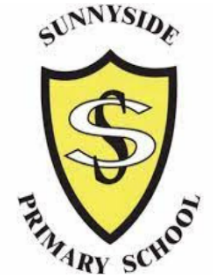


The Sunnyside Pathway to Positive Relationships



At Sunnyside, we understand positive relationships are central to the well-being of learners and staff and underpin an effective learning environment linked to higher attainment.



CURRICULUM

At Sunnyside, we understand that for children to understand their emotions, first we need to teach them about them. Learning emotional language and regulation is a key part of our curriculum. We consider support for emotional difficulties and readiness for learning a priority.



CONSISTENT EXPECTATIONS

- Ready
- Respectful
- Safe

A clear understanding of our expectations is shared and modelled by staff throughout the school.



VISION AND VALUES

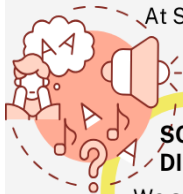
- Kindness
- Honesty
- Ambition
- Bravery

At Sunnyside, our values underpin everything we do.



PRAISE AND CELEBRATE

When children meet our expectations and uphold our values, we celebrate this through Living Values Awards and Superstar Awards. We see these as positive consequences that result from positive behaviour.



SOCIAL AND EMOTIONAL DIFFICULTIES ARE ASN

We are an inclusive school that understands that different children need different levels of support. ASN take many forms and we support these using a trauma-formed practise, nurture principals and relational approaches.

CONSEQUENCES

We take individual needs and capacity into consideration when responding to poor or harmful behaviour therefore consequences do not take a one size fits all approach. We believe in natural consequences that focus on fixing the mistake made and learning from it.



ANTI-BULLYING

Bullying is never acceptable and anti-bullying education is taught throughout the school. We also take part in anti-bullying week. All claims of bullying are taken seriously and investigated appropriately. We understand it is important for schools and families to work closely to deal with these issues.



UNCRC

As the UNCRC is enshrined in Scots' Law, we ensure that all children learn about their rights and that these rights are respected. At the beginning of each year, class charters are made to establish how this will look in each class.



RELATIONAL APPROACHES

Using relational approaches aims to resolve and repair relationships. We aim to lead with connection before correction to prioritise meeting children where they are at emotional and building from there. Our aim is for children to feel safe and understood.

POSITIVE RELATIONSHIPS

