

## Deep Support - Students Policy (Advice, Guidance, Mentoring and Coaching)

### 1 Introduction

- 1.1 Jesus spoke to the crowds on many occasions, but chose deliberately to focus much of his time and energy on just 12 individuals. He recognised their individual characters, strengths and faults and nurtured them accordingly in a deeply personal way.
- 1.2 Taking this as our model, we seek to establish a framework for advice and guidance, mentoring and coaching that provides students with the “deep support” necessary for their well-being and effective learning.

### 2 Faithworks Charter

The Faithworks Charter provides more focused guidance to support our advice and guidance programme.

- 2.1 The Charter acknowledges that on occasions we will need to draw upon more specialised expertise both within the hub components and the wider community.

*Developing partnerships with other churches, voluntary groups, statutory agencies and local government wherever appropriate in order to create an effective, integrated service for our clients avoiding unnecessary duplication of resources.*

- 2.2 There is also a mandate to engage in regular dialogue with students and parents in order to meet their needs.

*Providing and publicising regular consultation and reporting forums to client groups and the wider community regarding the effective development and delivery of our work and our responsiveness to their actual needs.*

- 2.3 The Charter also frames the nature of our provision, stating our need to

*create an environment where: (i) excellence and innovation are encouraged and rewarded; (ii) students are encouraged and enabled to realise their potential and (iii) learn from any mistakes made.*

Whilst recognising the need for students, with our assistance, to:

*Take responsibility for their own learning and development, both through formal and informal training opportunities and ongoing assessment.*

### 3 Founding Statements

3.1 Oasis Academy Wintringham has founding statements that acknowledge the important role of providing high quality advice and guidance.

3.2 This is implicit in:

- our **mission 'Learning for Life'**
- our **vision** that mentions “developing confident, independent, lifelong learners”
- our **areas of focus** that include “ building confidence in oneself as a learner”
- our **values** statement that acknowledges “it takes a whole village to educate a child”

3.3 Support will focus on learning but also on the 5 outcomes of every child matters and as such we will set up systems so that children:

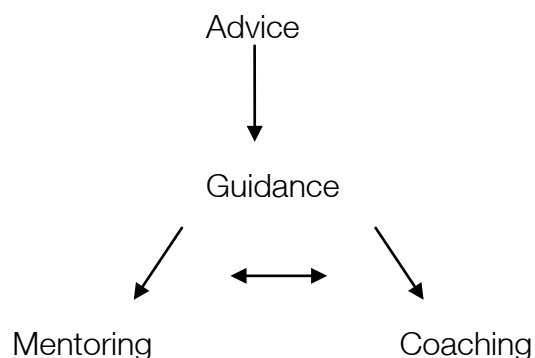
- are safe
- are healthy
- enjoy and achieve
- have economic wellbeing
- make a positive contribution

### 4 Deep Support

The Specialist School and Academy Trust define the concept of “deep support” which demands that effective learners must be *“well supported by various people, materials and ICT linked to well-being but crucially focused on Learning”*

Our vision for deep support incorporates four interrelated elements: advice, guidance mentoring and coaching. All of these elements will focus strongly on learning, going beyond the broader well-being of students.

4.1 To deliver deep support in a given area we will follow this cycle:



4.2 **Advice** will be delivered to a collected group, via assemblies, learning family sessions, work shops etc and will involve the imparting of relevant information (e.g. option pathways available).

- 4.3 **Guidance** will explore this advice in closer, more personalised detail and look at how to apply the advice/focus on choices. This will usually be delivered to the individual/small group (what options the individual might pursue).
- 4.4 **Mentoring** - support for the individual, often directly linked to advice and guidance. Mentoring is driven by the mentee and their needs, and focuses on listening and empathy to overcome barriers to learning/help the mentee get to a place where they can relevant choices.
- 4.5 **Coaching** - support for the individual or a small group in a specific area, often highlighted by advice and guidance, involving the imparting of expertise and focusing on making suggestions, giving advice and feedback to help the individual to improve.
- 4.6 No teacher or school working alone can offer deep support for all students, as is stated in the Academy's founding value "**it takes a whole village to educate a child**".
- 4.7 Some students will require more support than others. Indeed, some have needs that must be supported as a pre-requisite for learning.
- 4.8 More specialised, deep support will require the use of dedicated services available beyond the school.
- 4.9 Specialised support, advice and guidance which enable students to make the right choices about their education and future life is at the heart of personalising learning.
- 4.10 AfL, student voice and learning to learn activities and policies all facilitate effective mentoring, coaching, advice and guidance.
- 4.11 Deep support will be delivered via learning together, the whole curriculum, our extended schools status and our specialism.
- 4.12 Human resources - All members of the community will be engaged in guiding, and supporting each other links and partnerships with other agencies and institutions.

## Procedures

### **5 *Careers Information, Education and Guidance Policy into Practice***

- 5.1 At Oasis Wintringham the Careers information, education and guidance programme aims to support all students in preparing to make the transitions throughout their school life and towards the world of work. This will be achieved via the school aims:-
- Supporting/enabling students to overcome blocks to progression
  - Create a caring environment
  - Promoting skills, knowledge and talents
  - Developing responsibility and initiative
  - Foster equal opportunities, recognising differing needs and abilities
  - Establishing a partnership with parents
  - Promoting the role of the responsible citizen
  - Developing employability skills

These aims are developed through a well-planned series of Career lessons from Years 7-11 during PSHE, and include a range of other experiences, including Work Experience (see attached policy), visits and talks by employers.

The CIEG programme is co-ordinated by the Head of PSHCE.

The Careers Information, Education and Guidance syllabus aims to help students to:

- Increase awareness of rights, responsibilities and roles
- Have an awareness of their personal qualities and attributes
- Encourage knowledge of the full range of opportunities open to them at the age of 16+
- Make suitable choices about their own continuing education, training and career routes
- Manage transitions to new roles and situations
- Understand the differences and similarities between school and work
- Access all relevant information about their future options
- Record their achievements and plan for their future
- Increase awareness of health and safety issues

5.2 The CIEG Co-ordinator works with the Post 16 providers, EBLO and the Connexions service through a Partnership agreement to complement and support the school's CIEG programme. The Partnership agreement contains details of the CIEG provision and is available from Head of PSHE. The EBLO and the Connexions service provide impartial guidance regarding post 16 destinations to all students from Year 9 onwards.

The students, parents and the Post 16 providers, EBLO and the Connexions service will have access to the following facilities in school to help achieve our aims:

- Careers Personal Adviser
- Careers library – including text and computer based resources
- Central resources area – occupational videos, CD-ROMs and the Internet
- Interview/small discussion room
- Information boards
- Connexions P.A., Connexions Managers and Connexions Centre

Students also have access to the Connexions Career Development Centre on Queen Street, Grimsby.

5.3 **Tracking progress** - SLT & LET Team will track the attainment and progress of students within the learning family by consulting tracking data and liaising formally/informally with curriculum teachers. If students are frequently having concerns logged against them/are significantly underachieving, support will be put in place to improve the situation

5.4 **Hub** - the Community Leader should be the main point of contact for information about students in the Community. Information about their progress, behaviour and well being should be held and monitored by them and they should be able to offer informed advice to teachers about how best members of their community can be supported. However, it is still the role of

the individual teacher to take action in most situations rather than passing responsibility over to the community leader.

5.5 **Parental link** - the tutor will discuss student's progress with them and their parents at least once on the review day and may do so more regularly as appropriate. They will also be the first point of contact for parents who have concerns/wish to pass on information about their child's well being/learning.

## 5.6 **Advice and Guidance**

This will cover many topics and areas which may include:

- Options
- Careers
- Exam preparation
- Learning policy related topics
- Study skills
- Personal, Social, Health, Citizenship
- UCAS

Central to our policy is students' right to choose qualifications pathways and dependent on this is well informed support to help with decision making.

Guidance is to be delivered principally by the PSHCE teacher with input and support from curriculum teachers/support staff.

The academy is committed to developing excellent IAG systems for 14-19 choices especially with our stage not age, personalising approach.

## 6 **Learning Platform**

The Learning Platform is central to advice and guidance. It will be an active learning environment, accessible to all students in and out of school and will contain/have:

- Digital Tutorials,
- SOW/lesson plans and objectives
- Work sheets,
- Videos
- Assessment/tracker information,
- Email services(homework advice, mentors etc),
- Models/exemplars/criteria for assessment
- All resources
- Links to websites etc
- e portfolios
- Possibilities to provide feedback for students
- Self directed guidance for careers/pathways etc
- Access for students to all key data about themselves
- Personalised Learning Plans for staff

## **7 Mentoring and Coaching**

7.1 Adults and Federations - Oasis Academy Wintringham is a community services hub. As such we will set up links to share good practice, training and staff and will use adults other than teachers in our advice/guidance/mentoring and coaching programmes for example:

- Business mentors
- All staff
- Partner primaries representatives
- Parents

This will foster positive attitudes to learning amongst members of our community

7.2 We will also have a Deep support team comprising HLTAs, LSAs and inclusion managers (support and well being) to enhance our provision of deep support and will work to obtain multi agency support and share expertise/ provision with local schools.

## **8 Peer support**

8.1 Students often regard their peers as more trustworthy sources of support and advice than adults.

8.2 The academy will set up systems of student to student support. These will include:

- Mentoring - for students experiencing low level organisation/behaviour/social difficulties
- Circle of friends - to ensure social inclusion
- Peer mediation - to resolve friendship and behavioural issues
- An Anti bullying network using peer supporters/an email help line/interventions with classes
- A Befriending service
- Year/academy councils
- Study buddy systems, study skills groups and peer coaching/tutoring service

8.3 All these systems will involve rigorous training (especially in terms of Emotional Intelligence), reviewing and monitoring. We must train students to work with peers to help them through problems both academic and social.

## **9 Vulnerable students**

9.1 Certain groups who consistently underachieve will need specialised support to reach their true potential. Support needs to be at an appropriate time and on an ongoing basis. Mentoring and coaching are key to this support.

9.2 Vulnerable children who may need more advice and guidance are:

- Looked after children
- Children with medical needs
- Gypsy /traveller children
- Asylum seekers
- Young carers

- School refusers
- Teenage parents
- Young offenders
- Students with SEN
- Excluded students
- Ethnic minority students.

9.3 As an academy we will rigorously track the progress of these students and work with them and outside agencies to provide and evaluate support

## 10 Characteristics of Mentors and Coaches

10.1 Successful mentors/coaches are:

- Knowledgeable
- Reliable
- Trust worthy
- Flexible
- Accessible
- Experienced
- Supportive

10.2 Characteristics of mentors:

- invite talk
- non judgemental
- empathy
- big ears small mouth
- driven by mentees' needs
- avoids dependence
- 'off the job'
- ask good questions
- is a role model

e.g. Business mentors, peer mentors

10.3 **Characteristics of coaches**

- Makes suggestions
  - Challenges
  - Gives robust feedback
  - offers critical friendship
  - Asks good questions
  - 'On the job'
  - Is a role model
- e.g. study buddy, maths coach

## 11 Student voice

11.1 At Oasis Academy Wintringham we want our students to take ownership of their learning and their academy. Through student voice they develop the habit of talking about learning and teaching.

11.2 To promote student voice we should:

- Use students as shared learning resources for one another, helping their peers to develop
- Invite students to work with teachers in curriculum teams to review schemes of work and develop plans for improving teaching and learning
- Ask students to feedback on lessons - via surveys/as observers
- Conduct regular surveys on quality of school experience and how it could be improved, sharing results with students
- Involve student in the selection of new staff.
- Engage students as active partners with responsibility for participating in designing their learning and providing feedback
- Set up an active and influential student council
- Train students to peer teach/coach/support
- Set up a student learning group

11.3 Much planning and training is needed to harness student voice effectively

## 12 Interventions

Other support and interventions will be needed for certain students/groups of students. The inclusion manager (support) is responsible for planning, developing, implementing and embedding this support across the academy.