

# Fettes College

## School Handbook

2021-22

Please note that the School Handbook is relevant for the current academic year. The Handbook is constantly reviewed and is updated annually. We will email Parents a copy of the 2021-22 Handbook in August 2021 prior to the start of the Autumn Term.

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## Welcome from the Head

I am delighted to welcome you and your child to the Fettes community. We are very proud of the quality of education that we provide and know it depends on the combined efforts of staff, parents and students. Our aim is to enable all our students to thrive during their time at Fettes.

This handbook provides a wide range of information about the ethos, organisation and routines of the school. It also includes information regarding academic choices during a student's school career, when these decisions have to be made and on how choices are guided.

Major policies are included so you are aware of the rules and standards by which we operate for the benefit of our students. Your help in ensuring these are adhered to is greatly appreciated.

We hope you will find this handbook, by no means an exhaustive document, a useful guide for the duration of your child's time with us but please never hesitate to ask if anything is unclear. Your House staff are the best first point of contact.

We are very much looking forward to this Autumn Term and making sure we give your children the best all round boarding education that we can. When guidelines allow, we would be very pleased to welcome you to all events that you are able to attend.

I really look forward to getting to know you and your child and I hope and believe that Fettes will become a community that you also feel proud to be a part of.



Helen F Harrison  
Head

## Section I: The Essentials

### The Aims of the College

Fettes College aims to nurture the individual while fostering a happy well-ordered and caring environment with strong community 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 teamwork.
- 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 & identity, sexual orientation, disability, ethnicity or religion.
- Are encouraged to stretch and challenge themselves in everything they undertake.

### Conditions of Entry

Admission to the College/Prep School of a child is conditional upon the acceptance by all holders of parental responsibility ('the Signatories') of the Rules of Admission. These are both referred to and in the Acceptance Form signed on accepting the offer of a place; the Signatories are requested to read these carefully. The Rules of Admission bind the Signatories and student to the School Rules as detailed below.

For the information of those who contracted with the College in previous years in accordance with the Final Entry Form ('the Form') and Rules of Admission attached, the Form states that the Rules of Admission may be varied from time to time.

### The School Rules

These rules are designed to give a clear parameter for acceptable and unacceptable behaviour and apply to all students whether they be day or boarders; otherwise there is unfairness in disciplinary situations. The most important thing to note is that:

**Anything that contravenes safety, common sense, the law of the land and normal civilised behaviour is automatically forbidden.**

The following are specifically not allowed:

1. Bullying in any of its forms
2. Possession/Use/Supply of drugs
3. Sexual misconduct and public displays of affection.
4. Theft
5. The unauthorised consumption and purchase of alcohol
6. Possession of fake ID
7. Smoking including use of e-cigarettes
8. Breaking bounds without permission
9. The possession of any weapon (offensive or otherwise)
10. Gambling
11. Driving a motor vehicle without the special permission of the Head and giving lifts to fellow students
12. Going onto the roof of any School building
13. Interference with fixed installations of the School, electrical or otherwise
14. Any communication with the press or media other than with the express permission of the Head
15. Anything that contravenes the IT Acceptable Use Policy
16. Eating or drinking outside School buildings
17. The chewing of gum is forbidden

The school's policies on Safeguarding; Child Protection; Promoting Positive Behaviour; Counter-Bullying; Equality, Diversity & Inclusion; ICT Acceptable Use and School Uniform are found at Section 3 of this Handbook. **In order to ensure the smooth running of the school and that the school rules and its policies are adhered to, please ensure that both parents and students read and are familiar with these policies.**

## Term Dates, Holidays and Leaves

It is important that term dates are adhered to closely; late returns and early departures cause unwelcome disruption to academic work and other activities. The relevant dates are published a year in advance in order to allow good time for necessary travel plans to be made and we will be grateful if the erosion of terms can be kept to an absolute minimum. All requests for early departures or late returns must be made by email to the school via the House staff who will clear this with the Head.

### Half Terms

These begin at 4.00pm on a Friday and finish at 9.00pm on a Sunday on the published dates unless otherwise specified. The times at which houses will close and open at the beginnings and ends of holidays are indicated in the calendar.

### Leaves

In every case leave is granted only on the understanding that all school and house commitments have been fulfilled and that permission has been given by the Houseparent.

1. Students in Third, Fourth and Fifth Forms must not go alone into town and members of the Sixth Form must not go out into town after dusk
2. After dark, all students must return to school by taxi or car
3. Students in the Prep School may not leave the grounds except in the company and direct supervision of a member of staff or an older brother or sister

- currently at the school and with written request of the parent/guardian
4. Sixth Formers who are over 18 are limited to TWO units of alcohol and this must be taken with a meal. Spirits are not permitted. See the Alcohol Policy set out within the Positive Behaviour Policy at Section 3 of this Handbook
  5. Sixth Formers on Indulgence are not permitted to go to pubs or clubs and are reminded that the use of fake ID is against the law and the school rules. See the Alcohol Policy set out within the Positive Behaviour Policy at Section 3 of this Handbook

### **Recommended Weekend leaves**

The aim of the Recommended Weekend leave system is to allow boarding students some relaxation in a family situation away from school either with their own parents, with the parents of friends or with other approved adults. One boys' House and one girls' House remain open during these weekends and students may decide to remain at school.

(a) Recommended leaves are designated in the calendar. Before these weekend leaves information will be sent to you via Schoolpost from the Houseparent. Please let the House staff know what your child is intending to do by returning the form on this Schoolpost email. It is essential that we hear from you in order to allow students to take leave.

(b) For a student to take a leave with an 'approved adult' the written approval of the parent or guardian (please use email) and confirmation from the host must reach the Houseparent not later than the previous Wednesday, and in turn this arrangement must be approved. We recommend that the 'approved adult' is aged 25 or above in order that there is the appropriate level of care.

### **Alternative leaves**

(a) As an alternative to Recommended leaves, students of the school are eligible for an equivalent number of leaves with parents, guardians or approved adults on Saturdays or Sundays. Parents should contact the Houseparent to make such arrangements.

(b) Parents may request leaves at other times by arrangement with the Houseparent. Extra weekend leaves will require permission from the Head and should only be asked for in exceptional circumstances.

### **Cultural leaves**

Sixth formers may also go on cultural leaves with other members of the school to an activity approved by their Houseparent.

### **Indulgence leaves**

Indulgence leaves may take place on Saturday evenings when, with permission from their Houseparent, Sixth Formers may go into Edinburgh to the cinema, a meal or for other approved activities.

### **Up-town leave**

Up-town leave may be taken by students between 4.00pm and 5.15pm on half-days or at another appropriate time agreed with the Houseparent depending upon games or other commitments. On Sundays students may take leave from 12.30pm with Third Form normally back in house by 4.15pm and others 5.15pm. Students on up-town leave outside these times should first receive permission from a member of House staff.

### **Birthdays & other celebrations**

Any large celebrations involving members of the school must be kept to the holidays. If parents wish to host a small dinner party for their child during term time, the number of other students invited should be limited to a maximum of five and permission for each of these students should be sought in advance from their Houseparents. Middle School celebrations should only occur at the weekends. It should be remembered that at such events the general regulations governing leaves still apply.

### **Private property**

Students may not visit private properties/flats unless with the permission of their Houseparent and the owner of the property. Boarders must hand in any keys to flats to their Houseparent for safekeeping. This is so that we can ensure adequate supervision at all times and we ask that day parents and boarding parents with properties in Edinburgh reinforce this rule with their child.

## **Guardianship Policy**

It is essential that all Fettes students (irrespective of age) whose parents are abroad or inaccessible are required to have a guardian for their child in the UK. We believe the guardian role to be of fundamental importance in guiding and supporting a student throughout their time at Fettes. It is essential that a guardian can fulfil the requirements laid out in this policy, particularly given the current COVID 19 circumstances. The school needs to have a point of contact within easy reach to cover in emergency situations. Therefore, guardians should live close enough to the school so that they can come and collect the student within 24 hours of an emergency arising. The guardian's role is to support the child and to deputise for the parents when they are unavailable. **They are responsible for airport transfers for unaccompanied minors and should therefore be available at the beginning and end of terms.** 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. Whilst choosing the guardian is the responsibility of parents, periodic checks will be made by staff at Fettes following leaves with guardians to ensure that there have been no issues. Further information and form of delegation can be obtained from Admissions.

## **Problems, Difficulties or Complaints**

Concerns about any problems or difficulties which your child is experiencing should in the first instance be discussed with the Houseparent who should be able to help. Failing that the Senior Deputy Head should be approached. If a need is felt to take the matter further, the Head should be contacted through her PA. We will do all we can to answer any concerns but if a matter cannot be settled to your satisfaction you may wish to make a formal complaint and the full complaints procedure can be read in Section 3 of the Handbook.

## Section 2: General Information

### Communication

We hope the following information is useful and comprehensive but please do not hesitate to contact your child's Houseparent if you ever have a concern or a question. Throughout your child's career at Fettes, the Houseparents are your first point of contact and if they cannot answer your query they will refer you to the most relevant person. School communication will normally be through an email from SchoolPost and we ask that you pay attention to these emails as they will contain important information and quite often ask for a response. All SchoolPost emails will be kept in your mailbox and can easily be referred back to if needed. If you have any difficulties using SchoolPost, please contact [schooloffice@fettes.com](mailto:schooloffice@fettes.com).

### The Curriculum

In the Third Form, the curriculum is very broad, though a small measure of choice is introduced. All students choose two modern languages from French, German, Mandarin and Spanish. They also choose either Latin or Complementary Studies. Students studying Latin also have the choice of doing Classical Greek.

In the Fourth and Fifth Forms, students take their chosen GCSE subjects. All students take English, (leading to English Language and English Literature GCSEs), Mathematics, Physics, Chemistry and Biology. Students also choose a further four subjects from a wide range of options. Details of subjects are published each year in December in a booklet *Into the Fourth*. The aim is to allow students to develop distinct strengths whilst maintaining a balanced curriculum. EFL students have their language programme as an alternative to one of their optional subjects. Some students who require Support for Learning may also pursue this instead of an optional subject.

In the Sixth Form, students specialise further, choosing either the IB Diploma or A Levels. In the case of Modern Languages these subjects are offered at Pre-U Level rather than A Level. Details of options are published in December in the booklet *Into the Sixth*. Students are helped to choose the pathway and combination which best suits their particular talents and aspirations.

Provisional choices for the Third Form, GCSE and for Sixth Form courses are made during the Spring Term. Students and parents receive full support and advice during this period: there are consultations with students in house and presentations to parents about option choices and their implications at the parents' meetings during the term. Nothing is fixed until courses start the following September and so there is plenty of time for further consultation and for second thoughts.

It is important to stress that option choices can usually be changed to other available courses without a problem at any time right up to the start of the new school year. Even then, a mistaken choice can be rectified early in the term.



### **Orders or academic reports**

Our Orders system provides a regular snapshot of student performance. Twice each term teachers review their marks and award students a grade for their attainment and for their effort. In each subject, students are given clear criteria for what they need to do to achieve good effort and attainment grades. Academic Orders are sent out to parents, and tutors and the Houseparent add a comment after First Orders. Both effort and attainment grades are discussed in house and any necessary action is taken.

### **Reports**

Parents receive a short report after the first set of Orders each term and a fuller report, which includes all the Orders and any examination results, at the end of each term.

### **Parents' meetings**

There are a number of meetings which are programmed throughout the academic year to enable parents to discuss the progress of their sons and daughters with their teachers.

In general, these meetings are targeted at specific year groups and are preceded by a presentation about important academic issues. Parents receive details of the meetings with each set of reports. Usually the meetings take place as follows:

#### **Autumn Term**

- New Students in October
- Upper Sixth Form in November

#### **Spring Term**

- Fourth Form in January
- Third Form in February
- Fifth Form in March

#### **Summer Term**

- Lower Sixth Form in May

There are some parents who are based abroad for whom attendance at such meetings is difficult. If they are coming to Edinburgh on another occasion and there are particular aspects of their son's or daughter's progress they wish to discuss, it is normally possible for the Houseparent to arrange meetings with staff provided that enough notice is given.

### **Prep**

Independent study is the real backbone of academic success and at Fettes this largely means prep. With determination, good study habits, and the discipline of always seeking help when they do not understand, students will do well. The House routine seeks to provide a positive environment for private study.

Teachers set prep electronically through Firefly which students can access via a computer, smartphone or tablet. All students use the student planner app to manage their prep and to notify teachers when they have completed assignments.

Up to half term in October, students in the Third Form have a fixed prep timetable which allows for three separate preps to be set each evening, but thereafter teachers will set prep weekly when it is relevant to the learning of the students.

In the Sixth Form, there is the clear expectation that students will spend about twenty hours on personal study each week. Students have more control over the management of their own work, supported by their tutors. The timetable is more fluid and prep also spills over into private study lessons. Staff supervision is available in private study lessons, but Lower Sixth Formers can work unsupervised in house or around the school in these times. Lower and Upper Sixth Formers can lose this right if it is thought they are not working effectively.

Revision programmes are set for holiday periods for students with external examinations that year. Otherwise, holiday work is not generally expected unless particular circumstances require it. Half Term holidays are usually free from any work requirement unless individuals have fallen behind with their prep or important examinations are imminent.

### **External tutors**

On occasion parents may wish to engage an external tutor to help support and reinforce academic progress. We ask that this only takes place during the holidays and we strongly suggest discussing this possibility with your Houseparent and the Deputy Head (Academic) to ensure that this additional support is helpful and needed. Due to safeguarding concerns, students cannot meet external tutors on campus during term time.

## House Organisation

The House is the most important unit of organisation at Fettes. Students joining Fettes from the age of 7 up to the age of 12 go at first into the Preparatory School and at the Third Form stage transfer into one of the senior houses where they remain until the end of their Lower Sixth year. In their last year they move to Craigleith, our Upper Sixth co-educational 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.

In general, the Houseparent is the person a parent should contact over any issue relating to a student. Although the Houseparent is the most significant figure in the House organisation, there are others who share the load. In particular there is an Assistant Houseparent attached to each house who carries out duties as directed by and negotiated with the Houseparent.

Support is available for each student in the house from the Houseparent, their spouses, Assistant Houseparent, Academic Tutor, Matron, House Prefects and other senior students. In addition, help is always available from any member of staff, the school doctors and Medical Centre staff, the Head of Pastoral Care, the school counselling team and from the Chaplain. The school strives to provide a positive and supportive environment where all students have the opportunity to flourish.

All full-time members of staff are attached to a House for evening duties and for tutoring, and each monitors a small number of students.

## **Health**

The health of the students is monitored by the House Matron who liaises closely with the Medical Centre staff. If a student is ill, they may be admitted to the Medical Centre, sent to bed in house or put 'off-changing'. Students who are deemed to be unfit for games will be put 'off-changing' by the Matron or the medical team in the Medical Centre. Students who are 'off-changing' are excused games and Combined Cadet Force (CCF) but may not leave the campus.

## **House Bank & Spending Allowances**

It is recommended that Middle School students have a contactless debit card linked to their own bank account so that they can access money. This process can be completed online and in person with the relevant documentation and the nearest bank to the school is the Bank of Scotland. Other alternatives are available such as prepaid cards/GoHenry accounts etc. Please speak to the Houseparent if you require any assistance. If students do have their own bank accounts they are responsible for their debit card or this can be handed in to the house staff for safekeeping.

Students can also deposit funds in the House Bank if they wish. The normal maximum amounts which may be withdrawn from House Bank each week are £10 to £15 for 3<sup>rd</sup> to 5<sup>th</sup> Form students. The recommended spending allowance for all Sixth Formers is £20 to £25 per week. If some individuals are seen to have ready access to relatively large sums of money, it can cause difficulties for others; therefore, we would advise careful consideration before allocating large sums of money for use in term time.

## **Valuables**

All large sums of money, passports and airline tickets should be lodged with the Houseparent for safekeeping on the first day of term and on return from half-term. All property should be clearly marked. Any valuables should be kept securely in a lockable container.

**The school has no insurance policy to cover articles of value or cash (e.g. phones, cameras, musical instruments, and computers) against damage, theft or loss.** Parents should therefore make independent arrangements for the insurance of any articles of value brought to the school. Students are asked to provide their Houseparent with a list of any valuables together with serial numbers where appropriate.

## **Passports**

All students should hand in a photocopy of their passport details to the Admissions office to be kept on file. If a passport is renewed, please remember to provide an updated copy.

## **Phone calls**

Although there are telephones available in Houses for students to make and receive calls, most now will have mobile phones; however, they must abide by the guidelines for their use outlined in House handbooks. Google Talk and Skype for Business are also supported by the school network. The best time to contact your child is during the evening between 6.15pm and 7.00pm and between 9.00pm and 9.45pm. Please do not telephone between 7.00pm and 9.00pm which is during Prep or after 9.45pm.

## **Electrical equipment**

Toasters, kettles, electric irons, heaters, television sets and similar appliances may not be brought to the school. If in doubt about whether an appliance is allowed, please consult the Houseparent.

## Day Students

In order to allow effective integration within house and school, it is of vital importance that day students adhere to the established routines. Avoidance of the obligations implicit in these routines can cause inconsistencies, resulting in an unhelpful polarisation of students within the school community. For its part the school, through the houses, will maintain effective communication with parents of day students.

### **Attendance**

Students are expected to arrive by 8.00am. They are strongly encouraged to stay for the full day, including prep and house prayers in order that they can feel fully integrated and gain the maximum benefit from all the school has to offer. However, with the agreement of their Houseparent, they may leave at 5.15pm or when all commitments have been fulfilled. Signing in and out is of great importance; the school has a legal requirement to register attendance. Arrival and departure times, as agreed with parents in advance, should be adhered to except where difficulties arise. The Houseparent must be informed in such circumstances. Day students are expected to fulfil all school and house commitments.

The Houseparent should be informed, by 8.15am, of any absence and its likely duration. Follow-up phone calls are appreciated in cases of prolonged absence.

### **Areas/checks/tutor group meetings**

Attendance at these is obligatory for day students, when they are in school, particularly at the morning area/check/ tutor group meeting when important administration is conducted.

### **Prep & Studies**

Attendance at prep is as agreed by the Houseparent. It is strongly recommended that day students stay for at least two prep sessions a week. They must make every effort to attend on the night their tutor is on duty. If a day student is staying, it must be for the whole of the prep period. Studies/study areas must be kept tidy and available for checking by the Houseparent.

### **Detention**

Detention operates on Wednesday lunchtime and Saturday evening for senior school students with students being informed by Friday lunchtime for the Saturday. It is expected that day students will attend detention in the same way as boarders.

### **Games**

If illness/injury prevents attendance at games, a note from parents will be needed. This should be given to the House staff at the 8.05am area/check, who will then refer the student to Matron or the Medical Centre as appropriate.

A full programme of coached games operates on Saturday afternoons and is compulsory for all students to be involved.

### **Overnight Stays**

Whenever possible Houses are delighted to arrange for day students to stay overnight on an occasional basis. It is important, however, that parents telephone or write in advance

to request such a stay. When a student stays overnight because it is convenient for them to do so, a charge will be levied. When a student stays overnight because they are attending a school function or undertaking a duty or responsibility at the school's request, no charge will be made. Parents should be aware that, while we welcome day students to the school, we operate on a full boarding ethos and we therefore do not normally allow day students to regularly board on specific nights of the week.

### **House Duties**

These should be completed as required and certainly before going home each evening. Day status does not exempt students from playing their part in keeping their House clean and tidy.

## **Games Programme**

At Fettes, we offer a wide range of challenging and competitive sports with expert coaching and superb facilities. All students are required to take part in sport, encouraged to stretch themselves to the best of their ability and to enjoy the experience of competing against others as an individual and as part of a team. Regular exercise is a key component of enjoying a healthy lifestyle post-school and we aim to give our students a variety of experiences in personal fitness and competitive sport to encourage participation in leisure activities in the future. All members of the school participate in games on three afternoons each week and there are many extra-curricular opportunities as outlined below.

### **Facilities**

There are extensive playing fields within the school grounds and transport is provided for activities that require students to leave campus. Sports facilities include: Westwoods Health Club, a full-sized floodlit water based astroturf hockey pitch (called the McMurray), a second full-sized floodlit all-weather playing surface which is used for hockey in winter and for tennis in summer (called the Sutcliffe), two squash courts, two fives courts and an outdoor basketball court.

In addition Arniston and Kimmerghame have astroturf tennis courts whilst other Houses have tarmac tennis courts. We also have our own high performance gym which is based in the main school building run by an external strength and conditioning expert. The Westwoods Health Club offers:

- Six lane 25 metre swimming pool
- 35 x 33 metre sports hall with markings for two basketball courts, two netball courts, eight badminton courts, indoor hockey, two tennis courts, two five a side pitches or four cricket lanes
- Aerobics/dance studio
- Fitness suite containing a full range of the latest Technogym fitness equipment
- Cafeteria
- Changing rooms to serve the centre and the playing fields

The Sports Centre provides wonderful facilities for the students at the school and is also a private health club. The school uses the facility for games sessions and for evening and weekend activities. All students over 16 are inducted as members of the Health Club and,

as well as participating in group activities, are able to make individual use of the club facilities.

### **Games**

Boys in the Third and Fourth Form play rugby in the Autumn term, hockey in the Spring term and cricket is the main game in the Summer term, although there is also a strong athletics programme. The girls play hockey, lacrosse and netball, and tennis in the respective terms, as well as athletics in the summer. In the Fifth and Sixth Form these sports continue to be an important aspect of school life, but we also run a varied multi-sport programme for those that would like to branch out into something new. The following are available to Fifth and Sixth form students as a games option and many are available to all through the activities programme: sailing, fitness, strength and conditioning, squash and fives, swimming, dance, horse riding, golf, basketball, football, badminton, cross country and tennis are all included, most of these on a competitive basis.

It is the policy of the school to encourage players of the required standard to participate in district and national selection in all sports.

### **Video analysis**

The games department recognise the power of observational learning and use video analysis in the provision of feedback, whether it is motivational, informational or reinforcing. We aim to make use of it in all sports and at all stages to accelerate learning. The Coach Logic platform is a fantastic on-line tool that allows students to gain feedback on their own individual and team performance. Staff are trained in the use of platform and help students develop their own understanding of the importance of the feedback as well as self-directed analysis.

### **Fixtures**

There are many fixtures with other schools as well as inter-house competitions taking place each term. These are detailed in the printed termly calendar and we are delighted to see parents at these events. A full, 'live' list of fixtures and team lists are available electronically through [www.fettessport.com](http://www.fettessport.com). The Sports Department Twitter feed, @Fettes\_Sport is a useful way of following matches and keeping up-to-date with sporting achievements.

## **Co-Curricular Activities**

The school is fortunate in its situation in Scotland's capital city, a centre for both Arts and Sciences, and it tries to make the very best use of the facilities that Edinburgh offers.

### **Music**

Fettes has a plethora of musical groups designed to cater for all interests and abilities. It is an area of school life in which we are keen that students participate and around three-quarters of the school are usually involved in music of some kind. There are three choirs, three orchestras and many smaller groups - full information is given to all students on arrival at the school and we hope that you will encourage your child to join at least one of these enjoyable and beneficial activities.

### **Music Lessons**

Individual music lessons on any orchestral instrument, as well as piano, organ, clarsach, drums, guitar and singing, are available in school and are provided by expert teachers who come into school on a part-time basis. Around half of the students take regular music lessons in this way. Lessons are arranged on a rota basis for students in the Middle School and during private study periods for the Sixth Form so disruption to academic studies is kept to a minimum. Full information is given to all parents of new students and extra copies are available.

### **Drama**

Drama is an important part of the academic and co-curricular life of Fettes. It is presented as a subject for public examinations in the senior school. The dramatic year begins with House plays in the Autumn term. The main school production, which may be a classic play, new writing or a full-blown musical, takes place in the Spring term as does the Middle School Play Festival which is directed by students and adjudicated by an industry professional. In the Summer term the Prep School presents its main school production and students in the Lower Sixth direct and perform the Lower Sixth Play. Parents are welcome to attend all our productions.

Apart from the obvious opportunities provided for budding actors we also rely on student involvement in the technical aspects of theatre, including make-up, costume, lighting, sound and set design. We are aided in this by our Wardrobe and Theatre Technicians. Students regularly choose to study Drama, Theatre and Tech for their tertiary education, having worked in the department. In addition to all our in-house drama we take regular theatre trips both within Edinburgh and further afield.

### **Combined Cadet Force (CCF)**

The CCF parades on Friday afternoons and a series of overnight exercises. In addition, cadets can volunteer for a week-long central camp at the end of the Summer Term. There is also a number of external CCF courses that are advertised throughout the year, often taking place over weekends or holiday periods.

All Third Form students join in the summer term and continue for the Fourth Form. Students also have the opportunity to go to camps throughout the UK and Europe; there is an expectation that students will attend at least one camp in the course of their CCF careers.

In the Fifth Form and above the Cadets can stay within the CCF as a volunteer, providing they reach the standard expected of a Junior Non-Commissioned Officer. The NCOs then take on the responsibility of practising their newly taught leadership and communication skills. There is a senior cadet hierarchy that is selected through a series of interviews, planning activities and organisation challenges. The top cadets are given the privilege of planning training programmes, writing exercises and experiencing challenging leadership scenarios as they command a 300+ CCF Contingent.

There is a flourishing Pipe Band and piping and drumming lessons are arranged. Members of the Pipe Band also take part in the field craft element of training but this is managed throughout the calendar in addition to the pipe band competitions and events.

Membership in the CCF is voluntary after the Fourth Form; however, those opting to leave are expected to take up another activity such as Duke of Edinburgh's Award, Community Service or a volunteering placement.

### **Duke of Edinburgh's Award**

Third Form students are encouraged to complete the Bronze level of the Duke of Edinburgh's Award scheme; many go on to take the Silver and the Gold Awards. The skill and physical recreation requirements are met through the school's programme of activities. The volunteering section is fulfilled through our own community service duties within houses and the school. Expeditions take place in a range of venues throughout Scotland during Third Form Field Week.

### **Community Service**

It is very important that our students engage within the community in a proactive and positive way. Many students do some form of community service. This may involve working in schools, mentoring local children through the Place2Be programme; taking disabled people riding; visiting and helping elderly people or collecting for charities and so on.

### **Clubs & Societies**

There are many Clubs and Societies which flourish throughout the school. It is hoped that Fettesians throughout their time at the school will take full advantage of what is on offer.

### **Activities**

Senior school students have the opportunity to explore a number of activities outside their usual sporting and academic programme. Whether they wish to acquire a new skill, develop an existing one or to share their interests with others, the regular sessions will allow them time in which to enjoy non-academic pastimes.

A wide range of activities is on offer. Courses require commitment but are offered on a variety of days, so students have the opportunity to participate in a variety of activities in the course of the year. In addition to those offered by staff, some students offer and run their own courses. Students will find a number of benefits from the programme beyond the obvious fun and learning. They will be able to acquire credits for Duke of Edinburgh's Awards and learn valuable skills and develop interests which will stand them in good stead for the future.

### **Weekends**

There is a programme of activities arranged for Middle School students on Saturday evenings including, among other things, cinema and bowling outings, football tournaments, discos and dances. The Sixth Form also have Saturday night events at various stages of each term at their request.

There are a number of Sunday activities available through the outdoor pursuits department. These range from mountaineering, rock climbing and mountain biking. There are a number of weekends planned throughout the year and the activity itself is generated from the interest of the students. A minimum of 8 students is usually required to make an activity achievable. Mr Rowlands, Head of Outdoor Pursuits, will aim to accommodate any outdoor activity.



### **Trips & Expeditions**

As well as expeditions associated with the Duke of Edinburgh's Award Scheme, there are opportunities to go skiing, canoeing, mountain biking and mountaineering. The school supports other more demanding expeditions in the holidays for which suitable training is provided during term time.

### **Leadership Training**

This is designed to develop the skills that students will need for effective communication, decision-making and the exercise of responsible initiative. The programme runs throughout the school.

The principles are:

- All students are supervised when responsible for activities involving risk
- Students are expected to take responsibility for others only when they have taken responsibility for themselves
- The challenge should not exceed the student's potential
- Expectations are graduated according to age, experience and previous achievement

Middle School - the Third Form Field Week at Abernethy in June is the culmination of many academic and outward-bound activities. Additionally, all Third Formers take part in a weekly programme of events designed to introduce them to new hobbies or skills. Within the CCF, the majority of students attend a course in methods of instruction prior to teaching basic skills to the junior cadets.

The Assistant Instructor Programme is available to the Fourth Form, which is an opportunity for students to become an assistant instructor in either Rock Climbing or Mountain Biking, with more disciplines becoming available in the future. Students must commit to 6 Sunday sessions throughout the course of the year and on completion could gain the required qualification to support future training. The intention is that this qualification could be further developed, allowing students to be independent instructors on turning 18 years old.

Throughout the Fifth Form there are house based sessions on leadership in preparation for the students leading the houses in the Lower Sixth.

Sixth Form - members of the Lower Sixth are involved in running the senior houses and have a training programme linked to issues that arise from this experience. School Prefects are chosen at the beginning of the Summer term of the Lower Sixth and have training sessions during the rest of that term. There are lots of opportunities for leadership in the Upper Sixth, either within Craighleith or in the school as a whole. Students are encouraged to get involved through the tutorial programme.

## **Personal, Social and Emotional Education (PSE)**

At Fettes the Personal, Social and Emotional Education Programme is an essential part of the well-rounded curriculum that is offered throughout a student's time at school. There are a number of key strands in the PSE Curriculum that form the basis of the programme and the courses are not limited to only the timetabled curricular topics. The boarding house system and

ethos of school life intrinsically contribute to the development of emotional resilience, well-being, values, attitudes and learning of important life skills.

There are a diverse range of teaching methods. The sessions vary from personal in-House sessions, single sex or mixed plenaries to smaller tutor groups. The sessions can also be more formal in nature with Guest Speakers and PSE lessons including cross curricular links with other subjects. Chapel offers the time for reflection whereas tutor groups provide a more intimate and informal atmosphere for discussion. We have an experienced PSE team delivering the various strands which include members of academic staff, the Medical Centre staff, and PSE Prefects as well as outside speakers and charities.

Our Programme aims to provide all students with appreciation and understanding of the issues that they are experiencing or could experience in the future. We aim to provide good, relevant information relating to areas of their personal, social and emotional development by offering opportunities for them to develop key skills such as resilience, resourcefulness, healthy relationships, decision making, risk assessment, communication skills and strategies for coping.

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

- Health and Wellbeing (Nutrition, Mental Health, Wellbeing & Mindfulness)
- Citizenship, Personal Values & Life Skills
- Equality, Diversity & Inclusion
- Drug Awareness
- Positive Relationships
- Counter Bullying
- Internet Safety & Social Media Awareness

Each strand will be discussed during each year group; building and expanding on certain areas as the students move up the school. The topics covered will include and much more:

Third Form	Fourth Form	Fifth Form	Sixth Form
Personal Hygiene	Mindfulness	Tolerance including Homophobia – LGBT issues, Feminism	Drugs – Alcoholism, Street Drugs, Binge Drinking
Drugs - Introduction	Mental Health Issues	Addiction	Online Reputation -Career/Work
Keeping Safe Online - sexting	Sex in Society, Empowerment, Domestic Violence	Radicalism	Learning to Drive – Young Driver Event
Personal Safety	Use of Social Media & Screen Time (Cyberbullying)	Consent & Legal Issues Fake ID's	Indulgence Safety
Nutrition – practical & theoretical	Alcohol Safety (House Parties)	Self Esteem & Risk Taking Behaviours	Relationships – Their Issues
Teenage Cancer	Nutrition for Success	Finance (Careers)	Risks & Consequences
Diversity	Gender Being Safe Sexually	Contraception & STI's/Porn in Society	Mindfulness & Combat Stress Update
Counter Bullying & MVP Lessons	Sleep	Creating the Right Online Profile	Nutritional Life Skills
Body Image	Personal Values	Stress Management (and Nutrition impact of sugar)	Finance (Credit Cards/Loans)
CPR	Personal Finance	CPR	Bold Voices – university
Social Inclusion	Female Genital Mutilation	Self-Checks (Cancer)	Health & Wellbeing Carousel
Gaming	Domestic Abuse & Child Exploitation	New Psychoactive Substances	Gendered Violence

# Careers Education and Guidance

## **Aim**

From Third Form to the end of the Upper Sixth, members of the Careers and Higher Education staff in the College give support, guidance, and information to students to enable and encourage them to make informed decisions about their futures.

## **Personnel**

Responsibility for Careers Education and Guidance at Fettes is shared between:

- Houseparents who are the first point of reference for students supported by Tutors
- The Careers Department - a team of teaching staff responsible for maintaining links with outside agencies, organising various careers-related lessons and events and ensuring that information about careers, Higher Education and gap year opportunities reaches students.
- Professional Careers Advisers visit the school on a regular basis and see Fifth and Sixth Form students by appointment.

## **The Careers Calendar**

**Middle School:** An introduction to the College's careers resources is given to enable students to research for themselves and make informed decisions about subject choices. Other lessons thread through these years focusing on appropriate skills, issues about the working world and further practice using resources. Students are also introduced to preparing for work experience, if they choose to do this, including writing letters of application and a basic CV.

**Careers Profiling and Planning:** All members of the Fifth Form are enrolled through the Morrisby Organisation, a personalised career guidance and planning service for young people aged 15-23. Formal aspects of careers guidance begin with psychometric aptitude tests which provide each student with a Profile which forms a basis for future careers guidance. Each student has an interview based on their results in the tests to discuss this profile, and further interviews may be arranged at any later stage for those who may be uncertain about their future course of action. Guidance is given on Sixth Form choices. Students are encouraged to make use of the holiday periods to follow up taster courses and shadowing opportunities as recommended by Morrisby.

**Lower Sixth:** Unifrog is an award-winning online platform which connects students to the best courses and apprenticeships, while allowing teachers to track their progress, and this is introduced to students in the Autumn Term.

UCAS procedures are introduced to the students in February and to parents at the Lower Sixth Parents' meeting in early May. Practice in drafting the Personal Statement for the UCAS form is arranged throughout the summer term.

UCAS Apply opens in June when students are introduced to filling in an online application. Students should have further discussion with their parents about university

courses and choices over the summer holiday – this is the principal time for parents to be engaged in the process since forms ideally are finalised by before the October half-term.

University visits are encouraged during the holidays. Term-time visits should be arranged in accordance with the school policy for university visits, available in houses.

Our ‘Lifting the Lid’ programme brings speakers from different career areas to occasions across the year open to all Sixth Formers. As well as hearing what the visitors have to say, students then get an opportunity to practise their networking skills. In addition, Careers Day, to which all parents of Lower Sixth students are cordially invited, takes place each February. The day is an opportunity for students and parents to familiarise themselves with the College’s resources and the opportunity to meet representatives of Higher Education establishments and professional bodies.

**Upper Sixth:** Students are expected to arrive at the start of the Autumn Term with Higher Education or Further Education courses fully researched ready for their forms to be submitted. Practice interviews are arranged for those summoned to interview and support and guidance throughout the period of UCAS application are given by Houseparents, Tutors and the Careers Department staff.

UCAS applications are processed in houses and, all being well, are dispatched around half term and early November.

### **Work experience**

Work experience is not a single event but a process which can involve some or all of:

- Learning the skills and attributes needed to integrate into the world of work.
- Investigating the best way of acquiring appropriate experience through work shadowing, voluntary work, paid employment and career taster courses.
- Taking the initiative to participate in such opportunities

When to do work experience?

Before the age of 16 it is unusual for Fettes students to have involved themselves in formal work experience. After the age of 16 many students often seek to undertake work experience/work shadowing in order to clarify their ideas about university courses or future careers. It is expected that students will set up their own work experience during the long holiday periods. Please see the important Health and Safety paragraph below.

### **Health and Safety Issues**

Students at Fettes are exposed to a full curriculum during our relatively short terms and, given the position of GCSE, IB and A level examinations within them, we are not able to set up formal work experience for our students in the Edinburgh area. As our students come from all over the world, we have to rely on their making local connections for work experience with parents’ support and have to require parents to take responsibility for checking and approving any disclosure, insurance and Health & Safety provision at potential work experience placements. This means of course that we cannot and do not require students to undertake work experience whilst we recognise its potential contribution to individual students’ development.

## The Development Team

*“We draw strength from those in our widespread community who support our goals and engage with our ambitions and we are deeply grateful to everyone who helps us.”*

*Nicola Pickavance, Director of Development*

Fettes is a family for life. We are lucky to benefit from an energetic, generous and vibrant global community. Our dedicated Development Team engages with and connects Old Fettesians (OFs), parents, former staff and other friends of Fettes to support each other and the work of the school. Their work focusses on three main areas: supporting the Old Fettesian Association (OFA) to keep in touch with alumni and run events; facilitating career support and connections within our community and raising philanthropic income for the Fettes Foundation to benefit the College and its students.

For up to date Development Team news, please visit:

<https://www.fettes.com/familyforlife/news>.

### **The Old Fettesian Association**

Fettes produces ambitious alumni, many of whom end up being inquisitive global explorers, always ready to offer a friendly welcome and a helping hand to fellow OFs who follow in their footsteps. On leaving Fettes College for the final time, students automatically become members of the OFA. There are no annual charges.

The OFA helps OFs to keep in touch with each other, supports an array of gatherings across the globe and produces an annual Old Fettesian Newsletter, packed full of OF and Fettes news and stories. These activities are supported by the OFA Committee and a group of regional representatives who volunteer their services and time and ensure that OFs everywhere feel welcome, wherever they may live or travel.

For further information please email [ofa@fettes.com](mailto:ofa@fettes.com)

or visit our website: <https://www.fettes.com/familyforlife/alumni>

### **Fettes Career Partnership**

The Fettes Career Partnership programme began in 2012 with a vision to support our young people in pursuit of their careers. Since then, by tapping into real-world advice from OFs and parents, we have been offering our students an incredible start to their career exploration. We are proud that in 2018 Fettes was named Independent School of the Year in the ‘Outstanding Student Careers Programme’ category by Independent School Parent magazine.

We are also delighted that many members of the Fettes community support younger OFs and Fettes’ senior students starting out on their career journey. A motivational phone call, CV advice or an advisory chat all make a genuine difference.

For further information please visit our website:

<https://www.fettes.com/familyforlife/careerpartnerships>

If you would like to get involved, please contact Development Manager, Karen Jones, by emailing [kp.jones@fettes.com](mailto:kp.jones@fettes.com) or telephoning: +44131 311 6743.

## **The Fettes Foundation**

The Fettes Foundation was formed in 1998 to raise philanthropic income for the benefit of Fettes and its students. Since then it has raised nearly £18 million in donations from over 2,400 generous donors to support the provision of bursaries, a number of capital developments and other key projects. Donations from our engaged community of Old Fettesians, parents and friends of Fettes transform the lives of students who come to Fettes and will continue to do so for generations.

For further information please visit our website:

<https://www.fettes.com/familyforlife/foundation>

If you would like more information about the work of the Fettes Foundation please contact the Director of Development, Nicola Pickavance, by emailing [n.pickavance@fettes.com](mailto:n.pickavance@fettes.com) or by telephoning: +44131 311 6960.

## **Chapel**

All students in the Senior School of the College attend Chapel on Monday, Tuesday, Thursday and Friday at 8.30am, The Head's Reports and Announcements happen on Thursday, and Congregational Practice on Saturday at 8.25am. Regular services are held on Sunday during term when we welcome a wide variety of speakers. All timings are printed in the Calendar. We are very happy for parents and friends to attend these Sunday services. Students desiring to become confirmed are prepared by the Chaplain to become members of both the Scottish Episcopal Church and the Church of Scotland at a united service held in the Autumn Term.

## **The Dining Hall**

Our aim is to provide a range of dishes and menus which offer a well-balanced diet. There are three main meals throughout the day which provide a range of hot and cold dishes that contribute to a varied, nutritious and healthy diet. Fresh fruit is available daily at all meals. On Sunday mornings brunch is available from 11am to 12.30pm.

The Dining Hall operates on a self-service basis and senior students are expected to exercise a degree of judgement and responsibility to ensure that they enjoy a balanced diet. The Catering Manager takes note of any special dietary requirements (vegetarian, vegan and halal meals included) and allergy problems when advised by the Medical Centre and will seek to plan a menu cycle for your child accordingly where possible.

A Food Committee meets regularly throughout the year to review catering matters. It is chaired by the Heads of School and consists of representatives from each of the senior houses. The House representatives gather objective views from members of their house and relay them to the committee. The Heads of School report back to the Head of Pastoral Care and the Catering Manager.

## The Medical Centre

The Medical Centre is situated in the main College building and comprises of a 10-bedded unit which provides a 24-hour nursing service. They welcome direct contact on any health matters and can be contacted directly at the Medical Centre on: **0131 332 2247** or email [medicalcentre@fettes.com](mailto:medicalcentre@fettes.com).

The multidisciplinary care team includes six nurses, four GPs, physiotherapist, podiatrist, counselling team, manager and administration assistant who aim to provide a safe and welcoming environment for the students' medical and personal needs. There is also a Practice Manager who can be contacted for any concerns or complaints.

The school's Medical Officers are the GPs from Bangholm Surgery to which the Medical Centre is linked. They hold surgeries in the Medical Centre four times a week. Dr Steve Allan is the school's chief Medical Officer. All boarding students will be automatically registered with Bangholm Surgery when they start Fettes or switch from day to boarding. Day students remain with their own family GP practice.

Nurses have set surgery times at intervals throughout the day and receive referrals from matrons or students may attend directly if matron is unavailable. In addition to providing day to day health care, all boarding students have a new patient medical carried out by the nursing staff shortly after starting boarding. Upon receipt of the completed relevant documentation, which will be sent out by SchoolPost prior to the longer holiday, the Medical Centre can give appropriate travel vaccinations for boarding students. Routine childhood vaccinations will be offered to all students.

All boarding students are treated under the NHS. If a referral is required, we will contact parents to ask if they prefer a referral to a private or NHS hospital. Any patient may ask for a chaperone to be present during medical examinations. If a student needs to be treated in hospital, Matron will normally accompany the student and house staff will arrange visits. Parents will always be kept fully informed.

Private appointments can be made with the school physiotherapy and podiatry service which is run on a weekly basis. Please refer to section on Extra Charges for information about the cost of these sessions.

The school counselling team specialises in traumatic experiences, stress, anxiety and bereavement and provides a service to students on a weekly basis. Students can make an appointment through the Medical Centre to speak to a school counsellor in confidence. The Medical Centre also facilitates visits from a team of external counsellors, including clinical psychologists, a psychiatrist and a behavioural therapist on a private basis.

### **Medications**

Boarding students are not permitted to store their own supply of medication unless they are senior students and comply with the self-administration protocol from the Medical Centre. Day students who have been prescribed medication and are required to take it during the school day must present a letter from parents to their House Matron. Medication must be stored in the original packaging as issued from the chemist with details of student name, medication, dose and name of issuing chemist. It is essential that

the Medical Centre is informed of all medication that is prescribed for students. All medication should be handed to Matron on arrival.

Nursing staff, Matrons or the residential staff will dispense all medication on campus. This requires consent from parents or guardians as per the Medication Consent form, which is found on the Medical Health Questionnaire which must be completed. This also applies to trips and school outings.

In the UK drugs used for treatment of Attention Deficit (Hyperactivity) Disorder are subject to strict regulation and must be dispensed by a member of nursing staff or Matron according to national guidelines. Under no circumstances can a student keep stores of this type of medication. Further information of the school's medication policy for controlled medication and administration of medication can be found on the website.

### **Asthma**

Should a child have asthma please complete the asthma form and return directly to Medical Centre with all other forms. The Human Medicines Regulations 2014 now allows school to hold salbutamol inhalers, without a prescription, for use in emergencies. The emergency salbutamol inhaler can only be used by students who have a diagnosis of asthma and for whom the asthma form has been completed and signed by their parent/guardian within the last year (again this form is within the Health Questionnaire). All staff are given appropriate training on emergency asthma treatment.

### **Illness during holidays**

If a child is ill during the holidays, please do not formally re-register them with their family doctor. This can result in case notes being inappropriately recalled for short periods. During holidays, an NHS family doctor can see the child as a temporary patient. If the child is in Edinburgh during the holidays, they can make an appointment with one of the school doctors at their surgery.

Bangholm Surgery  
21-25 Bangholm Loan  
Edinburgh  
EH5 3AH  
0131 552 7676  
[www.bangholmmedicalcentre.scot.nhs.uk](http://www.bangholmmedicalcentre.scot.nhs.uk)

### **Important procedures for parents**

1. Parents of each new boarding student **must** return their medical health questionnaire to the Medical Centre at least two weeks prior to the first day of term. For the avoidance of doubt, the school will be unable to accept a student into the school unless we have received the completed medical forms.
2. It is important that the school is informed of any problems with hearing, eyesight, learning difficulties or allergies, and of any other long-term medical condition or issues relating to mental health and wellbeing.
3. It is essential to consult the Medical Centre or Houseparent before sending back to school a child who has been in contact with any infectious disease.



4. Both the school doctor and the Houseparent should be informed if medicine and/or other treatment begun at home are to be continued at school.
5. Regular visits to the dentist, and if necessary, to the optician, should be arranged during school holidays. Appointments for dental or other treatment can be made during term-time only in cases of emergency.

## The Fettes College Shop

The Fettes College Shop is managed by the school and sells all school uniform, sportswear and equipment, academic books, stationery, gift items and traditional tuck. Full details of uniform requirements can be found on the shop website: [www.shop.fettes.com](http://www.shop.fettes.com) Orders can be managed by phone: 0131 311 6723 or by email: [shop@fettes.com](mailto:shop@fettes.com)

During term time, the shop is open from 8am to 3pm and on Saturdays from 9.30am to 12.30pm. Students and parents can purchase items from the shop and charge them to the school bill, the only exception being tuck. At the end of each term parents will receive a detailed invoice with the main school bill.

Heads of Departments make all arrangements for ordering textbooks and usually do so through the school bookshop.

## The Thrift Shop

Situated within the main Fettes College shop, the Thrift Shop offers good quality second-hand items of uniform and accessories. 50% of the selling price is paid back to the owner of the item and 50% (less VAT where applicable) is retained by the school.

## Extra Charges

Fees at Fettes College are set only after careful scrutiny by the Board of Governors that they properly reflect the costs and benefits of an all-round education at the School. The Board seeks, wherever possible, to ensure that the fees cover everything other than elements which are specific to an individual; these are termed 'extras' and fall, broadly speaking, into 3 categories:

- 1) The first category represents **compulsory charges** which are substantially variable depending on the particular student hence the need to classify them as extras; these would include exam entry fees, contributions to curricular trips, House termly charges, text books, music and extra lessons, art copying and equipment and laundry/dry cleaning charges; there would also be a charge raised by the Houseparent in question for any culpable damage. Some notable examples include:

## **Exam Charges**

Charges made by the relevant public examination board are passed on as follows:

### **GCSE**

Each GCSE subject taken in Fifth Form involves a flat fee. This is different for each subject depending on how the GCSE is assessed. A typical GCSE student's exam charge in 2021 ranged between £400 and £500 for the full set of exams depending on the specific subjects taken and whether Science was taken as a dual award or individually. Charges are added to the Fifth Form Summer Term fee bill.

### **A-Level**

The overall charge made for A-Levels is in the order of £400 to £500 depending on the subjects taken and is charged on the final Summer Term fee bill.

### **IB**

The cost of registering for the Diploma examinations is approximately £100 which includes the cost of Theory of Knowledge and the Extended Essay. There is then a charge of circa £70 per subject. The total amount that it costs to enter is thus in the order of £520. The exam fees are charged in the bill at the end of the Autumn Term in the Upper Sixth Form and are payable in the January of the Upper Sixth Form.

## **Extra Lessons**

Music and Piping lessons are typically offered weekly and the charges for 2021/22 per 40-minute lesson are £27.50 and £26.00 respectively.

There is no charge for extra lessons offered in the delivery of our curriculum. There is, however, a charge for additional lessons which are offered over and above the standard curriculum. Examples include children joining Fettes with a language standard significantly ahead of the norm and hence wishing to take separate classes, children with a different first language wishing to prepare separately for an examination in it and students simply wishing to maintain regular dialogue in their native tongue. The current charge for this is dependent upon the language in question and the ratio of children to teacher but will typically range between £220 and £300 per term.

## **Art**

The Art Department runs a state of the art very high quality A3 colour printer and scanner and an AI printer. It is acknowledged that a significant part of some student's art work may involve extensive use of those resources and it is further agreed that it is largely for the student, particularly once they are in the Sixth Form, to determine for themselves the extent to which he or she needs to make use of it, or not, depending upon the direction the student's work is taking. With that in mind, Fettes has introduced a termly allowance for art copying/printing in the Fourth Form onwards of £25 and any costs incurred above this figure are passed onto parents. In order to provide some context, £25 equates to just over 400 colour A4 prints. Costs are allocated by way of a code specific to a student which he or she is required to enter to retrieve prints or make copies.

On entering Fourth Form or Lower Sixth Form, every Fettesian Art student is presented with an Art Toolbox, charged at £35, which contains all the tools and equipment needed to allow them to complete work remotely, for example during prep. Sketch books and folders are provided at cost price to students as required throughout their courses, these are charged to School bills on a termly basis; most students will incur costs in the region of £15 annually for these.

At the beginning of the Lower Sixth year there ordinarily be a one day drawing and research trip to Jupiter Art land which will cost around £7. In addition to this there will be a two-day trip in the Summer Term which will cost no more than £60.

### **Text Books/Stationery**

Stationery and uniform are available from the School Shop on an account or cash basis as described below.

Text books are issued to students at the behest of the teacher and these are charged on the School bill via the School shop. Clearly, any student may declare that they already have the book in question, perhaps from a sibling, and no new book is issued or charge made in such situations.

### **CCF**

CCF is a compulsory activity from the Summer Term of 3<sup>rd</sup> Form until the end of the Fourth Form when it becomes voluntary, although it remains a popular option with senior students.

Charges passed on in respect of the CCF are restricted to:

- (i) CCF boots, not supplied by the MOD, therefore purchased specifically for the students at a cost of £50. Boots are required for safety while undertaking CCF training;
- (ii) cost of lost kit (please note CCF kit, sourced from the MOD, is inexplicably expensive so special care should be taken not to lose items of equipment - by way of example, a replacement Head dress and Cap badge costs £70); and
- (iii) contributions to the cost of CCF camps (circa £100) and Bisley (circa £200) although these are subsidised by the MOD.

On that basis, the range of costs over a student's time with the CCF could vary from £50 to as much as £500 based on full involvement with camps and shooting at Bisley (and assuming an odd lost piece of kit).

2) The second category brings with it an **element of choice** and includes Saturday activities & discos, etc., and Duke of Edinburgh scheme costs – an element of choice because whilst the activities in question are, strictly speaking optional, parents may feel a degree of compulsion with some of them.

### **Saturday Activities**

Most Saturday activities are covered in the fees so that, with one or two exceptions per term, no Saturday in-school activities will be separately charged.

### **Duke of Edinburgh (DofE) Charges**

There are 3 levels of DofE: Bronze, Silver and Gold. Participation at every level of the Award is voluntary. The administration fee at Bronze and Silver Level is currently £22 and at Gold £29 (these are set by the Duke of Edinburgh organisation itself). The only other costs charged by the school are those associated with the Expeditions, details of which are given below.

Although participation in the Duke of Edinburgh's Award at Bronze level is voluntary, all students in Third Form undertake two overnight expeditions; for those students enrolled in the Duke of Edinburgh's Award, these expeditions meet the criteria for the Practice and Qualifying Expeditions at Bronze. Since these Expeditions are compulsory, the school subsidises them very heavily, meaning the total cost to parents is £35 which covers the provision of essential group equipment.

Students participating in the award at Silver and Gold Levels complete them in the Fourth/Fifth Forms and Lower Sixth/Upper Sixth respectively. Expedition charges are split between the training and assessment expeditions and vary depending upon the nature of the activity selected for the Award. Costs for these events are added to the school bill, typically in two stages, and detailed information is provided to parents in advance of the expeditions (including a kit list outlining essential outdoor gear that the students must have themselves). These costs will include travel, specialist activity-dependent kit, accommodation, assessor and coaching fees and any assessment centre costs. Currently, total expedition costs at Silver and Gold Levels are something in the order of £400 and £550 respectively with other modes of transport costing more. It should also be noted that, whilst the school offers an organised expert-led expedition, students can opt to complete their Silver and Gold expeditions independently; if they do so however, parents should note the restrictions on timing of such privately arranged expeditions, specifically avoiding term time trips outside the calendared Fettes DofE dates.

3) The final category is **truly optional** and includes taxi charges, shop purchases, both of which can be avoided by requesting a cash-only basis, 'hoodies, medical charges, local entertainment events (cinema, theatre, rugby, etc.), School trips, exam remarks and buying books from visiting speakers/authors to name but a few.

Unless a parent informs the School, the presumption is that students will be allowed to use accounts for both the School shop and taxis although parents should be aware that the Shop Manager and Matron will take a keen interest in anything which appears to be excessive expenditure in those areas. Parents who wish may decline the 'account' option for either or both of the shop and taxis and require their children to use cash or cards of their own or take the bus and walk. An email in the first instance to your child's Houseparent will suffice.

### **Medical Charges**

All boarding students are registered with an NHS practice and there is no charge for routine medical examinations and treatment, including access to the School's in-house counsellor. If a child is required to attend a consultant and/or hospital, the assumption is that this will be done under the auspices of the NHS for which there is no charge but parents are given the option to go privately if they have Medical Insurance cover (e.g. AXA, PPP or BUPA) or wish to pay it themselves directly. The School also has an in-

house Physiotherapist and a Podiatrist and access to specialist psychology support, all of whom provide their services for a charge and this charge can be added as an extra to the School bill. Parents would always be contacted beforehand for approval and they are equally at liberty to use a third party specialist, albeit we would not be in a position to add any corresponding charges to the School bill – the parent would need to settle it directly. Other medical charges may include vaccinations, either those required by the Health Board or in anticipation of an overseas trip and, again, parents' permission would be sought in these instances, for both medical and financial reasons.

### **Dental Charges**

Dentistry is not something the School typically offers other than in emergency situations and any associated costs are added to the bill, permission having been sought from the parents. We would ask that routine check-ups are planned and carried out wherever possible during the School holidays with your own dentist.

### **Outdoor Pursuits (other than DofE)**

Information concerning all trips and expeditions is provided to parents well in advance and any associated costs are similarly communicated. In 2021/22, it is expected that some day trips will be planned on Sundays and these may include cycling, hill-walking or canoeing and modest charges will be raised against these activities to cover any centre-based or rental costs.

### **Co-Curricular Activities**

Students at Fettes are encouraged to participate in a broad variety of activities. Most activities are offered at no charge but some notable exceptions currently include: Dance and Theatre trips, for which charges are made to cover the cost of providing the activity. Any relevant charges are communicated at the beginning although reliance is to a certain extent placed on the student to warn parents if they are considering or have selected a chargeable activity.

### **Trips**

Considerable thought goes into selecting and planning trip options for Students at Fettes and parents may feel overwhelmed at times by the sheer breadth of opportunities being presented to them. It is fair to say that trips can be split into 3 broad categories:

- Major (may be Sport, Choir, Pipe Band, etc. but typically involve a fortnight or so during a School holiday)
- Curricular (language exchanges, geography/art field trips, history trips, etc.)
- Fun/Educational (skiing, etc.)

The cost of these trips can vary widely and plenty of notice is given to parents in the case of each trip. The School also recognises that parents may wish to be selective about which, if any, trips their child embarks on and so a 3 year programme of proposed trips is published towards the end of the year and updated annually to allow parents to gauge the most appropriate option for their child.

As a general rule, the School seeks to ensure that extras are only applied to bills if parents are aware of and expecting them. In the case of the first category, these will in the main have been specifically authorised by or at least communicated to parents. With respect to the other 2 categories, the School does and must at times place reliance on the child to inform parents and seek approval for various costs, including some local entertainment trips and in-house parties.

## Insurance

The following section describes the insurance cover in place in respect of students at Fettes and the various options open to parents. Any queries in respect of insurance cover generally, whether to express interest in a particular option or to obtain details of standard cover arrangements, should be directed to the Bursar.

### **Students' Personal Effects**

The School provides limited insurance cover for the personal effects of students and, therefore, parents should organise appropriate cover either by an extension to their household/personal effects policy or by taking out a separate policy for students' personal effects.

### **Students' Travel Insurance**

The School has an annual travel insurance policy with Chubb European Group Limited which covers students on School trips worldwide and includes a winter sports extension. The School also arranges further extensions to this policy or separate specialist travel insurance should the nature of any School trip, or part thereof, deem it necessary. This should remove the need for parents to take out separate travel insurance for School trips and details of the policy are available on request from the Bursar. This policy does not, however, cover travel to and from School in the normal course unless part of an organised School trip.

### **Students' Personal Accident Scheme**

This is arranged through the Scottish Council for Independent Schools (SCIS). Cover is provided for twenty four hours per day, 365 days of the year and provides a scale of benefits for permanent injury resulting from an accident. The policy does not cover associated medical costs. All students are automatically covered from the first day of term including the duration of the uninterrupted journey to School and the cover continues until the student leaves School. There is no additional cost as the premium is incorporated within the fee structure.

### **School Fees Protection Scheme**

Parents may wish to take out an insurance policy to cover extended absence from School due to sickness or accident. If the cover is in place parents are normally eligible for pro rata refund of fees. This insurance is an optional extra and the premium is additional to the basic fees. One such policy available is arranged through Marsh Limited, the School's insurance broker, a specialist in this type of insurance.

### **Private Medical Insurance**

The School participates in the AXA PPP Healthcare Students' Medical Insurance Scheme. This insurance is an optional extra and the premium is additional to the basic fee. The cost for this in 2021/22 will be £126.

### **Life Assurance**

The School does not provide any insurance cover for parents in the event they are no longer able to afford the fees for any reason, including as a result of death or illness, and in that and indeed all cases, parents who have not already done so are strongly advised to take separate advice and make arrangements where necessary.

## Dogs

We ask that Parents and friends do not bring their dogs on campus.

## Senior School Routine

The Fettes academic timetable operates on a two week cycle: Week A and Week B.

### MONDAY to FRIDAY – Morning

8.30am Chapel (Thu/Sat 8.25am)	
8.50am – 9.30am	Period 1
9.35am – 10.15am	Period 2
10.20am – 11.00am	Period 3
11.00am – 11.30am	BREAK
11.30am – 12.10pm	Period 4
12.15pm – 12.55pm	Period 5
1.00pm – 1.35pm	Period 6

The Middle School have period 6 on Mondays and Fridays and Sixth Form have period 6 on Tuesdays, Wednesdays and Thursdays. There is no Chapel service on Wednesday mornings.

### MONDAY to FRIDAY – Afternoon and Evening

<b>Monday</b>	2.40pm – 3.20pm	Period 7
	3.25pm – 4.05pm	Period 8
	4.30pm – 6.30pm	Activities available
	7.20pm – 8.50pm	Quiet Time
<b>Tuesday</b>	2.30pm – 4.30pm	Games
	7.20pm – 8.50pm	Quiet Time
<b>Wednesday</b>	1.55pm	Lunchtime concerts
	2.40pm – 3.20pm	Period 7
	3.25pm – 4.05pm	Period 8
	4.30pm – 5.25pm	Senior Academic Priority
	4.30pm – 5.25pm	Junior Supervised Study
	5.30pm – 6.25pm	Activities available
7.20pm – 8.50pm	Quiet Time	
<b>Thursday</b>	2.30pm – 4.30pm	Games/Service/Activities
	4.30pm – 7.00pm	Activities available
	7.20pm – 8.50pm	Quiet Time
<b>Friday</b>	2.40pm – 3.20pm	Period 7
	3.25pm – 4.05pm	Period 8
	4.30pm – 5.25pm	CCF/Third Form Tutorial
	5.30pm – 6.25pm	Activities available
	7.20pm – 8.50pm	Quiet Time

Quiet Time in Houses is for students to complete prep, independent study, attend lectures and society meetings.

**SATURDAY**

8.25am	Congregational Practice
8.50am – 12.55pm	Periods 1-5 for all Forms
2.00pm	Games

**SUNDAY**

10.00am	Chapel if no evening Service
7.00pm	Chapel



## Section 3: Important Policies

### Safeguarding Policy

Fettes College is dedicated to ensuring that all students 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 students. Students 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 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 in the Prep School.

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.

#### **Wellbeing Indicators**

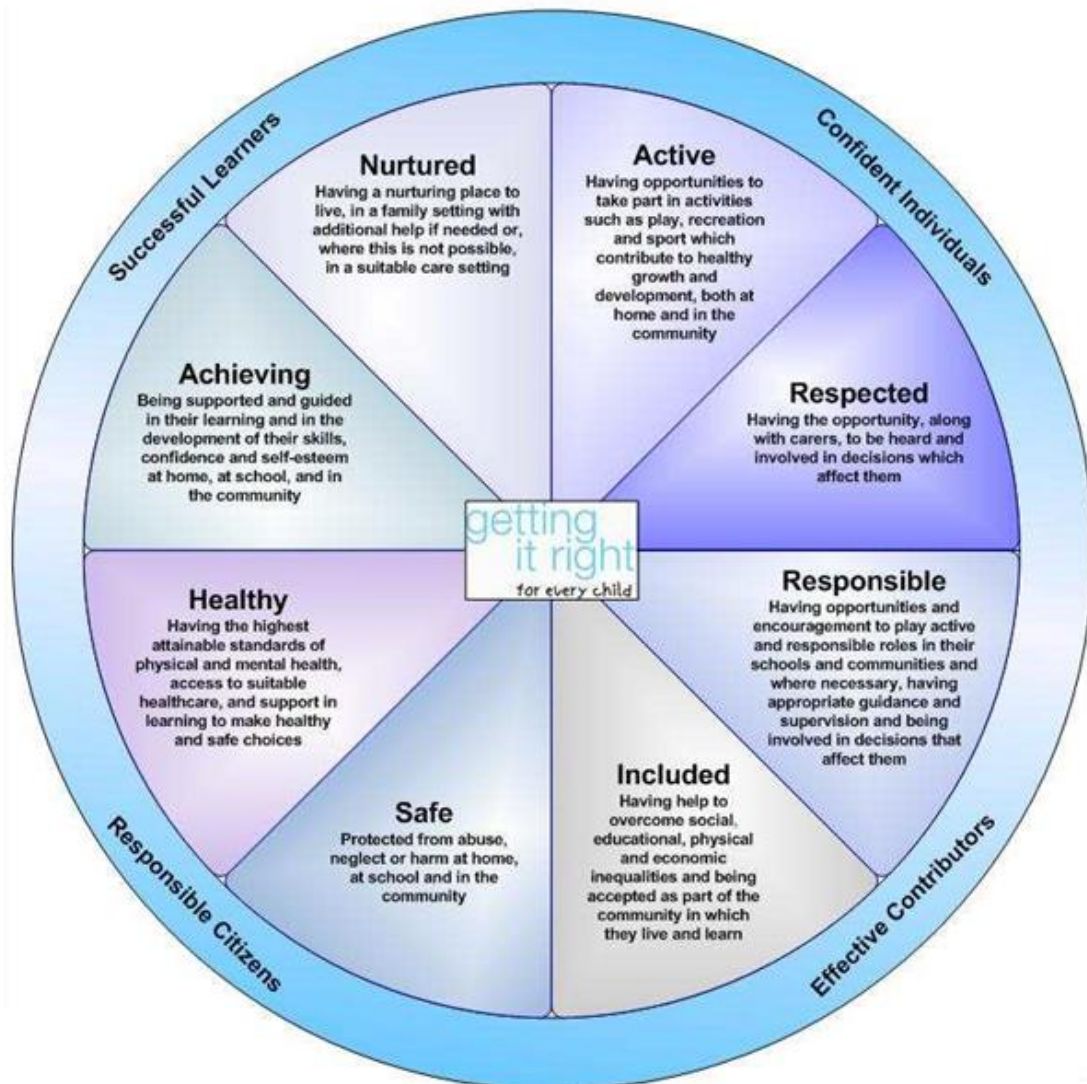
GIRFEC concerns the wellbeing of all our students and identifies that every child and young person needs to be:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected and Responsible
- Included

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 get on and respond to children. Children should get the help they need,

when they need it, and their welfare is always paramount. GIRFEC is underpinned by common values and principles which apply across all aspects of working with children and young people.

It is the aim of the school that all our Policies, the Personal Social Education programme and all that we do reflect these values summarised by the wellbeing wheel below:



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

# Child Protection Policy

Children and young people have the right to protection and care and should feel safe and secure. In a boarding school we have a particular responsibility to work with parents to safeguard and promote the welfare of children and young people and protect them from abuse. Additionally, as a result of the Children and Young People (Scotland) Act 2014 and The Protection of Vulnerable Groups (Scotland) Act 2007, we have a legal obligation to do so and therefore the school has developed this Policy. Education Scotland and the Care Inspectorate carry out school inspections to ensure children's welfare is safeguarded.

## **What is abuse?**

Abuse can include any of the following: physical injury, emotional abuse, neglect and sexual abuse.

## **What action will the staff take if told of abuse?**

All staff are given specific guidelines on what to do and how to react if a student chooses to confide in them. Details of these guidelines will be made available to any parent on request. Staff are trained to never give an absolute guarantee of confidentiality. In the event of such a disclosure or if a member of staff suspects a child may have been abused the matter will be referred to the school's coordinator. Ms Clare McDonnell is the Child Protection Coordinator in the College and Miss Emma Davies fulfils this role in the Prep School.

## **What will happen next?**

The Child Protection Coordinator will collate all relevant information, contact relevant members of staff and make a decision about further action, which would involve referral to the Social Work Department and/or Police if there is any substantial suspicion of abuse. The Head and Safeguarding Governor will be kept informed.

## **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 students. Students, 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 student 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.

Students must feel able to share concerns with staff. There may be a conflict of interests when a student 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 students 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 student's best interests and result in the student keeping the problem to him or herself or not sharing concerns in the future. In these specific circumstances a decision may be taken not to include parents.

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 Students**

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.

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, the Child Protection Coordinator 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:

- If you are 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 Childline “For Me” which is the first app to provide direct counselling to young people through a mobile device and it’s free to download.
- 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 students, Breathing Space is a free confidential phone and web-based service for people in Scotland [www.breathingspace.scot](http://www.breathingspace.scot).
- Shout is the UK’s first free 24/7 text service for anyone in crisis anytime, anywhere: Text: 85258.

## Promoting Positive Behaviour Policy

### **Promoting Positive Behaviour and Standards**

The School's *Promoting Positive Behaviour Policy* is based on our belief that all members of the Fettes community, staff and students alike, have an individual responsibility to contribute positively to a tolerant, inclusive school society. This is supported by the generally excellent relationships between students and staff. Students are asked to pursue their own goals with enthusiasm but with respect for others; they are asked to treat others with empathy, understanding and tolerance as outlined in our *Equality, Diversity & Inclusion Policy*.

### **DISCIPLINARY STANDARDS & SANCTIONS**

All students are expected to follow the School Rules and there are clear guidelines on serious offences.

#### **Drugs**

In the case of any involvement with drugs or other illegal or prohibited substances, the student will normally be asked to leave the school. Students who, by their behaviour or their associations, give cause for suspicion that they might be misusing drugs may be required to take a drugs test. By signing the Final Entry Form (see Part B, paragraph 2) the parent(s)/guardian(s) give their consent to testing for drugs being carried out in the circumstances set out above. Where the school suspects or confirms the involvement of any student in drugs, the student’s parent(s)/guardian(s) will be contacted. The use of New Psychoactive Substances (often referred to as ‘legal highs’) are also prohibited.

#### **Alcohol**

The school attempts to maintain a balanced approach to alcohol. It has developed the following policy to ensure the welfare of students and compliance with the law.

It is against the law for anyone under the age of 18 years of age to buy alcohol.

Students, whether under or over the age of 18, are forbidden to buy alcohol, and/or consume alcohol outside of the school during term time, and/or to bring alcohol onto the school premises. The only exception to this is for students over the age of 18 and strictly in the circumstances set out in the following paragraph.

As part of students' social education, the school aims to make all students aware of the risks involved with alcohol whilst at the same time introducing the senior students to responsible drinking in an appropriate social context and under supervision. Consumption of spirits is forbidden. The possession and use of fake ID is also not allowed in accordance with the law.

If any student breaches the school rules on alcohol they will be seen by the Senior Master and will be required to undertake agreed community service and be gated (confined to school grounds) for an appropriate period of time. Parents/guardians will also be informed in writing.

Any second offence or a breach of the rules will mean that the student is seen directly by the Head.

Senior students who purchase alcohol for younger students are liable to face severe sanctions.

If a Middle School student breaks the rules on alcohol they will not be allowed to attend Saturday night social dances and ceilidhs for the next calendar year. If a Sixth Form student contravenes the rules they will not be allowed leave on a Saturday night Indulgence for the next four opportunities.

**Sexual Misconduct:** Students involved in sexual misconduct will normally be asked to leave the school.

**Theft:** Theft is a serious offence as it has a very corrosive impact on a boarding community. Anyone who steals, whether in or out of school, will be seen by the Head and their position at the school will be at risk.

**Bullying:** The school takes any allegation of bullying very seriously and all cases are investigated thoroughly in accordance with our *Counter Bullying Policy*. Where appropriate, we seek to employ restorative measures as well as sanctions. In serious cases it is likely that the bully will be internally or externally suspended and a written warning given that in the event of further trouble the bully will be asked to leave the school. In the most severe cases the bully may be excluded.

**Smoking:** Fettes is a no-smoking campus for staff, parents/guardians and students. Vaping is included in this and the punishments are the same. Any contravention by a student will lead to a two-week gating (being confined to the grounds). The Houseparent will write to inform parents. For a second offence there will be a three-week gating. The student will be seen by the Senior Master who will write to inform parents. If a third offence is committed the student will be seen by the Head. We consider smoking in buildings particularly anti-social and unacceptable as it also involves health risks and the threat of causing a lethal fire. In such cases the matter might be referred directly to the

Head. E-cigarettes are also not allowed. Any student who would like help with smoking cessation will be offered support through the Medical Centre.

**General Breaches** of the school rules and policies may result in the student being referred to the Houseparent or the Senior Master with possible consequent loss of privileges. Serious issues will be brought to the attention of the Head. Persistent breaching of the rules is likely to result in loss of privileges and gating. The Houseparent may also find jobs for the student to do.

If a student, who is under 16, is seen by the Head or Senior Master on an issue which could lead to serious action being taken, a member of the Child Protection Team will be present. In all disciplinary meetings the Houseparent, or in unavoidable circumstances their Assistant, will be present to support the student.

Major breaches of school discipline may result in internal suspension, external suspension or the student being asked to leave the school. Internal suspension is as serious a punishment as external suspension. It involves the student staying in school but losing their free time which is instead used for extra study or community service.

If a student is asked to leave the school the Head will first discuss the matter with the Chair of Governors and the parents/guardians have a right to appeal, for which a separate panel of Governors would be set up.

**Internet access & use:** Students are required to read and electronically sign the ICT Acceptable Use Policy. The Policy is included in the School Handbook. A breach of the Policy may result in a ban from the ICT Network for a period of time and other disciplinary measures.

**Dress Regulations:** We require members of the school to be well turned out and to give a good impression. The School Uniform Policy is to be adhered to. We expect students coming to classes or going on trips to be in uniform that is tidy, with clean shoes, ties properly tied, hair brushed and with kilts and blazers properly worn. The School Uniform Policy is included in Section 3 of the School Handbook and in all House handbooks. Full uniform guidance is listed at the end of this handbook.

Dress regulations for ordinary activities and for games are published in House Handbooks. Casual clothes may be worn at specified times. These must be clean, tidy, decent and named and must meet with the complete approval of Houseparents. Extremes of fashion are not permitted.

### **Gating**

This sanction is given only for repeated or more serious offences. Whilst gated, a student may not leave the School grounds except for official School activities and must carry a Gating Card which is to be signed at specified, regular times throughout the normal School day.

# Counter-Bullying Policy

## Statement of Intent

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 behaviour 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).

Fettes College is committed to providing a safe, caring environment free from disruption, violence and harassment so that every one of our students can develop their potential. We expect our students to treat members of staff with courtesy and co-operation so they can learn in a relaxed but orderly atmosphere. All students should care for and support each other.

Bullying, harassment, victimisation and discrimination will not be accepted. Where necessary we will apply the sanctions described in our *Positive Behaviour Policy* for behaviour that constitutes bullying or harassment of any kind.

## Aims

The aims of the counter bullying policy are:

- maintain a happy, well-ordered and caring environment with strong community values that ensures all members of the school feel accepted, so that bullying will be less likely;
- create awareness of bullying through the curriculum and other activities;
- developing effective strategies for recognising and supporting victims of bullying and for recognising and dealing with bullies;
- ensure all students have knowledge of and access to a support structure within Houses and School so they can share worries and seek help;
- ensuring that all staff know what to do if they encounter bullying, that they treat incidents seriously and are consistent in how they deal with them;
- assure students and parents that all reports of bullying will be treated seriously;
- to reduce incidents of bullying through implementation of appropriate strategies (preventative and proactive as well as reactive).

## What is Bullying?

Bullying can mean different things to different people and take different forms, but two major elements are that:

1. bullying is characterised by repeated, persistent behaviour which intimidates individuals or groups through verbal, emotional or physical aggression;
2. bullying is the deliberate, conscious desire to intentionally hurt another individual or group either physically or emotionally

This behaviour can take the form of ethnic, religious, cultural, sexual, sexist, homophobic, transphobic or special educational needs/disability related bullying. It might occur directly through verbal comments (hate speech), physical contact or intimidation and emotional



means (by ignoring, leaving out or spreading rumours). It can also occur through the use of technology (social websites, email, photos & videos, text/messaging apps).

Bullying can therefore often be hidden. It can happen anywhere and at any time. It can cause serious and lasting psychological damage. Harassment and threatening behaviour are criminal offences. We always treat incidents of bullying seriously.

### **What is Cyber Bullying?**

Bullying can also involve the use of social media (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, to deliberately 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 cyber bullying.

### **Signs of Bullying**

- not wishing to return to school
- displays of excessive anxiety, becoming withdrawn or unusually quiet
- a significant change in work habits, classroom behaviour, quality of preps
- change to established habits (e.g. giving up something that they have previously really enjoyed doing)
- frequent visits to the Medical Centre with generalised symptoms of headaches or stomach pains
- unexplained cuts and bruises
- choosing the company of adults over their peers
- poor eye contact and displaying repressed body language

### **Those Who May Be Vulnerable to Bullying**

- new to a class or the school
- different in appearance, speech or background from other students
- students who suffer from low self-esteem
- those younger and weaker than the rest of their peer group
- those who may be isolated, lonely or loners
- evidently more or less academically able than others

### **What Action to Take**

We fervently believe that **all** of us within the Fettes community, staff and students alike, have an individual and collective responsibility to contribute positively to a tolerant, inclusive school society. It is not solely the responsibility of those affected to bring about social change but rather our shared responsibility to foster a culture of allyship.

The principle underlying this policy is that a student 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 is not acceptable
- being vigilant and proactive if they note what may be developing into a bullying relationship
- being approachable and willing to offer help and support

### **The Victim**

Students 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 Houseparent
- 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 Houseparent and know that the matter will be taken seriously and investigated

### **Students 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 student's behaviour to House
- Watch for interaction between students which may indicate bullying
- Note and report to House Staff any students who are consistently left out by others
- Be vigilant in informing House Staff 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 need to:**

- Make the situation safe, if necessary
- Refer the incident to the Houseparent
- Be prepared to give a full account of the incident reported 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 Houseparent and keep a copy for themselves

## **Houseparent**

- Houseparent takes responsibility for investigating the incident
- Bully and bullied may be brought together for a managed, supported restorative conversation
- Clear guidelines for future behaviour are issued to both parties and a code of conduct agreed. Both students should know that the situation will be monitored and know of consequences for bully if bullying continues
- Parents of bully and bullied will be informed
- House Staff monitor the situation
- Referral to Senior Master or Head if no improvement is seen. Possible suspension or permanent exclusion in the most serious 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 students 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 are CEOP Ambassadors to help with the prevention of cyber bullying
- Houseparents will reinforce the content of PSE sessions within Houses
- All Staff should be vigilant and willing to take appropriate action if they suspect a student is being bullied

# **Equality, Diversity & Inclusion Policy**

Fettes College aims to nurture the individual while fostering a happy, well-ordered and caring community. The aims of the School clearly state that we are committed to providing equal opportunities to all our students and staff, inclusive of age, race, religion or belief, disability, marriage and civil partnership, gender reassignment, pregnancy and maternity, sex or sexual orientation (Equality Act, 2010). The School is therefore committed to establishing a safe, inclusive, equitable and welcoming environment for all members of our community. All students ought to feel that they belong to the School, are safe, equally valued and are offered the best education we can provide.

## **I. Introduction**

- a. Fettes College is committed to promoting and celebrating a positive, diverse and inclusive culture in which all staff and students are valued and supported, in order that everyone can thrive and meet their full potential. Therefore, we are committed to addressing any language or behaviour that denigrates, labels or stereotypes students on the basis of their real or perceived differences connected to the nine protected characteristics (Equality Act, 2010). All language or behaviour that incites prejudice, discrimination, bullying or harassment is not tolerated. This policy should be read in conjunction with the School's Counter-Bullying policy. Staff should refer to the Staff Equality and Diversity Policy.
- b. The Equality, Diversity and Inclusion Policy is available on the College website ([www.fettes.com/about-us](http://www.fettes.com/about-us)) and can be made available on request.

- c. The College seeks to fulfil this aim of promoting and developing inclusion and equality by:
  - a. sharing its commitment to equality and diversity with every member of its community;
  - b. ensuring all staff are thoughtful about the students for whom they have responsibility and develop positive relationships with these young people;
  - c. ensuring that all policies are monitored, evaluated and reviewed to take sight of this policy, as appropriate.

## 2. Responsibility

- d. The Governors, Head and Senior Leadership Team have responsibility for ensuring that the School operates within the legal framework for equality and for implementing the policy throughout the School.
- e. It is the responsibility of all staff to:
  - a. treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation;
  - b. support and participate in any measures introduced to promote equality and diversity;
  - c. actively challenge discrimination and disadvantage in accordance with their responsibilities;
  - d. report any issues associated with equality and diversity in accordance with this policy.

## 3. The Legal Framework

- f. Discrimination can take the following forms:
  - a. **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic.
  - b. **Perception discrimination** is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
  - c. **Indirect discrimination** occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.
  - d. **Discrimination arising from disability** occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.
  - e. **Harassment** occurs when a person is subject to “*unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual*”.
  - f. **Victimisation** occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.

#### **4. Aims and Values**

- g. The aims of this policy and the wider School aims are to:
  - a. provide equal opportunities for all;
  - b. eliminate unlawful language or behaviour that denigrates, labels or stereotypes students on the basis of any protected characteristics (Equality Act, 2010);
  - c. eliminate any unlawful language or behaviour that denigrates, labels or stereotypes students on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language;
  - d. provide a secure environment in which students feel safe, valued, have a sense of personal worth and are thoughtful and considerate of the needs of others;
  - e. help students to develop a clear sense of right and wrong, equipping them for life beyond Fettes;
  - f. actively challenge discrimination in all its forms and ensure that every member of the Fettes community learns from these experiences;
  - g. comply with the School's obligations as set out in the Equality Act 2010.
  
- h. To achieve these aims the School will:
  - a. ensure all staff are aware of their responsibilities to promote equality of opportunity and will have ongoing professional opportunities to develop awareness, knowledge, skills and attitudes necessary to deliver a non-discriminatory curriculum and to identify and address any issues that may arise;
  - b. ensure that educational resources are inclusive and respectful of the diverse nature of society;
  - c. ensure staff seek to understand and provide for the individual needs of the students through the tutor-tutee relationship, the tutorial programme and the well-developed PSE programme in accordance with the principles of Getting it Right for Every Child (GIRFEC). The latter aims to educate the community about the importance of inclusivity in a creative and effective way, utilising effective outside speakers and appropriately trained staff, senior students and Old Fettesians;
  - d. monitor the admission and progress of students from different backgrounds;
  - e. ensure it monitors, reviews and evaluates the effectiveness of inclusive practices.

#### **Admissions Policy**

Fettes College undertakes to treat every application in a fair and equal way. It takes cognisance of the School's Equality, Diversity and Inclusion Policy and accepts applications from all students, being mindful of those with protected characteristics under the Equality Act 2010.

Fettes College is happy to receive applications from disabled students and those with additional support for learning needs. Decisions about whether the School can support them adequately are made on an individual basis, but the School undertakes to make all reasonable adjustments.

## **Religious Belief**

Although the School's religious ethos is based on Christian values and tradition, the School is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths and none.

## **Reasonable Adjustments**

The School has an ongoing duty to make reasonable adjustments for disabled students to ensure they do not suffer a substantial disadvantage in comparison to non-disabled students. The School will inform and consult with parents about what reasonable adjustments, if any, the School is able to make for their disabled child. The School will carefully consider any proposals for auxiliary aids and services in light of the student's impairment(s) and the resources available to the School. In accordance with its duty, the School will make reasonable adjustments (in consultation with the individuals involved) for staff or students who are gender neutral, gender fluid, are undergoing gender reassignment or are transgender.

The School is not legally required to make alterations to the School's physical environment as part of the reasonable adjustments duty. However, the School monitors and reviews the physical environment to consider what reasonable and proportionate steps can be taken to alleviate any substantial disadvantage caused to disabled students. The School has an Accessibility Plan in place which can be made available upon request.

## **Monitoring and Complaints**

This policy is reviewed on an annual basis to evaluate its effectiveness and eliminate unlawful discrimination. Anyone who feels that the School has breached this policy should appeal in accordance with the School's Complaints Policy.

# **Responding to Safeguarding Concerns**

## Information for Students

### **What happens after I talk to a member of staff about a safeguarding concern?**

This document is for information only, it is not a Fettes policy.

Definitions:

- Antagonist – the person who has carried out a hurtful act (sometimes called a perpetrator)
- Subject – the person to whom a hurtful act has been done (sometimes called a victim or survivor)
- Peer – someone who is of a similar age to you
- Corroboration – further information to support an initial report

### **Non-Child Protection Incidents**

If you talk to a member of staff at school about an incident such as a one-off hurtful comment (verbally or online) or deliberately leaving someone out, it is likely that:

- this would be passed on to the antagonist's Houseparent
- the antagonist would be spoken to
- the subject would be spoken to – to check they are OK
- a record would be kept of these conversations having happened
- these can be 'education' moments and they might not necessarily lead to disciplinary action, with each being dealt with as individual cases.

This means that if further incidents are raised involving the same students, a bigger picture can be built up and further action (e.g. sanctions from the Senior Master) can be taken. Suspension (pending investigation) or expulsion are possible outcomes. This is all part of our Fettes Counter-Bullying Policy. An investigation will be initiated to establish the facts and ensure the necessary corroboration for all reported incidents.

#### Child Protection Incidents

If you talk to a member of staff at school about something which might be sexual harassment, sexual abuse, or any kind of abuse or neglect (which could be between peers or an adult to a student) this is what will happen:

- All members of staff have a legal obligation to pass this incident on to a member of the Child Protection (CP) team: Miss McDonnell, Dr Mathison or Mr Dundas.
- A member of the CP team will then decide on further action, probably by meeting with the student(s) involved, based on whether they think anyone is at risk of, or has suffered, significant harm.
- It is likely that the Head of Pastoral Care will also be made aware of the situation, and your Houseparent, so that they can support you through this. We will discuss with whom you are happy to share this information and agree what details we can pass on.
- If you are under the age of 16 it is likely that your parents/guardians will also need to be informed. If you are 16-18, we would recommend that your parents/guardians be informed. A risk assessment, regarding informing your parents/guardians, would be undertaken if we think that telling them might put you more at risk.
- If a crime has been committed, it is the legal obligation of the CP team to pass the matter on to the police. The police are likely to want to come to school and speak to the subject, but the subject does not have to speak to the police if they do not want to. If you choose not to speak to the police, that does not mean that we think the incident did not happen.
- Depending on the nature of the incident, the CP team may also pass on the concern to Social Care (a government-led organisation which aims to protect the wellbeing of children and vulnerable adults, sometimes called Social Services) and possibly the police.
- We may also seek advice from our external Child Protection consultant, to ensure students are effectively supported in school by staff.

For non-CP incidents there may be the possibility of disciplinary action. In order to gain a full picture of the incident it is likely that we will have to speak to others, not just rely on one interpretation of what happened.

Because of the confidential nature of any Child Protection concern, the number of staff and students involved and details that are shared are kept to an absolute minimum. If you are not directly involved in the incident, you may not be made aware of the outcome. However, communication with the subject and antagonist is of course essential so that they know what action is being taken and what the next steps might be.

Details of specific incidents (of any level of severity, anything that has left you feel uncomfortable, upset etc.) need to be passed on to staff so that action can be taken (including potentially sanctioning antagonists and supporting students who are involved) and positive change can happen.

Students are encouraged to pass any concerns to staff if they or someone they know has been hurt by something that has happened, and therefore a follow up action is required to try and avoid future incidents happening. Students should be supporting their peers who report such incidents, in order to effect positive change – being an ally not a bystander. By not telling people, the behaviour is accepted.

We are aware that incidents of this nature can have an impact on friends and year groups and we have support mechanisms in place, such as speaking to House Staff or the Medical Centre. There is always someone here to listen to you.

## ICT Acceptable Use Policy

The policy below sets out the expectations of all users of the school's network. It applies to any device connected to the Fettes College network, including but not limited to laptops, tablets and mobile phones.

### Student Safety

The school has a responsibility for the welfare of you and other students. In using the school's ICT system you agree:

1. The school may monitor your use of the ICT systems. This may include but is not limited to monitoring websites visited, emails sent/received and files stored.
2. You will keep your password private, never share it with anyone and never use anyone else's.
3. You will take care with whom you are communicating online and not disclose information about yourself or others.
4. To report immediately to your houseparent, tutor or teacher any unpleasant or inappropriate material or anything that makes you feel uncomfortable online.
5. Under no circumstances to use the school's system to access illegal or pornographic content, online gambling, peer to peer file sharing or for the purchase of illegal goods.
6. You will not try to circumvent the school's filtering software using a VPN, proxy server or other means.

### Network Integrity

The network's primary function is to serve the educational needs of students in the school. In order to ensure it fulfils this in using the system you must agree:

1. Not to use the network for games or recreational video streaming during lesson times or prep.
2. You will not try to save, run or install any program files unless from a legitimate, reliable source.
3. You will not open attachments to emails from people/organisations you don't know.



4. You will not try (unless you have permission) to make large downloads or uploads that might take up Internet capacity and prevent other users from being able to carry out their work.
5. You should ensure you have adequate virus and malware protection on your computer. In the case of Windows 10 machines, Windows Defender is on by default and should not be switched off.

### Responsible Use

In using the school's system you must agree:

1. You will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
2. You will not attempt to access areas of the network for which you do not have permission.
3. You will be polite and responsible when you communicate with others. You will not use strong, aggressive or inappropriate language and appreciate that others may have different opinions.
4. You will not take or distribute images of anyone without their permission.
5. You will ensure that you have permission to use the original work of others in your own work and attribute it as necessary.
6. You will not attempt to copy/download works where not permitted to by copyright.
7. You are aware that when using your school email you are a representative of Fettes College and as such the tone and content of your emails, whether internal or external, must reflect this.
8. You should not use computer systems, whether attached to the network or not, that bring the name of Fettes College into disrepute.
9. You will check work carefully before printing and only print as necessary. Work is retrievable from the printer via your unique print code. Your house prefect has a copy of your print code and can remind you of it should you forget. Any document with personal or confidential details on should be collected from the printer immediately.

### Breach of the Policy

Breaches of this Acceptable Use Policy, depending on severity, could result in:

1. Loss of or restricted access to the school network/Internet
2. Contact with Parents
3. Detention / Gating
4. Suspension /Exclusion
5. In the case of illegal activities, involvement with the police

## Complaints Policy

Fettes College is committed to providing the best teaching and pastoral care it can for its students. Formal complaints are very rare. Usually any worries or concerns can be resolved without the need for formal procedures, but, if not, the school has a Complaints Policy. The policy includes Informal Resolution, Formal Resolution and an Appeals Procedure. The good relationships between students, parents and the School means most matters raised under the Complaints Policy can be resolved at the first stage.

The School will always want to take the opportunity to identify and implement any lessons which can be learned from a complaint\* and its outcome. This is why the School will record\*\* the complaints, their outcomes and the implementation of any actions which are identified. The Policy distinguishes between different categories of complaint.

### **Stage 1: Informal Resolution**

If parents have a complaint they should contact their child's Houseparent, who may in turn consult other relevant members of staff, as appropriate, to assist with a prompt and speedy resolution. Where complaints are made directly to another member of staff, they will refer the parents to the Houseparent.

The Houseparent and, where relevant, other appropriate staff members, will speak to or meet the parents as soon as possible after the complaint has been received. The aim will be to resolve the complaint within seven working days of it being received.

If the complaint is against a named member of staff then, depending on the nature of that complaint, the matter will be referred by the Houseparent to the appropriate Deputy Head. If the complaint is about the Houseparent, the complaint should be addressed to the Senior Deputy Head. It may be necessary, in all cases of a complaint, to invoke procedures from the School's other policies in order for a full investigation to be carried out.

If, after a meeting or discussion to resolve the complaint, there is no satisfactory resolution, parents can then proceed to "*Stage 2: Formal Resolution*" of the Complaints Policy.

If the complaint is about the Head, the complaint should be sent to The Clerk to the Governors, who will liaise with the Chair of Governors, the parents and, as appropriate, the Head. If the complaint cannot be resolved at this stage of the Complaints Procedure, the complaint will be considered under the "*Stage 4: Appeals Procedure*", which will only apply to complaints about the Head.

### **Stage 2: Formal Resolution**

If a complaint cannot be resolved on an informal basis under Stage 1, parents should put their complaint in writing to the relevant Deputy Head.

The relevant Deputy Head will hold a meeting with the parents concerned to discuss the matter. This meeting will usually take place within seven working days of the written complaint being received. If possible, a resolution will be reached at this stage.

If the complaint is against a named member of staff, the relevant Deputy Head may decide that the member of staff should be in attendance at the meeting. The parents making the complaint will be consulted on this and their views taken into account in the Deputy Head's decision. If the member of staff is to be present at the meeting, the particulars of the complaint that has been made shall be supplied to that member of staff in advance of the meeting.

Depending on the nature of the complaint against the named member of staff, it may be necessary to invoke procedures from the School's other policies in order for a full

investigation to be carried out. If this is the case, the named member of staff would not be in attendance at the meeting.

If the matter cannot be resolved at the meeting, the Deputy Head will investigate the matter further. The aim will be to provide a written response to the complaint within a further seven working days from the date of the meeting. This timescale is subject to any additional time required or allowed by other relevant policies in the case of complaint against a named member of staff.

The response will explain the decision, the reasons for it and any action taken or proposed and will be sent to the interested parties. Where other relevant policies have been invoked, a decision will not contain sensitive or confidential employment details.

If parents are dissatisfied with the decision, they may proceed to 'Stage 3: Resolution by the Head'.

### **Stage 3: Resolution by the Head**

At this stage of the procedure the complaint will be referred to the Head whose decision, except in the case of expulsion or permanent removal, shall be final.

### **Stage 4: Appeals Procedure**

At this stage of the procedure, parents will be referred to the Clerk to the Governors, who has been appointed by the Governors to call hearings of the Complaints Panel. The Complaints Panel, typically comprising three Governors, none of whom will have had any prior involvement in the matters detailed in the complaint, will hear the appeal.

Parents who wish to appeal a decision of the Head to expel or permanently remove a pupil may do so within 14 days, or such longer period as the Governors, at their discretion, may permit, following the decision of the Head to expel or permanently remove a pupil.

The Clerk to the Governors will acknowledge the complaint in writing within 5 working days of receipt and will schedule a hearing of the Complaints Panel.

The hearing of the Complaints Panel will take place no later than 28 working days from the complaint being received by the Clerk.

The Complaints Panel may require that all details of the complaint should be supplied to the parties to the hearing in advance, in which case this will be done no later than 7 days prior to the hearing.

The parents and the Head may be accompanied to the hearing by one other person. Legal representation will not normally be appropriate at such a hearing but may be permitted at the discretion of the Panel.

If possible, the Panel will make a decision on the complaint immediately following the hearing without the need for further investigation.

If the Panel decides that further investigation is required, this will be intimated to the parties. The steps to be taken and the proposed timescale for completion of the investigation will be outlined.

On completion of its further investigation, the Complaints Panel will meet again within seven working days. If the Panel decides a further hearing of the Panel, with the interested parties present, is necessary, the Clerk will arrange this and intimate the details to the relevant parties.

The Complaints Panel will issue its decision in writing. The decision of the Complaints Panel is final.

The Complaint Panel's decision, the reasons for it and any recommendations it makes, will be sent to the parents, the Head, the Chair of Governors and, where relevant, the person who was the subject of the complaint.

### **Notes**

**\*Complaint** - for the purposes of this policy is any matter relating to the School about which parents are unhappy and seek action by the School. Any references to the Deputy Head in the foregoing Complaints Policy shall be as undernoted dependent on the nature of the complaint;

- (A) Academic matters or conduct of a teacher-Deputy Head (Academic);
- (B) Pastoral matters or conduct of non -teaching staff-Deputy Head (Pastoral);
- (C) Houseparent conduct or anything other than is covered in paragraphs (A) or (B)-Senior Deputy Head;

**\*\*Recording of complaints and outcomes:** a record of the complaint made, the outcome and the implementation of any recommendations will be kept by the Deputy Head. Any sensitive personal information and details relating to the complaint will be kept only for so long as is required by law and in accordance with the School's privacy policy.

# School Uniform Policy

We like all Fettesians to look neat and tidy at all times hence the list of Uniform below. This also contains information on what jewellery, make-up or other accessories are and are not allowed. Uniform should be carefully reviewed at the end of each term. Items which are in poor repair or no longer fitting must be replaced.

## Girls' School Uniform

### Day Uniform

#### **Blazers**

All year groups wear the Fettes Blazer.

Blazers must be in a good state of repair with a full complement of buttons, clean, and fit well.

#### **Kilts**

Fettes tartan kilt is worn by all year groups. Kilts must fit neatly at the waist and be **knee length**.

#### **Blouses and Jerseys**

Girls should wear white School blouses and may add a School dark navy v-neck jumper. Jerseys must fit neatly at the wrist.

#### **Tights and Shoes**

Girls may wear navy blue or black opaque tights. Shoes should be **sturdy low heeled polishable black leather**. (flimsy shoes or shoes with high or kitten heels are not acceptable)

#### **Coat**

Girls require a plain, smart dark coloured coat to wear over their uniform.

### Formal Wear

In the Sixth Form Chapel wear should be **smart business wear**: a formal suit, trouser suit, dress or dress and jacket. The skirt must be knee length or longer and shoes should be of a suitable height. Middle School girls wear normal School Uniform.

The Houseparent's decision on the suitability of any item of clothing is final. If there is any doubt, they should be consulted before a purchase is made.

#### **Scarves**

School scarves may be worn and other scarves are awarded e.g. Colours and may therefore be worn by those that are eligible.

#### **Hair**

Hair colour should appear natural. Hair that is shoulder length or longer should be tied back off the face and shoulders. A hairband is not adequate. Hair clips, 'scrunchies' etc should be simple and unobtrusive.

## **Girls' School Uniform**

### **Formal Wear (cont'd)**

#### **Jewellery**

Girls may wear the following:

ONE simple pair of plain gold, silver or pearl studs in the lobes of the ears.

A PLAIN gold or silver necklace. No chokers, 'chunky' or coloured necklaces allowed.

A PLAIN gold or silver bracelet

ONE simple gold or silver ring

NO jewellery may be worn during games

Jewellery that does not comply with the rules will be confiscated and will not be returned until the end of the term. When wearing casual clothes girls may wear such jewellery as is approved by the Houseparent.

#### **Nail Varnish and Makeup**

Only clear nail varnish may be worn with School uniform. If makeup is noticeable it is unacceptable.

## **Boys' School Uniform**

### **Day Uniform**

#### **Blazers**

All year groups wear the Fettes Blazer.

Blazers must be in a good state of repair with a full complement of buttons, clean, and fit well.

#### **Shirts**

Boys in the Third, Fourth and Fifth Forms wear white shirts in plain cloth with no pattern. Shirts with button down collars are not to be worn. As an alternative Sixth Form boys may wear a business shirt. Bold patterns and loud colours are not allowed

#### **Pullover**

The School dark navy v-neck jumper should be worn.

#### **Trousers**

Charcoal grey or black trousers of traditional style and cut are worn with the blazer. A black belt should be worn to ensure that trousers remain above the hips. Excessively narrow or baggy trousers are not permitted.

## **Boys' School Uniform**

### **Day Uniform (cont'd)**

#### **Shoes and Socks**

Plain socks of a dark colour (black or dark grey) are worn. Shoes must be of traditional design, black, lace up, without buckles or similar metal accoutrements. They must be in a good state of repair, clean and polished. Waxy or suede leather shoes are not allowed.

#### **Coats**

Boys require a plain, smart dark coloured coat to wear over their uniform.

### **Formal Wear**

On Sundays for Chapel Middle School boys wear normal School Uniform. As an alternative for Sixth Form students a formal dark grey or navy suit (single [with a maximum of three buttons] or double breasted) may be worn.

Suits are not to be worn on Mondays to Saturdays unless Formal Wear is specifically required.

#### **Ties**

Monday to Saturday – House ties are worn. Alternatively sports colours, School Prefect, College Colours, 1st XV/1st XI, Pipe Band and Chapel Choir ties may be worn by boys who are so entitled. School ties are only worn for formal occasions.

Formal Wear (Sundays) – School ties (chocolate and magenta stripes) are worn. Alternatively sports colours, School Prefect, College Colours, 1st XV/1st XI, Pipe Band and Chapel Choir ties may be worn by boys who are so entitled. Ties awarded for participation in school tours and representative sport beyond school level may also be worn.

The Houseparent's decision on the suitability of any item of clothing is final. If there is any doubt, they should be consulted before a purchase is made.

#### **Hair**

Boys must keep their hair neat and in a style approved by their Houseparent. Hair colour should appear natural.

## Section 4: Appendix

### Glossary of Fettesian Terms

The following is a list of some of the language to be heard at school. It is not an exhaustive list but may be helpful.

<b>Area</b> .....	place in boys' houses where meetings are held, name for roll call - approx. at 8.00am and 5.15pm
<b>Arran</b> .....	boys' wing of the Prep School
<b>Bedlots/ Bedlocks</b> .....	sequence of bed times in houses
<b>Belows</b> .....	House rugby, hockey and lacrosse competitions
<b>Bigside</b> .....	first and second school teams for all major sports and place where the Rugby 1st XV play
<b>Bryce building</b> .....	Main College building whose architect was David Bryce
<b>Callover</b> .....	old name for Area/roll-call
<b>Callover Hall</b> .....	main entrance to College where Reception is found
<b>Congregational Practice (Congers)</b> .....	Saturday singing practice for all students in Senior Houses
<b>Cultural leave</b> .....	permission to undertake a cultural visit in Edinburgh given to Sixth form
<b>Easties</b> .....	boys' lavatories on ground floor of College
<b>Gating</b> .....	confining a student to the school grounds as a disciplinary measure
<b>Godfather/godmother</b> .....	senior student who advises and looks out for a new member of the House can also be called a mentor
<b>Green Walk</b> .....	wooded walkway between boys' houses and College
<b>Guest Night</b> .....	social function for staff and friends
<b>House check</b> .....	same as Callover/ Area and used in girls' houses
<b>Indulgence leave</b> .....	permission for sixth formers to visit Edinburgh on Saturday evening
<b>Iona</b> .....	girls' wing of the Prep School
<b>Invig</b> .....	invigilation or private study period usually for the Sixth Form
<b>Jordan</b> .....	small stream in front of Arniston and Prep School House
<b>Kish</b> .....	slang used to warn of presence of member of staff
<b>Leave</b> .....	usually being taken out by parents for tea or the evening
<b>Littleside</b> .....	Rugby 3rd and 4th XV
<b>Little turf</b> .....	Cricket 3rd and 4th XI
<b>Mentor</b> .....	Older student who looks after a younger people in the same House
<b>Middle School</b> .....	3rd, 4th and 5th Forms
<b>OF</b> .....	Old Fettesian - former student of the school
<b>Off-changing</b> .....	assessed by Medical Centre or house matron as unfit for games
<b>Old Library</b> .....	on first floor of College above Callover Hall



<b>Orders</b> .....	common name for the Academic Report, occurs every half term
<b>Piling</b> .....	clearing cutlery, crockery etc. after meals, done on house rota
<b>Pro-prefect</b> .....	fifth former shadowing the lower sixth house prefects
<b>Puntabout</b> .....	a stretch of grass allocated to each House
<b>Queen's Lawn</b> .....	large area of grass closest to College (out of bounds to students, with the exception of school prefects)
<b>Spirals</b> .....	narrow helical staircase going up to staff corridor and then College Houses
<b>The McMurray</b> .....	water-based hockey pitch named after a previous Chairman of Governors
<b>The Sutcliffe</b> .....	our multi-purpose all-weather pitch
<b>Turf</b> .....	Cricket 1st and 2nd XI
<b>Upper</b> .....	Large room used for staff meetings, Invigilation, Lectures etc.
<b>Vive-La</b> .....	song sung by Head Boy and Head Girl on Founder's Day
<b>Youngs</b> .....	Playing Fields to the North by Ferry Road, named after OF Donor