



Love Your Neighbour
As Yourself



Holy Trinity C of E Primary School

Mentoring Policy and Code of Practice

January 2019

SENDCO - D Wheeldon

Rationale

At Holy Trinity C of E Primary School we acknowledge the needs of the 'whole' child with special emphasis on their social, spiritual and emotional well being.

The policy may be referred to by staff, students, governors and parents as it is a whole school policy.

At Holy Trinity we believe that a consistent approach is important. The involvement of all staff is paramount to the overall success of the mentoring programme.

Within the caring, Christian ethos all children should feel able to approach any member of staff in addition to the programme.

Objectives of scheme

To provide our school with highly trained mentors who are able to use problem solving skills to help any young person who is experiencing difficulties.

To devise and develop materials suitable for use with young people during mentoring sessions.

Aims of Training

- To provide an opportunity to listen.
- To provide an opportunity to be listened to.
- To consider what active listening involves.
- To be aware of unhelpful and counter productive behaviours in listening.
- To consider non-verbal messages from us to pupils.
- To develop effective "openers" to conversations with pupils.
- To develop effective attention giving and listening.
- To develop recognition and acceptance of others' feelings.
- To consider respect, genuineness and empathy.
- To use summarising to identify the problem.
- To consider ways to encourage.

- To understand mediation for resolving conflict.
- To collate ideas on needs of pupils.
- To consider ways of closing interview.

Responsibilities

- Head teacher will have overall responsibility for scheme.
- Head teacher/SENDCO and Mentoring Coordinator will identify pupils who are experiencing behavioural, emotional, personal difficulties and are likely to benefit from one to one support.
- Head teacher/SENDCO and Mentoring Coordinator will discuss plan with pupil's parents and mentors and devise a programme to enable pupils to benefit from scheme and thereby increase potential for increasing academic progress.
- Mentoring Coordinator will provide a suitable room/venue for mentors to work.
- Mentors will, with support collate, devise materials suitable for their work with pupils.

Mentoring

Mentors will:

- Be trained in listening and problem solving skills.
- Provide service for pupils in a one to one setting in a room conducive to this type of work (i.e. not a busy corridor).
- Have regular special time each week set aside for this work. This should not be flexible. Staff, mentors and pupils should all be aware of this time and it should be rigidly adhered to.
- Have access to ongoing support from staff or behaviour consultant.
- Work with pupils they do not have daily timetabled work with.
- Record brief, relevant points from discussion if necessary.
- Make a brief record of the session.
- Have termly reviews of pupils with staff.

Criteria for referral

The Head teacher/Mentoring Coordinator will, in discussion with class teacher identify pupils who are not achieving their full academic potential due to emotional/social or behavioural difficulties.

These pupils could be pupils who would benefit from individual attention who may or may not have had direct help in the past.

The pupils identified should have the potential for change and be willing to participate in the scheme.

Pupils who are having temporary difficulties due to identified short term problems, (eg bullying, bereavement etc) will be identified and offered support.

Pupils requesting to speak to class teachers or TA's about a problem will be able to do so. Mentor requests will be allocated as needed and an initial form needs to be completed.

Teachers will complete a mentor form prior to support outlining child's needs.

Support Available

After the initial form has been completed the appropriate support will be put in place.

- **Mentoring** - provide support and guidance to help them overcome social, emotional and behavioural problems which act as barriers to learning. They bridge academic and pastoral support to ensure children engage more effectively in learning and are participating in the life of the school.
- **Drawing & Talking** - enables symbolic and safe expression of deep worries and feelings that may seem very dangerous to a child
- **Sand Play** - is an expressive therapy that acts a reflection of the child's own life and allows the opportunity to talk and resolve conflicts, remove obstacles and gain acceptance.
- **Nurture** - develops insights into their own feelings and also the feelings and reactions of others. They are able to voice their thoughts and feelings in a safe setting. This could support children with friendship problems/ control anger issues.

Monitoring progress

Pupils will be monitored and reviewed with the class teacher's.

Mentors will be involved in discussion about targets and progress, including IEP targets.

Pupils could take behaviour charts, home school link books and any relevant records of progress to discussions with mentors.

Mentors will contribute to termly reviews of pupils with staff.

Review/Evaluation

The mentors and the Co-ordinator should meet to:

- Evaluate the training.
- Share, discuss and collate resources.
- Provide a supportive framework for constructive discussion and plan for ways forward.

The mentors meet with the Coordinator at the end of the 'Mentoring Block' to review practice, share ideas, resources and continue to develop a supportive framework. The mentors and coordinator meet once a term to review project, evaluate success and plan future developments. The mentors will continue to receive on-going encouragement to maintain commitment; the school will conduct on-going reviews to ensure improvements in achievement.

Informal consultations with the Head teacher and SENDCO should take place throughout the year and an annual meeting will review and plan future developments.

January 2019

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