



Midmar School

**OUR
Climate for Learning
Policy
(Child-friendly Version)**



Articles 3, 17, 19, 24, 28, 29

(UN Convention on the Rights of the Child)

January 2023

We aim to Get It Right For Every Child in Midmar School These key documents shape our Climate for Learning

- The Articles of the United Nations Convention on the Rights of the Child
- Wellbeing Indicators: Every child is Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included
- Midmar School Vision, Values and Aims
- Midmar School Charter and Class Charters
- The Decider Skills
- Midmar Playground Safety Rules

Behaviour

- Children's **emotional, social and physical wellbeing** is at the heart of Climate for Learning in our school.
- We promote **positive behaviour** across the school and ensure that discipline respects children's dignity.
- Our **Buddy System** supports children. Buddies look out for each other. Older children support each other.

Bullying is what someone does and the effect it has on the other person's ability to feel in control of themselves.

- It can make people feel hurt, threatened, frightened and left out.
- It can happen face to face and online.
- It can harm people physically or emotionally.
- It can happen only once or repeatedly and the threat of it happening again is just as harmful.
- We use **restorative approaches** to promote happy relationships which lead to a successful solution when relationships go wrong.
- Children may receive **consequences** for negative behaviour. These can be, loss of break time, community service (e.g. tidying up, weeding in the garden etc), correcting the 'wrong'. Parents are told in the Pupil Planner or by a phone call from school.

- Children may be **excluded** from school if their behaviour merits it.

Celebrating Success – We recognise when children are:

Successful Learners, **Confident Individuals**, **Responsible Citizens**, **Effective Contributors**

- Each class has a **points system** which rewards children's actions and achievements.



We celebrate success by:

- Recognising achievements and attainment in school and out of school in class, at Assemblies, in the school Newsletter or in the Midmar Community Newsletter.
- Displaying items in the Hall and in Reception.
- Recording success in Learning Journey Folders

House System

- Our Houses are Comers, Corsinade, Linton and Tillybirloch
- All children are members of a House.
- Families are in the same House.
- Houses collect points from class points and inter house activities, including Sports Day.
- Trophies are awarded at the end of the year.

The Articles of the UN Convention on the Child

<p>1</p>  <p>DEFINITION OF A CHILD</p>	<p>2</p>  <p>NO DISCRIMINATION</p>	<p>3</p>  <p>BEST INTERESTS OF THE CHILD</p>	<p>4</p>  <p>MAKING RIGHTS REAL</p>	<p>5</p>  <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	<p>6</p>  <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	<p>7</p>  <p>NAME AND NATIONALITY</p>
<p>8</p>  <p>IDENTITY</p>	<p>9</p>  <p>KEEPING FAMILIES TOGETHER</p>	<p>10</p>  <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	<p>11</p>  <p>PROTECTION FROM KIDNAPPING</p>	<p>12</p>  <p>RESPECT FOR CHILDREN'S VIEWS</p>	<p>13</p>  <p>SHARING THOUGHTS FREELY</p>	<p>14</p>  <p>FREEDOM OF THOUGHT AND RELIGION</p>
<p>15</p>  <p>SETTING UP OR JOINING GROUPS</p>	<p>16</p>  <p>PROTECTION OF PRIVACY</p>	<p>17</p>  <p>ACCESS TO INFORMATION</p>	<p>18</p>  <p>RESPONSIBILITY OF PARENTS</p>	<p>19</p>  <p>PROTECTION FROM VIOLENCE</p>	<p>20</p>  <p>CHILDREN WITHOUT FAMILIES</p>	<p>21</p>  <p>CHILDREN WHO ARE ADOPTED</p>
<p>22</p>  <p>REFUGEE CHILDREN</p>	<p>23</p>  <p>CHILDREN WITH DISABILITIES</p>	<p>24</p>  <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	<p>25</p>  <p>REVIEW OF A CHILD'S PLACEMENT</p>	<p>26</p>  <p>SOCIAL AND ECONOMIC HELP</p>	<p>27</p>  <p>FOOD, CLOTHING, A SAFE HOME</p>	<p>28</p>  <p>ACCESS TO EDUCATION</p>
<p>29</p>  <p>AIMS OF EDUCATION</p>	<p>30</p>  <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p>31</p>  <p>REST, PLAY, CULTURE, ARTS</p>	<p>32</p>  <p>PROTECTION FROM HARMFUL WORK</p>	<p>33</p>  <p>PROTECTION FROM HARMFUL DRUGS</p>	<p>34</p>  <p>PROTECTION FROM SEXUAL ABUSE</p>	<p>35</p>  <p>PREVENTION OF SALE AND TRAFFICKING</p>
<p>36</p>  <p>PROTECTION FROM EXPLOITATION</p>	<p>37</p>  <p>CHILDREN IN DETENTION</p>	<p>38</p>  <p>PROTECTION IN WAR</p>	<p>39</p>  <p>RECOVERY AND REINTEGRATION</p>	<p>40</p>  <p>CHILDREN WHO BREAK THE LAW</p>	<p>41</p>  <p>BEST LAW FOR CHILDREN APPLIES</p>	<p>42</p>  <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>

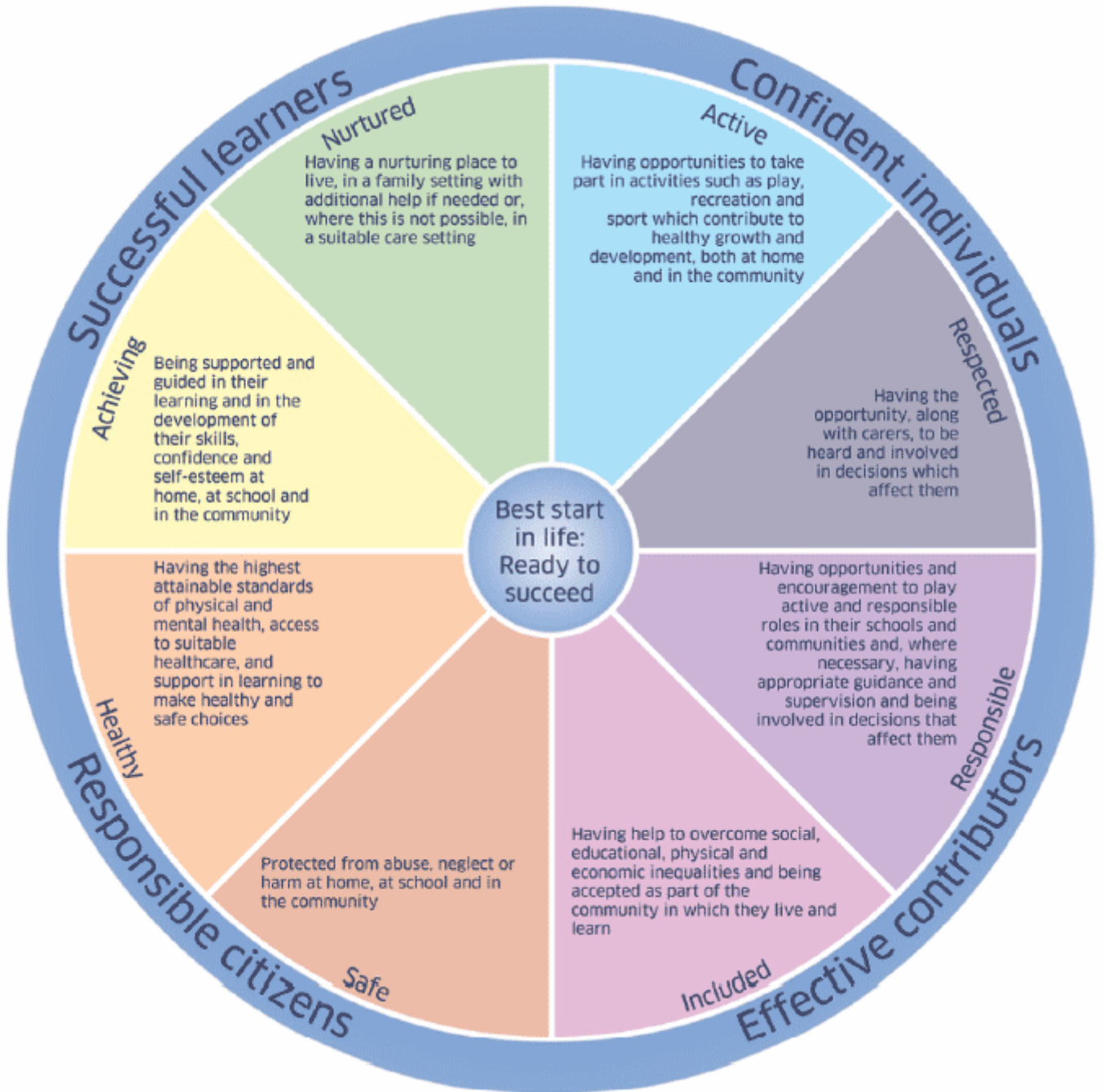
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HOW THE CONVENTION WORKS

CONVENTION ON THE RIGHTS OF THE CHILD

The Wellbeing Indicators



Our Vision



At Midmar School we are:

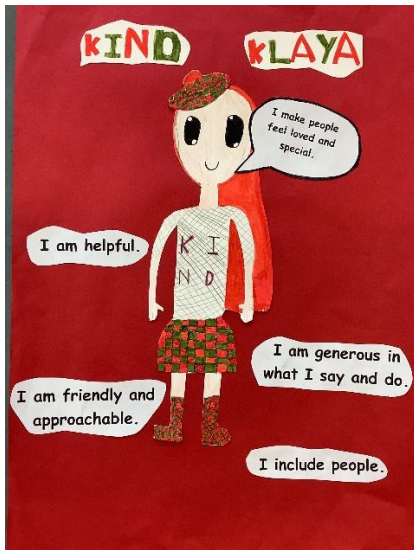
Working
together
to grow,
inspire
and
achieve!

Articles 28 and 29

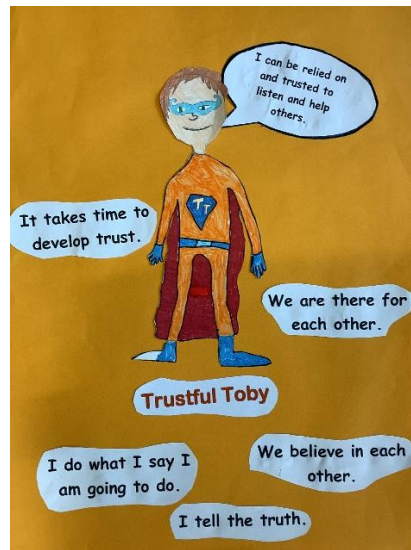
UN Convention on the Rights of the Child

Meet our Values Superheroeses

Kindness



Trust



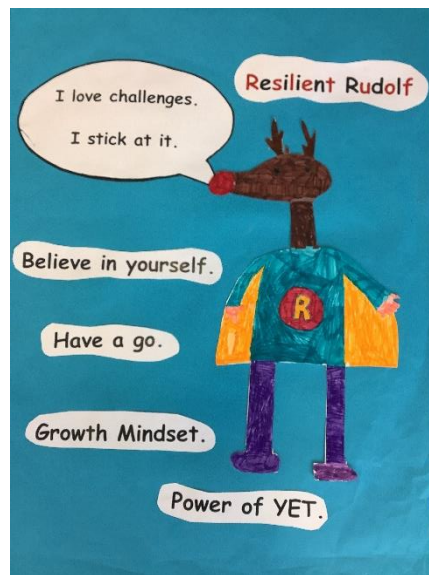
Honesty



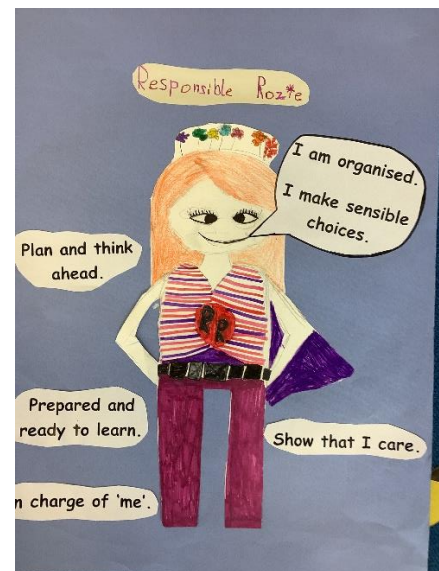
Fairness



Resilience



Responsibility



Respect



Midmar School Aims

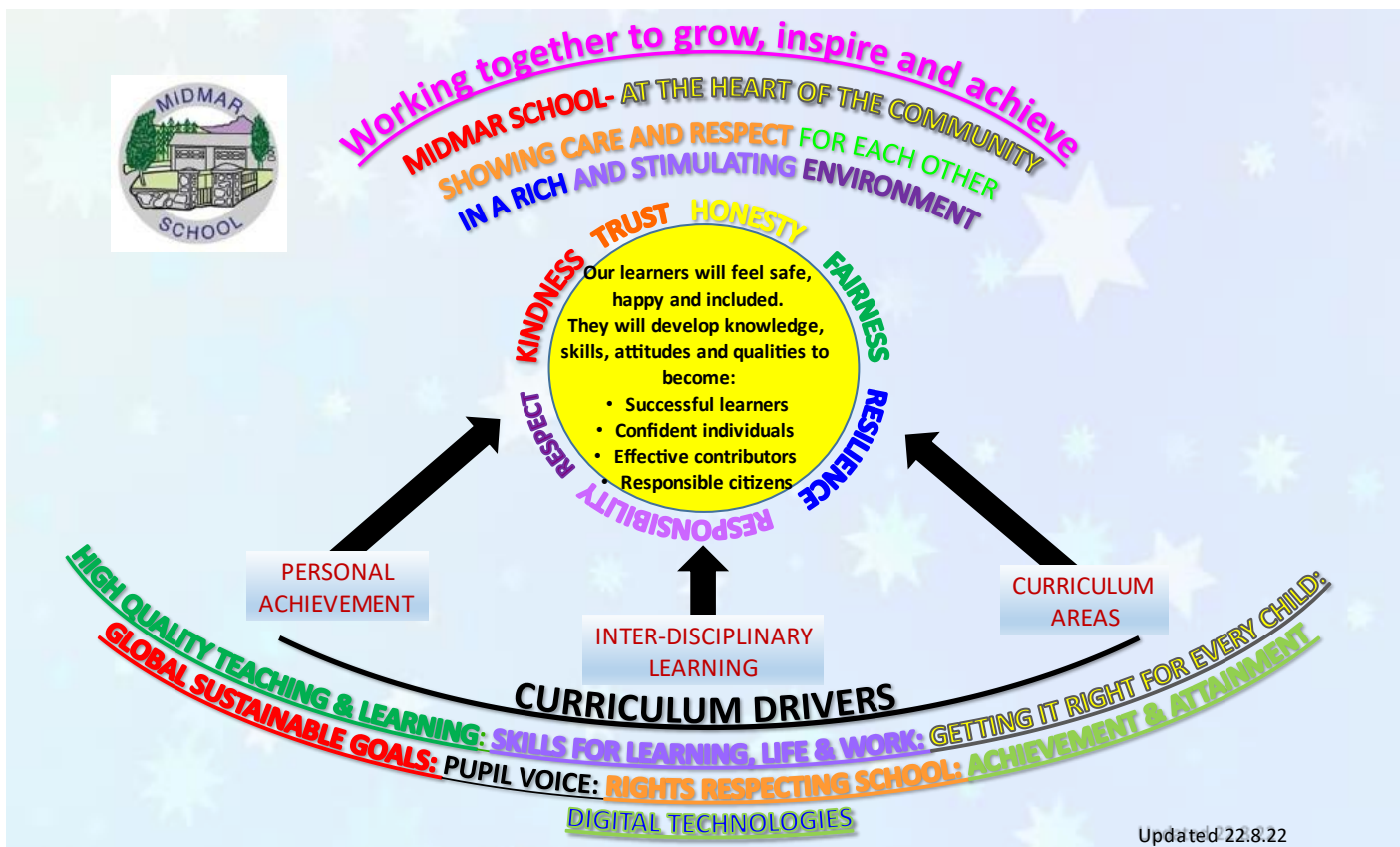
All learners will be happy, safe and included.

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.



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.

Class Charters

Primary 1 - 4

Children will:	Adults will:
<ul style="list-style-type: none">😊 Listen to each other😊 Use kind words (good manners too)😊 Look after school and their own things😊 Share and take turns😊 Be Friendly and respectful😊 Use our words, not hands or feet	<ul style="list-style-type: none">✚ We will listen to you✚ We will use / take your ideas✚ We will let you play and have 'relaxing' time✚ We will help you with your learning✚ We will look after you in school✚ We will let you be you!

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

Primary 5-7

Children will:	Adults will:
<ul style="list-style-type: none">😊 Come to school ready to learn😊 Participate fully and responsibly in learning😊 Use Technology and all resources responsibly😊 Respect each other and treat others as they would like to be treated😊 Include everyone in games and play together😊 Respect everyone's belongings and personal space <p><u>Keep healthy by:</u></p> <ul style="list-style-type: none">😊 Drinking plenty of water😊 Washing hands regularly😊 Eating a healthy diet.	<ul style="list-style-type: none">✚ Provide the best possible education✚ Respect children's learning styles✚ Teach us about Rights✚ Treat us fairly✚ Let us have our own opinions, listen to our views and take account of them✚ Keep us safe from harm and encourage healthy lifestyles✚ Make sure we have clean water to drink and a healthy diet✚ Ensure we wash our hands regularly.

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

The Decider Skills

We use The Decider Skills to teach children, young people and adults the skills to recognise their own thoughts, feelings and behaviours, enabling them to monitor and manage their own emotions and mental health. There are 12 life skills that we learn and use in school.



Midmar School Playground Safety Rules

Play Safe Stay Safe

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

Compiled by Pupil Focus Group - 12.1.23

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