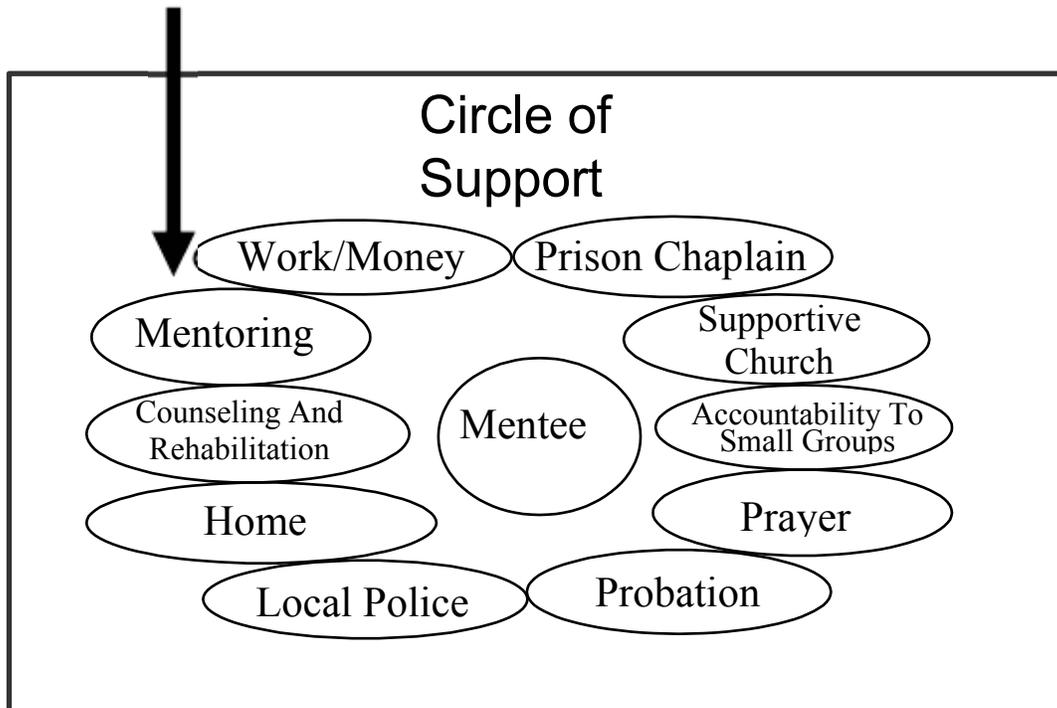
- In this time you may mentor more than one person as some mentoring relationships will only last 6 months. However, most will be longer.
- Reviews should be held between a Mentor and their Pastoral Director after one and three months of a new mentoring relationship to assess if the relationship is working well.
- A review should also be made prior to the end of the first six months to review whether the relationship should continue and, if so, for how long. Most relationships would hopefully last at least one year.

## IMPORTANT

**The role of the Mentor is not to be everything and do everything for the Mentee.....the Mentor must operate within a team with a clear role and clear boundaries!**

### The Mentor operates within a Circle of Support

**The Mentor** should not feel that they alone are responsible for the Mentee as they should be part of a structure of support.



All these people have a role to play in helping the ex-offender change their lives.  
 However, it is the **Holy Spirit** that will truly make the difference.  
 This is why Potter's House mentors must operate within a **church context**.

*Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is – his good, pleasing and perfect will.*

Romans 12:2

## 1.4 Differences between Friendship and Mentoring

A mentoring relationship is not like a friendship. There are key differences which need to be reflected in how a Mentor deals with a Mentee. If a Mentor does not take this into account they will encounter problems including:

- exposing themselves to manipulation and security risks
- misleading the Mentee as to the nature of their relationship which could lead to confrontation
- not helping the Mentee take personal responsibility
- making it difficult to challenge the Mentee to move forwards

<b>Friendship</b>	<b>Mentoring</b>
<b>Trust – natural</b>	<b>Trust – professional</b>
<b>Opinions</b>	<b>Understanding</b>
<b>Doing</b>	<b>Support</b>
<b>Advice</b>	<b>Guidance</b>
<b>Boundaries - implicit</b>	<b>Boundaries - explicit</b>
<b>Around whenever needed</b>	<b>Defined times</b>
<b>Mutual support</b>	<b>Emphasis on Mentee needs</b>
<b>Keeping secrets</b>	<b>Confidentiality</b>
<b>Open</b>	<b>Guarded</b>
<b>Physical touch</b>	<b>Accountability</b>
<b>Organic relationship</b>	<b>Managed relationship</b>
<b>Open length</b>	<b>Defined time</b>

## 1.5 Confidentiality



All that is discussed in the mentoring relationship is confidential, however it is not secret.

All Mentors need to have the support of a team within the church, who must be kept up to date with what is happening. The Mentor can discuss and pray through issues that might arise with their Pastoral Director. However, the Pastoral Director will be subject to the same rules of confidentiality as the Mentor. Never use this as a way to gossip or tear down a mentee always keep the mentee's best interest at heart.

Subject to the above, all that is discussed must be held in the strictest confidence and not discussed with anyone except the Pastoral Director. However there are certain situations where the Mentor can or must disclose information:

1. where the Mentee gives consent
2. where compelled by law
3. where there is serious risk of physical harm to the Mentee or others
4. where the information is so grave, confidentiality cannot be maintained, for example where the law is being or will be broken

These guidelines must be discussed and explained to the Mentee.

*Note: Raising confidential issues in group prayer, for example in a pastorate or with a prayer partner is a breach of confidentiality. The Mentor needs permission from the Mentee to do this.*

### 1.6 Key Learning:

**The majority of ex-offenders will offend again within two years.**

**Mentoring, in a church context, is shown to have a huge impact in helping ex-offenders to break the cycle of crime and addiction as not to re-offend or relapse.**

**Mentoring is a more formal and managed relationship than a friendship.**

**A Mentor operates within a team with a clear defined role.**

**A Mentor must maintain confidentiality.**

# **MODULE TWO: UNDERSTANDING THE MENTEE**



## 2.1 Understanding Ex-Offenders

*"The challenge of turning a convicted offender away from crime is often considerable. Many prisoners have poor skills and little experience of employment, few positive social networks, severe housing problems, and all of this is often severely complicated by drug, alcohol and mental health problems."*<sup>2</sup>



There are three key problem areas to consider:

1. The problems the ex-offender took to prison
2. The new problems the ex-offender faces as they are released
3. The challenge of living a life of faith as a new Christian upon release

### 1. Old Problems

**Many prisoners have experienced a lifetime of social exclusion. They do not therefore have existing support structures which are sufficient to cope with a period of intense change.**

<b>Characteristic</b>	<b>National Average</b>	<b>Prisoners</b>
<i>Ran away from home as a child</i>	<b>11%</b>	<b>47% male 50% female</b>
<i>Taken into care as a child</i>	<b>2%</b>	<b>27%</b>
<i>Family member convicted of a criminal offence</i>	<b>16%</b>	<b>43%</b>
<i>Not in permanent accommodation prior to prison</i>		<b>33%</b>

**Many prisoners' suffer from addictions or health problems prior to prison that need to be managed after release.**

- 60 to 70 per cent of prisoners were using drugs before imprisonment<sup>3</sup>
- Over 70 per cent suffer from at least two mental disorders (includes personality disorders, psychosis, alcohol and drug misuse)<sup>4</sup>
- About half do not have a diploma or GED prior to going to prisons
- 46% of male prisoners have a long standing illness or disability<sup>6</sup>

<sup>2</sup> "Reducing Re-offending by ex-Prisoners", July 2006

<sup>3</sup> "Reducing Re-offending by ex-Prisoners", July 2006

<sup>4</sup> "Psychiatric Morbidity", N. Singleton, R. Bumpstead, M. O'Brien, A. Lee & H. Meltzer, ONS, 1998

<sup>5</sup> "Reducing Re-offending by ex-Prisoners", July 2009

<sup>6</sup> "Survey of the physical health of prisoners 1999, A. Bridgwood and G. Malbon

**Many prisoners have a limited experience of employment and poor skills.**

<b>Characteristic</b>	<b>National Average</b>	<b>Prisoners</b>
<i>Regular truant at school</i>	<b>3%</b>	<b>30%</b>
<i>Excluded from school</i>	<b>2%</b>	<b>49% male 33% female</b>
<i>Left school at or before 16</i>	<b>32%</b>	<b>89% male 84% female</b>
<i>Attended a special school</i>	<b>1%</b>	<b>23% male 11% female</b>
<i>Have no qualifications</i>	<b>15%</b>	<b>52% male 71% female</b>

- Compared with the general population, prisoners are thirteen times more likely to have been unemployed.
- Many prisoners' basic skills are very poor:
  - 80 per cent have writing skills at or below the level of an 11-year-old child
  - 65 per cent have numeracy skills at or below the level of an 11-year-old child
  - 50 per cent have reading skills at or below the level of an 11-year-old child<sup>7</sup>

**Prisoners are less likely to be in a stable relationship but more likely to be a teenage or sole parent.**

<b>Characteristic</b>	<b>National Average</b>	<b>Prisoners</b>
<i>Unmarried</i>	<b>39%</b>	<b>81%</b>
<i>Young fathers</i>	<b>4%</b>	<b>25%</b>
<i>Lone parents</i>	<b>9%</b>	<b>21% women</b>

**2. New Problems**

Whatever their history, an ex-offender faces a whole new set of problems.

**Weakened support structures**

Many prisoners have never had good family support. Even for those who do, being in prison puts terrible strains on those relationships:

- 43% of sentenced prisoners say they have lost contact with their families since entering prison
- State Prisoners on average are held 53 miles away from home (2004 figure) and a quarter of families face a round trip of at least five hours to visit a prisoner
- 22% of those married before entering prison become divorced or separated.

Even for those with supportive family or friends, there are fears over whether they will be accepted and whether family and friends will have moved on.

<sup>7</sup> "Reducing Re-offending by ex-Prisoners", July 2007

<sup>8</sup> "Rehabilitation of Prisoners", House Affairs Committee First Report, Vol II, January 2005

### No home

- A third leave prison without a home to go to

Research shows that having stable accommodation reduces the risk of re-offending by a fifth.<sup>9</sup>

### No job

- Two thirds leave prison without a job<sup>10</sup>
- 60% of employers automatically exclude those with a criminal record<sup>11</sup>

Research shows that being in employment reduces the risk of re-offending by between a third and a half.<sup>12</sup>

### Money problems

- While in prison, over a fifth face increased financial problems
- 48% report a history of debt

Without work or accommodation it is necessary for ex-offenders to go through the bureaucracy of benefit applications - 81% claim benefit upon release.<sup>13</sup> Normally simple matters, of bank accounts etc, become more complex. Many are not equipped to handle these matters.

### Coping with change

Upon release, there are huge emotional stresses to cope with, associated with major change and reintegration into society after time away in a different and difficult culture. While they have been in prison, much will have changed in society. Also the ex-offender themselves will have changed as result of their experiences in prison.

## 3. New Christian path

One of the major changes that may have happened to an ex-offender referred to your church is that they may have become a Christian in prison.

For everyone this is a challenging time.

It is even more so when you have explored your faith away from family and friends and your home

environment. Ex-offenders are moving

out of a situation where they had support and discipleship as a new Christian. Now they will be challenged to put it into action back in their own, potentially difficult, environment. They have to work out how to respond to the secular world in which they used to live now that they are a Christian. They may experience added rejection from their friends who do not understand this change in them.



Enjoying a Phillies game together

*Although most of this section has referred to State released prisoners, many of these issues also apply to ex-offenders who have only served a short time in county prison one year or less.*

## 2.2 Typical day in the life of a prisoner

**Life is strictly regimented. The prison has a set program and all prisoners have to comply with it. Their freedom of choice is taken away. This lack of control can lead to them becoming 'institutionalized'.**

- Accommodation is usually in shared cells. They may have a television if they have earned the privilege. Otherwise they can watch television for a short time in the evening before lock up.
- Prisoners cannot refuse to work, if work is available, unless they are medically unfit. They are paid. Payments being made into their prison account which they can use to purchase items from the prison shop.



### A typical day might include:

- 7.30 Breakfast**
- 8.30 Work or education**
- 11.30 Lunch and lock up**
- 1.30 Return to work or education**
- 4.30 Finish work and return to cell**
- 5.30 Tea and lock up**
- 6.30-8.30 Association/ education/group work**
- 8.30 Lock up for the night**

- Prisons provide basic education – e.g. reading, writing, numeracy and GED. Places are available for all prisoners.
- Prisoners can purchase phone calls, stamps, extra food etc. in the prison store.



- Block Out is an appointed time when prisoners can talk to others, telephone, shower and play games such as Chess. It is not a right and subject to staff availability.
- The amount of time a prisoner gets out of the cell depends on the level of security of the prison. Lancaster Prison is 27hr lock down 4hr out

- Although there are various programs provided, prisoners are moved frequently from cell to cell. It therefore becomes more difficult to benefit from these programs.

### **Institutionalized**

This is where a prisoner totally adjust to prison life and “loses interest in the outside world, views the prison as home, loses the ability to make independent decisions, and in general, defines him or herself totally within the institutional context.”

- become unable to accept responsibility
- lose confidence and the ability to make their own decisions
- Stressed and insecure outside of prison

Bartol, C.R., & Bartol, A.M. (1994). Psychology and Law: Research and Application

## 2.3 The Release Process

- Prisoners are usually released first thing in the morning, around 8.45am, but timing is never definite.
- The Prisoner will often have to report to a Probation Office on the day of release.
- Usually a prisoner is issued with a travel pass to where they are going. They Also are given a discharge grant, but this is only £46 and does not last long. If the ex-offender has to pay for accommodation upon release they are given a higher discharge grant of an additional £50 which is paid directly to the accommodation provider.



(It's never free nor by chance)

### **Not surprisingly leaving prison is a frightening process for many. Here is how some ex-offenders describe their experiences:**

*"It's like you are a baby and being born into the world, but you have no mum and dad. You suddenly have to fend for yourself."* Ex-offender, Holy Trinity Brompton

*"I was very, very nervous and I still am. I'm very tearful, I cry a lot."*  
Female ex-prisoner

*"the amount of time between his sentences has grown longer, but he finds life outside prison difficult - simple things like signing on are too complicated to bother with..."*

*"I have been outside, but I don't like it."*  
Male prisoner

*"one of my patients – she's been in prison before and now she's up on a charge again. She says maybe prison's the best place for her. She has such financial difficulties; she's got huge drug problems, no chance of detox. I can understand why she thinks that."* GP



*"I waited at the gate and there were all these pimps and drug dealers just waiting for them to come out. My friend had to go with them."*  
Ex-offender, waiting for a friend

*"I walked into the supermarket and found eleven different types of bread. Eleven. In prison there was one and you ate it or didn't. I spent ten minutes trying to make a choice then stressed out and left without buying anything."*  
Adult prisoner

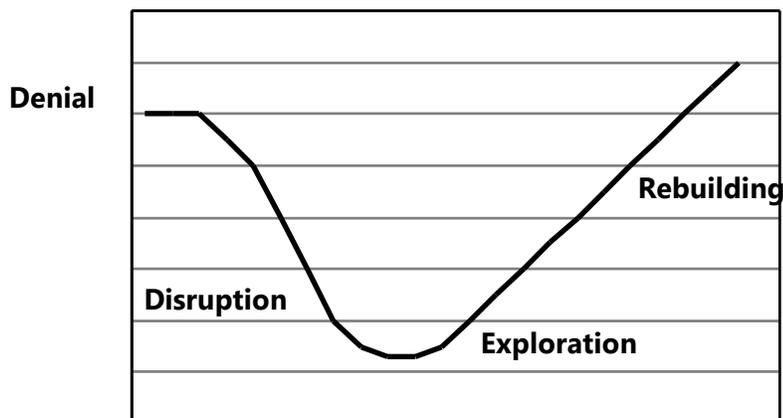
*"It's true what they say – your sentence begins the day you get out"*  
Adult Prisoner<sup>15</sup>

<sup>15</sup> news.bbc.co.uk/1/hi/4812924.stm  
"Reducing Re-offending by ex-Prisoners", Social Exclusion Unit, July 2002

## 2.4 The Change Curve

It is very easy to feel that people are being difficult and not helping themselves during periods of huge change. However, in truth they are undergoing a very normal process.

When people go through a period of substantial change they usually go through a process of coping called the Change Curve. The length of time for each stage will vary according to the situation.



State	Reaction	Assistance Needed
<b>1. Denial</b>	- 'It's no problem', 'Nothing has changed' - Shock - Unrealistic excitement	Help them to understand what is happening and how to get help. Need information, but be careful not to overload them.
<b>2. Disruption</b>	Anger - Frustration - Depression – Fear.	Let them express their feelings and listen carefully. Help them to understand that what they are experiencing is normal.
<b>3. Exploration</b>	Start looking for ways to deal with or adapt to the change. Stop focusing on the loss.	Support and guidance in how to deal with the changes.
<b>4. Rebuilding</b>	Adapt to the change and start to cope.	Celebrate their achievements and affirm their changes.

(Source: Based on the work of Elisabeth Kubler Ross)

*"In prison you are in a cocoon. All of a sudden you are released and you want to do everything at once. You try to do everything in a rush and then, when you have done it all, you don't know what to do next. Everything you wanted to do does not seem so important any more. You start looking for new excitement and, before you know it, you are back in the cycle of offending again."*

Ex-offender, The Potter's House

## 2.5 Restraints on Ex-Offenders in the Community

There has been a lot of change in recent years and there are many new proposals. The following is the current situation:

### On Probation

Most prisoners are released early on Probation. If they had a sentence of 12 months or more they are released under Licence and under the supervision of the Probation Service. There will be conditions attached to their Licence. If an ex-offender breaches these conditions they can be fined or returned to prison.

The following are general guidelines but vary according to the offence and circumstances:

Sentence	Usual Release Point	On Probation
<b>Less than 12 months Or less</b>	<i>Automatic Release Date:</i> Half of sentence	Six mo.-1 year. However, 'at risk' until their <i>Sentence Expiry Date</i>
<b>12-47 months</b>	<i>Automatic Release Date:</i> Half of sentence	License. Supervised by Probation Service until three quarters of sentence. Then 'at risk'.
<b>4 years plus</b>	<i>Parole Eligibility Date:</i> Half of sentence  <i>Automatic Release Date:</i> Two thirds of sentence	Parole. Discretionary release granted on the basis of reports by prison and probation staff. Supervised by Probation Service.  Supervised by Probation Service until three quarters of sentence. Then 'at risk'.
<b>Life</b>	<i>Parole Eligibility Date</i>	Parole. Discretionary release. Supervised by Probation Service all their life.

'At risk' means that if released prisoner commits an offence during this period they will have to return to prison to complete the sentence and any new sentence for the additional offence.

## Community Order

Many offenders receive Community Order sentences. A Community Order will have certain requirements. There can be more than one requirement.

Requirements are as follows:

**Unpaid work:** This is similar to the old Community Service Order. It involves work within the community on projects such as painting, rubbish clearance or repairing damage. Maximum of 300 hours.

**Programs:** The offender is required to attend certain accredited programs designed to address the attitudes and behavior patterns that contribute to offending, e.g. anger management or domestic abuse, addiction counseling.

**Prohibition:** The offender must refrain from participating in certain activities on specific days or for a specific period.

**Curfew:** The offender may be required to remain at a specified place (normally at home) for up to 12 hours a day.

**Exclusion:** The offender may not enter a specified place for a period up to two years.

**Residence:** The offender must reside at a specified place.

**Mental health treatment:** This can include treatment as an outpatient or admitted patient. This requirement may be court mandated or with the consent of the offender.

**Drug rehabilitation:** The offender may be required to have treatment for drug misuse. This requirement can be mandated by the court or with the consent of the offender.

**Alcohol treatment:** The offender may be required to attend alcohol misuse treatment. This requirement can be court mandated or with the consent of the offender.

**Supervision:** The offender is required to attend appointments with a Probation Officer or another nominated responsible officer.

If an offender breaches a community order they can be '**breached**' and returned to court. They may receive added or longer requirements or be re-sentenced.

**PV (parole violation)** this is not a criminal sentence. However, if an individual breaches rules and regulations they can go back to prison up to the time of the original sentence.

## **Probation Service**

The Probation Service (PS) defines itself as a “*law enforcement agency which supervises offenders in the community.*”

The key aims of the PS are to:

- Protect the public
- Reduce offending
- The proper punishment of offenders in the community
- Ensuring offenders’ awareness of the effects of crime on victims and communities
- The rehabilitation of offenders

At any one time the PS is supervising around 200,000 adult offenders in the community: 70% are under community orders and 30% are on license from prison.<sup>17</sup> They are divided into 42 separate probation areas.

Most of the ex-offenders you mentor will have a Case Manager, usually a Probation Officer. It is useful for your team to discuss your support of the Mentee with this Manager to gain a full briefing and update on your Mentee. They will have developed a Sentence Plan for your Mentee which includes a Rehabilitation Plan.

The aim of Transition To Community is to lead and coordinate all the services that work with offenders in order to achieve the maximum possible reduction in offending.

## **Christian Fellowship**

There is a fellowship of Christians working for the rights of the ex-offender. Their aims are:

- † To pray regularly for the work of the Probation Service and its personnel
- † To provide a witness of Jesus Christ in the work setting
- † To stimulate and express Christian thought on theory and practice of social work
- † To promote interest in the treatment of Probation Service within Churches and Christian groups

If you wish to talk with a Probation Officer who is sympathetic to the Christian faith about general issues speak to your church leaders who may already be an advocate.

## **2.6 Key Learning:**

**The majority of ex-offenders have a socially disadvantaged background.**

**All ex-offenders come with old problems they had before going into prison, new problems created by being in prison and new problems associated with returning to society as a new Christian.**

**Many prisoners are very nervous of being released with many leaving without work, home or personal support structures.**

**Most prisoners are released early on licence. They will have conditions they have to comply with as part of the terms of their release.**

**The Probation Service is over stretched and unable to support the number of prisoners being released. They do not supervise those who are released with a sentence under 12 months.**

**All released prisoners will go through a Change Curve as they adapt to the changes in their life after release. This has four stages – denial, disruption, exploration and rebuilding.**

# **MODULE THREE: SETTING BOUNDARIES**

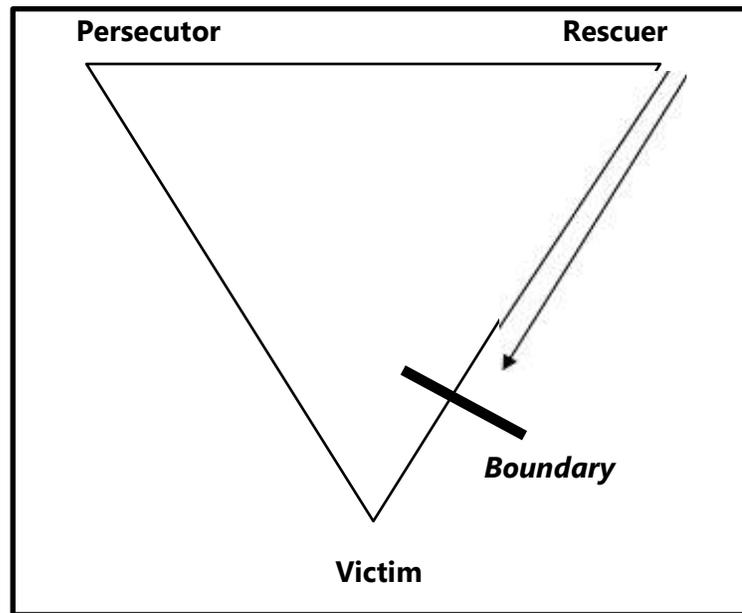
### 3.1 The Need for Boundaries

If a Mentor and Mentee do not set clear boundaries on their relationship there is a danger of:

1. The relationship being damaged by a failure to meet expectations
2. Over dependency
3. The Mentor burning out

The Mentee may never have learned to set proper boundaries or experienced ‘good parenting’. In prison boundaries will have been imposed upon them. Actually learning to respect and set boundaries is useful personal development for them.

The following model helps understand the difficult relationship dynamics that make boundaries so essential in a Mentoring relationship.



(Source: Drama Triangle, S.Karpman)

We all are in danger of moving around the drama triangle. Even when we want to help we can very easily find ourselves treated as an oppressor by the very person we want to help. As a result we then become the victim of their unreasonable behavior or attitudes:

**Example: Mother , Father, Child**

Mother to child	“stop watching TV and go to bed”	<i>Persecutor to Victim</i>
Father to Mother	“oh, let him have another ten minutes”	<i>Rescuer to Persecutor</i>
Mother to Father	“you are never here and don’t have to deal with a tired child tomorrow”	<i>Persecutor to Victim</i>
Child to Father	“Why only ten minutes. You’re not being fair.”	



**Father ends up as Victim**

### Example: Mentor to Mentee

Mentee to Mentor Telephoning after 11pm	“I’ve never had anyone there for me. I’m feeling scared.”	<i>Victim to Rescuer</i>
<i>Mentor to Mentee</i> <i>After many calls in the night...</i>	“I’m here for you. Call me any time.”	<i>Rescuer to Victim</i>
Mentor to Mentee	“My husband is complaining about the calls in the night. Unless it is urgent can You call be during the daytime?”	<i>Rescuer to Victim</i>
Mentee to Mentor	“I knew it. You are just like everyone else. You don’t care about me.”	<i>Persecutor to Victim</i>

→ A Mentee, who feels let down, will quickly turn into the persecutor and the Mentor becomes a victim. The result is:

- The Mentor has feelings of resentment, guilt and lack of appreciation
- The Mentee has confirmed their view that “life is unfair” and do not take responsibility for their problems

### The key is to set clear boundaries and thereby manage expectations:

The Mentor must be clear where the boundaries of their role lie and stick to them:

- A Mentor can not do everything that a Mentee wants. It is not physically or emotionally possible - the Mentee will therefore be let down at some point by a Mentor who tries to do too much. Such a Mentor will also burn out.
- If the Mentor does too much for the Mentee, the Mentee will never take responsibility for their own life and will remain a victim. There is a danger of too much dependency.
- If a Mentor does not make the boundaries clear to a Mentee they will expect too much and at some point feel let down.
- Mentees will push their Mentor by testing the boundaries. It is essential to keep to the boundaries.

**However good your intentions are, without setting and maintaining clear boundaries, there is a danger of damaging yourself and your Mentee.**

## 3.2 Security Guidelines

It is strongly recommended that Volunteers and Mentors operate within the following guidelines. Any changes in respect of a particular Mentee should be discussed and agreed with your Pastoral Director.

**Overriding rule: Only do what you feel safe doing. If you feel unsafe at any time LEAVE and tell your Pastoral Director immediately. If the Mentee follows, the Mentor should remain in a public place and call for help.**

- Start out meeting in a public places where you can easily leave if you are uncomfortable.
- Sit where you have access to the exit.
- Do not invite Mentees to your home.
- Do not give Mentees your or any other team member's home address or telephone number.
- Give your Mentee a Secure Telephone Number. This is a mobile phone with answering machine accessed by mentor and Pastoral Director.
- Ensure others know where you are during every meeting.
- Do not physically embrace your Mentee.
- Do not give gifts of money or loans.
- Do not give personal gifts. However, items which are appropriate to give as part of achieving goals are allowed as long as they are of an appropriate value e.g. teaching books, clothing. However, give second hand or cheap items and do not take the Mentee shopping to expensive stores.
- Any gifts of value (over £10) must come from the organization and be approved by the Pastoral Director.
- Do not drive a Mentee in your car alone.  
Note: You should ensure you have insurance cover for driving your Mentee in your car.
- Minimize how much personal information you give.
- Do not put your Mentee in a position of temptation e.g. leaving your wallet near them when they are without funds.
- Do not buy your Mentee an alcoholic drink.
- Read and give your Mentee the Confidentiality Information Sheet.
- Terminate the meeting if the Mentee is under the influence of drink or drugs or shows aggressive or violent behavior.
- Complete the Mentor Record after each meeting.
- You should only mentor Mentees of the same sex.
- Report to your Pastoral Director any matters of concern immediately.

### 3.3 Personal Boundaries

#### **Some Biblical Examples of Personal Boundaries:**

**Mark 1: 35-37;** Jesus cannot be found by his disciples because he has gone to a Solitary place to pray.

**John 11:6;** Jesus is told that his good friend Lazarus is sick but remains where he is for two days.

**Matthew 12: 46-50;** Jesus' mother and brothers arrive and call for him to leave a crowd listening to him, but he does not go immediately.

#### **Personal boundaries to consider:**

These are a few examples of some of the personal boundaries you should think about:

<b>Time available</b>	Think carefully about how much time you can give to mentoring so that you can set up meetings accordingly.
<b>Activities</b>	Think about what activities over and above your regular meetings you are happy to do. Think about what you are not able or comfortable doing and what you may need help with e.g. if you are in full time work you may need volunteers to accompany your Mentee to daytime appointments.
<b>Response to emergencies</b>	Think about what type of crisis you are happy to respond to and how you can deal with it e.g. if you have children it may be difficult to meet outside of appointed times.
<b>Personal details</b>	Think about how much personal information you are happy to give and what information you should keep to yourself.
<b>Spiritual and church life</b>	Think about how much you want to include the Mentee in your church life and which parts you want to reserve for yourself and/or your family.
<b>Length of relationship</b>	Think about how long you are willing to commit to a mentoring relationship.
<b>Security</b>	Think about any security measures you need to put in place to protect yourself and your family.

### 3.4 Mentor's Support Structure

Being a Mentor is a rewarding experience. It is also, however, a difficult role and can be quite draining if not managed properly. It is therefore essential that you, as a Mentor, have a proper support structure:

1. **Supervision** – it is essential that you talk regularly with your Pastoral Director to share the burden.
2. **Prayer** – your Pastoral Director should arrange regular prayer support for your meetings. If not, it is good to ask friends to pray for you on the day of your regular mentoring meeting.
3. **Home Group/prayer partner** – You should have a Home Group or prayer partner separate from your Mentee.

### 3.5 Knowing Your Own Limitations

Everybody has certain issues which they find more difficult than others. This can create problems for you and your Mentee if you do not recognize these as possible areas of difficulty.

Many Mentees will be survivors who are very good at manipulating people, be it consciously or sub-consciously. **It is essential therefore that you know your particular pressure points.**

Before you begin in a Mentoring relationship think about what experiences you have had in the past which might make you more sensitive to hearing about certain issues. If you have not dealt with these issues yourself do not begin a relationship that will confront these issues e.g. physical abuse, alcoholism, adultery, debt, unemployment, mugging, rape, debt, sexual abuse, rejection, cancer, anger, depression, loneliness, drugs, bereavement, anorexia.

If they are to be effective, a Mentor can not get too involved, as they will lose objectivity. If ever you feel yourself becoming too emotionally affected by your Mentee, discuss this with your Pastoral Director and it may be that you need to be replaced with a different Mentor.

### 3.6 Manipulation

You must watch for the possibility of manipulation of yourself and other church members. Ex-offenders are survivors and have learned to 'work the system' in order to survive. This will be the same in the new church environment. Many have been around Christians for years, know the jargon and can sound very convincing in their commitment. They also know how to play for sympathy or challenge you as a Christian.

A Mentee may accuse you of not acting in a Christian way. Do not get drawn in by this. Remain confident in what you believe is appropriate behaviour. If in doubt, discuss it with your Pastoral Director.

### 3.7 Spiritual Challenges

There is a danger that the Mentee will link their relationship with God with their relationship to their Mentor. If you are not, as a Mentor, behaving the way they consider right, it can affect their relationship with God. Take care to ensure the Mentee understands that their relationship with God is independent of you and that you are a fallible human being.

#### 3.8 Key Learning:

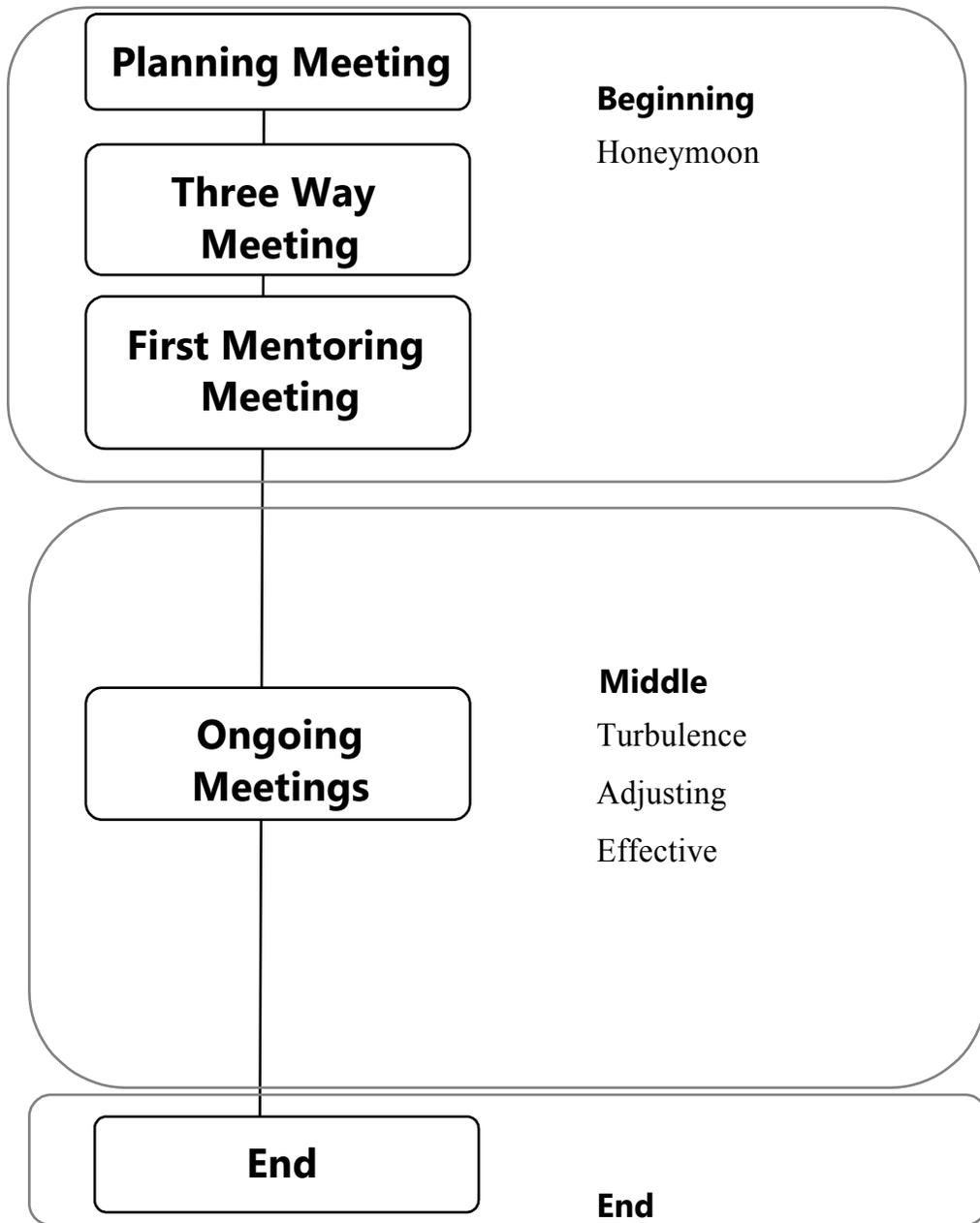
**It is essential that a Mentor establishes boundaries for their relationship with a Mentee. Otherwise there is a danger of the Mentee becoming over-dependent or feeling let down because the Mentor has not met their expectations.**

**A Mentee will push a Mentor by testing the boundaries. It is essential to keep to the boundaries.**

**An ex-offender will be good at manipulating people and it is essential to monitor this. It is particularly important to know personal pressure points.**

## MODULE FOUR: THE MENTORING RELATIONSHIP

## 4.1 Overview



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## 4.2 Planning Meeting

Prior to starting a Mentoring relationship it is essential that you have a discussion with your Pastoral Director and the rest of the team. The purpose of this meeting is to:

- Obtain as full a brief on the Mentee as possible
- Identify the Mentee's key needs
- Prepare an action plan of support for the Mentee, including agreeing who is doing what, e.g. who will meet him/her at the gate of the prison
- Consider what resources are available and what else is needed
- Plan support meetings and prayer support for the Mentor
- Deal with security issues

**The relationship can start in prison or after release. It is great if it can start before release, as it has been proven that mentoring is often more effective if the relationship begins before leaving prison.**



## 4.3 Three Way Meeting

If the Pastoral Director has already been in contact with the Mentee, it is great if they can introduce you to the Mentee. This is helpful to the Mentee, but also gives the Pastoral Director the opportunity to see how you both get along.

This meeting could be combined with the First Mentoring Meeting. This is particularly useful if the Mentor is less experienced or where difficulties with explaining boundaries to the Mentee are anticipated.

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## 4.4 First Mentoring Meeting

You may have already met the Mentee in prison or upon release, as part of the Circle of Support, during the first few days. However, when the first of your regular meetings begins as a Mentor, you are formalising the relationship. Therefore, however often you have already met, it is essential you still go through the **First Meeting Agenda**.

Part of creating a safe and secure environment for your Mentee is setting clear boundaries and managing expectations. It is therefore essential you discuss certain matters at the beginning to ensure a future positive relationship.

### Key objectives:

1. Establish rapport – get to know each other and establish trust.
2. Establish common understanding of what each other can expect – set boundaries.

### First Meeting Agenda:

Try to be relaxed and friendly.

1. Get to know each other (within boundaries). Listen to their story if they want to share it.
2. Find out what they are hoping to gain from being mentored. Listen to any concerns they may have.
3. Explain the objectives of your role as a Mentor.
4. Set boundaries:
  - a. Explain about confidentiality and sign the Confidentiality Policy Sheet.
  - b. Explain the length of the relationship – initially 6 months.
  - c. Explain other relevant boundaries.
5. Set framework for future meetings and give contact information e.g. Secure Telephone Number.
6. Ask them to think some more, before the next meeting, about the things they would like to achieve by meeting with you.



## 4.5 Ongoing Meetings

### Time and Location

- You should try to meet every week for 1-2 hours.
- Choose a public place where the Mentee can relax and you can talk easily, but where you feel safe.
- It is best to keep the same location and time as much as possible. This makes it easier for the Mentee to remember and gives some structure to their week.

### Mentee sets the Agenda

- The meeting is the Mentee's meeting. They therefore set the agenda.
- You may need to guide the Mentee towards longer term goals as the meeting progresses.
- Most of the time should be spent listening and questioning.
- Close in prayer, if appropriate.

*Effective dialogue consists of:  
80-90% listening, paraphrasing and questioning  
and 10-20% sharing and discussing ideas*

(Source: N. Clausen & D. Clutterbuck, *Implementing Mentoring Schemes*, pg 179)

### Set Goals and Review Regularly

- The Mentor should not just be keeping the Mentee company. It is important to set some goals for the relationship. These may be short or long term, small or large.
- The Mentee should set the goals. You help them by probing needs and guiding the Mentee through possible solutions.
- Progress is often slow at first and so encouragement, patience and positive feedback are essential.
- Goals should be regularly reviewed in order to mark achievements and to allow for growth and change.

### Pace

Some ex-offenders, when they are released, are full of excitement. They have a list of things they want to do that they have missed. However, once they have done them, they hit a huge anti-climax. This creates a need for new excitements and therefore the temptation to get back into crime.

Try therefore to help your Mentee to pace him/herself. Try to encourage them to spread out some of the fun things they want to do and to have realistic expectations about how long some things will take.

## Problem Free Discussion

Although it is important to move towards achieving goals, it is also important to also talk about some less problematic areas of interest to the Mentee e.g. football. This helps keep the tone of the meeting friendly and supportive.

## Trust

It is difficult to build trust. The ex-offender may not have experienced someone 'being there' for them and may often have been let down. They therefore may be very cautious and suspicious.

### **Be honest - Be reliable - Maintain confidentiality - Manage expectations**

One of the best ways to show caring and build trust is through your actions. The Mentee may have heard many fine words before. What proves you really care is being there when needed and doing what you said you would.

## Reporting

It is advisable to keep a record of your meetings with your Mentee. This should not be written in front of the Mentee, but after the meeting. It should set out the current goals, general observations on how your Mentee seems to be doing, key new information and key points for the next meeting. (See Appendix IV for an example). This:

1. Acts as a memory aid (forgetting something important to your Mentee can very much affect them)
2. Protects you
3. Helps review the meeting and progress with your supervisor
4. Helps update others that may become involved later.

If there are future legal proceedings these notes could be useful in evidence.

## Prayer Support

Larger programmes should have a regular prayer meeting to support your meetings. If there is no official meeting, arrange for a friend to pray for you.

## Problems and Resigning

Problems should always be discussed with your Pastoral Director.

It is essential that, if you are not comfortable with your Mentee, you discuss this with your Pastoral Director and even consider changing Mentor. This is not a failure, but a caring approach. There are going to be personality clashes and, if you do not recognise these, you are preventing your Mentee from benefiting from an effective relationship with someone else more appropriate for them.

### **Elements of an Effective Mentoring Relationship**

- Trust
- Reliability
- Listening
- Building confidence
- Empowering
- Motivating – setting goals
- Challenging
- Patience - working at their pace
- Empathy
- Avoiding criticising and sounding judgemental
- Being encouraging & motivating – giving positive feedback
- Showing interest in what the Mentee is interested in
- Tolerating mistakes
- Not getting too emotionally involved
- Managing expectations and maintaining boundaries

It is helpful to check how you are performing against this checklist every few weeks and adjust your behaviour accordingly.



## 4.6 Ending the Relationship

- You should talk openly at the beginning of the relationship about its duration to ensure the Mentee does not feel rejected when the time comes to finish. It also discourages dependency.
- As you approach the end of the relationship it is good to plan the ending. Talk to the Mentee about what they want to do with the last meetings. Let them pick the place and nature of the final meeting.
- Talk to the Mentee about what further support they may need and where they may find it. Support them in making arrangements, as necessary.
- Discuss with the Mentee their feelings about ending the relationship and share your feelings.
- Evaluate how you both feel the relationship has gone.
- Celebrate achievements at the end of the relationship.

## 4.7 Dealing with 'Failure'

Given the high re-offending rates and the difficulties facing a newly released offender, do not feel dismayed if your Mentee falters. During their time being mentored, you and the Holy Spirit will have sown some seeds that will have an impact in their future.

Remember that often it is when a 'sufferer' relapses, but then returns for help that real progress can be made (e.g. of addiction, food disorders, behavioral problems, etc). It is the ideas sown originally that help to bring them back wanting to change. The same is often true of an ex-offender.



At the end of the day we have to trust in God to guide and support the ex-offender and accept the small part given to us in that path, even if we never see the fruit of our work.

## **4.8 Key Learning:**

**Before commencing a mentoring relationship, it is essential to have a planning meeting with the whole support team where roles are clearly defined and activities agreed.**

**At the first meeting, a Mentor must define the nature of the relationship and establish clear boundaries. This includes explaining the nature of confidentiality. The Mentee sets the agenda for future meetings, however the Mentor should try to set goals and move the Mentee forward towards achieving those goals. The mentoring relationship should be for a defined time, subject to reviews. It is essential to plan for the ending of the relationship and ongoing support.**

# **MODULE FIVE: EFFECTIVE COMMUNICATION**

**Effective Dialogue: 80-90% listening, paraphrasing and questioning 10-20% sharing and discussing ideas**

## 5.1 Effective listening

To build trust and an effective relationship it is essential a Mentee feels listened to. For many this may be a new experience.

**Listening is an active process, not passive**  
**Listening is a skill**

There are three stages:

- 1 Hearing** – physical act of receiving what the person is saying
- 2 Understanding** – assimilating what this means
- 3 Assessing** – evaluating your agreement with what has been said and possible response

- **Good physical positioning**

Communication is both verbal and non-verbal. A Mentee will pick up a lot from your body language. Many use the acronym SOLER to remember to physically position him/herself well during a meeting.

- S**quarely face the person
- O**pen posture
- L**ean towards Mentee
- E**ye contact maintained
- R**elax

- **Remove communication barriers**

Be aware of the barriers to you listening effectively:

<ul style="list-style-type: none"> <li><b>Distractions</b></li> <li><b>Preoccupation</b></li> <li><b>Lack of interest</b></li> <li><b>Prejudice</b></li> <li><b>Premature evaluation</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Rehearsal</b></li> <li><b>Nerves</b></li> <li><b>Emotional words</b></li> <li><b>Clarity</b></li> </ul>
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**Need to focus.....**

Beware of: Distractions: Physical surroundings may cause disturbances  
 Preoccupation: Mentor is thinking about other issues  
 Lack of interest: Mentor is bored

**Need to keep an open mind and be aware of your own issues.....**

Beware of: Prejudice: Mentor has prejudged the subject  
 Emotional words: Certain words create an emotional reaction

**Need to delay thinking ahead, as we think faster than we speak.....**

Beware of: Premature evaluation: Deciding before the Mentee has finished  
 Rehearsal: Mentor thinking about their response  
 Nerves: Mentor worrying about what is coming

**Need to clarify what hearing.....**

Beware of: Clarity: Mentee is not delivering their message clearly

**• Do not interrupt**

Let the Mentee finish speaking before you speak. If you interrupt it looks as if you are not listening even when you are.

**• Listen to more than the words**

Need to not only 'listen' to the words being spoken but understand what is being said indirectly - by body language, inference or omission.

7% of meaning is in the words spoken  
 38% of meaning is in how the words are said  
 55% of meaning is in facial expression  
 (source: Albert Mehrabian)

**5.2 Feedback what you are hearing**

It is good to check understanding as you go. This has two benefits

1. It reassures the Mentee that you are listening
2. It ensures that you do understand what they are saying fully

This can be done through various techniques:

- Paraphrasing** Repeating what Mentee says in fewer words
- Clarifying** Taking something vague and making it clearer, feeding back main ideas
- Perception checking** Stating what is being understood and gaining verification
- Primary empathy** Reflecting what Mentor is understanding the Mentee is saying they are feeling: *"If I am understanding you correctly"; "What I am hearing is"*
- Advanced empathy** Reflecting upon what Mentor is understanding the Mentee is feeling at a deeper, perhaps unconscious level: *"Listening to you it seems as if"; "I wonder if you are expressing concern that"; "I sense that you are feeling"*

## 5.3 Effective Questioning

### • Use Open Questions

**Closed questions: generally have the answer 'yes' or 'no'. These questions do not therefore encourage a flow of information and continued conversation.**

'Are you hungry?' 'Yes'

'Do you think this will help?' 'No, well maybe'

'Will you be able to do that?' 'Yes'

**Open ended questions: allow the Mentee to remain in control of the information being given. These questions expand the conversation.**

*What would you like to do about it?*

*How did it happen?*

*Why do you think that would help?*

### • Do not ask too many questions

This merely makes the Mentee more passive and can feel aggressive or intrusive.

## 5.4 Silence



### **Do not be afraid of silence.**

The Mentee will be silent at times. They may need time to absorb what they have heard, they may be testing you or they may just not feel like talking. It does not necessarily mean they do not want to be **with** you. Do not try to fill all the silences. If you do the Mentee will feel pressured and you take control away from them.

Paul on his first meeting with a Mentee:

“I arrived first and Steve (not real name) was brought in by one of the Chaplaincy team. He sat opposite me and didn't speak or look at me for the next 20 minutes. I broke the silence by asking him if he wanted me to leave, to which he said a few things, one being *'please yourself what you do mate'*, I stayed for a while and then left, on my way out he said *'I suppose that means you won't be back?'* I continued to see Steve and over the next few months our relationship grew into one of mutual trust.”

## **5.4 Key Learning:**

**An effective mentoring meeting will involve 80-90% listening, paraphrasing and questioning and only 10-20% sharing and discussing ideas.**

**Effective listening is a skill which involves good physical positioning, removing communication barriers, not interrupting and listening to more than the words.**

**Feeding back what you are hearing reassures the Mentee that you are listening and ensures full understanding.**

**Effective questioning involves the use of open questions.**

**Silence is helpful and should not be filled Unnecessarily**

# **MODULE SIX: SETTING GOALS AND PROBLEM SOLVING**

## 6.1 Empowering

*“Elements that have been identified as ineffective are mentoring by authority figures, a purely supportive relationship between the mentor and the young person with no clear aim or goal and prescriptive or critical behaviour by the mentor”*

“Mentoring: Key elements of effective practice”, Youth Justice Board

As a Mentor you are not just spending time with the Mentee. The aim is to move the ex-offender forward by supporting self-reliance and encouraging them to take responsibility. To do this you have to challenge the ex-offender and help them to feel they can do things for themselves.

### **1. Do not act for the Mentee unless necessary**

The role of the Mentor is to guide and not do the work for the Mentee. The Mentee will have much more of a feeling of achievement if they do things for themselves. Also you want them to learn and they will not do so if you do everything for them. For example, if they can write, get them to fill in forms with you guiding them.

### **2. Challenge the Mentee to find their own solution**

You have a role to challenge the ex-offender to think for themselves and explore possibilities. You are a source of ideas from which the Mentee chooses.

### **3. Respect Mentee’s autonomy and freedom of choice**

The Mentee must make their own decisions and choices. This includes making mistakes.

### **4. Keep the Mentee accountable**

The Mentee is responsible for their problems and decisions and not you.

### **5. Encourage the Mentee to develop a personal relationship with God**

Be careful the Mentee does not use you as an intermediary to God. They are responsible for building their own relationship with God.

## 6.2 Goal Setting

To make effective goals:

- Do not impose goals
- Find out what the Mentee wants to achieve
- Guide the Mentee to set some goals; they can be large or small, long term or short term.
- Suggest time frames and help the Mentee to be realistic about timings
- Discuss how to meet the goals and set tasks against them
- Ensure goals and tasks are realistic
- Review regularly
- Change goals as situations change



*Helpful question to set goals:  
"If you woke up tomorrow and your world had completely changed for the better, what would have changed"*

## 6.3 Problem Solving

### Identify the true issue:

Drill to the underlying problem by asking: Why? Why? Why? Why?

*I am going to move hostel*

***Why will that make life better?***

*They won't keep complaining at me*

***Why do they complain where you are?***

*They don't like my coming in late?*

***Why do you come in late?***

*I go out with my pals to the pub and that is when they go home*

***Why don't you explain to your friends?***

*They might reject me from the gang*

***So you are worried about your friends not accepting you if you do not do what they do. Let's think about how you can deal with your friends without losing face.***

### Guide the Mentee to find a solution

If the Mentee does not feel able to do what is needed to resolve problem, try to get them to talk about past successes to build their confidence e.g. if they have successfully gained Jobseekers Allowance and are now worried about filling in a job application form, point out that they have already successfully completed forms for one matter so now they can do another set with your guidance.

### Seek other sources of help

If you are worried you do not know how to guide your Mentee on a particular matter, find someone who does have the experience. There are not many problems that someone has not had to deal with before. Sources could include: personal contacts; your supervisor; other mentors; CFEO Contact List – see Appendix I; internet; local libraries; CAB or other Advice Centres; GP.

### Involve Volunteers

Time will often be an issue to help support your Mentee and so involve volunteers to supplement support.

## **6.4 Key Learning:**

**The role of the Mentor is to help the Mentee move forward by supporting self-reliance. It is therefore crucial to help the Mentee take responsibility for their life and not make decisions or take actions for them.**

**It is important to establish some goals which should be set by the Mentee and reviewed regularly.**

**Identify the true issue and seek information, if needed, from the many other sources of help available.**

# **MODULE SEVEN:**

# **ATTITUDES AND ADDICTION**

## 7.1 Drug and Alcohol Addiction

The following aims to provide a **basic** understanding of addiction and how to recognize the signs of a problem. You are probably not an expert and will need assistance to help an addict. Some helpful contacts are given on TTC webpage ([www.transitiontocommunity.com](http://www.transitiontocommunity.com)) that can provide further advice and information.

### Addiction

No one sets out to become an addict. It happens gradually with various stages. It begins with small things and develops over time. The addict will then move on to other things that make them feel good and do this again and then use it increasingly frequently until their usage becomes regular and normal to them. The amount of time and frequency will then start to increase. A life style is then established. For some substances the body becomes tolerant of the dose taken and so consumption will increase to achieve the desired effect. But addiction is not all about substances it is about the need to “Feel” normal.

### Why do people become Addicts?

#### Personal Factors

- Brokenness (non-spiritual)
- Family and relationship breakdown
- Spiritual attack
- Personality disorder (eg. People pleaser, self-centeredness)
- Family patterns – genetics, generational conformity

#### Environmental Factors

- Availability of drugs, alcohol, other substances
- Increasing acceptability of drugs and alcohol
- Peer pressure
- Media pressure
- Effects of drugs themselves

### What is Addiction? (Huge Controversy over this)

#### For Our Purpose

1. Addiction means: “The state of being enslaved to a habit, practice, or something that is a Psychological or physical form of habit, as narcotics, to such an extent that its cessation causes severe trauma” - Random House Dictionary.
2. No one sets out to be addicted to anything.
3. One source listed 150 different things to which people can be addicted - so we are talking about more than just drugs and alcohol.
4. To allow myself to become addicted is to focus my affections on the flesh and no longer be focused on serving the Lord, my family, my employer, or anyone but myself.

#### Dependence syndrome:

- Subjective compulsion
- Desire to stop although consumption continues
- Relatively stereotyped/inflexible pattern of consumption
- Changes in the brain (‘tolerance and withdrawal’)
- Drug/alcohol seeking behavior (prioritisation)
- Rapid return to substance or behavior after a period of abstinence

## **Recognising the Symptoms**

The signs of misuse of drugs or alcohol or other addictive behaviors vary according to the type of substance, compulsiveness and habits a person is addicted to. The following is a very general guide of some of the possible visible signs:

### **General**

- Poor concentration and ability to think
- Sudden mood changes
- Unpredictable behavior
- Poor time keeping (mind is not on what is happening)
- Unusual irritability and deteriorating personal relationships
- Self neglect
- Agitation
- Dishonesty

### **Cocaine and Methamphetamines**

Nasal problems, dilated pupils, dry mouth, bad breath, over activity, lose interest in food and sleep, nervous, talkative, irritable, change in personality.

### **Heroin**

Progressive weight loss and cough or damaged veins, depending on method of taking. Needs to be taken regularly in order to avoid withdrawal symptoms which include cramps, eye and nose watering, shivers and sweats.

### **Ecstasy**

Negative long term effects can include depression, personality change and memory loss. Short term effects can include panic attacks, nausea, paranoia, confused episodes and epileptic fits.

### **Marijuana**

Inflamed whites of the eye, odour, brown residue on fingers. Under influence can talk loudly and quickly, laugh a lot and be forgetful.

### **Inhalants**

Runny nose, watering eyes, clothes and breath have specific odour, silly behaviour and symptoms of alcohol abuse without the smell of alcohol.

### **Alcohol**

Smell, lack of coordination, slurred speech, aggressiveness, foolishness, loss of inhibitions, sleepiness.

### **Solvents**

Sores on face, muscle and chest pain, depression, loss of appetite, vomiting, slowed breathing, impaired coordination, slurred speech, nose bleeds, unusual behaviour.

## 7.2 Sex Offenders

The following is a brief introduction to what is a very complex and varied area. Your Pastoral Director should put risk management procedures in place and gain as much advice and information about the ex-offender and working with sex offenders as possible.

### **TTC (The Potter's House)**

TTC- The Potter's House provides a residential living environment for ex-offender's. Within this Framework TCC encourages families to reunite. In light of this environment we cannot accept ex-offenders with sex offences. However TTC encourages mentors who have interest in this area to foster relationships with this special group of offenders.

- 1:** registered sex offenders convicted or cautioned since Sept '97 of certain sexual offences. Offenders are registered from 5 years to life. (Megan's Law)
- 2:** violent and other sex offenders - against an adult generally violent offenders sentenced to 12 months or more but also includes other groups including those under hospital orders, and those convicted of specific offences against a child
- 3:** those convicted of an offence causing harm to the public (including abroad) and deemed a risk to the public by the Responsible Authority (police, probation and prison services).

Those registered will have closer supervision of their activities. They will be Allocated a probation officer who will monitor their activities.

### **Seek advice from the professionals**

Any church working with sex offenders must make sure they are aware of child protection issues and legislation. Ensure a member of your team links with statutory and church agencies. In addition to the relevant Probation Officer and Police Public Protection Officer

## Assumptions about sex offenders:

- | Their behaviour is addictive – assume there is no cure and aim for control.
- | Their whole view of sexuality is a product of distorted thinking.
- | They will use fantasy and masturbation to reinforce their behavior.
- | They may present him/herself as a nice person whose offence is a one-off and out of character.
- | They may claim that they are cured (i.e. medical or religious intervention) and claim they will never re-offend.
- | They have many excuses to justify him/herself – including the victims’ promiscuity.
- | They will blame others, shifting focus to their family background or the actions of social services, the police etc.
- | They will use the victim’s perceived promiscuity to defend their own behaviour.
- | They may claim that stress, drinks or drugs is the cause.
- | They will minimize the offence.
- | Their belief system will allow them to think that what they did was acceptable.
- | They may acknowledge to others what they did was wrong but they preserve a secret view that their behavior is acceptable.
- | They are likely to deny knowledge of targeting and selecting victims.
- | They may become emotional and use this as a diversionary tactic to gain sympathy.
- | They may claim their behavior is impulsive.
- | They may undermine others’ authority and expertise in order to gain power.
- | Their criminal record will not reflect all their offences.<sup>23</sup>

## Risk management

Where a known sex offender joins a church, it is important to extend love and friendship to the individual but at the same time it is essential to put in place risk avoidance measures. Your Pastoral Director will be responsible for this. As a Mentor you should;

1. Ensure you are fully briefed on the sex-offender. In particular know their **offending pattern**. This includes the way they operate, their usual target (e.g. age, sex) and the grooming procedures they have employed. It is important to gain as much of this information as possible. Your Pastoral Director should get this from the Probation Officer or the Police Public Protection Officer as part of their risk assessment of the ex-offender.
2. Those who receive a prison sentence over four years will be offered **sex-offender treatment**. If they have not accepted that offer, it is good to find out why.
3. The **Ex-offender/Church Agreement** will contain extra requirements for a sex-offender. Familiarize yourself with these requirements, particularly about where they are not allowed to go, activities they are not allowed to partake in or where they must be accompanied or have permission to join in an activity.

<sup>23</sup> ‘Working with a Paedophile’, Ray Wyre, 1988

Be prepared to confront your Mentee on any suspected breaches of this agreement and inform your Pastoral Director immediately of any suspected breaches.

4. If you are in any doubt about your Mentee's activities and are worried that they are going to re-offend, it is essential that you tell your Pastoral Director immediately and contact the relevant authorities. At the first meeting, as part of your briefing on confidentiality, ensure your Mentee understands this.
5. There should be frequent meetings between all those involved in working with the sex-offender. This should include your Pastoral Director, the Pastoral Helper, Alpha Group Leader etc. Also keep in regular contact with their hostel leader, probation officer etc.
6. Maintain open and frank communication. Do not hesitate to discuss any concerns you have with your Mentee.
7. Try to ensure that the Mentee is not placed in any situations that will be tempting to him. As sex-offending is an addiction, there is a high risk that they will re-offend in such circumstances. Consider his offending pattern and discuss this openly with the Mentee to identify his danger areas.
8. If there is more than one sex-offender in the church there is a danger of networking. So any of your Mentee's liaisons and friendships with other sex-offenders should be recognized and carefully monitored.
9. Sex-offenders are often drawn to churches for very valid reasons; seeking acceptance, warmth and love. However, some sex-offenders are drawn to churches for the wrong reasons. They may be 'grooming paedophiles' who are trying to work their way into an area where they have access to children. It is important to be aware of both possibilities and watch for signs.
10. Be particularly vigilant for any signs that a sex-offender is manipulating others in the church or yourself. They particularly can manipulate the situation to justify their actions as seemingly innocent or accepted behaviour.
11. Sex-offenders will not necessarily have offended against children but their offences could be against adults – male or female. However, the fact that a sex-offender has committed offences against an adult rather than a child in the past does not mean that they will not be at risk of offending against children in the future. Remember also that it is not only men that commit sex offences.
12. Arranging a job for a sex offender may appear as giving them credibility in the eyes of a child as a 'safe adult'. Be careful therefore what roles you encourage the Mentee to take.
13. Encouraging the Mentee to find his true worth in Jesus and developing a realistic relationship with him is a priority. The Holy Spirit can do more to help the sex-offender than any of us.

## **7.3 Key Learning:**

**A Mentor will have personal opinions and prejudices which it is important to be aware of and manage in order for a Mentee not to feel judged.**

**Around two thirds of prisoners were using drugs before prison.**

**Prisons provide some drug misuse support and treatment and detoxification programs, however the impact has been limited.**

**This is a key area of concern for the government and there are many new initiatives.**

**It is important to recognise the signs of drug or alcohol abuse.**

**The Mentee may be on a drug treatment program as part of their sentence.**

**Sex-offenders are generally monitored by Probation More strictly than other offenders after release.**

**It is essential to get as full a briefing as possible about a Mentee who is a sex-offender, particularly the details of their offending pattern.**

**Risk management procedures must be put in place which protect the congregation and keep the sex-offender away from temptation.**

**It is important, as a church, to keep in touch with others in the sex-offender's 'circle of support.'**

# **MODULE EIGHT:**

## **DIFFICULT MEETINGS**

## 8.1 Dealing with Confrontation

### Diffuse the Mentee's aggression:

#### Take Time

- Think - "I can handle this, I am calm."
- Pray – for the Holy Spirit to guide your words.

#### Listen

- Do not interrupt.
- Show interest in what they are saying.
- Focus on the words being said and not emotions.
- Ensure you are clear about what they are saying
  - listen actively and ask for clarification
  - feedback your understanding.

#### Watch Tone

- Respond with love. Do not raise your voice. Stay calm.
- Maintain an adult approach.

#### Express Understanding

- Express affirmation and acceptance of how they feel.
- Use empathetic statements, but be careful not to be patronizing.

#### Give a Diffusing Response

- Try to see their point of view
  - Agree with as much as you can.
- Take responsibility for your actions
  - Apologize immediately for anything you agree you have done wrong.
- Thank them for letting you know they are upset.
- Give your opposing point of view after a diffusing statement
  - "Perhaps I am wrong. I thought..."
  - "I can see what you mean but I had not thought of it like that. I thought..."
  - "I am not sure about this. Perhaps you can explain why..."
- Discuss issues and not people.

#### If necessary, leave

- Stop the interaction if you feel threatened or think they are going to get physical.
- Explain why you are going and how they can contact you to meet again once they are in control of themselves.
- Inform your Pastoral Director that the meeting has gone badly.

## 8.2 Dealing with Resistance

### Common problematic responses:

#### Question and Answer

Mentor asks lots of questions and the Mentee becomes passive.

#### Confrontation and Denial

Mentee gives a reasonable argument in response to everything the Mentor says.

#### Becoming Directional

Mentor starts telling the Mentee what to do.

### Possible effective responses:

#### *"I can't stop smoking"*

#### **Roll with Resistance**

Agree instead of challenging

*"Yes I can see it is too difficult for you to stop smoking at the moment."*

#### **Reframe**

Help the Mentee to see the problem differently

*"It's great that people care enough about your health to ask you to stop smoking."*

#### **Focus on solutions not problem solving**

Discuss the end point and not the problems getting there

*"If you stopped smoking what would be better?"*

#### **Express solution in the Mentee's frame of reference**

Appeal to the self interest of the Mentee

*"So you will save a lot of money if you stop smoking."*

#### **Bring out the Mentee's successes in the past and discuss**

*"Did you ever stop in the past? Why were you able to do it then? What might help you create the same situation now?"*

### Do not force change

It is up to the Mentee to choose to change. You will only increase resistance if you try to force them before they are ready.

The Holy Spirit is the one who can ultimately change the Mentee and overcome their resistance. Pray for your Mentee to be less resistant and encourage the Mentee to pray about their issues.

## 8.3 Case Study

Steve (not real name) had suffered a childhood of abuse and by 13 was heavily involved in a life of crime. He spent the next fourteen years in institutions mostly devoid of love and steeped in authority and enforced discipline. I first met him when he was 27 years old. He was complicated and difficult to deal with.

Steve decided to attend an Alpha course in prison and he began to see life in a different light. He was excited and challenged by the thought of a relationship with God based on love and forgiveness. However it was difficult to change and he had a lot of pent up anger.

When a mentor met him for the first time he found him unresponsive and difficult. It took some time to build his trust and get into a proper conversation. When Steve was released he was met at the prison gate by his mentor. This was a shock for him. He had never believed anyone would keep a promise and turn up.

He began the process of integration into the church and home group system. Steve felt uncomfortable in church - different and cynical. He gradually began to make friends and let down some of his defenses.

It was hard for Steve to get a job. He started to get angry and frustrated about this as he was really trying to change and live a new life, but employers did not look past his conviction. A member of the congregation eventually took him on for some manual work and he started to gain self respect and financial independence.

Steve went into a Christian rehabilitation home. This was very helpful in his growth as a Christian, but finally Steve's anger issues meant that he was aggressive to the staff and was asked to leave. A second rehabilitation home hit similar problems and he was asked to leave there too.

After Steve's initial positive integration into the church, he started trying to exhort money from members of the congregation and his relationships began to deteriorate. He also started offending again. Eventually his behavior was so bad and obstructive it was suggested that he leave the church and worship elsewhere. This was after 18 months of mentoring.

Steve disappeared for two weeks. He then came back and apologized. He said he really wanted to change. From that point the relationship started to really improve. Steve attended church and home group regularly.

Finally he married and settled down into a job, doing what he loved. He was also reconciled with his family. He has now been out of prison for nine years. Not all his problems are resolved but he is happier than he has ever been and committed to his relationship with God.

## **8.4 Key Learning:**

**If a Mentee becomes confrontational and aggressive try to diffuse their aggression; listen, maintain a loving tone of voice, express understanding and try to use diffusing responses.**

**If a Mentee does not calm down and a Mentor feels threatened, they should leave and inform their Pastoral Director of the problem.**

**If a Mentee is very resistant to change try to avoid: asking too many questions, confrontation and denial conversations or becoming directional.**

**Useful tools for dealing with resistance are to roll with the resistance; reframe the problem; focus on solutions not problems or help them to see the solution within their frame of reference.**

**Always try to focus on their achievements in the past to build confidence that they can deal with the present problem.**

**Do not try to force change!**

**As a Mentor, you can make a difference in the life of an ex-offender.**

**With the power of the Holy Spirit, you can see broken lives transformed.**

*"Therefore, if anyone is in Christ, he is a new creation; the old has gone, the new has come! All this is from God, who reconciled us to himself through Christ and gave us the ministry of reconciliation"*

2 Corinthians 5:17-18



APPENDIX II

MENTOR/VOLUNTEER AGREEMENT

This Agreement sets out the terms under which you agree to provide services to "The Potter's House" as a volunteer working with ex-offenders. It is not a Contract of Employment.

- 1. Your Church Affiliation
a. Address:
b. Pastoral Leader:
2. Mentor/Volunteer
a. Name:
b. Address:
c. Role:
Mentor / Volunteer

The Mentor/Volunteer hereby agrees:

- 1. To perform the agreed activities to the best of their ability.
2. To comply with the policies and procedures of The Potter's House/Church.
3. To give a month's notice if they wish to stop volunteering with The Potter's House/Church.
4. To maintain confidentiality with any Mentee and the work of The Potter's House / Church
5. To raise any grievances with the Pastoral Director.

By signing this agreement the Mentor/Volunteer agrees that:

- a. the Mentor/Volunteer has read the Policy and Procedures of The Potter's House / Church.
b. the Mentor/Volunteer is a volunteer and not an employee of The Potter's House / Church.

Church hereby agrees:

- 1. To provide relevant training and counseling.
2. To provide supervision and training support meetings.
3. To provide opportunities to become involved in the work of helping Ex-offenders.
4. To provide prayer cover for all the Mentor/Volunteer's work.
5. To consult with volunteers and mentors regularly.
6. To inform the Mentor or Volunteer of any new, relevant information regarding the Ex-offender they are working with.

Signed (Pastoral Director):

Signed (Mentor/Volunteer):

Print Name:

Print Name:

Date:

Date

APPENDIX III

# MEETING RECORD

**Mentor:** \_\_\_\_\_ **Mentee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Current Goals:</b>
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<b>General Observations:</b>
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<b>New Information:</b>
<b>Points for next meeting and follow up:</b>

**Signed** \_\_\_\_\_

# CONFIDENTIALITY POLICY

**Mentor** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

All that is discussed will be held in the strictest confidence and not discussed with anyone else. However there are certain situations where the Mentor can disclose information.

The Mentor can discuss and pray through issues that might arise with their Supervisor. However, the Supervisor is subject to the same rules of confidentiality as the Mentor.

In addition the Mentor can or must disclose information:

1. Where you, the Mentee, give consent.
2. Where compelled by law.
3. Where there is serious risk of physical harm to you, the Mentee, or others.
4. Where the information is so grave, confidentiality cannot be maintained, for example where the law is being broken or has been broken

**Signed:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# Agreement



## New Mentee/Member

I agree to abide by all the boundaries set out in this agreement, which will enable me to enjoy and experience the life of the church to the full, protecting me and the other members of this church from my weaknesses, and allowing me to grow into wholeness in Jesus Christ (Romans Chapter 12 v1-3)

1. I agree to come under the authority of the leaders of The Potter's House / Church, and will be obedient to them in all things under the Lord.
2. I will attend meetings/house groups as directed by The Potter's House.
3. I will meet with my Mentor, \_\_\_\_\_ regularly, and will attend services and meetings with him.
4. I will not enter certain parts of the buildings designated no go areas by the leadership.
5. I will not accept invitations of hospitality where there are any temptations to re-offend, unless I am accompanied by my Mentor/volunteer.
6. I will not go directly to individuals within the congregation and ask them for money.
7. I understand that it is my responsibility to be truthful at all times.
8. I accept that there are certain people that will need to be told of my circumstances.
9. I understand that if I do not keep to these conditions, I may be asked to leave The Potter's House / Church, and in such circumstances, the leadership may choose to inform the statutory agencies, and the church congregation.
10. I understand that the church will do its best to nurture my faith and help me in practical ways, with the help of the Lord.

Signed: \_\_\_\_\_

Print Full name: \_\_\_\_\_

Date: \_\_\_\_\_

## Pastoral Director

We agree to welcome \_\_\_\_\_ into our church, nurture his faith and care for him in pastoral and practical ways. We will agree to do this in all the ways set out in this agreement, with the help of the Lord in the power of his Holy Spirit, and to the best of our ability.

1. We agree to meet you at the gate of the prison on the day of your release, provide you with a meal and arrange transport to your accommodation or probation office. (where the relationship has been formed prior to release)
2. We agree to investigate options for accommodation for you, and assist you in securing permanent accommodation, where possible using organizations that specialize in this field.
3. We will attempt to meet your practical needs (ie basic clothing, toiletries, food) and encourage you to find ways of supporting yourself as soon as possible.
4. We will investigate employment opportunities for you, where possible using organizations that specialize in this field, and will encourage you to take up employment as soon as possible.
5. Where you need specialist help in drug/alcohol or psychiatric rehabilitation, we will encourage you to seek this help, and support you in your rehabilitation.
6. You will be welcomed into a small group, and will appoint you a pastoral director to help direct your spiritual growth, and who will be available for counseling and emotional and spiritual support.
7. We will work together with the statutory organizations responsible for you, including your probation officer and social services, and will do all we can to co-operate with them and help them in their support of you.
8. We acknowledge that our responsibility is to God, and to the congregation of the church, and will do all that we can to protect the members of the congregation.

Signed: \_\_\_\_\_

Pastoral Director's name, and church name: \_\_\_\_\_

Date \_\_\_\_\_

