**Boundary issues**

* Agreed that a clear explanation of the volunteer’s role was vital, including a leaflet that could be left with the family, to manage the family’s expectations.
* In Highland, much of this work is done by the practice lead before the mentoring service gets involved directly.  In some cases, the role of the volunteer is included in the Child’s Plan; elsewhere, it is subject to a co-signed action plan or booklet.  Three-monthly review meetings with the family help reinforce understanding of the boundaries.  The volunteers’ understanding of their boundaries is set in their training and via the written and signed volunteer agreement.
* Important to also make sure social workers understand the role boundaries, and this can be achieved through events for front-line social workers or attending their team meetings.  These are very important as social workers deliver the first information about the mentoring service.  If there is more than one mentoring service in the area, with different roles, these really need to be explained very carefully to social workers.