



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 17: Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

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 December 2022

Midmar School's '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.

Our vision '**Working together to grow, inspire and achieve**', our core values of: **KINDNESS, TRUST, HONESTY, FAIRNESS, RESPONSIBILITY, RESILIENCE and RESPECT** and our Aims, (Appendix 1) which are underpinned by the Articles in the Rights of the Child define Midmar School's Climate for Learning. They are at the heart of our curriculum rationale. (Appendix 2)

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

We rely on the support of parents to maintain good levels of behaviour in school. Pupils are consulted regularly regarding 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 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** 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 has been compiled by children and staff (**Appendix 3**) We take a positive approach to promoting responsible behaviour; recognising and praising good behaviour, effort and application. The Charter details our focus rights, chosen by pupils, 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 compiles their own Class Charter (**Appendix 4**) based on the Midmar School Charter. These class charters focus on actions for class members and adults, to ensure all children's rights are respected. These actions form the basis of expected standards of behaviour.

Playground Safety

Children are not allowed to leave school grounds during breaks. We want everyone to enjoy our large play area but we also have a duty to keep children safe. Playground Safety Rules have been co-constructed with children and implemented by children and adults.

(Appendix 5)

Mental and Emotional Wellbeing

Children have been introduced to 'The Decider Skills'. The Decider Skills use Cognitive Behavioural Therapy to teach children, young people and adults skills to recognise their own thoughts, feelings and behaviours, allowing them to monitor and manage their own emotions and mental health. The skills were designed to enable participants to make effective changes to help manage distress, regulate emotion, increase mindfulness, promote effective communication and to live a more skilful, less impulsive life. Skills include STOPP, 5-4-3-2-1, Name the Emotion, Listen, Respect, Crystal Clear Communication,

Promoting Positive Behaviour

Article 28: Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

We have a whole school approach to promoting positive behaviour. We believe in a positive, nurturing approach to behaviour. Our Vision, Values, Aims, School and Class Charters describe the expectations we have of pupils and staff. Positive reinforcement, praise and modelling of such behaviours underpins our Climate for Learning. We use restorative approaches and involve parents in discussions whenever required.

We recognise that incidents between children occur in school from time to time. Members of staff will support children to resolve any issues. Restorative approaches and The Decider Skills are key to resolutions.

We welcome all communication from parents so we can work together to resolve any conflict or issues. When a child discloses an incident or issue to a parent or family member out with school parents must inform the school directly. Incidents that happen in school will be dealt with in school. Parents must not try to deal with the incident or issue outside school. Information about incidents will be shared with parents, either by phone, email or in the pupil's Weekly Planner. When necessary, parents will be invited into school for further discussion and to plan next steps.

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, P4C and peer support** - (this model is a whole school 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.

Points System

Each class uses a points system which rewards pupils for positive behaviour, work ethic and standard of work undertaken - these are detailed on the Class Charters. Once given points will not be taken away. The pupil(s) with most points at the end of the week is The Pupil of the Week. Each class will agree rewards for the 'Star' e.g. line leader, cushion to sit on ...

Weekly house points are then totalled and allocated to each house.

Consequences

Where necessary consequences may include; loss of break time, community service e.g. weeding, tidying garden, emptying paper bins, a letter of apology...

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.

Achievements within and out with school are shared and displayed within school. Teachers track wider achievements. Parents and children can inform the school of achievements; by recording them in the pupil's Weekly Planner or by emailing the school. Wider Achievements are displayed in the Reception Area and Learning Achievements are displayed in the Hall.

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 leadership team of P7 pupils.

A variety of 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.

Bullying

Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this their sense of 'agency'. Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online. Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

- Being called names, teased, put down or threatened face to face and/or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

Midmar School endeavours to *Get It Right for Every Child*. We provide all children with an education about positive relationships. We support children who feel they are being bullied and provide focused interventions for children who need support sustaining positive relationships. 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 must inform staff if anyone feels they are being bullied or feels someone else is being bullied. Staff will discuss the issues with pupils and agree next steps. Information will be shared with parents.

The Scottish Government also require schools to record instances as they occur.

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 Policy will apply.

Copies of 'Relationships, Learning and Behaviour Interim Policy and Guidance' which have been approved by Aberdeenshire Education and Children's Services Committee can be accessed from the Additional Support Needs Inclusion Equity and Wellbeing website [Additional Support Needs \(ASN\) Aberdeenshire, Inclusion, Equity and Wellbeing \(asn-aberdeenshire.org\)](http://Additional Support Needs (ASN) Aberdeenshire, Inclusion, Equity and Wellbeing (asn-aberdeenshire.org))

Reviewed -

Staff:

E. Shepherd - Head Teacher

J. Miller - Teacher

A. Reid - Teacher

G Sutherland - Teacher

M. Black - PSA

L. Keir - Administrator

S. McCullagh - Admin. Assistant

Date: 20.12.22

Shared with Parents - Parent Council Meeting 22.9.22

Update shared with Parent Council - 22.2.23

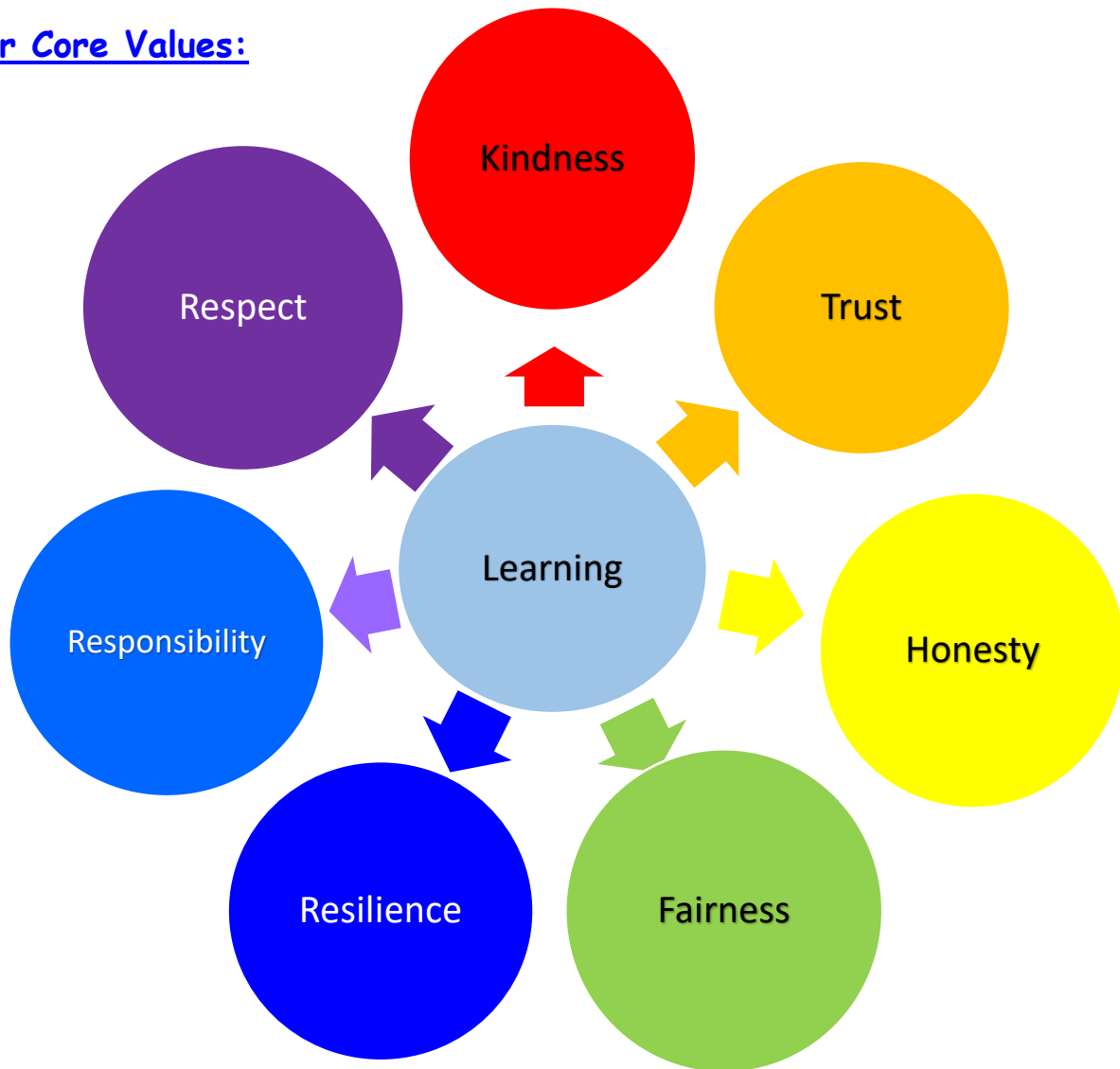
Appendices

- Appendix 1** - Vision, Values and Aims
- Appendix 2** - Curriculum Rationale
- Appendix 3** - School Charter
- Appendix 4** - Class Charters
- Appendix 5** - Playground Safety Rules
- Appendix 6** - The Decider Skills

Appendix 1: Vision, Vales and Aims

Our Vision: Working together to grow, inspire and achieve

Our Core Values:

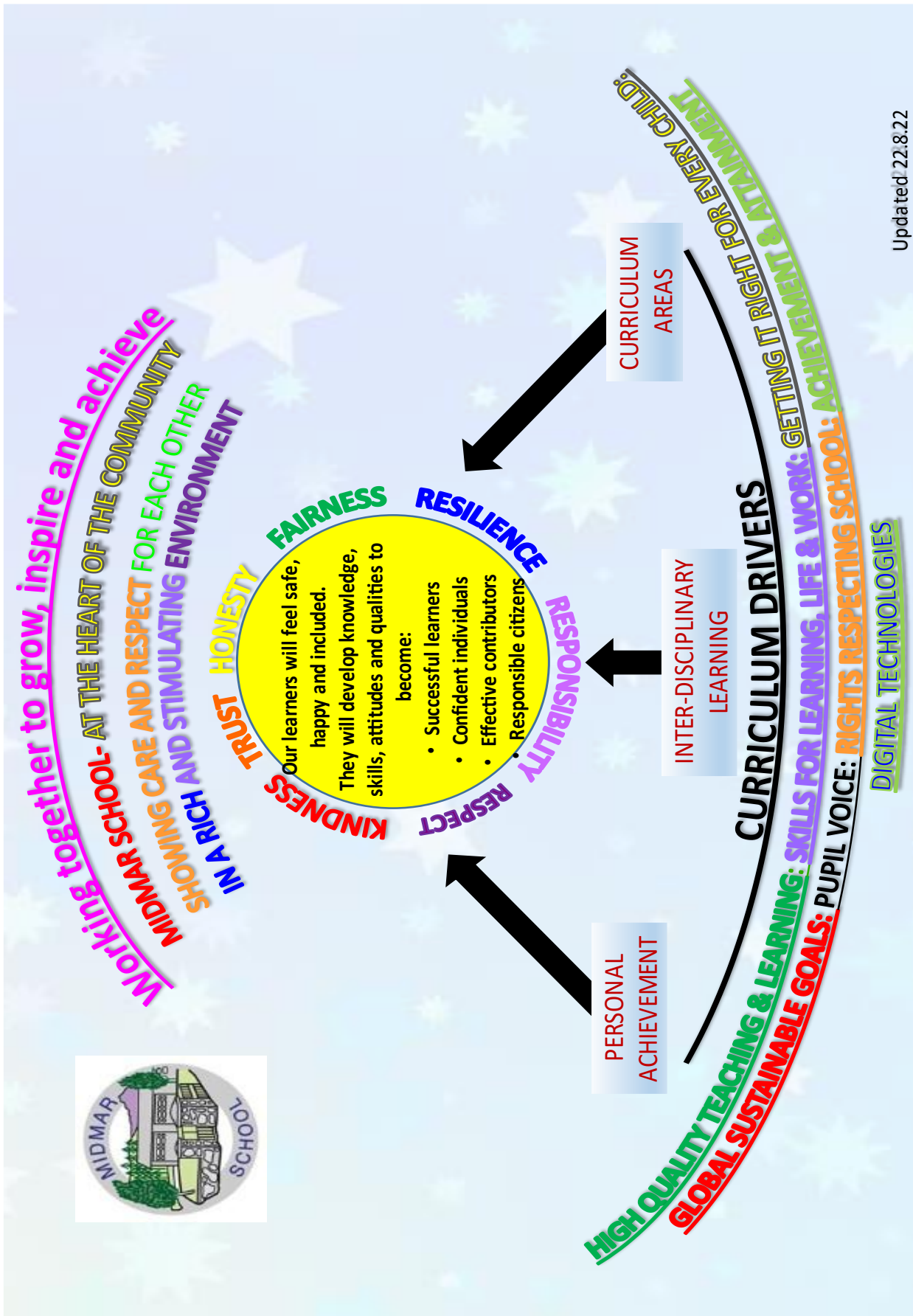


Our Aims:

- All learners will be happy, safe and included.
- They will develop knowledge, skills, attitudes and qualities to become: **Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.**
- We aim to 'Get It Right For Every Child' by working in partnership with staff, children, parents, other agencies and our local, national and global community to deliver learning in an active, relevant and engaging way.
- Our work is underpinned by our Curriculum Rationale.

Ref: UN Convention on the Rights of the Child Articles 28 and 29

Appendix 2 : Midmar School Curriculum Rationale



Updated 22.8.22

Appendix 3 Midmar School Charter

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)
- Meet with other children and join groups and organisations (Article 15)
- Be protected from violence and abuse (Article 19)
- Good quality health care, to clean water, nutritious food and a clean environment (Article 24)
- 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)
- 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"> • Take part enthusiastically in all learning activities. • Work hard and try their best at all times. 	<ul style="list-style-type: none"> • Provide quality learning and teaching which challenges and supports children throughout school. • Provide a variety of cultural and artistic activities.
<ul style="list-style-type: none"> • Use kind words and actions. • Take turns to speak at all times. • Show respect for everyone in school. • Make people feel welcome and work co-operatively together. • Help people when they feel sad. • Give their views respectfully and show respect for other people's views. • Value people's ideas, thoughts and feelings. 	<ul style="list-style-type: none"> • Provide a fair and respectful climate for learning. • Create an ethos of respect. • Ask children for their thoughts and ideas. • Listen to what children say. • Provide information to children that would be helpful. • Value children's ideas and opinions and take account of their views when making decisions.
<ul style="list-style-type: none"> • Play with everyone fairly and respectfully. • Share and take turns. 	<ul style="list-style-type: none"> • Provide opportunities to relax and play. • Provide and support a range of Groups which meet children's interests.
<ul style="list-style-type: none"> • Look after property - the school's, other people's and their own. • Drink water - brain food. • Wash hands thoroughly - using soap. • Eat a balanced diet • Put all litter in the bin. • Care for the environment. 	<ul style="list-style-type: none"> • Keep children safe and healthy. • Provide drinking water. • Provide information about keeping healthy. • Support children to keep the environment clean.

Appendix 4 - 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 UNCRC (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 - 4 Class Charter

Children will:	Adults will:
 Listen to each other	 We will listen to you
 Use kind words (good manners too)	 We will use / take your ideas
 Look after school and their own things	 We will let you play and have 'relaxing' time
 Share and take turns	 We will help you with your learning
 Be Friendly and respectful	 We will look after you in school
 Use our words, not hands or feet	 We will let you be you!

UNCRC - Articles 12, 13, 15, 19, 24, 28, 29, 31

Primary 5-7 Class Charter

Children will:	Adults will:
<p>😊 Come to school ready to learn</p> <p>😊 Participate fully and responsibly in learning</p> <p>😊 Use Technology and all resources responsibly</p> <p>😊 Respect each other and treat others as they would like to be treated</p> <p>😊 Include everyone in games and play together</p> <p>😊 Respect everyone's belongings and personal space</p> <p><u>Keep healthy by:</u></p> <p>😊 Drinking plenty of water</p> <p>😊 Washing hands regularly</p> <p>😊 Eating a healthy diet.</p>	<p>✚ Provide the best possible education</p> <p>✚ Respect children's learning styles</p> <p>✚ Teach us about Rights</p> <p>✚ Treat us fairly</p> <p>✚ Let us have our own opinions, listen to our views and take account of them</p> <p>✚ Keep us safe from harm and encourage healthy lifestyles</p> <p>✚ Make sure we have clean water to drink and a healthy diet</p> <p>✚ Ensure we wash our hands regularly.</p>

UNCRC - Articles 12, 13, 15, 19, 24, 28, 29, 31

Appendix 5: 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

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



Appendix 6: 12 Decider Life Skills

