

**Fettes College Preparatory School**

**SAFEGUARDING  
GUIDELINES**

**2022 - 2023**

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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 support, are trained so that they have knowledge of safeguarding and child protection procedures.

Our Safeguarding Policy is set in the framework of Scottish Government's *Getting it Right for Every Child (GIRFEC)*, the *National Guidance for Child Protection in Scotland (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 community 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, 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:

<b>Deputy Head (Pastoral) and Named Person</b>	Mrs Carolyn Harrison
<b>Child Protection Coordinator (CPC)</b>	Miss Clare McDonnell
<b>Deputy Child Protection Officers</b>	Dr Clare Mathison Mr Colin Dundas
<b>Safeguarding Governor</b>	Ms Lindsay Paterson

**Fettes College Preparatory School:**

**Head of Pastoral Care (Named Person/CPC)** Miss Emma Davies

**Deputy Child Protection Officer** Mr David Hall

**Safeguarding Governor** 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, support staff and governors.

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

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

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

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

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

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

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

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

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

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

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

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

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

## PASTORAL STRUCTURE

Fettes College Preparatory School stresses concern for the individual and the encouragement of good family values and aims to create a happy, well-ordered and caring community. 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. Pupils joining the Preparatory School will either be day pupils or boarders and will have a Tutor and/or a Houseparent who will oversee the academic life of a pupil and take a close interest in every aspect of their progress, happiness and wellbeing during term. All members of staff take on a supporting role for the pupils and many are attached to either Arran or Iona Boarding Houses for this purpose. The Preparatory School Pastoral Structure prepares pupils for transition to the Senior School as, from the Third Form to the Lower Sixth, pupils will be a member of a Senior House. More details about each of the Houses can be found in the appropriate House Handbook.

Concerns about any problems or difficulties which a pupil is experiencing should, in the first instance, be discussed with the Houseparent or Tutor. All communications with parents should be made with the knowledge of the Houseparent or Tutor.

Support is available for each pupil in the Preparatory School from any member of Staff and specifically, their Tutors. All Staff have responsibility for the safeguarding of all the pupils and work with the Head of Pastoral Care and the Pastoral Leadership Team to ensure wellbeing concerns are acted on promptly and dealt with appropriately. In addition, help is always available from the School Doctors and Medical Centre Staff, the School Counsellor and from the Chaplain. The School strives to provide a positive and supportive environment where all pupils have the opportunity to flourish.

The Preparatory School has a senior Matron who runs a team of Matrons between the two houses and around school. They support the Houseparent in looking after the wellbeing of the pupils and liaise directly with the Medical Centre. They are an important part of the pastoral structure as they are often the first point of contact for our pupils and offer an alternative listening ear.

Pupils have the opportunity to voice their suggestions or to raise concerns regarding their House or life at school through established methods and committees such as Pupil Council and Food Committee which represent all 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 pupil 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 College) visits any guardian agencies and the Head of Pastoral Care (Prep) 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 and Health Education (PSHE)**

At Fettes, we are concerned about the physical, emotional and social well-being of every member of our community and aim to provide all pupils with an appreciation and understanding of issues that they are experiencing, or could experience in the future. Our objective is to provide good, accurate information relating to areas of their personal and social development and to offer opportunities for them to further develop key skills such as resilience, resourcefulness, relationships, decision making, risk assessment, communication skills and strategies for coping.

PSHE education within the Preparatory School is a planned program of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE in the Prep School is delivered through timetabled lessons, whole-school assembly programmes, and visits from guest speakers.

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

Delivery of PSHE within the Preparatory School covers three main strands:

- Health & Wellbeing (including physical and mental health strategies, personal skills development, identity and values, and physical development in adolescence)
- Relationships (including friendships, romantic and sexual relationships, relationships in families and relationships with adults, and safeguarding from abuse)
- Living in the Wider World (including citizenship, environmentalism, politics and finances).

### **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 if the pupils are boarders. Parents will be kept informed at all times.

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

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

### **Additional Support Services**

In addition to providing day to day health care, the Medical Centre or the Head of Pastoral Care can arrange for extra support services for any Pupil and in confidence if necessary. 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 Prep School has dedicated 'safe spaces' or areas the pupils can go to when needed.

Students in the senior school who are trained Mentors in Violence Prevention, which aims to support young people to positively influence the attitudes and behaviour of their peers, lead timetabled PSHE lessons with 2<sup>nd</sup> Form pupils.

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 Board**

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

[The Children and Young People \(Scotland\) Act 2014](#) legislates for the implementation of the key principles of GIRFEC. (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 pupils and should have systems in place where these are evaluated and formally reported to them.

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

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

Therefore, the Safeguarding Governor will:

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

### **Child Protection Team**

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

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

- The 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 Head of Pastoral Care and the Pastoral Leadership Team on any Child Protection issues.
  - Ensure appropriate records are kept and stored securely. Child Protection and Wellbeing records are stored on the Pastoral Manager iSAMS module. Paper copies of some individual or non-recent Child Protection records are stored in a locked filing cabinet and held by the CPC.
  - Brief all teaching and support staff on Child Protection matters annually, including briefing all new staff as part of their induction.
  - Maintain Child Protection awareness with all involved in the School's pastoral care.

### **Pastoral Leadership Team**

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

The Senior School team consists of:

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

The Preparatory School:

Emma Davies	Head of Pastoral Care & Child Protection Coordinator
Andy Rathborne	Deputy Head
Stephanie Quaile	Head of PSHE
Jenny Fletcher	Head of Girl's Games

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 regard to wellbeing concerns. They are responsible for compliance in this area.

## Head of Pastoral Care

Most children will get all the help and support they need from their families, the School, universal services and their community. However, at various times during childhood and adolescence, many children will need some extra help. The Head of Pastoral Care can provide or access information, advice and support to children from within the Prep 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 Head of Pastoral Care will identify and consider the child's wellbeing and share appropriate information with others collaboratively with the child, their family and other services. Through effective intervention and the sharing of wellbeing, concerns can be resolved at an early stage.

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

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

- Advise, inform and support children and their parents.
- Monitor wellbeing concerns and liaise with staff.
- Assess what support the child may require and initiate a support plan if necessary.
- Review that support and access targeted intervention from external services if required.
- Access and store wellbeing information on each 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 Head of Pastoral Care to discuss the ongoing wellbeing needs of the child, and whether a [Child's Plan](#) is in place, or needs to be considered to coordinate any ongoing support.

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

All staff are required to take part in regular professional learning so that they are confident in responding to any Child Protection or Safeguarding issue, including counter-bullying, e-safeguarding, 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 his or her life;
- building on strengths and promoting resilience: using a child's existing networks and support where possible;
- promoting opportunities and valuing diversity, equality 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 Head of Pastoral Care will be informed. The wellbeing of all pupils should be assessed using the Wellbeing indicators shown on the [GIRFEC wheel](#) and it is our aim that all our policies and our PSHE programme reflect the values summarised by the wheel.

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

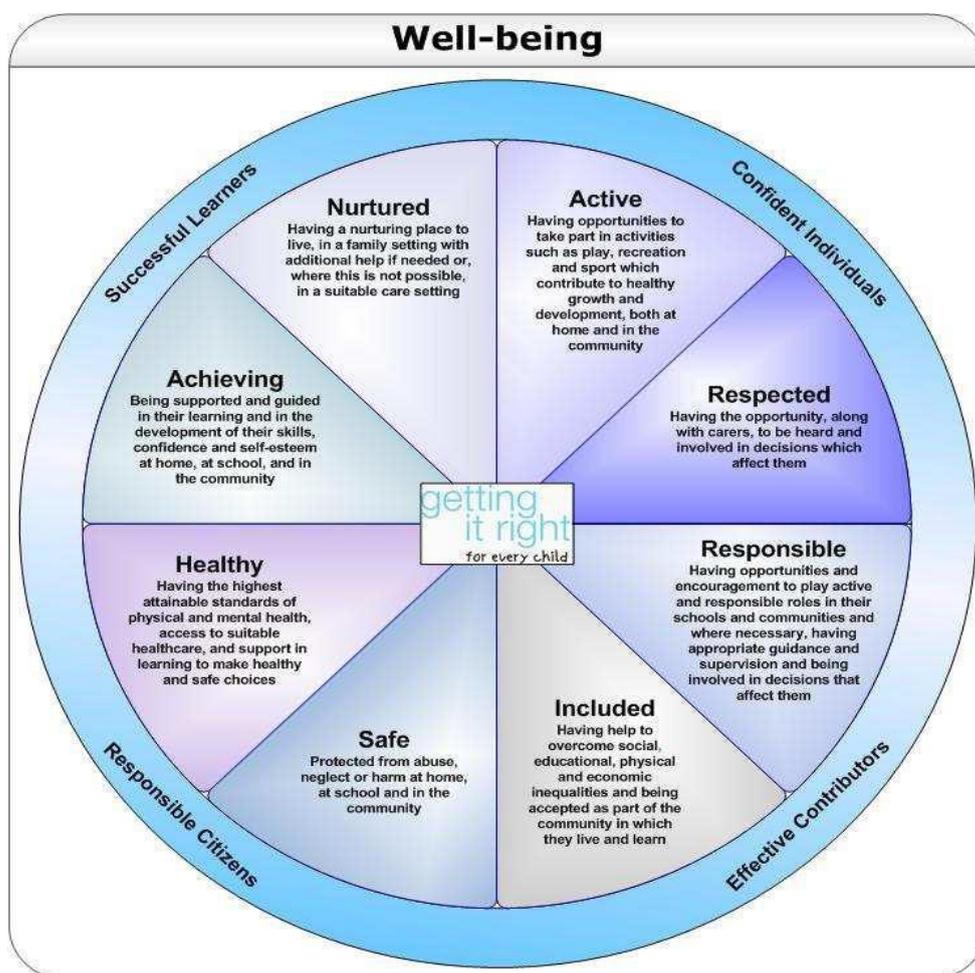
1. What is getting in the way of this child's wellbeing?
2. Do I have all the information I need to help this child?
3. What can I do now to help this child?
4. What can the school do to help this child?
5. What additional help, if any, may be needed from others?

## 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:

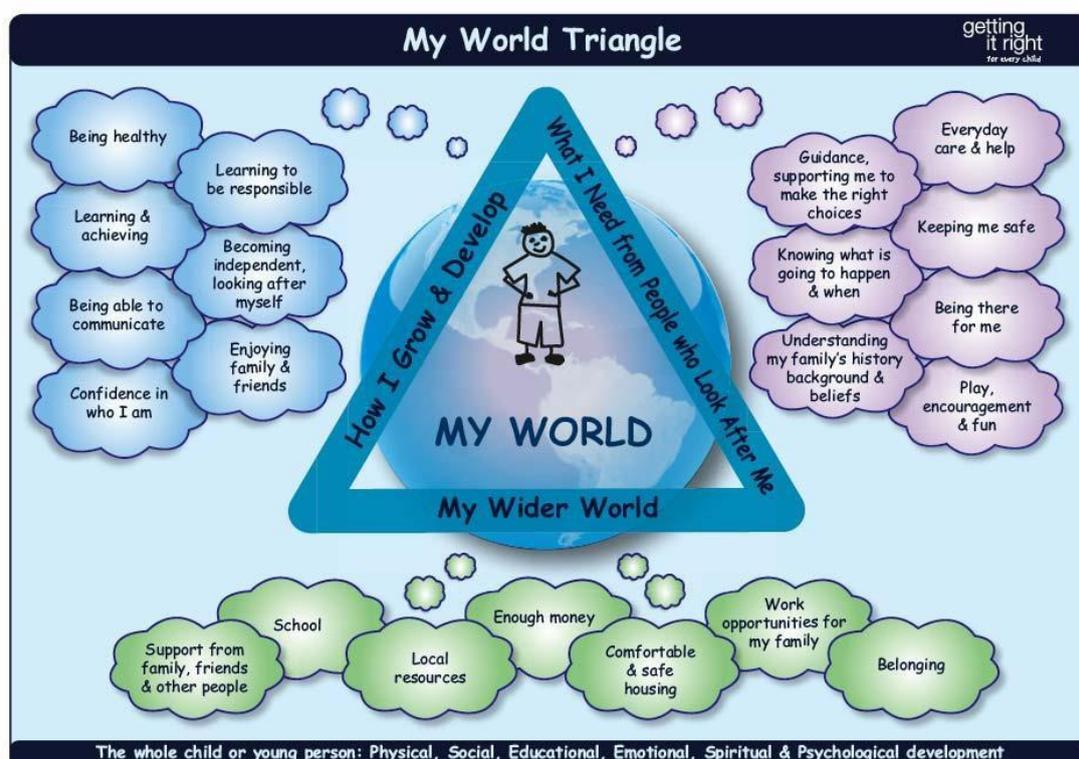
Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included

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 Form the area(s) in question should be identified. By highlighting the area(s) it allows for a more targeted action plan when dealing with the child's issue.



## The My World Triangle

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



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

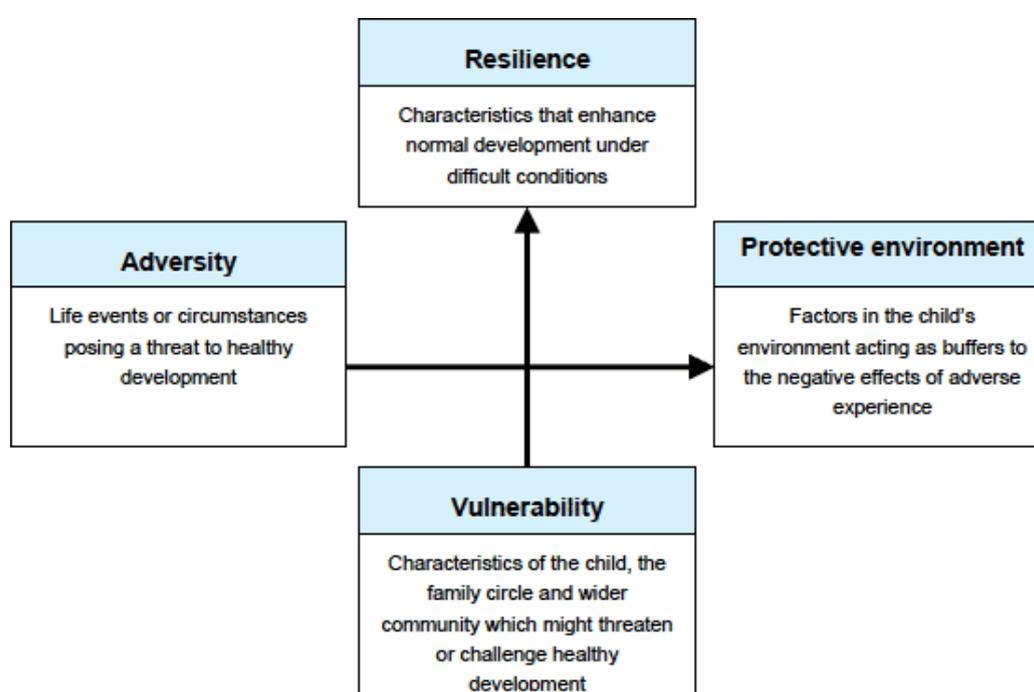
## The Resilience Matrix

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

factors in the environment will help to boost a child’s resilience. The factors may also highlight areas of risk that need more comprehensive or specialist assessment and analysis.

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

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



### Safeguarding in a Boarding School

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

- separation from family may result in a readiness to form close emotional attachments to peers and other adults;
- emotional or academic stress can result in young people developing self-harming behaviours including substance misuse and eating disorders;
- close and sustained contact with peers may result in their succumbing to peer pressure, becoming the victim of bullying, including cyberbullying, 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 for pupils, we therefore provide clear information on sources of support for pupils. As well as including the Child Protection Co-ordinator and other school-based contacts, these include:

- the contact number/access to an independent visitor and/or visiting governor;
- where they can seek help for cyberbullying or any concerns regarding e-safety;
- where available, the contact number of the local authority's Children's Rights Officer;
- a copy of the school's complaints procedure;
- where relevant to the pupil's age and understanding, a copy of the school's 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 boarder'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 pupils' rights to dignity, privacy and personal space;
- staff have in place good formal and informal methods of monitoring the wellbeing of the pupils in their care. These should include an adequate supervision ratio, regular individual and group meetings and informal observation at meal times and in free time;
- the boarding houses have in place good monitoring procedures for pupils' eating and sleeping patterns to assist early identification of such difficulties as eating disorders or substance misuse;
- a policy is in place to regulate the access pupils have to mobile technology overnight;
- where pupils leave the site in their free time, there are robust procedures in place to know the whereabouts of the pupils, the activities involved, who they are meeting and the expected time of return.
- activities with a strong group ethos, such as cadet forces, pipe bands and sports teams, do not make pupils feel excluded and do not involve inappropriate initiation;
- staff have an understanding of the needs of overseas students.

#### External Agencies:

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

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

Largo House, Carnegie Av, Dunfermline KY11 8PE

**Social Care Direct Edinburgh:**.....0131 200 2324

[http://www.edinburgh.gov.uk/info/20199/get\\_care\\_and\\_support/51/ask\\_social\\_care\\_direct\\_for\\_advice](http://www.edinburgh.gov.uk/info/20199/get_care_and_support/51/ask_social_care_direct_for_advice)

40 Captain's Road, Edinburgh EH17 8HN

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

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

Royal Edinburgh Hospital, Morningside Place, Edinburgh EH10 5HF

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

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

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

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

## RESPONDING TO A SAFEGUARDING CONCERN – STAFF

The Staff with responsibility for Safeguarding in the **Senior School** are: Carolyn Harrison (CMH) – Deputy Head Pastoral, and the Child Protection Coordinators - Clare McDonnell (CMD), Clare Mathison (CRM) and Colin Dundas (CD). In the **Preparatory School**, Emma Davies (ERD) is the Head of Pastoral Care & CPC with David Hall (DGH) the Deputy CPO.

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

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

**Listen** nonjudgmentally (do not promise confidentiality)

**Give** reassurance and information – ask ‘open’ questions – ‘tell me what has happened,’ and avoid leading questions

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

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

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

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

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

**Fill in a Child Protection Concern Form / iSAMS** 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)

**SAFEGUARDING TEAM  
PREP SCHOOL**

**Child Protection Team**



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



**Prep School  
Deputy CP Officer  
David Hall**

**Pastoral Leadership Team**



**Deputy Head  
Andy Rathborne  
[ar.rathborne@fettes.com](mailto:ar.rathborne@fettes.com)**



**Head of Pastoral Care  
& CPC  
Emma Davies  
[er.davies@fettes.com](mailto:er.davies@fettes.com)**



**Head of PSHE  
Stephanie Quaile  
[sc.quaile@fettes.com](mailto:sc.quaile@fettes.com)**



**Head of Games  
Jenny Fletcher  
[j.fletcher@fettes.com](mailto:j.fletcher@fettes.com)**

**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 Head of Pastoral Care will meet with key pastoral staff to assess what additional support the child may require within the School and agree action points. In consultation with the Pastoral Lead (normally the Houseparent or Tutor), 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 Head of Pastoral Care may decide to initiate a [Pupil Support Plan](#).

### **Pupil Support Plan**

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

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

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

### **Child's Plan**

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

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

### **Information Sharing**

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

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

As a general principle, children and their families have a right to know when information about them is being shared and children have a right to express their views and have them taken into account.

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

Staff need to be aware that:

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

## CHILD PROTECTION POLICY

Our **Child Protection Policy** is set in the framework of Scottish Government's *Getting it Right for Every Child* (GIRFEC), the **National Guidance for Child Protection in Scotland (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 Clare Mathison (CRM) and Colin Dundas (CD) or, for Prep School, Child Protection Coordinator Emma Davies (ERD) or Deputy Child Protection Officer David Hall (DGH) in the first instance. **If in doubt, please refer to the Child Protection Coordinators; if in doubt, pass it on.**

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

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

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

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

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

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

It is important to remember that lists such as the one below are neither definitive nor exhaustive. The information has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her 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 three times 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 or 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, nightlights)
- 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 concern, or if you suspect 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 judgemental about the information given.**
- 8. Avoid persistent questioning.**
- 9. Keep notes and create a concern on 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**

- R** Respond without showing signs of disquiet, anxiety or shock
- E** Enquire casually about how an injury was sustained or why a child appears upset
- C** Confidentiality should not be promised to children or to adults
- O** Observe carefully the behaviour or demeanour of the person expressing concern
- R** Record in detail what you have seen and heard
- D** 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 Head of Pastoral Care, 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 pupil is reassured and supported at all stages
2. All concerned parties are informed of subsequent decisions and actions

**Pupils' Child Protection Awareness Training:** At the start, and throughout the academic year, pupils are reminded within Tutor and PSHE sessions, ICT lessons and whole school assemblies about:

- Who the CP team are and what we do:
  - Part of the pastoral team of the school, responsible for pupils' wellbeing
  - How the CP team respond to a safeguarding concern and what the procedure involves
  - Will be present if pupils have a disciplinary meeting with 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
- What to do if you have a worry/Pupil Complaints and 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 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 the 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 pupil may be at risk of significant harm, advice will always be taken from the statutory authorities. Sharing information that is relevant and proportionate about children who are at risk of harm is fundamental to keeping children safe.
- iv. The school must pass on information when legally obliged to do so, for example, 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 Head of Pastoral Care may make a decision not to include parents.

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

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

The Medical Centre is governed by guidelines on medical confidentiality.

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

## CONFIDENTIALITY STATEMENT FOR PUPILS

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

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

<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. Miss Davies, our Head of Pastoral Care, can provide or access information, advice and support for you from within the school and when necessary request support from other services and agencies.

The school's response is that anything you say in confidence will be treated in confidence unless there are concerns about your safety or protection. This would need to be shared with others, but staff would tell you first. They should also tell you who they are sharing it with and why. You may have concerns that you do not want to share with staff or your parents or carers. If you are worried about confidentiality you can speak to the Medical Centre or Miss Davies 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 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" which is the first app to provide direct
- counselling to young people through a mobile device and it's free to download.
- Childline also provides 1-2-1 chat with a counsellor. You can send an email or write a letter to "Ask Sam" about the issues that affect them. "Sam" responds to a cross section of the letters that young people have sent and young people can search the archive of letters for advice and information.
- For older students, Breathing Space is a free confidential phone and web-based service for people in Scotland [www.breathingspace.scot](http://www.breathingspace.scot)
- Shout is the UK's first free 24/7 text service for anyone in crisis anytime, anywhere:
- Text: 85258

## **RESPONDING TO SAFEGUARDING CONCERNS**

### **Information for 2<sup>nd</sup> Form 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/Tutor
- 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 Deputy Head) 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 Davies or Mr Hall.
- A member of the CP team will then decide on further action, probably by meeting with the student(s) involved, based on whether they think anyone is at risk of, or has suffered, significant harm.
- It is likely that the Head of Pastoral Care (Miss Davies) will also be made aware of the situation, and your Houseparent or Tutor, 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.
- It is likely that your parents/guardians will also need to be informed.
- 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 Tutors, House Staff or the Medical Centre. There is always someone here to listen to you.

## CONCERN/COMPLAINTS PROCEDURES FOR PUPILS

### **Guidance for Prep Pupils:**

The following appears on display around the Preparatory School:

### **What To Do If You Have A Worry**

#### **Who Can Help?**

We hope that your time at Fettes will be happy, but there may be times when you need someone to talk to or to help you with a problem. There are many people, both in House and in School, who can give help and support.

#### **Who Can I Talk To?**

The Headmaster	Your Houseparent
The Chaplain	Your Tutor or any member of staff
The Deputy Head	A friend in your form, year or dormitory
Graduate Assistant	Your Matron
A Lower 6 <sup>th</sup> Form helper	A member of the school medical centre
The school's independent counsellor	A

The Child Protection Co-ordinator for the Prep School is **Miss Davies** with **Mr Hall** assisting. If you have any worries, you can speak to them or **any** member of the Prep School Staff.

#### **Will Anyone Else Be Told?**

All members of staff are here to listen. If they are worried about your safety they may need to share the information with someone else, but, if this is necessary, they will tell you first.

#### **What If I Am Being Bullied?**

**TELL SOMEONE** and get their help. Bullying can only happen when no one speaks out. We **all** have a duty to stop bullying. If you know or suspect that someone is being bullied, speak to Mr Minogue, Mr Rathborne or **any** other member of staff.

#### **Suggestions or Complaints**

If you have a problem, a suggestion or a complaint about any aspect of your treatment at Fettes, first of all you should speak to your Tutor, Houseparent, Head or their Deputy, or any other teacher. If you are still unhappy, you can make a formal written complaint and you can find out how to do this in the Prep School Handbook.

#### **Useful Information:**

**Childline - 0800 11 11**                      **Childline Bullying line – 0800 441 111**

Or **email** - [www.childline.org.uk](http://www.childline.org.uk)

Childline is a confidential 24-hour helpline where you can speak to someone who will listen.

## COMPLAINTS PROCEDURES FOR PUPILS

This document is aimed at 1<sup>st</sup> and 2<sup>nd</sup> Forms and appears around the Prep School:

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 Tutor or 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 parent, 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 parent, friend, prefect or member of Staff to this meeting.

There is the 'Serious Concerns Box' in the cupboard opposite PG3 if needed.

Safeguarding complaints can be directed to our Safeguarding Governor, Mr Hugh Bruce-Watt 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 at [enquiries@scottishcareinspectorate.com](mailto:enquiries@scottishcareinspectorate.com)

Information about the Care Inspectorate is in both Houses and around school or you can ask the Head of Pastoral Care for information or advice.

## **FETTES PREP SCHOOL**

### **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 pupils are carefully selected and all appropriate checks completed.

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

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

beneficial for a child to have some opportunity for one-to-one contact with an adult.

In such circumstances:

- Always respect a child or young person's right to privacy
- Where one-to-one contact is appropriate, it should be timetabled and, where possible, held with others around or within earshot or view of others.
- Never have the door locked and, wherever possible, maintain a gap/barrier between you and the child.
- Another member of staff should be aware of any meeting and its purpose.
- If possible, doors should have built-in windows.
- Do not meet pupils off school premises for personal reasons or invite them to your home.
- Most one-to-one meetings will be straightforward and uneventful. But where the meeting is difficult, fraught, tense, accusatory or the pupil becomes distressed, the adult must record details and inform a senior manager of the incident.
- If in doubt about a meeting, agree that a colleague will be nearby.
- School trips/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. The trip should be authorised and where relevant appropriate PVG checks undertaken.

## 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 pupil's permission appropriate to their age and level of understanding and explain to them what you are about to do.

## **VERBAL REMARKS**

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

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

- Any communication via e-technology with pupils should be in line with school policy, for educational purposes and approved by the senior management of the school.
- A teacher can be vulnerable to unintended misuse of electronic communication. E-mail, texting and social media encourage casual dialogue and very often, innocent actions can easily be misconstrued or manipulated. A teacher should never share information with pupils in any environment that they would not willingly or appropriately share in a school or school-related setting.
- Further advice for teachers is provided by the General Teaching Council for Scotland. [GTCS Professional Guidance on Electronic Communication](#)

## **RELATIONSHIPS WITH PUPILS/ATTACHMENTS**

- Unless staff have already established relationships with a pupil(s) through friendships with parents or with their own children, they should not have contact with pupils for the purpose of securing a personal friendship or relationship.
- Staff need to be aware that it is not uncommon for pupils to be attracted to/infatuated by a member of staff. Staff should also be aware that such circumstance can carry a high risk of words or actions being misinterpreted and for allegations to be made.

- Any sexual behaviour with, or towards a child or young person, is both inappropriate and illegal and could constitute a 'Breach of Trust' offence.
- In circumstances where you or a member of staff's relationship with, or feelings towards, a child or young person are at risk of being construed as unprofessional behaviour, you should seek advice and support from your Head/Child Protection Co-ordinator so that appropriate action can be taken.
- If it seems that a pupil is becoming inappropriately attached to you or to another member of staff, you should share your concerns and seek advice from your Head/Child Protection Co-ordinator.

## 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 pupils feel confident to point out aspects of behaviour they do not like.
- If another member of staff is seen to behave inappropriately with a child, do not ignore it but share it with the Child Protection Coordinator or Deputy Head. 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, 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.

<b>Physical</b>	Hitting/tapping
	Pushing/jabbing
	Throwing missiles
	Shaking

<b>Emotional</b>	<ul style="list-style-type: none"> <li>Inappropriate/systematic sarcasm</li> <li>Isolating e.g. locked room</li> <li>Unfavourable comparisons</li> <li>Threats</li> <li>Intimidation</li> <li>Scapegoating</li> <li>Systematic personal criticism</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>Any sexual activity with a pupil</li> <li>Inappropriate touching/comforting</li> <li>Suggestive remarks or gestures</li> <li>Sexual harassment</li> <li>Indecent materials</li> <li>Grooming a child for abuse</li> <li>Any inappropriate online contact including sending indecent images</li> </ul>

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**

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

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

## **Volunteering Placements and Community Service**

Where volunteering placements are being arranged for 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 Pupils**

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 be 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 PUPILS

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 pupils who may not be photographed each academic year. Photos and videos can be used to provide opportunities to celebrate school activities, pupils' achievements and for specific educational purposes. Common sense is required when implementing this guidance. All decisions should reflect the best interests of the pupil.

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

All Prep School parents have been offered an opt-out of images of their children being used. Prep School pupils aged 12 and over are also offered this opt-out and names of those pupils 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](#).**

## PREP COUNTER-BULLYING POLICY

### Statement of Intent

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

The provision of a counter bullying policy alongside School discipline policies and the pastoral care network is intended to translate this aim into practice and is based on the Equality Act 2010 which enshrines that there must not be discrimination against the nine protected characteristics. This policy has also been guided by the National Approach to Anti-Bullying for Scotland’s Children and Young People (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 those who have experienced bullying behaviour and for recognising and dealing with those who have displayed bullying behaviours
- ensuring all staff know what to do if they encounter bullying, that they treat incidents seriously and are consistent in how they deal with them
- ensure that all pupils have knowledge of and access to a support structure within Houses, form groups and School so they can share worries and seek help
- to reduce incidents of bullying through implementation of appropriate strategies - preventative and proactive as well as reactive
- assure pupils and parents that all reports of bullying will be treated seriously

### What is Bullying?

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

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

However, a bullying incident only has to happen once to have a lasting impact on a person. (National Approach/RespectMe).

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 behaviour may include:

- name-calling, teasing, putting down or threatening;
- ignoring, leaving out or spreading rumours;
- physical assault;
- moving, stealing and damaging belongings;
- making people feel like they are being bullied or fearful of being bullied; and
- targeting someone because of who they are or are perceived to be.
- Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. (RespectMe, 2015)

### **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 Matron/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.

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

### **Those who have Experienced Bullying Behaviour**

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

- Telling a friend who will pass the information on to an adult
- Telling a Prefect who will pass the information on
- Telling his/her Tutor
- Telling his/her Houseparent
- Telling another member of Staff
- Telling the Medical Centre staff
- Telling the Head of Pastoral Care or Chaplain

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

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

### **Pupils - Pupils 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 pupil's behaviour to Tutor and/or Houseparent
- Watch for interaction between pupils which may indicate bullying
- Note and report to Tutor and/or House Staff any pupils who are consistently left out by others

- Be vigilant in informing Tutor and/or 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 Deputy Head
- Be prepared to give a full account of the incident to him/her. 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 Deputy Head and keep a copy for yourself.
- Deputy Head takes responsibility for investigating the incident, although this may be carried out by another member of staff if more appropriate
- Bully and bullied may be brought together to try to talk it through
- Clear guidelines for future behaviour are issued to both parties and a code of conduct agreed. Both pupils should know that the situation will be monitored and know of consequences for bully if bullying continues
- Parents of bully and bullied may be informed
- Head of Pastoral Care will be informed
- Deputy Head or delegate (Tutor) monitors situation
- Referral to Head if no improvement is seen. Possible suspension or permanent exclusion in extreme cases

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

### **Prevention**

- Wherever possible, the emphasis will be on preventative measures rather than simply reacting to incidents of bullying when they occur
- All pupils will take part in PSHE sessions on bullying in the Prep School. PSHE Sessions will also occur on cyberbullying
- Members of staff who are CEOP Ambassador to help with the prevention of cyberbullying
- Houseparents and Tutors will reinforce the content of PSHE sessions within Tutor periods.
- All Staff should be vigilant and willing to take appropriate action if they suspect that a pupil 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 this aim 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) are three times more likely to be abused than their peers without SEND;
- 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 Head of Pastoral Care, 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/Tutor 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 National Curriculum-aligned Relationships and Sex Education. For younger years (Key Stages 1-2, M-T Form), these sessions will include content on bodily autonomy and physical consent, friendship, bullying, cyber-bullying and kindness. For older year groups (Key Stage 3, 1<sup>st</sup>-2<sup>nd</sup> Form), these sessions will include content on consent, sexual consent and coercion, what constitutes sexual assault and harassment, as well as bullying and cyber bullying.
- Tutors and Houseparent's will reinforce the content of PSHE sessions within Houses and Tutor times.
- 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 pupils 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 pupils ought to feel that they belong to the School, are safe, equally valued and are offered the best education we can provide.

### I. Introduction

- i. Fettes College is committed to promoting and celebrating a positive, diverse and inclusive culture in which all staff and pupils 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 pupils 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.
- ii. 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.
- iii. 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 pupils 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 pupils on the basis of any protected characteristics (Equality Act, 2010);
  - eliminate any unlawful language or behaviour that denigrates, labels or stereotypes pupils 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 pupils feel safe, valued, have a sense of personal worth and are thoughtful and considerate of the needs of others;
  - help pupils 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 pupils 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 pupils and Old Fettesians;
- monitor the admission and progress of pupils 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 pupils, being mindful of those with protected characteristics under the Equality Act 2010.

Fettes College is happy to receive applications from disabled pupils 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 pupils to ensure they do not suffer a substantial disadvantage in comparison to non-disabled pupils. 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 pupil'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 pupils 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 pupils. The School has an Accessibility Plan in place which can be made available upon request.

## **GUIDELINES TO SUPPORTING TRANSGENDER PUPILS**

Across both the Prep and Senior School, 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 pupils 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 School community. All pupils 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 is identifying 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 pupil. It is not proscriptive and pupils will be supported on an individual, case by case basis.

### **Guidelines for supporting Transgender pupils:**

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

1. If the pupil is 12 years or older, offer support and assure them that you will aim to keep this information confidential, unless they want you to share it with other agreed people within and /or outside the school, or unless there is a concern for their safeguarding.
2. Establish what support, if any, they would like from the School (this should include Boarding Staff, Pastoral Leadership Team, Medical Team, Tutors, Matron, Counsellor as appropriate).
3. Ensure that the speed in which decisions are made is determined by the pupil 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 Head of Pastoral Care.
4. Encourage and facilitate a series of conversations with the pupil and relevant adults to ensure that facilitators are up to date with the pupil's present feelings and mental state.
5. 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.
6. 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.
7. If the young person aged at least 12 years is unwilling to share this information with parents, continue to offer a safe space within school to explore or talk about these issues.
8. If a young person under the age of 12 raises that they are identifying as transgender or are exploring their feelings in this area, encourage general discussion answering any questions they

might have. Depending on the age of the pupil, staff members might like to focus on what the terms mean, and the basics of the process of affirming their gender. Emphasise that they are likely to change in how they feel as a normal part of development and adolescence, and that if they still identify with transgenderism from the age of 12 or over, support and resources will be made available to them. All conversations of this nature should be handled in a factual, accepting and non-dismissive way, while keeping responses proportionate and age-appropriate. Fettes College encourages a culture of acceptance and celebration of the individual.

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 pupil 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 Head of Pastoral Care.

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 pupils 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 pupils 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 and Head of Pastoral Care and practical changes made in a supportive and managed way.

### **Uniform and Appearance**

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 pupils can change their name and should be allowed to do so but the parents/guardians would need to be involved.

**Resources:**

Guidance for Supporting Young People in Schools:  
LGBT Youth Scotland | LGBT Youth Scotland

Scottish Trans Youth and Family Information:  
Home - Scottish Trans Alliance

Scottish Trans Support Groups:  
<http://www.scottishtrans.org/support/support-groups-in-scotland/>

Support Groups:  
<http://www.lgbthealth.org.uk/services-support/transition-support/>

**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 pupils we feel are vulnerable in accordance with **GIRFEC** principles. Our safeguarding practices incorporate an understanding of the dangers in this area.

The Head of PSHE (Senior School) 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 (Senior School) 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, ethnic origin or religion” and that want everyone to “feel valued, have a sense of personal worth, be thoughtful and considerate of the needs of others”. To this end as a community we promote respect, tolerance and diversity and seek to raise awareness and build resilience to radicalisation by providing a safe environment for debating controversial issues and helping our pupils to understand how they can influence and participate in decision making. Pupils are taught to stay safe online and to manage risk, resist pressure, make safer choices and seek help where necessary through a variety of routes, within lessons, by attending activities, 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 pupils 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.

## 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 not use portable hard drives or USB memory sticks. If use is unavoidable, staff must complete a full virus scan prior to file download. 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, do not click the link. Either phone the sender to confirm its legitimacy or forward the email to ICT Support who can check it for you.

## Online Presence

- Do not engage in any online activity that may compromise your professional responsibilities, leave you vulnerable to allegation of misconduct or bring the name of Fettes College into disrepute.
- Any social media accounts that are clearly identifiable as being related to the school must be registered with the Director of Marketing.
- Any domain names clearly identifiable as being related to Fettes or containing content associated with Fettes must be purchased via ICT Support and will remain the property of Fettes College.

- Online communication with students should be solely between school accounts using email, Firefly, Skype or Teams.
- Social media connections should not be made with current students. Such connections should not be made with former students unless at least 6 months have passed from them leaving Upper Sixth. (In the case of students who left the school in lower years 6 months have passed from the date they would have left the Upper Sixth had they stayed on.)

### **Data Protection**

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

### **Personal Use**

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

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

## **PATHWAYS TO SAFEGUARDING**

APPENDIX 1:	RECORDING OF PUPIL CONCERNS
APPENDIX 2:	INDIVIDUAL PUPIL PLANS: TRANSITION FORM TERMLY REFLECTIONS SHEET INDIVIDUAL PUPIL PLAN
APPENDIX 3:	WELLBEING: WELLBEING CONCERN FORM PART 1 & 2
APPENDIX 4:	PUPIL SUPPORT PLAN: MY VIEWS ASSESSMENT OF PUPIL SUPPORT PUPIL SUPPORT PLAN PUPIL SUPPORT REVIEW
APPENDIX 5:	CHILD PROTECTION CONCERN FORM PART 1 & 2
APPENDIX 6:	CHILD/YOUNG PERSON'S PLAN

## **Appendix I - Recording Pupil Information**

All concerns for Fettes Preparatory School pupils are recorded within the Pastoral Module on iSAMS. This method of recording enables the Pastoral Leadership Team to have a clear and up-to-date chronology.

The level of concern decides the visibility available and the Deputy Head and Head of Pastoral Care monitor these. Staff i.e. Houseparent/ Tutor can be added to concerns where necessary.

Within the Pastoral Module is the following information with secure visibility set for all concerns:

- **General and Academic**  
Parental communication on pastoral and academic matters  
Pastoral Flags to highlight potential concern
  
- **Wellbeing Concern**  
Concern Recorded  
Action Agreed Review  
Documents
  
- **Pupil Support Plan**  
Assessment of need  
My views  
Actions Agreed  
Reviews
  
- **Child Protection Concern**  
Concern Recorded  
Action  
Review  
Documents
  
- **Child's Plan**
  
- **AS Tracking**  
Tile noting Plans and reviews – plans can be viewed securely on Steer website
  
- **Discipline Records:**  
Interviews  
Correspondence  
Sanctions and Action
  
- **Complaints**

### **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.