

Fettes College

SAFEGUARDING GUIDELINES

2020 - 2021

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SAFEGUARDING POLICY

Fettes College is dedicated to ensuring that all pupils and staff live together in a safe environment. Safeguarding is central to all that we do and is integral to the ethos of the school. It is the duty of all members of staff, throughout the Fettes community, to play an active role in promoting the wellbeing of all our pupils. Pupils must feel that they can take any issues and concerns to an adult confident in the knowledge that they will be treated with respect, listened to and the appropriate action taken. To this end all members of staff, both teaching and support, are trained so that they have knowledge of safeguarding and child protection procedures.

Our Safeguarding Policy is set in the framework of Scottish Government's *Getting it Right for Every Child* (GIRFEC), the National Guidance for Child Protection in Scotland (2014) and The Children and Young People (Scotland) Act 2014. The core message of GIRFEC is that everyone has a responsibility to do the right thing for each child and work towards a unified approach, with less bureaucracy and more freedom to respond to children. Children should get the help they need, when they need it, and their welfare is always paramount. The aims of the College reflect this:

The Aims of the College

Fettes College aims to nurture the individual while fostering a happy well-ordered and caring community with strong family values at its core.

To this end, we will do our utmost to ensure our students:

- Receive the highest possible quality of education within a boarding environment.
- Feel safe, valued, have a sense of personal worth, are thoughtful and considerate of the needs of others, possessing a willingness to take on responsibility.
- Develop their self-confidence, integrity, emotional resilience, loyalty, good manners and humour, leadership skills and team-work.
- Value a sense of community and service, and develop a clear sense of right and wrong, equipping them for life beyond Fettes.
- Are provided with equal opportunities regardless of gender, sexuality, ethnic origin or religion.
- Are encouraged to stretch and challenge themselves in everything they undertake.

The Chairman of Governors and the Governing Body are responsible for overseeing all aspects of safeguarding in the School. Ms Lindsay Paterson is the Governor responsible for safeguarding in the College and Hugh Bruce-Watt is the Safeguarding Governor with responsibility for the Prep School.

Alongside the Head of the College and the Headmaster of the Prep School, the following teams have responsibility for Safeguarding matters in the School:

Fettes College

Head of Pastoral Care:

Mrs Carolyn Harrison

Child Protection Coordinator (CPC):

Miss Clare McDonnell

Deputy Child Protection Officers:

Dr Clare Mathison

Mr Sam Shelley

Safeguarding Governor:

Ms Lindsay Paterson

Fettes College Prep School

Head of Pastoral Care (CPC):

Deputy Child Protection Officer:

Safeguarding Governor:

Miss Emma Davies

Mr Andy Rathborne, Deputy Head

Mr Hugh Bruce-Watt

All members of staff are trained annually in safeguarding and are expected to follow the Safeguarding procedures. These are also reviewed annually and the guidelines on safeguarding are issued to all members of staff. A Code of Conduct for Staff is issued at the start of the academic year and signed by staff.

Recruitment procedures rigorously check the suitability of adults to work with children and all members of Staff and Governors are members of the Protection of Vulnerable Groups (Scotland) scheme. Our Safer Recruitment Policy reflects best practice and is updated every year.

All visitors to the School are required to sign in and are provided with a visitor's badge. They will be accompanied on campus by a member of staff unless PVG checked.

DEFINITIONS

Throughout this policy the term staff refers to all adults that work within the Fettes community including all teachers, support staff and governors.

When the policy refers to child it means all young people in our care whatever their age.

Safeguarding is the overall process of ensuring that a child is protected from abuse and neglect, preventing impairment of their health and development and ensuring they grow up in circumstances that enable them to have optimum life chances and progress to adulthood successfully. Effective safeguarding is essential to make sure that our pupils flourish.

Wellbeing is a general term to describe the fundamentally important aspects of a good life. These are summed up in the GIRFEC Wellbeing Wheel: Safe, healthy, achieving, nurtured, active, respected, responsible and included. All concerns with our pupils are put into this context.

Child Protection* is when a child requires protection from abuse or neglect. For protection to be needed it is not required that abuse or neglect has taken place but rather a risk assessment has identified a likelihood or risk of significant harm from abuse and neglect.

Harm/Significant Harm* means the ill treatment or the impairment of health or development of the child. In this context, “development” can mean the physical, intellectual, emotional, social or behavioural development and “health” can mean physical or mental health. Child Protection is closely linked to the risk of significant harm – whether the harm suffered or likely to be suffered, by a child is “significant” is determined by a comparison of the child’s health and development with what might be reasonably expected of a similar child.

Risk is the likelihood of a particular outcome given the presence of factors in a child’s life. The assessment of significant risk is key to determining whether child protection is needed.

Lead Professional When two or more agencies are working together to support a child the Lead Professional will be nominated to coordinate this support. The Lead Professional will ensure that the expertise of all involved is properly integrated into the process along with the evidence gathered through specialist assessments in order to give the fullest possible picture of the child’s needs and how best these can be met. The Lead Professional is also responsible for coordinating any actions taken to improve the outcome for the child.

Pastoral Team This refers to the team supporting the child and will normally include the Housemaster or Housemistress, the Head of Pastoral Care and may include a member of the Medical Centre staff.

Pupil Support Plan refers to a plan of action drawn up for a child where evidence suggests that additional support within the School is required to meet the child’s wellbeing needs. This is initiated by the Head of Pastoral Care in consultation with members of the Pastoral Team.

Child’s Plan refers to single plan of action drawn up for a child where evidence suggests that one or more targeted interventions from outside the School are required to meet the child’s wellbeing needs. This is managed and reviewed through a single meeting structure, initiated by the Head of Pastoral Care even if the child is involved in several processes.

Child Protection Plan is a multi-agency plan for children who are believed to be at risk of significant harm. This plan will be incorporated into the Child's Plan and would be initiated by the Child Protection Coordinator in consultation with the Head of Pastoral Care.

Additional support refers to additional or targeted support, tailored to children's individual circumstances. This support is usually, but not exclusively, delivered by staff with additional training and expertise who are based in the School.

Targeted intervention is defined as a service which is directed at meeting the needs of the child whose needs are not capable of being met, or fully met by the provision of services generally available within School.

PASTORAL STRUCTURE

House Organisation

The boarding house system and ethos of school life intrinsically contribute to the development of emotional resilience, wellbeing, values, attitudes and learning of important life skills.

The quality of pastoral care delivered by our House and Tutorial system is a source of pride at Fettes. The House is the most important unit of organisation: pupils joining the School at ages 7 to 13 go at first into the Prep School. From the Third Form to the Lower Sixth they will be a member of a Senior House. For their final year they will move to Craigleith House, the co-educational Upper Sixth boarding house where they are able to experience a greater degree of independence whilst still fulfilling all that is required of a Fettesian. More details about each of the Houses can be found in the appropriate House Handbook.

The Housemaster or Housemistress is the most significant figure in the House organisation and is directly responsible for all aspects of the life of the pupils in his or her House. Concerns about any problems or difficulties which a pupil is experiencing should in the first instance be discussed with the Housemaster or Housemistress and Tutor and dealt with in House. All communications with parents should be made via, or at least with the knowledge of the Housemaster or Housemistress. House Staff have responsibility for the safeguarding of all the pupils in their House and work with the Head of Pastoral Care and the Pastoral Leadership team to ensure wellbeing concerns are acted on promptly and dealt with appropriately.

Support is available for each pupil in the House from the Housemaster or Housemistress, their spouses, Assistant Housemaster and Housemistress, Academic Tutor, Matron, House Prefects and other senior pupils. In addition, help is always available from any member of Staff, the School Doctors and Medical Centre Staff, the Head of Pastoral Care and the School Counsellor and from the Chaplain. The School strives to provide a positive and supportive environment where all pupils have the opportunity to flourish.

All members of Staff take on the role of Tutor and are attached to one or other of the Boarding Houses for this purpose. The Tutor oversees the academic life of a pupil and takes a close interest in every aspect of their progress, happiness and welfare during term.

Each House has a Matron who supports the Housemaster or Housemistress in looking after the wellbeing of the pupils and liaises directly with the Medical Centre. They are an important part of the pastoral structure as they are often the first point of contact for our pupils and offer an alternative listening ear.

Parents who live abroad or who are relatively inaccessible to School must name a guardian for their child. This is irrespective of the age of the child. The School needs to have a point of contact within easy reach to cover in emergency situations. The guardian's role is to support the child and to deputise for the parents when they are unavailable. A guardian can be a relative or a friend above the age of 25 or a guardian appointed and monitored by a reputable guardianship agency. Parents should satisfy themselves that the agency they use is run in a professional manner. Legislation requires that all guardians living in Scotland who are looking after children under the age of 16 and gaining financially from this arrangement must be registered as Child Minders with SCSWIS (Social Care and Social Work Improvement Scotland). Guardians receive all documentation from the School, including all safeguarding information. House parents will communicate relevant wellbeing concerns to the guardians and will monitor the relationship between pupil and guardian and take appropriate action when required.

We are a Tier 4 sponsor for our international students and adhere to UKVI regulations in this regard.

Personal and Social Education (PSE)

At Fettes the Personal and Social Education Programme is an essential part of the well-rounded curriculum that is offered throughout a pupil's time at school and is an essential part of our pastoral structure. The programme aims to provide all pupils with an appreciation and understanding of the issues that they are experiencing or could experience in the future. We provide good, accurate information relating to areas of their personal, social and emotional development by offering opportunities for them to develop key skills such as resilience, resourcefulness, relationships, decision making, risk assessment, communication skills and strategies for coping.

Staff have an important role in equipping children with the knowledge, skills and understanding they need to keep themselves and others safe from all forms of abuse. This could include offering advice and guidance on issues such as drugs, alcohol, under-age sexual activity, honour-based violence, forced marriage, female genital mutilation, child sexual exploitation and bullying, including cyberbullying. The school has personal safety programmes in place for children and young people, appropriate to their age, to raise awareness about neglect, emotional, physical and sexual abuse and to give children and young people the knowledge and skills to keep themselves safe and to know how to report, if they have concerns. Where appropriate, these programmes involve partnership with parents and carers.

Our programme aims to develop major themes in the curriculum covering:

- Health and Wellbeing (Nutrition, Mental Health, Wellbeing & Mindfulness)
- Citizenship, Personal Values & Life Skills
- Drug Awareness
- Positive Relationships
- Counter-bullying (including Cyber-Bullying)
- Keeping Safe

Medical Centre

The Medical Centre is situated in the main College building and provides a 24-hour nursing service. The multidisciplinary care team includes six Nurses, four GPs, Physiotherapist, Podiatrist, Counsellor and Administration Assistant who aim to provide a safe and welcoming environment for the pupils' medical and personal needs. The School's Medical Officers are based in Bangholm Surgery and they hold surgeries in the Medical Centre four times a week. Dr Steve Allan is the school's Chief Medical Officer and Nicola Miles-Thomas is the Senior Charge Nurse.

Nurses have set surgery times at intervals throughout the day and receive referrals from House Matrons or pupils may attend directly if Matron is unavailable. In addition to providing day to day health care, pupils can make an appointment through the Medical Centre to speak to the School Counsellor in confidence. The School Counsellor specialises in traumatic experiences, stress, anxiety and bereavement and provides a service to pupils on a weekly basis. The Medical Centre can arrange for extra support services for any pupil and the school has two Clinical Psychologists who are available to see pupils on a weekly basis.

Any patient may ask for a chaperone to be present during medical examinations. If a pupil needs to be treated in hospital, Matron will normally accompany the pupil and House staff will arrange visits. Parents will be kept fully informed at all times.

School nurses have an important role in promoting the wellbeing of children and young people and can contribute to the prevention and early detection of child abuse through a range of health

promotion activities. These include: working with teachers on personal, social and health education; monitoring the health of the school population; liaising effectively with teachers and other practitioners; and profiling the health of the school population so that nursing services can be targeted where they are needed most. Where wellbeing or child protection concerns arise, the school nurse should always be informed and, where appropriate, involved to ensure the child's health needs are fully identified and met.

The Medical Staff can be contacted directly on any health matters at the Medical Centre or by phone 0131 332 2247 or email medicalcentre@fettes.com.

RESPONSIBILITIES FOR SAFEGUARDING

Governing Board

The Chairman of Governors and the Governing Body are responsible for overseeing all aspects of Safeguarding in the School. Ms Lindsay Paterson is the Governor responsible for Safeguarding in the College and Mr Hugh Bruce-Watt is the Safeguarding Governor with responsibilities for the Prep School. All Board Meetings have Safeguarding as a standing agenda item and the Safeguarding Governor reports to the Board at this time.

The Children and Young People (Scotland) Act 2014 legislates for the implementation of the key principles of GIRFEC. As the directing authority, the Governing Board ensures that the School complies with this legislation and ensures good safeguarding practice.

Safeguarding Governor

As well as other safeguarding responsibilities, the Chair and Governors are accountable for ensuring their school has effective Child Protection Policies and Procedures in place. The Governors are also accountable for the wellbeing and protection of pupils and should have systems in place where these are evaluated and formally reported to them.

The Safeguarding Governor advises the Board on safeguarding, wellbeing and child protection matters and meets regularly with the Safeguarding Committee and the Pastoral Leadership Team to review safeguarding concerns or complaints and any other key issues arising.

Among other responsibilities, the Safeguarding Committee should include the monitoring, auditing and quality assuring of child protection by the school's Independent Consultant, Ms Anne Darling, to ensure independence and transparency.

Therefore, the Safeguarding Governor will:

- Be appropriately trained.
- Keep up-to-date with Scottish legislation, policy and practice, relevant to the safeguarding, wellbeing and protection of children.
- Advise the Board on safeguarding, wellbeing, and child protection matters.
- Participate in all Board decisions on safeguarding, wellbeing and child protection in compliance with the policy and that no such decision will be taken by the Board without reference to the Safeguarding Governor.
- Ensure that the Pastoral Leadership Team have all the necessary safeguarding policies in place.
- Act as a point of contact with the Pastoral Leadership Team, who will inform the Safeguarding Governor of any new child protection cases and share the child protection overview log and chronology sheets securely with the Safeguarding Governor as required.
- Meet termly with the Safeguarding Committee to review Child Protection files, wellbeing concerns, records of staff training and any other key issues arising including possible trends.
- Deal with any safeguarding complaints that arise.

Child Protection Team

The Child Protection Coordinator has responsibility for implementing child protection in all areas of School life and works closely with staff, the Head and Deputy Head, the Head of Pastoral Care and the Safeguarding Governor. All staff participate in Child Protection Induction and ongoing training and adults who work in any capacity at the School are expected to act professionally and have knowledge of safeguarding procedures.

Scottish guidelines state that it is the responsibility of the Child Protection Coordinator to ensure that:

- The pupil is reassured and supported at all stages.
- All concerned parties are informed of subsequent decisions and action.

To ensure this happens at Fettes College, Child Protection Coordinators will:

- Be the first point of access for any Child Protection issues and take action as required.
- Keep up-to-date with Scottish legislation, policy and practice, relevant to the protection of children.
- Attend training at least every two years.
- Contribute to the review and update of the School's Child Protection Policy and issue staff with the *Keeping Everyone Safe* pamphlet.
- Liaise with the Head of Pastoral Care and the Pastoral Leadership Team on any Child Protection issues.
- Ensure appropriate records are kept and stored securely. Child Protection and Wellbeing records are stored on the Pastoral Manager iSAMS module. Paper copies of some individual or non-recent Child Protection records are stored in a locked filing cabinet and held by the CPC.
- Brief all teaching and support staff on Child Protection matters annually, including briefing all new staff as part of their induction.
- Maintain Child Protection awareness with all involved in the School's pastoral care.

Pastoral Leadership Team

The Pastoral Leadership Team (PLT) meets every week and has responsibility for Safeguarding within the School. The team consists of:

Carolyn Harrison	Head of Pastoral Care (Deputy Head)
Sue Bruce	Head of PSE
Richard Smith	Senior Master

The team report termly to the Safeguarding Governor, the Safeguarding Committee and the Senior Management Team on all safeguarding issues and act as a point of contact for all staff with regards to wellbeing concerns. They are responsible for compliance in this area.

Head of Pastoral Care

Most children will get all the help and support they need from their families, the School, universal services and their community. However, at various times during childhood and adolescence, many children will need some extra help. The Head of Pastoral Care can provide or access information, advice and support to children from within the School and when necessary request support from other services or agencies.

Effective information sharing is important in the management of concerns about children. The Head of Pastoral Care will identify and consider the child's wellbeing and share appropriate information with others collaboratively with the child, their family and other services. Through effective intervention and the sharing of wellbeing, concerns can be resolved at an early stage.

At Fettes College, the Head of Pastoral Care is responsible for co-ordinating wellbeing, safeguarding and child protection and works closely with the Child Protection Team and all pastoral staff.

To ensure this happens at Fettes College the Head of Pastoral Care will:

- Advise, inform and support children and their parents.
- Monitor wellbeing concerns and liaise with staff.
- Assess what support the child may require and initiate a support plan if necessary.
- Review that support and access targeted intervention from external services if required.
- Access and store wellbeing information on each pupil.
- Report to the Pastoral Leadership Team on any safeguarding issues.
- Be appropriately trained.
- Keep up-to-date with Scottish legislation, policy and practice, relevant to the safeguarding, wellbeing and protection of children.
- Advise the Safeguarding governor on safeguarding, wellbeing, and child protection matters.
- Review and update the School's safeguarding policy.

SAFEGUARDING GUIDELINES

Where a child is thought to be at risk of significant harm, the primary concern will be for their safety and staff should contact the Child Protection Coordinator in the first instance.

If you are in any doubt, you should always pass it on.

Where there are serious concerns about a child's safety, current Child Protection procedures will still be followed. (Please refer to Child Protection Policy in this instance.) The Child Protection Coordinator will take the lead in investigating the issues and safeguarding the child and may contact the police and/or social work services. They will also contact the Head of Pastoral Care to discuss the ongoing wellbeing needs of the child, and whether a Child's Plan is in place, or needs to be considered to coordinate any ongoing support.

In some cases other professionals may contact the Head of Pastoral Care about a wellbeing concern and in their professional judgement they may consider it to be a potential Child Protection issue. They should then immediately follow Child Protection procedures.

All staff are required to take part in regular professional learning so that they are confident in responding to any Child Protection or Safeguarding issue, including counter-bullying, e-safeguarding, child sexual exploitation and extremism.

Getting It Right For Every Child (GIRFEC)

These guidelines are set in the framework of *Getting it Right for Every Child* (GIRFEC).

As children progress through life some will have their needs adequately met, some will have temporary difficulties and some may live with longer term challenges and complex issues. Sometimes they and their families need extra support. GIRFEC ensures that those providing such support put the child and family at the centre of their considerations. GIRFEC is underpinned by common values and principles which apply across all aspects of working with children.

These are:

- promoting the wellbeing of individual children: this is based on understanding how children develop in their families and communities and addressing their needs at the earliest possible time;
- keeping children safe: emotional and physical safety is fundamental and is wider than child protection;
- putting the child at the centre: children should have their views listened to and they should be involved in decisions which affect them;
- taking a whole child approach: recognising that what is going on in one part of a child's life can affect many other areas of his or her life;
- building on strengths and promoting resilience: using a child's existing networks and support where possible;
- promoting opportunities and valuing diversity: children should feel valued in all circumstances and practitioners should create opportunities to celebrate diversity;

- providing additional help which is appropriate, proportionate and timely, providing help as early as possible and considering short and long-term needs;
- working in partnership with families: supporting wherever possible those who know the child well, know what they need, what works well for them and what may not be helpful;
- supporting informed choice: supporting children and families in understanding what help is possible and what their choices are;
- respecting confidentiality and sharing information: seeking agreement to share information that is relevant and proportionate while safeguarding children's right to confidentiality;
- promoting the same values across all working relationships: recognising that respect, patience, honesty, reliability, resilience and integrity are qualities valued by children, their families and colleagues;
- making the most of bringing together each worker's expertise: respecting the contribution of others and co-operating with them, recognising that sharing responsibility does not mean acting beyond a worker's competence or responsibilities;
- co-ordinating help: recognising that children and their families need practitioners to work together, when appropriate, to promote the best possible help;
- building a competent workforce to promote children's wellbeing who are committed to contributing to individual learning and development and improvement of inter-professional practice.

What is a Wellbeing Concern?

Staff may express a concern about anything that affects or has the possibility of affecting the wellbeing, happiness or potential of the child. It may relate to a single event or observation, a series of events, or an attribute of the child or someone associated with them. Normally this concern will be shared as soon as possible with the Tutor, Housemaster or Housemistress and a Wellbeing Concern record will be completed and stored on the Pastoral Manager on iSAMS and the Head of Pastoral Care will be informed. The wellbeing of all pupils should be assessed using the Wellbeing indicators shown on the GIRFEC wheel and it is our aim that all our policies and our PSE programme reflect the values summarised by the wheel.

The five questions that should be asked with reference to a concern are:

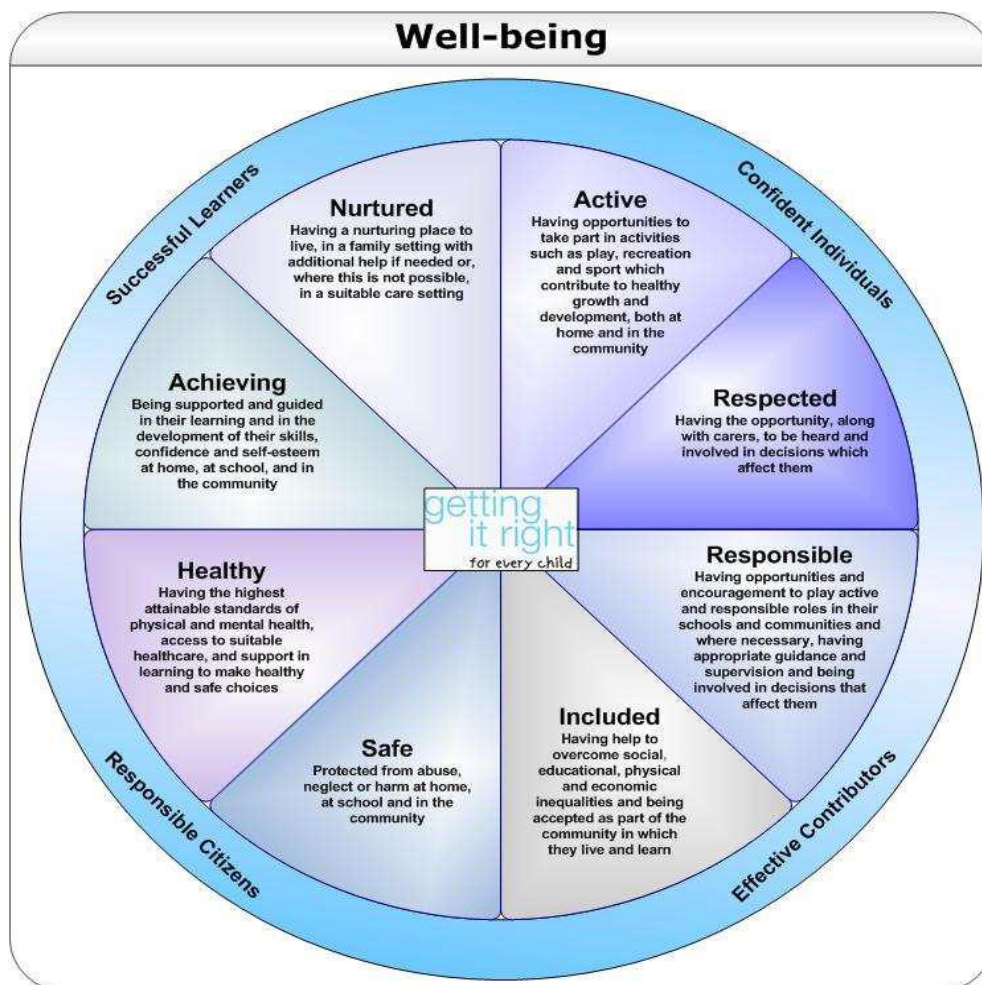
1. What is getting in the way of this child's wellbeing?
2. Do I have all the information I need to help this child?
3. What can I do now to help this child?
4. What can the school do to help this child?
5. What additional help, if any, may be needed from others?

Wellbeing Wheel

The approach uses eight areas to describe wellbeing in which children and young people need to progress in order to do well now and in the future. These eight areas are set in the context of the 'four capacities', which aim to enable every child to be a successful learner, a confident individual, a responsible citizen and an effective contributor. Under GIRFEC every child has a right to be:

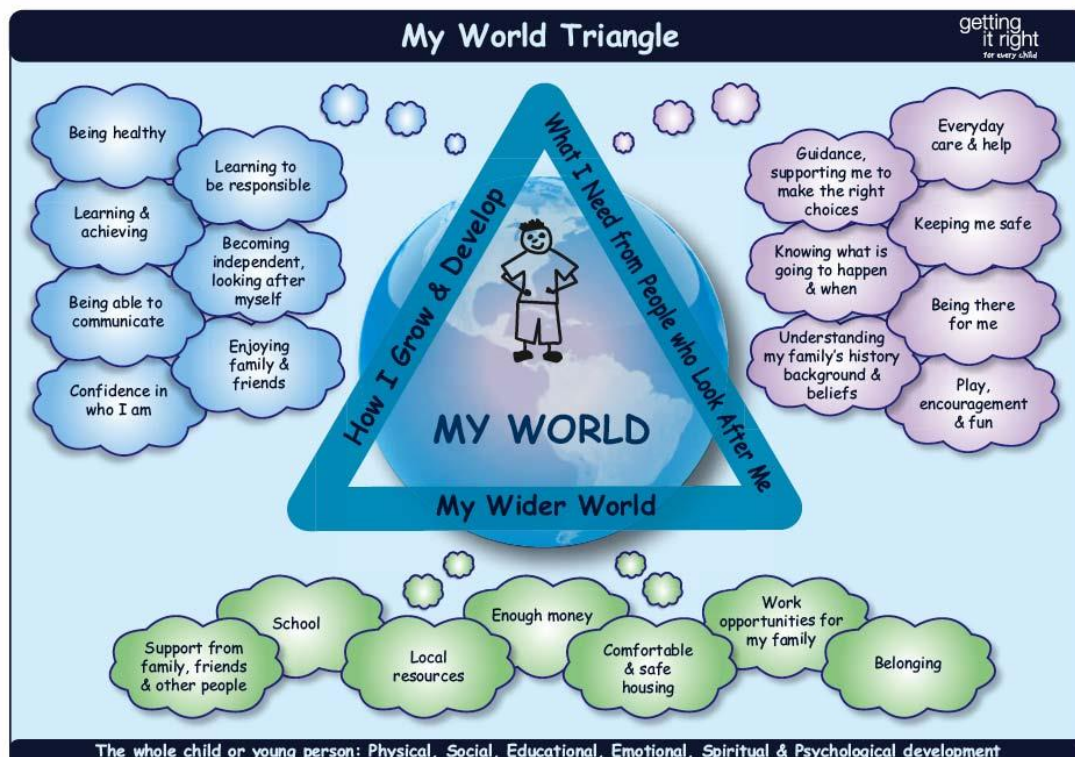
Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included

In the first instance, these indicators allow the person with the concern to highlight the area(s) of a child's life which is being affected. When filling out the first part of the Wellbeing Concern Form the area(s) in question should be identified. By highlighting the area(s) it allows for a more targeted action plan when dealing with the child's issue.



The My World Triangle

Many factors shape children's development throughout childhood. Some factors are inherent such as ability or temperament whilst others are external such as family influences, or social, economic and environmental factors. Race and culture will be important in shaping children's views about the world in which they live. Good attachments to significant adults can be a protective factor throughout life. Traumatic events and experiences, such as illness, early separation from parents or carers, or abuse or neglect can lead to disruption or delay in a child's growth or development and affect their wellbeing. Later experiences can either reduce or increase the effect of early damaging experiences. Based on evidence from research, the My World Triangle provides a mental map that helps practitioners, children and families explore what is happening in a child's whole world and the likely impact on their wellbeing and development.



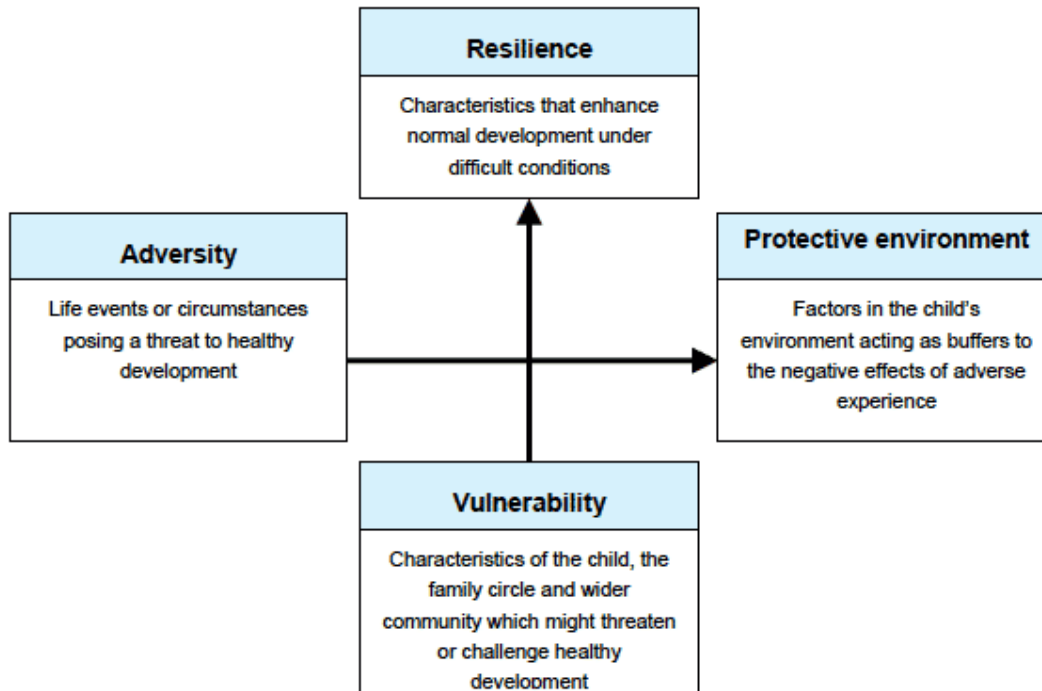
The My World Triangle serves as a starting point for considering what risks may be present in a child's life. The Triangle focuses on three dimensions of a child's world: the child themselves, their family, and the wider environment. The Triangle is a useful tool to help focus attention on areas where there may be risk of significant harm or in assessing the factors that have caused the concerns to arise.

The Resilience Matrix

The next step is to look at how those factors impact the individual child. The Resilience Matrix provides a framework for weighing up particular risks against protective factors for the individual child. The concept of resilience is fundamental to children's wellbeing. A resilience-based approach builds on the strengths in the child's whole world, drawing on what the family, community and universal services can offer. The Resilience/Vulnerability Matrix bringing together the two dimensions of vulnerability and resilience, and adversity and protective environment, provides a framework to help analysis of the strengths and pressures in the child's world. The two dimensions interact and strengthening protective factors in the environment will help to boost a child's resilience. The factors may also highlight areas of risk that need more comprehensive or specialist assessment and analysis.

This step marks the start of the process of 'unpacking' the individual child's circumstances and exploring their potential impact. The child's circumstances can be plotted on each of the two continuums, allowing the practitioner to see where the impact of these circumstances places them with the matrix and, therefore, how at risk they are:

- Resilience within a protective environment (low risk)
- Resilience within adverse circumstances (medium risk)
- Vulnerable within a protective environment (medium risk)
- Vulnerable within adverse circumstances (high risk)



Safeguarding in a Boarding School

As a boarding school, staff at Fettes College have a particular responsibility to ensure that the children in their care are not harmed. The Children (Scotland) Act 1995 gave a statutory focus to that responsibility by placing upon the managers of independent boarding schools a duty to safeguard and promote the welfare of children resident in their schools. Children living away from home for significant periods of time are often more vulnerable in a variety of ways:

- separation from family may result in a readiness to form close emotional attachments to peers and other adults;
- emotional or academic stress can result in young people developing self-harming behaviours including substance misuse and eating disorders;
- close and sustained contact with peers may result in their succumbing to peer pressure, becoming the victim of bullying, including cyberbullying or themselves indulging in bullying; peer to peer abuse.
- the balance between supervising free time and promoting young people's independence may result in young people becoming involved in potentially risky activities in their leisure time, without the risks having been fully assessed.

Such vulnerability can result in children becoming the victims of abuse by themselves, by their peers or by adults, known and unknown to them. As part of our induction packs for pupils, we therefore provide clear information on sources of support for pupils. As well as including the Child Protection Co-ordinator and other school-based contacts, these include:

- the contact number/access to an independent visitor and/or visiting governor;
- where they can seek help for cyberbullying or any concerns regarding E-safety;
- where available, the contact number of the local authority's Children's Rights Officer;
- a copy of the school's complaints procedure;
- where relevant to the pupil's age and understanding, a copy of the school's pupil confidentiality guidance;
- the contact number of Childline (0800 1111) and a range of helplines and contact numbers, including the Children's Commissioner, to ring in case of problems or distress.
- their parents also have access to the contact details of the school's Child Protection Co-ordinator should they have concerns about their child/a boarder's welfare.

It is important that:

- pupils are enabled effectively to sustain family contacts through a range of methods including E-technology, thus reducing feelings of isolation;
- accommodation arrangements, including toilets, showers, and sleeping facilities have regard for pupils' rights to dignity, privacy and personal space;
- staff have in place good formal and informal methods of monitoring the wellbeing of the pupils in their care. These should include an adequate supervision ratio, regular individual and group meetings and informal observation at meal times and in free time;
- the boarding houses have in place good monitoring procedures for pupils' eating and sleeping patterns to assist early identification of such difficulties as eating disorders or substance misuse;
- a policy is in place to regulate the access pupils have to mobile technology overnight;
- where pupils leave the site in their free time, there are robust procedures in place to know the whereabouts of the pupils, the activities involved, who they are meeting and the expected time of return.
- activities with a strong group ethos, such as cadet forces, pipe bands and sports teams, do not make pupils feel excluded and do not involve inappropriate initiation;
- staff have an understanding of the needs of overseas pupils.

External Agencies:

Care Inspectorate: 01383 841100
<http://www.careinspectorate.com/>
Largo House, Carnegie Av, Dunfermline KY11 8PE

Police: 101 or 999

Child and Adolescent Mental Health Services (CAMHS) 0131 537 6000
<http://www.nhslothian.scot.nhs.uk/Services/A-Z/CAMHS/Pages/default.aspx>
Royal Edinburgh Hospital, Morningside Place, Edinburgh EH10 5HF

Children and Young People's Commissioner Scotland 0131 346 5350
<http://www.cypcs.org.uk/>
Social Services Organisation: Rosebery House, 9 Haymarket Terrace, Edinburgh EH12 5EZ

RESPONDING TO A SAFEGUARDING CONCERN – STAFF

The Staff with responsibility for Safeguarding in the Senior School are Head of Pastoral Care: Carolyn Harrison (CMH) and Child Protection Coordinators: Clare McDonnell (CMD); Clare Mathison (CRM) and Sam Shelley (SWAS). In the Prep School, Emma Davies (ERD) is the Child Protection Coordinator and Andy Rathborne (ARR) is Deputy CPC.

What to do when a pupil wants to tell you about something that has happened.
'ALGEE':

ASSESS for risk – if you think that a child is at serious risk contact the Child Protection Coordinator immediately.

LISTEN non-judgmentally – do not promise confidentiality.

GIVE reassurance and information – ask 'open' questions: *'tell me what has happened'* and avoid leading questions.

ENCOURAGE appropriate professional help – do not take it upon yourself to investigate what the pupil has told you.

ENCOURAGE self-help and other support strategies (with guidance from the appropriate members of staff).

Fill in a Wellbeing Concern and pass on the concern to House staff and/or the Head of Pastoral Care.

However, where a child is thought to be at risk of significant harm the primary concern will be for their safety and staff should contact the Child Protection Coordinator in the first instance.

If you are in any doubt, you should always pass it on. Consult the Child Protection Policy and RECORD.

Fill in a Child Protection Concern Form as soon as possible, quoting the child's words as far as possible.

SAFEGUARDING TEAM

SENIOR SCHOOL

Child Protection Team



Child Protection Coordinator
Clare McDonnell
C.McDonnell@fettes.com
07833 086505



Deputy CP Officer
Clare Mathison
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Senior School
Ms Lindsay Paterson



Prep School
Mr Hugh Bruce-Watt

Responding to a Wellbeing Concern

Once a wellbeing concern has been raised the Head of Pastoral Care will meet with key pastoral staff to assess what additional support the child may require within the School and agree action points. In consultation with the Pastoral Lead (normally the Housemaster or Housemistress), they will continue to monitor the situation and liaise with pupils, parents and staff. Any significant events or decisions made will be recorded and stored securely on iSAMS in a format which includes the wellbeing concern form, a chronology of significant events, any action points and a review.

The pastoral team will review the wellbeing of the child regularly and access any additional support which is required. If the situation escalates or there is a significant wellbeing concern then the Head of Pastoral Care may decide to initiate a Pupil Support Plan.

Pupil Support Plan

The Pupil Support Plan will be used to coordinate the support provided within Fettes College. This enables us to monitor and support the pupil while using our medical centre or school counsellor and helps us to record progress and to keep detailed records of concerns and actions.

The Head of Pastoral Care and the Pastoral Lead will meet with the child and their family to discuss any wellbeing concerns, agree an action plan and a review date. Children and their parents will be asked to contribute their views to the pupil support plan and have access to its contents.

The child's progress will then be closely monitored and reviewed with the involvement of children and their parents. If the child is deemed to be at risk, the pastoral team should make a decision as to whether targeted intervention and the use of outside agencies would be necessary to meet the wellbeing needs of the child and initiate a Child's Plan. The response should be proportionate and reasonable.

Child's Plan

This would only be necessary if current support measures within the School could not meet the child's needs. It is advised if more than one targeted intervention (specialist support services such as CAMHS) is sought and should link together all the key people supporting the child.

The Head of Pastoral Care will be required to actively seek the views of children and their parents unless there are compelling reasons, such as serious concerns about children's safety, that would stop them doing so. The plan should make clear to children and parents what they and others are to do in order that children's wellbeing is supported.

Information Sharing

The Children and Young Person's (Scotland) Act 2014 allows information to be shared even if it breaches a duty of confidentiality but the professional sharing the information should take the child's views into account and share confidential information only where it is necessary to support, promote and safeguard the wellbeing of the child.

Of course, where professionals are concerned that the child may be at risk of significant harm they must use the Child Protection Procedures to share information.

As a general principle, children and their families have a right to know when information about them is being shared and children have a right to express their views and have them taken into account. However, where agencies are acting in fulfilment of their statutory duties, it is not

necessary or appropriate to seek consent. The best interests of the child are of central importance when making decisions to lawfully share information with, or about, them. At all times, information shared should be relevant, necessary and proportionate to the circumstances of the child, and limited to those who need to know. When information is shared, a record should be made of when it was shared, with whom, for what purpose, in what form and whether it was disclosed with, or without, informed consent. Similarly, any decision not to share information and the rationale should also be recorded.

Staff need to be aware that:

- Any personal or confidential pupil information may be shared with the relevant pastoral staff internally but you must be able to justify why you are sharing this information.
- You should only access personal pupil information when appropriate.
- Personal and confidential information should only be retained for five years after the child has left and consent would normally be sought if this information is passed on externally.
- Any personal pupil information should be stored securely on the school ICT network and only relevant members of staff will have access to this information.
- All staff should have read our GDPR policy guidelines and should understand their responsibilities with regards to recording, storing and sharing information.

CHILD PROTECTION POLICY

Our Child Protection Policy is set in the framework of Scottish Government's *Getting it Right for Every Child* (GIRFEC), the National Guidance for Child Protection in Scotland (2014) and The Children and Young People (Scotland) Act 2014.

Where a child is thought to be at risk of significant harm, the primary concern will be for their safety and staff should, for Senior School, contact the Child Protection Coordinator Clare McDonnell (CMD) or Deputy Child Protection Officers Clare Mathison (CRM) and Sam Shelley (SWAS) or, for Prep School, Child Protection Coordinator Emma Davies (ERD) in the first instance. If in doubt please refer to the Child Protection Coordinators; if in doubt, pass it on.

The Child Protection Coordinator with the Head of Pastoral Care must consider the immediate needs of a child once a concern about their possible safety is raised, considering the following questions:

- Is the child at immediate risk?
- What is placing this child at immediate risk?
- What needs to happen to remove this risk now?

The staff of a school have an important part to play in the sensitive and delicate work of dealing with known or suspected cases of abuse. In addition to this, they have a role of very particular importance in the identification of the signs of abuse. There are opportunities within the context of school life for observing symptoms which could otherwise well pass unnoticed. However, for advantage to be taken of these opportunities there is a need for some knowledge of those symptoms and an awareness of the action which requires to be taken when they are identified.

In a boarding school we have a particular responsibility to ensure that the children in our care are safe and secure. All staff must be familiar with the content of these guidelines.

Signs of Possible Child Abuse – The Four Categories of Significant Harm:

- Neglect - Failure to meet a child's basic/psychological needs, including food, shelter, clothing, emotional support, medical care and protective environment safe from physical harm.
- Physical Abuse – This includes hitting or shaking a child, or grabbing a child by an article of clothing.
- Sexual Abuse - This includes physical contact, making children look at pornography, grooming or encouraging children to behave in sexually inappropriate ways.
- Emotional Abuse – Persistent ill-treatment of a child, which may involve conveying that the child is worthless, unloved, or inadequate. It may also involve the imposition of inappropriate expectations.

It is important to remember that lists such as the one below are neither definitive nor exhaustive. The information has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and their circumstances. Account will be taken of any relevant cultural differences in communication and context when dealing with Child Protection matters.

These are general indicators that the child may be troubled but not necessarily about abuse. The child may have some of these problems or none at all. It is the combination, frequency and duration of signs that will alert you to a problem. Try to notice all changes in usual behaviour.

There can be an overlap between all the different forms of child abuse and all or several can co-exist. When considering the possibility of non-accidental injury it is important to remember that the injuries may have occurred for other reasons e.g. genuine accidents or medical disorders.

PHYSICAL ABUSE

Signs of possible physical abuse:

- Inexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries, or delay in reporting them.
- Excessive physical punishment.
- Arms and legs kept covered in hot weather.
- Fear of returning home.
- Aggression towards others.
- Running away.

PHYSICAL NEGLECT

Signs of possible physical neglect:

- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Frequent lateness and/or unexplained non-attendance at school.
- Untreated medical problems.
- Low self-esteem.
- Poor peer relationship.
- Stealing.

FAILURE TO THRIVE

Signs of possible non-organic failure to thrive:

- Significant lack of growth.
- Weight loss.
- Hair loss.
- Poor skin or muscle tone.
- Circulatory disorders.

EMOTIONAL ABUSE

- Signs of possible emotional abuse:
- Low self-esteem.
- Continual self-deprecation.
- Sudden speech disorder.
- Significant decline in concentration.
- Socio-emotional immaturity.
- 'Neurotic' behaviour (e.g. rocking, head banging).
- Self-mutilation.
- Compulsive stealing.
- Extremes of passivity or aggression.
- Running away.
- Indiscriminate friendliness.

SEXUAL ABUSE

Not all children are able to tell parents that they have been assaulted. Changes in behaviour may be a signal that something has happened. It is important to remember that in sexual assault there may well be no physical or behavioural signs.

Signs of possible sexual abuse:

Behavioural

- Lack of trust in adults or over-familiarity with adults.
- Fear of a particular individual.
- Social isolation - withdrawal or introversion.
- Running away from home.
- Girls taking over the mothering role.
- Reluctance/refusal to participate in physical activity or to change clothes for activities.
- Low self-esteem.
- Drug, alcohol or solvent abuse.
- Display of sexual knowledge beyond child's years.
- Unusual interest in the genitals of adults or children or animals.
- Expressing affection in an age inappropriate way, e.g. 'French kissing'.
- Sleep disturbance (nightmares, irrational fears, bed wetting, fear of sleeping alone, needing a nightlight).
- Fear of bathrooms, showers, closed doors.
- Abnormal, sexualised drawing.
- Fear of medical examinations.
- Developmental regression.
- Poor peer relations.
- Inappropriate or sexually harmful behaviours.
- Compulsive masturbation.
- Stealing.
- Criminal activity.
- Psychosomatic factors, e.g., recurrent abdominal pain or headache.
- Having unexplained/abundance of sums of money and/or possessions.
- Sexual promiscuity.

Physical/Medical

- Sleeplessness, nightmares, fear of the dark.
- Bruises, scratches, bite marks to the thighs or genital areas.
- Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis.
- Pain on passing urine or recurrent urinary infection.
- Stained underwear.
- Unusual genital odour.
- Anxiety/depression.
- Eating disorder, e.g. anorexia nervosa or bulimia.
- Discomfort/difficulty in walking or sitting.
- Pregnancy - particularly when reluctant to name father.
- Venereal disease, sexually transmitted diseases.
- Soiling or wetting in children who have been trained.
- Self-mutilation/suicide attempts.
- Physical Abuse.

Staff Action

If staff suspect a child may have been abused or is at risk of abuse or significant harm, or if a child discloses abuse, or if a third party expresses concerns, staff should:

1. Respond without showing signs of disquiet, anxiety or shock.

2. Listen sympathetically and with care.
3. If necessary enquire about how an injury was sustained or why a child appears upset by using the 'W' Questions: What happened? Where did it happen? Who did it? When did it happen?
4. Do not interrogate or enter into detailed investigations; rather encourage the child to say what they want to establish the basic facts.
5. Observe carefully the behaviour or demeanour of the child or the person expressing concern.
6. Reassure the child that they are not to blame.
7. Do not show disbelief.
8. Do not give a guarantee of confidentiality.
9. Take the allegation seriously.
10. Affirm the child's feelings as expressed (don't tell the child how they should feel).
11. Avoid being judgemental about the information given by the child.

Questioning and testing of evidence is not a matter for school staff; this is the responsibility of the police and social work. Such an approach by staff could prejudice later investigations. The role of school staff is to Recognise, Respond, Report and Record (the 4 Rs):

1. Recognise when the child's behaviour and demeanour is a cause for concern or they have told you something that suggest that they may be at risk of harm.
2. Respond by following the guidance below.
3. Report their concerns as quickly as possible and on the same day to the Child Protection Co-ordinator.
4. Record in detail on the Child Protection Concern Form on iSAMS – what they have seen and heard and when they did so. Signs of physical injury should be described in detail. Any comment by the child concerned, or by an adult who might be the abuser, about how the injury occurred should be recorded, preferably quoting words actually used, as soon as possible after the comment has been made.

Seek Help from the Child Protection Coordinator. The Child Protection Coordinator in consultation with the Head of Pastoral Care, the Head and the Housemaster or Housemistress will decide whether further steps should be taken. The first point of referral out with the school is the local Social Work Department Office. The duty Senior Social Worker will, if necessary, inform Police and the Reporter to the Children's Hearing. Decisions concerning when parents are informed will be made by the Social Work Department.

It is the responsibility of the Child Protection Coordinator to ensure that:

1. The pupil is reassured and supported at all stages.
2. All concerned parties are informed of subsequent decisions and actions.

Pupils' Child Protection Awareness Training

At the start of each academic year, the Child Protection team visit every vertical boarding house, and talk to the pupils about:

- Who the CP team are and what we do:
 - Part of the pastoral team of the school, responsible for pupils' wellbeing
 - Will be present if pupils have a disciplinary meeting with either the Head or Deputy Head, to make notes and ensure the process is fair
- Information about who can help
 - The roles of different Fettes staff
 - Some external agencies and charities who can provide specialised support
- The school's confidentiality guidelines
- The ICT policy and keeping safe online, including cyber-bullying, sexting, grooming, pornography
- Staff Child Protection Awareness Training: The CPC and CPO attend relevant updates and training. All new and existing staff are given CP training upon arrival at the College and annually within the Prep School by external advisors.

CONFIDENTIALITY GUIDELINES

The policy of the school is to work in partnership with parents and carers in order to promote the wellbeing of children and young people. The school also aims to build up relationships of trust with pupils. Pupils, parents and carers should feel able to raise with the school concerns about the wellbeing and safety of their own child or any other child in the knowledge that these matters will be dealt with sensitively.

Children and young people have a right to privacy under the European Convention on Human Rights (ECHR) & United Nations Convention on the Rights of the Child (UNCRC); children have the same rights to confidentiality as adults. This includes supporting them to have as much control over their situation as possible, in the context of their stage of development and level of understanding. The school will operate on the presumption that anything imparted in confidence will be treated in confidence. This is subject to four qualifications:

- i. Anything imparted 'in confidence' to one member of staff or person approached as an associate of the school, may be shared with a restricted number of colleagues if that person feels in need of support and guidance from them.
- ii. If concerns are raised about the safety or protection of a child, in line with the school's Child Protection Procedures, staff are required to pass that information on to the Child Protection Co-ordinator.
- iii. Where there are concerns that a pupil may be at risk of significant harm, advice will always be taken from the statutory authorities. Sharing information that is relevant and proportionate about children who are at risk of harm is fundamental to keeping children safe.
- iv. The school must pass on information when legally obliged to do so, for example, by a court of law.

Pupils must feel able to share concerns with staff. There may be a conflict of interests when a pupil consults a member of staff about a problem and does not want that information to be shared with their parents or carers. While staff will always encourage and support pupils to share the information with parents and carers, there may be circumstances in which any pressure to pass the information on could not be in the pupil's best interests and result in the pupil keeping the problem to him or herself or not sharing concerns in the future. In these specific circumstances the Head of Pastoral Care may make a decision not to include parents.

Confidentiality is of fundamental importance to many children and young people who experience difficulties in their lives. The debates surrounding children's right to confidentiality are not new. Children may choose to contact Childline services, where they can communicate at their own pace and retain control of what happens in the majority of cases. In addition, they can use the '*For Me*' which is the first app to provide direct counselling to young people through a mobile device and is free to download from Childline.

Where a pupil changes school, the Head of Pastoral Care or CPC ensures that any significant, ongoing wellbeing concerns or a Child Protection file is transferred securely to the new school as soon as possible.

The Medical Centre is governed by guidelines on medical confidentiality.

Parents should be reassured that, whenever possible, it is the aim of the school to act in the best interests of the child and to encourage the fullest possible involvement and consultation with parents.

CONFIDENTIALITY STATEMENT FOR PUPILS

All staff at Fettes want you to feel that you are happy and getting the best of the opportunities that this school provides during the time you are with us. We hope that you feel able seek help if you are concerned or worried about anything. We are here to help and support you. We hope this information will help you understand the responses you can expect from staff and the various options you have for getting the help you need when you need it.

At the heart of the Children and Young People (Scotland) Act 2014 is the wellbeing of all children and young people in Scotland. This is known as Getting It Right For Every Child (GIRFEC) and covers children and young people up to the age of 18. Wellbeing, under this Act, is defined in relation to eight indicators representing the key areas that are essential to enable children and young people to flourish. These are that children and young people should be:

Safe	Healthy	Achieving	Nurtured
Active	Respected	Responsible	Included

Most of you will receive all the help and support you need by your family and the staff at school. However, at various times you might need some extra help. Mrs Carolyn Harrison, our Head of Pastoral Care, can provide or access information, advice and support for you from within the school and when necessary request support from other services and agencies.

The school's response is that anything you say in confidence will be treated in confidence unless there are concerns about your safety or protection. This would need to be shared with others, but staff would tell you first. They should also tell you who they are sharing it with and why. You may have concerns that you do not want to share with staff or your parents or carers. If you are worried about confidentiality you can speak to the Medical Centre or Mrs Carolyn Harrison or ask to meet with the school counsellor. These meetings can be set up confidentially. The following advice may also be useful:

- You can tell staff using a hypothetical concern and seek advice e.g. What if you were 15 and such and such was happening to you what should you do? or I know someone who...
- If you are still unsure about talking to a member of staff, you can phone Childline on 0800 1111; the call is free and will not show up on your phone bill. Childline will help you work out what to do next.
- You can also use the free to download Childline "For Me" app, which provides direct counselling to young people through a mobile device.
- Childline also provides 1-2-1 chat with a counsellor. You can send an email or write a letter to "Ask Sam" about the issues that affect them. "Sam" responds to a cross section of the letters that young people have sent and young people can search the archive of letters for advice and information.
- For older pupils, Breathing Space is a free confidential phone and web-based service for people in Scotland www.breathingspace.scot
- Shout is the UK's first free 24/7 text service for anyone in crisis anytime, anywhere:
Text: 85258

COMPLAINTS PROCEDURES FOR PUPILS

The following appears in the Senior House handbooks:

If you have a Problem, Suggestion or Complaint

If you have a problem, suggestion or complaint about any aspect of your treatment at Fettes, in the first instance you should speak to your Tutor, Housemaster or Housemistress, or any other member of the teaching staff.

If the matter cannot be settled to your satisfaction then you can make a formal written complaint. In the first instance this complaint should be made to your Housemaster or Housemistress who will reply to your complaint within three days. A copy of your written complaint and the reply will be passed to the Deputy Head and a record will be kept.

If you are not satisfied with the response to your complaint you should make an appointment to see the Deputy Head. You may take a friend, a prefect, your tutor or any other member of Staff with you to this meeting. The Deputy Head will talk the matter through and will try to sort out the problem. A record of the meeting and outcome will be kept.

If after this meeting you believe that the matter has not been satisfactorily resolved you should make an appointment to speak to the Head. Again, you may take a friend, prefect or member of Staff to this meeting.

Safeguarding complaints can be directed to our Safeguarding Governor, Ms Lindsay Paterson, who can be contacted by email: safeguardinggovernor@fettes.com.

You can also contact the Scottish Care Inspectorate if you have a serious complaint. Information about the Care Inspectorate is in every House or you can ask the Head of Pastoral Care for information or advice.

STAFF GUIDANCE ON INTERACTION WITH PUPILS

Code of Conduct

At the beginning of the academic year the Code of Conduct for Staff will be circulated and all staff are asked to sign this to ensure these guidelines have been read and understood.

PHYSICAL TOUCH

The climate of suspicion that has developed with regard to child abuse poses a real dilemma for caring adults. This is true in all schools but especially so in boarding situations where schools take a pride in fostering a family atmosphere. In order to protect children from abuse, and staff from suspicions of abuse, the natural inclination to comfort and reassure children through physical contact needs a considered assessment of the situation. This does not mean that physical contact is never permissible. It does mean that adults touching children must operate within understood limits, and that contact out with those limits must be a considered response which can be justified if necessary.

Where those limits lie will vary according to the age of the child and the role of the member of staff. A young child in a boarding situation may well require to be comforted and reassured. Any touching or comforting should be age appropriate, context specific, preferably done within vision of others and prompted by the needs of the child, not those of the staff.

One would expect the need and desirability of such contact with older pupils, especially day pupils, to be considerably less, although even in these circumstances situations could arise in which it would be a natural and human occurrence. The death of a pupil, for example, might make it natural for pupils and teachers to grieve together and touching would be neither unusual nor undesirable, so long as it was agreeable to both parties and limited.

It would be impossible to lay down rigid rules about what is, and is not, permissible. Awareness-raising through in-service training should provide opportunities for staff to explore acceptable limits through discussion of case scenarios. Common sense is a good guide, but it must be informed common sense. It is important for caring adults to understand that too generous limits which can be operated satisfactorily by some can be exploited by others with less worthy motives. The difficulty in laying down clear limits makes it all the more important that schools make every effort to ensure that all staff who have contact with pupils are carefully selected and all appropriate checks completed.

ONE-TO-ONE SITUATIONS

Opportunities for abuse exist in all schools, especially boarding schools, and in one-to-one situations, e.g. tutorials, music lessons, one-to-one tuition, guidance interviews, sick rooms. The simplest advice would be to try, as far as possible, to avoid being alone with a child or young person. However, for some staff this is unrealistic as the context of their job is teaching in one-to-one situations, e.g. Music Instructors. This may also prove difficult, especially in a boarding situation, where it might be seen as beneficial for a child to have some opportunity for one-to-one contact with an adult. In such circumstances:

- Always respect a child or young person's right to privacy
- Where one-to-one contact is appropriate, it should be timetabled and, where possible, held with others around or within earshot or view of others.
- Never have the door locked and, wherever possible, maintain a gap/barrier between you and the child.
- Another member of staff should be aware of any meeting and its purpose.
- If possible, doors should have built-in windows.

- Do not meet pupils off school premises for personal reasons or invite them to your home.
- Most one-to-one meetings will be straightforward and uneventful. But where the meeting is difficult, fraught, tense, accusatory or the pupil becomes distressed, the adult must record details and inform a senior manager of the incident.
- If in doubt about a meeting, agree that a colleague will be nearby.
- Excursions out of the school, especially residential stays, can provide opportunities for abuse. Care should be taken to ensure that there are sufficient adults to provide proper supervision and that appropriate risk assessment(s) have been carried out.

Physical Intervention and Restraint

- Physical contact should only be for the purpose of care, instruction, health and safety, physical intervention or restraint.
- By planning positive and proactive behaviour support, schools can reduce the occurrence of risky behaviour and the need to use restraint.
- Where possible, initial responses should be to de-escalate and divert before considering physical intervention or restraint.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. ‘Reasonable in the circumstances’ means using no more force than is needed. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Where possible, another member of staff should be summoned to witness and give support. As soon as the child is under control, staff should cease any physical contact. All incidents of physical intervention or restraint should be logged, dated and signed in a log kept for that purpose.

‘HANDS ON’ EDUCATIONAL INSTRUCTION

- ‘Hands on’ educational instructions or support should only be used when verbal or role-modelling is insufficient or it is necessary for health and safety reasons. Whenever possible, this should be done within earshot, and preferably within view, of others.
- Where ‘hands on’ is necessary you should seek the pupil's permission appropriate to their age and level of understanding and explain to them what you are about to do.

VERBAL REMARKS

- Positive relationships between staff and children often involve warmth and humour but staff should be aware that there can be a narrow line between remarks which an adult perceives as fair and humorous, but which can be hurtful and embarrassing to a child.
- Salacious or demeaning remarks should never be made to or in the presence of children and young people. Remarks about a child's physical characteristics or development, or suggestive or derogatory comments could fall into this category.
- Staff should avoid making unfavourable comparisons to a child and 'picking on' particular children.
- Staff should encourage pupils to feel comfortable and sufficiently cared for to point out to them any attitudes or behaviours which they do not like.

COMMUNICATION VIA E-TECHNOLOGY AND SOCIAL MEDIA

- Any communication via e-technology with pupils should be in line with school policy, for educational purposes and approved by the senior management of the school.
- A teacher can be vulnerable to unintended misuse of electronic communication. E-mail, texting and social media encourage casual dialogue and very often, innocent actions can easily be misconstrued or manipulated. A teacher should never share information with pupils in any environment that they would not willingly or appropriately share in a school or school-related setting.

GTCS Professional Guidance on Electronic Communication

RELATIONSHIPS WITH PUPILS

- Unless staff have already established relationships with a pupil(s) through friendships with parents or with their own children, they should not have contact with pupils for the purpose of securing a personal friendship or relationship.
- Staff need to be aware that it is not uncommon for pupils to be attracted to/infatuated by a member of staff. Staff should also be aware that such circumstance can carry a high risk of words or actions being misinterpreted and for allegations to be made.
- Any sexual behaviour with, or towards a child or young person, is both inappropriate and illegal and could constitute a 'Breach of Trust' offence.
- In circumstances where you or a member of staff's relationship with, or feelings towards, a child or young person are at risk of being construed as unprofessional behaviour, you should seek advice and support from your Head/Child Protection Co-ordinator so that appropriate action can be taken.
- If it seems that a pupil is becoming inappropriately attached to you or to another member of staff, you should share your concerns and seek advice from your Head/Child Protection Co-ordinator.

ATTACHMENTS

- In circumstances where you or a member of staff's relationship with, or feelings towards, a child or young person are at risk of being construed as unprofessional behaviour, seek advice and support from your line manager.
- If it seems that a pupil is becoming inappropriately attached to you or to another member of staff or volunteer or adult helper, share your concerns and seek advice from your line manager.

CLIMATE AND 'WHISTLE BLOWING'

- In working with children and young people, it is possible for staff, through ill-considered actions, to lay themselves open to allegations of abuse. Their best protection is to encourage a climate of openness within the classroom and school community, where pupils feel confident to point out aspects of behaviour they do not like.
- If another member of staff is seen to behave inappropriately with a child, do not ignore it but share it with the Child Protection Coordinator.
- If the concern is about the Child Protection Coordinator it should be reported to the Head and if it is about the Head it should be reported to the Chair of the Board of Governors.
- Staff who report suspected abuse will be supported by the School.
- From time to time, personal circumstances arise which can adversely affect professional relationships (e.g. bereavement, health or relationship breakdown). Should this be the case, staff are encouraged to seek help and support from a member of the Senior Management team, HR or the counselling service which is available for staff.

TRANSPORTING CHILDREN AND YOUNG PEOPLE

In certain situations, staff may agree to transport children. This should be approved by management. Wherever possible and practical, it is advised that transport is undertaken other than in private vehicles with at least one adult additional to the driver. Where a member of staff's own vehicle is used, they should ensure that they are insured for the purpose and wherever possible children should be in the back seat.

INAPPROPRIATE OR ABUSIVE BEHAVIOUR

The list below is presented to show some of the ways in which inappropriate behaviour or abuse may be manifested. It is important to recognise that this list is neither definitive nor exhaustive, nor is it meant to suggest that all the actions below are in themselves abusive: they must be seen in the context of the interaction with the child and the intention of staff. Staff should bear these in mind as a way of minimising risk and encouraging good practice. Staff must always exercise professional judgement in each circumstance.

Physical	Hitting/tapping Pushing/jabbing Throwing missiles Shaking
Emotional	Inappropriate/systematic sarcasm Isolating e.g. locked room Unfavourable comparisons Threats Intimidation Scapegoating Systematic personal criticism
Sexual	Any sexual activity with a pupil Inappropriate touching/comforting Suggestive remarks or gestures Sexual harassment Indecent materials Grooming a child for abuse Any inappropriate online contact including sending indecent images

Staff should make sure to understand the issues of boundaries and safety when working with children. From time to time, all staff should reappraise their relationships with pupils and ask themselves: 'Are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equitably?' to ensure that they give no grounds for any doubts in the minds of colleagues, pupils or parents. If staff have any concerns, they should raise these with the Child Protection Coordinator.

SCHOOL TRIPS

The Deputy Head and our Health and Safety Officer oversee the planning of all school trips including safeguarding and child protection arrangements. A member of the staff taking the group is responsible for safeguarding and child protection and consults the Head of Pastoral Care before departure.

For any school trip where we assist in organising host families for pupils, procedures must be in place to ensure appropriate checks are undertaken and clear guidance is provided to the host families to support them and to ensure that the care and welfare of the child or young person is protected.

School Trips Risk Assessment Procedures

Volunteering Placements and Community Service

Where volunteering placements are being arranged for pupils, or where pupils themselves have arranged the placements, staff responsible should satisfy themselves that, if appropriate, the Child Protection Policy of the organisation affords adequate protection for the pupil.

Mentoring and 'Buddying' by Pupils

Where there are activities and opportunities in school where older pupils support younger pupils or where pupils provide peer support or where bullying is being discussed within a group of young people as part of the PSE programme, pupils should be trained appropriately and aware of the limits of their role in helping other pupils and know how and when to seek help from a member of staff.

USE OF PHOTOGRAPHS AND VIDEOS OF PUPILS

Staff should take all reasonable steps to safeguard pupils when they are being Photographed and/or videoed. All parents have been offered an opt out of images of their children being used and Gemma Gray (GG) will circulate names of those pupils who may not be photographed each academic year. Photos and videos can be used to provide opportunities to celebrate school activities, pupils' achievements and for specific educational purposes. Common sense is required when implementing this guidance. All decisions should reflect the best interests of the pupil.

- School equipment should be used for taking photographs/filming.
- No photographs or video footage should ever be permitted in areas of personal privacy by staff or pupils. e.g. changing rooms, bathrooms and sleeping quarters.
- If using an external agency, ensure the photographer has been appropriately checked and is accompanied by a member of school staff at all times.
- All images and videos of pupils taken for educational purposes belong to the school and should be stored appropriately. Staff should delete such photographs from personal devices once transferred to the school network within a reasonable time frame and in accordance with the GDPR Guidelines.

The school's [Data Protection Policy](#) and good practice must be followed at all times.

COUNTER-BULLYING POLICY

Rationale

The School Aims state that our students should, *“feel safe, valued, have a sense of personal worth, be thoughtful and considerate of the needs of others”*.

The provision of a Counter-Bullying Policy alongside School discipline policies and the pastoral care network in Houses is intended to translate this aim into practice and is based on the Equality Act 2010 which enshrines that there must not be discrimination against the nine protected characteristics. This policy has also been guided by the National Approach to Anti-Bullying for Scotland’s Children and Young people (2010).

Aims

The aims of the Counter-Bullying policy are:

- To encourage good values and help to create a happy, well-ordered and caring community.
- To raise awareness among pupils, parents and staff as to what constitutes bullying behaviour including cyberbullying.
- To ensure all members of the community feel accepted and do not suffer bullying due to any form of discrimination.
- To communicate to pupils, parents and staff why bullying is unacceptable, that it will not be tolerated and that victims will be supported.
- To ensure that all pupils have knowledge of and access to a support structure within Houses and School so they can share worries and seek help.
- To reduce incidents of bullying through implementation of appropriate strategies - preventative and proactive as well as reactive.
- To implement strategies for treating bullies and victims which will effect appropriate behaviour changes.
- To stimulate awareness and maintain the above aims through the involvement of the whole School community.

What is Bullying?

Bullying can take many forms - physical, verbal or psychological. It may be carried out by individuals or groups and is characterised by repeated behaviour against the victim; however, a bullying incident only has to happen once to have a lasting impact on a person. (National Approach/RespectMe).

Bullying is both behaviour and impact; the impact is on a person’s capacity to feel in control of themselves. This is what we term as 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. This behaviour happens face to face and online. (RespectMe, 2015).

Bullying behaviour may include:

- name-calling, teasing, putting down or threatening;
- ignoring, leaving out or spreading rumours;
- physical assault;
- stealing and damaging belongings;
- making people feel like they are being bullied or fearful of being bullied; and
- targeting someone because of who they are or are perceived to be.

What is Cyber Bullying?

It must be remembered that bullying also involves the use of social media. This is termed cyber bullying and includes areas such as email & internet chat room misuse; mobile threats by text messaging and calls and the misuse of associated technology, i.e. camera and video facilities. Cyber

bullying can be defined as the use of Information and Communications Technology, in any form, deliberately to upset someone else. However, it differs in several significant ways from face to face bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target. Both the school's Counter-Bullying Policy and the School's ICT Acceptable Use Policy, specifically bans any form of cyberbullying.

Fettes College will not tolerate any form of bullying which relates to groups or individuals within our community including BAME and LGBTQIA. Therefore we will not tolerate racist, homophobic, biphobic, transphobic or gender based bullying. Working with the pupil led Fettes Equality Society the school has been awarded Gold LGBT Charter Mark recognition.

What action to take

The principle underlying this policy is that a pupil who is a victim of bullying or who witnesses bullying should feel free to approach any member of Staff for help. The member of Staff is expected to act in accordance with School policy. All Staff have a vital part to play in making it clear that bullying behaviour will not be tolerated, in being vigilant and proactive if they note what may be developing into a bullying relationship and in being approachable and willing to offer help and support.

Everyone's levels of resilience are different and so it is important to assess the impact on an individual; age and professional judgement are important factors in doing this, and issues should be addressed after talking through the situation and possible responses with anyone who may feel bullied. Bullying behaviour must also be addressed with those who display it.

The Victim

Pupils who feel that they are being bullied should feel confident about reporting any incident and should have as many ways of reporting it as possible, for example:

- Telling a friend who will pass the information on to an adult
- Telling a prefect who will pass the information on
- Telling their Tutor
- Telling their Housemaster or Housemistress
- Making an online report as indicated in the ICT Acceptable Use Policy
- Telling another member of Staff
- Telling the Medical Centre staff
- Telling the Head of Pastoral Care or Chaplain

Parents of children who may be being bullied need to know:

- The School procedures for dealing with bullying
- The signs to look out for
- That they should contact the Housemaster/Housemistress and know that the matter will be taken seriously and investigated

Pupils need to know:

- The School procedures for dealing with bullying
- The signs to look out for in case one of their friends is being bullied
- That they will be taken seriously
- That any information they give will be dealt with as confidentially as possible

Staff

Members of Staff should follow School procedures when a bullying incident arises (see below). Staff should also:

- Discuss issues of bullying if they arise in the classroom
- Note and report any significant changes in a pupil's behaviour to House Staff
- Watch for interaction between pupils which may indicate bullying
- Note and report to House any pupils who are consistently left out by others
- Be vigilant in informing House of unexplained absences from classes or activities

Investigating and Managing Incidents of Bullying

Staff to whom the incident is reported or who first discover the incident should:

- Make the situation safe if necessary
- Refer the incident to the Housemaster/Housemistress
- Be prepared to give a full account of the incident to them. It is best to write, sign and date an account of any serious incident as soon as possible after reporting it. Give a copy to the Housemaster or Housemistress and keep a copy for yourself

Housemaster or Housemistress should:

- Take responsibility for investigating the incident
- Bully and bullied may be brought together to try to talk it through
- Clear guidelines for future behaviour are issued to both parties and a code of conduct agreed. Both pupils should know that the situation will be monitored and know of consequences for bully if bullying continues
- Parents of bully and bullied may be informed
- Housemaster or delegate (Tutor, prefect) monitors situation
- Referral to Deputy Head or Head if no improvement is seen. Possible suspension or expulsion in extreme cases

NB: not all incidents will require use of all these steps.

Prevention

- Wherever possible, the emphasis will be on preventative measures rather than simply reacting to incidents of bullying when they occur
- All pupils will take part in PSE sessions on bullying in Prep School and Third Form. PSE Sessions will also occur on cyber-bullying
- Members of staff who are CEOP Ambassadors help with the prevention of cyber-bullying
- Housemasters and Housemistresses will reinforce the content of PSE sessions within Houses
- All Staff should be vigilant and willing to take appropriate action if they suspect that a pupil is being bullied

PREVENT DUTY

Duty Guidance in order to prevent people from being drawn into Terrorism

Prevent is concerned with safeguarding people and communities from the threat of terrorism. Prevent challenges radicalisation by providing practical help to prevent people being drawn into terrorism and ensure they are given appropriate advice and support. It covers all forms of terrorism including Islamic extremists, sectarianism, Extreme right-wing groups and terrorism related to Northern Ireland. Fettes adheres to this guidance and staff undertake awareness training and we have robust procedures in place to share information about any pupils we feel are vulnerable in accordance with GIRFEC principles. Our safeguarding practices incorporate an understanding of the dangers in this area.

The Head of PSE has attended WRAP (Workshop to Raise Awareness of Prevent) and is therefore trained to disseminate information to staff and make sure that staff are briefed on this important area of safeguarding. The importance of the “NOTICE CHECK SHARE” approach is emphasised and this reflects good practice in all safeguarding issues. The Head of PSE will be the point of contact for all concerns in this area and will decide whether they should be dealt with internally or have reached a threshold for referral to the external agency.

Training includes:

- An understanding of the Prevent guidance
- Factors that make someone susceptible or vulnerable to carry out or support violent, criminal or terrorist acts – emotional and external factors
- How these factors contribute to a risk of radicalisation
- Worrying behaviours
- What to do – Notice Check Share
- Conduct on data sharing
- Referrals and interventions

We feel it is very important that our ICT policy, Recruitment and Safeguarding policies incorporate Prevent guidance to increase awareness so that issues are noticed and shared.

The aims of Fettes state everyone is *“provided with equal opportunities regardless of gender, ethnic origin or religion”* and that want everyone to *“feel valued, have a sense of personal worth, be thoughtful and considerate of the needs of others”*. To this end as a community we promote respect, tolerance and diversity and seek to raise awareness and build resilience to radicalisation by providing a safe environment for debating controversial issues and helping our pupils to understand how they can influence and participate in decision making. Pupils are taught to stay safe online and to manage risk, resist pressure, make safer choices and seek help where necessary through a variety of routes, within lessons, by attending societies, debates, Chapel addresses and the extensive PSE programme.

Discriminatory and derogatory language is not tolerated and the community make sure that use of this language does not go unchallenged.

We ensure that visiting speakers are suitable and the subject matter does not pose a risk of radicalisation to our pupils. All lectures are discussed in the Calendar Clash Meeting in the term preceding the event and any speakers deemed a possible risk will be discussed with the Head of PSE who will undertake research and take advice from the Senior Leadership Team. All visitor speakers will be accompanied throughout their visits to the School by a member of staff.

Fettes is committed to working as a community in partnership with external agencies, if necessary, to ensure that any concerns about radicalisation or extremism are noticed and shared appropriately. It is very important the whole community is vigilant and guards against complacency.

ADULT SUPPORT AND PROTECTION

In addition to the Child Protection Policy, the Adult Support and Protection (Scotland) Act will apply to students aged 16 years and over. The Act is a piece of law to try to protect people from being harmed. This is because some people may find it more difficult to stop harm happening to them. The Act calls people in this situation 'adults at risk'. If one of our pupils fell into this category there would need to be discussion between the appropriate members of staff including House Staff, the Head of Pastoral Care and the Child Protection Coordinators. External Services would normally also be involved.

The Act defines adults at risk as people aged 16 years or over who:

- are unable to safeguard themselves, their property (their home, the things they own), their rights or other interests;
- are at risk of harm (see definitions); and
- because they are affected by disability, mental disorder, illness or physical or mental infirmity, are more vulnerable to being harmed than others who are not so affected.

Having a particular condition such as a learning disability or a mental health problem does not automatically mean an adult is at risk. Someone can have a disability and be perfectly able to look after themselves. *For an adult to be considered at risk, all three parts of the definition must be met.*

What is Harm?

Physical harm

Slapping, punching, biting, hitting, shaking and kicking are all forms of physical harm.

Psychological harm

Psychological harm includes being humiliated, intimidated, shouted at, threatened, bullied or constantly criticised. It can also mean being controlled by someone, ignored or left alone.

Neglect

Neglect involves denying medical or physical care, access to a doctor or other services. It could be denying someone medication, food or heating, privacy or dignity. It can also mean self-neglect.

Financial harm

Financial harm can lead to someone feeling under pressure to hand over money or possessions. It can involve exploitation of property or welfare benefits or stopping someone getting their money or possessions, stealing, cheating or fraud.

Sexual harm

Sexual harm includes any sexual activity that a person doesn't feel comfortable with, want or understand.

Who does it?

It could be anyone, including a relative, spouse or partner, friend, professional, neighbour or a stranger.

Where does harm happen?

Anywhere. It can happen in the family home, in a hospital ward, care home, day centre, at work or in public places.

ICT ACCEPTABLE USE POLICY

This document sets out the security, administration and internal rules which you should observe when communicating electronically or using the IT equipment provided by Fettes College (the 'School'). By logging onto the Fettes Network or attaching any device to it, you automatically agree to accept the conditions of this Policy. Access is a privilege, not a right. Our computing services and Internet may only be used for legal activity consistent with the aims, objectives and rules of the School.

This Policy applies to all employees and contractors of the School as well as resident family members of resident employees who use School ICT facilities. Staff are required to sign this policy on an annual basis. Guests will be required to accept this policy when connecting to the School's wireless network.

Staff should be aware of the disciplinary consequences of non-compliance which, in the case of a gross breach or repeated breach of the Policy, may lead to dismissal.

Computer Systems – Do not...

- Take any action that threatens the integrity of the Fettes College ICT systems.
- Attempt deliberate unauthorised access to facilities, services, data or resources within the Fettes College networks or any other network or service accessible via the Internet;
- Attempt to circumvent the School's network access controls or content filters.

Monitoring

- The School's computer network is a business and educational tool and you have a responsibility to use these resources in an appropriate, professional and lawful manner.
- The School reserves the right to monitor staff communications, internet activity and stored files in order to:
 - Establish the existence of facts;
 - Ascertain compliance with regulatory or self-regulatory procedures;
 - Monitor standards and for staff training purposes;
 - Prevent or detect crime;
 - Ensure the effective operation of the system such as protecting against viruses, backing up and making routine interceptions such as forwarding e-mails to correct destinations;
 - Gain access to routine business communications for instance checking voice mail and e-mail when staff are on holiday or on sick leave;
 - Maintain system integrity and ensure that users are using the system responsibly.

Users should not expect that network use will be private.

Passwords & Security

- Do not use the password of any other person or divulge your password to anyone else.
- Do not allow other users to use your account.
- Visitors should be directed to use the Fettes-Guest WiFi
- Change your password as and when instructed by ICT Support
- Do not use your Fettes network or iSAMS password for any other uses including other school related purposes;

Passwords & Security (cont'd)

- Take all reasonable precautions to safeguard any IT credentials issued to you. It is recommended that you use a web-based password manager such as LastPass to help with this;
- Request a new password from ICT Support if you suspect your details have been compromised;
- You are responsible for the physical security of any desktop or mobile device issued to you as well as the security of any data accessible via that device. Your computer must always be locked when unattended, even when within a locked room. This is the biggest risk to our data security.

USB ports are a point of weakness. Staff should avoid the use portable hard drives or USB memory sticks. If use is unavoidable, staff must complete a full virus scan prior to file download.

Email

- Email is a permanent written record that is neither private nor easily deleted. There is always a trail and messages may be easily copied, forwarded or intercepted.
- Personal email accounts should never be used for any Fettes related business.
- Email is relatively insecure and you should consider security needs and confidentiality before transmission. When sending information that is sensitive to an external email address you must ensure the subject starts with the word encrypt.
- You should structure your email in recognition of the following points:
 - The content of the message may be read by persons other than the addressee.
 - The School may, in the future, have the need to examine its contents.
 - Any individual can request all communication in which they are referenced
- You and/or the School may be liable for what you say in an email message.
- Emails are automatically deleted after 12 months. Where emails need to be stored longer staff are responsible for making copies of them. Where such emails contain personal data there must be a clear need for their extended storage and they must be deleted as soon as that need
- Always use the blind copy option when sending emails to multiple recipients where disclosure of those persons' email addresses will impinge upon their privacy.
- Maintain a reasonable degree of caution regarding the identity of the sender as email is easily spoofed. Verify the sender or the content by other means if you have concerns.
- If you are concerned about an email attachment, or believe that it has not been automatically scanned for viruses, do not open the attachment or reply to the email but contact the IT helpdesk.
- Be cautious of links on emails even if you know the sender. When in doubt, do not click the link. Either phone the sender to confirm its legitimacy or forward the email to ICT Support who can check it for you.

Online Presence

- Do not engage in in any online activity that may compromise your professional responsibilities, leave you vulnerable to allegation of misconduct or bring the name of Fettes College into disrepute.
- Any social media accounts that are clearly identifiable as being related to the school must be registered with the Director of Marketing.

Online Presence (cont'd)

- Any domain names clearly identifiable as being related to Fettes or containing content associated with Fettes must be purchased via ICT Support and will remain the property of Fettes College.
- Online communication with students should be solely between school accounts using email, Firefly, Skype or Teams.
- Social media connections should not be made with current students. Such connections should not be made with former students unless at least 6 months have passed from them leaving Upper Sixth. (In the case of students who left the school in lower years 6 months have passed from the date they would have left the Upper Sixth had they stayed on.)

Data Protection

- Do not create, transmit or cause to be transmitted material such that the copyright of another person is infringed or that may lead to a breach of the Data Protection Act.
- Adhere to the Photography Policy with regard to the taking and posting of images.
- Adhere to the Mobile Device and Home Working Policy for Staff
- Inevitably staff will have access to sensitive information about colleagues, families and pupils. It is important that wherever possible this data is held in central systems.
- Staff will need to extract data from central systems in the course of their duties but it is essential that this is done only when necessary and that it is deleted/shredded as soon as possible.
- Any confidential information (email or files) to be shared with third parties must be done so via secure means. Contact JJP for more details.
- Make every effort to keep data stored on only the Fettes network or in your school OneDrive account.
- Documents pertaining to individuals or containing sensitive information must never be stored on portable storage devices.
- All emails sent from your Fettes address will contain the School's standard disclaimer message.

Personal Use

- The system must be used primarily to fulfil your duties for which the School employs you.
- Limited use of e-mail and Internet facilities for personal purposes is permitted. Any such use must, however, be in accordance with this Policy.
- Inappropriate or excessive personal use of the system will be dealt with through the disciplinary procedure.

The terms and recommended conduct described in this Policy are not intended to be exhaustive. You are encouraged to act with caution and take into account the underlying principles intended by this Policy.

PATHWAYS TO SAFEGUARDING

RECORDING OF PUPIL CONCERNS:

- | | |
|------------|---|
| APPENDIX 1 | RECORDING PUPIL INFORMATION |
| APPENDIX 2 | INDIVIDUAL PUPIL PLANS:
PUPIL TRANSITION FORM
TERM TARGETS |
| APPENDIX 3 | WELLBEING CONCERN FORM
PART 1 & 2 |
| APPENDIX 4 | PUPIL SUPPORT PLAN:
MY VIEWS FORM |
| APPENDIX 5 | PUPIL SUPPORT FORM
CHILD PROTECTION CONCERN FORM
PART 1 & 2 |

APPENDIX 1

RECORDING PUPIL INFORMATION

Low-level pupil concerns which are dealt with in House are recorded on One Note and shared with the House Pastoral and Tutor team.

Significant pupil concerns are recorded on the Pastoral Manager on ISAMs with secure visibility set for individual concerns.

ONE NOTE (RED INDICATES VISIBILITY)

TRANSITION FORM (Tier 2, 3 and 4)

1. Word Document
2. Completed annually by Hm and Tutor

TERM TARGETS (Tier 2, 3 and 4)

1. Page on OneNote with smart targets, added by CMH
2. Must be completed by Tutor and pupil/reviewed in First Tutorial of each term and information gathered must be agreed with pupil.
3. Form may be asked for by Care Inspectorate

PASTORAL MODULE ISAMS (RED INDICATES VISIBILITY)

CHILD PROTECTION CONCERN & ACTION (Tier 4)

WELLBEING CONCERNS & ACTION (Tier 2 and 3)

1. Concern Recorded
2. Acton Agreed
3. Review
4. Documents

AST PLANS FOR PRIORITY PUPILS (Tier 2 and 3)

DISCIPLINE RECORDS (Tier 3 and 4)

1. Interviews
2. Correspondence
3. Sanctions and Actions

GENERAL and ACADEMIC (Tier 3 and 4)

1. Parental communication on pastoral and academic matters
2. Pastoral Flags to highlight potential concern (Tier 1,2,3,4)

COMPLAINTS (Tier 3 and 4)

PUPIL SUPPORT PLAN, BEHAVIOURAL PLAN/CONTRACT (Tier 2, 3 and 4)

CHILD'S PLAN (Tier 4)

NEW PUPIL INFORMATION AND TRANSITION FORMS

Transition Forms and any relevant pupil information passed to House staff and Tutors, Support for Learning and Medical Centre.

Any Wellbeing Concern records and actions added to ISAMS Pastoral Manager.

Pupil Support plans initiated as required.

APPENDIX 2
 INDIVIDUAL PUPIL PLANS:
 PUPIL TRANSITION FORM

Name	
House	
Status	
Year Group	
Tutor	
<u>Pastoral Matters:</u> -	<u>Details:</u>
Medical Concerns	•
Wellbeing Concerns	•
Family situation	•
Other	•
<u>Academic Matters</u>	<u>Comments as appropriate:</u>
Effort	•
Attainment (Strengths/concerns)	•
Learning Support	•
<u>Co-Curricular</u>	<u>Details:</u>
Involvement	•
Achievements	•
<u>Disciplinary Matters</u>	<u>Details:</u>
Behavioural Issues	•
Disciplinary Action	•
<u>Tutor/Hm Comments</u>	<u>Details:</u>
Tutor/Hm & possible actions	•

TERM TARGETS

Term Targets:	Name:		Year:
WELLBEING	Autumn Term	Spring Term	Summer Term
What do I need to know?			
Do you have any worries/concerns for this term?			
ACADEMIC			
What are you good at?			
What do we need to work on?			
ACTIVITIES			
What are you most proud of? Can you achieve more?			
What are your activities for this term?	1. 2.		
ACTIONS/TARGETS			
What are our targets for this term?	1. 2. 3.		
REFLECTIONS	From last year		
Did you achieve your targets?			
If not, what were your barriers?			
Are you happy with this action plan?			

APPENDIX 3
WELLBEING CONCERN FORM PART 1 & 2



WELLBEING CONCERN FORM – PART 1

PART 1: To be completed by the person who has the concern

- The purpose of this form is to pass on wellbeing concerns about a child/young person where these are unable to be met by parents and/or through the routine support systems in your school.
- This form should be completed electronically on the Pastoral Manager on ISAMs and passed onto the Named Person as soon as possible.
- It should be kept in a secure place, separate from the pupil's Educational records, in accordance with Data Protection requirements.
- If you have any doubts as to whether you have a wellbeing or child protection concern, you should take advice from your child protection co-ordinator.

1. Child/Young Person's Details

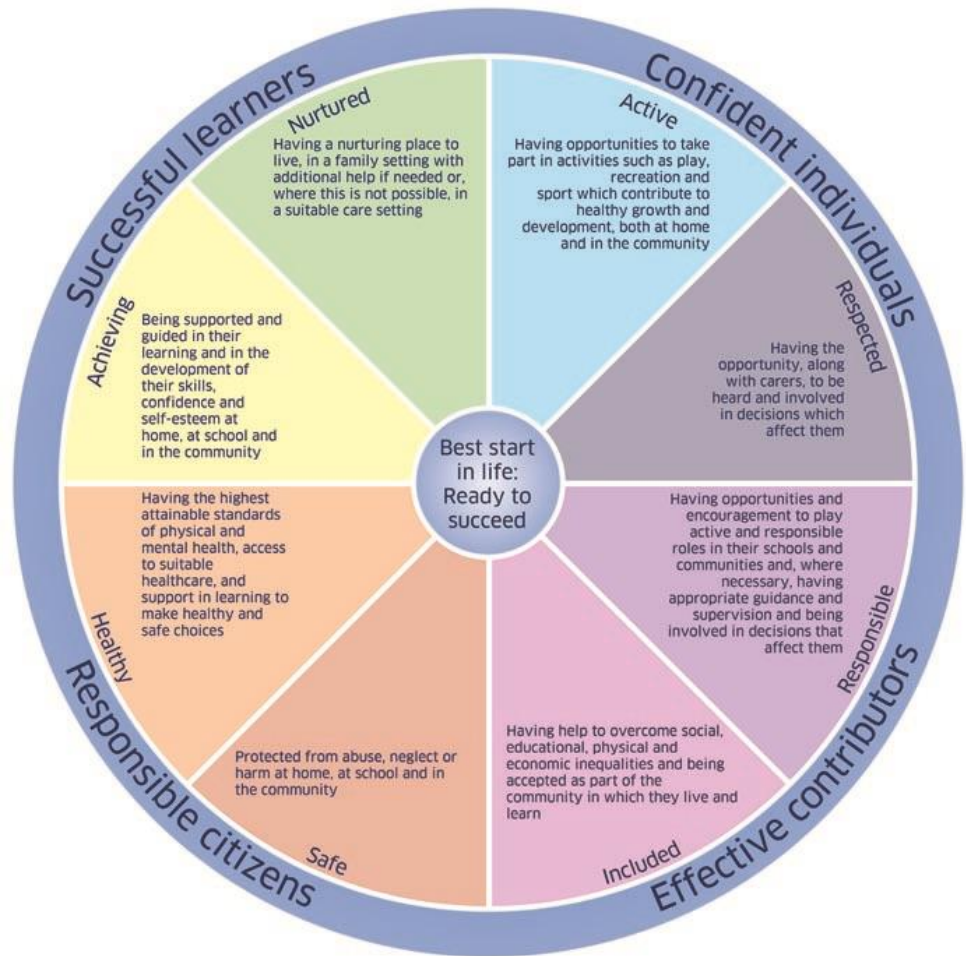
Name	Date of Birth	Year group / Class
------	---------------	--------------------

2. Person recording the concern

Name	Role/Designation
------	------------------

3. Area of Concern

Please ✓ any relevant areas of the Wellbeing Wheel.



4. Description of concern(s). Use the heading(s) you have ticked on the Wellbeing Wheel to record the details below. If appropriate include any action taken to address the issue. Include dates when action was taken.

Signed: _____ Date: _____

Name: _____ Time: _____

Role/Designation: _____

WELLBEING CONCERN FORM – PART 2

PART 2: To be completed by the Head of Pastoral Care

1. Have there been previous wellbeing concerns?

Yes No Don't know

if Yes, please summarise with dates.

2. Has this concern been shared with the child/young person?

Yes No

(If Yes what is the child/young person saying about the concern? Note the date when the concern was shared. If No, please explain why not e.g. child too young.)

3. Has this concern been shared with the child/young person's parents/carers?

Yes No

(If Yes, what was the parent's response? Note the date when the concern was shared.)

4. Has the concern been shared with anyone else?

Yes No

If Yes, please specify:

5. What action is being taken in relation to this concern(s)? Please tick the appropriate box.

- Continue to monitor
- Carry out an Assessment of Need (an In-house School Assessment)
- Call a Child's/Young Person's Planning Meeting (Multi-agency Meeting)
- Discuss with Lead Professional (if allocated)
Contact name & telephone number: _____
- Initiate child protection procedures
- Other – please give details

APPENDIX 4

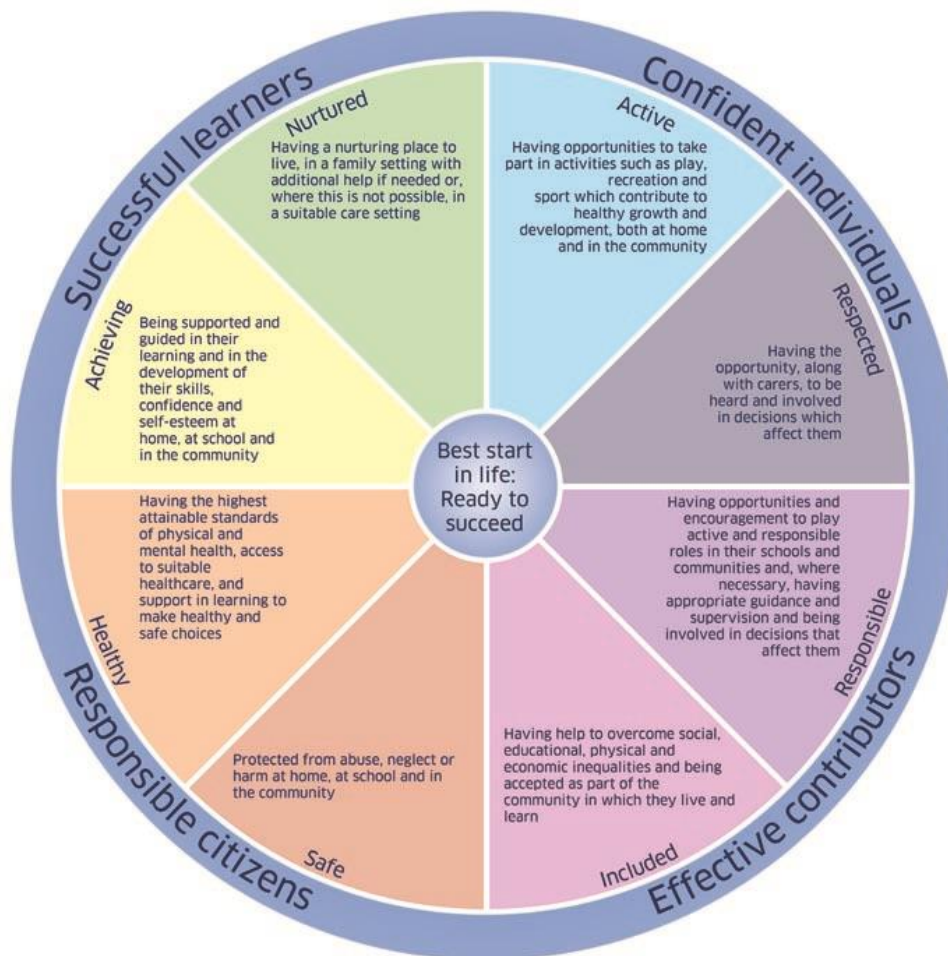
PUPIL SUPPORT PLAN:
MY VIEWS FORM
PUPIL SUPPORT FORM



Fettes College

Your wellbeing is important to all of us.
Everyone working together will give you the best possible support and help.
Your thoughts and comments on what may be affecting your wellbeing
will help us in deciding how best to support you now.

You can write as much or as little as you want to.
Everything that you write will be kept confidential
and will only be shared with your pastoral team with your permission.



How are things for you at home, at school and with your friends?
Are there things that you are worried about or which you need help with?
What might help to make you feel better?
What do you need from the adults in your life?
What would you like to happen now and in the future?

Pupil Support Plan

My Views

Name:

Date:

What is going well for me?

What's not so good for me just now?

How am I dealing with things?

What might help me?

My goals for the future

I give permission to share my views with my team.

Signature:..... Date:.....

Name: (Pastoral Lead)

Signature:..... Date:.....



FETTES COLLEGE PUPIL SUPPORT PLAN

Name	
Date of Birth	
House	
Date of Plan	
Pastoral Lead	
Head of Pastoral Care	

GIRFEC Indicators of Current Concern (Please highlight)	
Safe	Active
Healthy	Respected
Achieving	Responsible
Nurtured	Included

Evidence for Intervention	
Desired Outcome	
Agreed Action	Staff Responsible

Summary of Concerns, Needs and Risks

Children should be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

Consider:

1. What is getting in the way of this child or young person's well-being?
2. How is the child or young person growing and developing?
(their health, education, physical and mental development, behaviour and social skills)
3. What are the strengths and risks within their wider world of family, friends and community?
4. What is the child or young person saying?
5. What is their parent or carer saying?

1.	
2.	
3.	
4.	
5.	

Pastoral Team

Please complete the following with the names and contact details of the key pastoral staff with responsibility for the wellbeing of the child or young person.

Key Pastoral Team	
Head of Pastoral Care	Carolyn Harrison cm.harrison@fettes.com 0131 311 4769
Pastoral Lead	
Child Protection Officer	Clare McDonnell c.mcdonnell@fettes.com 07833 086505
Tutor	
School Medical Liaison	Nicola Miles-Thomas 0131 332 2247

The Pastoral team should meet whenever necessary to initiate an action plan to support the child or young person and to agree the name(s) of the person responsible for managing this support. A suitable review date will be agreed to consider the impact on the wellbeing of the child or young person. The Pastoral Team should consider the following questions when discussing how best to safeguard the child or young person:

Children and Young People should be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

Consider:

1. Any action to promote future well-being, inclusion and achievement.
2. Action to make good any harm already caused or to help the child or young person to manage their situation as independently as possible.
3. Any action to strengthen the support network for the child or young person and their family.
4. What can the school do to help the child or young person?
5. What additional help is needed?

SUMMARY OF MEETINGS AND AGREED ACTION

Date	Desired Outcome	Agreed Action	Staff Responsible

APPENDIX 5
CHILD PROTECTION CONCERN FORM PART 1 & 2



Fettes College

CHILD PROTECTION CONCERN FORM – PART 1

PART 1: To be completed by the person who has the concern.

- If a member of staff knows or suspects that a child/young person has been, is being or is at risk of being harmed, this form must be completed and the concern must be passed onto the Child Protection Co-ordinator as soon as possible and on the same working day.
- This form should be either handwritten, provided it is signed and dated in writing on the day, or completed electronically on the Pastoral Manager on ISAMs. Do not delay in completing the form if you do not have all the information.
- It should be kept in a secure place, separate from the pupil's Educational records, in accordance with Data Protection requirements.

1. Child/Young Person's Details

Name	Date of Birth	Year group / Class
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2. Person recording the concern

Name	Role/Designation
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3. Details of concern (The member of staff must record the facts as accurately as possible, using the child's own words.)

4. Did the child/young person express a view?

Name:

Role/ Designation:

Date: Time:



CHILD PROTECTION CONCERN FORM – PART 2

PART 2: To be completed by the Child Protection Co-ordinator

Name of Child Protection Co-ordinator:

Date Concern Form Received: Time:

You should now open a child protection file and chronology.

1. Have there been previous child protection concerns?

Yes No

2. Is the child currently on the Child Protection Register?

Yes No

If yes, the concern should be referred on the day to the allocated social worker or their senior.

3. Did you as Child Protection Co-ordinator speak to the child/young person e.g. to establish basic facts?

Yes No

4. Was this concern shared with anyone else?

Yes No

If Yes, please specify:

5. Does the concern involve any of the following types of abuse/ risk factors?

- | | |
|--|--|
| 1. Sexual abuse | No <input type="checkbox"/> Yes <input type="checkbox"/> |
| 2. Physical abuse | No <input type="checkbox"/> Yes <input type="checkbox"/> |
| 3. Emotional abuse | No <input type="checkbox"/> Yes <input type="checkbox"/> |
| 4. Physical neglect | No <input type="checkbox"/> Yes <input type="checkbox"/> |
| 5. Domestic abuse | No <input type="checkbox"/> Yes <input type="checkbox"/> |
| 6. Parental alcohol and/or drug misuse | No <input type="checkbox"/> Yes <input type="checkbox"/> |
| 7. Disability | No <input type="checkbox"/> Yes <input type="checkbox"/> |
| 8. Non-engaging family | No <input type="checkbox"/> Yes <input type="checkbox"/> |
| 9. Child affected by parental mental health problems | No <input type="checkbox"/> Yes <input type="checkbox"/> |
| 10. Child with mental health problems | No <input type="checkbox"/> Yes <input type="checkbox"/> |
| 11. Child displaying problematic sexual behaviours | No <input type="checkbox"/> Yes <input type="checkbox"/> |
| 12. Female genital mutilation | No <input type="checkbox"/> Yes <input type="checkbox"/> |
| 13. Honour-based violence or forced marriage | No <input type="checkbox"/> Yes <input type="checkbox"/> |
| 14. Fabricated or induced illness | No <input type="checkbox"/> Yes <input type="checkbox"/> |
| 15. Sudden, unexpected death of a child | No <input type="checkbox"/> Yes <input type="checkbox"/> |
| 16. Child exploitation | No <input type="checkbox"/> Yes <input type="checkbox"/> |
| 17. Child placing themselves at risk | No <input type="checkbox"/> Yes <input type="checkbox"/> |
| 18. Being radicalised or vulnerable to the messages of terrorism/extremism | No <input type="checkbox"/> Yes <input type="checkbox"/> |
| 19. Other (please specify) | No <input type="checkbox"/> Yes <input type="checkbox"/> |

6. What action is to be taken in relation to this concern(s)? Please tick the appropriate box.

- Discuss with Lead Professional (if allocated and available on the day)

Contact name:

& telephone number:

- Initiate child protection procedures
- Carry out an Assessment of Need (In-house School Assessment)
- Call a Child's/Young Person's Planning Meeting
- Continue to monitor

7. If child protection procedures are initiated, record details of the discussion with social work services/police or other statutory agency as per your local Inter-agency guidelines

Name of contact:

Date: Time:

Details of discussion:

8. If the referral goes to an IRD and is being investigated and assessed by the statutory agencies, the Child Protection Coordinator should record details of his/her further involvement in the case and further communication from the statutory agencies involved. (See Guidelines on Chronology).

9. Child placed on the Child Protection Register

Yes No

If Yes, indicate the date:

10. Child removed from the Child Protection Register

Date:

Role/ Designation:

11. Following deregistration was the child/young person made the subject of a Child's Plan?

Yes No

Name: Date: Time: