



**BEHAVIOUR POLICY**

SHINE Multi Academy Trust

## Management log

Document	Behaviour Policy
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Signed



Signed



Chair of the board

CEO

### Related Policies

Accessibility plan

Child Protection and Safeguarding

Complaints

Equality

Restrictive Intervention

Safeguarding Disabled Children: Practice Guidance

<https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>

*All above policies are available through our academies local servers, directly through SHINE or through the Trust website [www.shine-mat.com](http://www.shine-mat.com)*

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## 1. Introduction

- 1.1. SHINE Multi Academy Trust (SHINE) is dedicated to providing the best possible education and support for all pupils within its academies. This means having a clear, fair, and efficient behaviour policy. We adopt a positive approach to encouraging children to behave well and celebrate this throughout their time at school. SHINE prides itself on its desire for all children to succeed, therefore, all the academies involved within SHINE will endeavour to support children with their behaviour when appropriate. However, SHINE is also committed to providing an excellent education for all pupils and will tackle incidents of poor behaviour clearly, efficiently and fairly.
- 1.2. SHINE's Board of trustees (Board) welcomes feedback on the services it provides. Should anyone be unhappy with any aspect of an academy within SHINE, it is important that the Board and relevant academy learns about this. The Board recognises there is a difference between a concern and a complaint. Taking informal concerns seriously at the earliest stage reduces the numbers that develop into formal complaints. The Board aims to ensure that concerns are handled, if at all possible, without the need for formal procedures. SHINE's formal complaints procedure is only necessary if efforts to resolve the concern informally are unsuccessful. Where an individual may feel that an issue has not been dealt with appropriately it is important, for all involved, that there is a clear and transparent process for a complaint to be considered. SHINE's complaints policy is available via our website <https://www.shine-mat.com/business-and-personnel/> or by contacting our clerk via email [clerk@shine-mat.com](mailto:clerk@shine-mat.com) or asking for a copy at one of our academies.
- 1.3. This policy outlines how individual incidents of poor behaviour and persistent poor behaviour are dealt with by SHINE and its academies. Each individual academy within SHINE may have its own behaviour systems for celebrating good behaviour and dealing with poor behaviour. This is outlined at the back of this overarching policy.
- 1.4. With any policy it is important to acknowledge that special circumstances may apply for individual children. When dealing with a behavioural issue, it is crucial to recognise the individual child, the context of the incident and the impact the sanction will have on all parties involved.
- 1.5. All SHINE staff will be made aware of this policy and the CEO along with the headteachers will review it regularly in order to provide fair, consistent and clear procedures for all.

## 2. Legislation

- 2.1. SHINE academies will work closely with the School Council (pupil voice) to hear their views and opinions as we acknowledge and support Article 12 of the [United Nations Convention on the Rights of the Child](#) that children should be encouraged to form and to express their views.
- 2.2. This policy will be annually reviewed, made available to all stakeholders<sup>3</sup> and applied consistently throughout our academies in accordance with the [School Standards and Framework Act 1998](#).
- 2.3. As a multi-academy trust, SHINE strongly endorses the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.
- 2.4. SHINE as an educational provider has a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the [Equality Act 2010](#).
- 2.5. SHINE believe this policy relates to the following legislation:
  - [School Standards and Framework Act 1998](#)
  - [Education and Inspection Act 2006](#)
  - [Apprenticeships, Skills, Children and Learning Act 2009](#)
  - [Education Act 2011](#)
  - [Children and Families Act 2014](#)
  - [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2023](#)
  - [The Education \(Independent School Standards\) \(England\) \(Amendment\) Regulations 2014](#)
  - [Behaviour In Schools 2024](#)
  - [Keeping Children Safe In Education 2025](#)

### 3. General principles and aims of our behaviour policy

#### 3.1. Our behaviour policy will:

- encourage good behaviour across SHINE
- promote self-management of children's behaviour
- reflect the Take Care ethos of our trust
- be easily accessible and publicised on the academies' websites
- be simple to understand and follow
- be consistent, fair and clear for all children and adults
- respect that exceptions may occur, and incidents will be thoroughly investigated whilst taking into account individual needs
- acknowledge that each academy may reward or sanction behaviour in different ways
- address all concerns and provide an effective response and appropriate redress, where possible



#### 3.2. SHINE expects **all** pupils to:

- show respect to others
- develop positive relationships
- take responsibility for their actions and learning
- follow adult instructions and other rules to create a positive, calm and safe learning environment

3.3. SHINE expects all academies to explicitly teach behaviour through a developmentally appropriate behaviour curriculum. This includes the teaching of routines, expectations, social understanding, and emotional regulation, rooted in the Trust's values. The content and delivery of the behaviour curriculum is set out within each academy's local behaviour policy (Part B).

#### 4. Special Educational Needs, Disability (SEND) and Reasonable Adjustments

- 4.1. SHINE Multi Academy Trust recognises its statutory duties under the Equality Act 2010 and the Children and Families Act 2014 to support pupils with special educational needs and/or disabilities (SEND). Behaviour is understood as a form of communication, and the Trust acknowledges that some behaviours may reflect unmet need, additional vulnerability, trauma, or disability.
- 4.2. All academies within SHINE will take reasonable and appropriate steps to identify and respond to the underlying causes of behaviour in an age-appropriate and nurturing way, particularly where pupils have identified SEND, are awaiting assessment, or are otherwise vulnerable. In line with the SHINE values of Take Care, Celebrate Difference, and Always Child-Centred, this includes making thoughtful and proportionate reasonable adjustments to behaviour expectations, routines, support strategies, and responses, so that pupils are supported to feel safe, understood, and able to succeed, and are not placed at a substantial disadvantage because of their needs.
- 4.3. When responding to behaviour, staff will:
  - consider whether the behaviour may be a manifestation of a pupil's SEND, mental health needs, safeguarding concerns, or wider vulnerability;
  - apply reasonable adjustments where appropriate, including adapting sanctions, routines, expectations, or support strategies;
  - ensure that consistency is achieved through fairness and equity rather than identical treatment;
  - work collaboratively with parents/carers and, where relevant, external professionals to support positive behaviour and inclusion;
  - use graduated, preventative, and relational approaches in line with the SEND Code of Practice, including co-regulation strategies appropriate to a primary context, where adults support pupils to recognise, understand, and manage their emotions before moving towards independent self-regulation.
- 4.4. SHINE MAT is clear that disciplinary action, including suspension or permanent exclusion, should be used only where lawful, proportionate, and as a last resort. Where a pupil has SEND, academies must be able to demonstrate that reasonable adjustments and appropriate support have been considered and implemented before escalating to formal sanctions, unless there is a serious incident where immediate action is required to maintain safety.
- 4.5. Local behaviour procedures will set out how individual academies implement these principles in practice, including links to SEND support, graduated responses, and record-keeping arrangements.

## 5. Roles and responsibilities

### 5.1 Role of SHINE

- 5.1.1. It is the responsibility of the Board to communicate its ethos and core values which promote respect and celebrate diversity. These are the principles underpinning positive behaviour.
- 5.1.2. Whilst the procedures for promoting and maintaining positive behaviour may vary within our academies, our underlying maxims of 'Dare to be Different' and 'Take Care' are upheld as a constant.
- 5.1.3. The Trust Board and CEO will monitor behaviour trends, including suspensions, exclusions and incidents involving vulnerable groups to ensure consistency, fairness and continuous improvement across the Trust.
- 5.1.4. As new academies join SHINE, it is our responsibility to communicate our values and expectations clearly so that our ethos and principles are consistently reflected in practice.

### 5.2 Role of the local governing body

The local governing body (LGB) has:

- the duty to set a policy framework of their policy on pupil discipline after consultation with parents<sup>1</sup> and pupils
- responsibility to ensure that their stakeholders comply with this policy
- delegated powers and responsibilities to the headteacher to ensure that personnel and pupils are aware of this policy
- delegated powers and responsibilities to the headteacher to ensure all visitors are aware of and comply with this policy
- a duty to appoint a coordinator for behaviour and discipline to work with the headteacher
- the duty to support the headteacher and personnel in maintaining high standards of behaviour
- responsibility for ensuring that personnel comply with equalities legislation

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<sup>1</sup> Definition of parents: parent is defined as any individual who has or has had parental responsibility for or cares for or has cared for a child or young person under the age of 18. It includes a person who the child lives with and looks after the child, irrespective of what their relationship is with the child. Further the parent must be to someone involved in the full-time care of the child on a settled basis.

- a duty to nominate a designated Equalities governor<sup>2</sup> to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring their part of this policy is maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy
- a duty to nominate a link governor to visit the school regularly, to liaise with the headteacher and the coordinator and to report back to the LGB
- responsibility for the effective implementation, monitoring and evaluation of this policy

### 5.3 Role of the headteacher

The headteacher will:

- determine the detail of the standard of behaviour that is acceptable
- ensure all personnel, pupils and parents are aware of and comply with this policy
- work hard with all stakeholders in their community to create an ethos that makes everyone feel valued and respected
- promote good behaviour by forging sound working relationships with all stakeholders involved with their academy
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils
- ensure the health, safety and welfare of all children
- work with the School Council to create a set of rules that will encourage good behaviour and respect for others
- work closely with the link governor and coordinator
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff

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<sup>2</sup> Within SHINE, our appointed governor with designated responsibilities for pupils' personal development, behaviour and welfare to ensure that appropriate action is taken to deal with all prejudice-related incidents or incidents which are a breach of this policy and must inform the chair of the Board.

- monitor the effectiveness of this policy by analysing
- pupil attitudes to attendance and learning
- the views of pupils, parents, school personnel and governors
- the number of suspensions and permanent exclusions
- incident logs, rewards and sanctions
- the number of reported cases of bullying
- strategies to improve behaviour and discipline
- make effective use of relevant research and information to improve this policy
- report to the LGB on the success and development of this policy

#### 5.4 Role of the coordinator

The coordinator will:

- lead the development of this policy
- work closely with the headteacher and the nominated governor
- provide guidance and support to all staff
- provide training for all staff on induction and when the need arises
- keep up to date with new developments and resources
- work with the School Council
- monitor school support systems
- undertake classroom monitoring
- track pupils through provision maps/ Individual Education Plans (IEPs)
- ensure pupils' behaviour is logged by staff<sup>3</sup>
- create links with parents
- deal with external agencies
- review and monitor
- report to the LGB on the success and development of this policy
- promote a positive ethos in relation to behaviour

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<sup>3</sup> Within SHINE pupils' behaviour is logged on CPOMS - Safeguarding and Child Protection Software for Schools

## 5.5 Role of the nominated governor

The nominated governor will:

- work closely with the headteacher and the coordinator
- ensure this policy and other linked policies are up to date
- ensure that everyone connected with the school is aware of this policy
- attend training related to this policy
- report to the LGB on the success and development of this policy

## 5.6 Role of staff

Staff are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently
- promote self-discipline amongst pupils
- deal appropriately with any unacceptable behaviour, including the use of force that is reasonable in the circumstances. See appendix 1. use of reasonable force
- request to search, screen and confiscate items where appropriate, in line DfE guidance and the Trust's and individual academies relevant policies
- log incidents of poor behaviour clearly and accurately with actions to move forward
- apply all rewards and sanctions fairly and consistently
- discuss pupil behaviour and discipline regularly at staff meetings
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline
- attend periodic training on behaviour management
- ensure the health and safety of the pupils in their care
- identify problems that may arise and to offer solutions to the problem
- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination
- attend appropriate training sessions on equality
- report any concerns they have on any aspect of the academy's community

## 5.7. Role of pupils

Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times
- show consideration to others
- talk to others without shouting and will use language which is neither abusive nor offensive
- listen carefully to all instructions given by the teacher/relevant staff in charge
- ask for further help if they do not understand
- treat others, their work and equipment with respect
- support the academy code of conduct and guidance necessary to ensure the smooth running of the academy
- obey all health and safety regulations in all areas of the academy
- co-sign and abide by the home school agreement
- liaise with the School Council to make suggestions about improving behaviour
- take part in questionnaires and surveys

## 5.8. Role of parents

Parents are encouraged to:

- comply with this policy
- have good relations with the academy
- support good behaviour
- sign the 'home-school agreement'
- ensure their children understand and value the meaning of good behaviour
- support rules and sanctions
- take part in periodic surveys conducted by the academy
- support the code of conduct and guidance necessary to ensure smooth running of the academy

### **5.9. Role of the School Council (Pupil Voice)**

5.9.1. Pupil representatives will be given opportunities to discuss their opinions regarding their own academy's behaviour systems and any improvements which could be made.

5.9.2. This may happen in the following ways:

- pupil council meetings
- pupil questionnaires
- discussion e.g. in assemblies;
- through the personal, social, health and economic (PSHE) education curriculum programme

## 6. Poor behaviour and persistent poor behaviour

- 6.1. The academies within SHINE may have to deal with isolated incidents of poor behaviour and persistent poor behaviour differently.
- 6.2. In cases of an isolated incident, the needs of the children involved, and context of the incident will be taken into account before making a decision on the sanction.
- 6.3. It may be the case that the isolated incident requires the staff to follow the academy's exclusion policy. For example, in cases of unprovoked violence or damage to academy property.
- 6.4. If there is a persistent behavioural issue, additional steps will be considered, and support will be offered to the child to encourage them to change their behaviour. This support could include:
  - a range of outside agency involvement such as a mentor from the behaviour support team, additional work from an Educational Psychologist or support from Child and Adolescent Mental Health Services (CAMHS). Note: this requires permission from the parent and relies on academy funding to facilitate so may not always be available
  - Team Around the Child (TAC) meetings may be offered as a way of communicating with a variety of professionals in one place. These meetings may involve representatives from the academy, health and family services to work collaboratively for the child
  - a 'short-term removal' from the classroom to support regulation and reduce disruption to others' learning
  - additional steps within the behaviour policy to help them to succeed throughout the day
  - social stories to help with particular triggers for poor behaviour. This can be linked to an individual reward system
  - regular contact with the behaviour lead/appropriate staff. This could be a check-up in the corridor, a sit-down meeting or be an extra body in class for additional support
  - a specific teaching assistant (TA) could be assigned to the year group to be on hand should the child need somebody to talk to when the behaviour lead is not available (funding permitting)
  - sessions during the week where behaviour lead/ appropriate staff supports the class
  - in-house behaviour programs such as a Take Care Club

- opportunities to work as a mentor for other children to boost self-esteem
- individual projects to work on with a TA. This can be a project about future ambitions or idols. SHINE and its academies will initiate projects that will benefit pupils in some way to raise self-belief and pride
- appropriate staff or P.E. lead to support lunchtime play

6.5. The academies within SHINE will update parents regularly about the support in place for their child and its impact on behaviour.

6.6. If persistent poor behaviour continues despite the additional support that has been offered, the academy may choose to issue a suspension.

6.7. Following any suspension or serious incident, academies will support pupils through a planned re-integration process to enable a successful return to learning.

6.8. If persistent poor behaviour still continues despite additional support and fixed term exclusions, the academy may choose to begin the process of a permanent exclusion. This process is outlined in SHINE's Exclusion Policy.

- 7.1. SHINE strongly condemns bullying and strives to ensure that every child feels safe and happy at their academy.
- 7.2. Bullying is where a child is being physically or emotionally hurt on a regular basis for a period of time. The academies within SHINE have a common understanding of what bullying is.
- 7.3. If there is evidence to suggest that a child is being bullied within one of the academies, this will be addressed by the academy's senior leadership team and dealt with accordingly. The academy will then report back to the parents and children involved to ensure that all parties feel that the problem has been resolved.
- 7.4. If appropriate, support will be offered to the child and regular well-being checks will take place to ensure that they remain comfortable at their academy. The children will know who to go to if they are concerned about bullying within their setting.

**8. Cyber bullying**

- 8.1. SHINE and its academies recommend that children and parents adhere to the age restrictions on social media platforms. SHINE appreciates it can be difficult to enforce this outside of the academy setting, therefore, our academies offer advice and guidance to help pupils and their parents via assemblies and curriculum led activities.
- 8.2. SHINE and its academies address internet safety and appropriate use of the internet through our PSHE and ICT curriculum. Our academies also have regular E-safety assemblies to keep the pupils updated with rules and advice.
- 8.3. SHINE and its academies recognise that sometimes bullying can occur through social media and impact on the child's time in school. If cyber bullying takes place, we will do our best to resolve the issue and look after the child in question. However, we recommend that, if parents feel that the issue has not been resolved, they contact the police.
- 8.4. There may be incidents where the academy feels that it is necessary to involve other outside agencies, including referring to social care, if we are concerned that a child is accessing inappropriate media. This can include the disregard for age-restrictions on games or social media.

## 9. Behaviour outside school premises

- 9.1. SHINE Multi Academy Trust recognises that pupils' behaviour outside the school premises, including behaviour which takes place online or within the local community, can have a direct impact on pupils' safety, wellbeing and the culture of the academy.
- 9.2. Whilst our academies do not seek to regulate pupils' private lives, there may be occasions where behaviour outside of school will be addressed by the academy. This will be in circumstances where such behaviour:
- poses a safeguarding concern;
  - involves bullying, intimidation or harassment of pupils or staff, including through social media or online platforms;
  - causes distress or harm to members of the academy community;
  - risks bringing the academy or Trust into disrepute; or
  - impacts on pupils' ability to feel safe, settle or learn within the academy.
- 9.3. In our primary settings, any response to behaviour outside of school will be age-appropriate and educational in nature. Our academies will seek to use restorative and relational approaches wherever possible, supporting pupils to understand the impact of their actions and to make positive choices moving forward.
- 9.4. In line with the SHINE values of 'Take Care', 'Celebrate Difference' and 'Always Child-Centred', academies will work in partnership with parents, carers and, where appropriate, other agencies to support pupils and promote positive behaviour beyond the school gate.
- 9.5. Any response to behaviour outside school premises will be reasonable, proportionate and will take into account the individual needs of the pupil, including any SEND, vulnerabilities or safeguarding considerations.
- 9.6. Where behaviour outside school raises a safeguarding concern, this will be managed in line with the Trust's Safeguarding and Child Protection Policy, including referral to the Designated Safeguarding Lead (DSL) and, where appropriate, external agencies.
- 9.7. Any concerns or complaints regarding the academy's response to behaviour outside school premises should be raised in line with the Trust's Complaints Policy.

9.8. Further detail on how individual academies manage and respond to incidents on school premises is set out within their local behaviour procedures (Part B), including links to safeguarding processes and pastoral support.

## 10. Restrictive Intervention

10.1. The Trust recognises restrictive intervention as any deliberate act taken by staff to limit a pupil's movement or freedom in order to prevent harm. Such measures must only ever be used as a last resort, when all appropriate prevention and de-escalation strategies have been exhausted or are deemed ineffective in the immediate circumstances. Staff are expected to prioritise proactive support, relational approaches, and early intervention to reduce the likelihood of crisis situations arising. Where restrictive intervention is necessary to maintain safety, it must be reasonable, proportionate, and carried out by trained staff. All incidents must be recorded, reported, and monitored in accordance with DfE guidance and Trust procedures. Further definitions, processes, and expectations are set out in the Trust's Restrictive Intervention Policy.