

BOLDON SCHOOL

POLICY DOCUMENT FOR THE MENTORING PROGRAMME

The Mentoring Scheme

Through drop in sessions, one to one discussions, group work and after school activities, the Learning Mentors offer support to all pupils encountering perceived barriers to learning.

The Learning Mentors also react to any pupil involved in a crisis situation that affects their well being in school.

Objectives

- To support pupils during Key Stage 2/3 transition.
- To encourage and generate an ethos of positive performance, and work with targeted pupils to develop strategies that will enable them to invest in their own learning and make the most of their academic potential.
- To ensure that Learning Mentors are accessible to all pupils.
- To encourage the active involvement of parents or carers.
- To encourage adherence to all targets of any IEP, PSP or mutually agreed Action Plan.
- To continually monitor and evaluate performance in relation to the Boldon School Development Plan and Learning Mentors Action Plan, and any external targets set by the Excellence in Cities initiative.
- To encourage students to get involved in extra curricular and other opportunities.

(The objectives are set out in greater detail in the Learning Mentors Action Plan.)

Learning Mentors

- are part of a team approach to removing barriers to learning and will work within the school's pastoral and curriculum systems to support individual students;
- are members of staff who will work with pupils on a 1:1 basis or in small groups , in order to help them identify and overcome, their barriers to learning;
- are there to work with pupils in order to help them achieve specific objectives linked to improved attainment. This focuses on improving attendance and behaviour, whilst reducing truancy and exclusion;
- are there to assist pupils to manage their school life and to offer advice and practical solutions to more complex academic and social problems;
- are an integral resource and valuable addition to the support and pastoral care structures within the school, and liaise with appropriate outside agencies;
- observe pupils in classroom situations, where appropriate;
- attend all school-based training within their school and suitable training recommended by the Excellence in Cities initiative;
- keep **brief** notes on every meeting they have with a Mentee;

- have access to all information held within the school about any pupil registered with the Boldon School Mentoring Programme. This includes:
 - i. Key stage 2 and 3 SAT's results.
 - ii. Yellis and GCSE predictions.
 - iii. Records of attendance and punctuality.
 - iv. PSP targets and reports and IEPs.
 - v. Interim and end of year reports.
 - vi. Looked after children files.
 - vii. Statements of Special Needs.

The Senior Learning Mentor is responsible for the administration of the Boldon School Mentoring Programme and reports to the Assistant Head Teacher (Pastoral).

Referral Criteria

The following are eligible to be nominated for mentoring:

- i. Pupils who are identified as "needing support" in the transition from Primary to Secondary School.
- ii. Pupils who encounter problems at other transition stages.
- iii. Pupils who are new to the school.
- iv. Pupils who are returning to school after a long absence.
- v. Pupils who are underachieving in a number of GCSE subjects **and** who have social problems.
- vi. Pupils who are Gifted and Talented but disadvantaged in some way.
- vii. Pupils who have had a stressful experience.
- viii. Pupils who are vulnerable.
- ix. Looked after children.
- x. Pupils who have a record of poor attendance, truancy or punctuality.
- xi. Pupils who have low self esteem.

All nominations go through the Directors of Learning with appropriate recommendations for action; referral forms clearly state what improvement is expected. The Director of Learning passes the referrals to the SMT coordinator and they are discussed at a Referral Panel meeting. The Referral Panel meets weekly and is made up of the SMT coordinator, SENCO, ESC Manager, Senior Learning Mentor, Connexions representative and other staff where appropriate. This panel allocates students to the mentoring programme and monitors, evaluates and, on the advice of the Senior Learning Mentor, terminates mentoring.

Monitoring and Evaluation

- The Senior Learning Mentor is responsible for monitoring and evaluating progress made by mentees and gives **brief** verbal reports to the Referral Panel.
- Every half term a brief written report is given to relevant Directors of Learning and the SMT coordinator. This outlines any progress made and any problems encountered. Where necessary there are meetings with the Directors of Learning.
- The Senior Learning Mentor submits an annual report and action plan to the Head Teacher and SMT coordinator.
- The Scheme is monitored and assessed by the EIC partnership and the LEA audit tool is used.
- An internal pupil and staff questionnaire is used as part of the evaluation process.
- Documentary evidence is gained from exam/test results, exclusion and attendance records.

Service Delivery

The full time Learning Mentor has a caseload of approximately 20 pupils, but not exceeding 24.

The Senior Learning Mentor has a caseload of approximately 15 pupils, but not exceeding 20.

The maximum period for mentoring is about 15 weeks (2 Terms) for each pupil, (subject to the discretion of the Referral Panel), except for the Year 10 underachievers who are interviewed in July each year and, where necessary, are mentored until they go on study leave in Year 11.

Confidentiality

The Boldon School Mentoring Programme is largely a confidential service; however, in some cases it may be necessary to share information without having the student's consent, especially with regard to Child Protection matters. This decision is made by the Senior Learning Mentor in consultation with the SMT coordinator.

All documents remain the property of the school. Confidentiality is explained to all pupils at the initial interview.

How The Programme Works

Once a pupil enters the Mentoring Programme, their parent or carer is informed and the following procedure applies: -

- i. Each pupil is registered and has an initial interview to confirm raw data, and receive an explanation of the Mentoring Programme.
- ii. Each pupil answers a questionnaire and then takes part in drawing up an Action Plan or in Target Setting. (Unless targets have already been agreed at a PSP or IEP.)
- iii. Each pupil meets his or her Mentor on a regular basis. Progress is monitored and reviewed regularly.
- iv. Each pupil exits the scheme with a clearly defined strategy.

If any pupil deliberately fails to attend a meeting with their Mentor the relevant Director of Learning is notified immediately.

Review

This policy is reviewed annually for implementation at the start of each academic year.