



# Brunswick Park Primary School

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**Head Teacher: Susannah Bellingham**

*Learning for living through respect, support and challenge*

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**To All Parents and Carers: Years 1-6**

5 January 2022

Dear Parents and Carers

I am writing to inform you about some improvements we are making this term to the ways we teach and encourage good behaviour for learning at Brunswick Park. It is our aim to enable children to become good citizens with sound knowledge and understanding of their role in society, so we teach responsibility, problem solving, resilience and self-regulation, as no matter what children go on to do, they will need these personal qualities to be successful. And success is what we want for them; we want them to learn the value of effort and to appreciate the effects of positive recognition through praise and reward. Therefore, use praise and reward when children behave well, and we remind children of the high expectations we have of them regarding their behaviour in school. The improvements we are making are to the systems we use in our teaching and encouragement of good behaviour for learning, to ensure good behaviour is recognised and rewarded consistently in all areas of the school and that information about children's behaviour is shared with parents and carers in ways that support children's progress and development.

The majority of children's behaviour for learning in school is very good indeed. Children behave well in lessons, speak respectfully to each other and to adults and work together co-operatively. So children experience and enjoy the feelings of success associated with working as an effective team, we have decided to adopt a reward system using a marble jar, to which the teacher will add one marble every time the whole class is behaving well. Once the jar is filled with marbles, the class will be allowed to choose a treat from its Marble Treat Menu. Marble Treats will take place approximately once every half term, and could include a trip to the park, a craft activity such as making slime, baking or a movie afternoon with popcorn. The children devise their own class Marble Treat Menu with their teacher, so the rewards are meaningful to them. (An example Marble Treat Menu is sent with this letter.) When your child's class has won its Marble Treat, you will be informed in writing. The treats are not linked to the curriculum; children do not have to earn educational visits as they are all entitled to these. It is expected that class Marble Jars should be filled 6 times per academic year, so children can expect 6 corresponding marble treats. There are 4 left this year.

For children in Years 1-6, individual children's good behaviour is rewarded using an electronic system called Trackit Lights. Children are awarded green points for good behaviour such as working hard, lining up sensibly or being helpful. They can be awarded green points anywhere in the school, either in classrooms on the electronic Trackit Lights System or outside classrooms with green plastic tokens. The five children per half term who earn the most green Trackit Lights points or deserve special mention will visit the Trackit Lights Shop for a prize during a special assembly. Our maximum class size is 30, and there are 30 prizes per class available per year.



Trackit Lights is also used to record and manage behaviour that falls below school expectations. If children choose not to behave well, they are given an orange point, which serves as a warning that their behaviour is below that of the standard we expect. We give children the opportunity to make it better, so if children then modify and improve their behaviour, they can have a green point. If they do not, and their poor behaviour continues, they will be given a yellow point and asked to move to the Reflection Zone, a quiet area in their or their Year Group partner's classroom, to reflect on their behaviour and what they need to do differently to improve it. The time spent in the Reflection Zone will be between two and ten minutes, depending on the age and needs of the child.

If your child chooses to behave in a way that means that they are given a yellow point, you will be informed verbally either in person or by telephone. We will tell you what has happened and ask you to support us by reminding your child of the behaviour expectations.

For poor behaviour that continues after a period of reflection, or for any dangerous or violent behaviour, children can be given a red point. Most children will never receive a red point, but if this happens, we will inform you in writing and ask you to attend a meeting to discuss your child's behaviour and strategies to be used in partnership with school to improve it, and children will miss their next playtime. Children who are given three or more red points in any half term will not be allowed to take part in their class Marble Treat.

Behaviour expectations, along with their rewards the consequences of not meeting them, have been shared with the children today in special New Year assemblies. We will continue to reinforce children's understanding of what good behaviour looks like and support children to achieve consistently good behaviour for learning using these systems. We will also make sure consequences are delivered fairly and calmly by staff, and that children are supported to reflect on their behaviour and discuss it with a trusted adult. We know that children have a strong sense of justice, like to feel that behaviour is managed fairly and know that good behaviour is rewarded fairly too.

For children who are not able to understand the school's expectations, for example if they have a developmental delay or complex SEND, we will make sure they are supported to behave as well as they can be reasonably expected to. We have children in school with a wide range of needs, and all of them will have the opportunity to succeed with their behaviour and be rewarded.

We hope that these systems, that focus positively on the importance of individual and collective responsibility through reflection about and the application of skills in problem solving, resilience and self-regulation, will allow all children to understand and emulate the school's high expectations of behaviour and conduct that will help to prepare them for life after primary school. Children need to leave Brunswick Park to go to secondary school well-equipped for its challenges, and be able to manage themselves with confidence and high self-esteem on their journey to adulthood.

If you have any questions or this letter, please contact me via the School Office.

Yours sincerely



Susannah Bellingham  
Head Teacher