

**Fettes College**

# SAFEGUARDING GUIDELINES

2022/23

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# SAFEGUARDING

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 operational, 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 (2021) and The Children and Young People (Scotland) Act 2014. The core message of GIRFEC is that everyone has a responsibility to do the right thing for each child and work towards a unified approach, with less bureaucracy and more freedom to respond to children. Children should get the help they need, when they need it, and their welfare is always paramount. The aims of the College reflect this:

## **The Aims of the College**

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

- Feel valued and respected as an individual.
- Receive the highest possible quality of education, engaging them in rigorous and relevant opportunities in a dynamic curriculum to create life-long learners.
- Feel safe, have a sense of personal worth, are thoughtful and considerate of the needs of others, while possessing a willingness to take on responsibility.
- Are encouraged to stretch and challenge themselves in everything they undertake
- Develop their self-confidence, integrity, emotional resilience, loyalty, good manners and humour, leadership skills and teamwork.
- Value a sense of community and service, equipping them for life beyond Fettes.
- Are surrounded by inspirational, caring staff who themselves feel valued.
- Feel represented and are provided with equal opportunities regardless of gender & identity, sexual orientation, disability, ethnicity or religion.

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

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

### **Fettes College:**

**Deputy Head (Pastoral) and Named Person**

**Child Protection Coordinator (CPC)**

**Deputy Child Protection Officers**

**Safeguarding Governor**

Mrs Carolyn Harrison

Miss Clare McDonnell

Dr Clare Mathison

Mr Colin Dundas

Ms Lindsay Paterson

**Fettes College Prep School:**

<b>Head of Pastoral Care (Named Person/CPC)</b>	Miss Emma Davies
<b>Deputy Child Protection Officer</b>	Mr Dave Hall
<b>Safeguarding Governor</b>	Mr Hugh Bruce-Watt

All members of staff are trained annually in safeguarding and are expected to follow the Safeguarding procedures. These are also reviewed annually and the guidelines on safeguarding are issued to all members of staff. A Code of Conduct for Staff is issued at the start of the academic year and signed electronically 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 (Disclosure Scotland) scheme. Our safer recruitment policy reflects best practice and is updated every year.

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

## DEFINITIONS

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

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

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

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

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

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

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

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

**Pastoral Team** This refers to the team supporting the child and will normally include the Houseparent, the Deputy Head (Pastoral) and may include a member of the Medical Centre staff.

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

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

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

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

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

## PASTORAL STRUCTURE

### House Organisation

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

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

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

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

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

All students have the opportunity to voice their suggestions regarding the running of their House or to raise concerns through established committees. There are also a wide range of groups and societies, such as the Student Council; African Caribbean Society, Queer Culture; Asian Society and the Fettes Equalities Society, where members are drawn from across the year groups.

Parents who live abroad or who are relatively inaccessible to School must name a guardian for their child. This is irrespective of the age of the child. The School needs to have a point of contact within easy reach to cover in emergency situations. The guardian's role is to support the child and to deputise for the parents when they are unavailable. A guardian can be a relative or a friend above the age of 25 or a guardian appointed and monitored by a reputable guardianship agency. Parents should satisfy themselves that the agency they use is run in a professional manner. Legislation requires that all guardians living in Scotland who are looking after children under

the age of 16 and gaining financially from this arrangement must be registered as Child Minders with SCSWIS (Social Care and Social Work Improvement Scotland).

Guardians receive all documentation from the School, including all safeguarding information. Houseparents will communicate relevant wellbeing concerns to the guardians and will monitor the relationship between student and guardian and take appropriate action when required.

The School will monitor the success of the guardianship relationship and intervene if it appears that there are difficulties in the relationship. The Deputy Head (Pastoral) visits any guardian agencies and follows up on any concerns from the pupils following Recommended Leaves and Half terms.

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

### **Personal, Social, Health & Emotional Education (PSHE)**

At Fettes the Personal, Social, Health 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 PSHE 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 PSHE 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 PSHE team delivering the various strands which include members of academic staff, the Medical Centre staff, and PSHE 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, health 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
- Diversity, Equity & Inclusion
- Drug Awareness
- Positive Relationships
- Counter Bullying
- Internet Safety & Social Media Awareness



## Medical Centre

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

Nurses have set surgery times at intervals throughout the day and receive referrals from House Matrons or students may attend directly if Matron is unavailable. 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 be kept fully informed at all times.

School Nurses have an important role in promoting the wellbeing of children and young people and can contribute to the prevention and early detection of child abuse through a range of health promotion activities. These include: working with teachers on personal, social, health and emotional education; monitoring the health of the school population; liaising effectively with teachers and other practitioners; and profiling the health of the school population so that nursing services can be targeted where they are needed most. Where wellbeing or child protection concerns arise, the School Nurse should always be informed and, where appropriate, involved to ensure the child's health needs are fully identified and met.

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

## Additional Support Services

In addition to providing day to day health care, the Medical Centre or the Deputy Head (Pastoral) can arrange for extra support services for any students in confidence. Fettes has a professional Wellbeing Team made up of independent counsellors, a life coach and clinical psychologists and the School Counselling team specialises in traumatic experiences, stress, anxiety and bereavement and provides a service to students on a weekly basis.

Beyond that *The Hub* is our dedicated safe space at school. It is staffed by our PSHE Prefects and Listening Team and is used for 1:1 sessions with the life coach or counsellors.

Peer to peer mentoring is provided by our School Welfare and PSHE Prefects. They are also trained Mentors in Violence Prevention, which aims to support young people to positively influence the attitudes and behaviour of their peers.

Our student Mental Health Ambassadors have undergone more specific mental health training and are visible points of contact for the student body to speak to and are part of our *Psychicety* (Mental Health & Psychology Society). The team of Bold Voices Ambassadors empower young people to recognise and tackle gender inequality and gendered violence.

Our Listening Team, made up of Teaching and Operational Staff, run drop-in sessions for any students who wish to share a problem or just have someone to talk with.

# RESPONSIBILITIES FOR SAFEGUARDING

## Governing Body

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

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

## Safeguarding Governor

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

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

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

Therefore, the Safeguarding Governor will:

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

### **Child Protection Team**

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

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

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

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

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

### **Pastoral Leadership Team**

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

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

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

### **Deputy Head (Pastoral)**

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

This allows for effective information sharing and the management of concerns about children. The Deputy Head (Pastoral) will identify and consider the child's wellbeing and share appropriate information with others collaboratively with the child, their family and other services. Through effective intervention and the sharing of wellbeing information, it is hoped that concerns can be resolved at an early stage.

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

To ensure this happens at Fettes College the Deputy Head (Pastoral) will:

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

## SAFEGUARDING GUIDELINES

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

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

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

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

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

### **Getting It Right For Every Child (GIRFEC)**

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

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

These are:

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

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

### **What is a Wellbeing Concern?**

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

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

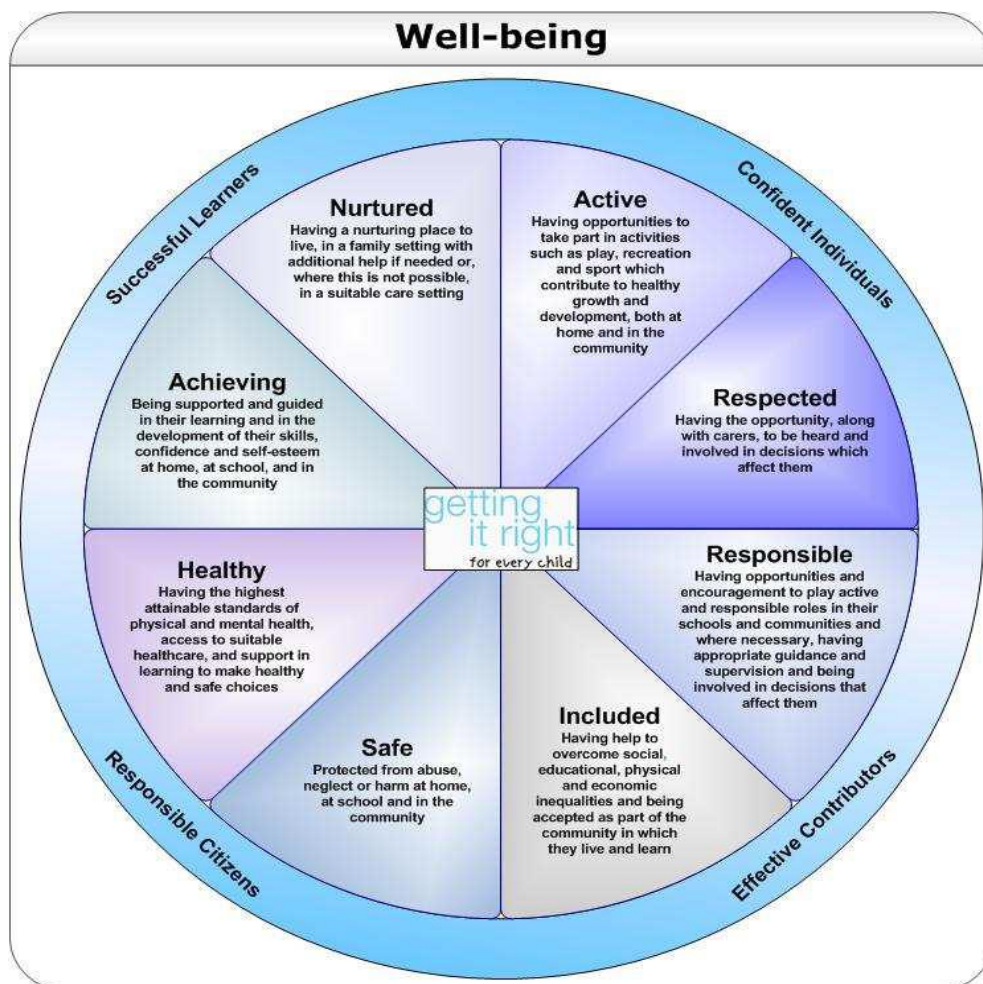
1. What is getting in the way of this child's wellbeing?
2. Do I have all the information I need to help this child?
3. What can I do now to help this child?
4. What can the school do to help this child?
5. What additional help, if any, may be needed from others?

## Wellbeing Wheel

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

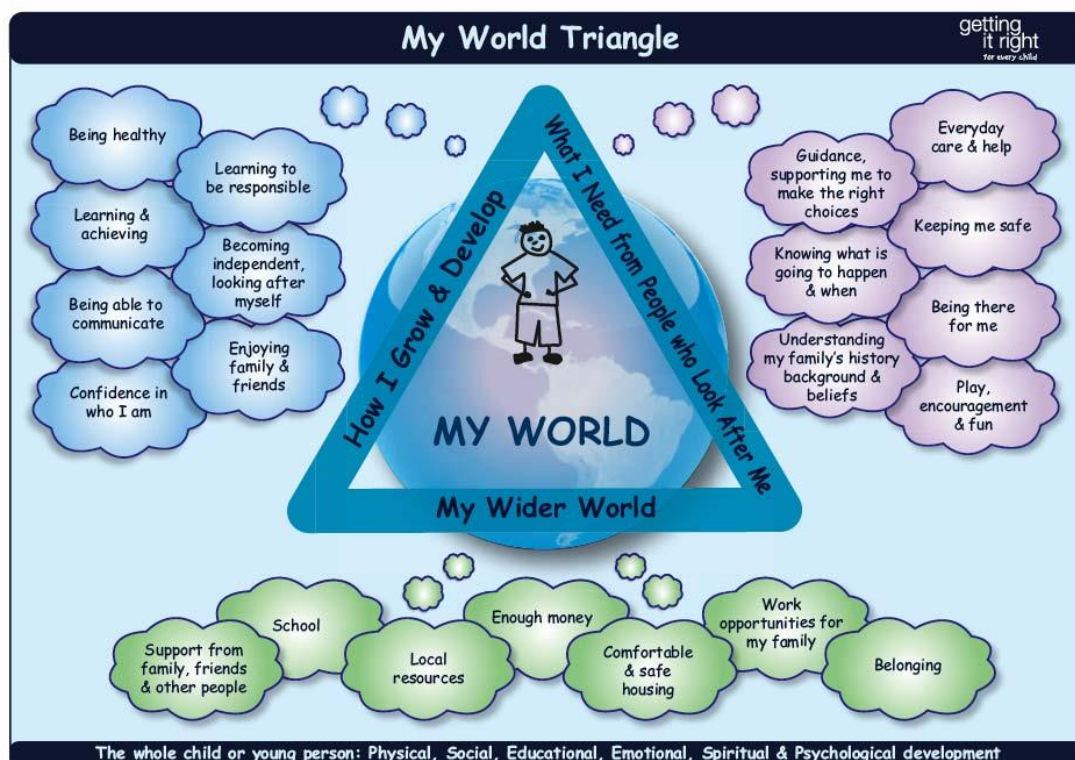
Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included

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



## The My World Triangle

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



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

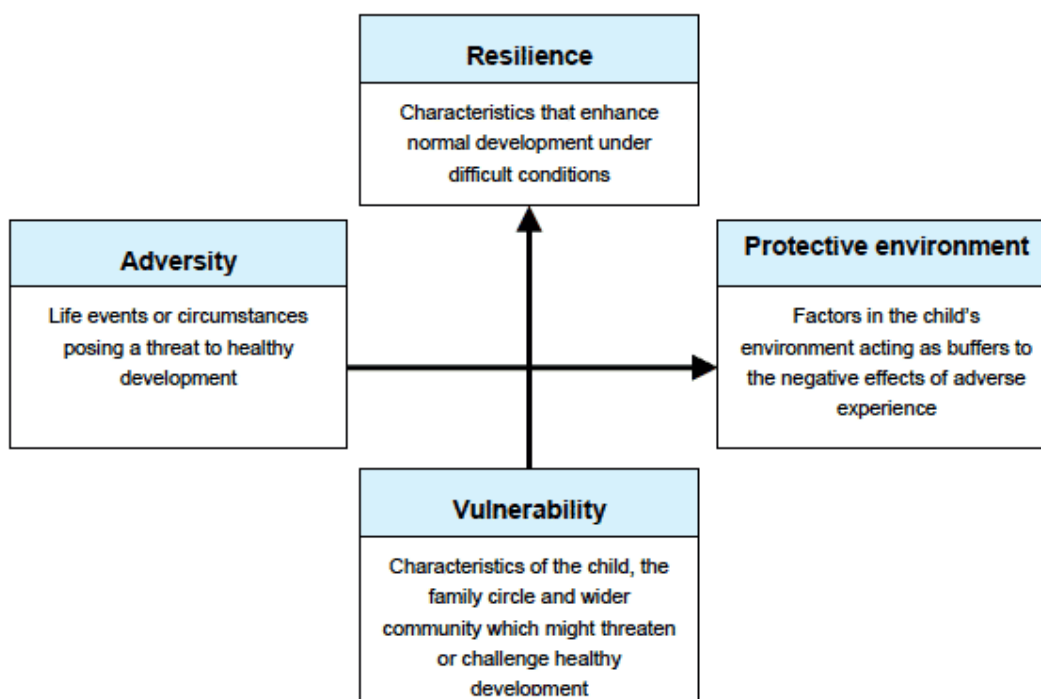
## The Resilience Matrix

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



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

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



### Safeguarding in a Boarding School

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

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

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

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

It is important that:

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

## External Agencies:

**Care Inspectorate:** ..... 01383 841100

<http://www.careinspectorate.com/>

Largo House, Carnegie Av, Dunfermline KY11 8PE

**Police:** ..... 101 or 999

**Child and Adolescent Mental Health Services (CAMHS)** ..... 0131 537 6000

<http://www.nhsllothian.scot.nhs.uk/Services/A-Z/CAMHS/Pages/default.aspx>

Royal Edinburgh Hospital, Morningside Place, Edinburgh EH10 5HF

**Children and Young People's Commissioner Scotland** ..... 0131 346 5350

<http://www.cypcs.org.uk/>

Social Services Organisation: Rosebery House, 9 Haymarket Terrace, Edinburgh EH12 5EZ

## RESPONDING TO A SAFEGUARDING CONCERN – STAFF

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

**What to do when a student wants to tell you about something that has happened.**  
**‘ALGEE’:**

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

**LISTEN** non-judgmentally – do not promise confidentiality.

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

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

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

**Fill in a Wellbeing Concern** and pass on the concern to House staff and/or the Deputy Head (Pastoral).

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

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

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

### SAFEGUARDING TEAM SENIOR SCHOOL

#### Child Protection Team



**Child Protection Coordinator**  
**Clare McDonnell**  
[C.McDonnell@fettes.com](mailto:C.McDonnell@fettes.com)  
07833 086505



**Deputy CP Officer**  
**Clare Mathison**  
[CR.Mathison@fettes.com](mailto:CR.Mathison@fettes.com)



**Deputy CP Officer**  
**Colin Dundas**  
[C.Dundas@fettes.com](mailto:C.Dundas@fettes.com)

## Pastoral Leadership Team



**Head of Pastoral Care**  
**Carolyn Harrison**  
[cm.harrison@fettes.com](mailto:cm.harrison@fettes.com)  
07471 950157



**Head of PSHE**  
**Sue Bruce**  
[sa.bruce@fettes.com](mailto:sa.bruce@fettes.com)  
07939 100965



**Senior Master**  
**Richard Smith**  
[rf.smith@fettes.com](mailto:rf.smith@fettes.com)

## MEDICAL CENTRE

0131 332 2247 or mobile 07795 654377



**Senior Nurse**  
**Nicola Miles-Thomas**  
[medicalcentre@fettes.com](mailto:medicalcentre@fettes.com)

## PREP SCHOOL

### Child Protection Team



**Prep School**  
**Child Protection Coordinator**  
**Emma Davies**  
07521 122315



**Prep School**  
**Deputy CP Officer**  
**David Hall**

## Safeguarding Governors

[SafeguardingGovernor@fettes.com](mailto:SafeguardingGovernor@fettes.com)



**Senior School**  
**Ms Lindsay Paterson**



**Prep School**  
**Mr Hugh Bruce-Watt**

## RESPONDING TO A WELLBEING CONCERN

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

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

### **Student Support Plan**

The Student Support Plan will be used to coordinate the support provided within Fettes College. This enables us to monitor and support the student while using our Medical Centre or School Counsellor and helps us to record progress and to keep detailed records of concerns and actions.

The Deputy Head (Pastoral) and the Pastoral Lead will normally meet with the child and consult with their family to discuss any wellbeing concerns, agree an action plan and a review date. Children and their parents will be asked to contribute their views to the Student Support Plan and have access to its contents.

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

### **Child's Plan**

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

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

### **Information Sharing**

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

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

As a general principle, children and their families have a right to know when information about them is being shared and children have a right to express their views and have them taken into account. However, where agencies are acting in fulfilment of their statutory duties, it is not necessary or appropriate to seek consent. The best interests of the child are of central importance

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

Staff need to be aware that:

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

# CHILD PROTECTION POLICY

Our **Child Protection Policy** is set in the framework of Scottish Government's *Getting it Right For Every Child* (GIRFEC), the **National Guidance for Child Protection in Scotland (2021)** and **The Children and Young People (Scotland) Act 2014**.

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

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

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

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

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

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

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

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

Children with Additional Support Needs can be especially vulnerable. Disabled and deaf children are more likely to be abused than their peers. These children can face additional barriers when recognising abuse and neglect including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

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

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

## **PHYSICAL ABUSE**

Signs of possible physical abuse:

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

## **PHYSICAL NEGLECT**

Signs of possible physical neglect:

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

## **FAILURE TO THRIVE**

Signs of possible non-organic failure to thrive:

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



## EMOTIONAL ABUSE

Signs of possible emotional abuse:

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

## SEXUAL ABUSE

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

Signs of possible sexual abuse or child exploitation:

### Behavioural

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

## Physical/Medical

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

## Staff Action

In the event of a disclosure, or if a third party expresses serious concern, or if you suspect that a child may have been abused you must follow these guidelines:

If a child chooses to confide in you:

1. **Listen sympathetically and with care**
2. **Reassure the child that they are not to blame**
3. **Do not show disbelief**
4. **Do not give a guarantee of confidentiality**
5. **Take the allegation seriously**
6. **Affirm the child's feelings as expressed (don't tell the child how they should feel)**
7. **Avoid being judgmental about the information given**
8. **Avoid persistent questioning**
9. **Keep notes and create a concern on the ISAMS Pastoral Manager on the same day**
10. **Refer to the Child Protection Coordinator**

Questioning and testing of evidence is not a matter for school staff; this is the responsibility of the police and social work. Such an approach by staff could prejudice later investigations. The role of school staff is to:

### Observe, Record and Report

- |          |  |
|----------|--|
| <b>R</b> | Respond without showing signs of disquiet, anxiety or shock  |
| <b>E</b> | Enquire casually about how an injury was sustained or why a child appears upset  |
| <b>C</b> | Confidentiality should not be promised to children or to adults  |
| <b>O</b> | Observe carefully the behaviour or demeanour of the person expressing concern  |
| <b>R</b> | Record in detail what you have seen and heard  |
| <b>D</b> | Do NOT interrogate or enter into detailed investigations. Encourage the child to say what he or she wants until enough information is gained to decide whether or not a referral is appropriate. |

Then **REPORT** to the Child Protection Coordinator on the same day as the concern arises.

**Seek Help from the Child Protection Coordinator.** The Child Protection Coordinator in consultation with the Deputy Head (Pastoral), the Head and the Houseparent will decide whether further steps should be taken. The first point of referral out with the school is the local

Social Work Department Office. The duty Senior Social Worker will, if necessary, inform Police and the Reporter to the Children's Hearing. Decisions concerning when parents are informed will be made by the Social Work Department.

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

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

### **Students' Child Protection Awareness Training**

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

- Who the CP team are and what we do:
  - Part of the pastoral team of the school, responsible for students' wellbeing
  - How the CP team respond to a safeguarding concern and what the procedure involves
  - Will be present if students have a disciplinary meeting with either the Head or Deputy Head, to make notes and ensure the process is fair
- Information about who can help
  - The roles of different Fettes staff
  - Some external agencies and charities who can provide specialised support
- The school's confidentiality guidelines
- The ICT policy and keeping safe online, including cyber-bullying, sexting, grooming, pornography

### **Staff Child Protection Awareness Training**

The CPC and CPO attend relevant updates and training, together with the Head and Deputy Head (Pastoral) and the school's Safeguarding Governors. All new and existing staff are given CP training upon arrival at the College and the Prep School and training is provided for all staff every two years by external advisors.

## CONFIDENTIALITY GUIDELINES

The policy of the school is to work in partnership with parents and carers in order to promote wellbeing based on the SHANARRI indicators 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, to the police if a crime has been committed.

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 the Deputy Head (Pastoral) may make a decision not to include parents.

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

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

The Medical Centre is governed by guidelines on medical confidentiality.

## 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.

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

<b>Safe</b>	<b>Healthy</b>	<b>Achieving</b>	<b>Nurtured</b>
<b>Active</b>	<b>Respected</b>	<b>Responsible</b>	<b>Included</b>

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 Deputy Head (Pastoral), can provide or access information, advice and support for you from within the school and when necessary, request support from other services and agencies.

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

- You can tell staff using a hypothetical concern and seek advice e.g. *What if you were 15 and such and such was happening to you what should you do?* or *I know someone who .....*
- If you are still unsure about talking to a member of staff, you can phone Childline on 0800 1111; the call is free and will not show up on your phone bill. Childline will help you work out what to do next.
- You can also use the Childline "For Me" app which provides 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

# 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 Deputy Head (Pastoral) 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.

## COMPLAINTS PROCEDURES FOR STUDENTS

The following appears in the Senior House handbooks:

**If you have a Problem, Suggestion or Complaint** about any aspect of your treatment at Fettes, in the first instance you should speak to your Tutor, Houseparent, or any other member of the teaching staff.

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

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

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

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

You can also contact the **Scottish Care Inspectorate** if you have a serious complaint:

0345 600 9527 Monday to Friday, between 09:00 and 16:00 or via email: [enquiries@careinspectorate.gov.scot](mailto:enquiries@careinspectorate.gov.scot), or you can ask the Deputy Head (Pastoral) for information or advice.



# **FETTES COLLEGE**

## **CODE OF CONDUCT**

### **(Guidelines for Interaction with Students)**

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

Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff interactions with students must be transparent and they should always be wary of allowing situations to develop which could lead to allegations of impropriety.

#### **PHYSICAL TOUCH**

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

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

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

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

#### **ONE-TO-ONE SITUATIONS**

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

boarding situation, where it might be seen as beneficial for a child to have some opportunity for one-to-one contact with an adult:

- Always respect a child or young person's right to privacy
- Where one-to-one contact is appropriate, it should be timetabled and, where possible, held with others around or within earshot or view of others.
- Never have the door locked and, wherever possible, maintain a gap/barrier between you and the child.
- Another member of staff should be aware of any meeting and its purpose.
- If possible, doors should have built-in windows.
- Do not meet students off school premises for personal reasons or invite them to your home.
- Most one-to-one meetings will be straightforward and uneventful. But where the meeting is difficult, fraught, tense, accusatory or the student becomes distressed, the adult must record details and inform a senior manager of the incident.
- If in doubt about a meeting, agree that a colleague will be nearby.
- Excursions out of the school, especially residential stays, can provide opportunities for abuse. Care should be taken to ensure that there are sufficient adults to provide proper supervision and that appropriate risk assessment(s) have been carried out.

## **RESTRICTIVE INTERVENTIONS**

- Physical contact should only be for the purpose of care, instruction, health and safety, physical intervention or restraint.
- By planning positive and proactive behaviour support, schools can reduce the occurrence of risky behaviour and the need to use restrictive interventions.
- Where possible, initial responses should be to de-escalate and divert before considering physical intervention or restrictive interventions.
- 'Restrictive intervention' is when physical contact is made to limit or prevent movement. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without such intervention. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Restrictive interventions should always be a last resort, be least restrictive, used for the shortest possible time and used to maximise safety and minimise harm. Such interventions should feel safe and should not cause pain or injury, although the latter may occasionally occur, depending on circumstances. They should never be used as a punishment or to enforce the rules.
- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control students or to restrain them. 'Reasonable in the circumstances' means using no more force than is needed. 'Control' means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- If restrictive intervention is required, where possible another member of staff should be summoned to witness and give support. As soon as the students' distress levels have

decreased to a point that they are calm, staff should cease any physical contact, make sure the student is okay and record what happened, giving as much detail as possible.

- Staff should be aware of the Restrictive Interventions Policy:  
<https://fettes.fireflycloud.net/policies/safeguarding/restrictive-interventions-policy>

## **‘HANDS ON’ EDUCATIONAL INSTRUCTION**

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

## **VERBAL REMARKS**

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

## **COMMUNICATION VIA E-TECHNOLOGY AND SOCIAL MEDIA**

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

[GTCS Professional Guidance on Electronic Communication](#)

## **RELATIONSHIPS WITH STUDENTS**

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

- If it seems that a young person is becoming inappropriately attached to you or to another member of staff, you should share your concerns and seek advice from your Head/Child Protection Co-ordinator.

## **ATTACHMENTS**

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

## **'NEUTRAL NOTIFICATION' AND 'WHISTLE BLOWING'**

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

## **TRANSPORTING CHILDREN AND YOUNG PEOPLE**

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

## **INAPPROPRIATE OR ABUSIVE BEHAVIOUR**

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

### **Physical**

Hitting/tapping  
Pushing/jabbing  
Throwing missiles  
Shaking

**Emotional**

Inappropriate/systematic sarcasm  
Isolating e.g. locked room  
Unfavourable comparisons  
Threats  
Intimidation  
Scapegoating  
Systematic personal criticism

**Sexual**

Any sexual activity with a student  
Inappropriate touching/comforting  
Suggestive remarks or gestures  
Sexual harassment  
Indecent materials  
Grooming a child for abuse

Staff should make sure to understand the issues of boundaries and safety when working with children and if they have any concerns should raise this with the Child Protection Coordinator.

**SCHOOL TRIPS**

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

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

[School Trips Risk Assessment Procedures](#)**Volunteering Placements and Community Service**

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

**Mentoring and 'Buddying' by Students**

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

**USE OF PHOTOGRAPHS AND VIDEOS OF STUDENTS**

Staff should take all reasonable steps to safeguard students when they are being Photographed and/or videoed. All parents have been offered an opt out of images of their children being used and the Director of External Relations will circulate names of those students who may not be photographed each academic year. Photos and videos can be used to provide opportunities to celebrate school activities, students' achievements and for specific educational purposes.

Common sense is required when implementing this guidance. All decisions should reflect the best interests of the student.

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

All students have been offered an opt-out of images of them being used and names of those students who may not be photographed are circulated each academic year.

The school's [Data Protection Policy](#) and good practice must be followed at all times. GDPR policies can be found on Firefly: [Data Protection](#).

# 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 *Respect Me: National Approach to Anti-Bullying for Scotland's Children and Young People* (2017).

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 *Promoting 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;  
and/or
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 Deputy Head (Pastoral) or Chaplain

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

- School procedures for dealing with bullying
- 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:**

- School procedures for dealing with bullying
- 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 PSHE sessions on bullying in Prep School and Third Form; PSHE 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 PSHE sessions within Houses
- All Staff should be vigilant and willing to take appropriate action if they suspect a student is being bullied

# PEER-ON-PEER ABUSE POLICY

## Rationale

The provision of a peer-on-peer abuse policy alongside other School policies and the pastoral care network in Houses is intended to translate the aims of the School into practice. Students' close and sustained contact with peers as a result of attendance at a boarding school, may result in them becoming the victim or the perpetrator of peer-on-peer abuse or themselves. This policy has been guided by SCIS and Scottish Government Child Protection Guidance (2019 and 2021), as well as the Farrer and Co Peer on Peer Abuse Toolkit (2019).

## Aims

The aims of the peer-on-peer abuse policy are:

- To help prevent peer-on-peer abuse within our community
- To inform members of our community about how to respond to incidents of peer-on-peer abuse

## What is Peer-on-Peer Abuse?

Young people may experience abuse and coercive control in their own relationships outside of the family home. Peer-on-peer abuse is any form of physical, sexual, emotional, verbal and financial abuse, and coercive control, exercised between young people, and within young people's relationships (both intimate and non-intimate), friendships and wider peer associations. The term 'peer-on-peer' can obscure significant age and power differences. It may be carried out by individuals or groups and can either be a one-off incident or repeated behaviour against the victim.

Peer-on-peer abuse can take various forms, including:

- serious bullying
- sexual harassment and assault, both within and out with a relationship
- child sexual exploitation
- physical violence
- harmful sexual behaviour
- prejudice-based violence (including gender-based violence)
- Online incidents: sexting (possession, creation or distribution of indecent images of someone under the age of 18), cyber-bullying and peer-on-peer grooming

## How can a young person who is being abused by their peers be identified?

All staff should be alert to the wellbeing of students and to signs of abuse (outlined in their annual Child Protection training) and should engage with these signs to determine whether they are caused by peer-on-peer abuse. Any young person can be vulnerable to peer-on-peer abuse due to the strength of peer influence during adolescence, and staff should be alert to signs of such abuse amongst all students. That said, some students may be particularly vulnerable to abuse by their peers, and research suggests:

- Individual and situational factors can increase a student's vulnerability, such as if a young person has shared an indecent photo of themselves;
- Peer group dynamics can also play an important role in determining a student's vulnerability;
- Peer-on-peer abuse may affect genders in different ways;
- Students with Special Educational Needs and/or Disabilities (SEND) may be at more risk of abuse than their peers;
- Some students may be more likely to experience peer-on-peer abuse as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

## **What action to take: Staff**

The principle underlying this policy is that a student who is a victim of peer-on-peer abuse or who is aware of an incident of peer-on-peer abuse should feel free to approach any member of Staff for help. The member of Staff is expected to act in accordance with School's safeguarding policies. All Staff have a vital part to play in making it clear that abusive behaviour will not be tolerated, in being vigilant and proactive if they note what may be developing into an abusive relationship or if they notice any significant changes in a student's behaviour, and in being approachable and willing to offer help and support.

- If a member of staff thinks that there is a risk of or there has been an incident of peer-on-peer abuse, they must make the situation safe if necessary and report their concern to a member of the Child Protection team.
- If the student has suffered, or is at risk of suffering significant harm, or if it is thought that a criminal offence has been committed, the Child Protection team will make a referral to social care and/or the police.
- If the alleged behaviour is thought to be inappropriate or problematic (as opposed to abusive or violent), the School may need to handle the concern internally. In these circumstances, the school may seek advice from external agencies where appropriate.
- There will be careful consideration of how to reduce the risk of the students encountering each other, which should meet the needs of all students who are involved. This is called a 'safety plan'.
- Any allegations should be taken seriously, and both the victim and alleged perpetrator should be offered appropriate support.
- Each allegation should be acted upon case-by-case, and in light of the wider context of the incident.
- The school's response must include a thorough investigation of the alleged incident. Depending on the nature and seriousness of the alleged incident, as judged by the Child Protection team, it may be appropriate for the police to carry out this investigation.
- The school may have to implement appropriate sanctions and should not wait for the result of a criminal investigation.

## **Action to take: Students**

Students who think that they or a fellow student are being abused by their peer(s) should feel confident that when they report it, it will be taken seriously and dealt with as confidentially as possible. They should have as many ways of reporting it as possible, for example:

- Telling a friend who will pass the information on to a member of Staff
- Telling a Prefect who will pass the information on
- Telling their Tutor, Houseparent or Matron
- Telling the Deputy Head (Pastoral), a member of the Child Protection Team or the Chaplain
- Telling the Medical Centre staff
- Telling any other member of Staff

## **Parents need to know:**

If parents believe that their child is experiencing peer-on-peer abuse, they should contact the Houseparent and know that the matter will be taken seriously. Parents of the alleged victim and perpetrator would normally be informed of incidents of peer-on-peer abuse, depending on the students' wishes, and unless doing so would put the student at risk of significant harm.

## **Prevention**

- Wherever possible, the emphasis will be on preventative measures rather than simply reacting to incidents of peer-on-peer abuse when they occur
- All students will take part in PSHE sessions on peer-on-peer abuse, as part of their Sex and Relationships sessions, which include issues around consent and coercion, what constitutes sexual assault and harassment, as well as bullying and cyber bullying.
- Houseparents will reinforce the content of PSHE sessions within Houses, together with Tutors and Prefects
- All Staff should be vigilant and willing to take appropriate action if they suspect that a student is experiencing peer-on-peer abuse

# DIVERSITY, EQUITY & 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.

## 1. 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 Diversity, Equity and Inclusion Policy.
- b. The Diversity, Equity 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:
  - sharing its commitment to diversity, equity and inclusion with every member of its community;
  - ensuring all staff are thoughtful about the students for whom they have responsibility and develop positive relationships with these young people;
  - ensuring that all policies are monitored, evaluated and reviewed to take sight of this policy, as appropriate.

## 2. Responsibility

- i. 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.
- ii. It is the responsibility of all staff to:
  - 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;
  - support and participate in any measures introduced to promote equality and diversity;
  - actively challenge discrimination and disadvantage in accordance with their responsibilities;
  - report any issues associated with diversity, equity and inclusion in accordance with this policy.

## 3. The Legal Framework

- i. Discrimination can take the following forms:
  - **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic.

- **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.
- **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.
- **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.
- **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”*.
- **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

- i. The aims of this policy and the wider School aims are to:
  - provide equal opportunities for all;
  - eliminate unlawful language or behaviour that denigrates, labels or stereotypes students on the basis of any protected characteristics (Equality Act, 2010);
  - 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;
  - 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;
  - help students to develop a clear sense of right and wrong, equipping them for life beyond Fettes;
  - actively challenge discrimination in all its forms and ensure that every member of the Fettes community learns from these experiences;
  - comply with the School’s obligations as set out in the Equality Act 2010.
- ii. To achieve these aims the School will:
  - 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;
  - continue to engage with Inclusion Labs, an external organisation, to further embed inclusion into all we do with our shared aim being to turn intent into action;
  - ensure that educational resources are inclusive and respectful of the diverse nature of society;
  - 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 PSHE 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;

- monitor the admission and progress of students from different backgrounds;
- 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 Diversity, Equity 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.



## GUIDELINES ON SUPPORTING TRANSGENDER STUDENTS

Fettes College aims to nurture the individual while fostering a happy well-ordered and caring community with strong family values at its core. 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. These guidelines should be read in conjunction with our Diversity, Equity and Inclusion Policy.

These guidelines are for all staff to help them when supporting a young person who has come out as transgender or is exploring their feelings in this area. It is designed to outline mechanisms by which we can safely and reasonably adjust the school environment to meet the needs of the transgender student. It is not proscriptive and students will be supported on a case by case basis.

Guidelines for supporting Transgender students:

If a student confides in you that they are, or think they might be transgender:

1. Offer support and assure them that you will keep this information confidential, unless they want you to share it with other agreed people within and /or outside the school.
2. Establish what support, if any, they would like from the School (this should include Medical Centre Staff, Houseparents, Assistant Houseparents, Tutors, Matron, Counsellor as appropriate) and let them know about the student led Fettes Equality Society as well as LGBT Youth groups in our area.
3. Ensure that the speed in which decisions are made is determined by the student and unless you are concerned about their mental health/wellbeing information should not be shared without consent. If you do have concerns speak to the Deputy Head (Pastoral).
4. In offering guidance about next steps be clear about expectations, for example a name or pronoun change that would appear on school documentation would need to be shared with parents/guardians.
5. Encourage dialogue between the young person and home and offer to facilitate this, if appropriate. Supporting parents is an important part of the process too.
6. If the young person is unwilling to share this information with parents, continue to offer a safe space within school to explore or talk about these issues.

If a young person identifies as transgender and requests practical changes in school provision, the school will make any reasonable adjustments required. It is important that the pace of change is set by the student and consideration for their wellbeing is paramount. All adjustments must be planned and managed in a supportive way. The plans should come about through communication with the young person, their parents (if involved), the relevant pastoral lead and the Deputy Head (Pastoral).

The following practical considerations should be made:

### **Sharing Information with Staff**

Being open with staff and providing the necessary training will help to ease this process. It is important that staff feel knowledgeable and appropriately briefed. They must feel equipped to look out for and respond to situations that may arise e.g. discriminatory or bullying behaviour.

### **Sharing Information with Peers**

It will be necessary to decide how the information is shared with other students and this should be discussed with the young person involved and a strategy agreed about how this will be achieved: when and importantly, what, information will be shared. Support should also be given to the peer group to ensure a clear understanding of the issues involved in order that they are knowledgeable and feel included in the process.

### **House, Toilets and Changing Facilities**

Under the Equality Act 2010, transgender students must not be subject to discrimination and therefore toilet facilities must be provided that fit with their chosen identity. Toilets and changing facilities should be provided to accommodate their needs. There may also need to be a change of House. All of these considerations will be discussed with the Deputy Head (Pastoral) and practical changes made in a supportive and managed way.

### **Uniform and Appearance**

The Fettes school uniform is non-gender specific. Any changes to uniform and appearance will be discussed with the young person and they will be supported through this process. Changes will be communicated to staff in advance so that they are made aware. It is very important that no judgements are made and the young person feels supported through this process. All instructions regarding dress codes for social functions should be gender neutral.

### **Name/Pronoun change**

If a young person requests a change in their known name or the pronouns used, staff should be informed and advice given about this change. Over 16 a young person can make a legal change to their name. Under 16 students can change their name and should be allowed to do so but their parents/guardians would need to be involved.

## **Resources**

### **For young people:**

LGBT Youth Scotland (<https://www.lgbtyouth.org.uk/>) are Scotland's national charity for LGBTQ+ young people, working with 13-25 year olds across the country. They also deliver the LGBT Charter programme to schools, organisations and businesses. Their goal is to make Scotland the best place to grow up for lesbian, gay, bisexual, transgender and intersex young people.

TransparenTsees: has been set up by parents to provide a confidential, safe place for parents, carers and other family members of trans people to meet, discuss issues and ask questions of one another. They have groups in Edinburgh, Glasgow, Scottish Borders and other areas of Scotland. Please contact: [TransparenTsees@gmail.com](mailto:TransparenTsees@gmail.com) for more details.

Beyond Gender - A youth group for people aged 16-25 who identify as transgender or non-binary, or are questioning or exploring their gender identity.

Sandyford Clinic in Glasgow: young people under 16 can be referred to the (appointments can take a while to come through 6 months or more for an initial appointment. They would be met by a non-judgemental person who would listen to your child and offer support and recommend next steps). You can do this directly or via your GP: <http://www.sandyford.org/sandyford-sexual-health-services/what-are-our-services/gender-identity-service/>

**For parents:**

Mermaids can offer 'phone support for parents of transgender children aged 16 and under: <http://www.mermaidsuk.org.uk/>.

[Transparentsees@gmail.com](mailto:Transparentsees@gmail.com) groups for parents, run by parents who offer support and hold groups in different areas of Scotland. The aim of the group is to provide a confidential, safe place for parents to meet, discuss issues and ask questions of one another. You may just have found out that your child, whether young or grown-up, is trans, or you may still be grappling with the issues after many years of knowing – the group is for all parents.

# **PREVENT DUTY**

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

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

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

### **Training includes:**

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

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

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

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

We ensure that visiting speakers are suitable and the subject matter does not pose a risk to our students of radicalisation. All visitor speakers will be accompanied throughout their visits to the School by a member of staff.

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

## YOUNG ADULT SUPPORT AND PROTECTION POLICY

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

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

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

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

### What is Harm?

#### Physical harm

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

#### Psychological harm

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

#### Neglect

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

#### Financial harm

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

#### Sexual harm

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

### Who does it?

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

### Where does harm happen?

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

## ICT ACCEPTABLE USE POLICY

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

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

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

### **Computer Systems – Do not...**

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

### **Monitoring**

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

Users should not expect that network use will be private.

### **Passwords & Security**

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

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

USB ports are a point of weakness. Staff should avoid the use portable hard drives or USB memory sticks. If their use is unavoidable, staff must complete a full virus scan prior to opening them. Students' personal data should never be stored on any form of removable media.

### **Email**

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

### **Online Presence**

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

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

### **Data Protection**

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

### **Personal Use**

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

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



## **PATHWAYS TO SAFEGUARDING**

### **RECORDING OF STUDENT CONCERNS:**

<b>APPENDIX 1</b>	<b>RECORDING STUDENT INFORMATION</b>
<b>APPENDIX 2</b>	<b>INDIVIDUAL STUDENT PLANS: STUDENT TRANSITION FORM TERM TARGETS</b>
<b>APPENDIX 3</b>	<b>WELLBEING CONCERN FORM PART 1 &amp; 2</b>
<b>APPENDIX 4</b>	<b>STUDENT SUPPORT PLAN: MY VIEWS FORM STUDENT SUPPORT FORM</b>
<b>APPENDIX 5</b>	<b>CHILD PROTECTION CONCERN FORM PART 1 &amp; 2</b>

## **APPENDIX 1**

### **RECORDING STUDENT INFORMATION**

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

**Significant student concerns are recorded on the Pastoral Manager on ISAMS with secure visibility set for individual concerns.**

#### **ONE NOTE (RED INDICATES VISIBILITY)**

##### **TRANSITION FORM (Tier 2, 3 and 4)**

1. Word Document, stored on House OneNote
2. Completed annually by HP and Tutor

##### **TERM TARGETS (Tier 2, 3 and 4)**

1. Page on OneNote with smart targets, added by CMH
2. Must be completed by Tutor and student/reviewed in First Tutorial of each term and information gathered must be agreed with student.

#### **PASTORAL MODULE ISAMS (RED INDICATES VISIBILITY)**

##### **CHILD PROTECTION CONCERN & ACTION (Tier 4)**

##### **WELLBEING CONCERNS & ACTION (Tier 2 and 3)**

1. Concern Recorded
2. Visibility Group Set
3. Action Agreed
4. Review
5. Documents

##### **AST PLANS FOR PRIORITY STUDENTS (Tier 2 and 3)**

##### **DISCIPLINE RECORDS (Tier 3 and 4)**

1. Interviews
2. Correspondence
3. Sanctions and Actions

##### **GENERAL and ACADEMIC (Tier 3 and 4)**

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

##### **COMPLAINTS (Tier 3 and 4)**

##### **STUDENT SUPPORT PLAN, BEHAVIOURAL PLAN/CONTRACT (Tier 2, 3 and 4)**

##### **CHILD'S PLAN (Tier 4)**

### **NEW STUDENT INFORMATION AND TRANSITION FORMS**

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

Any Wellbeing Concern records and actions added to ISAMS Pastoral Manager.  
Student Support plans initiated as required.

**APPENDIX 2**  
**INDIVIDUAL STUDENT PLANS:**  
**STUDENT TRANSITION FORM**

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

## TERM TARGETS

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

## SMART TARGETS

- Specific: Well defined, clear, and unambiguous
- Measurable: With specific criteria that measure your progress towards the accomplishment of the goal
- Achievable: Attainable and not impossible to achieve
- Realistic: Within reach, realistic, and relevant to your [purpose](#)
- Timely: With a clearly defined timeline, including a starting date and a target date.

## APPENDIX 3

### WELLBEING CONCERN FORM PART 1 & 2



#### WELLBEING CONCERN FORM – PART 1

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

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

##### 1. Child/Young Person's Details

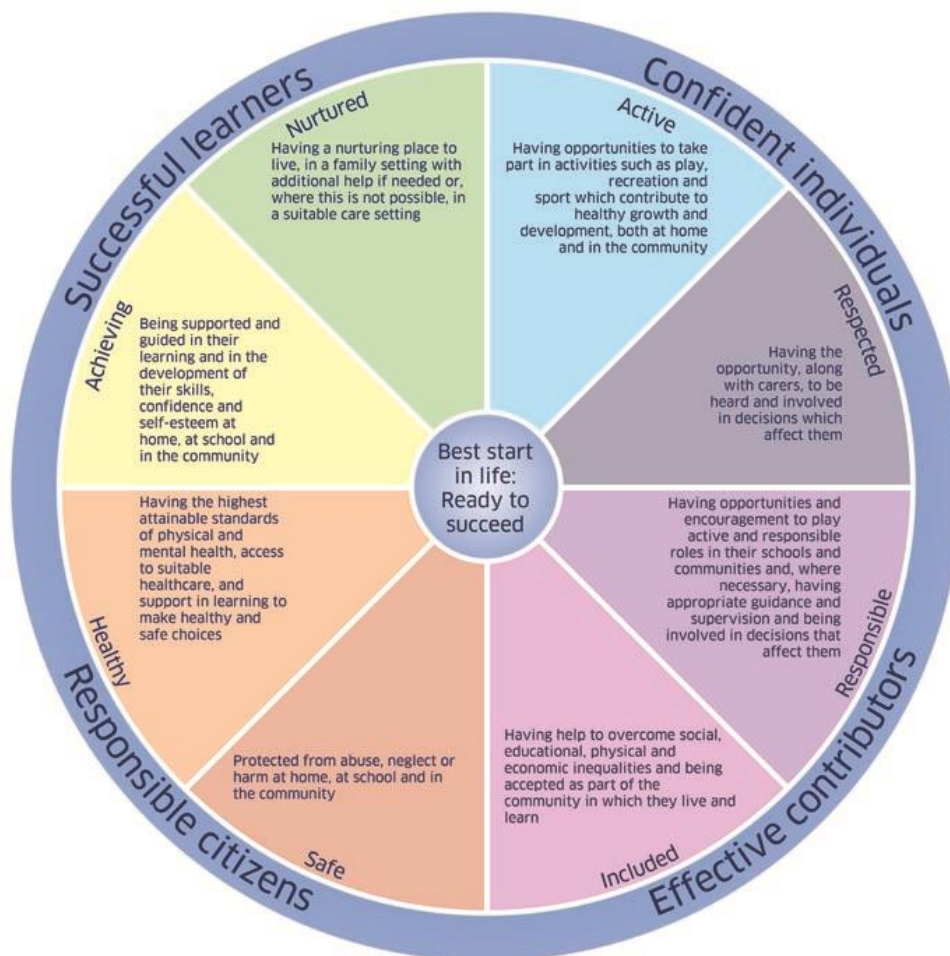
Name	Date of Birth	Year group / Class
------	---------------	--------------------

##### 2. Person recording the concern

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

### 3. Area of Concern

Please ✓ any relevant areas of the Wellbeing Wheel.



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

Signed: .....

Date: .....

Name: .....

Time:.....

Role/Designation: .....

**WELLBEING CONCERN FORM – PART 2**

**PART 2: To be completed by the Deputy Head (Pastoral)**

**1. Have there been previous wellbeing concerns?**

Yes ☐ No ☐ Don't know ☐

if Yes, please summarise with dates.

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

Yes ☐ No ☐

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

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

Yes ☐ No ☐

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

**4. Has the concern been shared with anyone else?**

Yes ☐ No ☐

If Yes, please specify:

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

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

## APPENDIX 4

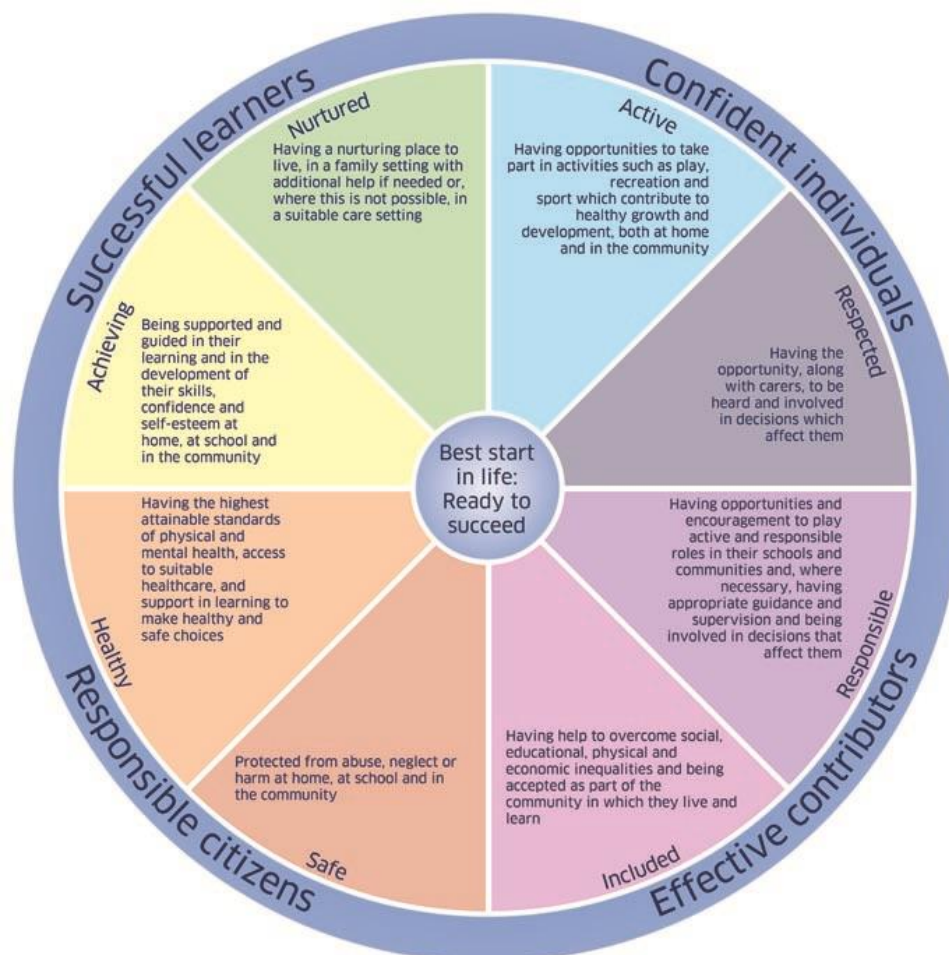
### STUDENT SUPPORT PLAN: MY VIEWS FORM STUDENT SUPPORT FORM

**getting  
it right**  
for every child



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

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



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



**Student Support Plan**

**My Views**

**Name:** .....

**Date:** .....

**What is going well for me?**

**What's not so good for me just now?**

**How am I dealing with things?**

**What might help me?**

**My goals for the future**

**I give permission to share my views with my team.**

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

**Name: ..... (Pastoral Lead)**

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

FETTES COLLEGE STUDENT SUPPORT PLAN

<b>Name</b>	
<b>Date of Birth</b>	
<b>House</b>	
<b>Date of Plan</b>	
<b>Pastoral Lead</b>	
<b>Deputy Head (Pastoral)</b>	

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

<b>Evidence for Intervention</b>	
<b>Desired Outcome</b>	
<b>Agreed Action</b>	<b>Staff Responsible</b>

Summary of Concerns, Needs and Risks

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

Consider:

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

I.	
2.	
3.	
4.	
5.	

## Pastoral Team

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

Key Pastoral Team	
Deputy Head (Pastoral)	Carolyn Harrison <a href="mailto:cm.harrison@fettes.com">cm.harrison@fettes.com</a> 0131 311 4769
Pastoral Lead	
Child Protection Officer	Clare McDonnell <a href="mailto:c.mcdonnell@fettes.com">c.mcdonnell@fettes.com</a> 07833 086505
Tutor	
School Medical Liaison	Nicola Miles-Thomas 0131 332 2247

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

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

Consider:

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

SUMMARY OF MEETINGS AND AGREED ACTION

Date	Desired Outcome	Agreed Action	Staff Responsible

# CHILD PROTECTION CONCERN FORM PART 1 & 2



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

- ### I. Child/Young Person's Details

Name	Date of Birth	Year group / Class
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[illegible]

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

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

**Name:** .....

**Role/ Designation:** .....

**Date:** ..... **Time:** .....



## **CHILD PROTECTION CONCERN FORM – PART 2**

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

**Name of Child Protection Co-ordinator:** .....

**Date Concern Form Received:** ..... **Time:**.....

**You should now open a child protection file and chronology.**

**1. Have there been previous child protection concerns?**

Yes ☐ No ☐

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

Yes ☐ No ☐

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

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

Yes ☐ No ☐

**4. Was this concern shared with anyone else?**

Yes ☐ No ☐

If Yes, please specify:

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

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

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

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

Contact name: .....

& telephone number: .....

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

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

Name of contact: .....

Date: ..... Time: .....

Details of discussion:

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

**9. Child placed on the Child Protection Register**

Yes ☐ No ☐

If Yes, indicate the date:

**10. Child removed from the Child Protection Register**

**Date:** .....

**Role/ Designation:** .....

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

Yes ☐ No ☐

**Name:** ..... **Date:** ..... **Time:** .....

