

## Heene Church of England Primary School

'Together in faith, we love, grow and learn'

# Behaviour Policy

Revision Number	Date Issued	Prepared by	Approved	Comments
1	April 24	Deputy Head	Headteacher	

Type of Policy	Tick ✓
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	

## Introduction

At Heene C of E Primary School , we are dedicated to creating an environment where every member of our school community can aspire, flourish and achieve.

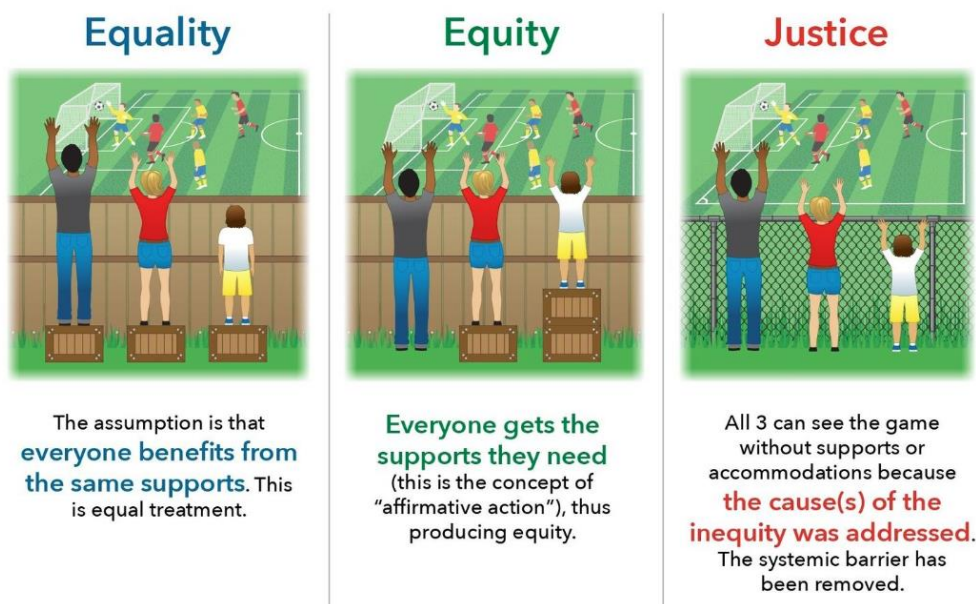
Our vision 'Together we love, grow and learn' is underpinned by the parable of the mustard seed (Matthew 13:31-32). We believe that from the smallest of beginnings we can all flourish. Our Christian values of respect, kindness, confidence, resilience, ambition and curiosity help us to achieve our vision. (See **Appendix 1**)

Central to our approach is the promotion and fostering of positive relationships, enabling everyone to work together with a shared purpose of helping each individual flourish and achieve their potential. We recognise the importance of a sense of shared responsibility for our school's climate, and therefore hold high expectations of behaviour for every child, member of staff, and family.

In order to ensure fairness and consistency, we treat all children equitably and apply our behaviour policy consistently across the school. The primary aim of this policy is to provide a safe and secure environment where children can grow, learn, and become positive, responsible, and increasingly independent members of our school community. By upholding our Christian values and maintaining high expectations of behaviour, we create a positive school culture that fosters the holistic development of our pupils.

## Aims

At Heene C of E Primary School, we believe that every child is unique and so are their needs, experiences and opportunities. We aim to provide a fair learning environment by ensuring that every child is provided with what they need; and accepting that this will not always be the same.



It is our belief that behaviour is a form of communication which has a function or purpose. Our behaviour management systems are based on a '**Therapeutic Thinking**' approach and we strive to:

- Analyse behaviour and look for the root cause of the feeling or experience, taking into consideration when a behaviour is conscious; planned/ chosen, or subconscious; unplanned/ uncontrolled.
- Model, teach and promote pro-social behaviours; these are characterised by a concern for the rights, feelings and welfare of other people.
- Take time to follow up and reflect on behaviour, its impact and the consequences at the appropriate time, after regulation has taken place.

## Expectations

At Heene C of E Primary School, we have some child-friendly rules that help us create a positive and caring environment. These rules are based on our Christian values:

1. **Respect** Everyone: Treat yourself, your classmates, teachers, and the school environment with respect. Listen to others and value their opinions.
2. Show **Kindness**: Be kind and caring towards yourself and others. Treat everyone with love and understanding.
3. Act with **Confidence**: Be brave and encourage others to be brave too. Stand up for what is right and help others when they need it.
4. Show **Resilience**: Make good choices by learning to regulate your emotions and problem solving
5. Have **Ambition**: Be an active part of the Heene Community by taking full advantage of the opportunities that are given to you. Set yourselves targets to be your best and celebrate your achievements and the achievements of others.
6. Act with **Curiosity**: Embrace your learning by seeking knowledge and asking questions to actively engage in all that Heene offers.

## What do we expect from our pupils?

### The Heene Habits

Pupils will be expected to:

- Follow the school's Christian values and rules.
- Move quietly and sensibly about the school (Wonderful Walking), never running or shouting.
- Hold doors open for others.
- Speak politely to everyone.
- Greet, welcome and smile at all adults and other children as you pass them in the corridor or on school grounds.
- Tuck chairs under their tables every time they leave their seat.
- Follow reasonable instructions given by the teacher.
- Show respect for the opinions and beliefs of others.
- Wear their uniform with pride.
- Complete all class work in the manner required taking pride in their presentation.
- Show respect for the learning environment keeping their workspace organised and clutter free.
- Keep the school tidy by using bins properly, including picking up all things from the floor even if they are not responsible for them.
- When out of school, whether walking locally or with a school group, we expect that children should be aware that the school's reputation depends on the way they behave.
- No rough, boisterous play or contact is permitted.

## What do we expect from our staff?

### The Heene Habits

All staff are expected to:

- Teach, demonstrate and model our school Christian vision and values

- Create a safe, calm, consistent environment for teaching and learning by consistently applying the behaviour policy
- Support pupils' developing self-control, independence and excellent behaviour by role modelling these behaviours.
- Build positive relationships with children, parents and carers
- Recognise, praise and rewarding prosocial behaviour by displaying our Good to
- Establish and maintain consistent high expectations of all children
- Personalise and adapt their approach for children with additional needs
- Appropriately deal with and record behaviour incidents and concerns promptly using Arbor
- Promote the safe use of the internet, particularly social media, and raise any safeguarding concerns

### What do we expect from parents / carers?

Parents and guardians are expected to:

- **Work in partnership with staff to ensure positive behaviour is developed**
- Support and encourage their children to follow Heene C of E Primary School's Christian Values
- Discuss any behavioral, wellbeing or safeguarding concerns with class teacher promptly
- Inform the school of any changes in circumstances, which may affect their child's behaviour or wellbeing
- Ensure their children attend school daily, on time, in full school uniform with the correct equipment
- Establish healthy routines and boundaries at home to ensure they are prepared for the school day

### **Headteacher and Senior Leadership Responsibilities**

The Headteacher and Senior Leadership team are responsible for:

- Establishing and maintaining a happy, safe, secure and well-maintained school environment
- Monitoring and reviewing the Behaviour Policy in conjunction with The Transition Board
- Ensuring that prosocial behaviours are modelled, encouraged consistently throughout the school and that staff manage difficult and dangerous behaviour effectively
- Providing regular training for all staff
- Recording and monitor behaviour across the school including incidents of a serious nature and taking steps to ensure that they do not reoccur

### **The Transition Board responsibilities:**

The Transition Board members are responsible for:

- Ensuring the policy supports the school's vision and values
- Monitoring the impact of this behaviour policy in conjunction with the headteacher
- Evaluating the policy's implementation and effectiveness

### **A summary of our approach to behaviour:**

In the classroom, staff model our school rules and embed effective routines so that pupils experience a positive classroom environment with calm routines and clear expectations. **See Appendix 2** Teachers use a whole school behaviour system. This may be supplemented by additional strategies to support the pupils in the class. These are consistent across phases in the school (Reception, Key Stage 1, Key Stage 2).

Each class has a 'marble jar' as a whole class reward system. 'Marbles' can be earned as a class for excellent cooperation and behaviour as a group. Once the jar is full, the class earn a brief whole class reward, decided on by the class and teacher together. 'Marbles' can only be added to the jar and cannot be removed until the jar is full. This approach teaches fairness and respect as well as celebrating success.

Pupils in Reception class are rewarded using the marble jar but do not start to use the Good to be green system until the end of the year, ready for Year 1.

### **'Good to be Green' system**

Most pupils will use a Good to be green system as detailed below. For a few children, after discussion with their parents, a bespoke system will be used so that the child experiences success and positivity at school.

Across Key Stage 1 and 2, the '**Good to be Green**' system is used.

All children start each day on a green card. If a child does not comply with the school rules and classroom expectations, they are asked to turn their card to the yellow 'thinking' card. This acts as a warning and gives the child a chance to move back to a green card when they show respect for the school and follow class routines again.

In Years 1 to 4, cards can be reset after breaktime, and also after lunchtime, if a pupil shows improved behaviour. In Year 5 and 6, this can reset at lunchtime. This teaches resilience and fairness, with increasing expectations as pupils grow more mature.

Where pupils' behaviour goes beyond the expected, a child may receive a silver card.

On rare occasions, a child may show such exceptional behaviour that they receive a gold card. On this occasion, they also earn a 'marble' for the class jar. Gold cards are rare and are the Heene School 'Gold Standard' to which all pupils should aspire.

When a child receives a gold or silver card, they are rewarded by a sticker before assembly time that day. Parents will be notified when their child receives a gold card via Arbor.

Each day provides a new start on green for every child. In rare cases, there may be a consequence that needs to happen on the day after an event, however the child still starts that day on green so they are able to have a fresh day.

In addition to the 'Good to be Green' charts, rewards in classes may include: verbal praise, stickers, small prizes and certificates. These strategies are determined by phase leaders and the Senior leadership Team.

It is the responsibility of class teachers to deal with **low level disruptive behaviour** which occur in the classroom. Prevention is key to diffusing situations and preventing escalation. Behaviour may include: throwing paper; calling out; not following instructions; incomplete class work; lack of equipment or others from the table above would warrant a Yellow or Red Card.

If a child is on a yellow card, any further deviance from the school expectations will result in a red card. Red cards have a consequence, such as missing a few minutes of a playtime. Once the consequence has been completed, the card returns to green and the day starts afresh. When a child receives three red cards within one term, the deputy headteacher must be informed. The deputy head teacher will decide the outcome, dependent on the individual circumstances. Parents will be informed of this.

Yellow and Red Card incidents are recorded to Arbor to identify patterns of behavior that may require bespoke intervention and/or support.

SLT members discuss pupil behaviours within SLT sessions and agree appropriate next steps.

If a child **persistently** displays challenging behaviour, the teacher will be supported by the Senior Leadership Team. The level of support will be proportional to the needs of the child, class and staff. The purpose of the intervention is to support the child to modify their behaviour.

Occasionally, a child may display behaviour which could cause injury, alarm or distress to others, or cause harm to an individual, group or the school environment. In order to prevent disruption to others, and for their safety, a child displaying such behaviour may have to work away from the class. Wherever possible, they will undertake the same work as their class.

To avoid further incidents, it may be necessary for a pupil to be internally excluded. This means that they may not be allowed to access areas of the school such as the playground. Such internal exclusion will be for a fixed period before review, after which it may be counted if deemed necessary.

Where behaviour is dangerous and where all other reasonable measures have failed to make an improvement in the child's behaviour, a suspension may result. (See DfE School suspensions and permanent exclusions May 2023)

### **Incidents of difficult or dangerous behaviour:**

If a pupil displays behaviour which is considered dangerous or which may result in harm to the child, other children or staff, or damage to property, staff should contact the office for support. The school office will locate a member of the leadership team immediately. If necessary, the pupil may be asked to leave the area, or the class may be moved if it is not possible to move the pupil themselves.

### **Safeguarding**

In some cases there will be behaviours that will be raised with the Designated Safeguarding Lead (DSL) and addressed according to the school policy and logged on MyConcern.

Examples of these behaviours are:

- Bullying
- Cyberbullying
- Faith based discrimination
- Physical aggression to a child or staff member
- Racist incidents
- Homophobic, biphobic or transphobic incidents

### **Supporting Behaviour**

#### **The learning environment**

Creating an optimal learning environment is a priority at our school. We understand the importance of a well-organised clutter free space where children can easily access the resources they need to support their learning. Our staff lead by example, demonstrating prosocial behaviours by taking care of their classroom environments. They ensure that all resources are clearly labelled and well-organized, making it easier for pupils to find what they need.

In addition, our furniture is arranged in a way that allows children to move around the classroom freely, promoting a sense of autonomy and flexibility in their learning. We also encourage our students to take responsibility for their learning environment. Through the use of monitors, they play an active role in maintaining the organisation of the classroom. We believe that when pupils take ownership of their space, they develop a sense of pride and responsibility.

To further motivate and reinforce positive behaviour, pupils are rewarded for their efforts in caring for their learning environment. This helps to create a positive and supportive atmosphere where pupils feel valued and empowered.

#### **Clear Routines**

We recognise that children respond well to routine; it allows them to feel safe and secure. We ensure children know what the expectations are, and that they will be challenged when they are not met. Staff are clear on the routines and expectations and establish these early in the school year. Adaptions are made where pupils require additional support with following routines. All classrooms use a daily timetable for pupils so pupils know what to expect across the day.

#### **Relationships**

Staff actively foster positive relationships with pupils in their classrooms to create the atmosphere in which children learn and behave. Staff get to know the children well so that they understand what can be used to motivate and interest the children and support pro-social behaviour. This is used to help to avoid triggers to unsocial behaviours.

### **Recognition & Praise**

We aim to promote and increase feelings of success for all children by providing regular:

- Gold or Silver cards

- Verbal praise, thanks and acknowledgement for showing or exceeding our school expectations/values
- Positive comments written in pupils' books
- Giving children certain responsibilities in class or around school
- Awarding certificates or stickers
- Showing work to Head teacher, Deputy Head teacher or subject leader
- Sending work home to show parents & guardians
- Weekly Headteacher awards 'Let your Light Shine' Celebration
- Recognition on the 'Let your Light Shine' board
- Positive praise shared with parents (verbal, email or call home)
- Whole class collective rewards, for example; marble jar, puzzle pieces
- Displaying work, homework or artwork in classrooms and shared areas
- Special mentions in the weekly newsletter for achievements

### **Emotional Regulation**

At Heene C of E Primary School Primary School, we recognise the importance of promoting positive mental health and emotional wellbeing to our children and their families. We aim to create an open culture around the discussion of feelings and emotions and to empower our children be able to regulate their emotions.

We aim to teach our children to identify feelings in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing within their PSHE lessons and Daily Worships

### **Positive Handling & Reasonable Force**

At Heene C of E Primary School we do not advocate the use of reasonable force (restraint) but we are guided by DfE guidance and only use when absolutely necessary.

#### **What is reasonable force?**

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

## **Fixed Term Suspensions and Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfE, September 2022).

Only the Headteacher has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one academic year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, the parents or carers are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Local Governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the Chair of the LGB about any permanent exclusions, and about any fixed-term suspension beyond five days in any one term. The FGB itself cannot either exclude a child or extend the suspension period made by the Headteacher. The FGB has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of FGB members. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the Trust, and consider whether the child should be reinstated. If the LGB appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Following a suspension the school holds reintegration meetings with the parent and pupil. These meetings provide an opportunity to support the pupil with reintegrating back into school and ensure that they have a full understanding of what is expected of them.

## **Searching & Confiscation**

Any items considered dangerous or causing disruption to learning may be confiscated. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils may be conducted in line with the DfE's latest guidance on searching, screening and confiscation: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

## **Anti-Bullying**

The behaviour policy and the anti-bullying policy are closely linked and work together to ensure a safe and inclusive school environment. Any incidents of inappropriate behaviour that can be defined as bullying will be dealt with in line with both our behaviour and anti-bullying policies. The anti-bullying policy specifically addresses the prevention and response to bullying incidents, ensuring that all forms of bullying, including cyberbullying and discriminatory bullying, are addressed effectively. The school has a zero tolerance policy with regard to bullying.

## **Equalities:**

We aim to ensure that all pupils have equal access and opportunity to the curriculum, regardless of race, gender reassignment, disability, sexual orientation, religion or belief, and that teaching in our school promotes inclusion. We recognise that the Good to be Green system may not meet the additional needs of a few children. Where this is the case, these pupils will have a personalised behaviour system in place

## **Limitations:**



All staff will endeavour to be kind, calm, consistent and provide certainty in all dealing with pupils to the best of our ability. Staff will make a professional judgment based on the circumstances of each individual situation.  
Review:

This policy will be reviewed in September 2024.

### **Links with other policies**

This policy is linked to the following:

- Anti Bullying Policy
- Child Protection and Safeguarding policy
- SEND Information Report & Policy
- Wellbeing Policy
- RSHE & RE Policies

# Together we love, grow and learn

**“...like a mustard seed, which someone took and planted in the field; it is the smallest of all seeds, but when it has grown it is the greatest of plants and becomes a tree, so that the birds of the air come and make nests in its branches.” Matthew ch13 v31-32**



Our vision 'Together we love, grow and learn' is underpinned by the parable of the mustard seed. We believe that from the smallest of beginnings we can all flourish. Our Christian values of respect, kindness, confidence, resilience, ambition and curiosity help us to achieve our vision.

<b>Vision</b>	Together 	Love 	Grow 	Learn 
<b>Value</b>	Respect	Respect Kindness	Confidence Resilience	Resilience Ambition Curiosity

## **Appendix 2 :Positive Behaviour Management Strategies**

Listed below are a range of strategies which have proven to be effective in positive behaviour management. As a staff team we recognise it is important to vary approaches and strategies depending on the situation, the child and any other relevant factors.

<p><b>Positive Feedback</b> Acknowledge: notice and describe the prosocial behaviour Approve it: say why it is good/ positive/ helpful Affirm: "Thank you for tidying up so quickly - you are a great helper!"</p>	<p><b>Positive Repetition</b> When you give a direction, ask a child who knows what to do to repeat it and praise the children who carry out the instruction (rather than focusing on children who don't).</p>
<p><b>Positive Correction</b> Tell the children what you <b>want</b> them to do, not what you don't want them to do, e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".</p>	<p><b>Non-verbal Cues</b> Hand gestures, finger on the lips, the "look," eye contact, point to visual reminder, proximity and presence, hand on shoulder, point to a resource</p>
<p><b>Give Take-up Time</b> Give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.</p>	<p><b>Re-direction</b> Repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.</p>
<p><b>Tactically Ignore</b> Ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering: pick your battles!</p>	<p><b>Tone</b> Changing the tone of your voice (lower and slower) can be effective in making children understand that you mean what you say and that their behaviour is being observed.</p>
<p><b>Distraction/ Diversion</b> Give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.</p>	<p><b>Where/ What?</b> "Where should you be?" (In my seat) What should you be doing? (My work).</p>
<p><b>Choices</b> "Put your (e.g. toy) on my desk or in your bag - which are you going to do?"</p>	<p><b>Broken Record</b> Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.</p>
<p><b>Private Reprimand</b> A quiet word rather than a public confrontation.</p>	<p><b>Physical Proximity</b> Move closer to a disruptive pupil.</p>
<p><b>Validation</b> Validate children's feelings, e.g. "I can see that you are looking angry because..." You can acknowledge the child's feelings – but be very careful not to validate poor behaviour.</p>	<p><b>Thank You</b> Using 'thank you' instead of 'please' shows the clear expectation that your instruction will be followed, e.g. "Sit down, thank you!" Children want you to be in control.</p>
<p><b>Whisper</b> In order to reduce the volume of children, instructions may be given quietly or in a whisper so that the class/ specific children need to quieten in order to hear what is happening.</p>	<p><b>Notice and Praise</b> By praising the good behaviour of other children, children can become aware of their own behaviour and see what they need to do to be praised.</p>
<p><b>Repair &amp; Rebuild</b> As soon as possible after a reprimand, find an opportunity to say something positive about the child: catch them being good!</p>	

## The Heene Habits

### \*\*\*Wonderful Walking\*\*\*



**We always face forward.**

We keep our hands to ourselves.

We walk in silence.



**We walk with our arms down by our sides.**



We walk at a steady pace and never run inside the school.

We walk in a straight line.

We stay to the left of the corridor.



We keep our hands to ourselves.



We carefully push and walk through a door in Key Stage 1.

**The first two pupils hold the door open for their class only at Key Stage 2.**

## The Heene Habits

### \*\*\*Positive Playgrounds\*\*\*

**We play safely without hurting anyone.**



We line up quickly when we are told to do so



**We walk to and from the playground behind our adult**

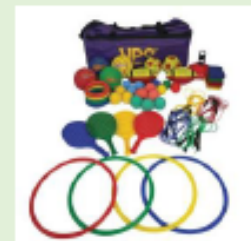
We use kind words so that we do not upset anyone.



We do not play fight because we may hurt someone by accident

We show 'Marvellous Manners' to be respectful and polite to all adults in the school.

We are kind by including people in our games and by sharing equipment.



We put all rubbish in the bins provided.



**When the bell goes at the end of play, we stop moving and stop talking.**

## The Heene Habits

### \*\*\*Lovely Lunchtime\*\*\*

**We line up for lunch straight away when we are called.**

We follow the instructions of the Lunchtime Leaders.



**We use our indoor voices in the hall.**



**We always try to use a knife, fork and spoon correctly.**

We do not speak when we are eating.

*We finish eating before leaving our seat and we clear up after ourselves.*

We do not drop food or litter.



We show 'Marvellous Manners' to the school kitchen staff and meal supervisors.



We show our 'Marvellous Manners' at lunchtime by saying 'please' and 'thank you'

**We do not share our food with others.**



The Heene Habits  
**\*\*\*Lovely Listening\*\*\***

**We use magnet eyes towards the person who is speaking.**



**We sit up straight on our chair.**

**We sit with our hands to ourselves.**

**We silently put our hand up to answer a question.**



**We listen carefully to all instructions.**



**We never call out or interrupt.**

## The Heene Habits

### \*\*\*The Right Routines\*\*\*

**We follow the routine for entering the classroom and getting ready to start our work.**

We know where to sit in class during lessons and on the carpet.

**We know the routine for handing out and collecting exercise books.**



**We know where to hang our coats and book bags. We do this calmly.**

*We know that we must be very careful to look after all school equipment.*

*We can be trusted to do the right things without being supervised.*

*We put our hand up if we need help from an adult.*

*We give the teacher all of our attention  
– Lovely Listening.*



**We sit on our chair with all legs on the ground.**



## The Heene Habits

### \*\*\*Wow Worships\*\*\*



We enter the hall showing 'Wonderful Walking.'

We sit close to the next person, facing forward.

We silently put our hands up when asked a question. We always look at and listen to the person leading the worship showing 'Lovely Listening.'



We all join in to sing together during worship.

We all clap to celebrate individual and class success.



We look towards the worship leader at the end of worship and wait for the signal to stand up.

We know that when the teacher gives the signal, we leave the hall showing 'Wonderful Walking.'

## The Heene Habits

### \*\*\*Marvellous Manners\*\*\*

**We say 'thank you' when we receive something or someone does something nice for us.**

We say 'excuse me' if somebody is in our way.



**We say 'please' when we are asking for something.**

**We say 'Good morning/afternoon' to the adults we see in school.**



**We try to make eye contact with the person we are talking to.**



**If someone is hurt, we look after them.**

**We hold the door for others to let them through a doorway.**



**We speak calmly and quietly – we never shout at people.**

**We don't touch other pupils' belongings.**



**KIND EYES, KIND HANDS, KIND WORDS**

