

Karate & Dance Fed Ltd - 17150545

Chief Executive Officer: Mr. J Byrne



## Behaviour Management Policy

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## **1. Policy Statement**

Karate & Dance Federation Ltd (KDF) is committed to creating a safe, inclusive and positive environment in which students can learn, regulate, build confidence and develop respectful relationships. Behaviour management at KDF is based on understanding behaviour as communication and responding in a way that protects safety while supporting children and young people to develop the skills they need to participate successfully.

KDF does not use humiliation, fear, public shaming or punitive practices as ordinary behaviour-management tools. Staff are expected to use clear boundaries, predictable routines, positive reinforcement, restorative practice, appropriate regulation support and reasonable adjustments where behaviour is affected by age, SEND, communication, emotional wellbeing or other individual circumstances.

KDF's approach is rooted in its values of Kindness, Diversity, Friendship and supports the KDF Promise: Every Student, Every Session, Every Time. Every student should be able to participate in a session that is safe, supportive and appropriately adapted to their needs.

## **2. Purpose**

The purpose of this policy is to establish a consistent KDF approach to positive behaviour management across karate and dance provision.

It explains expectations for student behaviour, how staff should respond to dysregulation, how regulation spaces are used, how positive behaviour is recognised through the Reward Station and Early Years mascots, how restorative conversations are undertaken and how repeated or serious behaviour concerns are escalated.

The policy also aims to ensure that behaviour management remains compatible with safeguarding, SEND support, equality, medical needs and KDF's curriculum expectations.

## **3. Scope**

This policy applies to all students participating in KDF Karate, KDF Dance, Early Years provision, SEND-inclusive sessions, performances, gradings, events and other KDF activities.

It also applies to all staff, coaches, volunteers and junior leaders responsible for supporting student behaviour.

Parents and guardians are expected to support the principles of this policy and work constructively with KDF where behaviour concerns require joint planning.

## **4. Behaviour as Communication**

KDF recognises that behaviour can communicate unmet need, anxiety, frustration, sensory overload, difficulty with transitions, communication barriers, tiredness, distress, uncertainty or a need for connection and regulation.

Staff should therefore consider what may be driving behaviour rather than focusing only on the behaviour itself.

Understanding the reason for behaviour does not mean unsafe behaviour is ignored. It means staff choose a response that addresses both immediate safety and the likely underlying need.

## **5. Positive Behaviour Culture**

KDF aims to create environments in which positive behaviour is easier to achieve because routines, expectations and relationships are clear.

Coaches should use calm communication, consistent boundaries, visual support where appropriate, praise, modelling, choice and predictable lesson structures.

Students should understand what is expected of them and should receive opportunities to repair mistakes rather than being defined by them.

## **6. KDF Values**

The values of Kindness, Diversity, Friendship form the core of KDF's behaviour framework.

Kindness means showing care, respect and consideration to others. Diversity means valuing differences and including others regardless of ability, identity or individual need. Friendship means building positive relationships, supporting others and contributing to a safe team environment.

These values should be referred to regularly within lessons so that students understand them as everyday behaviours rather than abstract words.

## **7. Behaviour Expectations**

Students are expected to listen to reasonable instructions, participate safely, treat others respectfully and use equipment appropriately.

Students should avoid deliberate disruption, bullying, aggressive behaviour, discriminatory language, unsafe physical contact or behaviour that prevents other students from learning.

Expectations should be communicated in a way appropriate to age, development and individual need.

## **8. Age and Development**

Behaviour expectations must reflect the student's age and developmental stage.

A three-year-old in an Early Years class cannot be expected to demonstrate the same self-regulation, attention or emotional control as an older student.

Staff should therefore adapt language, expectations, waiting times and consequences proportionately.

## **9. SEND and Behaviour**

KDF recognises that SEND may affect communication, impulse control, sensory processing, emotional regulation, attention and understanding of social expectations.

Behaviour linked to disability or SEND should not be treated automatically as deliberate defiance.

Reasonable adjustments may include visual instructions, reduced language, movement breaks, regulation time, predictable routines, alternative communication or additional transition support.

## **10. PDA and Demand Avoidance**

Where a student displays significant demand avoidance, staff should use flexible and low-arousal approaches where appropriate.

This may include offering controlled choices, reducing confrontational language, using collaborative phrasing and avoiding unnecessary power struggles.

Safety boundaries remain in place, but staff should distinguish between a child being unable to regulate and a child making a deliberate choice to harm others.

## **11. Emotional Regulation**

Students may occasionally become overwhelmed, dysregulated, upset or unable to continue with the main activity.

Staff should respond calmly and avoid escalating the situation through public confrontation or repeated demands.

Where appropriate, the student may be offered access to a regulation space, quieter activity, water, sensory support or time with a trusted adult.

## **12. Tiger Retreat and Leopard Retreat**

KDF provides dedicated regulation spaces known as the Tiger Retreat within karate provision and the Leopard Retreat within dance provision.

These spaces exist to support emotional regulation, sensory processing and safe re-engagement. They are not punishment areas and must never be described as isolation, detention or a place where a “naughty” child is sent.

The Retreats should remain calm, supportive and suitable for short periods of regulation.

## **13. Purpose of the Retreats**

The purpose of the Tiger Retreat and Leopard Retreat is to provide a safe, lower-stimulation environment where a student can regain emotional control before returning to learning.

Students may access the Retreat voluntarily or following a supportive suggestion from staff.

Use should be proportionate and should normally aim toward reintegration rather than removal from the whole session.

## **14. Accessing the Retreat**

A student may ask to use the Retreat or staff may offer it where they observe escalating dysregulation, sensory overload or emotional distress.

Students should not be forced into the Retreat as a punishment.

Staff should use language such as “Would you like a few minutes in the Retreat?” or “Let’s use the Retreat and then come back when you feel ready.”

## **15. Supervision of the Retreat**

Students using the Retreat must remain appropriately supervised in accordance with safeguarding and staffing arrangements.

Supervision should preserve dignity while maintaining visibility and safety.

The Retreat should not create an unsupervised one-to-one situation or remove staff from the main class in a way that compromises wider supervision.

## **16. Time in the Retreat**

Retreat use should generally be short and purposeful rather than becoming an automatic way to avoid the entire lesson.

Some students may regulate quickly, while others may require longer support. Staff should use professional judgement based on the student's presentation and needs.

The focus should remain on readiness to return rather than enforcing a rigid time limit.

## **17. Reintegration**

When the student appears regulated, staff should support a calm return to the session.

Reintegration should avoid public commentary or embarrassment. A student should not be required to apologise publicly before being allowed back into class.

Where appropriate, a brief restorative conversation may take place after the student is calm.

## **18. Regulation Is Not Reward or Punishment**

Access to the Tiger Retreat or Leopard Retreat must not be treated as something a student has to earn.

Equally, it should not be withdrawn as punishment.

Regulation is a support strategy, and students who need it should be able to access it appropriately.

## **19. Restorative Practice**

KDF uses restorative practice to help students understand the impact of behaviour, repair relationships and return positively to the group.

Restorative practice focuses on what happened, who was affected, what needs to happen next and how the student can make things better.

It should be used once the student is sufficiently calm to reflect.

## **20. Restorative Conversations**

A restorative conversation may include questions such as what happened, what the student was feeling, who was affected, what could be done differently next time and what would help repair the situation.

The purpose is reflection rather than interrogation.

Questions should be adapted to the student's age, language ability and SEND needs.

## **21. Restorative Repair**

Repair may include an apology, helping to restore equipment, checking on another student, completing an agreed action or demonstrating a more positive behaviour later in the session.

An apology should be meaningful and not forced where the student does not yet understand the impact of what happened.

The aim is to rebuild connection and responsibility rather than simply obtain words of apology.

## **22. Positive Reinforcement**

KDF uses positive reinforcement to recognise behaviours that reflect its values and support the wider learning environment.

Recognition should focus on specific behaviour rather than vague praise.

For example, staff may recognise a student for helping someone join in, showing patience, adapting to another student's needs or supporting a peer who is struggling.

## **23. Reward Station**

KDF operates a Reward Station as a values-based recognition system.

During relevant classes, three students are selected each session, with one recognised for Kindness, one for Diversity, and one for Friendship.

The purpose of the Reward Station is to recognise meaningful demonstration of KDF values rather than simply selecting the highest-performing student.

## **24. Selecting Students for Values Recognition**

Staff should select students based on observable behaviour during the session.

The student selected for Kindness should have demonstrated care or respect. The student selected for Diversity should have demonstrated inclusion, adaptability or appreciation of difference. The student selected for Friendship should have contributed positively to relationships, teamwork or support of others.

Selection should rotate naturally over time and should not repeatedly favour the same confident or high-performing students.

## **25. Accessing the Reward Station**

Students selected for values recognition may visit the Reward Station and choose an appropriate reward.

The experience should feel positive and celebratory without becoming highly competitive.

Students should understand what they have been recognised for and how their behaviour reflected the relevant KDF value.

## **26. Certificates and Recognition**

Where KDF uses certificates alongside the Reward Station, the certificate should identify the value recognised.

This helps families understand the specific behaviour being celebrated and reinforces the link between rewards and KDF culture.

Recognition should remain genuine and should not be distributed simply to ensure everyone receives one within an artificial timeframe.

## **27. Avoiding Reward Dependency**

KDF recognises that some children, particularly those with PDA or significant demand avoidance, may respond poorly to reward systems that create pressure or transactional behaviour.

The Reward Station should therefore remain positive and optional in tone rather than being used as leverage for compliance.

Staff should never threaten to remove a previously earned reward because of later behaviour.

## **28. Early Years Recognition**

Early Years provision uses a more developmentally appropriate recognition approach alongside the main KDF values framework.

In karate, Sensei Spots may be awarded to a child to take home. In dance, Dancing Dodo may be awarded in the same way.

These mascots are intended to build connection, excitement and positive relationships between KDF, students and families.

## **29. Sensei Spots**

Sensei Spots is used within Early Years karate provision as a positive recognition mascot.

One student may be selected to take Sensei Spots home for an agreed period, together with the associated notebook or record of adventures.

The focus should be on effort, kindness, confidence, friendship, participation or another positive behaviour rather than technical performance alone.

## **30. Dancing Dodo**

Dancing Dodo operates as the equivalent Early Years recognition mascot within dance provision.

A student may take Dancing Dodo home and share their experience through the associated notebook or family contribution.

The mascot should promote belonging and positive engagement rather than competition between children.

## **31. Mascot Safeguarding and Care**

Families taking home Sensei Spots or Dancing Dodo should treat the mascot responsibly and return it at the agreed time.

The associated notebook should not be used to record private family information, safeguarding concerns or material unsuitable for wider sharing.

Photos may be included only where families are comfortable and where normal KDF digital and photography expectations are followed.

## **32. Recognition and Inclusion**

Positive recognition systems should remain inclusive of SEND students, quieter students, students who require significant regulation support and students whose progress may look different from others.

A child who has struggled during part of a session may still demonstrate a KDF value later and may still be recognised.

Behaviour support and positive recognition should not be treated as opposites.

### **33. Praise and Feedback**

Staff should use descriptive praise that helps students understand exactly what they did well.

Statements such as “You showed Friendship by helping them join the group” are more useful than generic praise alone.

Feedback should support intrinsic understanding while allowing reward systems to add celebration.

### **34. First Response to Challenging Behaviour**

Where behaviour begins to disrupt learning, staff should normally start with the least intrusive effective response.

This may include proximity, a visual cue, brief reminder, redirection, choice, change of position or quiet individual instruction.

Public confrontation should be avoided where a more discreet response can achieve the same result.

### **35. Repeated Disruption**

Where low-level disruption continues, staff should clarify the expectation and provide an opportunity for the student to reset.

A student may be offered a short break, Retreat access or an alternative way to rejoin the task.

The aim should remain successful re-engagement rather than escalating consequences automatically.

### **36. Unsafe Behaviour**

Behaviour that creates an immediate risk to the student or others requires a more direct response.

Staff may pause activity, move other students away, remove unsafe equipment or give clear safety instructions.

Where necessary, the student may be supported away from the immediate activity while staff restore safety.

## **37. Aggression**

Physical aggression, deliberate striking outside supervised activity, throwing equipment, threatening behaviour or serious intimidation must be addressed immediately.

Staff should remain calm, prioritise safety and avoid retaliatory language or physical escalation.

The Aggressive & Volatile Behaviour Policy should be applied where behaviour reaches a significant level.

## **38. Physical Intervention**

Physical intervention should only be used where necessary to prevent immediate harm and should be proportionate to the risk.

It must not be used as punishment, to force ordinary compliance or because staff are frustrated.

Any significant physical intervention should be recorded and reviewed.

## **39. Bullying**

Bullying will not be tolerated within KDF.

Where bullying is alleged, staff should listen to all relevant information, protect the student experiencing harm and address the behaviour proportionately.

Serious or repeated bullying may also become a safeguarding concern.

## **40. Discriminatory Behaviour**

Racist, sexist, homophobic, transphobic, ableist, religious or other discriminatory behaviour must be challenged.

Staff should explain why the behaviour is unacceptable and use the incident as an opportunity for learning where appropriate.

Persistent or serious discriminatory behaviour may require safeguarding or formal membership action.

## **41. Sexualised Behaviour**

Sexualised comments, touching, harassment or pressure between students must not be dismissed as banter.

Staff should intervene, record concerns where appropriate and follow safeguarding procedures where the behaviour is harmful, coercive or developmentally concerning.

The wellbeing of the affected student must remain central.

## **42. Refusal and Non-Participation**

A student refusing an activity should not automatically be treated as deliberately defiant.

Staff should consider whether the task feels overwhelming, unclear, unsafe, embarrassing or physically difficult.

Where possible, an alternative entry point, adapted task or short regulation break should be offered before escalating.

## **43. Leaving the Activity Area**

Where a student moves away from the group, staff should consider age, risk and whether the student remains within a safe supervised area.

A student should not be chased in a way that increases risk unless immediate safety requires intervention.

Repeated running or absconding behaviour may require an individual risk-management plan.

## **44. Individual Behaviour Support Plans**

Where a student has repeated or significant behaviour needs, KDF may create an individual behaviour or regulation support plan with the family.

The plan may identify triggers, successful strategies, communication approaches, preferred regulation methods, early warning signs and escalation arrangements.

Plans should be reviewed and adjusted as the student develops.

## **45. Working With Parents and Guardians**

Parents and guardians should be involved constructively where behaviour concerns are repeated or significant.

Communication should focus on patterns, support and practical strategies rather than blame.

Staff should describe what has been observed and what has helped, while families may provide useful information about strategies that work elsewhere.

## **46. Communication Following Incidents**

Parents should normally be informed of significant behaviour incidents, particularly where there has been aggression, injury, physical intervention, safeguarding concern or serious disruption.

Information should be factual and proportionate.

KDF should not disclose confidential information about another student when explaining an incident.

## **47. Consequences**

Consequences should be logical, proportionate and connected to the behaviour.

A student who misuses equipment may temporarily lose access to that equipment; a student who disrupts a particular activity may need to rejoin through a more structured route.

Consequences should support learning and restoration rather than humiliation.

## **48. What KDF Will Not Use**

KDF will not use physical punishment, public humiliation, deliberate deprivation of food or water, prolonged isolation, degrading language or threats of abandonment as behaviour-management tools.

Students should not be made to perform excessive exercise as punishment.

Regulation spaces must never be used as punitive isolation.

## **49. Temporary Removal From an Activity**

There may be occasions when a student needs to be removed from part of an activity because continued participation is unsafe.

Removal should normally be temporary and should include appropriate supervision and a clear route back into learning.

Staff should avoid allowing a temporary removal to become exclusion from the whole session without review.

## 50. Suspension From Sessions

Where behaviour creates a serious or repeated risk and existing support has not been sufficient, KDF may temporarily suspend attendance while a safer plan is developed.

Suspension should not be the first response to behaviour linked to unmet SEND needs where reasonable adjustments have not yet been explored.

Any suspension should be communicated clearly to the family with expectations for review and return.

## 51. Ending Membership

In rare circumstances, KDF may determine that it can no longer safely meet a student's needs or manage behaviour without unacceptable risk to the student, staff or others.

Ending membership should only occur after reasonable consideration of support, adjustments and risk, unless a single exceptionally serious incident requires immediate action.

Safeguarding referrals remain separate from membership decisions and must still be made where required.

## 52. Staff Consistency

Students benefit from predictable responses. Staff should therefore apply the principles of this policy consistently across KDF Karate and KDF Dance.

Consistency does not mean every student receives an identical response. Different students may require different reasonable adjustments to achieve the same safe outcome.

Lead Coaches should support staff where responses have become inconsistent or overly punitive.

## 53. Staff Regulation

Adults must manage their own emotional response during difficult behaviour incidents.

Staff should avoid shouting in anger, arguing with students or escalating a power struggle.

Where possible, another adult should take over if a staff member becomes too emotionally involved to respond calmly and professionally.

## **54. Junior Coaches and Behaviour Management**

Junior coaches and young leaders may support positive reinforcement, model expectations and help with ordinary low-level redirection.

They should not be expected to manage serious aggression, safeguarding incidents or highly dysregulated students alone.

An adult coach should take responsibility where behaviour escalates.

## **55. Behaviour and Safeguarding**

Behaviour may sometimes indicate that a child is experiencing abuse, neglect, exploitation, bullying or another safeguarding concern.

Sudden significant behavioural change, sexualised behaviour, persistent fear, aggression or withdrawal should therefore be considered within the wider safeguarding context.

Staff should not assume every behaviour concern is purely disciplinary.

## **56. Behaviour and Medical Needs**

Some behaviours may arise from pain, fatigue, medication effects, blood sugar changes, seizures or other medical circumstances.

Where behaviour is sudden or unusual, staff should consider whether a medical issue may be contributing.

Relevant healthcare plans should be followed.

## 57. Attendance and Behaviour

Repeated absence following a behaviour incident should be followed up appropriately.

A child should not feel that they cannot return because they made a mistake.

Where families withdraw following repeated concerns, KDF should consider whether there are safeguarding or welfare issues requiring follow-up.

## 58. Recording Behaviour Incidents

Significant behaviour incidents should be recorded where appropriate.

Records should identify what happened, what preceded it, how staff responded, whether anyone was harmed and what follow-up occurred.

The language should remain factual and should avoid labelling a child as “naughty”, “bad” or similar.

## 59. Monitoring Patterns

Repeated incidents should be reviewed for patterns relating to time, activity, staff, sensory environment, transitions, hunger, tiredness, peer relationships or communication demands.

Patterns can inform more effective support and may prevent unnecessary escalation.

Data should be used to improve provision rather than simply count incidents.

## 60. Reviewing Support

Where a behaviour support strategy is not working, KDF should review the approach rather than repeatedly applying the same response.

This may involve family discussion, staff observation, curriculum adaptation or revised regulation arrangements.

The student's own views should be included where appropriate.

## **61. Curriculum and Behaviour**

Engaging, appropriately differentiated teaching is an important behaviour-management strategy.

Lessons that are excessively difficult, repetitive, unclear or poorly paced may increase dysregulation.

Coaches should therefore consider lesson design when reviewing behaviour rather than attributing every difficulty solely to the child.

## **62. Transitions**

Transitions can be particularly difficult for younger or SEND students.

Staff should provide warnings, countdowns, visual cues or predictable routines where these support successful movement between activities.

The established transition structure within longer KDF sessions should be used positively to reduce uncertainty and fatigue.

## **63. Breaks**

Breaks should support regulation and welfare rather than be treated as a behaviour reward that can be withdrawn routinely.

Students who require additional movement, sensory or regulation breaks may receive these as a reasonable adjustment.

Food, drink and toilet access must not be withheld as punishment.

## **64. Reward Station and Fairness**

Students should understand that the Reward Station recognises specific values rather than overall popularity or technical achievement.

Staff should remain aware of unconscious bias when selecting students and should recognise different ways in which the values may be demonstrated.

A quiet act of inclusion may be as worthy of recognition as an obvious public gesture.

## **65. Reward Station and Repeated Recognition**

There is no rule preventing the same student from receiving recognition more than once where their behaviour genuinely merits it.

However, staff should review patterns where the same small group receives most rewards and consider whether others' positive behaviours are being overlooked.

Recognition should remain authentic rather than becoming a rotational entitlement.

## **66. Reward Station and Challenging Sessions**

A student who has experienced dysregulation earlier in the lesson may still be chosen for a value award where they later demonstrate meaningful Kindness, Diversity or Friendship.

This reinforces that one difficult moment does not define the student.

KDF's approach should promote repair, growth and re-engagement.

## **67. Sensei Spots and Dancing Dodo Selection**

Sensei Spots and Dancing Dodo should be selected using broad positive criteria suited to Early Years development.

These may include bravery, participation, kindness, sharing, confidence, effort, listening, friendship or trying something new.

Technical ability should not dominate selection.

## **68. Family Engagement With Mascots**

Families should be encouraged to share simple adventures or experiences in the mascot notebook and return the mascot ready for another student.

Participation should remain accessible and should not require families to spend money, attend special outings or create elaborate entries.

The focus should remain connection and enjoyment.

## **69. Restorative Practice Following Peer Conflict**

Where two or more students have fallen out, restorative work may help them understand one another and repair the relationship.

This should only happen where all involved are sufficiently regulated and where the incident does not require a safeguarding response that makes direct discussion inappropriate.

A student who has been harmed should never be pressured into reconciliation.

## **70. Serious Incidents**

A serious incident may include significant aggression, repeated bullying, discriminatory abuse, serious sexualised behaviour, deliberate property damage, possession of dangerous items or behaviour creating substantial risk.

These incidents require senior staff involvement and may also require safeguarding, police or emergency-service involvement depending on circumstances.

Restorative work may still form part of later support but does not replace necessary protective action.

## **71. Police and External Agencies**

Police involvement should be considered where behaviour involves serious violence, credible threats, weapons, significant criminal damage or another potentially criminal matter.

Children's social care or other safeguarding services may also need to be involved where behaviour indicates wider risk or exploitation.

KDF should not attempt to manage serious safeguarding or criminal matters solely through internal behaviour consequences.

## **72. Staff Training**

Staff should receive training in positive behaviour support, de-escalation, restorative practice, SEND-aware approaches and safe responses to challenging behaviour appropriate to their role.

Training should emphasise prevention, regulation and relationship-based practice.

Staff should also understand when behaviour concerns move beyond ordinary management into safeguarding or emergency response.

## **73. Observation and Quality Assurance**

KDF may observe sessions to assess how consistently behaviour is managed and whether staff responses reflect this policy.

Observation should consider tone, relationships, clarity of expectations, use of praise, inclusion, de-escalation and whether students are supported to regulate successfully.

Findings should inform coaching development and organisational improvement.

## **74. Kindness**

The value of Kindness requires staff to respond to difficult behaviour without humiliating or rejecting the student.

It also requires students to understand how their behaviour affects others and how they can repair harm.

Kindness does not mean avoiding boundaries; it means setting them respectfully.

## **75. Diversity**

The value of Diversity requires KDF to recognise that students regulate, communicate and learn in different ways.

Behaviour systems should therefore be flexible enough to support SEND, disability, developmental differences and individual needs while maintaining common expectations around safety and respect.

Different support is not unfair treatment.

## **76. Friendship**

The value of Friendship requires students to practise cooperation, inclusion, encouragement and respectful conflict resolution.

Peer relationships should be supported through restorative approaches rather than encouraging retaliation or exclusion.

Students should learn that friendship includes accountability as well as support.

## **77. The KDF Promise**

This policy supports the KDF Promise: Every Student, Every Session, Every Time.

Every student should receive consistent behaviour support that helps them regulate, learn and remain included wherever safely possible.

The Promise also requires KDF to protect every other student from behaviour that significantly disrupts or endangers their experience, balancing individual support with the welfare of the whole group.

## 78. Related Policies

This policy should be read alongside KDF's Safeguarding & Child Protection Policy, Safeguarding Roles, Reporting & Responding to Concerns Policy, Student, Parent, Guardian & Visitor Code of Conduct, SEND Policy, Early Years Policy, Aggressive & Volatile Behaviour Policy, Disability & Reasonable Adjustments Policy, Medical Needs, Medication & Individual Healthcare Support Policy, Attendance Policy, Curriculum Policy, Professional Boundaries & Relationships Policy, First Aid & Emergency Medical Response Policy and Accident, Incident, Near-Miss & RIDDOR Policy.

These policies should be applied together where behaviour overlaps with safeguarding, SEND, health, injury, attendance, professional conduct or serious risk.

## 79. Policy Review

This policy will normally be reviewed annually, but an earlier review will take place following a serious behaviour incident, safeguarding concern, major curriculum change, change to the Reward Station or Retreat model, or evidence that behaviour systems are not working consistently.

KDF will continue to review the effectiveness of the Tiger Retreat, Leopard Retreat, restorative practice, Reward Station, Sensei Spots and Dancing Dodo as part of its wider quality and inclusion arrangements.

KDF's behaviour approach will remain focused on relationships, regulation, repair and positive recognition so that students are supported to grow within a culture of Kindness, Diversity, Friendship.