



Assertive Mentoring Policy



Pre-Mentoring Intervention

- Lead mentor identifies pupils for mentoring via DHT/HOY and subject data.
- Pupil names – with identified target subjects – are distributed to the Mentor and Mentor meets with HOY to identify any background information they need to be aware of.
- Completed in final week of each half term and letters sent to parents/carer.

Collating Pupil Information

- This process should begin prior to pupils meeting with their mentor.
- Mentors should liaise with staff to collate specific subject and pastoral information.
- Mentors should regularly check their pupil progress via SIMS for any relevant pupil information that may affect the pupil's progress.
- Mentors should note anything pertinent from staff / SIMS on weekly review sheets.

Contact Home

- At the start of the mentor process letters will be sent home via Lead Mentor detailing the reasons for mentoring, what it entails.
- Mentors should contact parents/carers by telephone/email with any issues related to pupil progress and keep logs of this on file via Mentor Contact Logs.
- If telephone/email contact for pupils has not been possible, Mentors should notify the Lead Mentor who will send a letter home.
- If Mentors feel insufficient progress is being made by pupils they may feel a meeting with parents/carers would be appropriate. The Lead Mentor and Head of Year should be informed and present in these cases.

Action Planning With Pupils

- Mentors should discuss staff information and targets with pupils. Action plans can be briefly recorded on Weekly review sheets. Targets should be written in pupils' planners. Daily Mentor actions should be noted on the Case Study Logs.

Record Keeping

- All Mentors have an electronic folder which should be used to build the profiles of each pupil they have been working with:

- Pupil information & Relevant data
 - Log of parental contact via contact logs
 - Impact Statements
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- Mentors should complete their Case Study Logs by the end of Monday lunch for the previous week.
 - Mentors should also keep a paper file of any letters they receive.
 - Mentoring support should be withdrawn gradually. After four weeks of mentoring, a review will be requested from teaching staff for each mentee. Based on this a decision will be made as to whether mentoring should continue next half term. If mentoring is to be withdrawn pupils should be informed of this and mentoring should be withdrawn gradually, with targets being based on a longer term basis and focused on maintaining progress.

Mentoring Pupils

- Mentees should meet weekly with their Mentor at a time suitable for both. This should not be during lesson but pupils can be withdrawn from PSHE if another suitable time cannot be found.
- Weekly targets should be SMART and based on returned subject information. Mentors should record targets in planners and these should be signed by parents.
- If pupils do not attend for mentoring, Mentors should investigate attendance issues and pupils sanctions implemented accordingly.
- If pupil attendance to these meetings becomes a concern, pupils will be made to meet with Lead Mentor during morning registration.
- If Mentees are not responding to mentoring, or are demonstrating poor behaviour, Mentors should issue a sanction in accordance with the School sanctions policy. The Lead Mentor should be informed and if this continues, mentees will be expected to report to the Lead Mentor during morning registration.