



Behaviour Policy

Approved by:	Governing Body	Date: September 2022
Last reviewed on:	September 2026	
Next review due by:	September 2027	



Radford Semele C of E Primary School Behaviour Policy & Written Statement of Behaviour Principles

“I have come that they may have life and have it to the full”

In order to flourish and experience life to the full, all children must feel safe and nurtured. To achieve this at Radford Semele C of E Primary School, we expect all children to demonstrate impeccable behaviour at all times, both in and out of the classroom. Our aim is for children to manage their own behaviour and to be responsible for their own actions. The idea that we are a *family of learners* expecting the best also means that we ask our parents, governors and other visitors to support the upholding of this policy. As a church school we also place emphasis on what it means to be a *good* person and use **values for life** in defining our expectations of children's behaviour.

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be excellent and unacceptable behaviour.
- Outline how our pupils are expected to behave.
- Summarise the roles and responsibilities of members of staff, governors, parents and children.
- Outline our system of rewards and sanctions.

Legislation & Statutory Requirements:

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

- Behaviour in schools; advice for headteachers and school staff (2022)
- Searching, screening and confiscation; advice for schools (2022)
- The Equality Act (2010)
- Use of reasonable force in schools (2013)
- Supporting pupils at school with medical conditions (2015)
- Special educational needs and disability (SEND) code of practice (2015)

Our School Rules
1. RESPECT: We show respect towards other people and the environment at all times. 2. KIND: We are kind and compassionate, demonstrated through the way we interact with others and the language we choose to use. 3. READY: We are always ready to listen, learn and follow instructions from adults.

Please also refer to the Written Statement of Behaviour Principles in Appendix 1.



Promoting Positive Behaviour

Along with our three school rules, we promote positive behaviour through our Christian 'Values for Life.' Our school values are **Creativity, Forgiveness, Generosity, Perseverance, Respect and Responsibility.**

We expect excellent behaviour from all children at all times. Excellent behaviour is consistently modelled and promoted by staff. Children are given regular, specific verbal praise for behaviours which align with our school rules and values. Our expectations are clearly and frequently communicated to all children in the school.

Children can earn tokens for **exceptional** behaviours, which demonstrate one or more of our school values. Exceptional behaviours are considered to go 'over and above' the expected excellent behaviour. Physical tokens are given to children, along with a clear explanation from the adult about how their behaviour demonstrated one or more value.

Tokens are distributed by all staff members, including lunchtime supervisors, site service and admin staff, as well as visitors to the school. Children deposit their tokens into a shared class container, which is located in their own classroom. Children work as a class team and encourage all members of their class to earn as many tokens as possible.

Tokens are counted weekly and the whole-school total is celebrated with everyone in our Celebration of Achievement. In addition, children in each class work towards receiving whole-class awards for collecting tokens. Rewards are given for achieving a set number of tokens and can be achieved at any point in the school year. Rewards are chosen by the children in the School Council each year and increments are the same for all classes.

Tokens are not limited. Staff and visitors may give multiple tokens to children who are demonstrating exceptional behaviour.

We also believe children's individual achievements should be celebrated and, therefore, class teachers nominate a weekly **achievement award** to an individual child who has shown excellence in their behaviours. The awards include reference to one of our 'Values for Life' (**Creativity, Forgiveness, Generosity, Perseverance, Respect, Responsibility**). Parents of the children being recognised for these awards are invited to attend our Celebration of Achievement, where awards are presented. Head Prefects (Year 6 children) also give Achievement Awards to other children in the school, who they recognise for demonstrating school values. Giving awards raises the profile of excellent and exceptional behaviour and may support others to learn from the behaviour of positive role models.

Each class may use other reward schemes, such as giving stickers, to reward excellent work and academic achievements.

Response to Poor Behaviour

Adults' time and attention will focus on recognising positive behaviour. However, there are occasions where pupils break the school rules and the following approach will be followed by all adults.

For less serious behaviours, which contravene school rules (such as distracting other children or calling out in class, running indoors or careless behaviour), adults will use a '30 second intervention' (Paul



Dix, 2017) to remind and refocus children on our expectations of behaviour. These interventions are always delivered in a calm, quiet and dignified manner; children are never shamed publicly in our school.

The structure of a 30 second intervention will be as follows:

- I noticed you are... (specify behaviour)
- You aren't following the rule about... (one of the three)
- You have chosen to/ you need to... (if a consequence needs to be issued at this point)
- Do you remember last week when you.... (positive behaviour) That is who/what I need to see today.
- Thank you for listening.
- Walk away/give take up time/follow sanctions if not.

When a child's more serious behaviour breaks the school rules, the behaviour will be identified at one of the following levels.

Please note that this is not an exhaustive list, but examples of behaviour which do not meet expectations.

Behaviour Levels		
Level 1	Level 2	Level 3
Disrespectful or negative body language	Any persistence of level 1	Any persistence of level 2
Answering back or showing a disrespectful attitude	Not responding to instructions/ uncooperative behaviour	Serious acts of violence towards children or adults e.g. kicking, fighting, hitting.
Teasing others, name calling, making unkind comments	Inappropriate/ bad language	Bringing dangerous items into school
Rough/ aggressive play	Deliberately hurting another child, either physically or emotionally	Any prejudicial abuse, including homophobic, racist or sexist language or behaviour
Telling lies	Deliberately damaging school or another child's property	Vandalism, theft or fighting
Actions		
To begin with, 30 second intervention delivered by adult to support the child to correct the behaviour. If the behaviour persists, the child loses 15 minutes of break or lunch time to have a restorative conversation with the adult who	The child loses 30 minutes of break or lunch time to have a restorative conversation with the adult who identified the breach of school rules. Teacher to inform parents.	Child to speak to a member of senior leadership team, either immediately (if necessary) or at the first possible break or lunch period. Parents will be informed by senior leader.



identified the breach of school rules. Teacher to inform parents. Optional re-set period with familiar adult in quiet space, if necessary.	Optional re-set period with familiar adult in quiet space, if necessary.	Appointment made for parents, teacher, child and SLT to discuss the child's behaviour, if required. Consequence to be decided on a case by case basis, including the possibility of exclusion in extreme circumstances.
<i>A restorative conversation with an adult at Break or Lunch time follows the breaking of rules at Levels 1, 2 and 3.</i>		

Restorative Conversations

Following a behaviour incident at Level 1, 2 or 3, it is essential that the adult discuss the issue with the child so that they are able to understand how the behaviour does not align with the school rules and the consequence of their actions for themselves and others around them. They must understand how they can **improve the behaviour** and the child must make every attempt to put right the wrong that they have done. This could be a verbal apology, a written letter of apology or repair of any damaged property. Adults must take every opportunity to reiterate our Church of England ethos, which seeks to nurture **good** people.

Lunchtime Sanctions

Lunchtime supervisory assistants use the same approach to promoting positive behaviour and recognise exceptional behaviour by giving out tokens during the lunch break. For behaviour breaches, Lunchtime supervisors will complete a 30 second intervention (as outlined above) during the lunch break for less-serious breaches. For behaviours at Level 1 or 2, supervisors will complete a restorative conversation with the child at an appropriate time. For Level 3 behaviours, Lunchtime supervisors will seek the support of a member of senior leadership team. Lunchtime supervisors will help to ensure the behaviour policy is applied consistently by all adults at all times.

Foundation Stage and Transition into Year 1

In the foundation stage, the development of children's personal and social skills is very much at the heart of the curriculum. Children will have regular discussions about different types of behaviour and the impact each behaviour has on others. Sanctions are adapted to ensure they are appropriate to the age and developmental stage of our youngest children. If a child displays unwanted behaviour, the following actions will be taken:

1. A verbal reminder using positive language will be given to correct behaviour.
2. If the behaviour persists, the adult will deliver a 30 second intervention.
3. If the behaviour continues, time away from the activity/ situation will take place (3-5 minutes). The purpose of this is for the child (supported by an adult) to reflect on their behaviour and how they can correct it.
4. Parents will be informed about the incident if it has required intervention at step 3.

If a behaviour is dangerous to the child or others around them, then they will be moved away from the situation immediately. It is essential that the reason for this is clearly explained to the child so they



understand what they have done wrong. Following this, children should be praised for good behaviour to ensure positive reinforcement of the school rules.

Support for Children with SEND

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to distressed behaviour may be differentiated to cater to the needs of the individual child.

The school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) will evaluate a pupil who exhibits clearly distressed behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a child, we will liaise with external agencies and plan support interventions for that child. We will work with parents to create the plan and will review it on a regular basis.

Children with additional needs may find self-regulating their emotions a challenge. They need to feel confident that an adult will support them to co-regulate so that they feel safe (emotionally and physically) and that they will be supported to make choices to put their behaviour right. Adults will use emotion coaching techniques to support children who may have high levels of anxiety.

Only when the child has been supported to regulate their emotions, must the consequences of the behaviour be discussed. Adults will make a clear distinction between validating the emotion whilst still highlighting the unacceptable behaviour and alternative positive choices for actions.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable (Behaviour in schools; advice for headteachers and school staff, 2022).

In response to non-criminal poor behaviour, which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, the school will investigate the incident as far as reasonably possible and apply sanctions as outlined above, according to the behaviour level met.

Poor conduct outside the school premises, including online conduct, which might lead to a sanction for pupils include:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school



The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Bullying, including online bullying, will be dealt with in line with our Anti-Bullying Policy.

In cases when a member of staff suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and every effort will be made to preserve any relevant evidence. Once a decision is made to report the incident to police, we will ensure any further action taken does not interfere with any police investigation. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action.

Adults Reflecting on Behaviour

It is essential that **all adults in school reflect on the behaviour of the children** they are working with and try to identify any underlying causes of areas of poor behaviour. Behaviour is often a reaction to events or circumstances so adults need to understand how a change to provision or practice for the group or individual can help improve behaviour.

Monitoring of Behaviour Incidents

All behaviour at Level 1 or above will be accompanied by a restorative conversation between the adult and child. A clear and accurate record of this conversation will be logged on CPOMS. The class teacher will inform parents/carers every time a restorative conversation and loss of break/lunch time occurs. Incidents will be monitored regularly by SLT and if 5 restorative conversations are logged in a term, the child and parents will be invited to a meeting with a member of the senior leadership team and class teacher to discuss their behaviour and, crucially, how they might modify their behaviours.

Behaviour incidents are analysed by SLT at least once per term and next steps are followed up in a timely manner.

The monitoring of behaviour incidents will allow any persistent issues to be identified. If a child is persistently making poor behaviour choices, this may indicate a safeguarding issue or signal an unmet learning or developmental need; these children may be referred to the SENDCo.

Confiscation

Any prohibited or dangerous items found in pupils' possession will be confiscated. Dangerous items will not be returned under any circumstances and may be logged as a safeguarding concern.

Items that are considered to be harmful or detrimental to school discipline will also be confiscated.

Confiscated items (other than dangerous items referred to above) will be returned to pupils after a discussion with a member of the Senior Leadership Team and parents, if appropriate.



Searching and screening pupils is conducted in line with the DfE's guidance on searching, screening and confiscation.

Physical Restraint

In very rare circumstances, staff may use reasonable force to restrain a child to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Restraint may need to be used to prevent a pupil from striking a member of staff or another pupil, or to restrain a pupil at risk of harming themselves through physical outbursts.

Incidents of physical restraint will:

- **ALWAYS BE USED AS A LAST RESORT**
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be accurately recorded as soon as practicably possible and reported to parents.

Physical intervention is avoided where possible and other strategies will always be considered before physical intervention. Staff never use any more force than is necessary and aim to ensure there is no physical injury to the child or themselves. Physical restraint will be reasonable and proportionate.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

Any incident involving physical intervention is a Level 3 incident and full details of what happened and the intervention used will be logged and reported to the Headteacher.

All staff are trained to follow Team Teach guidance specifically in relation to physical restraint.

For any pupils where physical intervention is likely to be used as a behaviour management response, the parent/carer, pupil (if appropriate), class teacher and member of SLT will meet to agree, implement and regularly review an individual behaviour plan which will be recorded and available to parents/carers.

Exclusion

In extreme cases, a child may be excluded. This sanction is used with the greatest reluctance and as a last resort. Fixed term and permanent exclusions will follow guidelines set by DfE and Warwickshire LEA (see <https://www.warwickshire.gov.uk/exclusions>).

If children have persistent unacceptable behaviour, an individual positive behaviour plan will be put into place. This will outline support given by class teacher, senior leaders and external agencies. It will set targets for improved behaviour and the consequence of continued unacceptable behaviour.



Allegations Against Staff

Where an allegation is made against a member of staff it will be investigated in accordance with our 'Statement of Procedure for Dealing with Allegations of Abuse Against Staff' and our 'Disciplinary Policy' (where relevant).

Where a child makes an accusation against a member of staff and that accusation is shown to be malicious, the Head Teacher will discipline the child in accordance with this policy.

The Head Teacher will consider the pastoral needs of staff accused of misconduct.

Staff Training

Staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management also forms part of continuous professional development for staff.

Roles & Responsibilities

The Governing Body

The Governing Body is responsible for reviewing and approving this Behaviour Policy in conjunction with the Head Teacher. The Governing Body will also review the practical implementation of this policy with the Head Teacher to ensure its effectiveness, holding the Head Teacher to account for its implementation.

The Head Teacher

The Head Teacher is responsible for reviewing and approving this Behaviour Policy in conjunction with the Governing Body.

The Head Teacher will ensure that this policy is implemented effectively in school. The Head Teacher will ensure that the school environment promotes positive behaviour and that staff deal effectively with poor behaviour. The Head Teacher will monitor how staff implement this policy to ensure that rewards and sanctions are applied fairly and consistently.

The Senior Leadership Team

The Senior Leadership Team will support the Head Teacher in effectively implementing this policy in school. Members of the Senior Leadership Team will also support staff in responding to behaviour incidents, where appropriate.

Staff

Staff are responsible for:

- Implementing this policy fairly and consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of individual children with SEND
- Recording incidents of poor behaviour in accordance with this policy



- Adhering to the school Code of Conduct and reporting any concerns to the Headteacher (or Chair of Governors, in the case of the Headteacher) in accordance with the Whistleblowing Policy

All school staff are responsible for setting the tone and context for positive behaviour within the classroom and the wider school. Staff will create and maintain a stimulating environment that encourages positive behaviour and will develop a positive relationship with pupils, which includes:

- Establishing clear and consistent routines
- Communicating expectations of behaviour in verbal and non-verbal ways
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh whenever possible
- Dealing with low level disruption
- Using positive reinforcement

Parents

Parents are expected to:

- Support their child in adhering to school rules
- Inform the school of any adverse circumstances, or change in circumstances which may impact upon their child's behaviour
- Discuss any behavioural concerns with their child's class teacher promptly
- Raise concerns regarding the Behaviour Policy or its implementation with their child's class teacher or member of SLT
- To make a complaint, the Complaints Policy should be followed

Reviewing the Behaviour Policy

This Behaviour Policy will be systematically reviewed to establish its effectiveness on an ongoing basis. Methods of review include, but are not limited to:

- Analysis of incident data (at least once per term) and impact of consequent actions for individual children and on a class and whole-school level
- Pupil feedback at least once per term, to be shared with all staff and taken into account during review meetings
- Analysis of the impact of the reward system on positive behaviours at least once per term
- Parents to access open-door policy in which opinions can be shared with SLT in person or via email. Parents to have the opportunity to give feedback via Parent Survey at least annually
- This Behaviour Policy will be reviewed by the Head Teacher and the Full Governing Body annually. After each review, the policy will be formally approved by the Head Teacher and Full Governing Body



Appendix 1

Written Statement of Behaviour Principles

INTRODUCTION

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools 2012) required governing bodies of maintained schools to publish and frequently review a statement of behaviour principles for their school. The governing body therefore has a duty to produce and review a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies (DfE July 2013) has been used as a reference in producing this statement of behaviour principles.

This is a statement of principles, not practice. Practical application of these principles are the responsibility of the Headteacher.

The Governing Body at Radford Semele C of E Primary School believe that high standards of behaviour lie at the heart of a successful school that enables children to make the best possible progress in all aspects of their school life.

At Radford Semele C of E Primary School we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the Christian and general principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

PURPOSE

The purpose of this statement is to give guidance to the Headteacher in designing the behaviour policy by clearly stating the principles that the Governing Body expect to be followed.

The Governing Body expects any policy or actions to be in accordance with their responsibility under equality legislation, and this policy also links to our equality information and objectives policy.

BEHAVIOUR PRINCIPLES

All children, staff and visitors have the right to feel safe at all times at school.

Radford Semele C of E school is an inclusive school: all members of the school community will be free from discrimination of any sort. Measures to protect children will be set out in the safeguarding policy and other related policies, including the behaviour policy.

The school rules will be clearly set out in the behaviour policy: Governors expect these rules to be applied fairly and consistently by all staff.



The Governing Body would like to see rewards consistently and fairly applied in such a way as to encourage and reward good behaviour.

Sanctions for unacceptable or poor behaviour must be known and understood by all staff and pupils, and be consistently and fairly applied.

It is recognised that the use of rewards and sanctions must have regard for the individual situation and the individual pupil involved. The Headteacher is expected to use their discretion in their use. Sanctions must, however, be applied fairly, consistently, proportionally and reasonably, taking into account any SEND and the needs of vulnerable children and offering support as necessary.

The Governing Body feels strongly that exclusions, particularly those that are permanent, must only be used as a very last resort.

The Governing Body expects pupils and parents/carers to cooperate to maintain an orderly environment for learning.

The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents/carers will not be tolerated. If a parent does not conduct themselves appropriately, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

The Governing Body expects the Headteacher to include guidance on the use of reasonable force within the behaviour policy, to clearly outline the circumstances where staff may use reasonable force and other physical contact. At all times, the use of force must be a last resort, but the Governing Body agrees it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006):

- In self-defence or when safety is an issue
- Where there is a risk of significant damage to property
- To search pupils for weapons or stolen property

The Governing Body expects that authorised staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques. There is a statutory duty to record and report all incidents including all use of force. Where a risk has been identified with an individual child a 'positive intervention plan' may specify a particular physical intervention technique for the pupil concerned.

The Governing Body expects the Headteacher to include information on the school's power to discipline behaviour outside of school within the behaviour policy.

4. REVIEW OF POLICY

The Governing Body will review this written statement of behaviour principles at least every three years. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.



Appendix 2

Behaviour Levels

Please note that this is not an exhaustive list, but examples of behaviour which do not meet expectations.

Behaviour Levels		
Level 1	Level 2	Level 3
Disrespectful or negative body language	Any persistence of level 1	Any persistence of level 2
Answering back or showing a disrespectful attitude	Not responding to instructions/ uncooperative behaviour	Serious acts of violence towards children or adults e.g. kicking, fighting, hitting.
Teasing others, name calling, making unkind comments	Inappropriate/ bad language	Bringing dangerous items into school
Rough/ aggressive play	Deliberately hurting another child, either physically or emotionally	Any prejudicial abuse, including homophobic, racist or sexist language or behaviour
Telling lies	Deliberately damaging school or another child's property	Vandalism, theft or fighting
Actions		
To begin with, 30 second intervention delivered by adult to support the child to correct the behaviour. If the behaviour persists, the child loses 15 minutes of break or lunch time to have a restorative conversation with the adult who identified the breach of school rules. Teacher to inform parents. Optional re-set period with familiar adult in quiet space, if necessary.	The child loses 30 minutes of break or lunch time to have a restorative conversation with the adult who identified the breach of school rules. Teacher to inform parents. Optional re-set period with familiar adult in quiet space, if necessary.	Child to speak to a member of senior leadership team, either immediately (if necessary) or at the first possible break or lunch period. Parents will be informed by senior leader. Appointment made for parents, teacher, child and SLT to discuss the child's behaviour, if required. Consequence to be decided on a case by case basis, including the possibility of exclusion in extreme circumstances.
<i>A restorative conversation with an adult at Break or Lunch time follows the breaking of rules at Levels 1, 2 and 3.</i>		



Appendix 3

Restorative Reflection Conversation (KS2)

Opening

Adult: "Thank you for taking the time to talk with me. This conversation is about helping us understand what happened, putting things right, and making a plan for next time. Everyone makes mistakes, and we can all learn from them."

1. What happened?

Can you tell me what happened from your point of view?

What was happening just before the incident?

What were you thinking or feeling at the time?

2. Our school rules

Which of our school rules was difficult to follow in that moment: Ready, Respectful or Kind?

What would being Ready, Respectful or Kind have looked like instead?

Looking back now, what different choice could you have made?

3. Considering the impact

Who has been affected by what happened?

How do you think they felt?

How has it affected you?

4. Repairing and restoring

Is there anything you could now do to put things right?

Is there anyone who needs an apology or an explanation?

Could any of our values could help you put this right?



Forgiveness: How can you ask for or show forgiveness?

Generosity: How could you do something positive for others?

Respect: How could you show respect moving forward?

Responsibility: What responsibility will you take?

Perseverance: How will you keep trying to make better choices?

Creativity: Can you think of a positive solution?

5. Looking forwards

If a similar situation happens again, what will you do differently?

What strategy could help you stay calm and make a good choice?

Who could help you if you are finding things difficult?

How will you show that you are ready, respectful and kind tomorrow?

Positive conclusion

"Thank you for being honest. I appreciate you sharing your thoughts. We all make mistakes, but what matters is learning from them, showing responsibility and putting things right. I know you can make positive choices moving forward."



Restorative Reflective Conversation (KS1)

"Let's talk about what happened and see how we can put it right."

1. What happened?

Tell me what happened.

2. Which school rule was tricky for me?

Ready

Respect

Kind

What would Ready, Respectful or Kind have looked like?

3. How did people feel?

Me: 😊 😐 😞 😡 😢

Other person/people: 😊 😐 😞 😡 😢

4. How can I put things right?

☐ Say sorry

☐ Help someone

☐ Use kind words

☐ Make a better choice

☐ Other: _____

5. Next time I will...

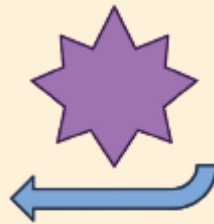
"Well done for being honest. Everybody makes mistakes. What matters is learning, putting things right and making a better choice next time."



Restorative Reflective Conversation (Pictorial version)



What



happened?



How did



I feel?



What



can I do



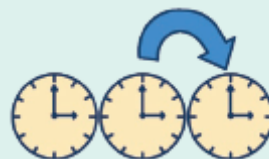
now?



What



can I do



next time?



RADFORD SEMELE

CoFE PRIMARY SCHOOL

A family of learners expecting the best

May we have
life to the full
John 10:10



hit



kick



shout



unkind words



break



rip



angry



anxious



sad



scared



tired



bored



RADFORD SEMELE

CoFE PRIMARY SCHOOL

A family of learners expecting the best

May we have
life to the full
John 10:10



say sorry



shake hands



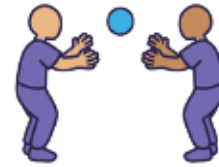
hug



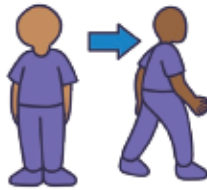
take a break



fix it



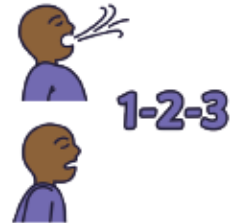
play together



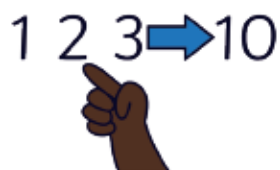
walk away



tell an adult



deep breaths



count to ten



squeeze a cushion