



William Law C E Primary School

Learning Mentor Policy

Policy shared with staff on Intranet [by email/staff briefing]

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: 9th February 2016

Signature: Sue Bennett

Policy to be reviewed on: 9th February 2019

This policy is written in line with the Christian values and ethos of our school

Learning Mentor Policy

A modern definition of a mentor is: 'A person who helps another to move on in life to where they want to be.'

Our vision is to enable every child to enjoy and achieve and make a positive contribution.

Every Child Matters

Introduction

At William Law CE Primary School we strongly believe that every child has the right to achieve their potential academically, socially, emotionally and spiritually. The Learning Mentor role is very broad and needs to be flexible and responsive. We will offer support and guidance to specific pupils to identify barriers to learning, so they can be addressed.

Mentoring is a tool for identifying and focussing on positive changes that an individual or group of individuals want to make. Mentors provide support, guidance, continuity and consistency and practical ideas for achieving identified goals and targets. Importantly, the Learning Mentor is the pupil's voice in a particular situation.

Our Aim

- **Encourage children's confidence**
- **Nurture independence**
- **Raise self esteem**
- **Improve levels of attainment**
- **Develop hidden talents**
- **Improve behaviour**
- **Improve attendance and punctuality**
- **Develop a plan of action to achieve goals**

Learning Mentor Process Overview

- Referral of pupil to Learning Mentor.
- Teacher to fill out a pupil evaluation sheet.
- Playground or classroom observation may be carried out.
- Initial meeting with pupil.
- Set targets and timescale together with pupil.
- Pupil evaluation sheet.
- Contact/review with parents if appropriate.
- Identify pupil's learning style if appropriate.
- Weekly review with Head Teacher and Deputy Head.
- Complete programme, making adjustments if necessary.
- Exit evaluation to be filled out by pupil, teacher and parent/carer if appropriate.

Referral Procedures

Referrals to the Learning Mentor can be via the Head Teacher, Deputy Head, Class Teacher, SENCO, Teaching Assistant, Lunchtime Supervisor, parent/carer, or a pupil directly. The entry criteria for a referral are as follows:

Attainment

- Pupils who are underachieving.
- Pupils whose performance is declining compared to their indicated potential.
- Poor concentration and attention span.
- Behaviour affecting the class as well as the pupil themselves.
- Pupils that have homework issues.

Social, Emotional and Behavioural

- Pupils who are socially isolated, or who have difficulty forming and maintaining relationships.
- Pupils who are suffering from low self-esteem.
- Pupils who are displaying challenging behaviour, who may be angry and abusive.
- Pupils who are new to school, changing year group.
- Pupils who are relocating home.
- Pupils who are transitioning to secondary school.
- Pupils who display a poor/disrupting attitude.
- Pupils who display bullying behaviours, or who are vulnerable to bullying.
- Pupils who display compulsive or controlling behaviours.
- Pupils that are dealing with health issues.
- Pupils that are suspected of stealing.
- Pupils who are tired/withdrawn.
- Pupils who are non-compliant.
- Pupils who are fearful/nervous.
- Pupils that display sly behaviour.
- Pupils that have difficulties during non-structured play.
- Pupils that have friendships issues.
- Pupils who have suffered bereavement, separation, change, loss or trauma.
- Pupils with hygiene issues.

Attendance and Punctuality

- Pupils who have poor patterns of attendance and/or punctuality.
- Pupils whose parents condone absences.

The Learning Mentor Process – intervention, target setting and action planning.

- Following referral, prior to intervention, the Learning Mentor will liaise with the class teacher and other members of staff. If there are external agencies involved, they will also be contacted if appropriate.
- The learning mentor/class teacher will contact the pupil's parents/carers within 4 weeks to discuss the intervention unless the senior management decides it is in the best interests of the child not to tell the parents. This will then be documented in the learning mentors' book (kept in the Headteacher's office) and reviewed every 2 weeks. They will work with parents to encourage positive family involvement in their learning and discuss any concerns they may have.

- Classroom/playground observations may be carried out using the playground/classroom observation documents.
- The Learning Mentor will meet with the pupil for an initial meeting to establish a relationship.
- The pupil and Learning Mentor will set targets together and identify key strategies to support the child. The Learning Mentor will build up a bank of resources to use with children.
- The pupil may complete a self-evaluation sheet to enable them to understand their individual difficulties and barriers.
- Using the Preferred Learning Styles Questionnaire, the Learning Mentor will establish strategies to enable the child to overcome classroom barriers, if appropriate. This is differentiated between Key Stage 1 and Key Stage 2 and the ability of the child will be taken into account.
- The Learning Mentor will work with a child on a one-to-one basis, within a group, or in the classroom.
- The intervention programme can be identified as short term, (up to six weeks), medium term, (up to twelve weeks), or long term, (an unspecified, on-going time).

The intervention will be designed around identified barriers to learning and this may not be consistent with the initial referral.

The Learning Mentor Process – review procedure.

- The Learning Mentor will meet with the Head Teacher and Deputy Head on a weekly basis to keep them informed of all on-going cases. Each child's individual needs will be discussed.
- After the agreed initial period, the Learning Mentor will review progress with the pupil.
- The Learning Mentor will discuss the mentee's progress with the class teacher and parent/carer if appropriate.
- If it is decided that the pupil is continuing with the mentoring process, new targets will be set.
- If it is decided the pupil no longer requires intervention, then the Learning Mentor will initiate exit procedures.

The Learning Mentor Process – Exit Procedure

- Once it has been agreed that the pupil no longer requires regular intervention, the pupil will be asked to fill out a pupil evaluation questionnaire, if appropriate. This is differentiated between Key Stage 1 and Key Stage 2 and the ability of the child will be taken into account.
- The class teacher will also be asked to fill out an evaluation.
- The parent/carer will be asked to fill out an evaluation, if appropriate.
- It may be agreed that a less formal form of support needs to be put into place to monitor the child's ability to access learning.

Links with other agencies

The Learning Mentor will develop relationships with external agencies to enable them to signpost parents to the relevant organisations for support.

Reporting

The Learning Mentor will meet with the Head Teacher and Deputy Head on a weekly basis to keep them informed of all on-going cases. Each child's individual needs will be discussed.

The Learning Mentor will provide a termly report to the Head Teacher, showing the children that have visited the Learning Mentor and the frequency of their intervention programme.

Consensual Agreement/Data Protection

The Learning Mentor will offer to meet with parents to answer any queries they may have.

The Learning Mentor will collate referral forms, assessment profiles, action plans and targets for individual pupils. They will record key points from sessions with the child/group of children. All of this documentation will be available for the school/parents as appropriate and in line with schools freedom of information policy. These will be kept securely and be for personal use in order to retain relevant information from one session to another.

All Learning Mentor documentation will be copied and passed on to new school/outside agencies, if deemed appropriate by the Head Teacher.

Confidentiality

The Learning Mentor will ensure confidentiality protocols are adhered to and information is shared appropriately, according to the school's confidentiality policy.

Safeguarding

The designated senior members of staff for child protection are the Head Teacher and the Deputy Head. The Learning Mentor will report any issues or concerns to them. The Learning Mentor will adhere to the schools' Safeguarding Policy.