

HASSENBROOK SCHOOL Specialist Technology College



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LEARNING MENTOR POLICY

Learning Mentor Policy

1. Introduction

The role of the Learning Mentor is to provide support and guidance to children, young people and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.

The learning mentor will work within the schools ethos and promote the aims of the school by:

- Providing a complementary service that enhances existing provision in order to support learning, participation and encourage social inclusion
- Developing and maintaining effective and supportive mentoring relationships with children, young people and those engaged with them
- Working within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people.
- To embed and sustain a 'CHILD CENTRED' multi agency approach which meets the needs of all stakeholders.

2. Objectives

The learning mentor supports the delivery of the 5 Every Child Matters outcomes, encouraging and supporting learners to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

3. Key roles and responsibilities

3.1 Leadership and Management

The Headteacher and Senior Management Team will:

- Make provision for line management including regular meetings and contribute to annual performance management and review carried out through the Excellence Cluster central coordination team.
- Provide a designated area and appropriate resources;
- Identify target groups through school audit and/or referral procedure;
- Ensure systems are in place to facilitate communication between the Learning Mentor and other staff members
- Ensure that the Learning Mentor accesses appropriate training and has regular opportunities for networking and professional development.
- Ensure that referrals are authorised by the line manager and that targets are set and reviewed

3.2 Learning Mentor

The Learning Mentor will:

- Establish and develop effective one-to-one mentoring and other supportive relationships with children and young people
- Develop, agree and implement a time bound action plan with groups and individual children and young people and those involved with them based on a comprehensive assessment of their strengths and needs

- Facilitate access to specialist support services for children and young people with barriers to learning
- Assist children and young people to make a successful transfer between educational establishments and transition at key stages in their learning
Contribute to the comprehensive assessment of children and young people entering educational establishments and the review of their progress and achievements
- Contribute to the identification of barriers to learning for individual children and young people and provide them with a range of strategies for overcoming the barriers
- Assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement
- Operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them
- Develop and maintain appropriate contact with the families and carers of children and young people who have identified needs
- Negotiate, establish and maintain effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for children and young people
- Contribute to the identification and sharing of good practice between individuals and partner agencies to enhance mentoring provision
- 15% of LM time should be spent supporting Gifted and Talented students and activities.

4. Operational Procedures

4.1 Identification and referral criteria:

Attainment:

- ❖ Pupils who are under-achieving
- ❖ Pupils whose performance is declining compared to their indicated potential
- ❖ Pupils who lack engagement in their learning

Social, emotional and behavioural indicators:

- ❖ Pupils who are socially isolated or who have difficulties forming and maintaining relationships
- ❖ Pupils who are being bullied or vulnerable to bullying
- ❖ Pupils who have low self-esteem and confidence
- ❖ Pupils who have suffered bereavement, loss, change or trauma
- ❖ Pupils who have challenging behaviour

Attendance

- ❖ Pupils who have poor, (not less than 80% and not chronic), patterns of attendance and/ or punctuality
- ❖ Pupils who are at risk of developing patterns of poor attendance
- ❖ Pupils whose parents condone absences

4.2 Prior to intervention: liaison and information gathering

Following referral, prior to intervention the Learning Mentor will:

- liaise with the class teacher, other appropriate members of staff and staff from external agencies working with the pupil
- collect baseline data and gather information about the pupil
- inform the pupil's parents/ carers of the intervention and liaise with them
- conduct classroom observations

4.3 Intervention, target setting and action planning

The Learning Mentor will then meet with the pupil for an initial intervention period. During this time s/he will:

- establish a relationship of trust with the pupil through one to one mentoring, group work or in-class support.
- work with the pupil and appropriate adults to set targets and action plan.

4.3.1 The Individual Action Plan will include:

- Long term objectives
- Short term objectives and SMART targets
- Strategies for the child to use to overcome their barriers to learning
- Arrangements the school will make for that child
- Arrangements the school will make for the parents, where appropriate
- Review date
- Success criteria
- Sanctions and rewards which may be from school or home

4.3.2

The action plans or a summary will be circulated to

- Pupils
- Parents
- Staff

4.4 Review

After the agreed initial period, the Learning Mentor will review with the pupil, the parents/ carers and members of staff. The Learning Mentor may, in consultation with the line manager decide to exit the pupil or to continue the intervention, as an outcome of the review. If the intervention is continuing IAP will be revised and new targets set. Through the review procedure (pastoral meetings, line-manager meetings) it may be decided that there is need for alternative support.

4.5 Exit

If the pupil has made significant progress and outcomes of the intervention can be matched against the referral criteria, the Learning Mentor, together with the pupil, parents/carers and staff may decide to construct an exit programme. This might include

- Lessen the frequency of contact whilst still maintaining support
- Attendance at breakfast club, other clubs or drop in sessions
- Other specialist intervention

However, in some cases, the Learning Mentor will continue to work with the pupil, conducting regular reviews. If little or no progress or even further deterioration occur the Learning Mentor may consider referring on to more specialist intervention, and would discuss this with the relevant Head of Student Performance. Once a pupil has been exited it is possible for them to be re-referred if necessary.

5. Communication channels and key relationships within school and with *secondary schools and neighbouring/ feeder primary schools*

The Learning Mentor is an important part of the school's team. As such, they will regularly attend meetings, staff meetings and INSET days. Learning Mentors will ensure that they are fully involved in all aspects of school life. The Learning Mentor will be a key part of a co-ordinated transition programme within the school and liaise with staff in schools through the appropriate communication channels.

The Learning Mentor is part of the team of learning mentors across the Excellence Cluster; s/he will attend regular team meetings, liaise with learning mentors and contribute to Cluster-wide activities including transition programmes between key stages, particularly into the school.

The Learning Mentor will liaise with key members of staff within the primary schools and in the secondary to ensure an effective transition programme, speedy transfer of information for target pupils and continuation of support, if necessary.

The Learning Mentor will complete a termly returns form for the DHT – Inclusion, and the Excellence Cluster which identifies the Learning Mentor cohort, the intervention used as well as the progress made during that term along with the outcome.

The Learning Mentor will use ½ day each week for Excellence cluster activities.

The Learning Mentor will provide information for and liaise with the Governing Body, as and when appropriate.

6. Links with other agencies

The Learning Mentor will develop a broad knowledge of local statutory and voluntary agencies, e.g. Educational Psychology Service, Education Welfare Service, Social Services, Child and Family Consultation Service and other agencies working in the school and community. The Learning Mentor will keep a directory of these agencies and establish links with them taking a positive and pro-active role in the development of child centred multi-agency work in the Extended Service Clusters

7. Liaison with parents/ carers

Working with parents/carers is an important part of the Learning Mentor's work and the school actively welcomes the involvement of parents/ carers. Parents/ carers will always be informed in writing if their child is referred to the Learning Mentor. The Learning Mentor will maintain regular contact with families/ carers of target pupils and encourage positive family involvement in the pupil's learning. Parents/ carers will be given the opportunity to meet with the Learning Mentor and discuss any concerns they may have.

8. Resources and development activities

The Learning Mentor will build up a bank of resources to use with students and will share these resources and information with other professionals where appropriate.

9. Monitoring, reviewing and evaluating the policy

The Learning Mentor policy will be regularly monitored and reviewed. The policy will be reviewed every three years.

10. Complaints

Learning Mentors are trained to conduct their work to high professional standards, working within the school's policies. Any complaints should be referred to the Headteacher or the Director of the Excellence Cluster. The complaint will be discussed with staff and the complainant will be offered a meeting and/or receive a written reply. If the complainant is not satisfied, the matter will be referred to the Excellence Cluster Inclusion Committee. Learning Mentors who have a complaint should also follow this procedure.

