Looked after young people perform well above national trends and the school has high ambitions for looked after pupils and creates individualised programmes to stimulate and sustain attendance and achievement.

Education Scotland Report
St Andrew’s Secondary School 2013
In 2012, St Andrew’s Secondary School won the Aiming High Scottish Education Awards for their work in raising aspirations of which MCR Pathways was the core element.

MCR had established and delivered support programmes for young people experiencing the most disadvantage including those with a care experience in the school since 2007.

MCR Pathways working in Glasgow schools are starting to transform the education outcomes and life chances for those young people who are experiencing disadvantage or who have care experiences. MCR Pathways is firstly a school based mentoring programme which provides young people with tailored one-to-one support from a carefully matched and trained volunteer adult for an hour each week for a minimum of a year, ideally two years. Secondly it provides a high quality process and structure to connect committed individuals and link organisations to provide pathways experiences and opportunities for the young people.

MCR Pathways was founded by philanthropist Iain MacRitchie’s MCR Foundation. MCR Pathways works only in partnerships – the young person and their mentor, parents and carers, the school, Glasgow City Council Education Services and committed organisations. The power of MCR Pathways is that it will be embedded as ‘business as usual’ across Glasgow.

The ultimate ambition is that all young people who experience disadvantage will remain engaged in their learning, be supported to further or higher education or employment when they leave school and, importantly, sustain a positive destination long after they have left school.

There are three MCR Pathways with mentoring and partnerships being key elements working alongside the school’s high expectations and aspirations for each and every young person in their care.

- Re-engaged into education and learning
- Progression into further education or employment directly from school
- Progression into higher education

These pathways are not mutually exclusive and progression is linked and focused on the potential of each young person. Although MCR Pathways, as it is developing, is focussed on supporting the needs of the most vulnerable and could be mapped directly onto our staged intervention process, the pathways can be used for all young people.

Support in the re-engagement pathway is more specialised and aligns with stages 3 and 4 in our staged intervention process.
Each school will have a member of staff whose role it is to co-ordinate support for young people involved in MCR Pathways – a Pathways Coordinator. The job description of a Pathways Coordinator is included as Appendix 1.

Pathways Coordinators are part of the Employment and Skills Partnership Team and will be based in a named secondary school. They will spend most of their working week in school working alongside staff and young people. They will have a particularly strong relationship with senior managers, pastoral care staff and those responsible for delivering employability. They have a named senior manager to link directly with in each school.
Mentoring and working in partnership with a range of others such as local third sector organisations, further and higher education institutions and/or corporate employers, are key elements of the success of the pathways approach.

There is strong evidence of the role of a good adult in improving the wellbeing of children and young people. A good adult can be a parent, family member or carer. In some cases, a young person’s pastoral care teacher or a teacher with whom they have a good relationship is their good adult. For others it is a member of the family. However, for too many of our young people in the city there is not a good adult in their lives.

Research highlights the critical requirement and impact that a positive adult relationship can have to break the cycle of disadvantage and ultimately prevent substantial social cost and unrealised talent.

Mentors are recruited to build a relationship with a young person, to be a listening ear and provide support and continuity. They will be a role model and a reference point. Interests are matched on detailed profiling information to build a relationship first and foremost and subsequently help with job and career options and aspirations. Mentoring takes place within the school during the early stages of the relationship being built to ensure that mentors have full support and to give them full access to all specialist staff if and when required.

The core principle is to recruit the very best calibre in experience, skill and commitment for the young people. MCR Pathways have established strong relationships with key organisations across the education sector, public sector, corporates and faith groups to recruit the significant numbers of mentors which will be required to have all 30 secondary schools involved with MCR Pathways.

Those organisations and businesses that go beyond encouraging and supporting their staff to be mentors will become Pioneering Partners.

Pioneering Partners provide additional opportunities such as taster visits, work placements and internships for young people who do not have the required social networks. For many young people these are not only the opportunities that ignite their interest but also the ones that will enhance future job applications.
SFC staff have responded to the chance MCR Pathways gives to be involved in changing people’s lives. We all want this experience to benefit young people and to enrich the way we make policies and invest in widening educational opportunities for young people.

Chief Executive, Scottish Funding Council.

We were told directly by the business community through the work of the Youth Employment Action Groups that mentoring was an important element of how we could support our young people. The work of the team at MCR Pathways provides us with an established and robust model to deliver this recommendation. The partnership between Glasgow Chamber of Commerce, The Herald and MCR Pathways is incredibly exciting for us.

Chief Executive, Glasgow Chamber of Commerce

1 The My World Survey conducted by Headstrong in Ireland (2012), collated the views of 14,306 young people aged 12-25 years. It has been seen as the most in-depth and insightful barometer of the mental health and well-being of Ireland’s adolescents and young adults.

Young people who perceived very low support from a special adult when in need, had significantly higher levels of depression and anxiety and the study went on to confirm that the presence of ‘One Good Adult’ is important to the mental health of young people.
Young people who would benefit from mentoring are those who are experiencing disadvantage and/or who have had a care experience.

These young people will be offered mentoring and support through partnerships at as early a stage as possible, preferably by the end of S2.

All schools carefully track young people’s attendance and engagement. Pastoral care teachers maintain the overview of each young person’s progress and liaise with primary school colleagues to ensure that young people’s transition to secondary school is well-managed, particularly for those young people who are at risk.

Schools make effective use of the Risk Matrix (see Appendix 2) on SEEMIS to identify young people at risk of disengagement at the earliest possible opportunity. The Risk Matrix aligns clearly with the aims of MCR Pathways and will assist the Pathways Coordinator, working with school staff, with the early identification of young people who would benefit from the support of the Pathways Coordinator in S1 and S2 and mentoring by end of S2.

The school’s monitoring and tracking approaches, including the Risk Matrix, may show a young person at risk of disengagement at a later stage, for example, when they are in S3 or S4. These young people would also benefit from a mentor.

The Pathways Coordinator will work with Pastoral Care staff in the school to identify young people at S1 and S2 who would potentially benefit from mentoring. They will have a role in promoting school and community clubs, building connections and working with partners to encourage young people to actively participate.

The Pathways Coordinator is key to building a personal and supportive relationship with young people, whether they choose mentor support or not, their parents or carers, mentors, school staff and any external organisation.

Throughout S1 and S2, the Pathways Coordinator will be getting to know the young people most at risk and will liaise with Pastoral Care and the Education Liaison Officer to ensure that a positive relationship is established between the young person, home and school.

Where it is felt that a young person would benefit from mentoring then a baseline questionnaire is completed by the young person on their thoughts, aspirations, expectations of school and their hopes from the mentoring support. This is supplemented with the views of Pastoral Care on their current education level, potential and levels of engagement. The picture is completed with indicators of attendance, subject choice and performance. These initial facts and perceptions are subject to continual review through the Pathways Coordinator engaging
During school my mentor has helped me build up confidence and have access to a lot of courses that I wouldn’t have known about. The type of courses that really helped my confidence where the PX2 Motivational course, the Duke of Edinburgh Award Scheme and FARE. The FARE course built up my confidence and also helped me to get a Youth Achievement Award and a First Aid certificate. My mentor also organises a variety of study supports for each of my subjects that helped me to study and pass my exams. I’m so glad I had a mentor.

S6 girl who had had a care experience

with the young person, weekly mentor feedback and input from school staff.

The young person’s parent or carer is involved from the outset. The Pathways Coordinator will explain the programme, its structure and the potential benefits for the young person. Parents and carers will be invited to events to celebrate the young person’s progress. The views of the young person remain central and throughout the programme they have the choice to decline involvement. However, the Pathways Coordinator will continue to engage with them to encourage participation in opportunities which will build their self-confidence, aspirations and resilience.

An important principle is that the programme has an open-ended commitment to each and every young person.

The young people will receive support each week from their mentor, an adult they can trust who is consistently there for them, one-to-one on a voluntary basis, because they care. The voice, views and decisions of the young person is at the heart and is the focus of the programme. It is through their lens that the support and services are built, developed and delivered.

A Young People Advisory Group has been established. Membership is drawn from young people who have been successfully mentored and are progressing well and young people still at school. This Group ensures young peoples’ voices are heard and MCR Pathways continues to be ‘young people-friendly’.

Short-life working groups are used to develop, test out and evaluate specific pathways. Membership includes education staff, Pathway Coordinators and young people, as appropriate.

I feel relaxed with my mentor, I can talk about my problems or difficulties. We also discuss how to improve my work and discuss future and possible college or university courses which I might like. My mentor is a support worker who works with NDCS [National Deaf Children’s Society]. She is kind and supportive. She has good knowledge and is helpful. She is really nice to me. The help includes issues with homework, making me more aware of internet safety, keeping myself safe and having more knowledge about employment opportunities. Sometimes we just have fun. I would advise other young people to have a mentor. It’s good to have one to one support for any problems you have.

S2 young person with a hearing impairment
MENTOR RECRUITMENT

STAGE 1 - INFORMATION SESSION

All interested volunteers are required to complete a Registration of Interest form via the MCR Pathways web-site.

This creates a profile of important information on the mentor and also provides recruitment statistics and background profiles.

Mentors are then invited to book online into an Information Session comprising of:

- Overview of the programme
- Background statistics on outcomes for young people in the target group, that is, those with a care experience or those experiencing disadvantage
- The challenges faced by the young people in the target group
- The schools involved along with some statistics on their local context
- MCR short film
- Successful case studies
- Outline of the commitment required of mentors
- Next steps including PVG, training, 1:1 and on-line communities
- Questions and answer session

This one and a half hour session acts as the initial training session. Potential mentors have the opportunity to opt to continue or not at this stage.

Those who wish to continue then complete a PVG application and book in for the three hour compulsory Core Training Session.
The high quality training which the mentors are provided with has allowed them to slowly build up relationships with even the most hard to reach young people. It is a real pleasure to see the young people and mentors working together and sharing their experiences. Just knowing that you have someone who cares about your future can make such a difference.

Headteacher of Smithycroft Secondary School

STAGE 2 - CORE TRAINING SESSION

The three hour Core Training Session consists of information delivery and two interactive sessions to get prospective mentors thinking about themselves and their values and judgements and how these can differ from others.

- MCR Pathways
- Getting a relationship off the ground covering
  - Importance of relationship
  - Role of Pathways Coordinator
  - Structure/Feedback Sessions
  - Tips and Suggestions
- Data capture
- Confidentiality
- Modes of Contact
- Developing Mentor Communities and ongoing training and support
- Interactive group exercise on making judgements and forming opinions
- Child Protection training covering
  - Glasgow City Council Child Welfare and Safety (Management Circular 57)

- What may create concern
- How to respond
- What to do next
- Communication and interaction with mentee
- Training manual overview and selected content discussions
- Mentee case study
- Next steps and advice
- Questions and Answer session
- Documents and information issued in the session include
  - Mentor Guidelines Booklet
  - Mentee Guidelines Booklet
  - College Handbook for young people with a care experience
  - Higher education handbook for young people with a care experience
  - MCR Matters newsletter
  - Volunteer agreement form
STAGE 3 - 1:1 INTERVIEWS

1:1 interviews are conducted by two members of the MCR team and normally last around one hour.

The MCR staff use the reference points from the mentor profile and any observations from the two previous sessions.

The questions are designed to encourage open dialogue and add further context for potential matching. The potential mentors can state specific requests at this stage, for example, school location, work patterns, gender of young person. A decision is made following the interview based on suitability. If successful the mentor is contacted by letter pending approval of their PVG. The Volunteer Agreement form requires to be signed and returned at this stage. Where a Mentor is not deemed suitable then they are informed in writing with a contact facility should they wish to discuss further.

There is further ongoing training available for mentors. These packages aim to develop mentors’ knowledge of the education system to help with understanding the various pathways for application processes and opportunities. These, of course, are dependent on the skills and knowledge the mentor brings. The training breaks into three areas of Core Training, Advanced Skills and thirdly Pathways Toolkits. Mentors are also automatically signed up to an MCR online learning community where resources and newsworthy issues are posted.

“I was introduced to my mentee as she was ending her second year at high school and agreed to meet on a weekly basis. This was important to allow my mentee time to get to know who I was and what my role was going to be, as there may already be a large number of adults around this young person impacting and influencing in a number of different ways.”

Lochend Community High School Mentor of S4 girl
‘It feels good to have mentor support and having someone help me through exams. My Mentor is a fun and chatty person and this matches my personality so that we get along very well. It has made me more confident because she encourages me to do my absolute best.

MCR pathways: higher education S5 young person

**RELATIONSHIP BUILDING**

Matching panels consisting of Pathways Coordinators and the Programme Manager meet weekly.

The multiple background sources for both mentees and mentors are combined, reviewed and confirmed as being sufficient for matching purposes. Once matched the young person and then the mentor are contacted by the school’s Pathway Coordinator, briefed on the match and given the opportunity to discuss issues or questions. The young person is contacted first to ensure their view and decision to proceed remains the first and foremost consideration.

After the match has been made the Pathways Coordinator identifies a suitable meeting environment within the school setting and facilitates an introductory meeting, thereby allowing the young person to feel at ease. The Pathway Coordinator will also deliver induction training for the mentor relating to relevant school policies, including health and safety and named contacts. Thereafter, the meetings are held weekly at an agreed time for at least the first three months to allow for the relationship to establish and grow.

This initial period concentrates in relationship-building techniques whilst getting to know one another and encouraging the young person to recognise their strengths, skills and areas they would like to develop in themselves. Thereafter the regularity can be set by the mentee in agreement with the Pathways Coordinator, school link and the mentor. Best practice suggests weekly meetings are necessary for the first three to six months and can revert by agreement to a fortnightly basis as the minimum. When the mentee is over 16 then the relationship can be organised on a more fluid basis. The Pathways Coordinator will monitor the effectiveness of the match and will meet with both the mentee and the mentor in the early stages to ensure that both are comfortable with the meetings and the progress of the relationship. After this period bi-monthly reviews are put in place. A weekly feedback report is to be completed by the mentor for the Pathway Coordinator.

After the initial three to six month relationship and trust building period, there is greater opportunity for the mentoring to focus more on the young person’s pathway and create a ‘focus plan’. At all times the young person leads, sets the pace and the Pathway Coordinator is there to provide support.

Mentors and mentees are encouraged to make use of all resources and tools that the MCR team and partners have made available.
Young people in the target group deserve and need that ‘extra edge’ to ensure their confidence and self-belief is maximised to enable them to compete with the best of their peers. This is done on an individualised basis.

END OF A RELATIONSHIP

A significant amount of Pathways Coordinator time and focus goes into the interviewing and matching process and ensuring the mentoring relationship is supported to flourish.

The one to two year timeframe for a relationship is outlined to both parties at the beginning and will formally conclude at the end of that agreed period of time. This is default unless both parties wish the relationship to continue, or there are extenuating circumstances that require it to end sooner. In the case of the latter there is a set protocol that is adhered to, incorporating best practice and related research findings. It has been the experience to date that relationships do continue beyond the initial term and all parties are encouraged to continue to actively participate in the programme and remain supported by the Pathways team and community.

Where a relationship looks to be struggling or breaking down the Pathways Coordinator should work with both parties to identify and support solutions. If these interventions do not resolve the issues then the Pathways Coordinator should conduct exit interviews for both parties and provides both support and continuity for the mentee.

“ My mentor was a nurse and she is very caring and has helped me a lot. She is always there for me and we meet every week. She is very friendly and understands me and knows what to do to help.

Working with my mentor has helped a lot and I am more confident talking to different people. We read a book on anxiety together which really helped me and I have been able to speak to adults much better. I also know more about different places and courses I could study when I leave school and the qualifications I need to get there. She also arranged for me to have guitar lessons each Wednesday and she comes with me at the end of our weekly meeting.

I would say that a mentor helps you with anything you want them to. They focus on you and can find out lots of things for you. My friends have met her a few times and like her and would like to have someone like her helping them.

S4 elective mute young person with care experience who now has aspirations for higher education
MCR PATHWAYS

PROGRESSION INTO HIGHER EDUCATION

Young people who are identified in S2 with the potential for higher education should start on a journey of experiences which build their confidence and aspirations.

This could include a mix of bespoke residential experiences of university, subject tasters and day visits to the main universities in the city.

As they progress through school they will be able to access a range of other supports, for example through Focus West programmes.

www.glasgow.gov.uk/CHttpHandler.ashx?id=26035&p=0

The above link is to the publication ‘Improving Social Mobility: widening access’ which outlines a wide range of supports available to young people with aspirations for higher education.

‘Before I wasn’t sure about Uni but now, after this experience, I would love to go to Uni.’

‘I now want to try my absolute hardest to get into University;

‘I just want to thank the mentors for all the work they’ve put into this. They’ve been amazing. This experience has changed my life and I really hope it stays open for other people to get a chance to do this like I did. I loved every second!’

From participants on the University of Strathclyde
MCR Summer Experience
The most popular pathway for young people in the target group is for further education and employment.

This choice requires focused input and support to ensure that the correct course is chosen and qualifications gained at school are built upon. Increasingly, courses in the senior phase are designed to involve a blend of college, school and work experience leading to qualifications at national certificate (NC) and higher national certificate (HNC) level. These programmes are in vocational areas and lead to better preparation for college and employment.

Additional visits will be planned by the Pathways Coordinator along with mentor support which will help identify young people’s strengths and areas for improvement. These visits will also assist them in identifying potential courses which are linked to labour market trends. Care should be taken to widen young people’s options and reduce gender stereotyping in future careers. Support from the mentor will allow them to make more informed course choices and explore the range of options open to them which should include modern apprenticeships.

The support of a mentor can assist in the securing of a work experience placement which is more appropriately matched to the young person’s aspirations. Opportunities such as clubs in the local community or summer programmes should be encouraged and supported as these broaden the young person’s experiences and build confidence.

I can tell my mentor stuff, whatever I want. It is better to have a mentor than keep it all in. It’s better to talk. I would rather talk to my mentor than my teacher.

He is kind, relaxing but straight to the point, that’s what I like about him. He has made a big difference, instead of keeping all my feelings in I talk about them.

S3 young person with care experience living at home
Young people at risk of disengagement should be identified early and individual support and interventions created to support their re-engagement.

Pathways Coordinators will regularly track the engagement of these young people and work with staff and organisations with the potential to re-engage them. Programmes and individualised packages will be available with colleges and voluntary sector to engage these young people alongside support from experienced mentors.

The Pathways Coordinators work with colleagues in the Employment and Skills Partnership Team to maximise opportunities for young people. They receive support and training to ensure that they are well placed to advise mentors and mentees on all additional support such as modern apprenticeships, Focus West, senior phase and college partnerships, Duke of Edinburgh awards, EVIP, Youth Achievement Awards, etc.

A key purpose of MCR Pathways is to develop young people to be motivated, committed and resilient in a way that sustains to ensure they realise their full potential by finding, growing and using their talents.

RE-ENGAGED INTO EDUCATION & LEARNING

Having someone there to help out and take interest in what I was doing and what I was hoping to achieve greatly improved my opportunities and attitude. When I was still at school there were many times where I felt like just leaving due to conflicts in my personal life. Having the support of a dedicated person convinced me to stay on to S6 and sit my exams. Even after leaving school, after those exams this dedicated support continued and helped me to come to terms with what I needed to do for my long term goals to be achieved. This kind of support not only helped me in the short term but also in the long term.

All it took was a bit of a shove in the right direction and someone like my MCR mentor to take an interest in me to go from potentially nothing to now attending college and she set me up with a part-time job in the University in my chosen field. A lot of opportunities opened up for me through this kind of help and I’m glad I was given it and I struggle to think where I would be without it.
APPENDIX 1 - PATHWAYS COORDINATORS

Responsible for helping establish highly effective mentor and young person relationships that last to impact education progression and onto post school destinations that realise the young person’s full potential.

- Conduct mentor interviews as and when required, input qualitatively to matching meetings and help establish strong mentee/mentor relationships in the key first three months
- Ensure effective distribution of all approved internal and external documentation in relation to the training, interviewing, matching, communities and support components
- Compile and maintain all relevant information on the young people’s potential and their progression in a confidential and secured record
- Provide individual mentor and young people’s relationship support, be first point of contact and provide all performance feedback including training requirements to central team
- Support the research and evaluation of the project in progression (attendance and engagement), destination and social benefit
- Ensure active and regular communication with all mentors via both the online and offline communities on a systematic basis to share information relating to all Pathways and feedback on issues
- Increase parent/carer awareness of educational opportunities and encourage confidence and ‘buy in’ to the programme and school support

Responsible for connecting and making visible the three supported Pathways through and beyond school with the clear provision of personalised services, support and information

- Ensure mentors are equipped with Pathways Approved information from all organisations and partners associated with delivering, supporting and improving the higher education, further education and employability outcomes
- Ensure young people and mentors are aware of and young people encouraged onto all Pathways approved wider achievement programmes both internal and external to school e.g. Duke of Edinburgh
- Work when required with partnered institutions and 3rd sector organisations to ensure more targeted support and utilisation of available supports and resources such as targeting and engagement with Youth Achievement Awards and Focus West etc.
- Encourage engagement and networking within mentor and business community to increase knowledge sharing, best practice, young people’s work experience opportunities and placements
- Ensure young people are fully supported and advised at subject options time and reports are read and understanding shared
- Ensure fully or partially disengaged young people are identified asap and all intervention options are carefully considered with central team and school staff to allow a coordinated interaction with the young people’s and their parent/carer
Responsible to ensure individual plans for each young person are set, coordinated with existing sources, systematically updated and implemented.

- Work in partnership with school staff to ensure the effectiveness and integration of the programme and input into the Child Plans and how the mentor/PC can help support and contribute to these
- Obtain academic levels and career aspirations from school database systems/staff and ensure these are accurate and clearly communicated to mentors alongside relevant Pathway opportunities
- Obtain same information for non-mentored young people and work with SDS, school staff etc to ensure they are supported
- Ensure subject choices are well informed, correct levels, work to young people strengths and provide greatest opportunity for post school outcomes. Communicate with school staff re any exceptions
- Track attendance weekly and ensure young people whose attendance falls are interviewed and solutions put in place. Ensure those young people who have disengaged are highlighted to the S1-S3 Re-engagement Coach or S4+ Activity Agreement Coach immediately and regular dialogue recorded. Continually provide maximum encouragement and support for the young people to stay on beyond the statutory leaving age
- Heighten the profile and individual relationship needs of looked after and the most disadvantaged throughout the school. Work to de-stigmatise the perception of looked after young people generally
- Work with MCR Pathways community contacts and employability staff to increase work placement opportunities and experiences for our young people.
This paper provides a briefing on the Risk Matrix SEEMIS Tool, its development, function and usage.

Background and Context

The 16+ Learning Choices framework was introduced by the Scottish Government in 2009 to ensure that every young person aged 16-19 who needs it secures an appropriate offer of continued education, employment or training. Subsequent developments including Opportunities for All (2012) and the current Developing the Young Workforce - Scotland’s Youth Employment Strategy (2014) have built on the entitlements afforded through 16+ Learning Choices.

While each of the initiatives noted above confers a universal entitlement to employment, education or training for 16-19 year olds they each also place particular emphasis on providing the right support, learning provision and financial support for our most disadvantaged groups of young people. They also highlight the importance and effectiveness of early intervention in supporting transitions and transitions planning with vulnerable groups.

A number of local authorities working collaboratively and led by Glasgow City Council developed the Risk Matrix tool – as part of the implementation of 16+LC, to be embedded within the main national schools’ management information system SEEMIS. The RM was designed to provide a consistent and systematic approach to identifying young people who may require additional support to make a positive and sustained transition from school.

The Risk Matrix is available to use as part of standard SEEMIS functions across all 32 local authorities. The majority of Scottish local authorities use the Risk Matrix in supporting their overall approach to improving positive and sustained school leaver destinations.

Development and Design

A set of risk factors was established to help identify young people with particular characteristics which are over-represented within our unemployed school leaver population. Further to a meta-analysis of related research and policy and consultation with key stakeholders across a range of sectors, the following risk factors were identified.

- looked after status
- young people with caring /parental responsibilities
- involvement in offending behaviour
- involvement in gangs
- Child Protection Register or subject to Vulnerable Young Person procedure
- low attainment in school
- persistent truancy or attendance issues
- physical or mental health problems or disabilities
- additional learning needs – staged intervention plan
- exclusions from school
- English as a second language
- Asylum Seeker/Refugee status
- other Social Work Services involvement

The majority of the factors listed are part of the standard fields within SEEMIS. The Matrix pulls these fields into one place and then requires some additional input – generally carried out by pastoral care teachers or a senior depute – to fully populate.

Overall risk is calculated by weighting each factor on a scale of 1-6. Each local authority is able to set its own agreed weighting for the factors. Once an overall score is calculated – i.e. the sum of the weighting attached to each relevant risk factor - the young person is flagged using a traffic lights system as High, Medium or Low Risk.

Implementation

The Risk Matrix was designed to provide a consistent source of and approach to the compilation and reporting of key information about young people. Typically reports are used to provide structure and context to regular multi-agency school based meetings where decisions are taken around the levels and kinds of support young people may require to increase the likelihood of progression into a positive and sustained post-school destination.

Reports themselves are not used as the key driver for support activity, but rather to prompt discussion of individual young people’s needs between professionals involved in supporting school transitions.

The nature and combination of factors together with their levels of severity can serve as a useful guide in transitions meetings to identifying a ‘named person’ from the multi-agency group most suited to providing agreed supports to a young person. As such, the RM sits comfortably within the wider ‘Getting it Right for Every Child’ framework.

Future Uses

Although the Risk Matrix was designed to serve a specific purpose in terms of highlighting young people who may require additional personal development or employability support, it could be utilised in a number of different ways across a range of age groups. Because it is housed with the Education MIS it is available across nursery, primary and secondary settings.

One such use could be in supporting earlier targeting of young people with characteristics which are under-represented in our universities. This could help bring a systematic rigour to targeting and consequently measuring the effectiveness of support and learning interventions which are designed to support academically able under-represented groups to progress to university.
For further information on MCR Pathways please contact: iain.macritchie@mcrpathways.org

Or visit our website to see how we are making a difference www.mcrpathways.org