Good Practice Guidelines for
Learning Mentors

eic schools
Excellence in Cities
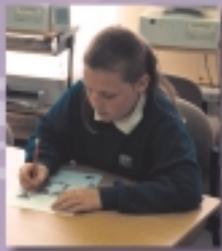
How to use these guidelines

The guidelines focus on good practice already happening throughout the country. Specific examples – of all aspects – appear on the Department for Education and Skills (DfES) website and can be customised for your own use. Examples are referenced under each good practice heading by a series of numbers. **(1)** These numbers refer to a list of examples at the back of the document. They can be viewed and downloaded by visiting the DfES Learning Mentor website www.standards.dfes.gov.uk/excellence/policies/mentors

Contents

Excellence in Cities Initiative
– context

Excellence in Cities (EiC) is a package of measures for improving inner city education. Learning Mentors are one element of the Excellence in Cities package. The others are City Learning Centres, Specialist Schools, Gifted and Talented, Beacon Schools, Learning Support Units and Education Action Zones.

The Learning Mentor strand is primarily to support schools in raising standards. Specifically in raising pupils' attainment, improving attendance and reducing permanent and fixed term exclusions. Many schools have successfully implemented the Learning Mentor programme and assessed that the impact is evident on individuals and groups of pupils.

There are four core beliefs of Excellence in Cities and these are:

• **High expectations of every individual**
EiC plans to meet the needs and aspirations of all young people regardless of their strengths and thus remove the barriers to learning, whether inside or outside the school environment. No pupil's education should be confined or restricted because of the school they happen to attend. The Learning Mentor strand in particular can help schools to take a more individualised approach to teaching and learning focused on the needs of individual pupils.

• **Diversity**
EiC is designed to increase the diversity of provision in secondary education in these areas. It aims to do this through the establishment of more specialist schools, more beacon schools, more EAZs and through City Learning Centres, as well as helping schools to carry out their core function of providing a good rounded education for all their pupils.

• **Networks**
Schools working together collaboratively can achieve more for pupils, parents and communities than schools working in isolation. By promoting diversity, recognising excellence and disseminating good practice, each school can help to enhance performance across an area.

• **Extending opportunity**
Some schools in large areas have always succeeded. Yet others have always suffered. It is hoped that the investment that the EiC programme brings to an area will extend opportunity. Rather than reinforcing current inequalities, it should enhance equality.

About this guide

This guidance is based on a series of visits to all Phase 1 Excellence in Cities Partnerships, interviews with Heads, Local Education Authority personnel, pupils, Learning Mentors and documentation submitted by schools.

Its purpose is to:

- Set out basic principles of good practice as a benchmark to help schools review their existing practice, and give examples of the variety of good practice across the country

- Enable staff, at all levels, to access sample material that can be modified for use in their own schools

- Encourage networking between Partnerships, schools and Learning Mentors

- Incorporate both primary and secondary practice to help in networking and transition

It should be especially useful for:

- Learning Mentors

- Link Learning Mentors

- Headteachers

- Excellence in Cities Partnership Boards

- Excellence in Cities Co-ordinators

- Schools

- Local Education Authority personnel

- External agencies

from the heart

The role of the Learning Mentor is not one that is easily explained or described in a few choice sentences, because individuals are not easily categorised or described into a neat package.

I find that my work can be practical or emotional, rewarding or frustrating, upsetting or joyous. In a day I may work with a child on their reading skills, contact social services for another, mop up the tears of the next, have a laugh with two others, then bang my head against the wall for the last.

All my children are individuals so the input needed has to reflect this. I wear many different hats throughout the term to provide the highest quality of support and guidance for my mentees. At times it is very difficult not to become too emotionally involved.

I feel very passionate about my work but have also learned to acknowledge when I am not enough and/or the need to admit defeat and re-refer. I do know though that all of my children will go on to do amazing things with their lives and the successes that I have witnessed are from the children believing this themselves. Being a Learning Mentor is not for the faint or cold hearted. It is a wonderful opportunity to make a difference.

A Learning Mentor from St Michaels College, Leeds

Introduction

What do the Learning Mentors, pupils and parents say?

Learning Mentors

"Has opened up new ways of working with individual pupils who previously may have fallen through the net."

"Learning Mentors have been an intrinsic part of developing pastoral support throughout the school and therefore have helped raise awareness, both amongst the staff and pupils, of the benefits of building positive relationships and shared goals."

"Pupils are used to being told what to do by adults, so they are pleased and surprised when an adult wants to listen to them and take them seriously – neither condemning nor condoning."

"Senior management have acknowledged that our work in such areas as friendship problems, playground disputes and emotional upsets in the classroom has had a significant impact upon them by enabling them to dedicate more of their time to issues appropriate to their role."

and the pupils?

"I feel less stressed and more relaxed."

"If it wasn't for my Mentor I'd have left school with nothing."

"I give and receive more respect… I've started to believe in myself."

and the parents?

"A vital role in any partnership between parent, pupil and school when problems have arisen. We are grateful for the continuing support."

"My mum is more positive about me and my grades."

"They think I wouldn't have got through school without my mentor."

Learning Mentors have had a tremendous impact on individual pupils' lives, in many cases transforming low achieving and unfocused students with minimal self-esteem and a lack of commitment into more confident pupils with higher grades, improved motivation and a sense of direction. In turn, the wider ripples are helping to change school student attitudes and improve staff-pupil interaction.

The flexibility of the Learning Mentor role means that it can be adapted to the needs of any variety of schools and of individual pupils, providing structure within their daily lives. But what unites all Learning Mentors is their aim to break down barriers to learning, unlocking education opportunities for school students and releasing hitherto untapped potential.

'Mentoring has done a great deal for me. I have regained some of my confidence. Not all my problems will go away but at least now I don't have to deal with them alone. I believe in myself more than ever. Things have improved a lot and I can now concentrate on my work.'

A Year 9 girl from Perry Beeches School, Birmingham

Making a difference

Learning Mentors have not only made a difference to pupils themselves; they have also had considerable impact on families, on teachers and on schools and the way they function. Outside agencies, for instance, have been involved more effectively than before, support for teaching staff has improved and the image of the school's student support systems has been seen in a new light.

Staff are able to allocate dedicated time to pupils and be more effective in their intervention. Schools have found that if the Learning Mentor provides a safe haven in the playground at lunchtime, behavioural problems are reduced and potentially disruptive situations defused.

Target-setting strategies to improve skills and raise achievement need to be established, along with systems to subsequently monitor, assess and evaluate progress so that achievement is maintained. That done, the Learning Mentor can work within that infrastructure to benefit pupils, their families and the school itself.

The main areas of impact have been:

On pupils

- 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, forming relationships with staff, peers and family

- Improved attitude and behaviour both inside and out of school

- Improved attendance and punctuality, reducing exclusions

- Greater adaptability when faced with new or challenging situations

- Better at self-organisation and taking ownership of their problems

On families

- More positive attitude towards school

- Improved support and communication between school and home

- Ability to deal more positively with situations and conflict

- Access to support and someone to talk to

On schools

- Improved grades at GCSE – by some pupils

- Access to a range of additional qualifications for pupils

- Reductions in permanent and fixed term exclusions

- Reduction in anti-social behaviour

- Flexibility and support for teachers

- More effective communication between parents, carers, teachers, managers, governors and other agencies

- Improved information on pupils, giving teachers a better starting point

- Increase in extra curricular activities and alternative curriculum development

Setting the scene

Recognition

Learning Mentors need to be recognised as making a valuable contribution to the school, its teaching staff and its pupils. For that to happen, the whole school must fully understand the role of the Learning Mentor and the crucial part they play in improving individual achievement, altering student attitudes and behaviour and in turn supporting staff.

Effective dissemination of information such as elements of this good practice guide will help ensure that the school is aware of the wide variety of approaches to mentoring and can recognise when it can be useful – both to them and to the individual student.

Learning Mentors themselves need thorough and careful induction and a range of training and networking opportunities. That complete, they need a base that is accessible to pupils and staff and has space for one-to-one, group work as well as for the storage of confidential files.

The Learning Mentor framework – Good Practice

- Research has shown that these goals are best achieved within a distinct framework.

- Time should be allocated to Learning Mentors, both at Partnership and school level, with the Senior Management Team leading the development of the project.

- Clear and effective line management will help Learning Mentors to be more smoothly integrated into the school culture.

- A coherent whole school approach to referrals, recording, action planning and target setting will ensure consistency and minimise overlaps – and in turn will lead to more effective use of the skills and experience of the Learning Mentor for the school's benefit.

- Adding to the project infrastructure, clear criteria for allocating Learning Mentor support need to be decided – and for stopping it once targets have been reached.

- Monitoring and evaluation systems should be in place at the beginning of the programme, along with processes to develop effective multi-disciplinary working.

Critical success factors for schools

- **Whole-school understanding and appreciation of the Learning Mentor's role**

- **Learning Mentor induction, integration into the school culture and access to training opportunities**

- **A dedicated space for the Learning Mentor**

- **A project framework including:**

- **Time allocation – at Partnership and school level**

- **Senior Management Team -led**

- **Clear line management**

- **Whole-school approach and flexibility to use Learning Mentor processes**

- **Strategies to develop multi-agency collaboration**

- **Clear criteria for allocating support**

- **Monitoring and evaluating systems from the start**

Key barriers to effective implementation of good practice

- Lack of effective management systems and practices in school

- Misunderstanding about the role of the Learning Mentor by teaching and other staff working with schools

- Learning Mentors being too narrowly focused – in particular on behaviour problems

- Lack of career structure and access to professional development time

- Different salary structures causing anxiety and confusion

- Isolation of those Learning Mentors who have not had an induction, and are not integrated into the schools' support systems

What is mentoring?

Learning Mentors work with groups of pupils and individuals, teachers and managers, parents, carers and families, schools and other agencies, helping to construct a support network. Within that framework they develop trusting relationships in which information can be shared.

A wide variety of pupils are supported by Learning Mentors, often with behaviour problems or persistent absenteeism. They may be demotivated or lacking in self-esteem, have fallen behind with their work or find communication difficult. Language problems are prevalent where English is not the first language spoken at home; additional issues are faced by children of asylum seekers or

those who move home frequently. In some cases pupils are looked after by non-family members or may be young carers themselves. Some have suffered bereavement; others have difficulties at home.

Whatever issues individual pupils face, Learning Mentors can help them develop respect not just for themselves but also for those around them.

Checklist

A Learning Mentor is a:

role model	**Not a:**
active listener	– counsellor
	– classroom assistant
observer	– babysitter
encourager	– disciplinarian
professional friend	– person to whom a pupil is sent when naughty
challenger of assumptions	
guide	
target negotiator	
reliable, approachable, non-judgemental and realistic supporter – with pupils, parents and staff	

A Link Learning Mentor plays a key role, bridging the divide between schools and other agencies.

Planning

Careful planning is crucial for Learning Mentors to succeed, so it is important to take time to consider each aspect.

The role of the Partnership

The Partnership Board needs to be placed within a clear Local Education Authority structure and can play an important role in sharing practice, monitoring and evaluation, proving an effective sounding board. It is worth considering primary representation on the Partnership Board.

You need to agree Partnership principles and practice from the beginning, including setting targets and timescales within the local Excellence in Cities plan. Establish a clear structure for decision-making and communication, ensuring that dissemination of information works well.

There also need to be clear policy statements and guidance on appointments, contracts and training – the Excellence in Cities Co-ordinator is a key manager, responsible for linking Excellence in Cities with other initiatives and funding routes, and requires a full-time post.

Partnerships – Good Practice

- Establish clear lines of accountability through:
  - Core Partnership Board
  - Implementation groups – representing managers and practitioners
  - A defined role for the Strand Co-ordinators/Link Learning Mentors to report to the various groups on practice and advise on policy
  - Clear systems in place in schools
- Establish the frequency and timing of meetings so they meet sequentially.
- Ensure that regular updated reports come from Co-ordinators, Local Education Authority staf and finance teams.
- Outline a clear monitoring strategy with timescales so that schools know what information is required.
- Ensure that the amount of funding going into schools is shared across the Partnership.
- Specify the role of the Excellence in Cities Co-ordinator so that they are not undertaking other roles such as Learning Support Unit Co-ordinator, Link Learning Mentor, or Education Action Zone Director. Avoid pulling them into day-to-day practice. It is important that the role is strategic and links clearly with Connexions, external agencies and the plethora of other funding routes to ensure consistency of management across the Excellence in Cities area.
- Establish inter-agency protocols in the area to ensure a consistent approach.
- At the outset address any potential conflict in primary schools between the roles of the Learning Mentor, Classroom Assistants and other support staff.
- Emphasise the importance of communication between the Learning Mentors and the classroom teacher in primary schools.

The role of the Link Learning Mentor

Link Learning Mentors play a key role in monitoring, evaluating and sharing good practice – but to do so effectively they need significant time allocation and plenty of credibility and clout with Headteachers.

The Link Learning Mentor role should be set within a clear management structure and reporting framework, with access to appropriate training and support.

Link Learning Mentors – Good Practice **1**

Link Learning Mentors have established excellent practice through:

- Building a team ethos – establishing relationships and trust with Learning Mentors

- Cluster meetings – where practice is shared, documents are produced and Mentors are supported through case studies

- Information packs – containing work sheets

- Newsletters – supporting networking and celebrating examples of good practice

- Case studies – sharing different approaches to working with pupils

- Examples file – a collection of all the documents in schools, held by the Link Learning Mentor and taken to cluster/network meetings, school visits and training days for Mentors to use

- Visits to schools and Senior Management Teams in order to monitor and evaluate the process

- Training

- Establishing web sites to share practice

- Secondary/primary phase meetings to share practice and plans for transition

- Induction for primary Headteachers and primary Learning Mentors with a Handbook of practice

- Sharing projects between secondary and primary schools

School Management Planning

The key to the success of this programme is the quality of the management systems and practice within schools.

Allow plenty of time for planning, beginning with an audit of the current school structure, roles and responsibilities, referral systems and communication networks. Gather a range of data that analyse reasons for under-achievement and identify criteria for selecting pupils for support.

Excellence in Cities and school development plan targets can be combined; key policy documents need to be reviewed to incorporate new initiatives.

School Management – Good Practice ② ③

- Use delivery plans as a useful guide in planning and establishing the Learning Mentor initiative in schools.

- Analyse data on Standard Assessment Tests (SATs), Cognitive Ability Tests (CATs), Special Educational Needs (SEN) register, GCSE results, post-16 retention rates, assessment of specific groups – such as gender, ethnicity, pupil mobility, looked after children.

- Review existing communication channels and referral routes for support, along with the variety of support in the school.

- Look at staff roles and responsibilities and how they can complement each other – such as the role of SEN Co-ordinator, Learning Support Unit Manager, Learning Mentor, Education Welfare Officer, pastoral team.

- Change the management structure if appropriate and Senior Management Team responsibilities.

Integrating the Learning Mentor initiative with other staff

You will need to consider just how the Learning Mentor programme is to be integrated into school in order to avoid conflict or duplication of roles. A mentoring policy should incorporate all the various strands of mentoring and support.

A social inclusion framework is helpful in drawing together individual support, along with a common location and management. But there should also be clear communication systems and strategies so that staff are aware not only of individuals' needs but also of the limitations of all roles. You may find it useful to appoint a 'broker' team to allocate and terminate support between staff and agencies.

Integration with other staff – Good Practice ④

- Many schools are developing a social inclusion team framework.

- Ensure close liaison/management links with Special Educational Needs Co-ordinator and Learning Support Unit Manager.

- Have regular meetings with Head of Year/pastoral teams.

- Involve governors through reports from Learning Mentors to the governing body and the appointment of a governor to oversee Excellence in Cities developments. Include information on Learning Mentors in governor induction.

- Joint pupil registers facilitate collection and retrieval of information on pupils who require additional support across the school.

- Inter-agency/referral meetings require planning and time allocation for key staff.

- Where possible, 'support departments' need to be near each other – for easier communication.

- Learning Mentors should be encouraged to work alongside Year 6 teachers in Literacy and Numeracy, and with the SEN and Gifted and Talented Co-ordinators. There are many examples of this in primary schools.

- After school and lunch clubs and cross-curricular projects have been particularly successful in both primary and secondary schools.

! Good Idea

- **Examples of schools with social inclusion team frameworks are Rushcroft School in Waltham Forest, Holloway School in Islington and Deptford Green School in Lewisham.**

- **Examples of primary schools working to establish good practice in linking Special Education Needs, Learning Support Unit and Learning Mentor support are Brunswick Park School in Southwark and Eastwood School in Bradford.**

- **Oaklands School in Tower Hamlets has established regular weekly meetings of senior managers to discuss referrals.**

- **Examples of schools developing social inclusion bases are Parrs Wood in Manchester, Cockburn High School in Leeds and Hinde House School, Sheffield. The close proximity of the support teams aids integrated working.**

Integration with other mentoring schemes

Many schools already have a variety of mentoring schemes. These work best when they are all part of a whole school mentoring policy, with a common system of recording and communication.

Ideally, all schemes need to come under the same management structure.

Integration with other mentoring schemes – Good Practice

Some approaches already in use:

- Peer mentoring is used widely.

- Many schools have developed a mentoring policy.

- Ethnic mentoring groups have access to mentoring from specific voluntary groups.

- Study Buddies Scheme for selected group of pupils, mostly Year 11

- Mentoring schemes specifically for Year 11

- Links with Gifted and Talented Programme

- Business and voluntary mentoring schemes

- Drop in/self referrals

! Good Idea

- **Hodge Hill School in Birmingham has a policy on ethnic minority mentoring.**

- **Handsworth Grange School in Sheffield has a wide range of mentors including peer mentors, academic mentors, governor and classroom mentors.**

Whole staff training

If the Learning Mentor scheme is to work best, a whole-school awareness training programme is essential, with ongoing awareness sessions or meetings throughout the year for new staff, funded from a dedicated budget. All Learning Mentors need to undergo a detailed induction programme. The key role for the Senior Management Team in this process is delivery and implementation.

Whole staff training – Good Practice 5 6

In other schools:

- Training has been delivered centrally by the Link Learning Mentor and at school level by the Senior Management Team.

- Teaching and other staff have played a key role in many schools in identifying the barriers to learning, looking at deployment of Learning Mentors and drawing up a mentoring policy.

- Induction packages for Learning Mentors have been produced in many areas.

Planning resources – internal and external

Schools are faced with a wide range of funding initiatives. You need to make sure that these funds are used together and managed efficiently so that they support the targets in the school development and Excellence in Cities plan.

There is a key role here for the Senior Management Team in identifying different funding routes inside and outside of school. This demands a thorough knowledge of funding streams, which needs to be shared with key members of staff including Learning Mentors (who often have a good knowledge of different funding routes themselves).

Funding should support and complement the school development plan and wherever possible funds need to be joined together so that greater resources can be targeted at key areas of need. It is crucial that the Learning Mentor has access to a budget.

Planning resources – Good Practice

Some examples from other schools:

- Single Regeneration Budget – supports wide range of programmes including work on alternative curriculum and the provision of a home/school link worker.

- European Social Fund – has paid for a compact programme involving six schools.

- New Opportunities Fund – a joint arts programme with Gifted and Talented run in conjunction with Tate Liverpool; lunchtime clubs in primary schools

- Pupil Retention Grant – many schools use this fund to appoint new Mentors and other staff.

- Teenage Pregnancy Grants – used to offer information/education to pupils.

- Neighbourhood Support Fund – used to support a Learning Mentor initiative.

- Department for Education and Skills (DfES) Funds – outward bound personal development programme

- Educational Action Zones – pre-exam breakfast club; Transition Learning Mentor appointed for comprehensive within an Education Action Zone

- Beacon School Funding – course in study skills

- Whole host of funding routes – including church, lottery, Home Office, National Mentoring Network funding, out of hour funds

Specific primary issues

- Standards Fund 19 – Used for parenting courses, health and sex education

- Out of hours learning/new opportunity fund – used to develop social skills

Systems and documentation

Access to information

All newly introduced systems and documentation need to complement the existing school structures. Time must be allocated for Learning Mentors to set up their administrative systems and their initial caseload should be small to allow for settling in.

A clear system of referral and exit, linked to specific information that communicates progress to all parties, is one of the main keys to the success of Learning Mentor initiative in schools.

This has been recognised by many schools that have revisited their structures and systems in order to accommodate the wealth of 'inclusion' strategies now emerging. It is also important that any systems created are easily accessible and measure progress.

There is no instant solution – it takes time to retrieve information. There needs to be a policy on access to information, systems and documentation and the systems themselves need to be clearly understood and documented. Learning Mentors must be given access to a range of data and staff need to be made aware of systems on a regular basis.

Access to information – Good Practice

Learning Mentors need access to a wide range of documentation.

The following are particularly important:

- Data from the Excellence in Cities plan setting the context of the area

- Data from the School Development Plan outlining targets and the school's contextual issues, such as pupil mobility and language barriers (useful when looking at trends)

- Data from primary schools: attainment, attendance, attitude and behaviour

  - Standard Assessment Tests, Cognitive Ability Tests and any other assessment such as Special Educational Needs, national curriculum data, behaviour data, attitude surveys, pupils' own perception of themselves

  - Departmental assessment policies

  - Early years baseline assessments

  - Family information

  - Progress reports

  - Record of achievement

  - Information from other agencies

  - Lesson observation information

- Many Learning Mentors have a checklist of difference types of information that is needed, which is agreed by the whole school staff.

- There needs to be somewhere to store confidential information.

Referral systems/forms

There should be a clear formal referral process with criteria agreed at the outset, whatever the size of the school. It works well when a panel or a team of staff meets regularly to review and allocate support using specified criteria. Systems should be made known to outside agencies so that the processes run smoothly – it is useful to publish systems and documentation in the school's handbook and policies.

Drop in or self-referral support, although outside this framework, should be part of the support continuum alongside all the other mentoring services such as business and voluntary mentors.

Referral systems/forms – Good Practice 22 23 24

There are numerous examples of the variety of referral processes. Most systems go through Heads of Year, referral panel meetings or, in the case of primary, members of the Senior Management Team.

Referral forms come in all shapes and sizes – but the following information should be included:

- Skills and strengths

- Areas of concern (usually a checklist is helpful)

- Reasons for referral

- Focus of intervention requested

- Information about relationships, attitude, behaviour

- Other support received, such as SEN or language

- Strategies previously employed

- Contact details and current pupil status

- Other agencies involved

- Statutory care issues

- Family or carer involvement in school

- Dates, referring member of staff and addresses

Entry and exit criteria

Clear entry and exit criteria need to be established and agreed across the school and with outside agencies. It is helpful to allocate time limits or review milestones to help

structure the programme, along with evidence of progress being made.

Built-in flexibility allows for the varying degrees of support pupils need, from short- to long-term intervention. Drop in or self-referral systems can act as a useful 'exiting' procedure.

Entry and exit criteria – Good Practice 25 26

Many schools have developed a range of questionnaires, exit and observation forms, which provide the basis for the programme – the web site gives a selection, including:

- initial meeting checklist/report, self-assessment student questionnaires, academic assessment forms and observation

- an end of term mentee feedback form and an exiting feedback form from teaching staff

- forms used to record observation in lessons

Action planning

Action planning is an important part of the mentoring process and must be part of a whole school approach. Action plans should include targets set by both pupil and mentor, together with review dates, highlighting progress made.

Targets should be simple, measurable, achievable, realistic and time-specific wherever possible. They need to be written by the pupil and fully understood by all. To avoid duplication, Learning Mentoring systems and documentation should complement other systems such as Individual Educational Plans, Pastoral Support Plans and Looked After Children Plans. It is best to keep targets to a minimum so that the pupil isn't overloaded – and to be flexible about them if the situation

changes. There should be regular reviews, recorded in written accounts of each session.

Action planning – Good Practice 27 28a

- Duplicates of the action plan are useful – carbonated sheets make for easy distribution.

- The website has examples of daily monitoring sheets, target cards, session notes, letters to parents, home visit records, student action plans, mentoring plans, ideas for target setting

- A checklist of documentation to be kept in student files is useful.

! Good Idea

- **Knowsley have a good range of documentation that schools can adapt to their own requirements.**

  They also have a really useful checklist of what documentation should be kept in student files.

Confidentiality

Learning Mentors handle sensitive information from the school, the pupil, home and other agencies, so issues of confidentiality should be addressed right from the start.

There needs to be a policy on confidentiality in place within the school and with outside agencies. It is also important that pupils understand at the start of the mentoring process what information is confidential and what has to be disclosed, when.

Confidentiality must be part of the induction process for Learning Mentors and supported by line management and regular supervision. All staff need awareness training on confidentiality.

Location

Both pupils and Learning Mentors feel that the location and quality of their base is crucial in creating the right climate for support and learning, so it is important to take time to plan the location and allocate a budget line for resources and, where necessary, refurbishment.

The Learning Mentor needs to be able to offer access to a private, confidential tutorial space with an area for small group work and sharing information, including leaflet display. The ideal location is near other pupil support programmes.

NB For child protection purposes, the work should be in view of other staff.

Location – Good Practice

Findings from other schools:

- Private space without interruptions is important.

- Some rooms have had pupil input – in decoration and layout.

- There should be a permanent meeting space – safe, secure and well equipped.

- The base should be comfortable, accessible and appropriate to the age of pupils.

- Telephone and computer links are needed – for Learning Mentors and pupils.

- It is important to have pupils' work and thoughts on display.

- Storage of confidential papers and information is crucial.

What the pupils say

What do you feel has worked well?
"I think that confidentiality is the best thing that has worked well and 1:1 tutoring, having somewhere to go knowing that someone cares and having someone to talk to."

How has mentoring helped with your studies?
"Being able to go somewhere quiet to talk about it and get help."

"More focused because it is a more relaxed environment than lesson time."

"Helps provide a stress free environment which allows one to go back to the classroom refreshed."

Is there anything that you feel has not worked well?
"Noise outside the room and interruptions."

"Too hot and too small room. It can get overcrowded."

! Good Idea

- **Burgess Primary School in Manchester has an innovative library area for the Learning Mentor with soft toys and cushions.**

- **St Clements Primary School in Salford has a lovely welcoming area for the Learning Mentor with a wide range of toys, games and reading activities.**

Recruitment and retention

Recruitment and retention are perennial issues. When you're recruiting Learning Mentors and Link Learning Mentors it's especially important to consider not just practicalities but also potentially contentious areas for the Partnership and for schools.

Recruiting and retaining Link Learning Mentors

Link Learning Mentors need to be knowledgeable about the role of Learning Mentors in schools. They must have well-developed interpersonal and communication skills as well as abilities in training and co-ordinating. It's a very flexible post but usually needs to be full-time, with clear line management and support. Credibility within the school is crucial.

Recruiting and retaining Link Learning Mentors – Good Practice

Research showed that:

- Link Learning Mentors have a wide range of backgrounds – teaching, social work, law, youth working

- They create excellent network structures.

- There are constraints on the time needed to carry out the role, especially when they are based half time or more in a school or Pupil Referral Unit (PRU).

- Many Link Learning Mentors find it difficult to challenge schools because of the way their role and status are perceived by Headteachers.

- Best practice is where Link Learning Mentors are located with other strand leaders or co-ordinators.

It is important for the Link Learning Mentor to have:

- Knowledge of the whole Excellence in Cities programme

- A budget and spending authority

- Access to financial information

- Skills in monitoring and evaluation

- Opportunities to develop national links and be part of the national training opportunities

- Time to visit schools and liaise with outside agencies

- Office space with telephone, computer links and accessibility to pupil information if needed

Recruiting and retaining Learning Mentors

Before they start to recruit Learning Mentors schools need to know exactly what skills they are looking for to avoid being inundated by unsuitable applications.

To be successful not just at attracting the right applicants but also at retaining them, it helps if there is common agreement across the Partnership about salary levels, contracts and recruitment procedures. In addition there needs to be a clear structure delineating induction, line management, training and support, supervision and professional career structure.

Recruiting and retaining Learning Mentors – Good Practice 7

Research shows:

- There is wide a wide variety of job descriptions and working conditions across the country. This causes problems for Learning Mentors who want to move, as Partnerships/schools have different agreements.

- A common advertisement for Learning Mentors simplifies recruitment.

- Recruitment for Learning Mentors is more successful in areas that have common agreements about contracts and pay.

- There has been an overwhelming response to advertisements for Learning Mentors in the majority of areas.

- Senior or lead Learning Mentors have a role within the decision making structure of many schools.

- Generally 52 week contracts give greater flexibility to Learning Mentors, as there is time during the Easter/Summer breaks for:

  - Study skill workshops

  - Summer school programmes

  - Effective transition time for vulnerable pupils Year 6/7

  - Home visiting

  - Linking with other agencies

  - Planning

It is important that the pay levels recognise the complexity of the role and how it compares with other salary levels such as:

- Classroom Support Assistants

- Other support workers in the school

- Counsellors

Skills to pinpoint when you're recruiting Learning Mentors

Learning Mentors need to be able to:

- Work in 1:1 mentoring relationship

- Provide a good role model

- Identify and organise access to a range of other services

- Monitor and assess pupils' learning needs

- Work in partnership with parents and teachers

- Communicate clearly with young people and adults

- Work flexibly

- Help pupils achieve through education and learning

Learning Mentor induction

Learning Mentors across the country have stressed the importance of an induction programme. However, planning the induction package must take into account that many of them do not have a background in education.

The Learning Mentors' induction package should be planned by senior managers to show commitment and raise the profile.

The induction package itself needs to consist of:

- An introduction to school systems, the organisation, roles and responsibilities and education jargon

- Where to find timetables/information on pupils

- Complete staff list including support staff and other agencies who come into school – and when

- School policies on areas including child protection, health and safety, behaviour, bullying, complaints

- Information on staff meetings that Mentors can contribute to or attend

- Map of the school

- Mentoring strategies

- Action planning and target setting

- Report writing

- Observations of classes

- Knowledge and understanding of the context of the local community

- Visits to other agencies

- Networking with other Learning Mentors across the phases

Learning Mentor induction – Good Practice ⑧ ⑨

Other schools have used:

- Excellent guides and training packs for Learning Mentors

- Induction checklists, useful in primary or secondary induction training

- Introduction letter to other agencies, pupils and parents about the role of Learning Mentors

- Newly qualified teacher induction programmes as part of the induction programme for Learning Mentors

- Central induction training led by Link Learning Mentor

> ### ! Good Idea
>
> - **Sheffield, Knowsley, Liverpool, Camden, Hammersmith and Fulham, Leeds and Islington have developed good induction programmes.**
>
> - **Community Health Services in Sheffield have a helpful publication on working with pupils with Mental Health problems in school.**
>
> - **Cole Heath Consortium Learning Mentor Support Service in Birmingham have a comprehensive training package on casework for primary Learning Mentors.**

Ongoing training and support

Continued training and support are vital – both to ensure a cohesive and effective service and to retain contented Learning Mentors.

Certain fundamentals include providing details of the career structure outlined by the Partnership along with a range of nationally acceptable continuing accredited training opportunities.

Good practice shows that 12 days per year should be allocated for Learning Mentors to attend network meetings, cluster groups and training, and regular access given for Learning Mentors to management and supervision time.

Training and support – Good Practice 10

Others have found:

- National training materials for secondary and primary Learning Mentors provide an in-depth introduction to the role.

- Emotional literacy work for both primary and secondary Learning Mentors is useful.

- Most areas have run short courses on child protection, confidentiality, home visiting, solution focused therapy, anger management, working with bullies and victims, social skills for children with difficult behaviour, multi-agency working, drug awareness, circle time and case work. A training needs analysis form can be used across phases.

- There is a growing number of courses on mental health issues.

- Casework, action planning and recording in primary and secondary schools are key.

Implementation –
managing the initiative effectively

Mentoring policies

It is a helpful idea to produce an overall mentoring policy in the school. This could be part of an overall social inclusion policy which covers the whole range of support for pupils. Policies that seem to be useful have included: objectives of the Learning Mentor initiative, staffing structures, operational procedures and communication channels, identification strategies and indicators of need, links with other agencies, monitoring and evaluation strategies, an outline of the various mentoring systems, and links with other plans/policies in the school.

> **!** **Good Idea**
>
> ● **Rush Croft School in Waltham Forest and Parrs Wood School in Manchester have produced good inclusion policy documents.**

Involving other agencies

Both school and Learning Mentor need to be aware of their limitations and recognise when it is time to call in an outside agency, who can bring their specialist expertise and a fresh perspective, often broadening the range of services on offer to pupils.

Like any multi-agency approach, the introduction of an outside expert into a situation needs careful co-ordination if it is to work well. The fact that many Learning Mentors have already worked with other agencies means that they can draw on their previous experience to good advantage.

It is very important not to underestimate the amount of time that is needed to manage the Learning Mentor iniative in school. Time needs to be given to senior managers in order for this role to be carried out effectively. Schools who have developed a social inclusion team/department have also appointed a social inclusion manager.

Involving other agencies – Good Practice ⑪

The following are just a few of the national network of agencies:

● Social services

● Education welfare

● Educational psychologists

● Connexions

● Ethnic minority groups

● Voluntary and statutory groups

● Community mental health teams

● Young carers

● Drug and alcohol groups

● Refugee support services

● Bereavement counsellors

● NSPCC

● Quaker peacemakers

● Traveller education

● Home school liaison officers

● School library services

Links between primary and secondary schools

A key role for the Learning Mentor is to support the transition process from primary to secondary education. However, transition arrangements involving the Learning Mentor need to be part of a whole school planned policy and approach.

Links between primary and secondary schools – Good Practice 12

Some schools have found the following useful:

- Clear identification and assessment strategies in Year 6 and information transfer to Year 7

- Learning Mentors attending open evenings in Year 6

- Joint Year 6 and Year 7 projects

- Peer mentors and buddy systems

- Range of induction groups from Year 6 to Year 7 into secondary schools, with questionnaire feedback

- Residentials/summer schools held between Year 6 and Year 7

- Variety of visits between primary and secondary schools

- Use of home/school worker in transition

- Training courses in place for teachers to attend from primary and secondary

- Learning Mentors support parents through the transfer process, school selection and interim process.

- Transition work with Year 6 pupils about behaviour, dress code and punctuality in secondary schools

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! **Good Idea**

- Dinnington School in Rotherham have good examples of year 6/7 arts projects.

- Islington are developing forms for effective transfer between Key Stage 2 and 3.

- Ruffwood School in Knowsley are using peer mentors in the Key Stage 2/3 transition.

The Learning Mentor role

The Learning Mentor's caseload varies from school to school, but in practice 10-15 cases have proved manageable, balanced between short- and long-term intervention. This allows the Learning Mentor to perform a range of duties and give 'quality' time to the pupils.

Learning Mentors use a variety of approaches, which can be tailored to individual needs. These include:

- One to one mentoring to discuss problems and look at solutions

- Individual sessions looking at particular issues – such as anger management

- Group work sessions focusing on one issue – such as attendance

- Limited support to a student within lessons as part of a structured programme of assistance (not to be confused with the work of a Learning Support Assistant)

- Observation assignments within lessons at the request of either students or teaching staff

- Support and assistance to school staff dealing with difficult incidents, such as calming down 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 or breakfast clubs

- Promoting after school and holiday activities

- Mediation work between peers and between students and staff

- Supporting and training peer mentors

The Learning Mentor role – Good Practice (13)(14)(15)

- **Caseloads** consist of pupils who need:

  - Significant intervention daily or frequently each week

  - Medium intervention via weekly support Infrequent intervention via monthly or drop in support

- **The timetable** of a Learning Mentor should allocate time for:

  - 1:1 individual support

  - Group work activities

  - Administrative time (action planning, recording, monitoring)

  - Clubs/residentials

  - Home visits

  - Links with other agencies

  - Meetings with staff and other mentoring schemes

  - Training and networking

  - In-class support/observations

  - Line management/supervision

It is important to develop your own action plan and identify the work that you need to do. This is very helpful at the beginning of your role.

> **! Good Idea**
>
> - Liverpool has produced a very helpful document on the supervision of primary Learning Mentors which is also suitable for secondary.
>
> - Laisterdyke School in Bradford has a good set of booklets created by the Learning Mentor team on managing behaviour and questionnaires that can be used with pupils.
>
> - Brecknock School in Camden has a handout for staff that outlines the role of the Learning Mentor.
>
> - All Saints Catholic High School in Knowsley has a good information booklet for Learning Mentors on different learning methods.

Communication and raising awareness

Communication is a continuous process, which needs to become part of general practice in school and outside. If all parties are kept informed, not just on the progress of individual pupils but also on developments of the Learning Mentor service, pitfalls can be avoided. Formal as well as informal routes of communication need to be established.

Information for students on support available should be easily accessible – in the form of a local directory of services, as leaflets or on

notice boards, for example, with pictures of Learning Mentors around the school. Assemblies given by pupils are an effective profile-raiser.

Communication and awareness raising – Good Practice 16 17 18

Other schools have used:

Inside school

- Staff briefings

- Curriculum/pastoral/referral forum meetings

- School bulletins/newsletters

- Handbooks

- Pupil and parent information

- Home visits

- Magazine produced by the pupils

- Governors' meetings – Learning Mentor reports/updates

- Case studies

- Allocated time to feedback to classroom teacher/subject teachers

- Close links with managers including Special Educational Needs Coordinator, Head of Year

- Newsletters containing reports written by pupils on their Learning Mentors

Outside school

- Network meetings

- Visits to other schools

- National Mentoring Network conferences

- Work with other agencies

- Newsletters – with Learning Mentors pupil problem section

- Letters/memoranda to parents to explain role of the Learning Mentor

Preparation for Ofsted

Careful preparation will help ensure that the contribution of Learning Mentors is recognised and understood by the Ofsted team. This could include:

- Handbooks or information about the Learning Mentor's work

- Referral systems and criteria for allocation of support and management

- The Learning Mentor's timetable

- Information on agencies working with the Learning Mentor, plus a timetable of when they come into school

- Details of meetings attended by the Learning Mentor

- The impact on pupils – using case studies, evidence from questionnaires and interviews with pupils

- Evidence of action plans, target setting, entry and exit criteria

- Quantifiable data that demonstrates academic progress of target pupils.

- Attendance data to demonstrate improvement

- Reduction in reported incidence of poor behaviour as evidence of progress

- Details of group work and any other activities such as breakfast or homework clubs, home visits, cluster or network groups and training

- Information on monitoring and evaluation, including local and school level targets

- A knowledge of budgets, deployment of staff and Best Value principles

- Learning Mentors being available with their case files with evidence of progress available to discuss with inspectors. Ask for an opportunity to explore issues

with the inspection team – it will help inform future preparation.

The role of Connexions Personal Advisers and Learning Mentors

Connexions began in 15 areas of England in 2001 and the rest of the country is due to be covered by Connexions partnerships by the end of 2003. The Connexions partnership is the body with which the school will make a partnership agreement, setting out the roles and responsibilities of all concerned with inclusion and achievement (including SENCOs, Education Welfare Service, Personal Advisers and Learning Mentors).

Although still early days, some key principles and practice have emerged. As with other agencies, there needs to be effective communication so that both Learning Mentor and Connexions partnership understand each other's role and common ground. There needs to be agreement on the line management of the Connexions Personal Adviser and common processes and systems for pupil selection and monitoring. It is important that a decision is made as to who is the key point of reference for the pupil and who has oversight of the various interventions. Also all discussions and agreed targets need to be recorded succinctly so that all parties concerned know what has been agreed.

Connexions Personal Advisers – Good Practice

Schools have found that Personal Advisers work more effectively if:

- They have a role within a social inclusion team or department
- There is effective co-ordination at senior management level

Best practice is when Personal Advisers are:

- Giving more intensive support to 'long term' pupils
- Involved in transition issues, 16+, and pupils moving in Key Stage 4
- Liaising with outside agencies such as colleges and training providers
- Using their skills through alternative curriculum packages
- Giving more planned intensive support to "long term" pupils.

Further guidance is available in Implementing Connexions in Schools, available through the DfES or through the Connexions website (www.connexions.gov.uk)

Mentoring techniques

Once the Learning Mentor has gathered and digested information about the pupil, groundwork needs to be completed. Pupils should be fully involved and understand why they are being mentored. Targets need to be set, the action plan prepared and time guidelines agreed. Targets need to be clear, short term achievable steps that progressively build on each other so that a longer term aspiration can be met. Regular communication and feedback on progress helps establish the routine and encourage a relationship of trust between the pupil and the Learning Mentor.

The first session needs to set out ground rules for the relationship, covering areas such as:

- **Confidentiality** – the pupil must feel that what is said is confidential and that they will be respected. But they must be made aware from the outset that if something serious emerges then discussions will have to go further.

- **Boundaries** – to keep the mentoring relationship structured and focused

- **Communication** – Learning Mentors and pupils have a responsibility to attend the established meetings or programme.

- **Rewards and encouragement** – useful whenever possible

If group mentoring is being used, the rationale needs to be clear and resources allocated. It can complement a range of curriculum needs and be extremely useful for team building, helping pupils develop a positive attitude and greater self-confidence.

Mentoring techniques – Good Practice 19 20 21

The website contains numerous examples of self-assessment checklists, study skill and specific mentoring packs – just some of the tools Learning Mentors use with pupils.

One to one

Learning Mentors have:

- Initiated contracts between school, parent and pupil

- Focused on the importance of building good relationships with the pupil

- Used a half-way house approach between formal mentoring and drop in sessions

- Introduced 'free expression' sessions where pupils can see them if any issues are troubling them

- Introduced personal journals for pupils to record work and targets

- Used particular areas of expertise to develop strong relationships, such as art therapy, music, solution-focused therapy techniques, relaxation time, meditation, mirroring pupils own behaviour and role play

- Observed pupils in class or during free time activities to gather information, offer feedback and as part of an exit strategy

- Introduced reconciliation/mediation between staff, pupils and parents

- Targeted pupils whose parents complain of lack of punctuality – with considerable improvement

- Helped in groups and 1:1 with organisational skills, particularly in Key Stage 4 where many pupils find planning work and managing workloads extremely difficult

Good examples of study skill packs

Rawmarsh Sports College, Rotherham – Year 11 mentoring programme pack

All Saints Catholic High School, Sheffield – Study skills – the way forward

All Saints Catholic High School, Knowsley – Year 11 revision countdown pack, study skills pack

Beckfoot School, Bradford – Wide range of revision and study skills programmes

St Hilda's High School, Liverpool – Year 11 student/mentor organiser

Group work

Learning Mentors have:

- Developed an eight week (one day per week) confidence building course comprising team building exercises, trust games, camera work, abseiling, anger management sessions and presenting

- Used bullying workshops together with a bullying pack

- Introduced assertiveness training or self-esteem groups, sometimes with the support of a professional counsellor

- Established groups for alcohol awareness, sexual health, stopping smoking, personal and social development, circle of friends, emotional literacy work, friendship groups

Specific primary examples

Learning Mentors have used:

- Circle time work with pupils identified by class teachers

- Lunchtime club activities, covering anger management, positive self-image, solution focused role-play and safe play

- An indoor club for children who are reluctant to go out at break and lunchtimes

- An audit of lunchtime activities, leading to the purchase of games equipment and encouragement of lunchtime supervisors to interact more with children – one school introduced a positive playtimes scheme, increasing the range of activities available to pupils and as a result decreasing the level of behavioural incidents at break times

- After school clubs to overcome reading and spelling problems

Drop in or self-referral schemes

Learning Mentoring has included:

- Breakfast, homework, study skills and games clubs

- School nurse available for regular health checks, including hearing and sight

- Ballot box scheme – Year 6 pupils submit a question in confidence, which is answered as part of their circle time session

- Problem pages in a pupil newsletter answered by a team of Learning Mentors called the 'crisis crew'

- Drop in for new pupils to the school and those in Year 7

Peer mentoring

- Used particularly with pupils:

  - At transition stages around Key Stage 3

  - With behaviour problems

  - Who are 'vulnerable'

  - At break times/lunchtimes

  - Who need support in the playground

  - Accreditation can be gained from a variety of providers including the Open College Network and can be used to train business and volunteer mentors

Overcoming specific barriers to learning

Barriers to learning need to be addressed – but many need access to particular expertise. Where provision from other agencies is sparse, Learning Mentors can find themselves taking on areas of support for which they have no experience or training. This highlights the need for good inter-agency networking, along with time allocation for Learning Mentor training and specialised support.

Overcoming specific barriers to learning – Good Practice

- Use of interpreters for home visits

- Mediation and anti-racist groups, ethnic group mentoring

- Work with young women facing forced marriages

- Teenage pregnancy work

- Young carers – working with The Young Carers Association

- Bereavement support for pupils

- Support for girls who have been sexually abused in conjunction with Barnados Amazon Project

- An alternative curriculum programme where pupils at risk of not obtaining any GCSEs can gain another award

- Work with young people with eating disorders

- Focus on specific reason for absences – working with a parents group, pupils and the school nurse to target the issue of head lice, which causes a significant number of school absences

Curriculum support

- Working with alternative groups and pupils in Learning Support Units – most effectively as part of the school's personal health and social education policy

- Linking with local colleges of further education and work or training providers

- Gathering information from previous schools to combat pupil mobility difficulties around induction, assessment and curriculum planning

Working with families and carers

Learning Mentors have a distinct role to play with families and carers. They act as intermediaries on behalf of the child between school and home, so need to work closely within the school's guidelines and those of other agencies involved.

School policy should incorporate this area of a Learning Mentor's remit, including work with families, home visits and communication within the school. Communication channels need to be clear and fully understood by all – parents too need to understand the role of the Learning Mentor and support the initiative.

Working with families and carers – Good Practice 28c

Learning Mentors have:

- Produced protocols for home visits

- Sent letters inviting parents to come in to the programme so they are involved from the start; and questionnaires after a mentoring session, for feedback

- Attended parents evenings across all year groups

- Worked with parents support groups and parents drop in schemes – one focuses on 'Coping with Teenagers'

- Introduced a notebook for all mentored pupils in which teachers, mentors, parents or the pupil can write – resulting in regular contact between parents and Learning Mentors

- Worked with families of refugees or asylum seekers, improving pupil respect for other cultures

- Introduced a parents' surgery and regular meetings for parents in the school community room

- Offered support for pupils at multi-disciplinary and exclusion meetings, working with families

Monitoring and evaluation

Monitoring and evaluation are key at all levels, from the Department for Education and Skills (DfES) and the Partnership Board through to individual pupils. It is also a challenge, since many of the pupils have a range of complex difficulties and the support they receive may not have an immediate impact on measurable standards.

There needs to be clear policy both at Partnership and school level on the rationale and procedures of monitoring and evaluation – and all parties (clearly identified) made familiar with them. A range of qualitative and quantitative data should be used to measure impact and progress at EiC, school and pupil level – and disseminated to those involved. This is a key role for the Link Learning Mentor.

Department for Education and Skills (DfES) requirements:

A co-ordinated framework for local evaluation is being developed by an evaluation consortium and is now available for consultation.

Key objectives are to be identified from the local Excellence in Cities plan at both a national and local level. The plan will also set out details of the data schools are to provide to the Partnership. Many school targets will be around attainment, attendance and exclusion.

Her Majesty's Inspectorate – monitoring

In 'New Developments in the Secondary Curriculum' published by Ofsted, section 1.3 is devoted to the evaluation focus.

Key points are that:

- Clear referral arrangements are in place Mentoring complements the provision

- Learning Mentors are adequately trained and that there is a whole school approach

- Effective information is provided for Learning Mentors

- Pupils understand the process

- Senior managers understand and support Learning Mentors in their role

- Provision is monitored and evaluated

National Foundation for Educational Research evaluation

The National Foundation for Educational Research (NFER), in partnership with the London School of Economics and the Institute for Fiscal Studies, is undertaking a study of Learning Mentors between September 2001 and March 2002, as part of its evaluation of Excellence in Cities, sponsored by the DfES.

Evaluation will focus on a range of issues, including the type of working relationships that Learning Mentors are developing with pupils and teachers and the impact that they are having on teaching and learning. The in-depth study will include interviews with Excellence in Cities co-ordinators, Learning Mentors, senior school managers, teachers and pupils in 18 schools across six Excellence in Cities partnerships.

NB Useful information can be downloaded from NFER's web site at www.nfer.ac.uk

Good practice at partnership level (28b) (29) (30)

To avoid duplication, monitoring and evaluation for the EiC partnership must be seen as part of the Local Education Authority's monitoring programme. Some Partnerships have commissioned outside consultants to undertake reviews.

A range of approaches can be used, such as:

- Termly reports by the Link Learning Mentors on their visits to schools, under the headings:

    - Leadership and management

    - Policy and strategy

    - People management

    - Resources

    - Process

    - Student satisfaction

    - Impact

- Visits to schools by link inspectors

- A data evaluation group, specifically to look at data coming from schools and identify trends

- An electronic database for the collection of evidence on Learning Mentors, Learning Support Units, gifted and talented strands

- Partnership meetings showing reports submitted and the progress being made

- Presentations by Learning Mentors and schools so Partnerships can see the issues involved

- A lead Headteacher appointed to accompany the EiC co-ordinator on an annual visit to schools in the Partnership as part of the mentoring process

- A monitoring and evaluation document for all schools – checklists for inspectors have also been useful

- Delivery plans used as a monitoring tool

Link Learning Mentors have requested information from schools on:

- Percentages of pupils on roll being mentored

- Reasons for selection

- Family and other social factors

- Identification strategies

- Parental involvement

- Targets

- Management of the mentoring programme

- Range of activities: 1:1 mentoring, liaison, training, networking, group work, and parental support

- Length, duration and frequency of mentoring contacts

- Take up of training activities

- Attendance at meetings or cluster groups

! Good Idea

- **Nottingham City has produced a comprehensive monitoring framework and time plan for the Partnership and schools.**

- **Leeds is developing an electronic EiC database for the collection of information from schools on the three strands.**

Good practice at school level ③¹

The school needs to state at the beginning of the programme the data needed and criteria used for monitoring and evaluation. This information can then be used to proscribe the recording process. Many Partnerships have produced central documentation, which can be customised at school level.

It is useful to establish criteria for the selection of pupils and use these as a framework for evaluation.

Areas could include:

- Attendance (of individuals or groups)

- Exclusions and attainment

- Behaviour in class – through staff perception questionnaires

- Changes in motivation and self-esteem – pupil perception questionnaires

- Work rate

- Progress against individual targets set on action plan/school planner

- Pupil opinion on mentoring

- Pupils attending clubs or drop in groups

- Parent perceptions

- Punctuality

- Case studies

- Governing body reports

- Learning Mentor self-assessment

- Intervention tracking grid to record Learning Mentor interventions

! Good Idea

- **Hodge Hill School in Birmingham have a detailed mentoring register.**

- **Deptford Green School in Lewisham is working in conjunction with the Children's Society in setting up a monitoring and recording template.**

External evaluations

External evaluations are beginning across the country. There are encouraging quotes from Ofsted such as 'Learning Mentors are a strength of the school… attendance has improved for the majority of pupils supported by the Learning Mentor and teachers have reported that most of the pupils have shown improved attitudes to work.'

Pupil evaluation

Pupils are generally very positive about the work of their Learning Mentors, appreciating the fact that they are not judgmental, are reliable and trustworthy, a constant listening ear.

The following is a sample of responses to the questionnaires and discussions with pupils.

Do you feel that Learning Mentors and/or Learning Support Units have been useful for you?

- **Yes because I have worked a lot harder and achieved my goals since I've had a Mentor.**

- **Extremely. I have calmed down a lot in class and my attendance has greatly improved.**

- My coursework has been done and organised and my work has totally changed.

- I've been coming to homework club and it has helped me catch up.

- I have someone to talk to about things that are bothering me, who is not a parent.

- It is a way of expressing feelings and thoughts that cannot be expressed on the outside.

- I've been able to take time out, think about my actions, reactions and perception.

- I have had a Learning Mentor for a year and a half. She makes me feel confident about myself and helps me get along with teachers better.

- He doesn't give me the answers – he tells me how to work it out myself.

- My Learning Mentor suggested lots of things to help me while I was being bullied.

What do you feel has worked well?

- Meeting with Ms Smith has boosted my self esteem and I no longer feel scared about coming to school.

- A person to listen, keeping a diary, doing role plays of a situation and strategies to deal with it.

- The anger management course.

- Talks on 'perception'. It made me think and see things in a different light.

- I feel that it is fun. It's all about communicating and socialising.

- I think that confidentiality is the best thing and one to one tutoring with someone I trust, having somewhere to

go knowing that someone cares and having someone to talk to.

- She does a lot after school for clubs, like basketball and ICT.

- Helped me not get angry and out of my seat.

How has mentoring helped with your studies?

- I am more likely to do my homework.

- Being able to go somewhere quiet to talk about it and get help.

- I am not scared to answer questions.

- Helped me organise a revision timetable, which has got me better grades.

- More focused because it is a more relaxed environment than lesson time.

- It's what makes me want to come to school at the moment.

- Used my free time differently e.g. lunchtimes, I now read a book or think about improving my projects.

- Taught us to have more self control.

- If it wasn't for my Mentor I'd have left school with nothing. Since I've been seeing my Mentor I have handed in most of my coursework, also when I come and see her we do work programmes to help me understand my work and make it easier.

- It helped me understand I have to study to lead the life I want to, and my Learning Mentor has helped me get through my studies.

- I feel that my concentration has improved as my mind is on my work and not on my problems.

How has it helped you as a person?

- I have more patience with people in my class now.

- Made me realise I have to do my best and work as hard as possible to get what I want and do the kind of job I would enjoy.

- Made me look at my behaviour and helped me resolve difficulties with staff.

- I've started to believe in myself.

- It helped me feel I was worthwhile.

- It's good being able to talk about things weekly instead of having weeks of worries all built up inside you.

- Thinking more positively about myself and my abilities in general. It has changed my outlook.

- Helped me control my moods and not let little things get into big things that would dent my work. I see things more clearly and talk to my parents about my problems.

- I've changed into a caring person, I care more about myself.

- I take my work more seriously, because of my exams and stuff, whereas before I didn't.

- I understand why I feel the way I do.

- She makes me happy when I don't want to work. She's my cheering up person.

- She's kind and makes me feel good about myself. She gives me extra help in clubs too.

- She stops me wasting time.

What do your parents, family or carers think of Learning Mentors and Learning Support Units?

- They have seen a difference in me.

- They think I wouldn't have got through school without my Mentor.

- My Mum is more positive now about me and my grades.

- My Mum knows they have helped me a lot and is very proud.

- My Mum said 'It's about time someone did something to motivate and support bright pupils.'

- They think that my attitude has changed and I am a lot happier.

- It's a good idea because it helps me work.

- My parents think Learning Mentors are real assets to the school staff.

Would you find it useful to do a project, for example, developing a video or an information pack, to explain what mentoring means to other people?

- I would find it useful, other people would understand mentoring.

- Yes, because some people think mentoring is for stupid people.

- Yes because it might help people who have got problems and won't come forward about it.

- Some people think there is a stigma about having a Learning Mentor. This would explain how mentoring works.

- Yes, that is an excellent idea. I'd love to be able to help other students and give them advice. I think that resolving my problems was a joint achievement between myself and my Learning Mentor, so I wouldn't be at all ashamed or embarrassed to tell my story. Actually I'd be quite proud.

However, the real impact is with the individual pupils themselves:

the pupils' views

"It's good to talk! Having a Mentor has helped me to deal with my problems one at a time, rather than sitting at home crying about all of them.

Mentoring has done a great deal for me, I have regained some of my confidence. In my old school, there were no people to talk to. My problems would just mount up and most teachers were unwilling to help. If anything they would take the side of the bullies (just because they were smarter than me). So by the time I moved to secondary school I felt very bad about myself. In secondary school things were made a lot worse. Everyone was bigger and tougher. So the first few years of secondary school were miserable.

When I heard about the Mentors I thought they were going to be two more people in school telling everyone to ignore their problems and "they will soon find someone else to pick on." (Problems are like boils! You can't get rid of them by waiting for them to go away, you have to burst them!). Lucky for me my Mentor is not like a teacher. We both try to work out the problem. Not all my problems will go away, but at least now I don't have to deal with them alone. My Mentor is very nice, I think Mentors should be nice and have plenty of time for everyone. I see my Mentor as being an adult friend who helps me and takes time to listen to me which is good. I like having someone to talk to. I also like having someone around to help me find information for school projects or study guides for tests.

I believe in myself more than ever now. Things have improved a lot and now I can concentrate on my work (so I must be getting smarter!). I am moving to another school because I am moving house, I'll miss my Mentor. The qualities of my Mentor are she is helpful, always has time to talk and help me deal with my problems."

Written by a Year 9 girl from Perry Beeches School, Birmingham

the pupils' views

"My name is David. I was once labelled by everybody, including myself, as a high risk of exclusion pupil. I was one step from being permanently excluded from high school. This was all until I got my Mentor. She began helping me through thick and thin with all my schoolwork, homework and coursework. I had done none of my coursework at the time and had several pieces outstanding for one reason or another, e.g. numerous suspensions. My being a high risk of exclusion pupil didn't stop there however. For various reasons I got into confrontations with numerous teachers and other student bodies which I am not proud of. But my Mentors were always there to calm me down and stop me doing things I would have regretted.

I sincerely believe that without my Mentors my education at Canon Williamson High School would have come to an abrupt end. I have now been able to complete all my coursework with as few losses as possible. I look forward to my GCSEs knowing that I have completed my coursework to the best of my ability and have revised for exams. My Mentors have done everything in their power to help me, and numerous other students throughout the school. I believe they have helped me gain a lot of respect for the teachers and the school. In my opinion most teachers have now let bygones be bygones and in turn now treat me with the same respect and manner in which I treat them.

So in conclusion, I am very thankful for everything they have done because without my Mentors excellent mentoring skills and ability to calm me down and cheer me up no matter what the circumstances, I would not now be in full time education."

A letter written by a pupil from Canon Williamson High School, Salford

a learning mentor view

Case Study – 1

Debra is a Year 4 girl who is currently working in a Year 5 class. She has problems controlling and managing aspects of her behaviour – particularly her anger. When angry she would often sulk and blame others and sometimes would get physically and verbally aggressive. She often appeared fed up. She attends Place 2 Be weekly.

At the root of her problematic behaviour is low self-esteem. Debra is overweight and is very conscious of this. I have worked with Debra weekly to help her develop a more positive image of herself and consequently help her to alter her behaviour. This has been done through a programme of healthy eating and exercise. The SENCO, School Nurse, Place 2 Be manager, and Debra's mum (who is supporting the work at home) have all contributed greatly to this process.

Strategies have included lots of talking, fun and laughter, role play, indoor and outdoor games, group activities, relaxation techniques and diary writing. These have also aimed to help Debra develop her social skills and awareness of herself and personal hygiene issues.

Debra is very involved and committed to changing her behaviour and her self image and we are working together to make this happen - and it is!

Brunswick Park, Primary School, Southwark

Case Study – 2

Paul, a Year 5 pupil, was referred to me as his grandmother had just died and he was very upset. I met with Paul twice every week and we discussed the variety of emotions that he was experiencing since his bereavement. We looked at some books 'How Do I feel about … When People Die' and 'When Dinosaurs Die' and related them to his experience. I got in touch with CRUSE and met with a Bereavement Counsellor, who gave me some materials to use with the boy. I met with Paul's mum and gave her some literature to talk about with her son. His mum was also going to contact the counsellor for a home visit to offer professional help to the family. Paul has been far more settled and hardworking in school since mentoring began and he states that he feels much better, finding his grief easier to cope with.

St George's CE Primary School, Birmingham

Case Study – 3

I would always pass Emma on the school corridors after being thrown out of her lesson. She actually referred herself to me. Following her daily requests to see me, I spoke to her teachers and HOY to see what behaviours Emma was displaying in class and around school. The feedback was always the same; "talkative, backchat, lack of concentration."

From our first meeting, Emma and myself got on extremely well with each other. Emma's parents were getting divorced, she was living with Grandma, Aunt had just lost her baby, and Nan was undergoing a heart operation. She disclosed a lot of issues, and instantly appeared visually happier.

Emma was also witnessing other children from her Year group receiving a lot of attention due to their negative behaviours in class. My full input was all positive, and we looked solely at the great things Emma was doing around school. After speaking to staff, they began issuing merits, comments and stickers for Emma's good work – which she loved. Mum was also feeding back to school, and Emma, her delight at the change around.

I was pleasantly surprised to see the change in Emma's manner after our first meeting from criticisms to complaints.

Emma needed the opportunity to talk to someone about what was going on in her life and her feelings surrounding these issues. With encouragement I asked her to also speak with Mum, Dad, and teachers about her feelings and again Emma also has appreciated the positive response from this.

Emma is a definite success story. What we are concentrating on now is for Emma to continue all these things independently – which she can do with continued support.

St Michaels College, Leeds

a teacher's view

Having a Learning Mentor has freed up a lot more time for me to teach. I can keep the pace going without having to slow down so frequently to deal with disruptive behaviour. After playtime and lunchtime I don't have to spend time dealing with incidents, the Mentor deals with them, leaving the class and myself to carry on. It is an extra pair of hands to ensure that all the things you want followed up – target sheets, phone calls to outside agencies - actually are.

It also makes the classroom calmer, benefiting the rest of the class, as any incidents can be dealt with quickly and effectively outside and the child returned once ready to rejoin the class. This means that the child does not have to sit around, missing out on class, until I have an opportunity to deal with them and the lesson can carry on without me having to stop to deal with the child.

A major benefit is someone to keep you smiling at the end of a long day, or someone to turn to when you cannot think of anything else to try. (This is my second year with this class.) Overall having a Learning Mentor has led to great benefits all round.

A Year 7 teacher from Gallions Primary School, Newham

making a difference

Ben was dangerously underachieving due to lack of attendance, avoiding all lessons, low motivation, low self-image, and he never wore uniform. Ben experiences considerable loss of hearing and has done for several years. However it was only picked up once. It had caused serious disruption to Ben's primary education.

Ben has also been encumbered with dyslexia throughout his primary and secondary education. However this difficulty was not picked up at an early enough stage at his primary school. These conditions that Ben has endured have been instrumental in leading him to be disaffected with the education systems that he has been a part of so far.

When Ben started on the mentoring programme he was very shy but quickly responded to the attention given him. The strategies used to assist Ben in overcoming the obstacles preventing him from progressing educationally are regular reading, specialist literacy help, encouraging him to attend swimming lessons and setting up a relevant work shadowing placement for him. Other strategies include organizing a place on a motor-mechanics course, attending specific lessons when possible, re-integrating him into his Math and English classes.

Since being on the mentoring program Ben has excelled in certain areas. Ben achieved 80% in a class math test and 75% in a mock SATS exam. Ben has gained knowledge in the maintenance of motorbikes, achieved a bronze swimming award at the school swimming club. Ben has completed a project in Design Technology and now regularly attends his English classes.

At present Ben is looking forward to his future both in education and in the working world, and can see how he might open up more career opportunities for himself by co-operating with arrangements made for him at school.

Southfield Community College, Wandsworth

Ideas to improve the initiative in the future

These are some of the many comments from the research questionnaires:

- Line managers need training on how to manage Learning Mentors in school.

- There needs to be a balance between supporting those pupils with behaviour problems and those who are under-achieving for other reasons.

- Link Learning Mentors need more status and time.

- The paperwork needs streamlining.

- A system of supervision needs to be put in place, either within school or from outside.

- There's a need for a professional development framework which will go to degree level and beyond, and which has 'currency' across the country.

- A national Learning Mentor newsletter could share good practice and keep us up-to-date with legislation.

- Opportunities for exchange visits between Partnerships would be useful.

- There should be better central co-ordination of the initiative within Excellence in Cities.

- Closer links with mental health teams would be useful – and these teams should be based permanently in schools.

- There could be greater support and training for Link Learning Mentors.

Useful resources

Useful documentation to support all areas discussed in this good practice guide is on the DfES web site. Most is downloadable and can be customised to individual requirements.

Visit the web site at:

- www.dfes.gsi.gov.uk

What next?

All of the above comments will be passed on to the Department for Education and Skills (DfES).

The National Mentor Network is establishing a new post of Co-ordinator for Learning Mentors. All the issues will be passed on to that person.

Useful publications

These have been recommended by Link Learning Mentors:

Anger Management
A Solution Focused Approach to Anger Management with Children – B Stringer & M Mall
Break it up – Arnold P Goldstein
Crucial Skills – Penny Johnson & Tina Rae – Luck Duck Publishing

Attendance
Tools for improving attendance – Sotiris Soteriades et al
If it make my life easier …to write a policy on attendance – Susan Hallam and Caroline Roaf – Lucky Duck Publishing

Attention Deficit Disorder
Attention Deficit Disorder: Practical Activities in Schools – Tony Attwood – Firs & Best
The ADD Hyperactivity Workbook for parents, teacher and kids – Harvey C Parker – Speciality Press Inc

Behaviour
Behaviour and Discipline in Schools – Peter Galvin
Behaviour Management – a whole school approach – Bill Rogers
Managing Behaviour – Positive Correction – Bill Rogers
Managing Behaviour – Repair and Rebuild – Bill Rogers
Managing Behaviour – Consequences – Bill Rogers
Managing Behaviour – Prevention – Bill Rogers
Behaviour Checklist for the Primary School – Dr E McNamara
Teaching Social Behaviour – David Warden and Donald Chn
What else can I do with you? – Fiona Wallace
If it makes my life easier…to write a policy on Behaviour – Bernard Allen
Effective learning through better classroom behaviour – Philip Freeman – The Chalkface Project
Raising Behaviour – a school view – Key Kinder et al – NFER
Stop & Think – empowering students to manage behaviour – Rob Kerr
Pastoral Management Series nos 1-6 – Dr Eddie McNamara
Magic Moments – Rob Long & Dave Vizard
Motivational Interviewing – Dr Eddie McNamara – Incentive Plus
Improving behaviour in and out of the classroom – Anthony Grunwell and Sue Pur – The Chalkface Project
Infant Classroom Behaviour – Sue Roffey & Terry O'Reirdan
Exercising Self-Control – Rob Long – NASEN
1-2-3 Magic – Effective Discipline for Children 2-12 – Thomas W Phelan – Quality Books Inc
Manners, Please – Greta Barclay Lipson
The Theory & Practice of Classroom Management – Dr Eddie McNamara
Teaching Self Control (in the classroom) – Patricia Gourley – Lucky Duck Publishing

Perspectives on Behaviour: A PracticalGuide to Effective Interventions for Teachers – Harry Ayers, Don Clarke and Anne Murray – David Fulton

Bereavement
Death & Bereavement in schools
When someone Dies – Dwaine Steffes – Cruse
Contemporary Adolescence – Partrick C L Heaven – Cruse
My mother died – Susan Wallbank – Cruse
Giving Sorrow Words – Steven Killick & Stuart Linderna

Bullying
Bullying – A practical guide to coping for schools – Michele Elliott
Name-Calling – making a difference – Birmingham City Council Education
Hands on Bullying – Jeremy Hands – Incentive Plus
Zero tolerance to bullying – Chris Ball and Mary Hartley – The Chalkface Project
How to Stop Bullying – a training guide – Michele Elliot & Jane Kilpatrick
Preventing Bullying – a parent's guide – Amanda Ross
If it makes my life easier…to write a policy on Bullying – Barbara Maines and George Robinson – Lucky Duck Publishing
Stop the Bully Now! – Keely Wilson
Bully Free Classroom – Allen L Bean – Free Spirit Publishing
Coping with Life Series CD Roms – Coping with Bullying
Michael's Being Bullied, The No Blame Approach – Lucky Duck Publishing

Child Protection
It make my life easier….to write a policy on child protection – Gill Evans
Keep them safe! – Michele Elliott
Circle Time
Picture This – Guided Imagery For Circle Time – Murray White
Magic Circles – Murray White
Six Years of Circle Time – Lucky Duck Publishing
Personal and Social Education for Primary Schools through Circle Time – Mollie Curry and Carolyn Bromfield – NASEN
Circle Time Resources – Lucky Duck Publishing
Quality Circle Time – Jenny Moseley – LDA
Circle Time for the very young – Margaret Collins

Classroom Management
Magic Moments – Overheads Pack 1 – Rob Long
Magic Moments – Inset Resource Pack – Rob Long
Classroom Behaviour – Bill Rogers
Cracking the Hard Class – Bill Rogers
Creating Winning Classrooms – Peter Hook & Andy Vass
Active Whole-Class Teaching – Robert Powell
Help in the Classroom – Maggie Balshaw
Managing Primary Classrooms – Ian Craig

Counselling
Facing Lions – Rob Long
Supporting Troubled Children – Rob Long

Drugs
Drugs, Alcohol & Tobacco – Roger Morgan & Steph Yates – The Chalkface Project
Drugs Education Lesson Plans – CD Rom

Emotions
Emotional Release for Children – Mark Pearson & Patricia Nolan
From Surviving to Thriving – Andrew Fuller
Feelings are Facts – Terri Akin, David Cowan et al
Feelings about Friends –
50 Activities for teaching emotional intelligence – High School, Elementary and Middle School Linda Schwartz & Beverly Arms
Supporting Pupils with Emotional Difficulties – Rob Long & Jonathan Fogell
EQ in School Counselling – Carolyn Sheldon
Dealing with Feelings – Tina Rae
Draw On your Emotions – Margot Sutherland – Winslow
What works for troubled children? – Rob Long – NASEN
Beating the Blues – a handbook for Teenagers, Parents ad Teachers –
Rob Long
Supporting Pupils with Emotional Difficulties – Rob Long – David Fulton Publishers

Exclusion
An alternative to exclusion – Philip Freeman – The Chalkface Project
How to Manager Your Inclusive Classroom – Cynthia Holzschuher

Family/Parenting
Framework for the Assessment of Children in Need and their Familes
Parenting Skills – Jenny Patrick & Angela Odwin – The Chalkface Project
Family Snapshot – Simon Firth
Even Better Parenting – Barbara Maines & George Robinson
Children's Needs – Parenting Capacity
Even Better Parents – Barbara Maines

Group Work
The Essential Groupworker – Mark Doel and Catherine Sawd

Learning
English Puzzles 2 – D Case – Heinemann
Managing Learning – Harry Owen & P Freeman – The Chalkface Project
Study Skills for Low Attainers at KS4 – Colin Muir – The Chalkface Project
Managing Homework
Managing Coursework – Kim Little & Mary Hartley
Managing Exam Techniques – Jan McCabe & Chris Lightfoot

Reversing Lower Attainment – Dian Montgomery – David Fulton Publishers

Mental Health
Mental Health in your school – A guide for Teachers and Others – Young Minds – Jessica Kingsley
Managing Teacher Stress – William A Rogers
Learning to wave: everyday guidelines to stress management – Rob Long – NASEN
Fighting Invisible Tigers – Connie C Schmitz
Student Stress Management – David Horner & Steve Eddy

Mentoring
The Mentoring Manual – Mike Whittaker & Ann Cartwright – Gower

Post 16
Honest Brokers – NFER
Staying On – Wendy Keys et al – NFER

Self-Esteem
Exploring Body Images and Issues – Julie Russell & Alison Rogers – The Chalkface Project
Developing Self-Esteem through Positive Entrapment – Rob Long – NASEN
Developing Health Self-Esteem in Adolescents – Mary Karsten
Stick up for yourself – G Kaufman & L Raphael
Positive People – Claire Moore
Confidence, Assertiveness, Self-Esteem – Tina Rea
Enhancing Self-Esteem in the Classroom – D Lawrence – Paul Chapman Publishing

Teenagers
Making Sense of Teenagers – Rob Long

Training
Robert Powell Training Videos
Troubleshooting for Trainers – Lucy Seifery and Mary Stacy – Gower
75 Ways to Liven up your Training – Martin Orridge – Gower
Constructive Tutor Time Activities – Phil Freeman – the Chalkface Project
INSET: Raising Achievement – Neil Denby & Steve Eddy
INSET: Positive Behaviour Management – Dale Robinson and Tim Bax

Target Setting
Setting targets and monitoring progress – Simon Thorpe et al –
The Chalkface Project

Transition
Primary to Secondary Transition – Geraldine Johnson – The Chalkface Project
Bridging the Gap? – Sandi Schagen & David Kerr – NFER

Others
The do's and don'ts of Parent involvement – Catherine McLaughlin – Incentive Plus

Others (continued)

Challenges and Choices – Nancy Ullinskey –
Incentive Plus

Assessment – Making a Difference – Dylan William –
Birmingham City Council Education

Problem Solving – Mandy Chappell & Susan Pur –
The Chalkface Project

Peer tutoring skills for students – Phil Freeman & Rob
Taylor – The Chalkface Project

Welcoming Newcomers – John Bradley et al –
The Chalkface Project

Solution Talk – Ben Furman – BT Press

A Brief Guide to Therapy – Brian Cade – BT Press

Solution focused thinking in Schools – John Rhodes –
BT Press

Problem to Solution – Evan George – BT Publishers

From thoughts to obsessions – Per Hove Thomsen –
Jessica Kingsley

Asperger's Syndrome – Tony Attwood – Jessica
Kingsley

Challenging Confrontation: Information and Techniques
for Schools –
Rob Long – NASEN

Friendships – Rob Long – NASEN

Surviving your Adolescents – Thomas W Phetan – Login
Publishers

Caring and Capable Kids – Linda K Williams, Dianne
Schilling & Susanne Palomares – Innerchoice Publishing

The Laughing Classroom – Diane Loomans and Karen
Kolber

Nurturing Intelligences – Brian A Haggerty

You Decide! Making Responsible Choices – Jean
Bunnell

Teaching the Literacy House in an inclusive classroom –
Ann Berger & Jean Gross

Junior Conduct File & CD Rom – David Allaway

Socially Speaking – Alison Schroeder

Why my child? – Michele Elliot

Avoiding Crime – The Chalkface Project

All for Alex – A Circle of Friends – Barbara Maines &
George Robinson

It make my life easier....to write a policy on special
needs – Jean Gross

The Me I'm Learning To Be – Imogen Forte – Incentive
Publications

Life Education – You're Special Too – ISBN 0749623765

I'm me and you are you – looking at the difference –
ANC Black London

Brook Advisory Service – Being Friends, Being Angry,
Being Sad

Young Citizen – Growing Up – Wayland Publisher

Assessing Individual Needs: A Practical Approach –
Harry Ayers, Don Clarke & Alastair Ross – David Fulton

Examples

Example 1

An example of an inter-agency protocol document.

Example 2

Examples of detailed delivery plans – Ruffwood School in Knowsley, Clapton Girls Technology College in Hackney, St Thomas More RC School in Kensington Chelsea and Westminster.

Example 3

Good diagrams showing routes of communication and referrals in All Saints School in Knowsley, South Camden School in Camden.

Example 4

Shows 3 examples of social inclusion structures in schools, Holloway Road School in Islington, Holland Park School in Kensington Chelsea and Westminster and a social inclusion team framework and questions by Carol Jones from the Islington behaviour support service.
Also mentoring registers from Hodge Hill School in Birmingham which are useful records.

Example 5

Is a powerpoint training package for senior managers.

Example 6

A useful chart outlining the main barriers to learning used in Knowsley.

Example 7

Islington has produced a very helpful interview document with skills, activities, interview questions etc. for primary but would be equally valid for secondary.

Example 8

Good Practice Guides/handbooks from Rotherham and Handsworth Grange School in Sheffield.

Example 9

Guidance Notes on induction of Learning Mentors from Camden.

Example 10

Has a useful training needs analysis from Sheffield.

Example 11

Shows a list of key agencies involved and their addresses from Hammersmith and Fulham. This is useful as a guide to accessing information and contacts.

Example 12

The Big School Question Sheet sent to 300 Year 6 pupils moving to City School in Sheffield. Year 6 and 7 questionnaires/induction ideas from Rawmarsh School Rotherham.

Example 13

A checklist which will help the Learning Mentor in managing a caseload with the right questions to ask from Kensington, Chelsea and Westminster.

Example 14

A very simple but effective framework to help – All Saint Catholic High School, Sheffield and a very useful guide for primary Learning Mentors setting up projects – Kensington, Chelsea and Westminster.

Example 15

Useful set of checklists with regard to procedures: accompanying target and review sheets, Cannon Williamson Church of England School, Eccles. This website will also have guidelines on interview preparation from Laisterdyke School in Bradford.

Example 16

A series of letters/memoranda to parents to explain role of the Learning Mentor from a wide variety of schools.

Example 17

Learning Mentors run a pupil problem section in a Newsletter. Shows some good examples from Quintin Kynaston School in Kensington, Chelsea and Westminster.

Example 18

A range of leaflets from schools for pupils on the mentoring programme from George Mitchell School in Waltham Forest, Handsworth Grange School in Sheffield, Tapton School in Sheffield and Lister School in Newham.

Example (19)

Has a variety of questionnaires from Laisterdyke School in Bradford, George Mitchell School in Waltham Forest, Canon Williamson School in Salford, Brecknock Primary School in Camden, Plantsbrook School in Birmingham, Childwall School in Liverpool.

Example (20)

Oakwood School in Tower Hamlets – Birmingham contracts and Hackney Free and Parochial.

Example (21)

Liverpool primary Learning Mentors have listed 20 ways to raise esteem with pupils.

Example (22)

Has a variety of referring models from Alsop High School in Liverpool, Oakwood School –Tower Hamlets, Lister School in Newham, Childwall School in Liverpool, and Clapton Girls Technology College in Hackney.

Example (23)

Has a range of referral forms from Landon Park School in Tower Hamlets, Stocksbridge School in Sheffield, Yewlands School in Sheffield, Brecknock Primary School in Camden, St Clements Primary School in Salford.

Example (24)

Has an example of a parent/guardian assessment from Beckfoot School in Bradford.

Example (25)

Has a selection of these forms from schools, including initial meeting checklist/report, self-assessment student questionnaires, academic assessment forms, observation forms from All Hallows Roman Catholic School Also from Laisterdyke School in Bradford an end of term mentee feedback form and an exiting feedback form from teaching staff.

Example (26)

Has examples of observation forms used by Laisterdyke School in Bradford and George Mitchell School in Waltham Forest.

Example (27)

Has examples of student action plans, mentoring plans, ideas for target setting and plans that have been filled in from the following schools – Brookway School in Manchester, Yewands School in Sheffield, Lordswood School in Birmingham, Handsworth Grange in Sheffield, Bradfield School – Sheffield, Brecknock School in Camden, Firth Park School in Sheffield, Haverstock School in Camden.

Example (28a)

Has a range of letters/forms from the following schools: Hornsey School for Girls in Haringey, Elliot School in Wandsworth, Wayside Centre in Wandsworth, Quintin Kynaston in Kensington Chelsea and Westminster, Baguley Hall Primary School in Manchester, Monksdown Junior School in Liverpool, Canon Williamson School in Salford.

Example (28b)

Has examples from Hammersmith and Fulham, Islington and Bradford of useful checklists for link inspectors.

Example (28c)

This has various home visiting protocols, guidelines/policy and information logs from Cardinal Heenan School in Leeds, Knowsley, Rotherham and Bradford.

Example (29)

A copy of an outline of a delivery plan by Anne Hayward for schools which has been used as a key tool in monitoring.

Example (30)

Knowsley Learning Mentor school audit checklist and Kensington Chelsea and Westminster data collection exercise: Sheffield contacts with other agencies questionnaire.

Example (31)

Has examples of staff perception questionnaires from Sheffield and Knowsley. Student evaluation sheets from Brookway School in Manchester, Alsop High School in Liverpool, Beckfoot School in Bradford, Rawmarsh School in Rotherham, Knowsley self-evaluation and All Saints School in Sheffield.

Glossary of terms

Best Value	–	Government legislation affecting local authorities from April 2000
CATs	–	Cognitive Ability Tests
DFES	–	Department for Education and Skills
DOB	–	Date of Birth
EAZ	–	Education Action Zone
EBD	–	Education and Behavioural Difficulty
EDP	–	Education Development Plan
EiC	–	Excellence in Cities
EWO	–	Education Welfare Officer
EWS	–	Education Welfare Service
EYs	–	Early Years (Foundation Stage; Nursery, Reception)
ESF	–	European Social Fund
G & T	–	Gifted and Talented
GCSE	–	General Certificate of Secondary Education
HMI	–	Her Majesty's Inspectorate
HOY	–	Head of Year
ICT	–	Information Communication Technology
IEP	–	Individual Educational Plan
KS	–	Key Stage
LAC	–	Looked After Children
LEA	–	Local Education Authority
LM	–	Learning Mentor
LMS	–	Local Management of Schools
LSU	–	Learning Support Unit
MLD	–	Moderate Learning Difficulty
NC	–	National Curriculum
NFER	–	National Foundation for Educational Research
NOF	–	New Opportunities Fund
OFSTED	–	Office for Standards in Education
OpSATs	–	Optional Standard Assessment Tests
PANDA	–	Performance and Analysis report
PRU	–	Pupil Referral Unit
PSP	–	Pastoral Support Plan
PTR	–	Pupil/Teacher Ratio
QCA	–	Qualifications and Curriculum Authority
RA	–	Reading Age
SA	–	Spelling Age
SATs	–	Standard Assessment Tests or Tasks
SDP	–	School Development Plan
SEN	–	Special Educational Needs
SENCO	–	Special Educational Needs Co-ordinator
SIS	–	Sensory Impaired Service
SLD	–	Severe Learning Difficulty
SMT	–	Senior Management Team
SOVA	–	Society of Voluntary Agencies
STEPS	–	Support, Teaching & Educational Psychology Service
SpLD	–	Specific Learning Difficulty
SRB	–	Single Regeneration Budget
TA	–	Teacher Assessment

Excellence in Cities now covers the following LEA areas:

Barking and Dagenham; Barnsley; Birmingham; Blackburn; Blackpool; Bradford; Brent;

Bristol; Camden; Corporation of London; Doncaster; Ealing; Enfield; Gateshead;

Greenwich; Hackney; Halton; Hammersmith and Fulham; Haringey; Hartlepool; Hounslow;

Islington; Kensington and Chelsea; Kingston Upon Hull; Knowsley; Lambeth; Leeds

Leicester City; Lewisham; Liverpool; Luton; Manchester; Newcastle Upon Tyne; Newham;

North Tyneside; City of Nottingham; Oldham; Redcar and Cleveland; Rochdale;

Rotherham; St Helens; Salford; Sandwell; Sefton; Sheffield; South Tyneside;

Stockton on Tees; Stoke on Trent; Sunderland; Tower Hamlets; Waltham Forest;

Wandsworth; Westminster; Wirral and Wolverhampton.

Excellence Clusters are designed to bring the benefits of the Excellence in Cities

programme to smaller pockets of deprivation. The first eleven Clusters began operation

in September 2001 in: East Lancashire, Coventry, Croydon, Dewsbury and Batley,

Huddersfield, Portsmouth, Shepway, Skelmersdale, Tameside, Walsall and West Cumbria.

These will be followed by a twelfth cluster in Tilbury & Chadwell commencing in January

2002. Another 12 new areas will commence in September 2002: Barnet, Bishop

Auckland, Crewe, Derby, High Wycombe, Hillingdon, Lancaster, Milton Keynes, Norwich,

Peterborough, Stockport and Wigan.

Websites

Havistock School, Camden
*http://groups.yahoo.com.group/learningmentor/files/%7E%24
CORD%20SHEET%20MENTORING.doc*

Hammersmith and Fulham Learning Mentor Website
www.fulhamcross.hammersmith-fulham.sch.uk

DfES Website
www.dfes.gov.uk

The Standards Site
www.standards.dfes.gov.uk

The Community Education Resource - a 'How to guide'
www.cedr.org.uk

A 'How to guide' to School Breakfast Clubs
http://breakfast-club.co.uk

National Mentoring Network (NMN)
www.nmn.ord.uk

Big Brothers and Sisters UK
www.mentors.org.uk

European Mentoring Centre
www.mentoringcentre.org

Mentoring Centre
www.mentoringcentre.org

Mentoring Netwise
http://nwmentoring.netwise.ac.uk

Brecknock School, Camden Website
www.geocities.com/camdenmentor/school_and_me.htm

Walworth School, Southwark
www.walworth.southwark.sch.uk

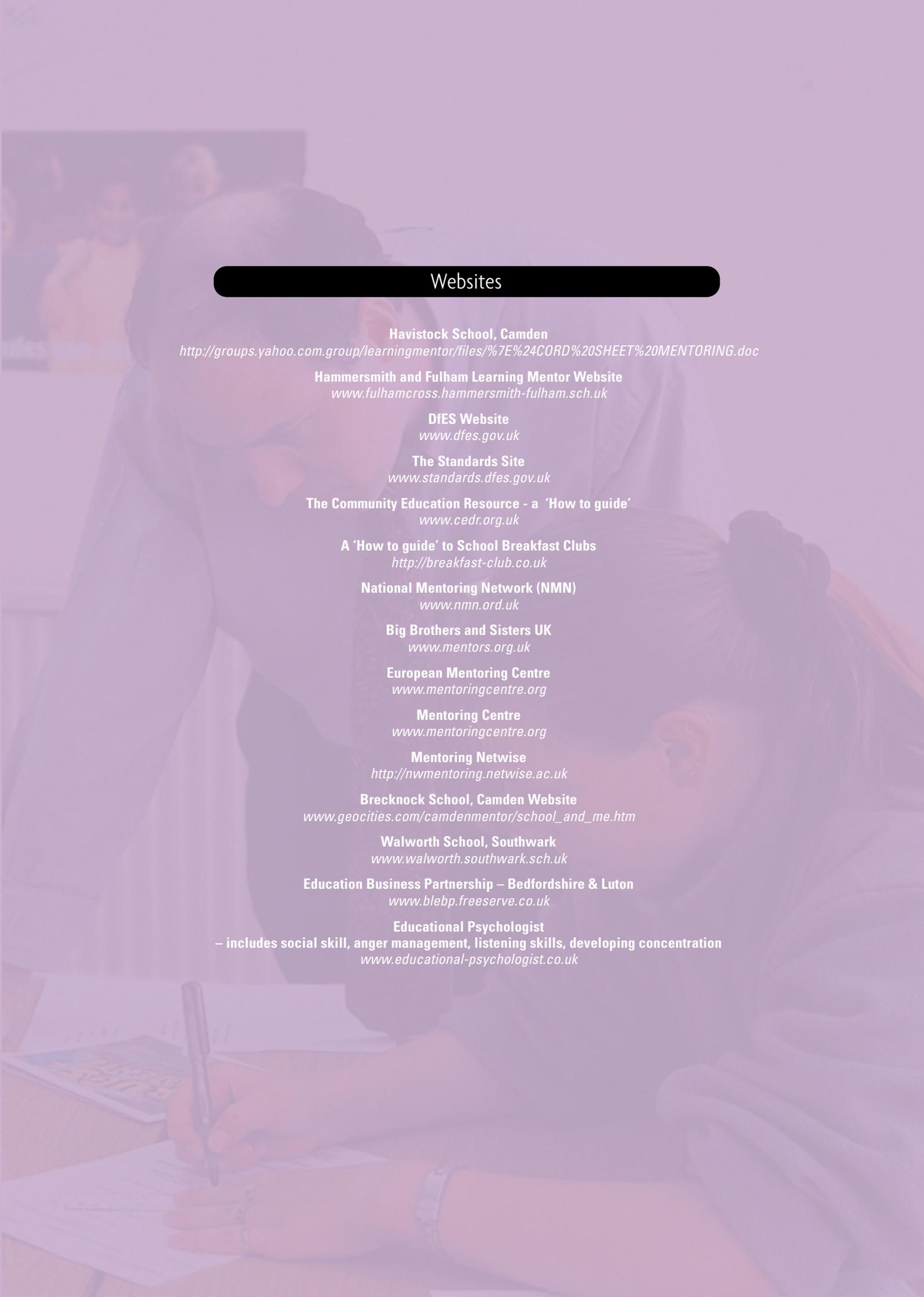**Education Business Partnership – Bedfordshire & Luton**
www.blebp.freeserve.co.uk

**Educational Psychologist
– includes social skill, anger management, listening
skills, developing concentration**
www.educational-psychologist.co.uk

notes

Websites

Havistock School, Camden
http://groups.yahoo.com.group/learningmentor/files/%7E%24CORD%20SHEET%20MENTORING.doc

Hammersmith and Fulham Learning Mentor Website
www.fulhamcross.hammersmith-fulham.sch.uk

DfES Website
www.dfes.gov.uk

The Standards Site
www.standards.dfes.gov.uk

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Big Brothers and Sisters UK
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European Mentoring Centre
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Mentoring Centre
www.mentoringcentre.org

Mentoring Netwise
http://nwmentoring.netwise.ac.uk

Brecknock School, Camden Website
www.geocities.com/camdenmentor/school_and_me.htm

Walworth School, Southwark
www.walworth.southwark.sch.uk

Education Business Partnership – Bedfordshire & Luton
www.blebp.freeserve.co.uk

Educational Psychologist
– includes social skill, anger management, listening skills, developing concentration
www.educational-psychologist.co.uk