

QUEEN ELIZABETH HIGH SCHOOL, HEXHAM

INCLUSION POLICY - MENTORING (Years 9 to 11)

Objectives

The ultimate aim of our LEARNING MENTORS is to break down barriers to learning, unlocking education opportunities for students and releasing them to fulfil their potential in all that they do.

Objectives are wide-ranging as mentors will focus their work on the key areas of

- Improving attendance
- Improving study/organisational skills
- Improving behaviour
- And supporting with emotional/health concerns.

Specific work may focus on motivation, disaffection and self esteem.

A learning mentor is a:

- Role model
- Active listener
- Observer
- Encourager
- Professional friend
- Challenger of assumptions
- Guide
- Target negotiator
- Reliable approachable, non-judgemental and realistic supporter – with students, parents and staff.

A learning mentor is not a:

- counsellor
- classroom assistant
- babysitter
- disciplinarian

For those students involved we aim that they gain some of the following [depending on the focus of the work]

- Improved self image, confidence and motivation
- Raised expectations of their potential, matched by greater achievements and attainment – and a clearer vision of career goals
- Better social skills, e.g. improving relationships with staff, peers and family
- Improved attitude and behaviour
- Improved attendance and punctuality; reduced exclusions
- Greater adaptability when faced with new or challenging situations

- Better at self-organisation and taking ownership of their problems.
- Improvement in health via – referrals to services e.g. SORTED, School Health Advisor (SHA), Primary Mental Health Worker; signposting to information and guidance; and encouraging involvement in activities e.g. extra-curricular sport

For families we aim that the following is achieved

- Improved support and communication between school and home
- Access to support and someone to talk to

For school generally we hope the work of mentors results in

- Improved grades at GCSE
- Reductions in permanent and fixed term exclusions
- Reduction in anti-social behaviour
- Support for teachers
- More effective communication between parents, carers, teachers and other agencies
- Improved information on students being provided for teachers
- Increase in participation of extra curricular activities
- Alternative enhanced curriculum development e.g. Choysez, self-esteem groups etc
- A substantial contribution to the Every Child Matters outcomes

Staffing Structure

Learning mentors are recognised as making a valuable contribution to the school, to both our teaching staff and our students. We firmly believe learning mentors play a crucial part in improving student achievement, altering student attitudes and behaviour and in turn supporting staff.

Years 9 – 11 have a learning mentor who is part of the pastoral support staff structure. Mentors are full time term time (+ 10 days) and work 8.30am–4.30pm Monday to Thursday and until 3.30pm on a Friday.

The learning mentor framework is led by the Deputy Head responsible for inclusion. They are line managed by their respective Learning & Guidance Co-ordinator (LGC). Mentors are based in the year offices and meet students in that office, however the multi agency room also provides 1:1 space for their work.

Mentors have weekly meetings with the LGC, and working in the same office they discuss issues daily. They also meet together with Turning Point (TP) staff when department meetings take place. A fortnightly meeting takes place with the KS3/4 Co-ordinator, LGC and Deputy Headteacher for Inclusion, focusing on behaviour and attendance.

Learning mentors work with groups of students as well as individuals. They liaise and meet with teachers, parents/carers/families and other agencies helping to create a support network. Within this framework their aim is to develop trusting relationships in which information can be shared.

CPD/Inclusion

Mentors follow our new staff induction programme (attending any relevant sessions) and specific sessions are also organised to support them in their role. The Deputy Headteacher for Inclusion organises this induction process and ongoing training. Sharing of good practice is ongoing. Mentors have an allocation of the CPD pastoral budget and can request to go on courses/visit other schools etc linked with development plan priorities.

Communication/Systems/Documentation

LGCs will refer students to the learning mentor. Staff involved in academic mentoring can also refer students to the LGC if issues arise from their interviews. LGCs may also refer students to peer mentors as appropriate following discussions with mentors. Students may self refer and parents may also refer. Mentors will also work in close liaison with the Individual Studies (IS) Department (via Deputy Head for Inclusion, LGCs and TP staff and case loaded to the mentor if appropriate) and directly with TP staff. They will be involved in reintegration programmes following absence/exclusion. TP staff in liaison with Deputy Headteacher for Inclusion will decide upon appropriate reintegration programmes.

At busy times in TP, mentors may be required to work in TP rather than in year offices. Mentors will have access to all information in student files and SERCO, including academic information, monitoring information, family information, information from other agencies etc. Their work will be stored in the secure, confidential student files.

Referral via LGCs will be supported by documentation from the regular meetings. Mentors will be involved in lesson observations to support/assess students and will use the appropriate documentation for this purpose.

Flexibility is in built to support individual students' needs, from short to long term intervention.

Drop in and self referral is also encouraged. Discussions with students/self-assessment questionnaires/observations will all serve as exit criteria.

Students are involved in action planning with mentors (all details on mentoring sheets). These will feed into Targeted Youth Support (TYS) meetings/action plans where appropriate.

Confidentiality

Students will feel what is said is confidential and that they will be respected. Mentors will make them aware from the outset that if something serious emerges that puts their safety/safety of others at risk then discussions will go further with appropriate adults/agencies. (see also Confidentiality Policy)

Strategies/ Approaches/ Techniques

Caseloads at any one time are approximately 20 – 25 balanced between short and long term intervention. Our learning mentors use a variety of approaches, which are all tailored to the individual needs of the student.

- 1:1 mentoring to discuss problems and look at solutions.
- Individual sessions looking at particular issues – such as anger management, organisation, punctuality.
- Group work sessions focusing on one issue – such as attendance, self-esteem, anger management
- Limited support to a student within lessons as part of a structured programme of assistance
- Observation within lessons at the request of either students or teaching staff
- Support and assistance to school staff dealing with difficult incidents (mentors are on call via mobile to such situations)
- Liaising with parents and other agencies when it is in the best interest of the students or school
- Help with coursework, homework or organisational skills
- Promoting and helping with after school homework clubs/coursework clubs
- Promoting after school and holiday activities
- Mediation work between peers and between students and staff; and parents and students if needed
- Supporting and training peer mentors.

Their timetables will involve the following:

- 1:1 individual support
- Group work activities

- Administrative time (action planning, recording, monitoring)
- Clubs/residentials
- Home visits
- Links with other agencies, attending multi-agency meetings (TYS) and extended services meetings
- Meetings with staff and other mentoring schemes
- Training and networking
- In-class support/observations
- Line management meetings

STRATEGIES

Various specific techniques are used

One to One

- Initiate contracts/targeted reports between school, parent and student
- Focus on the importance of building good relationships with the student
- 1:1 sessions where students can see them if any issues are troubling them
- Use particular areas of expertise to develop strong relationships, such as art/craft therapy, music, solution-focused therapy techniques, relaxation time, etc.
- Observe students in class or during free time activities to gather information, offer feedback
- Reconciliation/mediation between staff, students and parents
- Target students who are persistently late or have poor attendance with a focus on early intervention
- Help in groups and 1:1 with organisational skills, particularly in Key Stage 4 where many students find planning work and managing workloads extremely difficult.

Group Work

Mentors run groups on a variety of issues e.g.

Self-esteem

Anger management
Alcohol/ drugs awareness
Sexual health
Emotional literacy
Circle time
Bullying issues

Some of this work is done in partnership with other agencies e.g. Children's Early Intervention Team (CEIT), Education Welfare Office (EWO), Extended Services, Parent Support Partner.

Drop in/Self Referral

Mentors run homework/study skills groups. They are available at break/lunchtimes/after school for drop ins/self-referral.

Families/ Carers

Mentors are involved in working with parents, they

- Attend parents' evenings across all year groups
- Offer support at meetings e.g. multi-agency CAF meetings
- Meet parents 1:1 to discuss issues/offer support

We plan to train mentors in family support/ parenting skills in 2005-06.

Links with Other Agencies

In their training mentors are made aware of when it is appropriate to use an outside agency who can bring specialist expertise and broaden the range of services on offer to students.

Mentors work with/refer to all the following agencies:

- EWO
- Children's Services – social workers
- Educational Psychologists
- Connexions
- School Health Adviser
- Child and Adolescent Mental Health Issues (CAMHS – Chad House)
- SORTED
- TRIDENT (Work Related Learning placements)
- CEIT

and work with the designated member of staff for Looked After Children and Child Protection.

Mentors are encouraged to talk to the LGC, Key Stage Co-ordinator or Deputy Head Inclusion if they require any advice/support.

Monitoring and Evaluation

Mentors keep records of their caseload, which are discussed at regular meetings with LGCs, Key Stage Co-ordinator and the Deputy Headteacher for Inclusion. Students receiving mentoring are referred for various reasons therefore evaluation is based around a variety of areas

- Attendance (of individuals or groups)
- Exclusions and attainment
- Behaviour in class – through targeted reports/staff feedback
- Changes in motivation and self-esteem – students perception questionnaires
- Work rate
- Progress against individual targets set on action plan
- Student opinion/evaluation on mentoring e.g. via questionnaires
- Students attending clubs or drop in groups
- Parent perceptions
- Punctuality
- Case studies – which will give s specific information
- Visiting governors
- Learning mentor self-evaluation

Other Policies

This policy should be read in conjunction with other policies

- Inclusion Policy – Turning Point
- SEN Policy
- Confidentiality Policy
- Anti-Bullying Policy

This policy was agreed by the Pupil and Curriculum Development Committee at their meeting on Wednesday 19 May 2010.

Signed		Chair of Pupil & Curriculum Development Committee (Adrian Woolley)	Date	
Signed		Headteacher (Neil Morrison)	Date	
Review Date:	May 2012			