



Maplefields Academy

Behaviour Strategy for Maplefields Academy

At Maplefields Academy, we aim to cultivate a calm, nurturing and inclusive environment that supports every Student, both emotionally and academically, to achieve their full potential and experience success. Our vision is underpinned by our Curriculum Drivers of Communication, Healthy Relationships, Independence and Self-worth, which enable Students to develop the confidence, resilience and life skills needed to thrive in school, at home and within the wider community. Through meaningful learning experiences, we actively promote the Skills Builder Essential Skills of Listening, Speaking, Problem Solving, Creativity, Adapting, Planning, Leadership and Teamwork, preparing our Students for lifelong learning and future success.

At Maplefields Academy, our approach to behaviour support is restorative, relational and centred on understanding individual needs, with connection taking precedence over correction. Every Student's voice is valued and heard, and they are encouraged to understand, reflect on and take ownership of their own journey. Successes and achievements are recognised, modelled and celebrated by our staff team, helping to build positive self-worth and a sense of belonging.

Every member of our school community is valued for their individuality and unique strengths. This is reflected in our commitment to promoting respectful behaviour, fostering healthy relationships and working in partnership with families and professionals to support Students through dynamic and responsive interventions. Consistency, high expectations and calm, supportive adult behaviour underpin our practice.

Behaviour for Learning in the Curriculum and daily practice

At Maplefields Academy, behaviour is not viewed as separate from learning; it is explicitly taught through our curriculum and embedded throughout the school day. We recognise that Students require direct teaching, modelling and repeated opportunities to practise the skills needed for successful self-regulation, relationships and learning readiness.

Skills Builder Programme



The Skills Builder framework provides the foundation for explicitly teaching the essential skills that underpin positive behaviour and successful learning. Through planned Skills Builder lessons, Students develop:

- Listening
- Speaking
- Problem Solving
- Creativity
- Staying Positive
- Aiming High
- Leadership
- Teamwork

These skills are directly linked to our Maplefields Core Values and Individual Behaviour Learning Plans (IBLPs), enabling Students to understand how behavioural expectations relate to their personal development and EHCP outcomes. Staff make these links explicit during lessons, reflection sessions and restorative conversations. Primary Classes have explicit 15-minute Skills Builder sessions once a day to have more focussed time to develop the essential skills at an earlier age. In Secondary, classes have one session per week but the essential skills are threaded through and referenced in all subject specific lessons.

Zones of Regulation

The Zones of Regulation are used consistently across the curriculum and throughout daily routines to help Students recognise, understand and communicate their emotions.

Why Teach Self-Regulation?

Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.

THE ZONES OF REGULATION®

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

Students are explicitly taught:

- How to identify their current emotional state
- Triggers that may move them between zones
- Strategies that support regulation
- How emotional regulation impacts learning, relationships and behaviour

Visual supports, regulation tools and personalised strategies are embedded within classrooms and individual learning plans to support both co-regulation and increasing independence.

Behaviour Teaching Through Key Times

Behaviour expectations are modelled, practised and reinforced during key points of the school day, including:

- Morning arrival and welcome
- Breakfast club
- Explicit Skills Builder sessions
- Schedule reviews
- Lesson transitions
- Break and lunchtime
- End-of-day reflection

These opportunities allow staff to model effective communication, teamwork, problem solving, self-management and emotional regulation within authentic situations. Key Times provide structured opportunities for Students to rehearse behaviours and develop independence in a supportive environment.

At Maplefields we explicitly model behaviours that we champion and effectively communicate behaviours that we challenge in order to main high expectations throughout but also explicitly reference behaviour as a learning model.

Behaviours we Champion:



Behaviours we Challenge:



Reflection and Behaviour Development

Students are supported to reflect regularly on their schedules, learning experiences and behaviour choices. Reflection activities help Students to:

- Recognise successes and achievements
- Understand the impact of their actions on themselves and others
- Identify links between emotions, behaviour and outcomes
- Develop strategies for future success

Reflection is used as a teaching opportunity rather than simply a consequence, supporting the development of self-awareness and self-regulation.

Post incident learning as set out by the following questions relating to reflection:

What happened?

What were the triggers?

How did you feel?

What could you do differently next time?

Maplefields Staff maintain high expectations of behaviour and champion or challenge identified behaviours. Students are given verbal reminders in relation to the behaviours that we challenge as an Academy. Take up time is then given to allow Students to process instruction and to all Students to use any strategies that are identified on their IBLP's. If a Student is unable to adapt their behaviours then an official Level 1 reminder is given and this is signified on display on the board at the front of the class as a visual reminder:

	
	1. THE VALUE OF COMMUNICATION  I use my speaking and listening skills to communicate with teachers, choosing words that build people up instead of tearing, teasing or bullying. EVERY INTERACTION IS AN INTERVENTION 2. THE VALUE OF HEALTHY RELATIONSHIPS  I follow instructions to show great teamwork, using my leadership and collaboration skills to help us all succeed. EVERY INTERACTION IS AN INTERVENTION 3. THE VALUE OF INDEPENDENCE  I use creativity and problem solving to stay focused on my work, respecting the space others need to think. EVERY INTERACTION IS AN INTERVENTION 4. THE VALUE OF SELF WORTH  I use my self-management skills to plan and adapt my choices, keeping my hands, feet and objects to myself. EVERY INTERACTION IS AN INTERVENTION
LEVEL 1	
LEVEL 2	
RUPTURE	

Take up time is allowed before an official Level 2 is then given which signifies that some form of Reflection will need to take place. If a Student receives a Level 2 within a Maple Leaf period, then they can no longer achieve that Maple leaf. If behaviours continue then a final verbal reminder is to be given before the Student is then asked to leave the classroom to prevent disruption to others. This is recorded on the individual target sheet (in the form of an R with a circle around it for the Student as well as on the board. Form Tutors (Class Teachers in Primary) then use this as an opportunity for Reflection and Reparation with the Student and their key staff, during either break, lunch or choice time. We note that each individual's reflection time will be tailored to their needs and used to maximise increased self-awareness as a teaching opportunity. Repair focusses on the Core Values and those which have been compromised allowing Students to reflect on behaviours and work with the adult on alternative methods of self-regulation. This may lead to an adaptation of the IBLP guiding the Student through self-reflect and reparation. Ruptures include more serious incidents such as fighting, absconding, damaging property etc. If a reflection point is successful and has taken place then a tick is placed next to the R with a circle around it. The number corresponds to the core value that needs reflecting upon eg R1 meaning reflection for core value 1 on Communication. A cross is given if the reflection did not take place (see below):



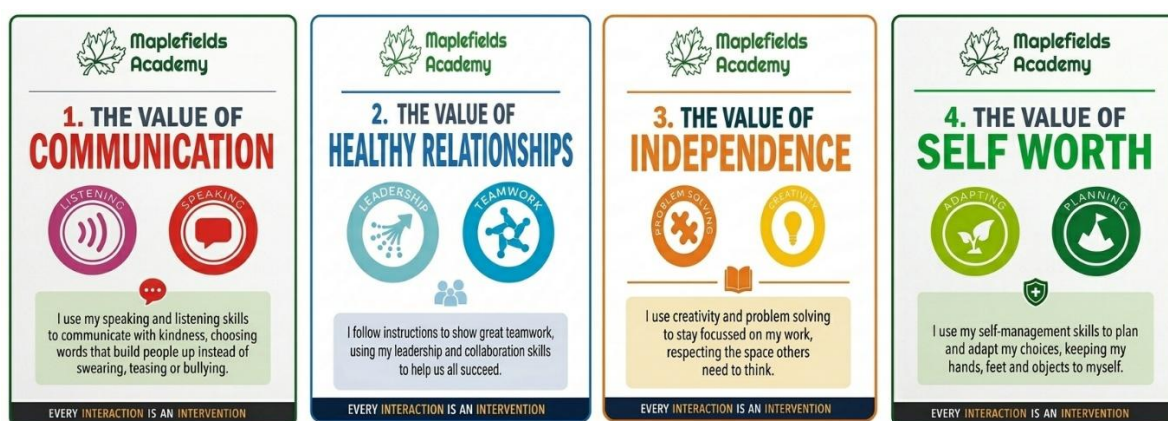
Break time is seen as an integral part of regulation for students and therefore a reflection point must not be used as a means to withhold break and movement opportunities. If behaviours persist then the next layers of support will be activated including seeking support from one of the Academy's Behaviour Leads or through 1-1 time away from the class until a successful reflection point has taken place. The Academy has many areas of the school that are designed to allow Students to have thinking time to regulate and then reflect on their behaviours. This approach supports the opportunity for repair work to take place also. Data is collected on each student to analyse the number of level 1's that are being received, the number of reflection points that are given and then also the number of successful reflections that have taken place.

Linking Core Values to Essential Skills

At Maplefields, we are committed to creating a safe, respectful, and inclusive environment where every pupil feels valued and supported to succeed. We believe that positive behaviour underpins effective learning and strong relationships. Our approach is rooted in high expectations, consistency, and the explicit teaching of essential life skills.

Alongside the Solihull Approach, our behaviour policy is supported by two key foundations: the Core Values, which provide clear and simple expectations for all pupils, and the Skills Builder programme, which develops the essential skills needed for lifelong success. Together, these ensure that behaviour is not only managed but taught, modelled, and embedded across the school community.

- **1. The Value of Communication** – I use my speaking and listening skills to communicate with kindness, choosing words that build people up instead of swearing, teasing, or bullying. (Primary: Do kind talking and kind listening.)
- **2. The Value of Healthy Relationships** – I follow instructions to show great teamwork, using my leadership and collaboration skills to help us all succeed. (Primary: Follow instructions and be a great team.)
- **3. The Value of Independence** – I use my creativity and problem solving to stay focused on my work, respecting the space others need to think and learn. (Primary: Stay focused and respect others' learning.)
- **4. The Value of Self-Worth** – I use my self-management skills to plan and adapt my choices, keeping my hands, feet, and objects to myself so that everyone feels safe. (Primary: Keep hands and feet to yourself. Make safe choices.)



This approach enables behaviour expectations to be taught through a common language that is used consistently across the curriculum and wider school environment.

Visual Supports

Visual supports are used throughout the school to promote understanding, consistency and independence. These may include:

- Core Values displays
- Skills Builder icons and progression ladders
- Zones of Regulation visuals
- Visual schedules and timetable prompts
- Reflection and restoration prompts
- Classroom expectation displays

These resources help Students access expectations, recognise successes and develop confidence in managing their own behaviour and learning.

Skills Builder Golden Threads

Skills Builder acts as a golden thread running through the curriculum. All curriculum areas use a consistent lesson structure that highlights the essential skill being developed. PowerPoint lessons and curriculum resources follow a shared template which:

- Identifies the focus skill or skills at the start of the lesson and throughout the lesson, linking to real world opportunities where appropriate
- Makes explicit links to the Core Values
- Includes opportunities for modelling and practice
- Provides structured reflection opportunities
- Supports pupils to recognise skill development across subjects

This consistent approach ensures Students understand that behaviour, regulation and essential skills are integral to learning and preparation for adulthood rather than separate expectations

Rewards

Maplefields rewards are linked to the Curriculum Drivers of Healthy Relationships, Independence, Communication and Self-Worth to ensure all elements of our behaviour curriculum are intertwined together.

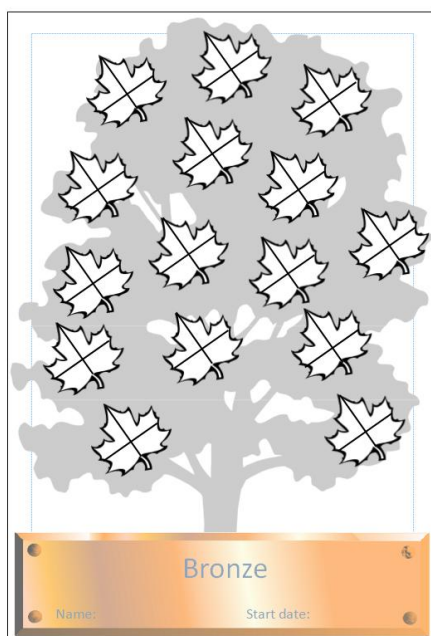
Maple Points:

Students can earn Maple Points which they can use in a variety of ways. All Students have the opportunity to buy extra time with staff and accessing their skills and facilities (cooking, drama, PE, Rock climbing etc). Students can also use their Maple Points to spend time and buy food and drink from the school tuck shop. This takes place In the Bistro and provides a “social cafe” experience. Students must sit and drink and eat with their peers and staff. This promotes the ethos that our rewards are experience based rather than simply for material gain.

Students can save and spend their points on meaningful items. Some are saving their points to buy Christmas/birthday gifts for family members, some may choose to spend their points putting right some damage they may have caused around school. Students are encouraged to use their points for class rewards as well as individual ones. This is something that is very well established across the school. They earn Maple Points by meeting their targets, keeping school values, behaving appropriately and completing work set.

Maple Leaf Trees:

All Students have individual targets set by the class/form team which are based on their EHCP outcomes. Behaviour is reviewed four times each day (these are called Mapleleaf trees), if a Student has met their individual targets as well as upholding the school core values then they are awarded a quarter of a leaf.



There are 15 full leaves on Bronze, Silver, Gold and Platinum to achieve and then once Students move on to the double trees, they work towards achieving 20 full Mapleleaves.

Completion of each tree earns Maple Points and a certificate that is celebrated in assembly and uploaded to Earwig for reporting records. Trees are completed at incremental levels and are as follows:

Bronze	50 Maplepoints
Silver	50 Maplepoints
Gold	50 Maplepoints
Platinum	50 Maplepoints
Double Bronze	100 Maplepoints
Double Silver	150 Maplepoints
Double Gold	200 Maplepoints
Double Platinum	300 Maplepoints
Ruby	400 Maplepoints
Double Ruby	500 Maplepoints
Blue Diamond	1000 Maplepoints

In addition to this, the first day of a new tree is Double-day.

On Double-days any discretionary Maplepoints awarded to the student throughout the course of the day will be doubled by the form tutor during the end of day target time.

Every day spent on Blue Diamond is a Double-day.

There are four structured reflection points throughout the day, but reflection is an ongoing part on our interactions with our Students and as part of the Solihull approach can take place at any point in time. The reflection points are linked to their targets which are taken from their EHCPs. Praise is a powerful reward and motivator; we aim to ensure praise is plentiful whilst being earned and given genuinely. Celebration Assemblies provide the opportunity for pupils to be publicly praised and these take place weekly in both primary and secondary.

Trips, Visits and experiences:

Maple Points and Completion of Maple Trees act as individual rewards for our pupils but Maple leaves also act as a group incentive for class groups to work towards a common goal which then enables the class to conduct a trip, visit or experience. Trips work on three levels; the first trip being a local trip (such as Bowling or Cinema), the second being a regional trip (Such as Warwick Castle) and then the third and final trip being a national trip or beyond (Such as Alton Towers or a trip to London). Students will therefore have the opportunity for at least three trips or visits as part of a class team. Each class will have a commonly agreed goal of Mapleleaves to achieve in order to then activate a trip. This is dependent on the number of Students in the class to ensure proportionality. The formula is as follows (this example is based on a class of 10):

First trip (local) $15 \times$ the number of Students in the class eg if there are 10 Students in the class then $15 \times 10 = 150$ Mapleleaves as a class group

Second trip (regional) a further $15 \times$ the number of Students in the class so $30 \times 10 = 300$ leaves in total (this includes the 150 leaves accrued previously)

Third trip (National) a further $15 \times$ the number of Students in the class so $45 \times 10 = 450$ leaves in total (this includes the 300 leaves accrued previously)

Each class group will have an individual target for their class based on the numbers in the class. This will be on display and regularly updated to provide a visual for students to work towards.

The Golden Book:

Students that showcase that they are particularly proud of an achievement or a particular piece of work can also request to see the Head Teacher or Deputy Head Teachers to showcase their achievement or work. Evidence is then taken (either by photocopy or by photograph) and then this is placed in the Golden Book and signed by the Students and Member of staff. Students then can pick an item from the Golden Box as a reward for their effort and their recognition of their self-worth.