



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: 22nd May 2019

Signature: Anna Bertou

Policy to be reviewed on: May 2022

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

Put into practise what you have learnt and received from me, both from my words and from my actions. And the God who gives us peace will be with you.

Philippians 4:9

Introduction

At William Law CE Primary School we strongly believe that every child **matters and** 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 **as well as proactive in driving standards forwards through the early identification of trends in behaviour.** We will offer support and guidance to specific pupils to identify barriers to learning, so they can be addressed. **We strive to be a positive link between families and school.**

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**
- **Oversee mental and physical well-being**
- **Provide pupils with a confident voice**
- **Work with families with signposting to the correct support service**

Learning Mentor Process Overview

- Referral of child to Learning Mentor.
- Teacher to fill out a child evaluation sheet.
- Playground or classroom observation may be carried out.
- Initial meeting with child.
- Set targets and timescale together with child.
- Child evaluation sheet.
- Contact/review with parents if appropriate.
- Weekly review with Headteacher and Deputy Head.
- Complete programme, making adjustments if necessary.
- Exit evaluation to be filled out by the child, 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 child directly. **Referrals must be written using the school proforma.**

The entry criteria for a referral are as follows:

Attainment

- Children who are underachieving **due to emotional or family circumstances.**
- Children whose performance is declining compared to their indicated potential **due to emotional or family circumstances.**
- Poor concentration and attention span.
- **Continued poor** behaviour affecting the class as well as the child themselves.
- Children that have homework issues **due to home circumstances.**

Social, Emotional, Behavioural and Well-Being

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

Attendance and Punctuality

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

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

- Following referral **within school**, 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.
- **Following referral from parent, prior to intervention the Learning Mentor will liaise with class teacher before beginning a programme of support.**
- **This will then be documented on the school's electronic CPOMS system and in line with GDPR policy?**
- 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 child for an initial meeting to establish a relationship.
- The Learning Mentor will set targets and identify key strategies to support the child. The Learning Mentor will build up a bank of resources to use with children.
- The child/children may complete a self-evaluation sheet to enable them to understand their individual difficulties and barriers.
- 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 **Headteacher** 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 child/childrens progress with the class teacher and parent/carer if appropriate.
- If it is decided that the child is continuing with the mentoring process, new targets will be set.
- If it is decided the child 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 **child** no longer requires regular intervention, the **child** will be asked to fill out a **child** 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 **approved** external agencies to enable them to signpost parents to the relevant organisations for support.

Reporting

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

The Learning Mentor will provide termly **feedback** to the Inclusion Manager and **Headteacher, which will highlight any areas of success and identify next steps.**

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.