



# Maplefields Academy

## Relationship and Behaviour Policy

Accountability: <b>Committee:</b> Full Board of Trustees	<b>Ratified by:</b> Full Board of Trustees
<b>SLT:</b> J Walker	Name: H Reid
Revised Date: September 2025	Signed: <i>H Reid</i>
Ratified Date: 29 <sup>th</sup> September 2025	Date: 29 <sup>th</sup> September 2025
Review Date: September 2026	<b>Chair of Trustees:</b> Howard Reid

### Objective of the policy

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

### Principles;

At Maplefields we follow attachment aware and trauma informed practices.

### **‘Every interaction is an intervention’.**

At Maplefields we aim to:

- Encourage positive behaviour through the use of praise and rewards.
- Take a non-judgemental, 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 are used 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 pupil. 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.

### 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 focussed.

The class/form team ensure these identify the needs of each individual pupil and specify how best to support the pupil and meet their needs. The focus of the IBLPs is always recognising the positive qualities pupils have and encourages interventions and strategies to be designed to promote further positive achievements. Each pupil is also risk assessed; this ensures full curriculum accessibility and guides other staff regarding support strategies that are appropriate for that pupil 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 pupils.

In addition, some pupils 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.

Some pupils 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. Pupils can earn Maplepoints which they can use in a variety of ways. All pupils have the opportunity to buy extra time with staff and accessing their skills and facilities (cooking, drama, PE, Rock climbing etc). Pupils 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. Pupils 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.

Pupils 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. Pupils 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 rules, behaving appropriately and completing work set.

All pupils have individual targets set by the class/form team which are based on their EHCP outcomes. Behaviour is reviewed four times each day, if a pupil has met their targets they are awarded a quarter of a leaf. Once a whole tree had been achieved a pupil will have an additional target set and move on to the next level of the Maple Tree. Completion of each tree earns Maplepoints.

There are four structured reflection points throughout the day, but reflection is an ongoing part on our interactions with our students. 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.

### **Consequences**

Consequences accrue in the form of ‘minutes lost’, which are spread over four consecutive levels (level 1 through to 4). These then act 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.

### **Opportunities for Preventative measure 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. Pupils 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 assessing 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 pupil. The Headteacher will inform parents/carers of the decision to suspend a pupil and work may need to be set by teachers for completion by the pupil whilst suspended. On return from suspension the pupil, 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 pupil 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 one In-house Advanced 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 debrief 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 Manager**

Any serious incident or any incident involving physical restraint is recorded using BehaviourWatch. All reports are monitored by the Team Teach Tutor before being sent to parents/carers. Staff must access BehaviourWatch 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.

Pupils 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. Different expectations of boys and girls based on gender.

Sanctions for sexual harassment and violence may include:

- List the sanctions used by your school for different levels of sexual harassment and violence

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.

**Smoking/Vaping:** The member of staff who sees or suspects a pupil of smoking/vaping should inform their class/form tutor. The pupil 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 pupil 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 pupil. A member of staff should attempt to keep the pupil in sight without pursuing them and ensure they are contactable by mobile phone. As a general rule if a pupil 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 pupil 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**

Drugs

Anti-Bullying

Team Teach

Single Equality Policy

Smoking/Vaping

Staff well being