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SUMMARY

Shine's Behaviour Management Policy promotes positive behaviour through clear expectations, consistent guidance, and open communication with parents. Exclusion is a last resort, used only when behaviour seriously impacts safety or wellbeing, and follows a fair and structured process.

CONTENTS

1. RATIONALE
2. PROCEDURES
3. ROLES AND RESPONSIBILITIES

RATIONALE:

Every child at Shine has the right to feel safe, valued, and respected and learn free from the disruption of others.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice.

All children, staff and parents or carers are free from any form of discrimination. Shine staff and volunteers always set an excellent example to children. Praise and sanctions are used fairly and consistently by staff, in line with this behaviour policy.

POLICY:

Expectations for behaviour at Shine are understood by children; they are helped to take responsibility for their actions. Aggression, violence, or threatening behaviour towards children in our care or towards our staff will not be tolerated and will be responded appropriately and according to this policy.

At Shine we understand children's behaviour as a form of indirect communication. Coaches are expected to treat children with empathy, respect, patience and understanding. Our coaches model behaviour based on our Shine values and expectations. This is featured on 2 posters, available at each of our settings and routinely repeated by our coaches.

Our staff are provided with training on managing behaviour as part of their induction process and continued professional development. All staff are reminded of Shine's Behaviour Management Policy and procedures twice annually.

Shine's Expectations

Staff

- ✓ Implement the behaviour policy consistently.
- ✓ Model positive behaviour.
- ✓ Provide a personalised approach to the specific behavioural needs of pupils.
- ✓ Record behaviour incidents that reach stage 2 or above.



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Parents and carers

- ✓ Support their child in adhering to Shine expectations.
- ✓ Foster a cooperative relationship with their child's Shine coaches.
- ✓ Listen to Shine coach feedback and seek to understand their child's behaviour at Shine.
- ✓ Inform Shine coaches, the Club Manager, or the Shine Inclusion Team of any changes in circumstances which may affect their child's behaviour.
- ✓ Discuss any behavioural concerns with Shine coaches or the Shine Inclusion Team promptly.

The Senior Leadership team (Shine SLT)

The Shine SLT is responsible for ensuring this policy is understood and applied by all staff and volunteers. This policy is reviewed bi-annually and is communicated to parents, carers, schools, or partner colleagues through the Shine website. The Behaviour Management policy is assessed for equality, discrimination, and inclusion impacts. The Shine SLT have a duty of care to ensure every child's safety and welfare, as well as supporting staff who face challenging behaviour. The Shine SLT are committed to responding to the concerns of children, parents, carers, staff and school or partnership colleagues appropriately.

Promoting Positive Behaviour

Shine promotes positive behaviour through the consistent use of positive reinforcement, recognising and rewarding children for demonstrating respectful, kind behaviour, as well as effort. Staff provide specific praise, encouragement, and incentives to reinforce clear expectations and celebrate achievements, helping children to understand what positive behaviour looks like. This approach supports the development of self-esteem, confidence, and intrinsic motivation, creating a supportive environment where children are encouraged to make positive choices.

Shine Powers

The Shine Powers are **Kindness**, **Respect**, and **Effort**. These values underpin all expectations for behaviour and are embedded within daily practice.

Kindness – Children are encouraged to show care, empathy, and consideration towards others, including their peers and staff. This includes helping others, using kind words, and understanding the feelings of those around them.

Respect – Children are expected to treat others, the environment, and resources with respect. This includes listening to others, valuing differences, following instructions, and taking responsibility for their actions.

Effort – Children are supported to try their best, persevere with challenges, and take pride in their participation and achievements. Effort is recognised regardless of outcome, encouraging resilience and a positive attitude to learning and play.

Shine Powers are consistently reinforced through praise, recognition, and sticker reward systems, helping children to understand, develop, and demonstrate positive behaviours in a clear and meaningful way.



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Responding to challenging behaviour

Shine Coaches seek to:

- ✓ Provide a safe environment free from disruption, violence, bullying and any form of harassment.
- ✓ Create and maintain an environment that enables coaches to teach effectively and children to achieve, learn and thrive.
- ✓ Ensure children's understanding of expectations and behaviour responses.
- ✓ Focus coaching attention and praise on positive behaviours regularly and consistently throughout all sessions.
- ✓ Model good behaviour and respect.
- ✓ Promote self-esteem, making good choices, regard for instructions and positive relationships based on mutual respect.
- ✓ Ensure equality and fairness of treatment for all children.
- ✓ Respond with consistency to both positive and negative behaviour.
- ✓ Establish a positive and cooperative relationship with parents, carers and school colleagues to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.

Shine coaches and staff may use one or more of the following responses to poor or unacceptable behaviour:

- ✓ Praise good choices to exemplify the behaviour that is expected
- ✓ Remind children of Shine expectations
- ✓ Give the child a role or responsibility
- ✓ 1:1 restorative conversation
- ✓ Confiscate personal items if it is causing disruption or harm
- ✓ Thinking time
- ✓ Transfer a child to a different session
- ✓ Give firm instructions surrounding expectations
- ✓ Refer the child to a senior member of staff to discuss their behaviour
- ✓ Discussion about behaviour with parents/carers either at pick-up, over the phone or via email
- ✓ Monitor a child's behaviour together with parent/carer through the use of behaviour charts, for example
- ✓ Escalate to 3 Chances Policy implementation
- ✓ Arrange for early collection
- ✓ Fixed term exclusion
- ✓ Permanent exclusion

Restorative Conversations

Restorative conversations are used to help children reflect on their behaviour, understand the impact of their actions on others, and take responsibility in a supportive, non-punitive way. They aim to repair relationships, develop empathy, and teach children how to make better choices in the future. Through calm dialogue, staff support children to express their feelings, listen to others, and agree on positive



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steps to move forward, promoting emotional development and long-term behaviour change. Staff may ask questions to guide children, such as:

- "What were you feeling at the time, and what could you do differently next time?"
 - "Can you tell me what happened from your point of view? How do you think this made others feel?"
 - "What needs to happen now to make things right and help everyone feel okay again?"
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3 Stage Behaviour Responses

Stage 1

Behaviour examples:

- Low level disruption
- Repeated disrespect of others' personal space
- Name-calling and disputes
- Disregard of instructions
- Disrespect of property causing accidental damage

Response

- Restorative conversations – 1:1 discussion of behaviour with the child, involving any other children where necessary to encourage resolution.
- Give child a role or responsibility to deter from negative behaviour.
- Feedback to lead coach, parent/carers, and class teacher where necessary.
- Praise and affirmation for self-directed and staff-lead resolutions when these occur.
- Re-focus on children who are displaying expected behaviours.

Stage 2

Behaviour examples

- Intentional and repetitive disruption
- Malicious verbal or physical behaviour towards others.
- Bullying
- Discrimination without intent and/or understanding
- Rude or inappropriate language/behaviour
- Intentional disrespect of property causing damage

Response

- Restorative conversations which focus on expected behaviour, education, and the consequences of choices made.
- Child may be asked to take 'thinking time' or be switched to another activity.
- Incident is reported to the lead coach, parent/carers, class teacher and Shine Senior Leadership Team via the Shine incident reporting system.
- If the behaviour is repeated or extreme, possible implementation of the 3 Chances Strategy.



Stage 3

Behaviour examples

- Continued bullying following Shine intervention
- Rude or inappropriate language/behaviour
- Violent or threatening behaviour
- Discrimination with intent and understanding
- Serious intentional damage to others' or setting property

Response

- Assistance from colleagues will be sought and the child will be taken out of the activity for de-escalation and restorative conversations.
 - The Shine Senior Leadership Team will be informed, and advice gained.
 - Call parent/carer to inform them of the incident and if necessary, request pick-up.
 - Implementation of the 3 Chances Strategy – a Stage 3 behaviour meets the criteria to issue a 'Chance'.
 - Possible immediate fixed term exclusion, or permanent exclusion where the behaviour is deemed serious or dangerous enough by the Designated Safeguarding Lead.
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3 Chance Strategy & Exclusions

Unfortunately, there are occasions when strategies outlined in the behaviour management policy do not impact or prevent negative behaviour. In such cases, further action will become necessary, including fixed term exclusion. Fixed-term exclusion is a last resort response to extreme behaviour. It will be implemented following the 3 Chances Strategy and only in exceptional circumstances be deemed appropriate to implement with immediate effect.

The length of fixed-term exclusions can range from 1 day to 1 term. The length of time will be determined by the senior leadership team who will consider the severity and frequency of the behaviour. Considerations will be made for the quantity of sessions the child is booked into, and the safety and welfare of children and staff.

- When a '3 Chance' is to be implemented, the Inclusion & Pastoral Manager must be consulted. If possible, this should be done prior to the child and family being communicated with. However, if this is not possible, the Club Manager has the necessary experience to ratify this decision.
- Details of all 3 Chances implementations or exclusions will be recorded. Each of the 3 Chances should be discussed with the child concerned and their parent/carer. A Chance remains in place for 6 months and applies to both Shine Wraparound Care and Holiday Clubs.
- All regular staff at the venue, along with the relevant senior managers, will be made aware of any warnings given to a child.



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- In the case of 3 Chances being issued and as a last resort, Shine has the right to temporarily or permanently exclude a child in the event of persistent and irresolvable unacceptable behaviour.

Fixed-term exclusions can be taken in cases where:

- Long-term or repeated misbehaviour is regularly displayed, and the child is not responding to the range of strategies in place.
- The safety, welfare and learning of others is being seriously hindered.
- The risk to staff and other children is too high and Shine are unable to guarantee their safety.

Following a fixed term exclusion, the Inclusion & Pastoral Manager and the Lead Coach / Club Manager will offer to hold a restorative meeting with the child and their family to recap Shine expectations and values. The meeting will focus on restoration; making good choices; the Shine support strategies to be used and relationship-building.

Long Term Exclusion

Long term exclusion lasts up to a maximum period of 1 year. It may be considered and implemented in severe circumstances. The Shine Senior Leadership Team will consider this carefully, involving the family and school in the process of this decision. After a long-term exclusion, the Inclusion & Pastoral Manager and Club Manager will hold a restorative meeting with the child, parent/carers, and relevant coaches before the child's first session at a Shine club. Coaches working with the child will continue to manage behaviour according to the Shine Behaviour Management Policy and by using the Shine Behaviour Chart as described in Appendix A.

Permanent Exclusion

Shine reserves the right to permanently exclude a child from all Shine sessions and activities where the Shine SLT have concluded that Shine cannot guarantee the safety and well-being of the child, or other children / adults when they are present. The family will be informed of this decision in writing by the DSL.

Shine will endeavour to involve the child's primary education provider in decisions regarding behaviour and exclusions, where possible, to ensure continuity of care and support. Where details are available, Shine must inform education providers of any long-term exclusion decisions from Wraparound Care and/or Holiday Clubs which will impact their pupils.

Behaviour Management in concordance with our Inclusion Policy

Shine acknowledges the importance of equity when addressing the behaviour of neurodivergent children, or children whose behaviour may be affected by adverse childhood experiences or home circumstances. Responding with equity recognises that everyone has different circumstances and allocates the resources and opportunities needed to reach a fair and equal outcome for everyone. The Shine Inclusion Team and Shine Safeguarding Team will work closely with coaches, colleagues, and parents/carers of children to ensure the behaviour management policy is applied equitably.



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It is vital that Shine coaches and practitioners are made aware of diagnoses, or children who are 'on the pathway to diagnosis' so that they can make reasonable adjustments to the way they work with SEN children. The Shine Pupil Passport is a working document between Shine and parents/carers that supports this approach. Shine will act in accordance with Pupil Passports and any communication or guidance from parents and carers and colleagues about how best to support their children in behavioural situations.

All Shine coaches and staff receive training in special educational needs and disabilities, and child social and emotional mental health. Where relevant to their position or the children they work with, Shine staff receive training including but not limited to; SEND-specific training, Team Teach, Positive Handling Techniques, ACE training and Trauma Informed Practice training.

For more information on Shine's approach to inclusivity, please see our **Inclusion Policy**.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be verbal (directly or indirectly), physical, emotional, racial, sexual, or virtual/cyber. Shine seeks to establish an environment for children where they feel comfortable reporting unkind behaviour or bullying. In some cases, children may feel more comfortable reporting this to their family, so Shine ask parent/carers to report instances of bullying to coaches promptly. Shine will not tolerate any form of bullying and will respond to instances of bullying by:

- Addressing all incidents and reports of bullying seriously, thoroughly, and sensitively.
 - Victims of bullying will be offered the immediate opportunity to discuss the matter with a member of staff who will reassure the child and offer support.
 - Staff will support the individual who has been bullied, keeping them under close supervision, and checking their welfare regularly.
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Discrimination

Discrimination is the unfair or less favourable treatment of an individual or group based on a protected characteristic, including but not limited to age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation, as outlined in the Equality Act 2010. Discriminatory behaviour can be direct or indirect and may present as verbal comments, exclusion, stereotyping, physical behaviour, or online actions. Shine is committed to creating an inclusive, respectful environment where diversity is valued and all children feel safe, respected, and able to participate fully. Shine asks that any incidents of discriminatory behaviour are reported promptly by children, staff, or parent/carers so they can be addressed appropriately. Shine will not tolerate any form of discrimination and will respond to instances of discrimination by:

- Addressing all incidents and reports of discrimination seriously, promptly, and with sensitivity, ensuring a thorough and fair response.
 - Supporting the child or individual affected, offering immediate reassurance, and providing a safe space to discuss their experience.
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- Taking appropriate action with the individual displaying discriminatory behaviour, including education on inclusive values, restorative conversations, and, where necessary, implementing behaviour management strategies in line with this policy.
- Monitoring the welfare of those affected, with ongoing supervision and regular check-ins where needed.
- Recording and reviewing incidents to identify patterns, inform preventative strategies and training, and strengthen inclusive practice across the setting.