



# The Pastoral Team

## What is a Learning Mentor?

A Learning Mentor provides support and guidance to pupils who may be experiencing challenges or concerns that can impact their learning and all aspects of school life. A Learning Mentor will work alongside teachers and pupils to enhance motivation, promote holistic development and create strategies to help pupils realise their full potential and raise their achievement. In addition, a Learning Mentor can assist parents and carers with a variety of concerns to support positive outcomes at home.

All pupils can benefit from the opportunity to speak with a Learning Mentor as they offer a sympathetic ear to pupils and relate to a range of abilities and diverse backgrounds. Pupils may find it useful to talk to an adult who is not directly involved in their everyday lives. A Learning Mentor will regularly support pupils with; friendship, self-esteem, confidence and behaviour difficulties and promote the development of social skills which enable pupils to recognise, understand and manage their emotions. This will ultimately help pupils navigate through life events and challenges both in and out of school.

## What Strategies Does a Learning Mentor Use?

- 1:1 private mentoring sessions with a Learning Mentor to discuss problems and address how these may be overcome.
- All mentoring sessions are person specific therefore children's hobbies or interests are incorporated within the process.
- Group mentoring session with activities that focus on areas such as; resilience, respect, self-esteem, and friendship.
- A whole school approach to highlight issues such as behaviour, bullying and attendance.
- Peer mentoring and buddy systems to promote kindness and problem solving.
- Liaison with parents/carers and external agencies/organisations where necessary.
- Advice and support about your child's punctuality and attendance.

## How Can The Pastoral Team be Accessed?

To ensure the wellbeing and welfare of every pupil in the Trust, every school has a Pastoral referral process.

- Pupil Referral.
- School Referral.
- Parent/Carer Referral.

If a parent/carers, pupil, Class Teacher, or any member of staff within school feels they have a concern impacting their everyday life, a referral can be completed and passed on to the Pastoral Team. As a parent you may refer your child after consultation with the Pastoral Team or a member of staff. A pupil can complete a Self-Referral Form confidentially or with the support of a teacher as the forms are accessible in every classroom in school. We encourage children to understand and be able to communicate their emotions and overcome barriers that are affecting their learning.



**Prince Albert COMMUNITY TRUST**  
Mentoring Support Referral Form

Name of school: \_\_\_\_\_ Date: \_\_\_\_\_

Name of pupil: \_\_\_\_\_

Reason for referral:

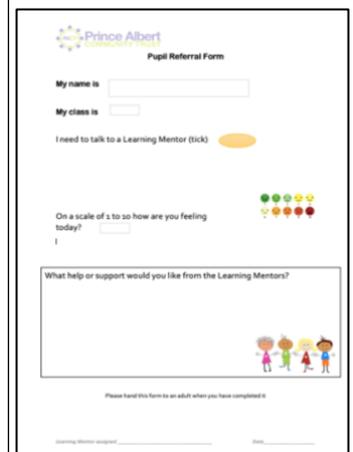
Self-referral	Confidence
Self-esteem	Behaviour
Friendship issues	Social/Communication skills
Family issues	Motivation
Attendance	Other (please specify): _____

What are the main behaviours/learning concerns?

What has been tried so far?

How can we support this school?

Date: \_\_\_\_\_  
Form completed by/for: \_\_\_\_\_



**Prince Albert COMMUNITY TRUST**  
Pupil Referral Form

My name is: \_\_\_\_\_

My class is: \_\_\_\_\_

I need to talk to a Learning Mentor (tick)

On a scale of 1 to 5 how are you feeling today?  1  2  3  4  5

What help or support would you like from the Learning Mentors?

Please hand this form to an adult when you have completed it.

Learning Mentor's name: \_\_\_\_\_ Date: \_\_\_\_\_

## Behaviour and Expectations

The Prince Albert Community Trust (PACT) is a caring community and there is an expectation that every member of our community feels valued, respected and treat people fair. All schools have high expectations of behaviour and the Behaviour Policy is designed to ensure that everyone, children, and adults alike feel safe, happy with the opportunity to learn, achieve and be successful.

If a pupil demonstrates low-level negative behaviours during the day a verbal warning will be implemented, allowing the pupil the opportunity to consider their behaviour. Persistent inappropriate behaviours can warrant a yellow card, or a serious incident would equate to a red card which would then have a consequence of loss of playtime and the opportunity to reflect and review their behaviour with a Learning Mentor. Further persistent inappropriate behaviour could result in a temporary or even a permanent exclusion.

Parents will be promptly spoken to should there be concerns with behaviour, attendance, punctuality or other aspects of school life. Schools encourage parents to inform us of problems/issues that children may be experiencing so they can be dealt with quickly and effectively. This ensures we work in partnership to resolve any issues and get the best outcomes for our pupils. If you or your child feels they need help with behaviour, the Learning Mentors can develop personalised support to encourage positive outcomes. Equally, pupils will often display behaviours where they go out of their way to be friendly, welcoming, or helpful. Pupils will have the opportunity to be rewarded for very good behaviour.

## Behaviour Reflection

Reflecting on behaviour can have a positive impact on both pupil's emotional wellbeing and their behaviour. Some pupils may find it difficult to express their feelings and may believe it is not safe to do so. Their emotions may manifest in their behaviour, for example a child who is unable to control their actions when feeling angry or upset may retaliate with physical or verbal abuse. A Learning Mentor will provide a friendly, open, gentle environment to help children identify and acknowledge feelings and emotions, rather than reprimanding the behaviour. This supports children to express and manage their feelings in a calm manner. Pupils therefore begin to independently problem solve and come to suitable conclusions. This kind of reflection may enable pupils to manage their feelings and start to learn how to make the right choices from the mistakes they have made.

## School Incentives

There are different kinds of incentives and rewards for pupils to achieve positive behaviour, effort or work is carried out within school. See below some examples:

- **Class-based Incentives** - Pupils can earn Dojo points when they produce a good piece of work or demonstrate good and positive behaviour in and around school. The pupils, who are chosen, receive a surprise from their class teacher.
- **Positive Postcard** - Each week pupils who demonstrate positive behaviour or produce a good piece of work are chosen to have a postcard sent home. This allows parents/carers to see how well their children continue to progress in school.
- **Enrichment Days** - Whole class activities; cooking, art, and craft activities, cinema and go-karting.
- **Choices** - Once a week, pupils are chosen by their class teacher to attend an afternoon session of fun activities with the Learning Mentors within their school. Activities can include art and craft, board games, sporting activities and the use of iPads.
- **Awards Assembly** - Star Pupil certificates can be given out by any member of staff to recognise achievement or progress. This certificate is presented to the child during awards assembly every fortnight or can be given out to a child during the school day to take home.
- **Attendance Incentives** - Recognition is given to individual pupils and whole classes for a good attendance record. This can be in the form of certificates, awards, and rewards.

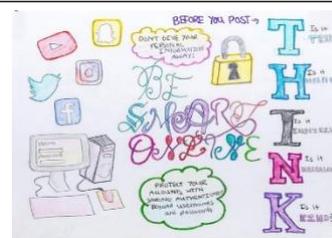


## Themed Weeks

The Pastoral Team support and engage in the various themed weeks that run across the school calendar. This is achieved through the development of games, activities and information that is relevant to the National Curriculum. During a themed week it is a chance for pupils to come together, learn and understand about different worldly topics supporting the development of their well-being and learning.

### Anti-Bullying Week

Anti-Bullying week raises awareness of bullying. It informs pupils as to what bullying is, why bullying is wrong and what to do if they witness bullying or are being bullied. The week educates pupils about where they can go for advice and support and the appropriate steps to take. Anti-Bullying week provides children with the opportunity to unite and create empowering, positive messages to stand up against bullying. During the week children may make posters and engage in other activities to help spread kindness and respect.



### Culture Week

Culture week is a celebration of the multicultural society that we all live in. It gives pupils the opportunity to learn about their peers and teacher's culture in school. Pupils are able to express and understand about their own culture further. It is a time to come together and showcase where you are from in the world, the different food you eat, the different language you speak and clothes you may wear from your culture.

### Online Safety Week

Online safety week promotes the use of being safe online. It is a week where the pupils gain knowledge and understanding on how to be smart when using the internet. During the online safety week, pupils engage in conversations and activities on how to be safe online for example; not meeting or engaging with anyone you do not know online and using messages, accepting files, websites or information which may not be reliable. They will learn how to overcome problems and be safe.

## Projects

Each new academic year many pupils across the schools are given the opportunity to gain responsibility in a variety of roles within their school. The three roles available are:

### Prefects

A Prefect role is achieved through an application and interview process. Prefect duties include supporting teachers, senior leadership teams and other members of staff within school and at school events. It is a very important role as they must act as a role model to the younger pupils and maintain an atmosphere of friendly cooperation, peace, discipline and unity.

### School Council

The school council team is a combination of pupils from Year 2 to Year 6. The school councillors are elected as representatives by their classmates and discuss school and community issues they believe need action and change. Together with staff they participate in making decisions for projects that support everyone's learning and development.

### Peer Mentors

Peer Mentors are selected through interview process to engage in training to support other pupils in school to develop the necessary skills to identify solutions to resolve issues at break and lunchtimes. They promote positive activities promoting team work and sharing.



## Lunchtime Activities

There are numerous activities that take place during lunchtimes for the pupils to access and enjoy. Playground activities include; parachute, football, dodge ball, skipping, tennis, basketball, tennis and a range of balls. Furthermore, the Pastoral areas offer alternate activities such as; board games, colouring, drawing, play-station and arts and crafts. The activities are inclusive for all and encourage children to engage with their peers and play together.

The pupils, who have been nominated for Choices that week for their incredible hard work, have the opportunity to sit at the extraordinary Very Important Person (VIP) table. The VIP table is reserved just for them and decorated with lovely table cloths, place settings and napkins and the children get to go early for lunch, have an extra dessert, and get the choice of different fruity drinks.



## Where to Find Us:

We are available to chat about issues or concerns you may have:

- On the playground before and after school.
- Pastoral Room.
- Telephone the Main School Office.

### Prince Albert School Learning Mentors

Mr Bassra  
Miss Dixon  
Miss Hennah

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### Sutton Park School Learning Mentor

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### Heathfield School Learning Mentor

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