



Heene CE Primary school BEHAVIOUR POLICY

Date Agreed:	March 2026
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Type of Policy:	School Policy

Revision Number	Date Issued	Prepared by	Approved	Personalised by school	Comments

<i>Type of Policy</i>	<i>Tick</i>
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	x
Local Authority Policy	



Approved by: Governing Body | Type: School Policy | Review cycle: Annual

Our Vision

Together in faith, we love, grow and learn.

Our Core Christian Values

Hope, Resilience, Curiosity, Kindness, Confidence, Respect

These values are the bedrock of everything we do. They are the characteristics that we aim to foster in our pupils every day through our teaching and learning practice, so that by the time they leave school they will be citizens who can flourish.

At Heene, we always put kindness first. We think this is a good rule for life.

1. The Heene Approach to Behaviour

At Heene CE Primary School our Christian vision – ‘Together in faith we love, grow and learn’ – underpins a calm, purposeful culture where every child is known, valued and helped to flourish. We expect all members of our community to be Ready, Respectful and Safe. Behaviour is understood as communication; adults respond with dignity, calm consistency and a focus on teaching children the pro-social habits that will help them succeed now and in the future.

Our school values –, **kindness, confidence, resilience, hope, curiosity, respect.** – are explicitly taught and modelled by adults. We promote British Values and actively challenge all forms of bullying, discrimination and harassment. Responses are developmentally appropriate and consider the child’s age, stage, and special education needs or disabilities and/or any additional factors that may be relevant.

2. The Heene Way – Our Behaviour Curriculum and the Heene habits

We teach behaviour explicitly through ‘The Heene Way’, which sets out what it looks like to be Ready, Respectful and Safe. Expectations are revisited routinely through class teaching and collective worship, with consistent language and routines across the school.

- **At Heene we are READY:** present, positive and equipped to learn (attention, equipment, listening and participation).
- **At Heene we are RESPECTFUL:** kind words and actions; care for people, property and the environment; follow adult direction the first time.
- **At Heene we are SAFE:** we act to keep ourselves and others physically and emotionally safe in all spaces and online.

We have developed the Heene habits, which is our behaviour policy in a way which is accessible for children. The Heene habits are the small things we do each day in school which help to ensure we are being Ready, Respectful and Safe.

3. Roles and Responsibilities

Governing Body: Monitors effectiveness and holds the Headteacher to account for implementation.

Headteacher: Reviews/approves the policy; ensures a positive environment; oversees suspensions and exclusions; meets parents regarding serious incidents; ensures consistent application.

Assistant Headteacher: Supports implementation across the school; deputises for the Headteacher as required; analyses behaviour patterns and coordinates support.

Phase Leaders: Support staff with low-level disruption; monitor patterns within year groups; address day-to-day incidents and liaise with SLT.

SENDCo: Advises on needs where behaviour may relate to SEND; observes and supports staff; coordinates additional provision and multi-agency work.

Teaching & Support Staff (including MDSAs): Model expectations; teach routines; apply the step system consistently; use restorative approaches; record incidents on Arbor and MyConcern as appropriate; provide change-of-face support.

Families: Support the Ready, Respectful, Safe rules; communicate changes that may affect behaviour; work with school to resolve concerns.

Children: Know, understand and follow the school rules; take responsibility for their choices and make repairs when harm occurs.

4. Promoting Positive Behaviour

We achieve high standards through relationships, routines and responsive teaching. Adults remain calm, narrate the positive and re-teach expectations when needed.

- Relationships are at the heart of positive behaviour.
- Consistent daily routines (lining up, entry, transitions, end of day).
- Explicit teaching of expected behaviours with regular practice and praise.
- Specific, descriptive praise and age-appropriate rewards focused on effort and values (e.g., class “marbles in a jar”, certificates, visits to SLT).
- Silver stickers **may be** given out in each class daily for children who have **consistently** shown the school values.
- Calm, private direction to correct behaviour, with language that targets the behaviour not the child.
- Use of restorative conversations to repair relationships and plan better choices next time.
- Recognition board- a celebration in class showing the children who are modelling being Ready, Respectful and Safe. This is the class ‘Good to be Green board’.

Shine Your Light Worship are also held weekly. During these, teachers award a certificate to one child in their class who have demonstrated the school values in a variety of ways. This can be for improvement as much as consistency. Certificates are read in worship and then given to the children to take home for families to see. The headteacher also chooses a child from across the school.

Once a half term, 'Golds' are awarded to children who have shown exemplary behaviour that half term-our 'always children'. 3 children are chosen from each class by their class teachers.

These are both celebrated on our school newsletter.

Adult dos and don'ts for promoting positive behaviour for learning

- Adults in the school will not shout- nothing is gained by being verbally aggressive or modeling a lack of control – reactions to negative behaviour should be non-emotional, limiting attention on the child, given in private where possible (i.e. not in full view of the class) and delivering a natural consequence if needed. Adults will use non-verbal prompts such as 'the look', raised eyebrows, fingers to lips, proximity and other tools. After a lesson has finished, take time to explain your decision and give the child a chance to "repair" the situation if appropriate.
- Adults in the school will not use overly emotional words to describe behaviour (children's behaviour should never be described as 'disgusting' or 'terrible'). They will be specific about factually describing behaviour rather than using generic terms such as 'assault'. When ARBOR and MyConcern logs are made, bullet points are usually the best and clearest way to record.
- When a child is dysregulated, our priority is regulation to keep them and others safe. This is not a time to share details of the behaviour, as this prolongs the shame. Information sharing must always be carried out away from the child. **Children will not be talked about in front of themselves or other children.**
- Adults in the school will not ask questions that tempt inappropriate answers, for example, 'Would you do that at home?' 'Where should you be?' and 'Would you like it if that happened to you?'
- We describe the behaviour and the impact and the impact on the child and others, using the 'Good for me, good for you, good for everyone' model: "You called x That might have felt **good for you**, but that made x feel very angry/upset, so we can tell that it didn't feel **good for them**. We don't call people names at Heene because it doesn't feel **good for everyone**. You will need to help make them feel better, let's think how we can do that....'
- If an adult makes a mistake or jumps to an incorrect conclusion – they will apologise. It is important to model mistakes are normal and that we take responsibility for our actions.
- Adults will focus on redirecting behaviour back to learning rather than focusing on inappropriate behaviour. Secondary behaviours¹ will be ignored as far as possible, and certainly while the child is dysregulated.
- The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour, not the child, is essential. Polite, calm language structures must be used at all times. A harsh, strident aggressive tone is counter-productive and produces a negative, aggressive response in the child's brain.
- Adults will use 'we' when talking about expectations: 'At Heene, we keep each other safe so we do not throw pencils'.

- Adults will use 'if' and 'then' to clarify actions and consequences, e.g: 'If you continue to be unsafe and throw a pencil, you will then not be able to be with the others.'
- Adults will follow through on 'if' and 'then' statements made but do not make threats which do not follow the school system and this includes giving class or group sanctions where an individual or individuals are at fault.
- Adults will ensure they arrive to collect their class from the playground at the end of lunch time and playtime – arriving afterwards leads to unattended lines of children.

5. Limit Setting and the Step System (1–6)

Public praise and private correction are our default. Where behaviour does not meet expectations, staff use a graduated, proportional response. Steps reset for each new incident; warnings are not carried over to subsequent sessions.

Step 1 – Reminder: Calm, private reminder linking to Ready/Respectful/Safe (e.g., “At Heene we are Ready, so we listen and face the speaker. Thank you.”).

Step 2 – Warning: Clear warning with the likely consequence if behaviour continues, framed as support to be Ready/Respectful/Safe. Record on Arbor as Step 2.

Step 3 – Consequence: Implement a proportionate consequence (e.g., move seat—preferably nearer the adult; brief Time-In with an adult; clean-up/make right; removal of unsafe resource; short Time-In at play for reflective chat). Record on Arbor as Step 3.

Step 4 – Time in Another Class / Change of Face: Short removal (5–15 mins) to partner class with work; or invite partner adult for change of face. Calm reset; return with a clean slate. Record on Arbor as Step 4.

Step 5 – Phase Leader Support: Phase leader attends/receives pupil to ensure learning can continue; parent informed as needed. Record on Arbor as Step 5.

Step 6 – SLT Support: A member of SLT attends to support safety and decision-making for serious or escalating incidents. Some serious behaviours may go straight to Step 6.

Examples of behaviours that may move directly to Step 6 include:

- Bullying, discriminatory or harassing behaviour (including protected characteristics).
- Swearing directed at others; threatening language or behaviour.
- Fighting or deliberate intent to harm; throwing objects that endanger others.
- Vandalism or theft.
- Serious defiance/abuse towards staff.

6. Behaviour and Sanctions Chart – Tiered Approach

Responses are always proportionate and consider context, age/stage and any SEND. The table in Annex A summarises typical responses; professional judgement applies.

Different behaviours will warrant a different approach. A low level tier 1 behaviour will warrant a different initial response to a tier 3 behaviour. Example behaviours are given for each tier and an example response is also given.

The Steps are cumulative and the approach should begin again for each new incident.

Warnings should not be held over children for longer than one teaching session.

7. Suspensions and Exclusions

The Headteacher may issue an internal or external fixed-term suspension, or a permanent exclusion, in line with statutory guidance and the thresholds in this policy. Decisions are proportionate and used in response to serious or persistent breaches and where allowing the pupil to remain would seriously harm education or welfare of others.

Procedure:

- SLT telephones parents/carers to inform them of the decision and next steps.
- A suspension letter from the Headteacher is issued (reason, length, return date, reintegration meeting).
- Work is set for short suspensions and arrangements are made for education from day 6 where required.
- All suspensions are recorded on Arbor; the local authority is notified in line with requirements.

Reintegration meetings:

- Held before/on return to reset expectations and renew belonging.
- Positive Behaviour Plan created/updated with a review point (typically two weeks).

Suspension thresholds

Number	Thresholds	Steps for school to consider
Suspension 1	Reintegration with the Headteacher, Assistant Headteacher or SENDCO	Educational Psychologist referral or Local Authority referral to LBAT or ASCT, SENCO observation, review and adjustment of provision, moving class, EHCP application, CAMHS referral, adjustment of provision, referral to Play Therapist, reduced timetable in line with DfE guidance, Referral to the BAP, Individual Risk Assessment.
Suspension 2	Reintegration with the Headteacher, Assistant Headteacher or SENDCO	As above and/or: Internal team around the child meeting and resulting actions
Suspension 3	Reintegration with the Headteacher, Assistant Headteacher or SENDCO	As above

Suspension 4	Reintegration with the Headteacher, Assistant Headteacher or SENDCO	As above and/or: Referral to Family Early Help, placement to an alternative provision considered (managed move), external team around the child professionals meeting with parents
Suspension 5	Governors warning to be organised (risk of permanent exclusion if suspended again before the governor's warning)	As above
Suspension 6+	If a child receives 6 suspensions in a year, the Headteacher will consider permanent exclusion for persistent breaches of the behaviour policy	Referral to the local authority to arrange suitable full-time education elsewhere

The local authority is notified of all suspensions through emailing the Access to Education team.

Permanent exclusion

The decision to permanently exclude a child is a serious one and is for the Headteacher to take.

The decision to permanently exclude should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education and safety of others in the school.

Permanent exclusion is usually a last resort and other options to avoid permanent exclusion will often be considered such as alternate provision or a managed move.

8. The Use of physical intervention

What is physical intervention?

Our school is committed to creating a safe, respectful, and supportive environment for all pupils and staff. Positive handling will only be used as a last resort and in line with the Department for Education's April 2026 guidance on the use of reasonable force in schools. Any intervention will be reasonable, proportionate, and in the best interests of the child, with the minimum force applied for the shortest time possible. All incidents will be recorded promptly, reviewed by senior leadership, and communicated to parents or carers to ensure transparency and accountability.

Who can use physical intervention?

- 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 children such as unpaid volunteers or parents accompanying students on a school organised visit.

When can physical intervention be used?

Physical intervention may be considered when it is necessary to:

- Prevent a pupil from causing harm to themselves or others.
- Stop serious damage to property.
- Maintain the safety and order of the school environment.

All interventions will be:

- **Proportionate** – using the minimum force necessary for the shortest time possible.
- **Respectful** – preserving the dignity and rights of the pupil at all times.
- **Accountable** – recorded promptly and reviewed to ensure transparency and learning.

Staff will receive regular training in de-escalation strategies and safe handling techniques, ensuring that positive handling is always part of a broader approach to behaviour support and emotional wellbeing.

The school will record all attempts at physical intervention on My Concern and the parent will always be informed. These logs will always be reviewed by the DSL and Headteacher.

The school cannot and will not use force as a punishment – it is always unlawful to use force as a punishment.

9. Heene Habits – Behaviour Around the School (see Annex B)

- Wonderful Walking: single file to the left, quiet voices, hold doors for others, calm purposeful movement.
- Right routines: Transition into class: meet-and-greet at the door; visual timetables used; prompt, calm starts.
- Wow Worship: silent movement to and from; adults support with non-verbal cues.
- Positive playtimes: play safely without hurting others.
- Marvellous manners: kind eyes, kind hands, kind words.
- Lovely listening: magnet eyes towards those that are speaking.
- Lovely lunchtimes: showing our marvelous manners.

10. Conduct outside the school gates

Heene C of E Primary School has the highest expectations of its children's behaviour beyond the school gates. Their behaviour is a reflection of the school and can influence its reputation.

Behaviour incidents will be dealt with in line with this policy. This also includes incidents online which impact learning in school. The Headteachers may call the police if the behaviour is considered anti-social, criminal or poses a serious threat to another person. We also have a parent/carer code of conduct which we expect our families to follow, and staff must abide by the staff code of conduct.

11. Searching and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation <https://www.gov.uk/government/publications/searching-screening-and-confiscation>.

Confiscation

Any prohibited items found in a child's possession as a result of a search will be confiscated. These items will not be returned to the child. Prohibited items are:

- Knives or weapons
- Alcohol/drugs
- Stolen items
- Fireworks
- Pornographic images
- Smart devices
- Cameras
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child)

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.

Searching a child

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves, following the DfE guidance.

If the child refuses to agree to a search, the member of staff will contact the Headteacher who will phone the child's parents/carers.

An authorised member of staff may only search a child's outer clothing, pockets, possessions, trays.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, and boots.

12. Child Support and Inclusion

Heene C of E Primary School recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The school's special educational needs co-ordinator (SENDSCO) will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying emotional needs that are not

currently being met. Heene has a staff body who have a wealth of expertise with regards to behaviour and support individuals and groups. They focus on enabling children to make links between their feelings and behaviours in order to support them in making alternative choices and developing strategies when responding to challenging situations.

Where necessary, support and advice will also be sought from the SENDCO, specialist advisory teachers, an 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 programmes for that child. We will work with families to create the plan and review it on a regular basis.

13. Safeguarding

Heene C of E School recognises that changes in behaviour may be an indicator or a child's way of communicating that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy

14. Record Keeping and Data Analysis

We use the ARBOR system to record behaviour incidents and MYCONCERN to record safeguarding concerns. This allows the timely sharing of information, a joined up approach and early identification of any issues. It also enables data to be robustly and purposefully integrated by the senior leadership team during BASS meetings to trigger targeted support and direct work, for example, implementing a positive behaviour plan.

The following outlines what type of behaviour is recorded where:

All behaviour incidents go on Arbor. This includes (not an exhaustive list):

- Absconding from classroom/ hall/ main building
- Smoking/Vaping more
- Uniform infringement
- Damage to property
- High Needs Dysregulation
- Disruptive behaviour in class
- Disruptive behaviour outside class (Unstructured time)
- Inappropriate language
- Refusal to complete work in class/ homework
- Physical aggression towards staff (not hurt)
- Refusal to follow instructions
- Stealing
- Verbal aggression towards staff

All safeguarding concerns go on My Concern. Where behaviour goes on My Concern:

- positive handling
- discrimination of any kind
- Sexualised behaviours

- Bullying/child on child abuse of any kind (Confirmed cases, then anti bullying policy must also be applied)

-High needs dysregulation which has resulted in a child being hurt.

Recording for behaviour from all staff must follow this format-

-Antecedents (or Action): what action or event occurred *before* a behaviour took place. This might be hunger, tiredness, a demand, argument over a toy. Sometimes this may not be clear so may need unpicking with the child when they are calm enough to do so.

-Behaviour: a description of the behaviour itself, which includes what happened, what was said, for how long.

-Consequence: what took place *following* the behaviour. For example, whether the child withdrew from an activity, or whether someone reacted to the behaviour.

-Action taken- how the behaviour was dealt with. If this log is on my concern, this should be recorded in the action box.

Staff must always bear in mind the age and developmental stage of the child and pupil voice from all parties is key, so must be recorded.

15. Positive behaviour plans

Positive Behaviour Plans (PBPs) are used to provide tailored, proactive support for pupils who require a more personalised approach to meeting behaviour expectations. These plans are written by the class teacher but created collaboratively with the child, their family, class staff, the SENDCo and, where appropriate, external professionals. Each plan sets out the pupil's strengths, potential triggers, agreed strategies, preventative measures and clear, supportive responses that help the child re-engage positively with learning. PBPs ensure consistency across adults, reduce anxiety through predictable approaches and promote a shared understanding of how to help the child succeed. They are reviewed regularly to evaluate impact, celebrate progress and adjust support so that every pupil can thrive within a calm, safe and inclusive school environment.

16. Induction and Training

- Behaviour policy and school values form part of induction and ongoing CPD.
- Staff access coaching and support from Phase Leaders, Assistant Headteachers and SLT.
- Key staff are trained in de-escalation and safe handling approaches; all staff receive annual safeguarding training.

17. Application of this Policy

The Positive Behaviour Policy is for all of our school community. If it is to be effective, then everyone must use it with consistency and confidence.

Through acknowledging behaviour is communication and leading with empathy and kindness, in line with our school values we believe every child will leave our school as a responsible and compassionate member of society, exercising and understanding acceptance, kindness and fairness.

Annex A-Heene Behaviour and Sanction Chart

Type of Behaviour Displayed	Dealt with by	Response	Recording
<p>Tier 1-Low level disruptions</p> <p>Out of seat</p> <p>Calling out</p> <p>Silly noises/ faces</p> <p>Using equipment intentionally inappropriately/ incorrectly (e.g. rocking on chair)</p> <p>Interrupting</p> <p>Unwanted touching</p> <p>Running inside the building</p> <p>Not following instructions</p> <p>Not attempting to be ready to learn</p> <p>Not being respectful (e.g. negative body language, rudeness)</p>	<p>Class Teacher</p> <p>Year Group Partner</p> <p>Support Staff/MDSA</p>	<p>Follow 6 Step System</p> <p>Step 1- verbal reminder-individually, not publicly with clear guidance on how to redirect behaviour.</p> <p>Step 2-second reminder individually, with clear guidance on how to modify behaviour and informing that next step would be a sanction in line with stage 3.</p>	<p>Completed by staff member who dealt with incident</p> <p>Followed up with class teacher where necessary</p>

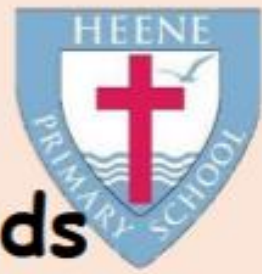
<p>Tier 2- Challenging negative behaviour</p> <p>Pushing in line</p> <p>Low level name calling</p> <p>Play fighting</p> <p>Refusal to complete work or follow instructions</p> <p>Negative verbal or physical response e.g kicking a chair or huffing</p> <p>Inappropriate language including swearing</p> <p>Unintentionally hurting someone because of another negative action/ behaviour</p> <p>Graffiti/ vandalism</p>	<p>Class Teacher Year Group Partner Support Staff/MDSA</p>	<p>An appropriate action(s) and/or sanction from the list below that is appropriate and proportionate to the behaviour (bypass step 1 & 2)</p> <p>-Step 3: Time In during play time (Restorative conversation)</p> <p>-Step 3: Discreet discussion with parent/ phone call home from class teacher</p> <p>-Step 4/5: Time in another classroom to continue learning (with Reflective conversation)</p> <p>Right the wrong e.g. Apology letter, cleaning it up</p>	<p>Completed by staff member who dealt with incident</p> <p>Followed up with class teacher where necessary</p>
<p>Tier 3- Serious and deliberate</p> <p>Persistent challenging negative behaviour</p> <p>Persistent or serious rudeness/ name calling</p> <p>Swearing at someone</p> <p>Stealing</p> <p>Intentionally hurting someone</p> <p>Verbal or physical threat</p> <p>Inappropriate online behaviour</p> <p>Spitting</p> <p>Throwing objects</p>	<p>Class teacher Partner class/Phase leader</p>	<p>An appropriate action(s) and/or sanction from the list below that is appropriate and proportionate to the behaviour</p> <p>It is the teacher's responsibility to "investigate" the behaviour through questioning those involved.</p> <p>-Step 5: Sent to Phase Lead/partner class</p> <p>-Discreet discussion with parent/ phone call home</p> <p>-Right the wrong e.g. clean up</p> <p>-Repair Activity (respecting wishes of the victim)</p> <p>-Restorative conversation</p> <p>-Removal of a privilege (this cannot affect their access to a full curriculum or any provisions in line with ILPs etc)</p>	<p>Completed by class teacher</p>

<p>Tier 4- Extremely serious</p> <p>A repeat of Tier 3 behaviours</p> <p>Bullying including online</p> <p>Discrimination (including all protected characteristics) and oppressive behaviour</p> <p>Sexual harassment and sexual violence</p> <p>Very serious challenge to adult</p> <p>Repeated unsafe behaviour e.g. running away, climbing, throwing objects</p> <p>Seriously hurting someone</p> <p>Persistent serious or deliberate poor behaviour</p> <p>Destruction of property</p>	<p>SLT</p>	<p>An appropriate action(s) and/or sanction from the list below that is appropriate and proportionate to the behaviour</p> <ul style="list-style-type: none"> -Step 6: Sent to SLT -Removal of a privilege (this cannot affect their access to a full curriculum) -Repair Activity (community service) -Meeting with parent -Fixed term internal suspension -Fixed term external suspension -Reintegration support -Possession of any prohibited items <p>A repeat of Tier 4 behaviour can lead to a permanent exclusion-see procedure for exclusions.</p>	<p>Completed by class teacher</p> <p>Leadership to update with sanction/response</p>
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Annex B- The Heene habits



Heene Habits: Positive Playgrounds



We play
without
hurting. No
play fighting.

We play
kindly and
share
equipment.



We line up
when told to.
Rubbish goes
in the bin.

When the
bell goes, we
stop.



Heene Habits: Wonderful Walking



Walk facing forwards in silence.

In a straight line walk with hands by your side.



Walk on the left in a straight line - hands to yourself.

KS1 - push and walk
KS2 - hold the door



Heene Habits: Lovely Lunchtime



We line up
and follow
instructions
from adults.

We use indoor
voices and do
not speak when
eating.



We use knife,
fork and
spoons and
clean up when
finished.

We do not
share food or
drop litter.



Heene Habits: Lovely Listening



Magnet eyes
on the person
who is talking.

We sit up
straight, hands
to ourselves
and hands up to
ask or answer.



We listen
carefully to
instructions.

We never call
out or
interrupt.



Heene Habits: Right Routines



We enter the classroom ready to work.

We know where to sit.
We know how equipment is given out.

We put our hand up to ask questions - no calling out.



We look after equipment and put coats/bags away.

We sit with chair legs on the ground with attention on the adult.



Heene Habits: Wow Worship



Enter with wonderful walking, face forward and close sitting.

We all sing together and clap to celebrate success.

We look and listen to the worship leader.

We use hands up for questions and use lovely listening. Hands together, heads down in reflection.



We exit with wonderful walking when given the signal or instruction. ⁶



Heene Habits: Marvellous Manners



We say please
and thank you.

Kind eyes, kind
hands, kind
words.

We say good morning and
good afternoon with eye
contact when talking.



If others are
hurt we look
after them. We
talk calmly.

We don't touch
the belongings of
others.