



SCHOOL LEARNING MENTOR POLICY

“Learning to make the world a better place”

Reviewed	Autumn 2015
Next Review	Autumn 2017

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The Role of the Learning Mentor within the School Setting

The Learning Mentor’s role is to liaise with staff addressing the needs of children to overcome barriers to learning both inside and outside school, in order to achieve their full potential.

The role is very broad and needs to be flexible to respond to a variety of needs and situations. The role of the Learning Mentor is **not** as a disciplinarian

- Provide support and guidance to promote effective participation, enhance individual learning, raise aspirations and achieve their potential.
- Promote effective transition of pupils between key stages, primary and secondary school.
- Support attendance, punctuality and organisation (i.e. homework, bringing the correct kit to school etc)
- Contact with the families and carers of children who have identified needs.
- Negotiate, establish and maintain working partnerships with SENCO and other networking agencies.

Barriers to learning may include:

- To work with pupils at risk of exclusion.
- To provide support for pupils who are experiencing difficulty in their learning.
- To raise levels of self esteem, improve social and emotional needs.
- To raise standards of attainment and achievement.
- To meet school targets for attendance and punctuality.
- To work with pupils during transition periods.

Our Learning Mentor at St John's will:

- Establish effective and supportive relationships with pupils and those who work with and care for them
- Develop, agree and implement a Learning Mentor programme for pupils after an assessment of their needs.
- Liaise regularly with staff in school to provide and receive feedback on the monitoring and progress of pupils
- Keep up-to-date records on the progress of pupils including observations and agreed targets.
- Create and maintain an atmosphere of trust by providing opportunities in which pupils feel able to discuss their progress, opinions, targets and are confident to self refer.
- Provide regular opportunities to liaise with families or carers to keep them informed, and involved in, their child/children's progress.
- Liaise with appropriate outside agencies to provide additional support for students.
- Develop effective exit strategies for students so that they continue to feel supported and sustain progress made.
- Be a lead in supporting staff with attendance and punctuality concerns
- Prioritise the support of children looked after on his/her caseload
- Keep detailed Case Studies of specific children as directed by SENCO
- Support behaviour in the playground

Learning Mentor support may be via:

- 1:1 sessions
- Support in class with core subjects
- Group work using role play/discussions
- Use ICT software programmes
- Anger Management Programmes
- Relaxation
- Life Skills
- Social skill board games programmes and games
- Behaviour management programmes
- Target setting/Meet at the end of the day to monitor
- Liaising with families to encourage support
- Drop in sessions
- Acting as pupil's representatives
- Providing opportunities for children to talk in confidence (within the framework of school policy for disclosure and child protection)
- Talk Time or Shine Time
- Managing Peer Mediation initiative

Proposed time frameworks

Following referral the learning mentor will undertake a period of observation and assessment of the identified pupil. s

The Learning Mentor is responsible for organising his/her own caseload and timetable, referring to their Line Manager.

The learning mentor will then design a programme of support for the pupil, setting targets and identifying key strategies to support them.

- Short term (up to 6 weeks)
- Medium term (up to 12 weeks)
- Long term (unspecified time limit i.e. on- going support).

Though ideally our Learning Mentor has a mixed case load from across the year groups there may be times when an individual child has become especially vulnerable and the Learning Mentor may then be asked to support on a 1:1 basis for a specified time as directed by the Head Teacher or SENCO

Referral, monitoring and assessment

Referral can be via parent, teacher, Teaching assistant or the child themselves. This can be initially verbally but will always be followed up using a referral form. Referrals may also come via the SENCO following data and needs analysis.

The role of the Learning Mentor is to help remove barriers to learning so our aim for the children receiving support is that their attainment and progress in school will improve. Children receiving long term mentor support are tracked using our whole school tracking system to ensure they are making expected progress.

We do however understand, that for some children receiving mentor support, progress especially at the start may be seen in other ways – i.e. better attendance, less behaviour incidents, better friendships etc. All these progress indicators are monitored and assessed by the LM in partnership with the class teacher and SLT where necessary.

The Learning Mentor must be able to illustrate progress both numerically and via observations and case studies.

Referral procedures to outside agencies

The Learning Mentor is trained in completing the Common Assessment Framework form (CAF) and is able to complete this referral including the meetings with parents independently

He/she will provide evidence or reports for other referrals as asked by outside agencies or SENCO.

Attendance and Punctuality

This is a large part of the Learning Mentor role and is given priority throughout the day. The learning Mentor will support the Education Welfare Officer and in school attendance officer in supporting families which may include collecting children at times.

Reward charts, Family support Worker referrals and regular parental contact all form part of this strategy.

Supporting pupil transfer to secondary school

The Learning Mentor supports pupils around the issues, by focusing on the skills required to manage transitions effectively.

During the summer term the Learning Mentor will liaise with secondary schools to provide additional information.

Mentoring time may be spent transferring information across schools relating to the pupils on their caseloads.

Learning Mentors will establish links with the secondary schools or other appropriate staff to ensure that these pupils have the relevant information. The Learning Mentor may take pupils on school visits where appropriate.

Home Visiting

It may be appropriate for the Learning Mentor to visit the home of a Mentee, after discussion between the Mentor, the Line Manager and the family involved. This should only be done in pairs for reasons of personal safety, and in full knowledge of the school and the office.

Safeguarding Statement

The head teacher is the Named Person for Safeguarding and any issues should be referred directly to him/her or the Deputy Heads in his/her absence. All staff including the Learning Mentor have received safeguarding training and will complete a yellow concern form if they are worried about any form of abuse or safeguarding issue. Please refer to our policy on safeguarding for further details.

Confidentiality

Learning Mentors handle sensitive information from the school, home and other agencies.

It is important that pupils at the start of mentoring process are told what information is confidential and what has to be disclosed. Promises of confidentiality will not be made to children

Please refer to the school safeguarding policy for further information.

Original Policy Written: June 2011

Updated: June 2013

Signed:

Updated October 2015

Signed: CANON REVEREND ROSEMARIE MALLET (Chair of Governors)

Next Renewal Date : Autumn 2017