



The Federated Schools of St Mary's and St Saviour's

Ratified: Spring 2021 Reviewed: Every 2 years
Next Review: Spring 2023



Learning Mentor Policy

The role of the Learning Mentor

Identify and support pupils who are under achieving and face barriers to learning and participation.
To work with teachers, parents/carers and other agencies to construct a support network for pupils.
Identified pupils will be supported within and outside school with parental consent.
To encourage a high level of parental involvement and co-operation.
To report to the Governing Body.

Objectives

To improve engagement to learning.
To increase self confidence, self esteem and raise aspirations.
To develop self awareness of others.
To improve attendance and reduce exclusions.
To create a more efficient and smoother transition between primary and secondary school.
To build capacity through parental and community involvement.

Roles and Responsibilities

The Head Teacher and SLT will:
Make provision for line management
Support and evaluate the work of the Learning Mentor
Identify a space within the school and fund appropriate resources.
Identify target groups through school audit and/or referral procedure.
Ensure opportunities for communication with other staff members.
Ensure access to appropriate training, networking and professional development.

The Learning Mentor will

Develop one to one relationships with target pupils.
Support target pupils to develop effective strategies for learning, taking responsibility for their behaviour and developing social/ emotional skills.
Work with both primary and secondary staff to ensure speedy and effective transfer of pupil information and to continue to support transition if necessary.
Liaise with other key members of staff in school SENCo, Child Protection Officer, SLT.
Work with parents to jointly support the child with support of SLT
Liaise with statutory and voluntary agencies.

Identification and referral criteria

Pupils whose performance is declining compared to their indicated potential.
Pupils who are socially isolated or have difficulties forming, maintaining relationships.
Pupils who are being bullied or vulnerable to bullying.
Pupils who have low self esteem or confidence.
Pupils who have suffered bereavement, loss or trauma.
Pupils who have challenging behaviour.
Pupils who have patterns of poor attendance or at risk of developing poor attendance.
Pupils whose parents condone absences.
Pupils who are on the Child in Need, Child Protection or, in some cases, Early Help register.