



Learning Mentors

Our five Learning Mentors work with a range of learners, but give priority to those who need the most help, especially those experiencing multiple disadvantage. The majority of Learning Mentor work comprises of on-to-one sessions with targeted students. Most of our Mentors, our Safeguarding and Pastoral Manager and Inclusion Lead, have been trained in Youth Mental Health First Aid (YMHA). The training involves attending a two-day course to equip them with the necessary skills to spot the signs of mental health issues in a young person, offer first aid and guide them towards the support they need. In doing this, we can speed up a young person's recovery and stop a mental health issue from getting worse.

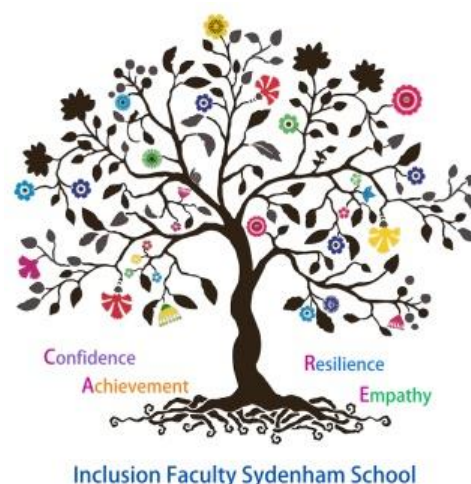
Student needs

Learning Mentors support students of all abilities to work towards developing positive behaviours for learning and key skills. Programmes are personalised to meet the students' presenting need(s).

Learning mentors are focused on educational progress and outcomes, but have a wider remit including students' well-being and safeguarding, and in working closely with families and the wider community.

Mentoring sessions encourage students to openly and honestly reflect on their learning in order to identify and overcome any issues that may be impacting on their academic progress.

Our Learning Mentors take a non-judgemental approach and using their excellent communication and listening skills, they develop positive working relationships with some of our most vulnerable students to ensure they have the best opportunity of success.



The Learning Mentor role includes:

- Developing one-to-one mentoring relationships with students.
- Building positive relationships with parents and providing advice about dealing with issues and concerns where required.
- Target-setting and developing action plans for students and monitoring their progress.
- Working closely with teachers and other professionals, for example, social workers, CAMHS professionals, Family Support workers, educational psychologists and education welfare officers.

Welfare check:

- A one-off, one to one session with a member of the Inclusion team. Staff can refer a student for a Welfare Check if they have concerns about the student's emotional/behavioural/physical or social presentation. The student is encouraged to open-up about their school and home-life in order to ascertain if there are any concerns. Typical actions following a Welfare Check include: Time-out card, phone call home, follow-up welfare check, onward referral, no further action.