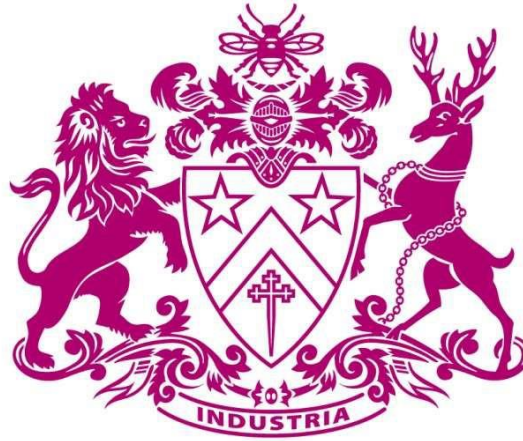




Fettes College

Promoting Positive Behaviour Policy 2026-2027

Updated: June 2026
Review Date: January 2027

Responsibility:
PLT

FETTES COLLEGE

PROMOTING POSITIVE BEHAVIOUR POLICY

The *Promoting Positive Behaviour Policy* is based on our belief that all members of the Fettes community, staff, and students, have an individual responsibility to contribute positively to a tolerant and inclusive school society through the positive relationships we build. Positive relationships and behaviour are integral to achieve a happy, healthy and safe learning environment.

This is reflected within the Aims of the College to ensure that our students “*feel valued and respected as individuals*” and “*feel safe, have a sense of personal worth, be thoughtful, and considerate to the needs of others...*”.

A positive school community is one in which children and young people feel included, respected, safe and secure, and is a place where students feel their achievements and contributions are valued and celebrated.

All students should be aware of the school behaviour, policies, standards, expectations, and consequences. Every student should be supported to achieve the behaviour standards.

This policy has been informed by the following policy and legislation¹:

- United Nations Convention on the Rights of the Child
Article 3 Best interests of the child: When adults make decisions, they should think about how their decisions will affect children.
Article 13 Sharing thoughts freely: Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.
Article 28 Access to education: Every child has the right to an education. Discipline in schools should respect children’s rights and never use violence.
Article 29 Aims of education: Children’s education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people’s rights, cultures and differences. It should help them to live peacefully and protect the environment.
- Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour (Scottish Government, 2017).
- GIRFEC Principles and Values
Our school community and ethos is based on the GIRFEC wellbeing indicators to ensure every child is safe, healthy, achieving nurtured, active, respected, responsible and included.
- Equality Act 2010

¹ United Nations Convention on the Rights of the Child; Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour (Scottish Government, 2017); Getting It Right For Every Child Principles and Values ; Equality Act 2010

Expectations of Students

- Follow the school's expectations and embody the school values
- Follow the rules of the school and instructions given by staff
- Be prepared for all lessons and complete work to the highest standard
- Show respect for everyone and do not disrupt the learning of others
- Arrive to lessons on time and always wear the full and correct uniform
- Always represent the school with impeccable standards
- Adhere to and respect social rules and personal space

The role of staff

Staff have an important role in developing a calm, positive, structured and safe environment for students and establishing clear boundaries of acceptable student behaviour. Staff should teach and model expected behaviour and positive relationships, so that students can see examples of good habits and are confident to ask for help and support when needed. They should also constantly challenge students to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school norms, routines, values and standards both explicitly through teaching behaviour and in every interaction with students. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

It is recognised that there will be occasions where students will behave in a manner which will require the member of staff to challenge, offer guidance and support, and issue appropriate sanctions.

Rewarding Positive Behaviour

In Fettes, we reward positive behaviour because we believe that is not only conducive to our learning environment but will also develop an ethic of kindness and co-operation.

If a student shows an impeccable standard of behaviour, or goes over and above to help another student or staff member, they may be issued with an Excellence Slip. When handed in to Houseparents these can be traded for rewards.

Low Level Disruptive behaviour

Low level disruptive behaviours in the learning environment impact class learning time as it diverts attention away from learning activities.

In this instance a teacher may consider the following action:

- Issue a verbal warning or move a student who is being disruptive.
- Issue a demerit through iSAMS
- Issue a detention through iSAMS
- If disruption occurs over a number of lessons the teacher will liaise with the students Houseparent and Personal Tutor who will meet with the student to discuss their behaviour.
- Issue an appropriate sanction

Serious behaviour offences

Serious behaviour offences may be related to, but are not limited to, drugs, alcohol, sexual conduct, theft, bullying, smoking & vaping, breaking bounds, unacceptable access and use of ICT.

In the event that an offence is suspected the following action may be taken:

- The Houseparent will conduct an information gathering meeting with the student (s) concerned.
- A case meeting will be held with relevant members of Senior school staff.
- If more information is required further interviews will be conducted by the Senior Leadership Team and a member of the Child Protection Team.
- If applicable, the Police or Social Work will be contacted.
- A decision will be taken and an appropriate sanction will be issued.

Any major breach of school rules will be assessed on a case by case basis and therefore the above actions will be carried when and if deemed appropriate.

Possible sanctions for serious behaviour offences:

- Warning
- Restorative practice opportunity
- Grounding
- Monitoring card (behavioural or academic)
- Withdrawal of privileges
- Internal suspension
- External suspension
- Exclusion

Related policies and documents:

- Counter-bullying policy
- Peer on Peer Abuse Policy
- ICT Acceptable Use Policy
- School Handbook

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