



# Midmar School

# Climate for Learning Policy

Article 3: The best interests of the child must be top priority in all things that affect children.

Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse and neglect...

Article 28: Discipline in schools must respect children's dignity.

Article 29: Education ...must encourage the child's respect of human rights, as well as respect for their parents, their own and other cultures, and the environment.

(UN Convention on the Rights of the Child)

**Updated March 2016**

Our 'Climate for Learning Policy' has been compiled in consultation with pupils, parents and staff. It explains expected standards of behaviour and how our behaviour system operates.

We endeavour to create a happy, caring environment where children learn by example to show respect and courtesy for others. Whenever possible we aim to foster such qualities as tolerance, self-discipline and self-reliance.

We rely on the support of parents in order to maintain good levels of behaviour in school. Pupils are consulted regularly with regard to ways in which they can contribute positively and make decisions affecting the life of the school.

### **School Charter**

As a Rights Respecting School, we take a whole school approach to children's rights and human rights education.

Children's Rights Education is based on the UN Convention on the Rights of the Child. The Rights Respecting Schools Award programme supports us to embed the United Nations Convention on the Rights of the Child (UNCRC) in our practice, improving well-being and helping all children to realise their potential. The Convention is very important because it recognises that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate.

'**Child Rights Education** can be defined as learning *about* rights, learning *through* rights and learning *for* rights within an overall context of education *as* a right. It aims to build the capacity of children as rights-holders to claim their rights, and the capacity of adults as duty-bearers to fulfil their obligations. Child rights education helps adults and children to work together, providing the space and encouragement for the meaningful participation and sustained civic engagement of children.' (UNICEF)

Our School Charter (Appendix 1) and Values underpin the learning climate at Midmar. We take a positive approach to promoting responsible behaviour; recognising and praising good behaviour, effort and application. Our School Charter has been compiled by Pupil, Staff and Parents. It details those rights chosen by pupils to be our focus and which we regard as central to the ethos of Midmar School. Our Charter also specifies actions that children and adults will take to ensure the rights of all children are respected.

Each class has compiled their own Class Charter (Appendix 2) from the School Charter. These class charters focus on particular actions for class members to ensure all children get their right to education.

The Class Charters form the basis for our tiered Behaviour System. The charters were compiled by pupils and staff (Appendix 3). They focus on particular actions children should take to ensure the rights of all children are respected. These actions form the basis of expected standards of behaviour

### **Restorative Approaches to behaviour**

Midmar School continues to develop restorative approaches which offer a powerful way of promoting harmonious relationships and lead to the successful resolution of conflict and harm. We use restorative approaches because pupils trust a fair process. Restorative approaches help teachers ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.

Restorative approaches range from:

- **developing a restorative climate in schools with activities such as circle time and peer support** - (the Circle Time model is a whole approach used as part of Health and Wellbeing to: improve social skills and positive relationships, encourage positive behaviour and a caring and respectful ethos. It helps children develop their self-esteem and self-confidence.)
- **'restorative conversations', when teachers or peer mediators intervene in a situation** - both parties involved air their side of events, their thoughts and feelings supported by teachers and are helped to come to a solution
- **A Formal restorative meeting** involving all those affected by an incident, including families where appropriate.

### **Celebrating Success**

In class and at Assemblies we recognise and share children's attainment and achievements. These will vary depending on each child's interests and abilities.

We recognise when pupils have demonstrated successful learning, confidence as an individual, responsible citizenship or have made effective contributions. (Appendix 6).

Achievements within and outwith school are shared and displayed on the Achievements Board in the reception area. Parents and children can inform the school of achievements; by informing staff orally, by recording them in the pupil's Weekly Planner, by emailing the school, by noting them in the 'Weekly Chat' in the Weekly Newsletter.

Midmar School operates a 'House System'. On entry to school, each pupil is allocated to one of four Houses - Corsindae, Tillybirloch, Comers or Linton. Families are grouped together in the same House. Each House has a House Captain and Vice-Captain.

Varied inter - house activities are organised throughout the year, with house points being allocated. These activities include quizzes, 'egg race' challenges, sports festivals and Sports Day events. Primary 7 pupils are Sports Leaders and organise the inter-house sports festivals for children in Primary 1-6.

## **Bullying**

Midmar School is committed to ensuring a safe and secure environment for the pupils in our care. We have a zero tolerance for bullying behaviour. Bullying can be defined as a range of pre-meditated, persistent and often deliberate actions, undertaken by a person or a group of people, which cause the victim(s) physical or emotional distress.

There is a distinction between acts of bullying and incidents which, although not to be encouraged, are commonplace when groups of children play together. An occasional tussle or quarrel between two children will be treated as a breach of discipline by staff, but it is *not* bullying. Similarly, reciprocal or casual name-calling is not to be condoned, but it is *not* bullying. ***Sustained victimisation*** is. The crucial distinction is where the imbalance of power is such that the victim clearly needs positive support. Bullying in school can only be eliminated if parents, carers, teachers and pupils work together.

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can be ineffective and make the situation worse.

Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

Midmar School has a responsibility to protect those being bullied but also to provide an education for all pupils including children who bully or those with behavioural problems. Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

Pupils and parents are encouraged to inform staff if anyone feels they are being bullied or feel someone else is being bullied. Likewise parents will be informed as and when appropriate. An 'Anti-bullying Policy' and 'Anti Bullying Code' (Appendix 4) have been developed with pupils, parents and staff.

### **Exclusion**

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the Authority exclusion policy will apply. For further information on exclusions contact the school or go to [http://www.aberdeenshire.gov.uk/media/3901/policy\\_disc\\_exclusion.pdf](http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf)

#### **Policy Compiled: March 2007**

Reviewed: September 2009

Reviewed: December 2011

Reviewed: August 2013

Reviewed: August 2014

Reviewed March 2016

Discussed by Parent Council: 17.5.16

#### **Staff:**

E. Shepherd - Head Teacher

R. Cameron - Teacher

J. Jansen - Teacher

M. Black - PSA

K. Pirie - PSA

L. Keir - Administrative Assistant / Clerical Assistant

# Appendices

- **Appendix 1** - Midmar School Charter
- **Appendix 2** - Class Charters
- **Appendix 3** - Behaviour System
- **Appendix 4** - Playground Safety Rules
- **Appendix 5** - Anti Bullying Code
- **Appendix 6** - Celebrating Learning - examples of the 4 capacities

**Appendix 1: Midmar School Charter**

Our school Charter has been compiled by pupils, parents and staff and is revised annually in August.

**Children have a right to:**

- **Be consulted and their views taken seriously (Article 12) Give their opinions in a respectful way which is not hurtful (Article 13)**

Children will:	Adults will:
<ul style="list-style-type: none"> <li>• Give their views respectfully</li> <li>• Listen to the views of others</li> <li>• Respect the views of others</li> <li>• Accept we have different likes and dislikes</li> <li>• Value people's ideas</li> <li>• Take turns to speak</li> </ul>	<ul style="list-style-type: none"> <li>• Consult children</li> <li>• Listen to children and their views</li> <li>• Value children's ideas and opinions</li> <li>• Take account of children's views in decision making</li> <li>• Provide information to children</li> </ul>

- **meet with other children and join groups and organisations (Article 15)**

Children will:	Adults will:
<ul style="list-style-type: none"> <li>• Make people welcome</li> <li>• Help people when they feel sad</li> <li>• Join in groups and activities</li> <li>• Be positive and co-operative</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a range of Groups for children according to their interests and needs</li> <li>• Allow children to meet in Groups</li> <li>• Assist and supervise Groups and activities</li> </ul>

- **Be protected from violence and abuse (Article 19)**
- **Good quality health care, to clean water, nutritious food and a clean environment (Article 24)**

Children will:	Adults will:
<ul style="list-style-type: none"> <li>• Use kind words</li> <li>• Include each other in games</li> <li>• Drink plenty of 'brain food'</li> <li>• Eat a balanced diet</li> <li>• Pick up litter</li> <li>• Put all litter in the bin</li> </ul>	<ul style="list-style-type: none"> <li>• Keep children safe</li> <li>• Give children information about keeping healthy</li> <li>• Support children to keep the environment clean</li> <li>• Provide drinking water</li> </ul>

- **an education; which encourages them to achieve their potential, which develops their personality and talents to the full, and which encourages children to respect their parents and their own and other cultures (Articles 28 and 29)**

Children will:	Adults will:
<ul style="list-style-type: none"> <li>• Work hard and try their best at all times</li> <li>• Work co-operatively with each other</li> <li>• Use kind words and actions</li> <li>• Look after school property and the property of others</li> <li>• Respect all adults and children</li> </ul>	<ul style="list-style-type: none"> <li>• Provide quality learning and teaching for all pupils</li> <li>• Provide a fair and respectful discipline system</li> <li>• Facilitate an ethos of respect for other children, adults, other cultures and the environment</li> </ul>

- **Relax, play and take part in a wide range of cultural and artistic activities (Article 31)**

Children will:	Adults will:
<ul style="list-style-type: none"> <li>• Have fun</li> <li>• Join in games and activities without prejudice</li> <li>• Allow others to join in games and activities</li> <li>• Play fairly</li> <li>• Share and take turns</li> <li>• Respect different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for children to relax and play</li> <li>• Provide a variety of cultural and artistic activities</li> <li>• Encourage children to join in</li> </ul>

August 2015

## **Appendix 2 - Class Charters**

Each class compiles their own Class Charter annually in August. Class charters are compiled by pupils. They discuss the School Charter and further Articles of the UNCRRC UN Convention on the Rights of the Child), then select the Articles they feel most pertinent for their class. Once they have chosen the Articles they then discuss and agree actions for children in their class. The children also decide how the Charter will be displayed.

### **Primary 1-3**

#### **We keep ourselves safe: (Articles 19, 31)**

- We feel happy and have FUN
- We use kind words, thoughts and actions
- We push in our chairs
- We put our shoes in the basket, hang up our coats and bags
- we always walk in the classroom and corridor

#### **We look after property: (Article 29)**

- We take care of our own property and the schools - books, rubbers, pencils, chairs, outdoors etc

#### **We are here to learn: (Articles 12, 13, 28, 29)**

- We always try our best
- We work co-operatively with each other
- We finish our jobs on time
- We listen when others are talking OOPSAAT (Only One Person Speaks At a Time)
- We take turns to speak
- We put our hands up when we want to talk in a group

### **P4/5 Class Charter**

#### Articles 12 & 13

We have a right to have our views taken seriously and to give our opinions in a respectful way which is not hurtful.

- We will respect each other
- OOPSAT (Only One Person Speaks At a Time)
- We will not be selfish
- We will be welcoming

#### Articles 19 & 24

We have a right to be protected from violence and abuse and to be in a clean, healthy environment.

- We will use kind words and actions
- We will look after other people
- We will not leave the classroom without checking with an adult
- We will wash our hands properly
- We will keep our class tidy

#### Articles 28 & 29

We have a right to an education which encourages us to achieve our potential, develop our talents and respect our parents and our own and other cultures.

- We will try our best
- We will work co-operatively
- We will encourage each other
- We will never give up
- We will LISTEN

#### Article 31

We have a right to relax, play and take part in a wide range of activities

- We will respect others
- We will take turns and share
- We will include others
- We will agree on rules
- We will not fight

### Primary 5-7

- We give our views respectfully
- We listen to the views of others
- We respect the views of others
- We accept we have different likes and dislikes
- We value people's ideas
- We take turns to speak
- We make people welcome
- We help people when they feel sad
- We are positive and co-operative
- We use kind words and actions
- We include each other in games
- We work hard and try our best at all times
- We show respect
- We respect different cultures

AND ABOVE ALL ... HAVE FUN!

### **Appendix 3: Behaviour System**

Our Behaviour Management approaches is based on a three tier system. Teachers and pupils have compiled Class Charters from our School Charter. All children are expected to follow the actions in both the School Charter and their Class Charter. Each class has chosen their own pictorial representation of the three tier system. Primary 1-3 have a traffic light system, Primary 4-5 have a beach, jungle and volcano and Primary 5-7 have 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> rate carriages.

The system works as follows: (we will use the **traffic light system** and **'chatting behaviour'** as an example)

1. **Green** - All children are expected to follow the school the school and class charters - so they all 'sit on green'.
2. **Verbal warning** - If a child is not following one of the 'actions' they will be given a verbal warning by the teacher or adult e.g. 'You are chatting and stopping yourself and others getting on with work. This means you are preventing both yourself and others from learning.'
3. **Orange** - If the child continues to 'chat' their name will then be moved down to orange. The teacher monitor's the child's behaviour. If the child then focuses and gets on with their tasks they will move back up to green and receive praise for correcting their action.
4. **Red** - The child's name moves down to red if they continue to 'chat' and be disruptive. The teacher will then have a focused restorative conversation with the child (e.g. discuss why their behaviour is unacceptable, which rights they are preventing themselves and others enjoying and what their next steps should be). If the behaviour improves the child's name moves back to orange / green. If it persists and the child is still in red at the end of the day the teacher notes this on her daily plan. The child's name always returns to green for the next day. However the child is reminded by the teacher in the morning that they finished in red, why this was and the expected behaviour for the day.

If the child finishes on red on the second day (2<sup>nd</sup> day) Mrs Shepherd will be informed and she will discuss...

Some actions which breach our Safety Rules may mean a child moving straight to red e.g. when a child is deliberately hurt - either physically or mentally or property is deliberately damaged

**Informing Parents:**

Step 1:

If the child continues to finish the day in red (i.e. 3 consecutive days) or it is warranted by the level of behaviour, parents will be informed either via the Weekly Planner or a telephone call from the class teacher or Head Teacher.

Step 2:

If the behaviour continues or further discussion is required, the teacher will organise a meeting with the parent(s) to formally discuss their child's learning / behaviour in school. A follow up meeting may be arranged or an agreement made to make verbal contact by telephone.

**Sanctions:**

Sometimes children are asked to finish uncompleted work during lunchtime or it is sent home. In this case 'uncompleted' work is work a child has not been able to complete they were 'messaging' around. The child will have time from 1.00pm - 1.15pm to complete work. If a child loses lunch break (1.00pm - 1.15pm), it is supervised by their class teacher. It is their right to play but if they have not completed a piece of work they have neglected their right to an education.

If the child loses lunchtime break due to an action or occurrence the time will be used to reflect on the action and next steps identified.

Appendix 4:

Midmar School Playground Safety Rules

*Article 3: The best interests of the child must be a top priority in all things that affect children.*

*Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.*

- **ALWAYS** stay in School Grounds unless advised differently by a member of Staff
- **ALWAYS** stay in the areas the supervisors say e.g. front or back of school
- **ALWAYS** walk round the school - do not run
- **NEVER** play on the steep 'daffodil' banks of the playing field
- **NEVER** climb on walls or sit on the front wall
- **NEVER** go behind the 'Hut'

Play Equipment

- **ALWAYS** slide **down** the slide on your bottom
- **ALWAYS** push the person on a swing from behind
- **NEVER** climb **up** the slide
- **Only** children in Primary 1 and 2 to swing in the 'baby swings'
- **NEVER** run between the swings
- **NEVER** swing on the poles of the swings
- **NEVER** jump off the swings nor kick your shoes off when swinging
- **NEVER** play in the sand pit
- **NEVER** climb up the round shelter



Millennium Garden

- **ALWAYS** walk in the Millennium Garden
- **NEVER** jump between or from the 'standing stones'
- **NEVER** remove the stones from the walls

Snow and ice

- **NEVER** throw snowballs
- **NEVER** slide on ice
- **NEVER** slide down the steep 'daffodil' banks **5.2.16**

**Appendix 5:**

**Midmar School Anti Bullying Charter**

*Article 19: Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect*

**We STAND UP to bullying**

- We listen to each other
- We are always friendly
  - We use kind words
  - We respect each other
- We don't take people's property
  - We help each other



**We TELL an adult, the chatterbox, a friend, our buddy or our family if we are worried or feel bullied**

**Appendix 6:**

<b>Successful Learners</b>
<ul style="list-style-type: none"><li>• I have enthusiasm and motivation</li><li>• I have determination to reach high standards of achievement</li><li>• I have openness to new thinking and ideas</li><li>• I use literacy, communication and numeracy skills</li><li>• I can use technology for learning</li><li>• I can think creatively and independently</li><li>• I can learn independently and as part of a group</li><li>• I can make reasoned evaluations</li><li>• I can link and apply different kinds of learning in new situation's</li></ul>
<b>Effective Contributors</b>
<ul style="list-style-type: none"><li>• I have an enterprising attitude</li><li>• I can take the initiative and lead</li><li>• I can apply critical thinking in new contexts</li><li>• I can solve problems</li><li>• I have resilience</li><li>• I am self-reliant</li><li>• I can communicate in different ways and in different settings</li><li>• I can work in partnership and in a team</li></ul>
<b>Confident Individuals</b>
<ul style="list-style-type: none"><li>• I can achieve success in different areas of activity</li><li>• I have a sense of physical, mental and emotional well being</li><li>• I have secure values and beliefs</li><li>• I have ambition</li><li>• I can relate to others and manage myself</li><li>• I peruse a healthy and active lifestyle</li><li>• I am self-aware</li><li>• I can develop and communicate my own beliefs and view of the world</li><li>• I live as independently as I can</li><li>• I can assess risk and make informed decisions</li></ul>

### **Responsible Citizens**

- I have respect for others
- I have a commitment to participate responsibly in political, economic, social and cultural life
- I can understand different beliefs and cultures
- I am able to develop knowledge and understanding of the world and my country's place in it
- I can make informed choices and decisions
- I can evaluate environmental, scientific and technological issues
- I can develop informed, ethical views of complex issues