



Positive Behaviour and Relationships Policy 2024-25

OUR VISION

Our vision is to be a nurturing and inclusive school, proudly reflecting the diversity of our community, where every child is treated as an individual and no matter what their starting point will achieve their true potential within a safe and secure environment.

By the end of their journey, we want our children to be respectful, resilient role-models, having a self-belief in themselves and their abilities, ready to go from strength to strength.

Our Values

All Saints' has an ethos built around our core Christian values of Compassion, Koinonia (community)

and Love. Our keys aims are linked to scripture (See full mission statement), culminating in our strap line of '*Growing Stronger Together in God's Love.*'

Compassion

Be kind and compassionate to one another, learning from our mistakes and forgiving others for theirs.

Koinonia (community)

Value and celebrate diversity, welcoming families from all faiths and backgrounds.

Love

The love within our school is one of family and friendship, enabling each child to grow and flourish

Contents:

1. Mission Statement..... Page 3

2. Rights Respecting School Behaviour Plan..... Page 3-5

3. Supporting Behaviour: Restorative Approach..... Page 5-6

4. Supporting Behaviour: Emotion Coaching..... Page 7

5. Supporting Behaviour: Zones of Regulation..... Page 7-8

6. Managing children’s behaviour: Rewards..... Page 8

7. Managing children’s behaviour: Consequences..... Page 8-10

8. Supporting and Adapting Behaviour Management for SEND children..... Page 10-11

9. Behaviour incidents off school premises..... Page 12-13

10. Bullying..... Page 13-14

11. Racism..... Page 15

12. Sexual harassment and violence..... Page 16-17

Appendix A: Rebuilding Koinonia Card..... Page 18

Appendix B: Behaviour Incident Flow Chart Page 19

A Rights Respecting School Behaviour Plan

All Saints' Church of England School is proud to be a Rights Respecting School, based on the United Nations *Convention of the Rights of the Child* and this is fundamental to our whole-school positive behaviour and relationships policy.

We believe that children are empowered through learning about their rights, and we teach them to develop an awareness of how they affect the rights of others. This respectful, positive behaviour is at the core of our aim to develop responsible, resilient and compassionate citizens for the future.

Our whole school approach in embracing and promoting Rights Respecting values and language, ensures consistency for a positive, mutually respectful culture. We strive to strengthen the well-being of all members of our school community by interweaving Rights Respecting values with our Christian value of 'Forgiveness'.

We make expectations of behaviour very clear to the children and have three simple school rules; we must ensure that we are **Ready, Respectful and Safe**. These rules are on display around the school and in all classrooms and are taught to children from Nursery to Year 6.

The children have worked with staff to determine what they think these rules look and sound like:

Ready	Respectful	Safe
Coming to school with a positive attitude	Respecting the right of others to learn ; their opinions, personality and boundaries.	Moving around school in a safe manner
Wearing the correct uniform	Respecting staff and seeking support from an appropriate adult in an appropriate manner if needed	Following instructions to keep ourselves safe on school trips
Arriving to school on time	Following the All Saints' School uniform policy	Using equipment safely
Being properly equipped	Caring for the environment in and around school	Staying safe online
Performing to the best of your ability	Behaving appropriately (<i>inside and outside of school</i>) whilst in school uniform	Telling an adult if something is worrying you or a friend
Being calm and attentive	Following instructions, the first time	Washing hands regularly
Lining up promptly	Winning gracefully	Using kind hands and kind feet
Entering classrooms calmly		Using technology safely
Entering collective worship calmly		
Being ready to learn		

	Showing mutual respect between adults and children Respecting equipment	
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Our three school rules of being **Ready, Respectful and Safe** link directly to our Whole School Charter, which was also created by the children. Our Whole School Charter includes the following articles from the *UN Convention on the Rights of the Child*:

- *Article 12 (Respect for Children’s Views)*
- *Article 19 (Protection from Violence)*
- *Article 24 (Health, Water, Food, Environment)*
- *Article 28 (Access to Education)*
- *Article 30 (Minority Culture, Language and Religion)*
- *Article 31 (Rest, Play, Culture, Arts)*

By being **Ready**, the children are committing to respecting their own, and others’, right to *Article 28 (Access to Education)* and *Article 12 (Respect for Children’s Views)*. When children are **Respectful**, they are agreeing to respect their own and everyone else’s rights, including *Article 19 (Protection from Violence)* and *Article 30 (Minority Culture, Language and Religion)*. Furthermore, by being **Safe**, the children are respecting each other’s right to *Article 24 (Health, Water, Food, Environment)* and *Article 31 (Rest, Play, Culture, Arts)*.

Supporting Children's Behaviour

Restorative Approach

At All Saints' we recognise that behaviour is a communication tool and that sometimes children will behave in a way which is not in line with our school ethos and values. Our approach to resolving disputes amongst peers is through using a Restorative approach: a mindset, providing the foundation to build, maintain and repair relationships so that we can all work together with the common purpose of helping everyone learn. We use a restorative approach to encourage everyone to take responsibility for their behaviours.

All staff are required to adopt the ethos of: **'Listen to both sides, and then decide.'** This ethos aids decisions being accurate and consequences being fair and proportionate. Importantly, this also demonstrates to children that their voice is heard and valued and that all children are treated equally. Usually, this is done most effectively when children have been given the time and space to calm down. This allows them to think more clearly and to be able to give a more detailed and accurate account of what has happened. A decision cannot be made until each child has been listened to.

Staff are provided with a 'Rebuilding Koinonia' guide which they keep on their lanyards (*see Appendix A*). This script is also on display in classrooms and around the school. As children grow older, they may use this script independently to resolve less serious friendship issues that may arise.

Children are reminded of the format of a Restorative conversation prior to beginning. The format is as follows:

- Ensuring the child/children are calm and ready (in a regulated zone)
- Only one person talks at a time (no interrupting)
- Remain respectful of other
- Listen carefully to each other
- Confidentiality - this is between the people involved (plus parents if required)
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy
- The child/children are offered a drink and/or a tissue
- If the children involved do not meet the above expectations or are not in a regulated zone, mediation is paused until everyone involved is calm and regulated to begin again.

When using the restorative approach, the following questions will be asked in a quiet area:

EYFS and Key Stage 1:

- What has happened?
- Did anyone get hurt? (*physically and/or emotionally*)
- How can we sort it out?

Key Stage 2

- What do you think happened?
- How did this make you feel/How do you think this made the other person feel?
- What were you thinking?
- How do you feel now?
- What are you thinking now?
- Who has been affected?
- What needs to happen now to fix this and to forgive one another?

Actions to repair the harm will be reasonable, meaningful and related to the incident and will be chosen and agreed between all participants involved. We ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables (*see consequences on page 8*). If needed, staff will help guide the children towards the importance of showing repentance for their actions. Staff may also recommend that the children write an apology letter, an apology card or create a drawing which acknowledges their behaviour, the way it has made the other person feel, while asking for forgiveness.

The expectation of parents is to also support the ethos of: **'Listen to both sides, and then decide'**, when discussing such issues with any member of school staff. This means listening to their child and listening to the detail of the school investigation, before making any kind of judgment relating to blame or consequence.

Emotion Coaching

Emotion Coaching is an Evidence-based Strategy based on the work of John Gottman and colleagues and helps:

- Children to self-regulate and take ownership of behaviour
- Children to better understand emotions and become more resilient
- Improve academic performance
- Practitioners to be more sensitive to children's needs
- Create more consistent responses to children's behaviour
- Promote positive relationships between adults and children

The Four Steps of Emotion Coaching are:

- Step 1: Recognising, empathising and attuning to the underlying emotion
- Step 2: Validating and labelling the feelings and possible reasons for them
- Step 3 (if needed): Setting limits on behaviour
- Step 4: Problem-solving with the child

Emotion Coaching works very closely with Zones of Regulation, which is also an effective approach we use at All Saints' in classrooms and on the playground. Staff will ensure that any

child they are speaking to about behaviour are calm and ready to listen, and take in what is being said before beginning.

Zones of Regulation

The Zones of Regulation is a systematic approach to teach regulation by categorising all the different ways we feel and states of alertness we experience into four coloured zones. Integrating in cognitive behaviour therapy, children build skills in emotional and sensory regulation, executive functioning and social cognition. The framework is designed to help move children toward more independent regulation while also honouring and respecting each student and their unique self.

We provide resources and support for children to learn and practise strategies that help them regulate their emotions, such as deep breathing, taking a break or seeking assistance from an adult. Each classroom also has a calming station where children are encouraged to visit to regulate and reflect, using the resources carefully chosen by staff. Each calming station has a checklist with items and resources which must be available, to ensure children are not overstimulated however are equally resourced with the necessary equipment and strategies to help them return to a regulated zone, ready to learn.

Each classroom has a Zones of Regulation chart where children are encouraged to move their name to match their current feeling, at different points throughout the school day. Some children may have an individual chart on their desks which included strategies specific to their needs in order to regulate their emotions. Children are reminded that there is never a 'wrong' zone to be in.

Buddy classes within the same grade are also used to support children's regulation, where the child will take part in reflection time and have access to their buddy classes calming station.

The ZONES of Regulation

			
<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>

Managing children's behaviour at All Saints' Primary School

Rewards

At All Saints' we believe in creating a positive ethos through praise and encouragement. A range of rewards and praise are used across the school to support our children. These include:

- ✓ Dojo's in KS1 and KS2 (*Dojo's are introduced and used in the summer term in Reception*)
- ✓ Positive body language
- ✓ A smile
- ✓ Verbal and non-verbal praise specific to the behaviour shown
- ✓ Stickers throughout the grades, although are specifically used in EYS and KS1 (*best accompanied by an explanation linked to effort or progress*)
- ✓ Visit to the HT to showcase their amazing behaviour/efforts
- ✓ Recognition from other members of staff.
- ✓ Every day two children who have demonstrated our core Christian Values for good behaviour and for learning, are chosen by the Class Teacher to be '**Stars of the Day**' with the option of children choosing their own 'star' to exercise pupil voice.
- ✓ Each week two children, who have demonstrated our whole school Christian and learning values, will receive special certificates in collective worship.
- ✓ Additional rewards are given to those who are demonstrating excellent behaviour during breaktimes (Fair play award)
- ✓ Extra playtime may also be awarded
- ✓ Extra reward time/class dojo reward time
- ✓ Golden table for lunchtimes for the children in Years 1-3 (dependant on staff capacity)
- ✓ Sitting on the benches in collective worship

Consequences

To support our school's aim and ethos, we have consulted and agreed upon appropriate consequences when a child is not showing that they are Ready, Respectful or Safe. Every opportunity will be given for the child to reflect on their actions, and to regain control of the situation.

School responses to all incidents will be proportionate, considered, supportive and decided on a case-by-case basis. All Saints' has a system in place for when children are not behaving at the expected level (see Appendix B) and we ensure that the child is involved in the consequence choice. Applying logical consequences that are directly related to the behaviour exhibited, focuses on teaching children about their responsibilities. Although we aim to keep all consequences logical, unfortunately a child's behaviour may be so severe that a suspension or exclusion may be necessary. Please see our Exclusion Policy for further details.

Typical logical consequences at Level 1:

- Participating in reflection time with a member of staff (which may or may not happen at a break time)
- Losing proportionate/not earning extra playtime minutes
- A new (temporary) seat in the classroom
- Restriction on suitable partners for class work
- Completion of work at another time
- Having a privilege or responsibility taken away for a proportionate period of time
- If there are persistent problems at breaktimes, all staff members have an individual responsibility to take appropriate action, e.g. reflection time or in extreme cases, escort the child to the class teacher.

Typical logical consequences at Level 2:

- If previously warned, removal of an extended opportunity, e.g. participation in an event representing the school
- If there has been willful damage, the child may be expected to support the school's caretaker in community service around the school grounds. The parents/carers may also be expected to pay for a repair or replacement of the damaged item
- If a child continues to show great difficulty following the playground rules, this may lead to alternative arrangements for the child's lunchtimes, e.g. alternative play area, playground rota, structured adult led play or indoor small group play. The child's parent may be expected to take them home for the lunch period (*which qualifies as a suspension and should be reserved for extreme cases/level 3 incidents*)
- Behaviour report card

Typical consequences at Level 3:

- An internal, fixed period suspension
 - For the most serious incidents only, an external fixed-period suspension
- (For more information on fixed term suspensions and permanent exclusions, please see our Exclusion Policy).*

The role of SLT for Level 2 & 3 incidents

- Step 1: The child will be removed from the situation (Level 2 - sent to or collected by a senior leader or Level 3 – sent to the Deputy Head Teacher/Head Teacher)
- Step 2: The senior leader will discuss the incident fully with the child, following the 'Rebuilding Koinonia' guide.
- Step 3: The senior leader will discuss the incident with other parties involved, listen to both sides of the story and log the incident and discussions onto the schools data base.
- Step 4: A suitable consequence will be set, reflective of the nature and severity of the incident.
- Step 5: Mediation may be organised between involved parties.

When senior leaders are required to support, staff to use a 'SLT' blue request card. This card should be sent to the Office, so an Office staff member can locate the most appropriate SLT member. If it is an extreme emergency, a staff member can use their mobile phone.

There are times when a child may refuse to participate in reflection time. At this time, a professional judgement may be used to either leave the child to regulate (*as long as no further disruption or unsafe behaviours occur*) or seek further advice from a senior leader. Under no circumstance should the child be out of sight from a staff member.

Unacceptable consequences – therefore, these must not be issued at any level:

- Standing or sitting facing a wall
- Being left alone
- Any form of humiliation in front of peers or 1:1
- Removal of curriculum entitlement (*unless on the basis of safety*), e.g. a child can miss a part of a P.E. lesson to regulate however, must not be denied curriculum entitlement by missing the whole lesson.
- Staff will not click their fingers at children
- Staff will not raise their voice at children
- An induced feeling of rejection

Supporting & Adapting Behaviour Management for SEND children

At All Saints' we believe that Rights Respecting values enable all children to reach their full potential by making them feel safe and valued at all times. Our inclusive learning environments inspire and support all children to be successful learners with a healthy self-esteem.

We recognise that children can have different needs and that we should know what they are. Some children may have behaviour and sensory needs that can be affected by difficulties with communication, understanding, social skills or emotional needs. There may be times or unexpected situations when they react in a way that is outside of the expectations for the majority of the children within school. For children who are impacted by a Special Educational Need or Disability (SEND), we understand that their behaviour is also a form of communication and the meaning behind this communication might not always be clear.

All staff need to be fully aware of the behavioural implications of children with differing needs and tailor their behaviour management strategies accordingly. If these children are working on a behaviour plan or have a risk assessment, then all staff who work with the children will be involved in the process and informed.

When dealing with behaviour that is not in line with our school ethos and values from children with SEND, especially where their SEND affects their behaviour, our school will take its legal duties into account when making decisions about enforcing the behaviour and relationships policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage being caused by our school's policies or practices ([Equality Act 2010 \(Amendment\) Regulations 2023](#))
- Using our best endeavours to meet the needs of all children with SEND ([Children and Families Act 2014](#))
- If a child has an education, health and care plan (EHCP), the provisions set out in that plan are secured and we regularly co-operate with the local authority and other bodies

As part of meeting these duties, we will anticipate, as far as possible, all likely triggers of behaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the child.

When considering a consequence for a child with SEND, we will consider whether:

- The child was unable to understand the behaviour expectations
- The child was unable to act differently at the time as a result of their SEND
- The child was likely to behave aggressively due to their particular SEND

We then assess whether it is appropriate to issue a consequence. If a consequence is issued, we will consider if any reasonable adjustments are required, in consultation with the SENCO/DHT/HT.

We support children who find it difficult to regulate and manage their behaviour by providing further support via Learning Mentor support, ELSA (Emotional Literacy Support Assistant), Jigsaw4U sessions and Zones of Regulation. Our school also seeks and receives support from a variety of outside agencies, depending on the needs of the children involved. These sources include, but are not limited to:

- Virtual Behaviour Service (VBS)
- Educational Psychologists
- Training from the Local Authority
- External agency training

We also have a Nurture & Behaviour Teacher and Learning & Teaching Behaviour Support Assistant who coordinates with staff and children and offers additional support when required.

In order to support positive behaviour being displayed in classrooms, teachers will consider giving particular children pre-warning before directing a question at them, give warnings of time left before ending tasks or moving on to something else and will use soft voices with lower tones to ensure the classroom environment remains calm and nurturing.

At All Saints' we use universal words and universal hand gestures across all classrooms (EYS, KS1 and KS2) and lessons to ensure children understand what is being asked of them. Visit the following link to explain these gestures further:

<https://youtube.com/shorts/9bIAr0cBfW0?feature=share>





Behaviour incidents off school premises

While we will make every effort to manage behaviour on school premises and to prevent behaviour which is not in line with our school ethos and values outside the school gates, we recognise that we cannot be held directly responsible for behaviour that takes place off site, by children who attend our school.

At All Saints' we encourage children to inform us about incidents that happen inside and outside the school so that we can:

- Make key staff aware of the incident
- Monitor that this behaviour does not continue within the school
- Alert colleagues from other schools whose children were involved in behaviour incidents
- Advise parents of appropriate services to use

Off-site behaviour

Consequences may be issued where a child has behaved in a way which is not in line with our school ethos and values, off-site when representing the school. This includes behaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a child of our school

Consequences may also be issued where a child has behaved off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child which impacts school life
- Could adversely affect the reputation of the school

Online behaviour

It is the responsibility of the parent/carer when any wrongdoing online occurs, although the school can issue consequences to children for online behaviour when:

- It poses a threat or causes harm to another child which impacts school life
- It can cause repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The child is identifiable as a member of the school
- They have broken the conditions in the E-Safety policy (which children agree to at the beginning of each school year)

Externally run clubs manage and follow their own behaviour policies. If parents/carers have concerns around children's behaviour while attending an externally run club on school premises, they are to report these concerns to the Head Teacher.

Attendance at After School Club (Wrap Around Care) is subject to the Head Teachers discretion. After School Club staff will follow the Positive Behaviour and Relationships Policy and can make additional arrangements in order for all staff and children to remain safe.

Bullying:

At All Saints' we do not tolerate bullying.

As a Rights Respecting School, we deliver a curriculum that enables children to understand the benefits of living in a society where differences and diversity are celebrated. Our safe, respectful and inclusive learning environments nurture and celebrate the diverse make-up of our school community. This stimulating environment aims for equality of opportunity and a place safe from harm. Children, staff and all members of our school community are expected to treat each other with consideration, courtesy and respect. All forms of bullying, racism and discrimination, including homophobia – premeditated or unintentional are recorded and reported to the school's Governing Body each half-term, and to the LA each term.

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. The children at All Saints’ understand bullying as being: *‘Behaviour which causes harm towards someone else, several times on purpose’*.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, isolating, tormenting
Physical	Hitting, kicking, pinching, biting, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: - Racial - Faith-based - Gendered (sexist) - Homophobic/biphobic - Transphobic - Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

For further information regarding bullying, including the measures put in place to prevent all forms of bullying from taking place, please see our Anti-Bullying Policy.

Racism

We aim to have a consistent approach throughout the school to deal with racism and investigate all reports on the same day.

1. If an alleged racist incident is reported/witness, the HT or DHT is to be alerted straight away and recorded on CPOMS.
2. HT or DHT will investigate the incident thoroughly (talk to each child involved including bystanders, separately to find out what has been happening and why)
3. HT or DHT to decide on consequence

4. Parents/carers involved
5. Talk with others who have been bystanders to the racism about how they could stop this behaviour in the future and how they can be an ally.
6. Keep the situation under regular review to ensure that harassment, abuse or victimisation has stopped and that the victim feels safe.
7. Consider any curriculum implication including the need for a school assembly or lessons, changes to the behaviour code or any policies.
8. Support for the victim and/or the alleged perpetrator.
9. Data on racist incidents are reported to governors each term, including numbers of incidents, types of incident and a summary of how they have been resolved.

What will happen to the child who has been the victim of a racist incident?

- Take appropriate action to offer support to the victim.
- Meet with the pupil's parent(s)/guardian/carer to discuss the matter and explain the action taken.
- Reinforce the school's commitment to tackling racist incidents.

What will happen to the child who has been displaying racist attitudes (perpetrator)?

- An appropriate member of staff should intervene and take immediate action, for example, separating the victim(s) from the perpetrator(s).
- Any racist behaviour should be challenged immediately.
- The perpetrator should be told that their behaviour is unacceptable and will not be tolerated.
- Appropriate action should be taken to support, educate and monitor the behaviour of the perpetrator to ensure that the racist behaviour will not be repeated.
- The incident should be reported to the Headteacher who should decide whether any further action needs to be taken, including notifying the police and informing the parent(s)/guardian/carer of the relevant pupil(s) of any investigation and the outcome.
- The Headteacher should consider the use of a full range of sanctions including the use of fixed term or permanent exclusion.

- Discuss the incident with the alleged perpetrator's parent(s)/guardian/carer (if appropriate) and reinforce the school's commitment to tackling racial incidents.
- Spend time talking to the child to try to find out if there are underlying reasons for their behaviour and if they could benefit from support or interventions to help them manage their behaviour and/or develop their personal and social skills.
- Use appropriate approaches e.g. restorative approaches which hold the child accountable for their actions and deter them from further racist behaviour.
- Use formal sanctions, such as keeping them in at lunchtimes. The sanction used will depend on the severity and persistence of the racist behaviour. Where appropriate we will also impose further sanctions, such as suspension or exclusion.
- We will also reinforce to all pupils that racist behaviour is wrong and unacceptable and offer support to those who have been affected.

Sexual harassment and violence

All members of staff understand the importance of challenging inappropriate behaviours between peers, that are abusive in nature. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment,
- causing someone to engage in sexual activity without consent,
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- up-skirting;

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

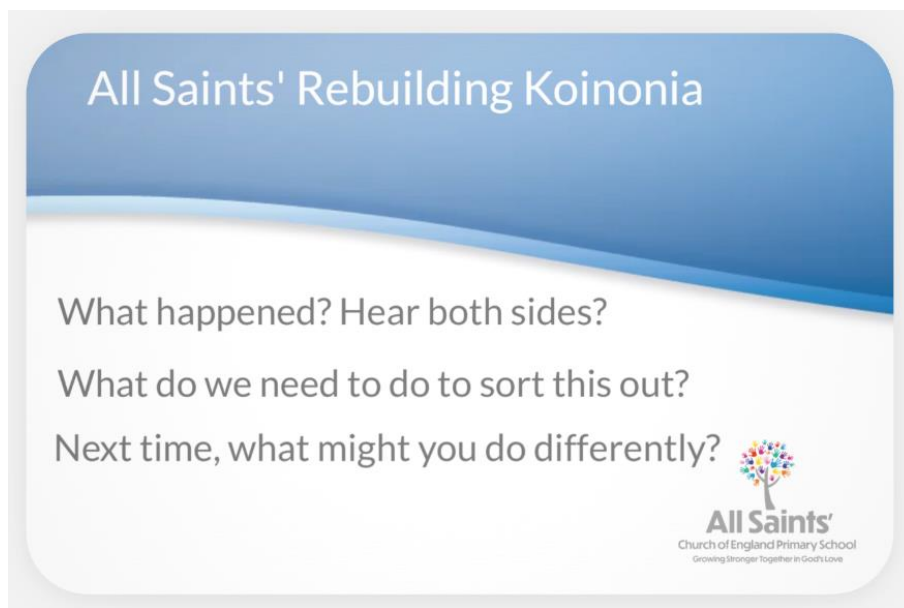
- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

If an allegation of any kind is determined to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead will consider whether the child and/or the person who has made the allegation, requires help.

Any concerns around staff conduct must be reported to the Head Teacher while any concerns around the Head Teachers conduct, must be reported to the Chair of Governors.

For more information, please see [Keeping Children Safe In Education - KCSIE](#) along with our Child Protection and Safeguarding Policy.

Appendix A: Rebuilding Koinonia Cards



Adult Checklist

Do I have calm body language and tone of voice?

What do we need to do to sort this out? Am I listening to both sides of the story?

What practical solutions can I offer to resolve the issue?



Appendix B

Behaviour Incident Flowchart (Appendix B)

