



Maplefields Academy

Relationship and Behaviour Policy

Accountability: **Committee:** Full Board of Trustees

SLT: J Walker

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Ratified Date: Awaiting ratification at First Full Trustees

Review Date: September 2027

Ratified by: Full Board of Trustees

Name:

Signed:

Date:

Chair of Trustees:

Objective of the Policy

Provide clarity for stakeholders about the support and management of behaviour at Maplefields.

Principles

At Maplefields Academy, our behaviour policy is underpinned by the Solihull Approach, which emphasises containment, reciprocity and an understanding that behaviour is communication. Adults support pupils to feel safe (containment), build strong relationships (reciprocity) and understand behaviour as communication of need. Staff prioritise co-regulation before expecting self-regulation.

At Maplefields we follow attachment aware and trauma informed practices.

"Every interaction is an intervention."

We integrate the Solihull Approach to further strengthen our relational practice. This approach provides a consistent framework for understanding behaviour, supporting emotional development, and enabling learning.

Through the Solihull Approach our practice is grounded in three core elements:

1. Containment

We recognise that pupils need to feel emotionally and physically safe before they are ready to learn.

Adults at Maplefields:

- Provide calm, consistent and predictable responses
- Help pupils make sense of overwhelming feelings
- Use clear boundaries alongside warmth and empathy
- Offer co-regulation, particularly during times of distress or dysregulation

Containment supports Students to:

- Feel safe and understood
- Reduce anxiety and emotional overload
- Develop the capacity for self-regulation over time

2. Reciprocity

We prioritise strong, trusting relationships as the foundation for behaviour and learning.

Adults:

- Model respectful, attuned interactions
- Use warm, responsive communication
- Recognise the importance of connection before correction
- Build relational trust through consistent and positive engagement

Reciprocity enables Students to:

- Experience belonging
- Develop social understanding
- Engage more successfully in learning

3. Behaviour as Communication (Behaviour for Learning)

We understand that:

- All behaviour communicates an underlying need, feeling or experience
- Students may not yet have the skills to express this appropriately
- Behaviour is closely linked to readiness to learn

Therefore, adults:

- Respond with curiosity rather than judgement
- Ask “What is this behaviour telling us?”
- Support Students to identify emotions and needs
- Explicitly teach alternative, appropriate behaviours

This approach ensures behaviour is addressed not only to manage it, but to develop emotional regulation and enable learning. At Maplefields we use Zones of Regulation to support Students with recognising and managing their emotions and then Skills Builder is used to support the modelling of behaviours that are then championed explicitly.

Rupture and Repair

At Maplefields, we recognise that within all relationships there may be moments of rupture—where behaviour, conflict or dysregulation impacts on others. We view these as critical opportunities for learning and development, not simply moments for sanction.

Rupture

A rupture may occur when:

- A Student becomes dysregulated
- There is conflict with peers or adults
- Behaviour impacts on safety, relationships or learning

During rupture, adults:

- Prioritise containment and co-regulation
- Reduce demand where necessary
- Maintain calm, consistent responses

Repair

Repair is a vital relational process where:

- Trust is rebuilt
- Understanding is developed
- Accountability is supported

Adults support Students to:

- Reflect on what happened
- Understand the impact of their behaviour
- Express feelings in a safe and supported way
- Rebuild relationships through restorative approaches

This process aligns with our existing use of reflection, reparation and restoration and ensures that behaviour incidents become opportunities for:

- Emotional growth
- Strengthened relationships
- Improved future choices

In Practice

This approach ensures that:

- Co-regulation comes before expectation
- Behaviour is understood, not just managed
- Relationships are prioritised at all times

- Students are supported to become increasingly independent in their regulation and behaviour

By following the Solihull Approach within our existing practice, Maplefields ensures that:

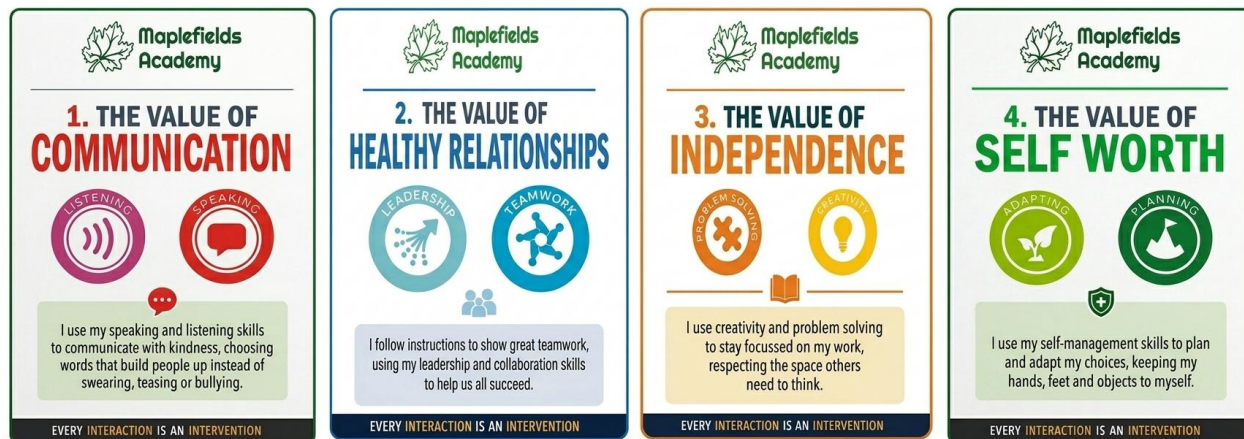
- Students feel safe, understood and valued
- Behaviour support is relational, consistent and developmental
- Learning is enabled through emotional security
- Encourage positive behaviour through the use of praise and rewards.
- Take a non-judgmental, curious and empathic attitude towards behaviour.
- Encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviours.
- Facilitate the opportunity during times of crisis to enable Students to successfully move on and make positive choices.
- Use a toolbox to support self-regulation strategies across the school to support Students in understanding their emotions and having strategies to self-support with this.
- Raise our Students' self-esteem and increase Student's self-awareness through shared target setting.
- Ensure that there is a recognition that developing and maintaining healthy meaningful relationships is crucial to the success of our Students.
- Have a positive ethos, celebrating emotional awareness alongside academic achievement: recognising the direct link from feelings of safety to enabling academic opportunity.

At Maplefields we aim to have a positive ethos, celebrating both behavioural and academic achievement. We aim to provide an engaging curriculum that is tailored to the individual needs and learning styles of each Student. Appropriate and acceptable behaviour is taught via planned activities (group or individual), PSHE lessons, Key Times, Assemblies, Modelling, Restoration and Reflection post incidents. In addition, it underpins our daily practice.

Maplefields Core Values

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 Students, 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.)

Students are actively involved in understanding and shaping how the Core Values are lived out across the school. Through regular discussions with trusted adults, Students explore what each value looks like in practice, why it matters, and how it helps everyone feel safe, respected, and ready to learn. These conversations support Students to reflect on their own behaviour as communication, recognise the impact of their choices on others, and build shared expectations within a culture of mutual respect and consistency. When a rupture occurs in relation to the Core Values—for example, when someone uses unkind language, struggles to follow instructions, or makes unsafe choices—adults work alongside pupils to calmly explore what has happened, helping them to identify feelings, triggers, and alternative responses. Using a relational and restorative approach grounded in the Solihull principles of containment and repair, Students are supported to make sense of the situation, repair relationships, and re-engage positively with the school community.

Individual Behaviour Learning Plans (IBLP)

IBLP targets are directly linked to the EHCP outcomes. The IBLPs are written with the Student including a focus on using attachment aware language, making them child focused. The use of Skills Builder allows staff to match the EHCP end of key stage targets to smaller achievable and measurable SMART targets which are included on the Students IBLP and daily target sheets.

The class/form team ensure these identify the needs of each individual Student and specify how best to support the Student and meet their needs. The focus of the IBLPs is always recognising the positive qualities Students have and encourages interventions and strategies to be designed to promote further positive achievements. The Zones of Regulation are used to allow staff and Students to recognise how they present when in the different zones next to strategies that the Student can use to regulate before a rupture occurs. This ensures that prior to starting at Maplefields, each Student is risk assessed; this ensures full curriculum accessibility and guides other staff regarding support strategies that are appropriate for that Student and any risk that may exist. All IBLPs are approved by the Senior Behaviour Lead, reviewed termly (or more frequently if necessary) and available to Parents/Carers and other professionals working with the child. Indeed, all staff are aware that the IBLPs are a working document and are used as an important reference point when considering further support for Students.

In addition, some Students may have a High-Level Risk Assessment. These are written in conjunction with class staff and shared with all staff to give clarity and ensure safety, these are also shared with Parents/Carer and the Student to ensure everyone is aware and safeguarding is maintained.

Some Students may receive additional support from members of the Extended Team, this could include work with Parents/Carers, CAMHS, EPs, therapists, family support workers and psychologists. Social Care may also provide support to the pupils and adults working with them.

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 Maple leaf 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 (4 quarters being a full leaf in total per 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 Students but Maple leaves also act as a group incentive for class groups to work towards 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).

Prompts for Reflection

Maplefields Staff maintain high expectations of behaviour and champion or challenge identified behaviours (please see Behaviour Strategy document for a full list of behaviours). Students are given verbal reminders in relation to the behaviours that we challenge as an Academy. 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 broken 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. If the Level 2 has led to rupture, then a reflection sheet will be completed with the Student to allow a full reflection of the rupture and a focus on repair. If a reflection point is successful and has taken place then a tick is placed next to the R with a circle around it. A cross is given if the reflection did not take place (see below):



Opportunities for Preventative Measures to Avoid Suspensions

Violence or threats towards peers or staff, persistent disruption are examples of behaviours which may result in a preventative measure to avoid suspension. Students may spend time working away from their peers, often linked to safety and a risk assessment will be completed around this. Communication will be made with Parents, Carers and the Student and a shared response to their tailored timetable is made transparent to all with timely reviews.

Opportunities during this time to reflect on incidents and behaviours are given and future strategies are discussed which may include accessing in school specialists (therapists) or outside agencies.

Suspensions

Suspension from school is considered an absolute last resort. Only the Headteacher (or her Deputy if designated by the Headteacher) has the authority to suspend a Student. The Headteacher will inform Parents/Carers of the decision to suspend a Student and work may need to be set by teachers for completion by the Student whilst suspended. On return from suspension the Student, with their Parent/Carer will meet with a member of SLT for a reintegration meeting. During this meeting the incident will be discussed and expectations of behaviour explained to the Student and their Parent/Carer and additional support to be agreed where required.

Team Teach

All staff are trained in Team Teach an ICM accredited framework of skills and strategies that focus on communication and de-escalation. They are supported and trained by two In-house Team Teach Tutors who monitor and evaluate any incidents which involve physical restraint (see Team Teach Policy).

Team Teach is a holistic and accredited method of behaviour support and management, at least 95% of all support interventions are non-physical; physical restraint forms a very small part of Team Teach. The physical and non-physical aspects of Team Teach are used throughout the school. Any physical intervention must be reasonable, proportionate and necessary. The use of force is a last resort.

Post Incident Procedures

After incidents a repair session for both Students and staff take place. This should be done sensitively once everyone involved has recovered. Staff supporting the de-brief do not necessarily need to have been involved in the incident. Team Teach procedures are followed and any resulting changes to the IBLP must be communicated to all staff. A variety of communication tools are used to support this work, including reflection techniques, restorative questioning delivered through various formats, recognising the speech and language difficulties that are students present with. The de-brief process is there to support relational repair. Frequent opportunities are given to staff to talk through their responses to working with our Students.

Behaviour Reports

Any serious incident or any incident involving physical restraint is recorded using Behaviour Watch. All reports are monitored by the Team Teach Tutor before being sent to Parents/Carers. Staff must access Behaviour Watch daily in order to ensure reports are written quickly and sent home as soon as possible.

Responses to Specific Behaviours

Whilst some flexibility is anticipated when supporting and managing much behaviour, other behaviour must be managed absolutely consistently across the school. These are:

Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - - Sexual comments
 - - Sexual jokes or taunting
 - - Physical behaviour like interfering with clothes
 - - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school will challenge Sexism on all levels, including Gender stereotyping, Sexist Jokes, Sexist language, and Different expectations of boys and girls based on gender.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to: Manage the incident internally, Refer to early help, Refer to children's social care, Report to the police

Please refer to our child protection and safeguarding policy for more information.

Specific Incident Guidelines

- **Smoking/Vaping:** The member of staff who sees or suspects a Student of smoking/vaping should inform their class/form tutor. The Student will be expected to hand over any cigarettes, tobacco, lighters/matches and vaping equipment. The class/form tutor will then inform a member of SLT.
- **Off site:** If a Student absconds from the school site the school office and SLT must be informed immediately. The response then depends on the age and development of the Student. A member of staff should attempt to keep the Student in sight without pursuing them and ensure they are contactable by mobile phone. As a general rule if a Student is out of sight for 10 minutes the police and Parent/Carer are called and informed; this time scale could be reduced significantly if the pupil is young or vulnerable.
- **Bullying:** Any incident of bullying, including cyber-bullying, is taken extremely seriously and will be investigated by SLT. (Refer to Anti-Bullying policy)
- **Assault of a peer or member of staff:** Assault of any person is always unacceptable. Those assaulted will always be offered first aid and support. The Headteacher, through discussion with SLT and other staff, will then decide if further consequences, for example suspension or police involvement are necessary.
- **Drug use:** Any concerns and suspicions about drug misuse possession or a person being under the influence of drugs must be reported to the Headteacher/SLT. The Headteacher, through discussion with SLT and other staff, will then decide if further consequences, for example suspension or police involvement are necessary.
- **Significant damage to property:** A Student who causes intentional and significant damage to property will be issued with a bill of damages sent to their Parent/Carer.

Link to Other Policies

- Relationship and Behaviour Strategy
- Drugs
- Anti-Bullying
- Team Teach
- Single Equality Policy
- Smoking/Vaping
- Staff wellbeing

Staff Implementation Guide (One Page)

- **1. Connect** – build relationships and show empathy
- **2. Regulate** – support co-regulation using calm, consistent responses
- **3. Understand** – identify behaviour as communication
- **4. Teach** – model and reinforce expectations
- **5. Restore** – repair relationships through reflection