



# THE EAST MANCHESTER ACADEMY

## MENTORING AND GUIDANCE OF PUPILS/STUDENTS POLICY

**Policy Name: Mentoring and Guidance of Pupils / Students Policy**

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## **Roles and Responsibilities**

The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy will be undertaken by the Vice Principal (Community).

### **Audience:**

All Staff and Sponsors.

### **Related policies**

This policy is part of a suite of policies which should also be referred to.

- Gifted and Talented provision
- Equal opportunities for pupils / students
- Assessment and reporting arrangements

## **Introduction**

The East Manchester Academy will ensure that all learners receive the care, guidance and support necessary to maintain and extend their personal development and academic progress. We have high aspirations for all of our pupils and want to help them achieve and surpass their own expectations and those of the people who teach and care for them. The Academy believes that a positive and significant adult in a child's life can lead to improved educational outcomes. This policy aims to identify the strategies deployed to ensure outstanding levels of mentoring and guidance.

## **What is Pupil Mentoring?**

Pupil / Student mentoring in The East Manchester Academy is defined as a one-to-one relationship between a young person and an adult that occurs over a prolonged period of time. The mentor provides consistent support, guidance, and concrete help to a pupil to provide them with a positive role model. Some pupils / students involved in the mentoring programme may be going through a difficult and/or challenging situation, a period of life in which they need extra support, or they may simply need to have another significant adult present in their life.

The aim of pupil mentoring is to help all pupils involved in the mentoring programme to gain the skills and confidence to be responsible for their own futures and develop in the five areas outlined in Every Child Matters, which are;

- To stay safe
- To be healthy
- To enjoy and achieve
- To develop economic well-being
- To be able to make a positive contribution

Mentors will be selected on the basis of having the 'right kind of qualities', training and experience for the role and which match the needs of a particular pupil or groups of pupils. For example, the Academy might deploy a mentor to work with identified Year 6 children to support their transition to the Academy.

If necessary, the Academy will utilise internal and external professionals to mentor pupils / students with specific or more specialised needs.

The frequency of meetings is dependent on each pupil's / student's needs and will be recorded in their assessment file. If the intervention is failing to achieve the desired outcomes, pupils / students will be seen again by mentors and new interventions agreed.

We will ensure that pupils / students are not allowed to give up on themselves by making sure our systems are relentless and robust.

## **Adult pupil / student mentors**

Any adult in the Academy learning community who becomes a pupil / student mentor must be someone who will be a positive influence in a child's / young person's life. The most crucial role for a pupil / student mentor is to be an adult who has time for a child or young person, who cares about them, who believes in them and is committed to a long term relationship with them.

It is very important to note that in some cases the relationship between the mentor and the pupil / student may be the only stability the child or young person knows, and the only time anyone spends quality time with them. Therefore, the Academy stipulates that a pupil / student mentor spend a minimum of one hour every week with their child / young person. This relationship between the pupil / student and mentor will normally take place during the Academy day.

## Guidance

It is vital that all pupils / students receive regular and informed guidance, have a wide range of experiences and understand where to get further information and advice. This will be evident through a number of initiatives, including;

- House / Year group or tutor group time
- Academy assemblies
- PSHE and Citizenship lessons
- Individual learning reviews and target setting
- Career's guidance (including guidance from Connexions)
- Further and Higher Education guidance ( e.g. Aim Higher)
- Workplace learning experiences offered
- Regular internal communications with pupils / students (e.g. through the VLE / newsletters / Assembly notices, etc)
- 'Thought of the day' and 'soft skill' reinforcement initiatives (including the Personal, Learning and Thinking skills)
- Community involvement opportunities

## Characteristics of a good Student Mentor

A good pupil / student mentor is someone who;

- Engages in a positive relationship with the pupil / student
- Gives professional attention to the pupil / student
- Has positive self-esteem
- Reacts well to stressful situations
- Tolerates frustrating situations
- Listens well
- Communicates on a level that the pupil / student can understand
- Is emotionally intelligent and personally stable
- Provides leadership and guidance
- Is a positive role model
- Shows up on time for sessions

- Is not a judgmental person
- Is committed
- Nurtures a relationship that respects the pupil's / student's dignity.
- Accepts responsibilities
- Reinforces the pupil's / student's success

### **The Mentor should not expect to;**

- Replace the role of a parent / carer
- Expect dramatic changes in attitude, self-esteem or attendance quickly (mentoring is a process that takes time)
- Provide solutions to all the issues facing pupils / students
- Break the trust they have established, unless it is a safeguarding/child protection issue (see Safeguarding Policy)

### **Benefits of a Pupil / Student Mentoring Programme**

Pupils / Students benefit by;

1. Receiving the support and guidance of a caring adult or supportive peer
2. Receiving assistance with their academic studies
3. Experiencing greater self-esteem and motivation to succeed
4. Receiving encouragement to stay in education and progress to further and / or higher education
5. Receiving encouragement to avoid the use of drugs and alcohol
6. Receiving encouragement to avoid involvement in gangs
7. Improving interpersonal relationships, such as with Academy teaching staff and the pupil's / student's family
8. Receiving assistance in choosing a career path.

Adult mentors benefit by;

1. Increasing their involvement in the learning community
2. Recognising they can make a difference
3. Gaining new experience and knowledge about young people and the Academy community

Contribute to wider aims of community cohesion and regeneration

The Academy will benefit by;

1. Fostering good community relations
2. Having more motivated and aspirational pupils / students
3. Maximising the achievements of individual pupils / students and groups of pupils / students who are at risk of underperforming
4. Removing barriers to achievement for vulnerable groups of pupils / students
5. Contributing to the local and area targets for economic growth
6. Improving morale amongst the learning community
7. Enhancing the skills of staff and pupils / students
8. Improving pupil / student attendance
9. Increasing pupil / student retention.

## Peer Mentoring

Peer mentors can be defined as;

***'A body of pupils / students who have volunteered to undertake training in order that they may offer support to other pupils / students experiencing particular problems, alongside an overall aim of reducing the amount of bullying in the Academy'.***

The actual role of these pupils / students is a decision that will be agreed between the pupils / students and the member of the Leadership Team who coordinates them but could include the following aims;

- To reduce the amount of bullying in the Academy by supporting those involved
- To be a 'port of call' for pupils / students with problems
- To act as an additional service to that provided by staff - complementing rather than competing with it
- To be accessible to pupils of any age, sex and background
- To provide support to pupils by listening rather than necessarily giving advice
- To act as a half-way house for situations which may need to be dealt with by those involved with whole school safeguarding or child protection issues

## **Peer Mentoring Coordinator**

A member of the Academy Leadership Team will act as a coordinator for peer mentors. This person will be someone who wants to take on this role and is approved of by the group - not just a staff member who is just given the role as part of a job description.

The role of the Coordinator will be;

- To provide guidance and advice for group members
- To look after the emotional welfare of the pupils / students involved in the scheme
- Ensuring that pupils / students involved in the scheme can cope with their academic commitments
- To organise and provide appropriate training in the areas of confidentiality, boundaries, listening skills, issues that can and cannot be dealt with by the students and referring on.
- To help the group maintain a flow of new volunteers
- To give assistance with general administration and access a budget (for publicity, badges etc.)
- To act as a mediator within the group when problems arise
- To deal with difficult issues within the group e.g. a member breaching confidentiality without there being a safeguarding/child protection issue

## **Benefits of peer mentoring**

- It is voluntary and therefore the pupils / students involved are motivated
- It helps boost the self-esteem of those involved
- It provides realistic role models for other pupils / students
- It enables the volunteers to learn new and transferrable skills
- It can form part of community service/citizenship activities
- It is of benefit to the whole Academy community.

## **Learning Tutors**

In general the Academy deploys Form Tutors / Pupil Support Leaders / Teaching Assistants / Administrative Managers who will mentor specific pupils / students to support them in their development and progress. These Tutors will obtain regular assessment and predictive data that enables pupils / students to 'see their potential and actual predicted future results' at critical points in time. Interventions, targets and support mechanisms will be applied to correct any under-achievement and to ensure that learners can access specific mentoring.

Tutors may work with a group of learners at specified times. There will be opportunities for pupils / students to meet in a group, work as a pair or have time with the mentor on a one to one basis, as is deemed appropriate.

## **Post 16 Mentoring**

This focus in this age group will be to support learners in their transition to further/ higher education, work or training. We will aim to provide all young people with practical information, advice and guidance to ensure they have an individual progression pathway tailored to their skills, attributes and aspirations. The scheme will be available to all post 16 learners and the initiative will be fully evaluated.

## **Partnership with Parents/ Carers**

It is essential that parents/carers understand how we support and mentor the pupils / students and are able to contribute to progress. We will engage parents / carers by;

- Providing regular communication and information about mentoring schemes
- Enabling parents / carers to attend mentoring sessions wherever appropriate
- Providing informative sessions to enable parents / carers to understand Academy priorities
- Offering parent / carer and pupil / student joint learning and / or social experiences
- Ensuring that parents / carers can celebrate their child's progress

## **The Role of the Learning Mentor**

The role of the designated Learning Mentor within the Academy is to work with and help raise the achievements of pupils / students, who are for whatever reason, underachieving.

Underachievement may incorporate pupils / students with problems in the following;

- Punctuality
- Attendance or truancy
- Motivation
- Self esteem
- Behaviour and attitude towards others
- Concentration
- Study techniques and study skills
- Communication skills
- Organisational skills
- Personal difficulties
- Barriers to learning from outside the academy e.g. peer influence

### **Criteria for Mentoring by a Learning Mentor**

- Pupils / Students who are identified by staff as underachieving
- Pupils / Students who need extra support in the development of their social skills
- Pupils / Students who are identified as not fulfilling their full academic potential
- Pupils / Students who have been identified by the Academy in liaison with other agencies as requiring extra support in the above areas
- Pupils / Students who have been identified by the Pastoral Team for poor attendance and truancy
- Pupils / Students whose behaviour is deemed to be detrimental to their peers
- Pupils / Students who have been recommended by the SENCO as requiring additional 'social' or personal skills support
- Pupils / Students who have been identified by the Multi- agency / Inclusion Team

### **Learning Mentor Programme Pupil / Student Exit Procedure**

Criteria for exiting the mentoring programme might be data measuring the following;

- More confidence
- Improved attendance figures

- Behaviour improvements
- Positive feedback from staff
- Better levels of attainment

## Monitoring, Evaluation and Review

Monitoring takes place through periodic audits of pupils / student learning behaviours, pupil / student interviews, lesson observations, analysis of reports, statistical analysis and through line management of Faculties. A written report will be submitted to the Principal, summarising their findings.

This policy will be reviewed annually, when there are changes in the law, or in accordance with the schedule drawn up by the Principal and agreed by the Academy Governing Body.

**Adopted by the TEMA On** .....

**Chair of Academies Trust Board** .....

**Principal** .....

**Review date** .....

## Appendix - Mentoring

Premise: Mentoring initiatives can make a significant contribution to the overall strategies of support available to individuals in education.

Mentoring Type	Recipient	Who / Source of mentoring	Leader / Coordinator	Activity
<b>Peer Mentoring</b>	Fellow Pupils Vulnerable pupils Pupils at risk of exclusion SEN pupils EAL Transition Mentors	Same age or older Academy pupils	Academy Pastoral Staff	Reading Anti bullying - friendship/buddying Positive role model Buddying Language / cultural support Supporting Y6 – Y7
<b>Learning Mentoring</b>	<b>All Pupils</b> <b>Targeted Pupils:</b> E.g <i>*Unmotivated pupils</i> <i>*Underachieving pupils</i> <i>*Lack of family support</i>  <i>*Able pupils from disadvantaged homes with no history of higher education</i> <i>*Lack of self-esteem</i> <i>*Lack of teacher expertise in a particular topic area or area of career interest</i> <i>*Enhancing specific talent</i>	Form Tutors Teaching Assistants Academic / Pastoral Mentors Volunteer Mentors (internal and external) - University students - - Sponsor representatives - Library staff / admin staff Motivational Mentors Professionals / experts	SLT and Sponsors	Advice / Guidance Advice / Guidance / specific strategies - help with school work Listening / advice / exploring issues / Specific role eg reading / writing; Revision organisation / support Practical, unbiased, friendly advice Discussing relevant issues / specific support to raise attainment / Giving an awareness of the world of work / Seminars / Visits / Reinforcing importance of transferable skills / value of education
<b>Post 16 Mentoring</b>	Identified Sixth Form students - enhancing talent; raising aspirations; successful role models from business / university	Sponsors University Mentors Business Link Mentors	Sponsors and Head of Sixth Form	1:1 support and guidance Seminars Bespoke events / visits / activities Explore their post A Level options Encouragement to help them become confident, successful, independent learners and to help raise their aspirations.

<b>Other</b>	Targeted SEN / EAL Pupils	Intergenerational Mentors	SLT	Advice / Guidance / Reading
<b>Staff mentoring</b>	All staff	Sponsors	Sponsors / Principal	<p>Staff to gain information that can be used to prepare teaching and learning materials / careers advice.</p> <p>Understanding of real life work skills and competencies</p> <p>Leadership and Management Styles</p> <p>Financial systems and structure</p>