



## Lowerhouse Junior School Behaviour Curriculum



**Behaviour curriculum:** Our rules, routines, and expectations

At Lowerhouse Junior School, we expect high standards of behaviour from all pupils at all times during the school day.

Our behaviour curriculum sets out our rules, routines, and expectations. Whilst many rules and routines are consistent across school, others are specific to the age of the pupils. Appropriate and reasonable adjustments to rules and routines are made for pupils with individual needs, e.g. SEND. These rules, routines and expectations are rooted in the values by which we seek to live. It is called a 'curriculum' because we recognise that positive behaviour needs to be taught, practised, and re-taught so that all children learn what is expected of them.

The behaviour curriculum is taught and reinforced by all staff, including leaders, teachers, support staff, trainee teachers and volunteers. Leaders and staff praise compliance with these expectations and are unrelenting in challenging pupils where behaviour falls short (using sanctions as appropriate, in line with our Behaviour Policy).

We are sharing a copy of this with you so that you can talk to your child about what is expected of them at Lowerhouse Junior School. We hope you find this useful.

### **When moving around school and in corridors, we teach children to:**

- Show "corridor walking". This is careful, forward-facing, steady walking and pupils are given explicit opportunities to practise this.
- Use indoor voices.
- Be polite to, and make way for, adults and visitors to the school.
- Hold the door open for others.

### **When arriving at school, we teach children to:**

- When waiting on the playground, be safe and show respect to others.
- Walk sensibly and calmly into school.
- Store coats, bags and lunch boxes neatly.
- Be ready to start. This includes having water bottles, books, glasses, etc. in the correct place.

### **When attending assembly in the hall, we teach children to:**

- Line up smartly, ready to enter and leave the hall.
- Enter and leave the hall silently (unless singing, as directed by the leader). Children are also taught to be silent during all parts of assembly, particularly during transitions, e.g. when standing up.
- Listen to others.
- Look at the assembly leader.

### **When using the toilets, we teach children to:**

- Respect privacy.
- Use indoor voices.
- Flush the toilet when finished.
- Wash their hands.
- Avoid wasting any water.
- Leave the toilets clean and tidy, using the bins provided.

### **At playtimes, we teach children to:**

- Look after equipment. Children are taught to use equipment correctly, safely, and for the intended purpose.
- Play co-operatively – include and respect others. Children use kind words, hands and feet.

- Seek adult permission to enter the building for any reason.
- Speak to an adult if you need help. This includes resolving conflicts, First Aid, etc.
- Freeze on the first whistle, line up quickly and smartly on the second whistle.

**During meal times, we teach children to:**

- Use indoor voices.
- Line up smartly (when waiting to be served).
- Stay in seats when eating.
- Use polite manners at the hatch / when talking to adults.
- Tidy up our eating area when finished.
- Use cutlery correctly.

**During indoor playtimes, we teach children to:**

- Use indoor voices.
- Look after wet play games and resources (no iPads or electronic devices).
- Speak to an adult if you need help. This includes resolving conflicts, First Aid, etc.
- Ask permission to leave the classroom.
- Tidy up at the end.

**When speaking to adults, we teach children to:**

- Wait to speak to an adult – do not interrupt.
- Make eye contact (or face towards the person speaking).
- Be polite (e.g. using words such as ‘please’ and ‘thank you’).

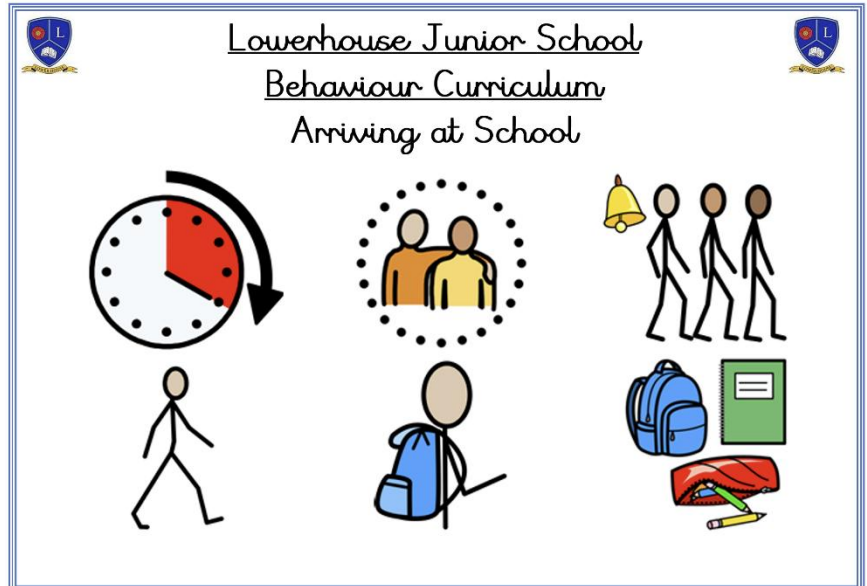
**In the classroom (during lessons), we teach children to:**

- Follow our ‘Class Rules / Discussion Guidelines’.
- Sit safely on chairs (“four on the floor”, “four legs, two feet”, etc.).
- Look after books, equipment and the learning environment.
- Always try their best.

In addition to the above, teachers will implement their own class-specific rules, routines and expectations. These will be communicated to pupils and practised.

**Posters**

Each section of the behaviour curriculum has a corresponding poster with symbols or images to represent each of the expectations. These posters are used by all class groups to teach the rules, routines and expectations to children.



Each week, there is a whole-school focus on one section of the behaviour curriculum. Posters are displayed around school and in classrooms. This helps children to learn and remember our rules, routines and expectations.

Many thanks,

*G. P. Lloyd*

Mr G Lloyd  
Headteacher