



Relationships Policy

Amended by:	Laura Willcocks
Date agreed by Headteacher/Governing Body:	July 2016
Next review date:	July 2017

Introduction

The Potton Federation has a primary aim of ensuring that every member of the community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's Relationships Policy is therefore designed to lead the way in which all members of the school can live and work together in a supportive way. It aims to provide an environment where everyone feels safe and happy.

The schools that make up the Potton Federation are restorative. We aim to equip the children with life skills, and to help our community learn to understand the consequences and impacts of their actions. A restorative approach is integral to who we are as a Federation, and we have made this process the foundation to every aspect of school life. We believe in adults living and modelling these behaviours for the children too.

We believe that by using a restorative process and bringing those harmed by conflict, and those responsible for the harm, into communication; we can enable everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward. We have a set of 5 'I Can' rules to support our pupils in building relationships and promoting the rights and responsibilities of all.

Within the Federation, staff will ensure that the Convention of the Rights of the Child (CRC) is embedded into the ethos and curriculum of each school.

We aim to:

- Help children grow up into confident, tolerant, considerate young people.
- Ensure that everyone can listen to others and feel listened to.
- Show children how to respect themselves and to show others the same respect.
- Help children to understand the needs of others.
- Teach children to care for their own belongings and their surrounding environment.
- Create an environment where education is a partnership between home and school.
- Be consistent.
- Teach everybody what their rights and responsibilities are.

We believe that:

- All members of the community should feel safe, happy, and cared for in school.
- Children and adults should be asked what they need in order to get the best out of themselves.
- We should 'teach' skills to enable and empower children to make good relationships and we provide strategies that will support children and adults if relationships break down.
- Any behaviour that harms/upsets a child or adult should be addressed and all parties involved should be given the opportunity to put things right.

To achieve this, children, staff, parents, carers, and members of our community will:

- Speak to one another in a calm manner
- Work together
- Listen to each other
- Behave in a considerate way towards others
- Tell the truth
- Try to understand each other's point of view
- Seek solutions which will repair any harm/upset caused
- Avoid 'put downs', shouting, and sarcasm
- Actively seek to build, maintain, and repair relationships

'I Can' statements

We have 5 rules which are based on our 'I Can' ethos and aim to promote positive relationships and behaviour; they underpin the restorative approach. The 5 rule statements are:

- ✓ I can follow instructions.
- ✓ I can listen to all adults working in school and each other.
- ✓ I can be gentle, kind, and polite, and keep my hands, feet and unkind words to myself.
- ✓ I can value people's belongings and respect the school and other people's property.
- ✓ I can be honest and tell the truth.

Class teachers/ form tutors discuss the five rules with their class regularly. In addition to the rules, each classroom also has its own *Features of a Rights Respecting Classroom* which is agreed with the children and displayed in the classroom. In this way, every child knows the standard of behaviour that is expected.

Rewards

Good behaviour never goes unnoticed and staff recognise good behaviour by giving specific praise and showing appreciation of attitudes to learning and kindness to others.

We praise and reward children for good behaviour and attitudes to learning in a variety of ways:

- ✓ Staff praise our pupils.
- ✓ Staff nominate pupils from their class/ subject area to receive a certificate in the weekly Celebration Assembly. These certificates recognise effort, achievement, and conduct.
- ✓ Playground buddies (Lower School) and mentors (Middle School) nominate a pupil from each Key Stage for exceptional behaviour at lunchtimes in the weekly assembly.
- ✓ Staff electronically distribute class Dojo points to pupils, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Points accumulate towards earning Bronze (55-99 points), Silver (100-149 points) and Gold (150 plus points) certificates from the class teacher/ form tutor in the weekly Celebration Assemblies. Termly certificates and Potton Pin Badges are awarded in the final assembly of each term and pupils start afresh with points each term.
- ✓ In Reception (Lower School), our pupils also work towards a termly 'Superstar' certificate.
- ✓ Staff members award a Values certificate each week to pupils in their class who have demonstrated the current value of the week.
- ✓ Efforts and achievements of our pupils from outside of school are acknowledged during weekly Celebration Assemblies where pupils often bring in certificates/cups/medals/ trophies which are then presented to them. (CRC Article 29 –Education should develop each child's personality and talents to the full.)

In addition to the rewards, positive behaviour and how to form strong relationships is explicitly taught through PSHE lessons, circle time, school assemblies, out of school experiences, and after-school clubs. Discrete PSHE lessons are taught on a regular basis to ensure all pupils understand the importance of relationships and the restorative approach, and have the required skills to be able to resolve issues with adult support, or independently where appropriate.

Awareness of behavioural issues in society is promoted through the articles of the CRC and the common language of the CRC through these discussions. A Rights and Responsibilities School Charter is implemented & displayed in each classroom.

The Restorative Approach

At The Potton Federation, everyone involved in an incident is taken through the five stages of the Restorative Approach, and is therefore supported in coming to understand the harm that has been caused to all parties.

The five stages are:

1. **What happened?**

Drawing out each person's story one at a time.

2. **What do you think and feel about that?**

What each person was thinking at the time, before, and since.

3. **Who has been affected and how?**

Who has been harmed/affected, and how?

4. **What are the needs of those involved?**

What those affected need to feel better, move on, repair harm, and rebuild relationships.

5. **What agreement can we reach about the future?**

How do these people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process, but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult, or is imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way. All staff working within our Federation use active listening skills when dealing with a conflict. This enables them to draw out more from those involved. (Appendix 1)

Implementation of the Restorative Approach

At The Potton Federation, we recognise that all children are unique individuals, and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The five stages of the Restorative Approach underpin our approach to behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding. When working with pupils in the Early Years Foundation Stage our focus is on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support, and visual resources such as photographs are all used to support the

pupils' understanding of the approach. As pupils become more secure in the skills needed for each stage, they progress to the next one. This approach is also adapted for other pupils throughout the Federation. Pupils with low levels of emotional maturity or with Special Educational Needs can need support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the restorative stages at their own pace. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve. They also recognise that at times this approach may not prove successful and will need to be reviewed.

Restorative Approach sessions and agreements

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour and use the Restorative Approach in combination with the rules and sanctions to help fix relationships. We do everything in our power to ensure that all of our pupils attend school free from fear. All incidents of bullying are recorded on the Integris Behaviour Log.

- For low- level corridor/classroom/playground poor behaviour towards another child, a Restorative Approach (RA) conversation will take place as appropriate. This is unlikely to have further implications and no formal recording is needed but the class teacher/ form tutor will be made aware. E.g. laughing at someone, etc.
- In the case of a more serious/reoccurring dispute between children an RA session will be recorded on an RA form (Appendix 2) and an agreement will be drawn up by the children with support as per the form. (The class teacher/ form tutor and Head of Key Stage should be given a copy)
- Physical violence will be recorded on an RA form and an agreement will be drawn up by the children with support (copy to class teacher/ form tutor and Head of Key Stage). If there is a fight or severe physical violence this needs to be referred to the Headteacher or Deputy Headteacher immediately on the day, as it might result in an exclusion and in this instance a decision about the RA will also be made.
- Racist/homophobic incidents will be recorded on an RA form and an agreement will be drawn up by the children with support and copied to class teacher/ tutor and Head of Key Stage. In this instance a photocopy also needs to be given to the Headteacher so that the incident can be formally noted in the record book.

Sanctions

Depending on the seriousness of the incident, a range of consequences and actions may follow; these are usually as set out below and are recorded on the Integris Behaviour Log which is available for all stakeholders to see. When using sanctions at The Potton Federation, staff ensure that they are constructive and allow the child to learn from what has happened and apply the restorative principles. The sanction is given by the class teacher or the member of staff responsible for the class when the incident took place. If an incident occurs at lunch time then it is the Lunchtime Supervisors' responsibility to resolve the issue, unless they feel it should be referred to the class teacher. Senior staff should be consulted if there is any confusion about which sanction would be most appropriate. At least one member of SLT is on lunch duty every day.

1. Verbal warning
2. Name on the board/five minutes time out in the time-out area
3. Send to Key Stage Leader's classroom or to a member of SLT/ Deputy/ Headteacher as appropriate
4. Missed break and/ or lunchtime

Parents/ carers will be informed of a missed break/lunch as follows:

No.	Parental contact
1	The child will be asked to inform their parents/ carers that they had to miss break and/ or lunch.
2	Parents/carers will be notified via Class Dojo. An opportunity for parents/carers to meet with the class teacher/ form tutor will be offered.
3	Parents/carers will be notified via a phone call and asked to meet with the class teacher/ form tutor. Rights and Responsibilities (R&R) are discussed and the child will be given a behaviour report card. After two weeks of good behaviour, the card will be signed off, the pupil praised for turning their behaviour around and there will be a fresh start.
4	Parents/carers will be notified via phone call by the relevant Key Stage Co-ordinator to meet with them and the class teacher/ form tutor. Rights and Responsibilities will be discussed. The pupil's behaviour report card will be signed daily by the class teacher/ form tutor and lunchtime supervisors, and shown to a member of the Senior Leadership Team daily to be signed. After two weeks of good behaviour the card will be signed off, the pupil praised for turning their behaviour around and there will be a fresh start. Parents/carers will be advised that if a further incident occurs then this will result in the involvement of the Deputy Headteacher or Headteacher.
5	Parents will be notified via phone call and asked to meet with the Deputy/ Headteacher where the Home School agreement will be discussed. The pupil and

parents/carers will be informed that sanctions to miss treats or extracurricular events will be carried out e.g. visits or trips. A Behaviour Report card will be put in place for daily monitoring by the Deputy/ Headteacher. The parents/carers will also be informed that any further breaking of rules affecting the rights and responsibilities of all stakeholders may lead to a lunchtime exclusion.
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If these 'everyday' measures of sanction and Restorative Approach have limited effect we move to another stage of the process. However, this policy is reactive to the child and thresholds are flexible depending on the type and number of occurrences of the incidents. This ensures we are consistent to our principles but flexible in our practice. The next stage involves a more in depth look at the child's behaviours and the setting up of interventions to improve their behaviour.

These might include:

- Regular catch-up when the child is collected
- A weekly report card
- A personal sticker chart
- Actions and consequences
- Regular meetings with parents to discuss progress
- Work with a learning mentor for emotional support
- Pastoral support plan
- Behaviour plan
- Meeting between Inclusion Manager, Head of Key Stage, Deputy Head, or Headteacher, and parents to discuss the issue and decide on action.

We remind ourselves at this point that **'the behaviour is the problem'** not the child. To support this process, we may need an internal exclusion. This may involve the child spending either half or the whole day working on their own. This will involve the SLT ensuring the child's needs are met. They have their lunch on their own and do not attend assemblies or go to playtimes.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. We have written this policy with due regard to the *Education Act 2002*, *The Equality Act 2010* and the *Education and Inspections Act 2002*. We have also adopted the DfE's *The School Discipline (Pupil Exclusions and Reviews Regulations 2012)*, we will refer to this guidance in any decision to exclude a child from school.

Only the Headteacher has the power to exclude a pupil. The Headteacher may exclude a pupil for one or more fixed periods, for up to forty five days in any one school year. The minimum period of exclusion is half a day. In extreme and exceptional circumstances the Headteacher

may exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion both verbally and in writing. The Chair of Governors, who will not be on the appeal panel is also informed. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body; the Headteacher will provide details to the parents regarding how such an appeal can be made.

For pupils who are at risk of exclusion and are in need of additional support because of behaviour difficulties, a Pastoral Support Plan should be put in place. Parents/carers should be involved in drawing up the plan. All staff will be informed and will ensure that the plan is applied consistently.

The Headteacher is required to inform the Local Authority and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Drug and alcohol-related incidents

It is the policy of the Federation that no pupil should bring any drug, legal or illegal, to school. If a pupil will need medication during the school day, the parent, carer or guardian should notify the school and ask permission for the medication to be brought into school. This should be taken directly to the school office for safekeeping, and an indemnity form completed. Any medication needed by a pupil while in school must be taken under the supervision of two adult workers and is recorded and signed by two members of staff.

The Federation will take very seriously any misuse of any substances, such as glue, other solvents, or alcohol. The parents, carers, or guardians of any child involved will always be notified. Any pupil who deliberately brings substances into school for the purpose of misuse will be issued a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social care will be informed. If any pupil is found to be suffering from the effects of alcohol or other substances then arrangements will be made for that pupil to be taken home. If the child's behaviour is adversely affected by alcohol or other substances, an exclusion will be issued.

It is forbidden for anyone, adult or pupil, to bring illegal drugs onto the school premises. Any pupil who is found to have brought to school any type of illegal substance will be issued a fixed-term exclusion. The pupil will not be readmitted to the school until a parent, carer or guardian of the pupil has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated the pupil will be permanently excluded. *(CRC Article 33- Governments must protect children from the use of illegal drugs.)*

If a pupil is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils, the pupil will be permanently excluded. The police and social care will also be informed.

Reasonable Force

All members of staff are aware of the regulations regarding the use of force as set out in the DfE's *Use of reasonable force* document, as well as that document's relationship to *The Education Act 1996* and the *Education and Inspections Act 2006*. Please refer to our *Use of Reasonable Force Policy* to understand how we intervene physically to restrain children and in what situations this may occur.

Staff Training

At the Potton Federation, we ensure that we have a consistent approach to managing behavioural issues. New staff who join the school receive training in the Restorative Approach, and are briefed in the Relationship Policy. Refresher training in the Restorative Approach is provided for all teaching and support staff on a regular basis in order to maintain confidence in this approach; this includes our Lunchtime Supervisors.

The role of the staff

It is the responsibility of all staff to ensure that the five 'I Can' rules are enforced in the school, and that all pupils behave in a responsible manner at all times. The staff have high expectations of our pupils with regard to behaviour and they strive to ensure that all children work to the best of their ability.

- ✓ The staff treat all children in their classes with respect and understanding. *(CRC Article 3-The best interests of the child must be a top priority in all actions concerning children.)*
- ✓ The Integris Behaviour Log will be completed and discussed with parents as necessary.
- ✓ The staff, via the Inclusion Manager, will liaise with external agencies concerned with behaviour if necessary.
- ✓ The class teacher will report to parents about the progress of each pupil in their class at Parent Consultations and in the annual report. At the Lower School, parents can fill in a slip requesting an appointment for an informal chat to discuss progress or any concerns with class teachers. The request slips are located in the front entrance or in the

Reception class for the youngest children. At the Middle School, parents can request contact from the form tutor via the school office either in person, by telephone or by email.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school's Behaviour Policy consistently throughout the Federation, and to report to Governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety, and welfare of all pupils and staff in the Federation.

The Headteacher supports the staff by implementing the policy and by setting the standards of behaviour. The Headteacher keeps written records of all reported incidents of bullying and racism. All incidents are also recorded on the Integris Behaviour Log. All incidents of bullying and racism are reported to the Governing Body by the Headteacher.

The Headteacher has the responsibility of giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For serious acts of misbehaviour, in line with our five school rules, the Headteacher may give an exclusion. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a pupil. An exclusion is the ultimate sanction and will never be taken lightly. These actions are taken only after the Chair of Governors has been notified. All exclusions are recorded on the Integris Behaviour Log and a record will remain on a child's record while they are in education.

The role of Parents/ Carers

Parents are aware of the procedures at the Potton Federation, and are encouraged to ask about, and become actively involved in, Restorative Approaches. As a Federation we offer parent circles and teach parents about the basic principles of RA and how to use it in their homes. The Federation collaborates actively with parents and carers, so that pupils receive consistent messages about how to behave at home and at school. We explain the 5 rules in the information that is sent to parents and we expect parents to support their child's learning and to take responsibility for their behaviour. We encourage parents to work in partnership with us and to support the actions of the school. All parents/carers are given a Home/School Agreement when their child is admitted. *(CRC Article 5 –Governments must respect the rights and responsibilities of parents to guide and advise their child so that, as they grow, they learn to apply their rights properly.)*

We inform parents immediately if we have concerns about their child's welfare or behaviour. Parents are also asked to inform the school, as soon as possible, of any concerns they may have. If parents have concerns, they should initially contact the class teacher/ form tutor. If the concern remains, they should contact the Deputy/Headteacher and then the Governing Body. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Governors

The Governing Body has the responsibility of agreeing this policy and of reviewing its effectiveness. The Governors support the Headteacher in ensuring that the Federation community adheres to this policy. The Headteacher has the day-to-day authority to implement the Behaviour Policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this advice into account when making decisions about matters of behaviour.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements or amendments to the policy.

The Federation keeps records concerning incidents of misbehaviour. Where necessary staff complete Behaviour Logs; parents are then informed, and details are entered onto the Integris Behaviour Log. The Headteacher records all incidents of bullying, racism, and serious physical assault. The Headteacher keeps a record of any child who is excluded whether on a fixed-term basis or permanently.

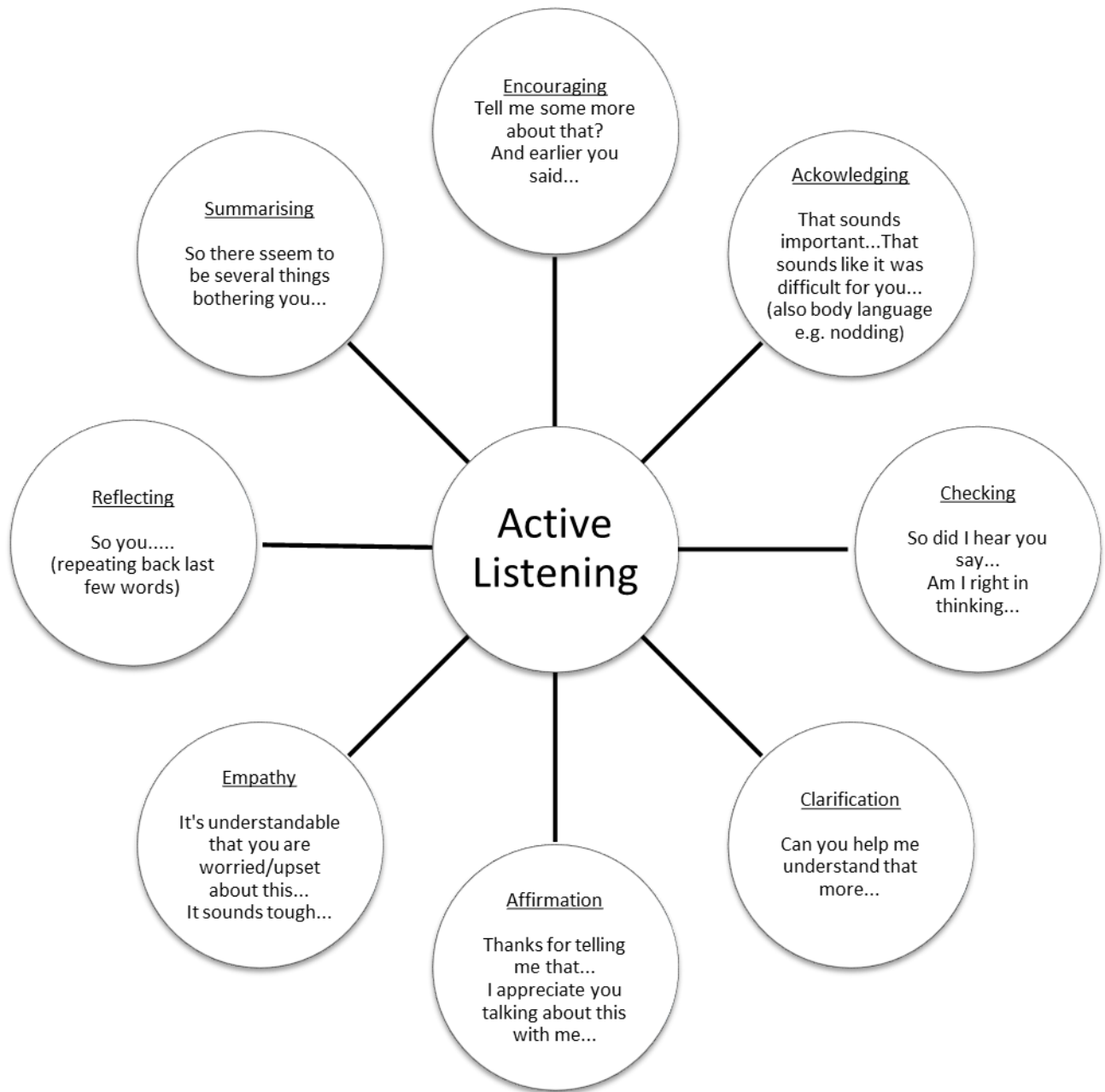
It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The Governing Body will give full attention to the *Disability & Discrimination Act [1995]*, having due regard to the *Disability Equality Duty [2005]*. If a pupil has a disability which impacts on their behaviour, reasonable adjustments to the application of the policy may need to be taken into consideration to avoid any child being disadvantaged.

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this if new regulations are put in place by the Government or if the Governing Body receives recommendations on how the policy might be improved.

The Federation demonstrates our commitment to this policy through our work to become a Rights-Respecting School, and to embed the CRC and Restorative Approaches into our school ethos and values for children and staff. Our promotion of the CRC throughout our school curriculum encourages the development of positive values and attitudes concerning behaviour.

Appendix 1 – Active Listening Skills



The Potton Federation

Restorative Pack



Name: _____

Date: _____

Class: _____

Why do this pack?

In a restorative response to harm or conflict, children are invited to share:

- What has happened (in their opinion).
- What they believe the impact has been on those involved.
- What they think needs to happen to put things right or to make things better in the future.

Notes for staff:

- Use as a basis for discussion before or during break/ lunch detention or internal isolation where harm has been caused to another pupil or a member of staff.
- Sections may be used as appropriate for the incident/ age of child.
- Pass a copy of the agreement (page 10) to the class teacher/ form tutor and Head of Key Stage for records.
- Remember to log all behaviour incidents on Integris.

By using a restorative method it is hoped that pupils who have had a negative effect on others will realise the impact of their actions, have a better understanding of another person's perspective and a more positive outlook looking forward.

SECTION A - to be discussed or completed

About you

How do you *feel* right now? You can use the examples on the back page to help.

Explain what happened, that led up to you being here today. Describe your *thoughts* and reasons for your actions.

A large rounded rectangular box with a thick black border and rounded corners. Inside the box, there are 15 horizontal lines spaced evenly, providing a space for writing.

How did you *feel* then? You can use the examples on the back page to help you.

A large rounded rectangular box with a thick black border and rounded corners. Inside the box, there are 15 horizontal lines spaced evenly. The first line contains the text: "How did you *feel* then? You can use the examples on the back page to help you."

About others

How do you think the other pupil involved felt at the time?

How do you think the member of staff felt at the time?

Draw what happened

How do you think the rest of your class felt at the time?

What impact could your actions have had on the rest of your class?

Making things right for yourself and others

If you were in the same situation again, what would you do differently?

If you were in the same situation again, what would you like others to do differently?

What can you do to put things right?

SECTION B - To be completed with staff support

Having discussed SECTION A with the pupil, please make notes regarding their attitude, any extenuating circumstances or concerns raised by the pupil.

Please record any actions that need to take place before the pupil meets with relevant member of staff/ child and any support they require to achieve this. (E.g. write an apology letter, make behaviour targets etc.)

If you have read through *Section A* and *Section B* and are satisfied that that the pupil has given their honest account of the situation and has made sensible suggestions for resolution, please plan a meeting with the appropriate member of staff/ child involved.

Is the pupil ready for a meeting to discuss actions for the future?

Yes, the pupil has been mature and sensible about the situation. Meeting arranged with _____

_____ on ___/___/_____ (date) at ____:____ (time) to discuss any further action and make agreements.

No, I would like the pupil to consider _____

_____ before arranging the meeting.

SECTION C - Restorative Agreement Form

Name of pupil making agreement: _____

What actions have been agreed for the future and is any support required to achieve these?

Are all parties satisfied with the process and what has been agreed?

Staff/ child involved: Yes/ No Pupil: Yes/ No

Name _____ Signed _____

Date _____ Date _____

Class teacher/ tutor: _____ Head of Key Stage: _____

Name of staff issuing agreement: _____

Integris updated:

Feeling Words

Joyful	Sensitive	Helpless	Defeated
Cheerful	Sympathy	Powerless	Bored
Content	Adoration	Dreading	Rejected
Proud	Fondness	Distrusting	Disillusioned
Satisfied	Receptive	Suspicious	Inferior
Excited	Interested	Cautious	Confused
Amused	Delighted	Disturbed	Grief-stricken
Elated	Shocked	Overwhelmed	Helpless
Enthusiastic	Exhilarated	Uncomfortable	Isolated
Optimistic	Dismayed	Guilty	Numb
Elated	Amazed	Hurt	Regretful
Delighted	Confused	Friendly	Ambivalent
Calm	Stunned	Melancholy	Exhausted
Relaxed	Interested	Depressed	Insecure
Relieved	Intrigued	Hopeless	Disgusted
Hopeful	Absorbed	Sad	Pity
Pleased	Curious	Guilty	Revolted
Confident	Anticipating	Hurt	Frustrated
Brave	Eager	Lonely	Weary
Comfortable	Hesitant	Regretful	Bored
Safe	Fearful	Depressed	Preoccupied
Happy	Anxious	Hopeless	Angry
Loving	Worried	Neglected	Jealous
Shy	Scared	Uncertain	Envious
Interested	Insecure	Anguished	Annoyed
Tender	Rejected	Disappointed	Humiliated
Compassionate	Horrified	Self-conscious	Irritated
Caring	Alarmed	Ashamed	Aggravated
Infatuated	Shocked	Embarrassed	Restless
Concerned	Panicked	Humiliated	Grumpy
Trusting	Afraid	Disgraced	Awkward
Liking	Nervous	Uncomfortable	Exasperated
Joyful	Sensitive	Helpless	Defeated
Regretful	Spiteful	Bitter	Untrustworthy
Outraged	Vengeful	Insulted	Tired
Hostile	Disliked	Indifferent	Out of control
Bitter	Resentful	Embarrassed	Intimidated
Hateful	Trusting	Upset	Talkative
Scornful	Alienated	Honest	Stupid
Unintelligent			



EXHAUSTED



CONFUSED



ECSTATIC



GUILTY



SUSPICIOUS



ANGRY



HYSTERICAL



FRUSTRATED



SAD



CONFIDENT



EMBARRASSED



HAPPY



MISCHIEVOUS



DISGUSTED



FRIGHTENED



ENRAGED



ASHAMED



CAUTIOUS



SMUG



DEPRESSED



OVERWHELMED



HOPEFUL



LONELY



LOVESTRUCK



JEALOUS



BORED



SURPRISED



ANXIOUS



SHOCKED



SHY

