



Mentoring and Counselling Policy

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Staff resp. for review:	JK

Realising potential, nurturing leaders of the future

Norbury High School for Girls

Mentoring, counselling and Coaching Policy

Ethos Statement
Our school is a community in which all students and staff are valued as individuals and can learn, develop, and succeed.

The curriculum at Norbury High School for Girls has been designed to be appropriate to students of all abilities and aptitudes. In addition to the basic curriculum, we provide.

- Extracurricular opportunities to broaden and deepen the curriculum **for all students.**

For any student, as the need arises and subject to availability and priority of needs, we provide.

- Mentoring
- Counselling
- Behaviour support
- Learning support

The school offers the following types of **mentoring, counselling and behaviour support** during 2023/24:

Type of mentoring	Number of staff or students providing mentoring	Average weekly input in hours	Target number of students mentored per year
Learning mentors	2	1 Full-time (25) 1 Part-time (15)	150
Counsellors	2	2 part-time (20)	40
Behaviour HLTA	1	1 Full-time (25)	50

What is mentoring at Norbury High School for Girls?

Mentoring is a process which through forming a professional relationship provides support and guidance to an identified student to raise attainment and to develop personal skills and can be powerful in developing confidence and self-esteem. Mentoring should not always be a long-term process. Ideally after receiving support for six to eight weeks the student may not need or want mentoring support. **If longer term support for complex needs is required, students will be escalated to one of the two counsellors, we have in school. Each counsellor will contact home before any work begins.**

What is coaching at Norbury High School for Girls?

Coaching is undertaken by staff volunteers. Coaching is a process where a person volunteers to meet with an identified student, two or three times a year to discuss progress and identify targets together. These meetings will not take place within lesson times.

How do we identify who should be mentored, or coached?

The following criteria have been identified but are not intended to be exclusive. Some of them overlap.

A student who has asked to be mentored. Parental request.
Year 11 students who have been identified as being in danger of dropping out of school before they take their GCSEs.
Year 7 transition – to make the transition from primary to secondary successful. To redress poor learning or attendance patterns developed at primary school.
Poor attendees across the whole school. School refusers.
New students arriving at school any time after their cohort starts.
Isolated students, bullied students, bullies and those displaying avoidance strategies, i.e. emotional and behavioural support.
Students who have been excluded internally or externally.
Students with poor, antisocial behaviour. Those demanding excessive attention.
Students in care, young carers or in need of other outside agencies' input.
Year 11 students whose mock results are below their predicted grades.
Students who need confidence building.
Students with low self-esteem/confidence.
Students who are underachieving as identified by end of year report.
Bereaved students – parent or sibling. To include terminal illness.

Management of mentoring and coaching, referral, and exit

The lead mentor leads the team on a weekly basis however overall mentors, counsellors, and behaviour support HLTA are managed by the Sendco.

Heads of years (Hoys) identify students of concern and should make referrals to mentors through Google Drive, shared areas, mentoring referrals; however, any member of staff can make a referral in discussion with pastoral teams. The students on the mentoring programme should be discussed with Hoys on a half termly basis.

Mentors will refer students with learning difficulties, speech and language and behavioural and emotional concerns through the Sendco to request the involvement of the educational psychologist.

Mentors will refer students to specialist services or outreach when appropriate and in discussion with Hoy or Sendco.

Students are identified for mentoring, counselling, and coaching through:

Members of staff who are concerned about a student and feel that she would benefit from mentoring should discuss with the appropriate head of year.

Parents may refer their daughter to mentoring through the HOY and students may self-refer directly to the Lead Learning Mentor.

Referrals should be discussed at half termly meetings between the head of year and the attached mentor. This meeting may include other staff as appropriate.

Hoy should inform the pastoral team when external staff are visiting identified individual students that week so there is awareness of appointments. Hoy will be responsible for liaising with all appropriate staff including pastoral team and ensure that students attend agreed sessions.

Exit from mentoring.

Mentoring may not be a long-term form of support. A student can be mentored and then move on. The initial referral form will indicate the level of support or changes which need to be made to enable assessment of the success of the mentoring support. Students who have previously been mentored can be re-referred at any time. A summary of mentoring engagement will be entered on google drive at the end of each term. This can be accessed by the relevant head of year and pastoral leader. This summary will indicate the progress that has been made during the mentoring process as well as any personal development achievements and targets met.

Counselling is a much longer term of support and will only be ceased on discussion with the student and the counsellor.

Links to SEND

When a mentor identifies that a student has long term emotional and behavioural difficulties the mentor should refer them first to the in-house counsellors and then to the Sendco for educational psychologist assessment and subsequent referral for other support, in liaison with the head of year.

Some students who are receiving learning support will have access to mentoring, but the student's needs and school's provision needs to be assessed and agreed by the pastoral team and the Sendco.

The role of the learning mentor

In September 2023/24 there will be one full-time and one part-time learning mentor. Each learning mentor is attached to two specific year groups however the one remaining year group will be divided between the two mentors depending on capacity.

When a new student is referred, the mentor for the specific year group will meet with the student and assess her mentoring needs.

Access to information

Learning mentors will need access to information about the students they are mentoring. Arbor will be developed as a tool to access general information by mentors and to store mentoring information (outcomes) for access by Hoy. With external agencies this information will be limited.

It is essential that students understand that what they discuss with a mentor is confidential unless one or more of the following applies:

- They are in danger or are endangering others.
- There is any question around child protection.
- They agree to it being shared with key people.

Where and when will mentoring, counselling, behaviour support and coaching take place?

Every student who is referred to one of the above will be given an appointment electronically and relevant staff will allow them to attend the appointment (unless there is an assessment in class). All mentoring appointments should be recorded. Teaching staff can then check this if a student is mentored during lesson time. Teaching staff could inform the mentor if it is not possible for the mentee to attend at the stated time.

When teaching staff are coaching year 11 students this will take place out of the school's normal lesson times, except by prior arrangement, and will be in a venue suited to the staff providing the coaching and a register kept.

When support or mentoring staff are providing mentoring for a girl **individually or in a small group** this will have to take place largely within the school hours. This should be by prior arrangement with the class teachers except in exceptional circumstances. The same subject must not be missed on subsequent mentoring sessions. In cases of emergency mentoring, the class teacher must be informed by noting this on Arbor. This might happen following an outburst in class or an incident and the form tutor and Hoy will need to be informed subsequently. The mentor will give the student a late slip or note this on Arbor for the appropriate period to show that the mentee did attend the session.

Learning mentor support can take the form of occasional **in class support** for a mentored student if this is deemed a suitable method of support and by agreement with the class teacher. When in class any additional member of staff will treat the mentee as the main priority but will also provide general support and help any student who asks for support if this is not to the detriment of the student being supported. General class support can be a positive way of helping an individual without making it obvious that an individual student is being supported. It is also a very good way of observing the student in a class situation and seeing how they relate to teachers and peers within a normal working environment. This can be very valuable for the mentor.

Offices used for mentoring, counselling and behaviour support will be comfortable and welcoming. They will have work by students on the walls such as poetry and artwork. Space in school is at a premium and it is necessary for imaginative and cooperative joint use of the space available.

If we have other professional visitors or mentors such as the creative arts counsellor, child and adolescent mental health specialist (CAMHs), school nurse, family mediator or bereavement counsellor they will be provided with a space for their sessions.

Learning mentors may also provide a few extracurricular sessions for mentored students such as 'drop in' lunchtime sessions for all key stages and suitable trips and group work to promote self-esteem and confidence.

Learning mentors can recommend mentees for rewards for achieving major goals such as:

- Certificates awarded by Hoy in year assemblies.
- Sent to the headteacher for congratulations.
- Reward, group outing

How are mentors selected and trained?

Full-time mentors are recruited because of their existing experience, skills, and qualities.

Both full-time and part-time mentors or coaches are selected because of their willingness to give up their time to mentor or coach students and by having a suitable background that would benefit one of our students.

Mentors are required to have continual on-going professional development or appropriate training as discussed with the lead mentor.

Staff who volunteer to coach can request to receive training in house from the person in charge of mentoring. The lead mentor is responsible for providing training (cascading training) to the other learning mentors as well as the whole school staff if required.

How is mentoring, counselling and behaviour support monitored and evaluated?

All those above are provided with the following at the outset of a mentoring relationship.

- A referral outlining the reason for mentoring.
- Baseline data including attendance and academic data and any other significant information, e.g. number of achievement or behaviour points, lates or recent reports; student's personal file

At the end of the monitoring time the mentor will provide evidence of improvement. This could be

- Statistical evidence of academic, or other (e.g. attendance), improvement
- Anecdotal evidence in the form of a questionnaire filled in by the student stating whether the student feels they have improved, stayed the same or got worse, in the area highlighted as the original concern.
- Written summary by mentor

Where there has been no improvement, reasons for this must be analysed and recorded.

How will parents be involved in the mentoring process?

Mentoring is explained in the year 7 induction brochure to inform parents of the possibility of their child encountering the mentors. Parental consent must be given for students aged 11 or 12 years. This consent can be withdrawn for students under the age of 12 years. Students over 12 years of age can give their own consent for mentoring to happen.

Learning mentors may make home visits if necessary. They will phone parents as appropriate and will write home asking for permission for any planned trips. All contact with parents will be discussed with the Hoy first.

If a student is absent from school and has a mentoring appointment the parent may inform the office of this when they phone about the absence so that the mentor can be informed. If a mentee knows that she cannot attend a prearranged meeting she must inform the mentor as soon as possible.

How will parents be involved in the counselling process?

If a student is referred on to one of the counsellors, the counsellor will contact home before starting any work with their daughter.

Parents' Evenings/Academic Review Day

Learning mentors may attend parents' evenings, academic review days or similar meetings so that parents can speak to the mentors or vice versa.

How will teaching staff be involved in the mentoring process?

In a school like Norbury High School for Girls, where staff are conscientious in supporting students within their teaching groups and forms, it can be problematic for students to miss lessons. The benefits from mentoring must be weighed against the losses by missing class. Mentors need to be aware of a student's desire to miss selected lessons and the possible reasons why. If a student wants to avoid a certain lesson it may be useful for the mentor to support those lessons for a short while rather than take the student out of lessons. Teaching staff need to be informed about the mentoring process and to be kept informed.

The reasons for mentoring and targets set should be communicated to all relevant staff.

Mentoring consent forms can be accessed by emailing admissions at:
admissions@nhsg.org.uk

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