



Maps

Navigating Success Together



Welcome to Maps

Welcome to Maps

Schools are increasingly responding to complex and evolving needs among young people. While most pupils thrive within the everyday routines of school life, some require additional, targeted support to help them manage challenges around identity, relationships, behaviour and decision-making. Ensuring these pupils remain engaged, supported and connected to school is central to building an inclusive culture where every young person has the opportunity to succeed.

Research consistently highlights the importance of belonging in education. When pupils feel known, valued and understood within their school community, they are far more likely to engage positively with learning and relationships. The Education Endowment Foundation (EEF) emphasises that effective behaviour and inclusion strategies combine strong universal systems with targeted support for pupils who require additional guidance.

Maps provides that targeted layer of support.



Welcome to Maps

Maps are structured programmes designed to help young people navigate the journey through school successfully, particularly when they may be struggling to make positive choices or understand the impact of their actions.

Through guided activities and structured reflection, pupils explore themes such as identity, relationships, behaviour and responsibility, developing the awareness and skills needed to engage positively in school life.

Many pupils who access Maps are vulnerable learners who benefit from time and space to reflect, discuss and rebuild confidence in a supportive environment. The programmes focus not simply on behaviour as an outcome, but on the underlying factors that shape behaviour, helping pupils develop stronger self-awareness, empathy and decision-making.

Maps therefore sits alongside a school's wider behaviour, inclusion and pastoral systems, providing a focused intervention for pupils who need additional support to remain connected, engaged and able to thrive throughout their journey through school.





Our Partners

Working and developing in partnership

Sheffield City Council

Strategic funder and statutory partner. SCC's Inclusion and Attendance Team works directly with children at risk of exclusion — the same cohort MAPs targets. Shared focus on inclusion, attendance, behaviour and reducing the flow into alternative provision.



South Yorkshire Mayoral Combined Authority

Regional strategic partner with a 10-year plan to increase South Yorkshire's employment rate and reduce NEET. MAPs — particularly Aspire — directly supports SYMCA's skills and employability agenda, connecting school inclusion to regional economic priorities.



South Yorkshire Careers Hub

Connected to 120 schools and colleges, the Careers Hub bridges education and employment through meaningful employer encounters. Its network underpins the Aspire programme, giving at-risk students real-world experiences that build aspiration and post-16 pathways.



South Yorkshire Boys' Impact Hub

Launched October 2025 at Sheffield Hallam University, this regional hub unites educators, researchers and policymakers to close the attainment gap for boys on free school meals. MAPs' Self-Identity programme is directly aligned — grounding our work in the region's most urgent boys' education agenda.



“Navigating success together”

Targeted Intervention Programmes & Support



The Maps interventions are high-quality, small-group programmes designed to run over six weeks and delivered weekly by our specialist Inclusion Leaders in schools. Each programme is fully scripted and resourced, offering a structured, evidence-informed framework to support students in areas such as self-identity, behaviour, relationships, emotional regulation, and decision-making. By creating a safe, consistent space for reflection and skill-building, these interventions help students make positive changes that strengthen both their learning and overall wellbeing.

Targeted Intervention Programmes & Support

Developed in line with Recommendation 5 of the EEF's *Improving Behaviour in Schools* guidance, the Maps programmes provide targeted support for students who need more than universal strategies. Because the sessions are carefully sequenced and fully prepared, Inclusion Leaders can concentrate on skilful delivery and adapting content to meet the needs of each group. Recognition as a **Teach Secondary Awards Finalist** reflects the quality and impact of this work, reinforcing our commitment to inclusive, high-impact practice across all member schools.

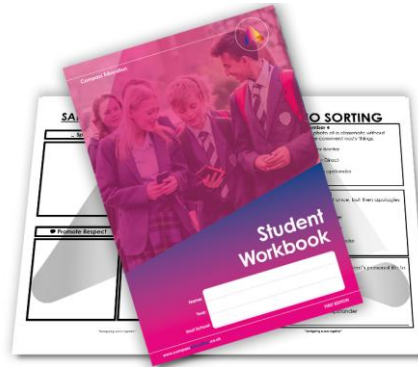
“Targeted programmes tend to demonstrate a bigger effect on behaviour outcomes compared to whole-class or whole-school programmes”

“A tailored approach to support an individual’s behaviour should complement the school’s behaviour policy.”

Targeted Intervention Programmes & Support

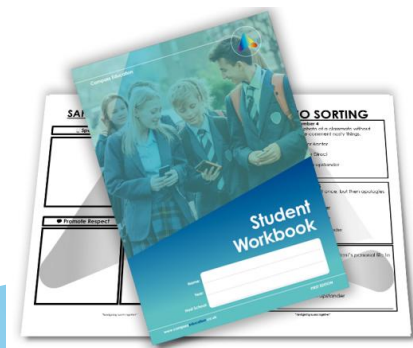


re FRESH: An early intervention for Key Stage 3 students at risk of removal from mainstream lessons due to persistent low-level behaviour. It gives pupils a structured space to reflect, reset and develop healthier habits in areas such as emotional control, self-awareness, and decision-making.



Anti-Social Behaviour (ASB)

A structured 6-week intervention designed to empower young people to understand, address, and prevent anti-social behaviours. Our aim is to foster a sense of responsibility and positive community engagement, helping students become constructive members of society.



Positive Relationships / Anti-Bullying: Students examine the dynamics of relationships, peer pressure, bystander behaviour and bullying. Through discussion, scenario work, and reflective tasks, the intervention supports empathy, respect, and positive role choices.



Self-Identity: This intervention supports students in exploring who they are, how they view themselves, and how this shapes their behaviour and relationships. It encourages self-reflection, builds confidence, and helps young people develop a stronger sense of belonging within school and the wider community

Maps Programme Ecosystem

Each programme is supported by a comprehensive set of resources designed to enable schools to implement the sessions confidently and consistently. Together, these materials provide a clear framework for delivery, supporting staff, engaging students and enabling schools to track participation and impact within their wider pastoral and inclusion systems.

Launch Pack

A structured guide to support schools in introducing the programme.



Student Referral Sheet

A simple referral tool enabling staff to identify and refer students.



Teacher Delivery Notes

Practical guidance for staff delivering the sessions.



Session Resources

Supporting materials and activities used within sessions.



Student Certificate

A certificate recognising students' engagement and completion.



Parent Letter

A clear and supportive communication template to inform parents.



Student Work Booklet

An engaging and reflective workbook that guides students.



PowerPoint Sessions

A series of ready-to-use presentation slides.



Assembly

A ready-made assembly introducing the key themes.



Data Tracking Template

A practical template enabling schools to monitor participation.





What is the REFRESH Programme?

REFRESH is a structured 6-week targeted intervention designed to support students in improving their engagement, self-regulation, and behaviour in lessons. Delivered in small group sessions, the programme provides a safe and supportive environment for students to explore key themes linked to positive behaviour, relationships, and learning attitudes.

Overview

REFRESH is designed to feel engaging and restorative rather than punitive. Through creative, discussion-based and reflective activities, students learn to recognise how their thoughts, emotions and actions influence their learning and relationships. By the end of the programme, participants gain greater self-awareness, improved emotional regulation and a clearer sense of how effort and positive choices connect to future opportunities — setting them on a path towards more consistent engagement and achievement at school.



The collage displays various components of the REFRESH programme:

- Week 3 Card: Staying in Control When I'm Angry** - Focuses on understanding anger, recognizing triggers, and using strategies to stay in control.
- Week 4 Card: Lessons: What Helps and What Doesn't...** - Encourages reflection on what works in lessons and how to improve learning attitudes.
- Week 5 Card: Halfway There – How Far Have I Come?** - Celebrates progress and sets goals for the final weeks.
- Overview Page** - A comprehensive guide to the 6-week programme, detailing the focus of each week and the overall goals.

“Navigating success together”





Who is the REFRESH Programme for?

The REFRESH Programme supports young people in Key Stage 3 who may be finding aspects of school life challenging. These are students with real potential — often bright, creative, and full of personality — but who, for a variety of reasons, have become disengaged or disheartened with learning. Some may find it difficult to stay focused in lessons, while others may withdraw, avoid participation, or mask their anxieties through disruptive or attention-seeking behaviour.

REFRESH provides a positive and structured space for these students to pause, reflect, and reset. Through small group sessions led by an experienced Inclusion Leader, students explore how their thoughts, emotions, and choices affect their learning and relationships. The programme helps them to build confidence, strengthen self-regulation, and rediscover the connection between effort, achievement, and future success — supporting each young person to re-engage with school life and move forward with a renewed sense of purpose.



Programme Objectives



teach
SECONDARY
AWARDS 2025
FINALIST

By the end of the programme, students will have:

- Explored who they are, how they feel about school, and what influences their behaviour
- Identified which lessons and situations help them thrive, and which ones cause difficulties
- Learned to spot their emotional triggers and use self-regulation strategies when things feel tough
- Reflected on their progress and taken pride in even small steps forward
- Understood how behaviour links to learning, and how learning links to their future
- Created a final piece of work that represents their personal REFRESH journey

“Navigating success together”



Aspire

What is the 'Aspire' Programme?

A careers focussed intervention programme designed to reengage students who are at risk of permanent exclusion or becoming NEET with their learning and future aspirations. This programme joins together existing support networks to create a bespoke series of employer encounters that are relevant and impactful for the student.

Why?

Becoming NEET has far reaching impacts on both the individual and society. Equally, being permanently excluded or suspended increases the risk of becoming NEET creating a cycle of disadvantage. If a child becomes NEET they become more difficult to reach and are significantly more likely to remain economically inactive, further reducing their opportunity and increasing their isolation. By intervening early, we strive to prevent students becoming NEET and support them to achieve the qualifications required for a purposeful and sustained post 16 progression.



Aspire

Who is it for?

Aspire is a programme designed to support students identified as risk of NEET and/or permanent exclusion who schools believe are not engaging well with their future. Indicators include:

- Low educational attainment
- Poor attendance at school
- Disrupted education including suspension and school moves
- Poor behaviour and attitudes towards school
- Low self-confidence
- Health problems, especially mental health problems
- Contact with the criminal justice system
- Identified as at risk of exploitation

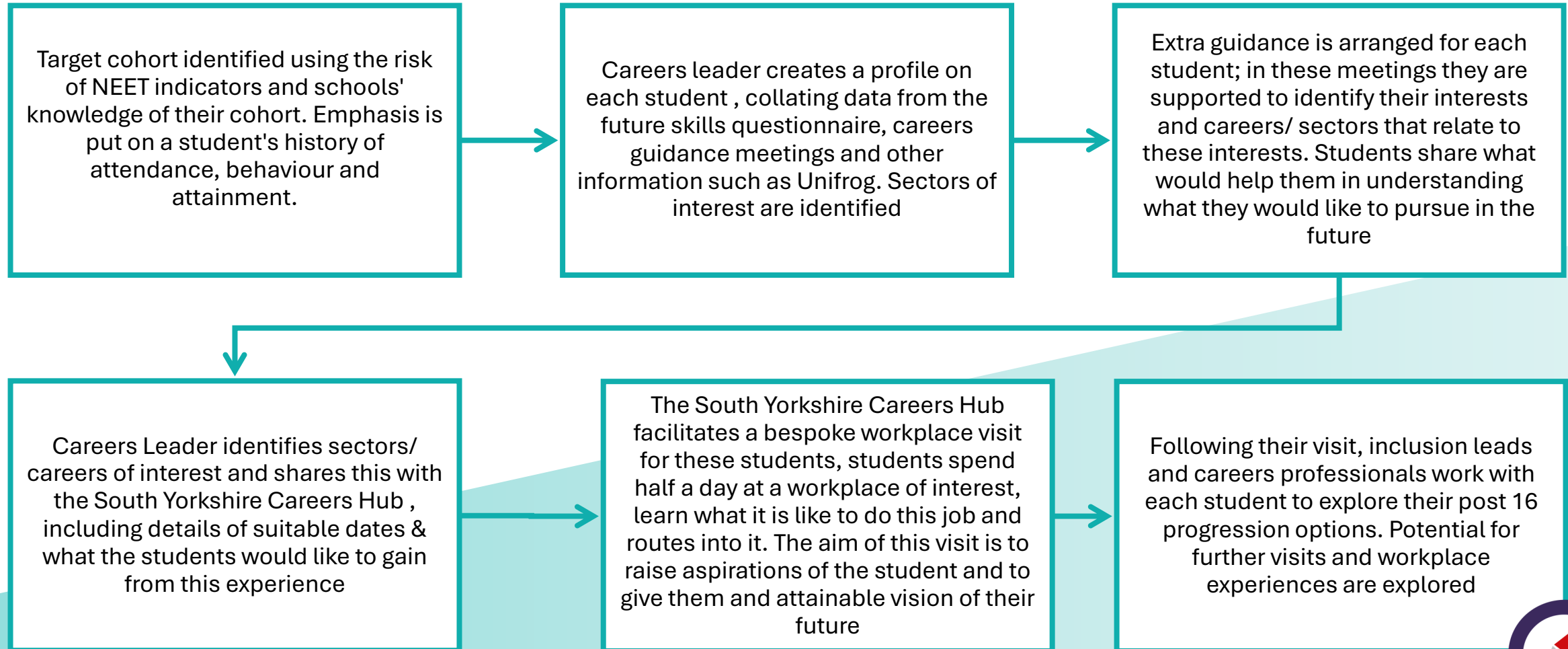


South Yorkshire
CAREERS HUB

THE **CAREERS &
ENTERPRISE**
COMPANY



“Navigating success together”



Who I am > Who I'm told to be

A programme looking at self-identity

What is the 'Who I am' Programme?

The Self-Identity Project – *Who I Am > Who I'm Told To Be* – is a structured six-week intervention designed to help Key Stage 3 boys explore the concept of masculinity and how it shapes the way they think, feel, and behave. The project provides a safe, reflective space for young men to challenge stereotypes, develop emotional intelligence, and redefine what strength and confidence really mean.

Through open discussion, creative reflection, and practical activities, students learn that masculinity is personal, flexible, and grounded in respect for themselves and others. The programme helps them understand how social pressures, online influence, and peer expectations can affect their choices and equips them with the confidence to express themselves positively and authentically.



**BOYS'
IMPACT**

Overview

The Self-Identity Project promotes a healthy understanding of masculinity by encouraging boys to reflect on their emotions, relationships, and the impact of their actions. Sessions focus on building empathy, respect, and resilience — empowering students to become confident, emotionally aware, and supportive role models within their peer groups.

“Navigating success together”



Who I am > Who I'm told to be

A programme looking at self-identity

This intervention is designed for Key Stage 3 boys who may be influenced by unhealthy or stereotypical ideas about masculinity and who would benefit from space to explore identity and self-expression in a positive way. It is particularly suited to students who:

- Struggle with emotional regulation, peer pressure, or self-identity
- Display controlling, aggressive, or withdrawn behaviour in friendships or relationships
- Are influenced by toxic gender stereotypes online or within peer groups
- Would benefit from developing empathy, self-awareness, and respectful communication



Programme Objectives



By the end of the programme, students will have:

- Explored what masculinity means to them and how it has been shaped by social pressure, peer influence, and online culture
- Challenged stereotypes and unhelpful expectations about how boys "should" think, feel, and behave
- Reflected on how their actions and attitudes affect their relationships with others
- Built empathy, respect, and resilience — and understood what it means to be a positive role model
- Gained the confidence to make healthy choices and form stronger, more supportive relationships in school and beyond

"Navigating success together"



Anti-Social Behaviour

A programme to promote pride, safety and belonging

What is the 'ASB' Programme?

The Anti-Social Behaviour (ASB) Workshop is a structured six-week intervention designed to help Key Stage 3 students understand what anti-social behaviour is, why it happens, and the impact it can have on individuals, communities, and their own futures. The programme supports young people to reflect on their choices, recognise consequences, and explore positive alternatives to behaviours that cause harm, distress, or disruption in the community.

Through discussion, scenario-based learning, and creative problem-solving, students develop a clearer understanding of responsibility, respect, and social impact. The workshop aims to empower students to make informed decisions, resist negative peer pressure, and contribute positively to their local environment.

“Navigating success together”



Overview

The programme explores anti-social behaviour in a balanced, non-judgemental way — focusing on impact rather than blame. Students examine real-world scenarios, learn about legal and community consequences, and reflect on the ripple effect a single action can have. Alongside this, the workshop places strong emphasis on positive alternatives, encouraging students to design constructive activities, community improvements, and awareness campaigns that promote pride, safety, and belonging.



Anti-Social Behaviour

A programme to promote pride, safety and belonging

This intervention is designed for Key Stage 3 students who may be involved in, influenced by, or at risk of engaging in anti-social behaviour within their local community. It is particularly suitable for students who:

- Have been involved in anti-social behaviour in or outside of school
- Are influenced by peer pressure or group dynamics outside of school
- Do not fully understand the impact their actions can have on others or the wider community
- Would benefit from clearer awareness of legal consequences and community responses to ASB
- Need support in identifying positive, purposeful alternatives to unstructured or risky behaviour



Programme Objectives



By the end of the programme, students will have:

- Developed a clear understanding of what anti-social behaviour is, how it differs from criminal behaviour, and why perceptions can vary
- Explored why people engage in ASB, including factors such as boredom, peer influence, and social pressure
- Examined the impact of ASB on victims, communities, and perpetrators, including the wider ripple effect
- Learned how and where to report ASB, and understood the difference between formal (e.g. police) and informal community responses
- Gained awareness of legal consequences linked to anti-social behaviour
- Reflected on their own role in promoting respect, responsibility, and positive change within their community

“Navigating success together”



Positive Relationships

A programme to promote pride, safety and belonging

What is the Positive Relationships Programme?

The Positive Relationship programme is a six-week, evidence-informed intervention designed to help Key Stage 3 students understand the impact of bullying, develop empathy, and promote kindness and respect within their school community. It provides a safe, structured space for young people to explore how their actions affect others, learn how to stand up safely, and build the confidence to create a more positive and inclusive culture both in and beyond the classroom.



Overview

Through interactive discussion, creative activities, and reflection, participants gain a deeper understanding of what bullying is, how it impacts wellbeing, and how they can play a role in preventing it. By the end of the programme, students are equipped with the skills and confidence to contribute to a safe, respectful, and inclusive school environment.

“Navigating success together”

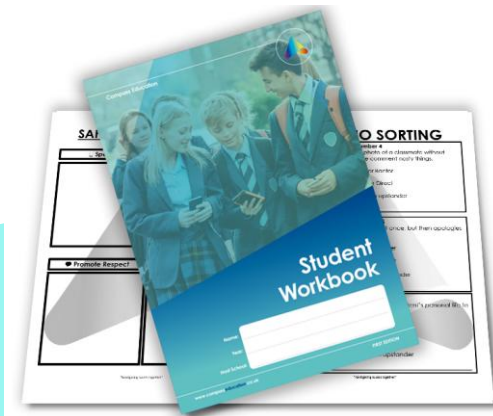


Positive Relationships

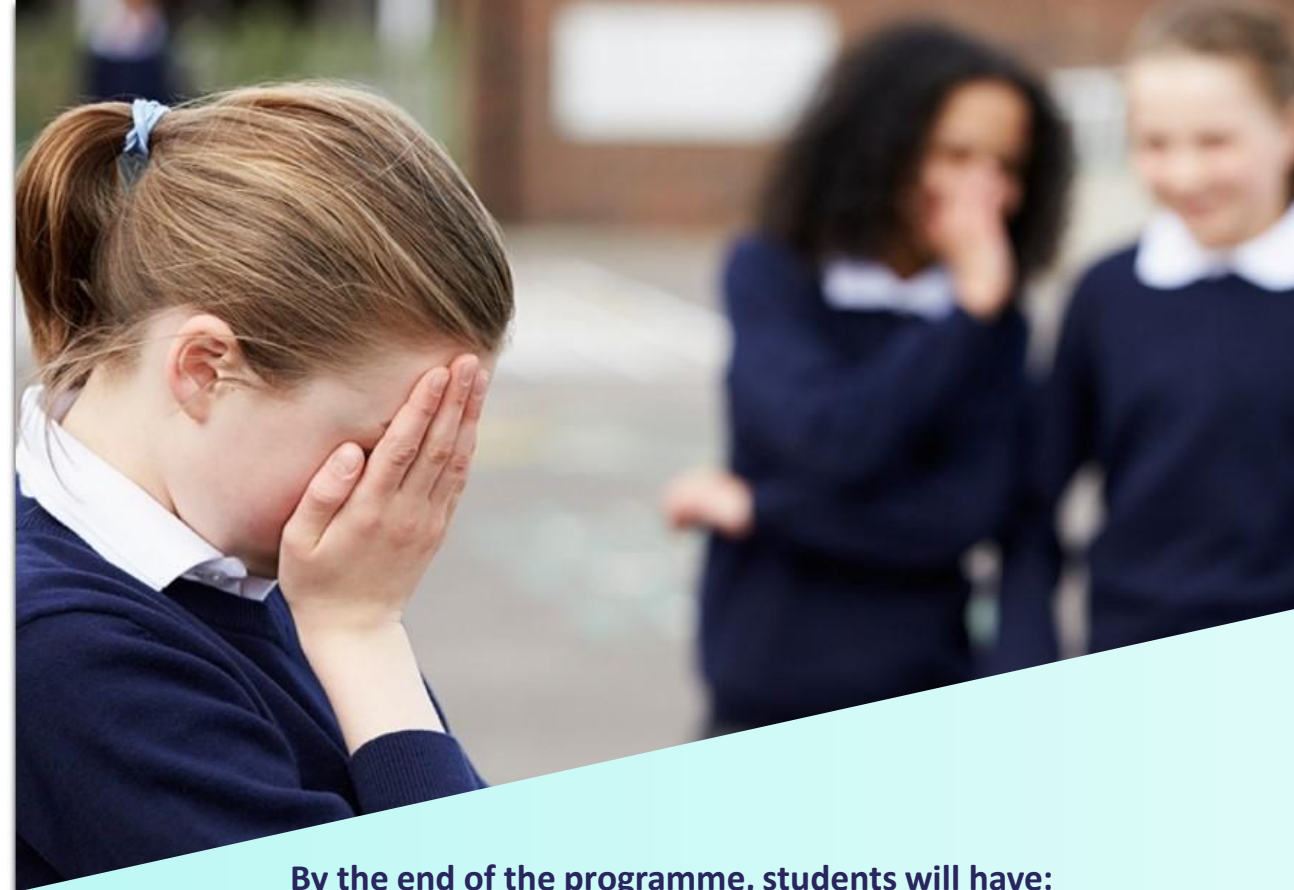
A programme to promote pride, safety and belonging

This intervention is designed for Key Stage 3 students who may be involved in, affected by, or exposed to bullying or social conflict. It is particularly suited to students who:

- Have experienced or witnessed bullying and need support in responding safely
- Are influenced by peer pressure or social tension within their friendship groups
- Would benefit from developing empathy, self-awareness, and respectful communication
- Are learning to recognise how their choices and actions affect others



Programme Objectives



By the end of the programme, students will have:

- Understood what bullying is — and how it differs from conflict or banter
- Explored the emotional and social impact of bullying on everyone involved
- Learned the difference between bystanders and upstanders, and how to act safely
- Identified trusted adults and how to report concerns with confidence
- Practised positive behaviours that build kindness, inclusion, and respect
- Reflected on their personal role in shaping a safe and supportive school culture


“Navigating success together”



The Maps Inclusion Leaders play a central role in building sustainable, in-school capacity to support students who require additional intervention.

Their work is focused on a train-the-trainer model, equipping school staff with the skills, confidence and resources to deliver high-quality, targeted support independently. Through coaching, modelling and structured training, they enable schools to embed consistent, evidence-informed practice across their teams.

Embedding Sustainable Solutions



At the heart of this approach is the Maps intervention suite – a series of six-week, small-group programmes addressing key areas such as behaviour, emotional regulation, relationships and decision-making. These programmes align with Recommendation 5 of the EEF’s *Improving Behaviour in Schools* guidance and provide a practical, research-informed framework that staff can deliver and sustain over time.



Matt Allsop

Matt holds a BSc and Postgraduate Diploma in Sport Coaching and is a qualified UEFA coach with over nine years of experience applying psychosocial skills to support young people. His practice draws on sport psychology to help students develop resilience, self-efficacy and goal-setting — skills that translate directly into improved school engagement and behaviour. He has previously worked as a Learning Support Assistant and as a post-16 coach, liaising with schools and colleges to support students with complex needs.



Mel Bellamy

Mel is a qualified teacher with a background in PE, English, and pastoral leadership. Having worked across behaviour support, Head of Year, and Student Support Manager roles in secondary schools, she brings deep experience of working with vulnerable young people in both mainstream and alternative provision settings. Her practice is grounded in building trusted relationships with students who have disengaged from school, and she has a strong track record of improving behaviour, attendance and wellbeing outcomes.



Joseph Desforges

Joseph brings an unusually broad set of skills to his role, combining expertise in curriculum design, conflict resolution, and digital education with a background recognised nationally by the Department for Education. He has led large-scale programmes for the FA, RFL, and local authorities across the country, focusing on wellbeing, early intervention, and belonging for young people at risk of exclusion. He designs and delivers interventions that build reflection, resilience and positive engagement with school.

First Term Impact Data



OMaps

Navigating Success Together



Behind the numbers

DELIVERY & REACH ALL SCHOOLS

DELIVERY: GROUP WORK



790

Group session attendances

DELIVERY: INDIVIDUAL



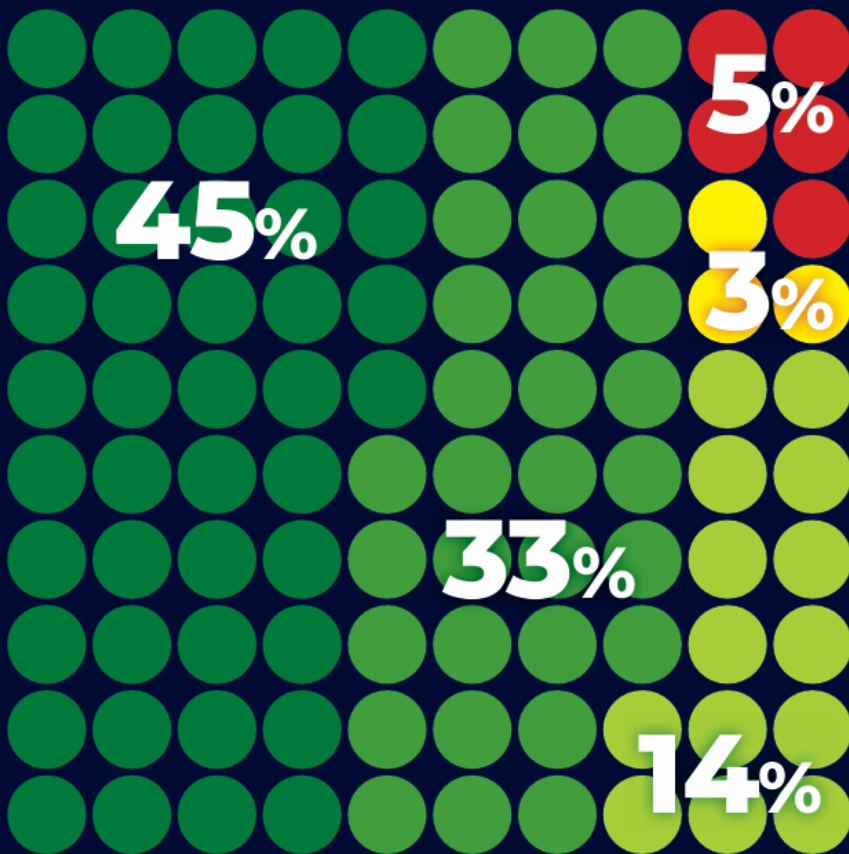
178.5 hrs

1:1 Mentoring

delivered to KS3 & KS4 students

STUDENT PROGRESS ALL SCHOOLS

CORE AREAS: ENGAGEMENT | RELATIONSHIPS | WELLBEING

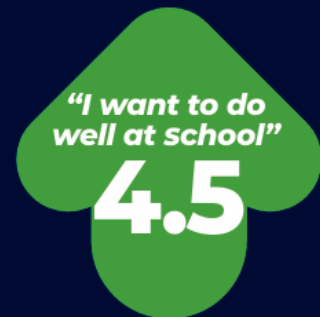


- Improved across ALL core areas
- Improved across TWO core areas
- Improved across ONE core area
- No overall improvement
- Declined across 2 or more areas

Students completed a School Life Survey at three points during the six-week programme, allowing us to track self-reported progress, aspiration, and challenge at school over time.

HEADLINE INSIGHTS ALL SCHOOLS

INSIGHTS: RESULTS FROM THE 'SCHOOL LIFE SURVEY'



Highest-rated student response

Despite the challenges they face, students across all schools rated "I want to do well at school" highest, pointing to a strong and shared aspiration to succeed.



Strongest area of progress

Wellbeing showed the greatest improvement, suggesting that focusing on belonging and emotional regulation creates the strongest foundation for wider progress.



Lowest-rated student response

Although staying focused in class remained the lowest-rated statement overall, it showed the greatest improvement from baseline in several schools and strong gains across the rest.

Point scores represent the average rating across all students from all seven schools. All ratings are out of 5.



Behind the numbers

DATA ANALYSIS: SCHOOL LIFE SURVEY

METHODOLOGY AND INTERPRETATION OF THE DATA

The data presented in this report is drawn from student responses to a set of 15 evaluative questions administered at three points during the six-week REFRESH programme: at the beginning, the midpoint and the end. This repeated measure approach enables us to identify change over time based on students' own self-reported experience.

CORE AREAS

While there are 15 individual questions, they are designed to feed into three broader core areas:

- Engagement & Behaviour
- Relationships & Motivation
- Wellbeing & Self-Regulation

This structure allows the programme to use a broad and accessible set of questions that students can respond to naturally, without necessarily being aware of the underlying analytical framework. Responses are then aggregated to provide an overall picture of change across each core area, using students' own reporting as the primary source of evidence.

INTERPRETING CHANGE IN THE DATA

Where the report refers to improvements or declines, this reflects changes in students' self-reported ratings across the three programme timepoints. This is valuable because it captures how students perceive their own engagement, relationships and wellbeing as they progress through the programme. As with all self-report measures, it should be interpreted as an indicator of perceived change rather than an external or clinical assessment; however, it provides consistent, comparable insight across schools and cohorts.

CALCULATING CHANGE OVER TIME

To calculate a more realistic measure of change over time, we took account of a consistent scoring pattern seen across cohorts. Students often rated themselves very highly in Week 1, before scores dipped at the mid-point to what appeared to be a more reflective baseline, and then rose again by the final session. Although the largest uplift was frequently observed between Week 4 and Week 6, we judged that measuring change solely from Week 1 would not give a true picture of progress. For this reason, the overall increase was calculated by comparing the final score with the average of the Week 1 and Week 4 scores (i.e., an average of the starting point and mid-point), which we consider a more balanced representation of change across the programme.

RATIONALE AND THE PROGRAMME'S EMPHASIS ON WELLBEING

Although progress is considered across all three core areas, particular emphasis is placed on Wellbeing & Self-Regulation. This is intentional. Our underlying assumption is that if a young person's health and wellbeing are not stable or positive, sustained improvements in behaviour, engagement or relationships are less likely to follow. Gains in wellbeing and self-regulation therefore provide an important foundation for understanding progress in the other two core areas.

QUESTIONS UNDERPINNING THE RESULTS

The School Life Survey consisted of 15 questions (listed below). Students' ratings on these questions were used to generate the scores for the three core areas, engagement, relationships and wellbeing and to calculate the overall change shown in the results.

1. When a teacher asks me to do something, I do it.
2. I can sit through a whole lesson without leaving or being sent out.
3. I stay focused and don't get distracted easily in class.
4. I ask for help if I'm stuck.
5. I can calm myself down when I feel frustrated or angry.
6. There's someone at school I trust and can talk to.
7. I have some good relationships with my teachers.
8. I get on well with most students.
9. If something looks hard, I still give it a go.
10. I want to do well at school.
11. I want to change and improve.
12. I feel happy at school most days.
13. I feel confident in myself.
14. I know what to do when I feel overwhelmed or upset.
15. I enjoy coming to school.



Behind the numbers

WHAT reFRESH STUDENTS TOLD US IN TERM 1

This infographic summarises how students in each participating school changed across three core areas: engagement, relationships and wellbeing, during the REFRESH programme.

The coloured blocks show the percentage of students whose self-reported ratings improved (green), stayed the same (yellow) or declined (red). These outcomes are based on students' own ratings collected at three points in the programme (beginning, mid-point and end).

Beneath each core-area chart, an arrow and number provide additional context about the overall pattern of change. The arrow indicates whether the average rating score increased (up arrow), decreased (down arrow) or remained stable (sideways arrow). The figure alongside it shows the average change students made in that core area (i.e., the average increase or decrease across the questions that make up that area).

HEADLINE INSIGHTS

INSIGHTS: RESULTS FROM THE 'SCHOOL LIFE SURVEY'

● Improved in core area ● No change in core area ● Declined in core area

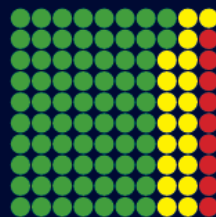


HIGH STORRS SCHOOL



ENGAGEMENT

↑ UP 0.35



RELATIONSHIPS

↑ UP 0.2

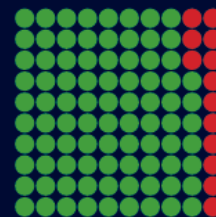


WELLBEING

↑ UP 0.25

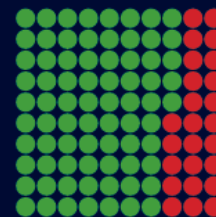


NEWFIELD SCHOOL



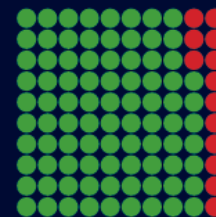
ENGAGEMENT

↑ UP 0.8



RELATIONSHIPS

↑ UP 0.3

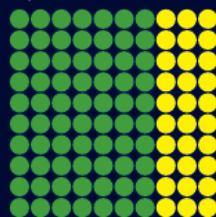


WELLBEING

↑ UP 0.6

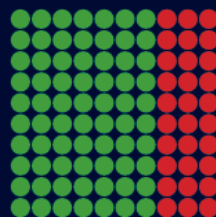


KING EDWARD VII SCHOOL



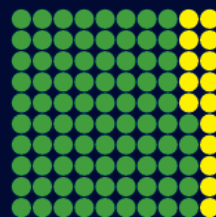
ENGAGEMENT

↑ UP 0.6



RELATIONSHIPS

↑ UP 0.45

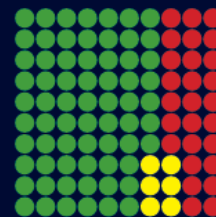


WELLBEING

↑ UP 0.7



NOTRE DAME HIGH SCHOOL



ENGAGEMENT

↑ UP 0.4



RELATIONSHIPS

↑ UP 0.2



WELLBEING

↑ UP 0.6

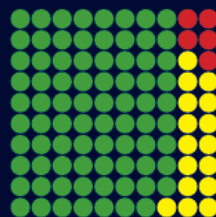


ALL SAINTS CATHOLIC HIGH SCHOOL



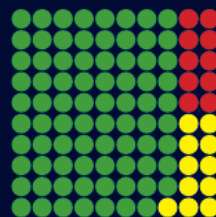
ENGAGEMENT

↑ UP 0.5



RELATIONSHIPS

↑ UP 0.5



WELLBEING

↑ UP 0.5

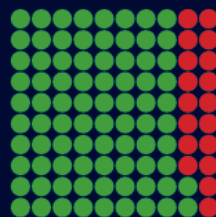


MEADOWHEAD SCHOOL



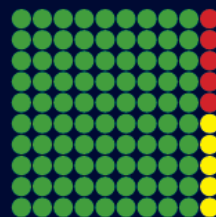
ENGAGEMENT

↑ UP 0.25



RELATIONSHIPS

↑ UP 0.5

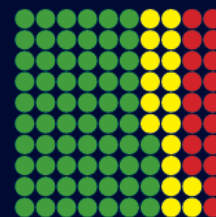


WELLBEING

↑ UP 0.8

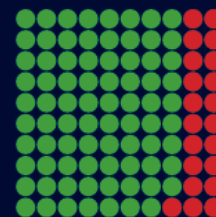


SILVERDALE SCHOOL



ENGAGEMENT

↑ UP 0.4



RELATIONSHIPS

↑ UP 0.3



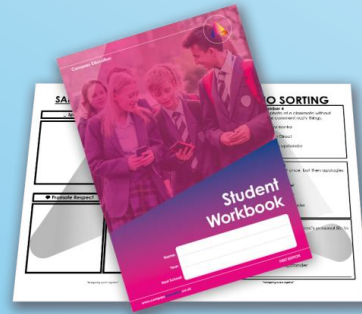
WELLBEING

↑ UP 0.45

School Offer

- Staff Induction Training & Support
- Ecosystem access to each of the MAPs programmes (4 currently available, 6 by September 2026 and 8 by September 2027:

- *Launch Pack*
- *Parent Letter*
- *Student Referral Sheet*
- *Student Work Booklets (x50)*
- *Teacher Delivery Pack (x5)*
- *6 Session PowerPoints per Map*
- *Interactive Session Resources*
- *Student Certificates*
- *Data Tracking Template*



“Navigating success together”

School Offer

- Inclusion Leader Deployment: ½ Term in school initial programme delivery
- In school staff training and modelling
- Accompanying Parent Support Packages
- Year Group Assemblies (*Resources & Delivery*)
- Online Student Support Resources (*Academic & Pastoral*)
- Century Tech AI Learning Platform Access
- Online Staff Innovation Hub Access
- Targeted CPD Delivery
- Access to targeted online student courses

**Embedding
Sustainable
Solutions**





MAPs has been developed in response to the increasing need for structured, inclusive approaches to behaviour, attendance and student engagement across schools. It provides a coherent framework that supports early identification of need, targeted intervention, and the development of pupils' self-regulation and decision-making skills.

The programmes are designed to reduce the risk of exclusion by addressing underlying drivers of behaviour, including unmet social, emotional and learning needs. Through a combination of student-facing interventions and staff development, MAPs enables schools to move from reactive responses to proactive, preventative practice.

MAPs supports local authority priorities by strengthening inclusive capacity within schools, improving attendance and engagement, and reducing reliance on high-cost alternative provision. It offers a scalable, sustainable model that can be embedded across settings, ensuring consistent support for vulnerable pupils and improved long-term outcomes.



For more information contact:
amarsden@notredame-high.co.uk



“Navigating success together”