



Relationship, Self-Regulation and Behaviour Policy

Chair of Governors

Signed:

Date: Sept 2022

Head teacher

Signed:

Date: Sept 2022

Date of publication: July 2020

First Review: July 2021

Date of next review: July 2023

Purpose

The purpose of this policy is to guide teachers, students and parents/carers on our restorative and relationship-focussed approach to behaviour management. This will allow the students at Exhall Junior School to enjoy a calm and caring environment which will support every student both emotionally and educationally to give them the best possible chance of success.

Our relationship policy is not primarily concerned with rule enforcement, but is a tool used to promote positive relationships with peers and adults with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. Consistent, clear, calm adult interactions underpin this.

Aims

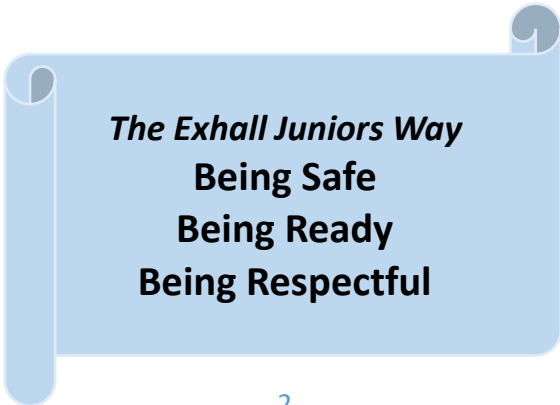
Exhall Junior School is committed to the emotional mental health and well-being of its staff, students and parents. We wish to work towards this in all aspects of school life and provide an environment and curriculum that supports the social, emotional and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Relationship, Self-Regulation and Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

- To provide a clear, fair and consistent approach based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip students with strategies to manage their emotions and anxieties and build positive relationships with others.

We wish to give recognition to students who go 'Over & Above'.

This is achieved when students exceed our school values having an impact on the wider Exhall Juniors community.



The Exhall Juniors Way
Being Safe
Being Ready
Being Respectful

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make students feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

Teachers will create a welcoming environment by greeting students every morning through a formal meet and greet at the classroom door. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every student.

All adults will be looking out for students who go over and above.

Ways that students will be recognised for doing so:

- **Hot Chocolate Afternoons**

Students consistently going 'over and above' will be invited to have hot chocolate with a member of SLT on some Friday afternoons. There may be some weeks that no student in the class is chosen- it needs to be sincere high-level recognition to ensure it is not devalued.

- **A Positive Note Home/Letter Home from Staff Members**

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any student by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value. Letters may also be sent home from the head teacher to recognise outstanding students.

'The positive note enables you to mark the moment with the student. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

Paul Dix

- **Recognition Board**

A Recognition Board will be used to encourage social or learning behaviours. Students will be recognised for a variety of attributes, skills and achievements from high presentation of work in their books to showing kindness to another student. Where they can, students will write their name and reason for selection on a post-it which will be placed onto the class recognition board. There is no material prize.

I have been recognised because I was ready for the start of the lesson.

Child Name

'This is not intended to shower praise on the individual, it is a collaborative strategy- we are

one team focussed on one learning behaviour and moving in one direction.

Paul Dix

- **Phone call/Post Card home**

Promoted staff or teacher shares with parent's student's success.

- **Exhall Juniors certificates**

Awarded at assembly, students are selected each week by the class teacher these could be for showing the Values, a success in a curriculum area, or another reason chosen by the teacher.

- **End of year awards**

Teachers and students celebrate the achievements of a student in their class that has exemplified the Exhall Juniors way.

- **Achievement Outside School**

Students with an achievement outside of school can share it at the weekly assembly.

Policy Blueprint & Classroom Plan

Relationships Policy Blueprint (See Appendix 1)

This is a concise A4 document which teachers will refer to for a consistent approach to our Relationships Policy to ensure behaviour and expectations are clear and consistent. The Classroom Plan is a selection of steps which are focused on small but certain consequences and a restorative, not punitive, ending.

Scripted Response Guide (See Appendix 1)

As part of the Classroom Plan, a script will be used to reinforce expectations when behaviour shown is not reflective of our school values. The purpose of this script is to provide a quick, consistent and non-judgemental dialogue with the student to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the student 'owes time'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher.

Personalised Support Plans

These plans are in place for students with significant social, emotional or mental health needs who are consistently struggling with the day-to-day expectations of the school rules. Relevant teachers will create these personalised plans for all adults working with the student to follow. They will be created with input from the student and shared with parents.

Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. For example, if an incident takes place in the playground, this will normally be responded to by Midday Supervisor staff who follow their lunchtime behaviour escalation ladder (appendix 2).

This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a student.

Restorative Meetings/Conversations

'The positive relationships you form with students depend on a restorative approach being your default mode.'

Paul Dix

At Exhall Juniors, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the student realise how their actions impact on others, teach alternative strategies or responses and equip the student with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions (See Appendix 1)

These restorative questions will be used to support restorative meetings and/or conversations. For some students, the teacher may decide it would be more appropriate to start with two questions and build on these as the student develops in maturity.

Restorative Actions

'Students need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the student.'

Paul Dix

At Exhall Juniors, we encourage students to demonstrate actions and attitudes which reflect our three values. Our approach is based upon building strong relationships between adults and students. The use of positive reinforcement strategies will always be our default approach.

However, if a student is not responding to these strategies, there needs to be clear, consistent routines in place, this may take two forms:

Restorative support from leadership (See Appendix 3)

Weekly, year group teams will meet with their year group leads and discuss students who are not responding to restorative conversations and continue to demonstrate challenging or unsafe behaviour. Year group leads will work with and support their teams by identifying trends in when the behaviour occurs, suggesting strategies to support the student or offer support to the

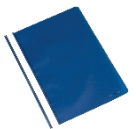
Serious incident escalation (See Appendix 4)

An escalation process for children who are not responding to the process or have displayed severely unsafe behaviours (Appendix 4). We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, email, or an informal or formal meeting. For students with behaviour as an additional need, examples of these will be detailed on their personalised support Plan or their Individual Educational Plan.

Appendix 1- Exhall Junior’s Relationships Policy Blueprint

Exhall Junior School Relationship Policy		
<p>The Adults will</p> <ul style="list-style-type: none"> • Nurture relationships • Model our values • Listen • Praise Positive choices • Provide a safe environment 	<p>The Exhall Juniors Way</p> <p><i>Being Safe</i> <i>Being Respectful</i> <i>Being Ready</i></p>	<p>Over and Above</p> <p>Includes the following behaviours</p> <ul style="list-style-type: none"> • Excelling the Exhall Junior’s Way • Impacting on Exhall Junior’s community • Showing Exhall Junior’s initiative
Exhall Juniors Message ‘Together Everyone Achieves More’		
<p>Classroom Plan</p> <p>Teachers will manage their classrooms with high expectations and adapt their strategies according to the students they teach and the needs they may have. Strategies could include:</p> <ul style="list-style-type: none"> • A look • A verbal reminder • A official reminder • 30 second script • Restorative conversation, with the appropriate adults and students • A support step 	<p>A Guide to a 30 Second Script</p> <p><i>‘I noticed you are ...’</i> (wandering around the classroom chatting) <i>‘I understand how you are feeling...’ OR ‘I wonder if you are feeling...’</i> <i>‘You’re not showing our value of – (respect)</i> <i>‘You have ... (stay behind at break time to catch up with your work)</i> <i>Do you remember when you ... (finished all of your work)</i> <i>‘That’s who I need to see today.</i> <i>Thank you (for listening)</i></p> <p>The Emotional Coaching approach could be used here also if it is the appropriate time.</p>	<p>Restorative Questions</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you feeling/ thinking at the time? 3. How did this make others feel? 4. Who has been affected and how? 5. What should we do to put things right? 6. If this happened again, how could you do things differently?

Appendix 2- Lunchtime Behaviour Escalation Ladder

LOCATION	LEVEL	BEHAVIOUR	ACTION	OWNER OF ACTION
Hall or Playground	1	Shouting across the hall Continuously changing tables Running in the hall Bad table manners Non-compliance Pushing/messing around in line Disrespectful to MDS Inside without permission Play Fighting (This list is not exhaustive)	<p>1. Speak to the child & remind them of expectations.</p> <p>2. If behaviour continues then ask/explain to the child that they need cool down time, and have the option of a, b or c to do that in.</p> <p><i>"I have noticed that you are continuing to _____, and I think you need 5min to cool down. You may choose to do this either in the hall, on the bench or over by the annexe."</i></p> <p><i>"I have noticed that you are ____ and that is not appropriate. I think you need 5min to cool down. You may choose to do this either by the tree, on the bench or over by the gazebo."</i></p>	MDS MDS
Hall or Playground	2	Repeat occurrence of Level 1 Inappropriate language which makes someone feel unsafe Continuing to be non-compliant Name Calling	<p>Explain to the child that they should not be behaving in that way and need to go to the Hall for some reflection time.</p> <p>Use this time to reflect on behaviour and restore relationships. Use restorative conversation.</p> <p>Children to complete reflection task and discussion about the incident.</p> <p>Child to spend up to 1 Lunch Time off the playground to reflect /restore Record in lunch time record book as a first incident at level 2.</p> <p>Ask office to send out a group call Level 2 Incident letter to parents.</p> 	MDS Behaviour MDS Lead Behaviour MDS Lead Behaviour MDS Lead

Hall or Playground	3	<p>Continuation of Level 1 & 2 behaviour</p> <p>Threatening behaviour/verbally abusive</p> <p>Intentionally breaking or inappropriate use of playtime equipment</p> <p>Rude, inappropriate responses</p>	<p>Explain to the child that they should not be behaving in that way and need to go to the Hall for some reflection time.</p> <p>Behaviour MDS Lead to gain as much information from MDS as possible and decide if child needs to be spoken to directly by SLT immediately or as a sharing of the incident at the end of lunch.</p> <p>Use this time to connect with the child. Allow time for reflection and use time to restore relationships with others Explain the need to keep themselves and other safe and the reason they need to stay off the playground.</p> <p>Child to spend 1 or 2 Lunch Times off the playground to reflect /restore</p> <p>Ask office to send out a group call Level 3 Incident letter to parents.</p> <p>Record on CPOMS Inform Class Teacher and SLT</p> <p><i>Escalation to SLT Behaviour Panel.</i></p>	<p>MDS</p> <p>Behaviour MDS Lead</p> <p>Behaviour MDS Lead</p> <p>Office</p> <p>Behaviour MDS Lead</p>
--------------------	---	--	---	--



Hall or Playground	4	<p>Repeat of incidents at Level 3 or a Level 4 behaviour</p> <p>Physically aggressive to peers/fighting Racist/Homophobic behaviour Physically hurting another child purposefully Swearing at</p>	<p>Explain to the child that they should not be behaving in that way and need to go to the Hall for some reflection time.</p> <p>Behaviour MDS Lead to gain as much information from MDS as possible and decide if child needs to be spoken to directly by SLT immediately or as a sharing of the incident at the end of lunch.</p> <p>Use this time to connect with the child. Allow time for reflection and use time to restore relationships with others. Explain the need to keep themselves and other safe and the reason they need to stay off the playground.</p> <p>A member or members of SLT will hold a restorative conversation with the child. Depending on the severity of the incident, SLT will select an appropriate 'owed time':</p> <ul style="list-style-type: none"> • 2 sessions off the yard to reflect /restore • 3 sessions off the yard to reflect /restore • Internal exclusion • External Exclusion <p><i>Escalation to SLT Behaviour Panel.</i></p>	<p>MDS</p> <p>Behaviour MDS Lead</p> <p>SLT</p>
--------------------	---	---	--	---

Appendix 3- Restorative Support from Leadership

LEVEL	BEHAVIOUR	ACTION
1	<p>Not following the school values with low-level disruptions:</p> <ul style="list-style-type: none"> • Not following the class rules • Shouting out in class • Non-compliance • Being disrespectful • Not being ready for learning • Low-level, unsafe behaviours • Distracting others • Running/shouting inside the school • Name calling • Inappropriate behaviour on the yard at playtime • Rude, inappropriate responses <p><i>This list is a guide and not exhaustive</i></p>	<p>Restorative conversation in 'owed time'.</p> <p>Teachers discuss with year group leads possible support strategies for the child. This will take place as part of the weekly year group lead meetings or informally throughout the week. The YGL will identify trends, suggest strategies and offer support.</p>
2	Repeat incidents at level 1	<p>As part of the weekly review of behaviours and update on progress, teachers and YGLs can escalate the child to level 2 support. This will involve a conversation with the parent by either the class teacher or YGL. YGLs will be included in restorative conversations with the child over the next week.</p>
3	Repeat incidents at level 2	<p>At the weekly review meeting, teachers and YGLs may decide to escalate the child to the 'SLT behaviour panel' where SLT will review each case, offering support which may include individual targets and a support plan, agreed with parents.</p>

Appendix 4 - Serious Incident Escalation Ladder

LEVEL	BEHAVIOUR	ACTION
3	<p>Continuation of Level 1 & 2 behaviour</p> <p>Threatening behaviour/verbally abusive</p> <p>Intentionally breaking or inappropriate use of playtime equipment</p> <p>Rude, inappropriate responses</p>	<p>At the weekly review meeting, teachers and YGLs may decide to escalate the child to the 'SLT behaviour panel' where SLT will review each case, offering support which may include individual targets and a support plan, agreed with parents.</p> <p>A member or members of SLT will hold a restorative conversation with the child. Depending on the severity of the incident, SLT will select an appropriate 'owed time':</p> <ul style="list-style-type: none"> • 1 session off the yard to reflect /restore with CT, YGL or SLT • 2 sessions off the yard to reflect /restore with CT, YGL or SLT <p><i>Escalation to SLT Behaviour Panel.</i></p>
4	<p>Repeat of incidents at Level 3 or a Level 4 behaviour</p> <p>Physically aggressive to peers/fighting</p> <p>Racist/Homophobic behaviour</p> <p>Physically hurting another child purposefully</p> <p>Swearing at</p>	<p>A member or members of SLT will hold a restorative conversation with the child. Depending on the severity of the incident, SLT will select an appropriate 'owed time':</p> <ul style="list-style-type: none"> • 2 sessions off the yard to reflect /restore with CT, YGL or SLT • 3 sessions off the yard to reflect /restore with CT, YGL or SLT • Internal exclusion • External Exclusion <p><i>Escalation to SLT Behaviour Panel.</i></p>
5	<p>Repeat of incidents at level 4 or a Level 5 behaviour, where a child is being extremely unsafe.</p>	<p>A member or members of SLT will hold a restorative conversation with the child. Depending on the severity of the incident, SLT will select an appropriate 'owed time':</p> <ul style="list-style-type: none"> • Internal exclusion ranging from half a day to two days with CT, YGL or SLT • External Exclusion ranging from one to five days with CT, YGL or SLT <p><i>Escalation to SLT Behaviour Panel.</i></p>

Appendix 5 - School Behaviour Equity

	Classroom/Break	Lunchtime	Serious Behaviours
1	<ul style="list-style-type: none"> Not following the class rules Shouting out in class Non-compliance Being disrespectful Not being ready for learning Low-level, unsafe behaviours Distracting others Running/shouting inside the school Name calling Inappropriate behaviour on the yard at playtime Rude, inappropriate responses 	<ul style="list-style-type: none"> Shouting across the hall Continuously changing tables Running in the hall Bad table manners Non-compliance Pushing/messing around in line Disrespectful to MDS Inside without permission Play Fighting (This list is not exhaustive) 	
	<i>Restorative conversation in 'owed time' with CT.</i>	<i>Restorative conversation in 'owed time'.</i>	
2	Repeat incidents at level 1 Repeat occurrence of Level 1	Repeat occurrence of Level 1 Inappropriate language which makes someone feel unsafe Continuing to be non-compliant Name Calling	
	<i>Restorative conversation in 'owed time' with YGL and CT. Parental Involvement.</i>	<i>Restorative conversation in 'owed time' with MDS Behaviour Lead. Loss of up to 1 session. Parental Involvement.</i>	
3	Repeat incidents at level 2 Continuation of Level 1 & 2 behaviour <ul style="list-style-type: none"> Threatening behaviour/verbally abusive Unintentional breaking or inappropriate use of playtime equipment 	Continuation of Level 1 & 2 behaviour Threatening behaviour/verbally abusive Intentionally breaking or inappropriate use of playtime equipment Rude, inappropriate responses	Continuation of Level 1 & 2 behaviour Threatening behaviour/verbally abusive Intentionally breaking or inappropriate use of playtime equipment Rude, inappropriate responses

	<p><i>Escalation to SLT Behaviour Panel.</i></p> <p><i>Targets to be set and support plan to be agreed with parents.</i></p>	<p><i>Child to spend 1 or 2 Lunch Times off the playground to reflect /restore</i></p> <p><i>Record in lunch time record book as a first incident at level 3.</i></p> <p><i>Parental Involvement.</i></p> <p><i>Escalation to SLT Behaviour Panel.</i></p>	<p><i>Escalation to SLT Behaviour Panel.</i></p> <p><i>Targets to be set and support plan to be agreed with parents.</i></p>
4		<p>Repeat of incidents at Level 3 or a Level 4 behaviour</p> <p>Physically aggressive to peers/fighting</p> <p>Racist/Homophobic behaviour</p> <p>Physically hurting another child purposefully</p> <p>Swearing at</p>	<p>Repeat of incidents at Level 3 or a Level 4 behaviour</p> <p>Physically aggressive to peers/fighting</p> <p>Racist/Homophobic behaviour</p> <p>Physically hurting another child purposefully</p> <p>Swearing at</p>
		<p>A member or members of SLT will hold a restorative conversation with the child. Depending on the severity of the incident, SLT will select an appropriate 'owed time':</p> <ul style="list-style-type: none"> • 2 sessions off the yard to reflect /restore • 3 sessions off the yard to reflect /restore • Internal exclusion • External Exclusion <p><i>Escalation to SLT Behaviour Panel.</i></p>	<p>A member or members of SLT will hold a restorative conversation with the child. Depending on the severity of the incident, SLT will select an appropriate 'owed time':</p> <ul style="list-style-type: none"> • 2 sessions off the yard to reflect /restore with CT, YGL or SLT • 3 sessions off the yard to reflect /restore with CT, YGL or SLT • Internal exclusion • External Exclusion <p><i>Escalation to SLT Behaviour Panel.</i></p>
5			<p>Repeat of incidents at level 4 or a Level 5 behaviour, where a child is being extremely unsafe.</p>
			<p>A member or members of SLT will hold a restorative conversation with the child. Depending on the severity of the incident, SLT will select an appropriate 'owed time':</p> <ul style="list-style-type: none"> • Internal exclusion ranging from half a day to two days with CT, YGL or SLT • External Exclusion ranging from one to five days with CT, YGL or SLT <p><i>Escalation to SLT Behaviour Panel.</i></p>

Appendix 6 - Adaptation of the policy for children with SEND

For the majority of our students the guidance set out in our Relationship Policy is enough to ensure that our students' follow and maintain our expectations of being 'Safe', 'Ready' and 'Respectful'. The SEND Code of Practice 2015 and the Equality Act of 2010 makes it clear that for students with additional or SEND needs school will need to make reasonable adjustments to ensure that this group of children are not disadvantaged in anyway due to their additional needs. Where a student is identified with a SEND need that may affect their behaviour, external agencies will support any adaptations or changes to provision which will support inclusion, understanding of needs and reduce any future risk of exclusion.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Exhall Junior School Attachment Aware Schools Pledge

1. Attachment theory underpins our approach to relationships and supporting self-regulation.
2. We recognise that all our behaviour is a communication and respond accordingly.
3. We use our Attachment and Trauma training and knowledge as a working tool to guide our whole school practice.
4. We know that our school will succeed, and achieve good attendance and results, when the Social, Emotional and Mental Health (SEMH) needs of staff, children/young people and families is prioritised.
5. We recognise the importance of reflective practice, and support staff to build this into their everyday work, in order to effectively manage their roles.
6. We will do all we can to enable children and young people to remain securely based in our school.
7. We know that children and young people do best when professionals work collaboratively and harmoniously together with families/the wider community to address their needs.
8. We recognise that good leadership in schools will achieve these principles of inclusion.

How we support children's relationships, self-regulation and behaviour at Exhall Junior School Junior School

At Exhall Junior School Junior School, we believe that to enable children to learn they must have access to a range of strategies/support to deal with their varying social, emotional, mental and health need.

Rainbow Rangers

Children can apply for the position of Playtime Buddy. They meet with Mrs Hough to go through their role and then meet up with her weekly to catch-up. They provide support for their peers at playtimes/lunchtimes.

Discussion Time

This is a whole class discussion led by the teacher, where everybody's thoughts are valued. The children get to voice their opinions and concerns about a range of subjects – these can be one off sessions or as part of the PSHE curriculum.

Learning Mentor

Our Learning Mentor makes sure children are ready and able to learn and be the best they can be.

Pre-Early Help

At Exhall Junior School we actively promote collaboration with families and where families may be in need of some extra support we will endeavour to support whenever we can – this can be for a range of purposes such as signposting, accessing services, behaviour and well-being.

Nurture Groups

Our nurture practitioners develop children's self-esteem, emotional literacy and readiness to learn through our nurture group; Helping Hands.

Personal, Social, Health Education (PSHE)

A structured programme is delivered across the school, which promotes learning about safe and healthy choices, healthy eating, staying safe and relationships and making a difference in our community.

TLC board

In school there is board that document student's that may need some extra TLC at some point e.g. bereavement, illness, parental separation. This board is available to all staff from midday supervisors to class teachers. An extra hello or smile can just give students the little boost or support they need.

'Stop it'

The children are encouraged to say this if they do not like someone saying or doing something. They can say it three times and must say it like they mean it! This strategy is not to be used if someone is physically hurting someone though – children are told they must get a grown-up to help if this is the case. This comes from our Protective Behaviours scheme which students undertake twice a year.

Pupil Voice

Each class elects one representative at the beginning of an academic year. They attend regular meetings with varying adults in the school from subject leads to school governors and report back any ideas or

changes back to their class. The children's voices are recognised and appreciated and they see their ideas coming to life.

Specialist Teacher

We have a Specialist Teacher who works with groups, individual children or parents every Thursday morning. Referrals are made by the SENCo once parental permission has been sought.

Weekly Staff Meetings / Briefings

All members of staff meet together and identify any children who may need extra support throughout the school day, especially at times when they are not in their classroom, e.g. playtimes/lunchtimes.

Outdoor Activities

Outdoor Activities that delivers tasks and learning that may not be accessible in the classroom environment such as making fires, den building and using tools (saws etc). Along with these physical skills, qualities and attributes are also developed including; taking 'safe' risks, working collaboratively, resilience and leadership skills.

LEGO Therapy

LEGO therapy is an intervention that targets students use of communication and interaction in a safe and fun environment.

Lunch Times

We recognise that lunchtimes can be a difficult time for some students due to many factors; lack of structure, noise and space. At Exhall Junior School we have an experience nurture trained lead who ensures that students feel safe and valued. We also have assigned MDSs to classes so that relationships built of trust can be developed.

Mentor Link

When we feel that students need support with key transitions e.g. moving into secondary school and need some extra support we use Mentor Link to come in and support worries or issues that maybe causing concern.