



Midlothian

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BONNYRIGG PRIMARY SCHOOL
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26th April 2018

Dear Parents/Carers,

As your child may have informed you, we have recently changed our classroom management and behaviour approach in Primary 2. This is based on recent studies and research in education on effective behaviour management strategies and is based on the simple philosophy of shifting the focus from highlighting negative behaviour to rewarding positive behaviour. We are currently trialling this approach in several classes throughout the school and will review whole school procedures following feedback from this.

This means we are no longer using the 'Good to be Green' behaviour tracking system in our class in which pupils cards are turned to amber and then red when they are not following class or school rules. Instead, the class have a target each day to achieve – linked to learning and/or behaviour. Every child must try to achieve this target throughout the day and once they have, their name will appear on the Recognition Board. The whole class aims to have everyone's name on the board by the end of the day, thereby reinforcing behaviours we DO want, rather than highlighting (with an amber or red card) the behaviours we DON'T want.

Also, we are no longer using 'Class Dojo' to reward behaviours we should *expect* from children – things like holding the door open or tidying an area they have used is, I am sure you would agree, something we should expect our children to do without seeking a reward. Instead we are looking to reward 'over and above' behaviours and increase the expectation for our learners to excel. The recognition, rather than a tokenistic 'point' is to be a positive note home to share and again, reinforce such positive behaviours.

Our three rules in the class are to be Ready, Respectful and Safe and this is how we consider behaviours. If children's behaviour is not Ready, Respectful or Safe they will receive a five minute 'time out' (still within the classroom) in which to reflect or calm down and then will have a brief restorative conversation with the class teacher to support them to understand the impact of their behaviour; on their learning and on others, and support them to consider strategies to change this behaviour. This means that intervention is immediate whilst the incident is fresh in the child's mind rather than on a Friday at 'Golden Time', when they have forgotten all about it. We will still use our half hour of 'Golden Time' but now, with a focus on Health and Wellbeing and building positive relationships.

Since we have begun, children have been incredibly positive about all aspects and are keen to support each other to get their names on the Recognition Board.

If you have any questions or queries about this, please phone or speak to me at the end of the day.

Kind regards

Miss Louise Ferguson and Miss Amy Parks

