

Fettes College

Safeguarding Guidelines 2023/24

Updated June 2023

Review Date June 2024

Responsibility: CMH, Deputy Head (Pastoral)

Safeguarding

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

Our Safeguarding Policy is set in the framework of Scottish Government's *Getting it Right for Every Child* (GIRFEC), the National Guidance for Child Protection in Scotland (2021) and The Children and Young People (Scotland) Act 2014. The core message of GIRFEC is that everyone has a responsibility to do the right thing for each child and work towards a unified approach, with less bureaucracy and more freedom to respond to children. Children should get the help they need, when they need it, and their welfare is always paramount. The aims of the College reflect this:

The Aims of the College

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

- feel valued and respected as individuals
- receive the highest possible quality of education, engaging them in rigorous and relevant opportunities in a dynamic curriculum that creates life long learners
- feel safe, have a sense of personal worth, are thoughtful and considerate of the needs of others, while possessing a willingness to take on responsibility
- are encouraged to stretch and challenge themselves
- develop a sense of self-confidence, integrity, emotional resilience, loyalty, good manners, leadership skills and teamwork
- value a sense of community
- are surrounded by inspirational caring staff
- feel represented and are provided with equal opportunities regardless of gender, identity, sexual orientation, disability, ethnicity or religion

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

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

Fettes College:

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

Fettes College Prep School:

Head of Pastoral Care (Named Person/CPC)	Miss Emma Davies
Deputy Child Protection Officer	Mr Dave 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, operational staff and governors.

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

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

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

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

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

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

Lead Professional

When two or more agencies are working together to support a child the Lead Professional will be nominated to coordinate this support. The Lead Professional will ensure that the expertise of all involved is properly integrated into the process along with the evidence gathered through specialist

assessments in order to give the fullest possible picture of the child's needs and how best these can be met. The Lead Professional is also responsible for coordinating any actions taken to improve the outcome for the child.

Pastoral Team

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

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

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

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

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

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

PASTORAL STRUCTURE

House Organisation

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

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

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

Support is available for each student in the House from the Houseparent, their spouses, Assistant Houseparent, Academic Tutor, Matron, House Prefects and other senior students. In addition, help is always available from any member of Staff, the School Doctors and Medical Centre Staff, the Deputy Head (Pastoral) and the School Counselling Team and from the Chaplain. The School strives to provide a positive and supportive environment where all students have the opportunity to flourish.

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

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

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

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

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

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

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

Personal, Social, Health & Emotional Education (PSHE)

At Fettes the Personal, Social, Health and Emotional Education Programme is an essential part of the well-rounded curriculum that is offered throughout a student's time at school. There are a number of key strands in the PSHE Curriculum that form the basis of the programme and the courses are not limited to only the timetabled curricular topics. The boarding house system and ethos of school life intrinsically contribute to the development of emotional resilience, well-being, values, attitudes and learning of important life skills.

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

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

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

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

Medical Centre

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

Nurses have set surgery times at intervals throughout the day and receive referrals from House Matrons or students may attend directly if Matron is unavailable. Any patient may ask for a chaperone to be present during medical examinations. If a student needs to be treated in hospital, Matron will normally accompany the student and House staff will arrange visits. Parents will be kept fully informed at all times.

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

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

Additional Support Services

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

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

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

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

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

RESPONSIBILITIES FOR SAFEGUARDING

Governing Body

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

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

Safeguarding Governor

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

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

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

Therefore, the Safeguarding Governor will:

- Be appropriately trained.
- Keep up to date with Scottish legislation, policy and practice, relevant to the safeguarding, wellbeing and protection of children.
- Advise the Board on safeguarding, wellbeing, and child protection matters.
- Participate in 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.
- Conduct an annual audit visit to the school, meeting with students, parents and staff to assess the school's safeguarding practice.
- Deal with any safeguarding complaints that arise.

Child Protection Team

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

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

- The student is reassured and supported at all stages.
- Parties are informed of subsequent decisions and actions, where necessary

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

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

Pastoral Leadership Team

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

Carolyn Harrison	Deputy Head (Pastoral)
Sue Bruce	Wellbeing Lead/PSHE
Clare McDonnell	Safeguarding Lead/CPC

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

Deputy Head (Pastoral)

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

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

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

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

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

SAFEGUARDING GUIDELINES

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

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

Where there are serious concerns about a child's safety, current Child Protection procedures will still be followed. (**Please refer to Child Protection Policy in this instance.**) The Child Protection Coordinator will take the lead in investigating the issues and safeguarding the child. Following a risk assessment meeting, a referral may be made to the relevant Social Work Department or the Police. They will also contact the Deputy Head (Pastoral) to discuss the ongoing wellbeing needs of the child, and whether a Student Support Plan is in place, or needs to be considered to coordinate any ongoing support.

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

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

Getting It Right For Every Child (GIRFEC)

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

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

These are:

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

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

What is a Wellbeing Concern?

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

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

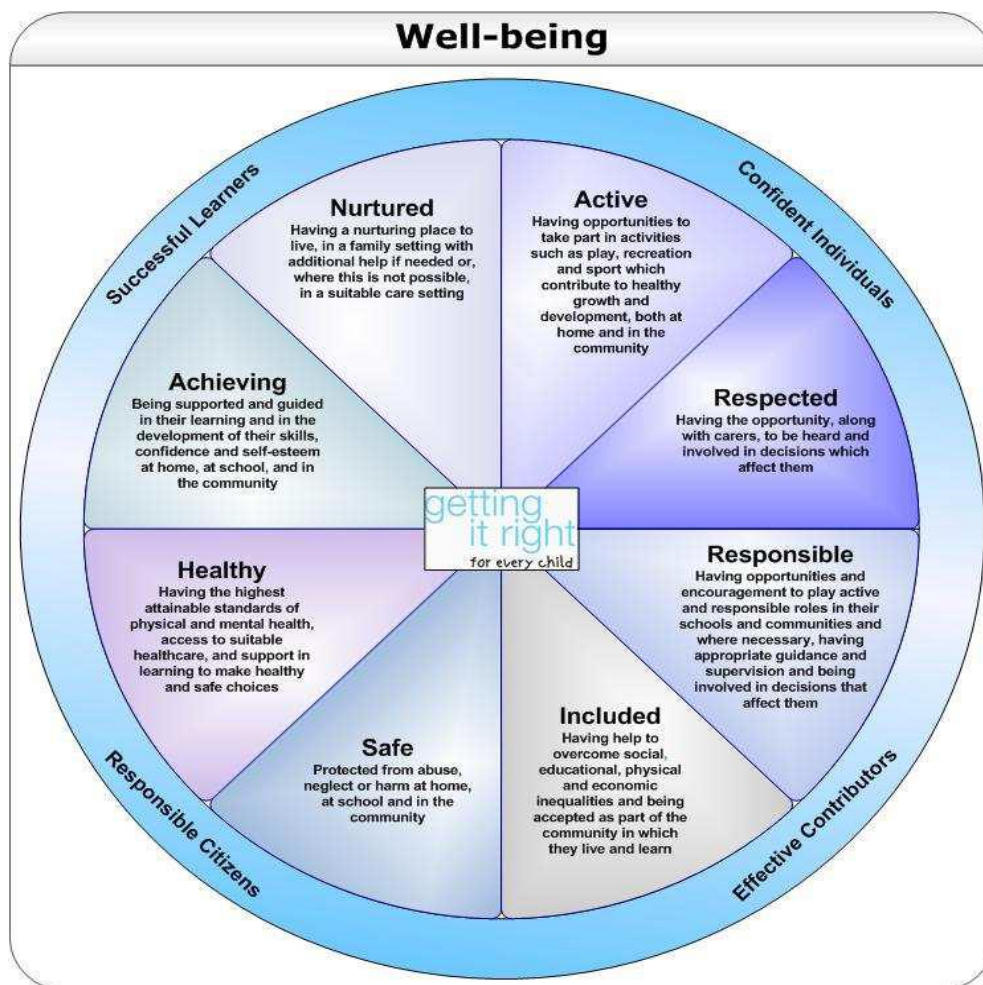
1. What is getting in the way of this child's wellbeing?
2. Do I have all the information I need to help this child?
3. What can I do now to help this child?
4. What can the school do to help this child?
5. What additional help, if any, may be needed from others?

Wellbeing Wheel

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

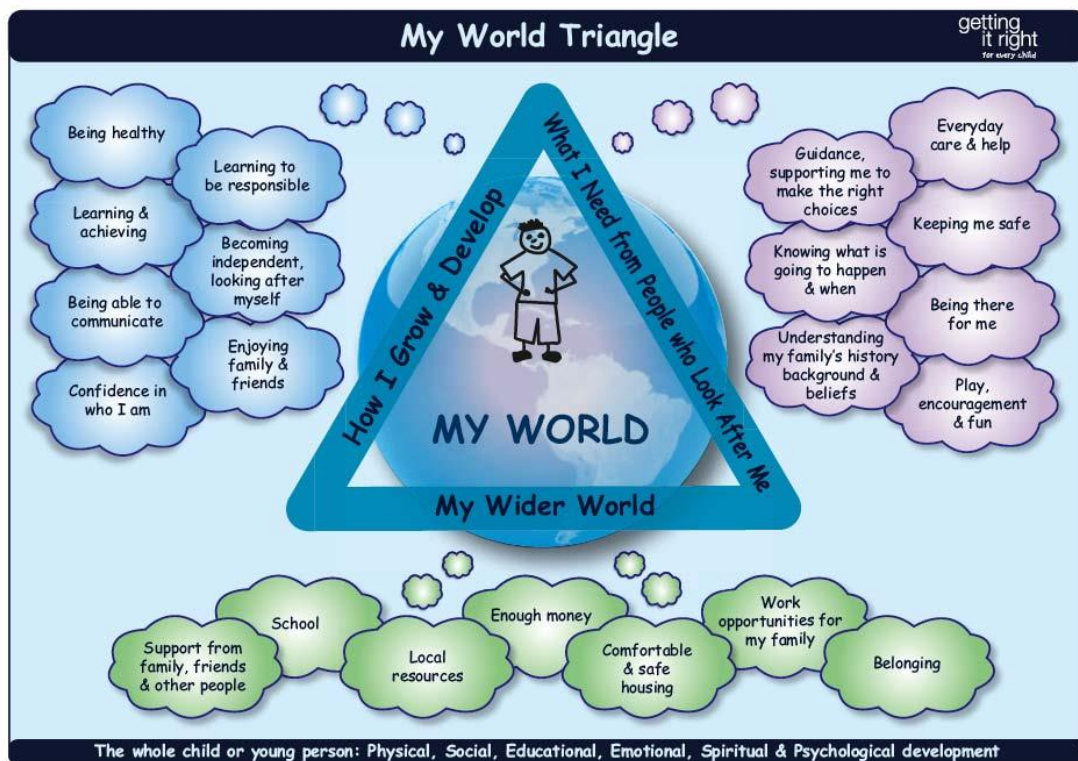
Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included

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



The My World Triangle

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



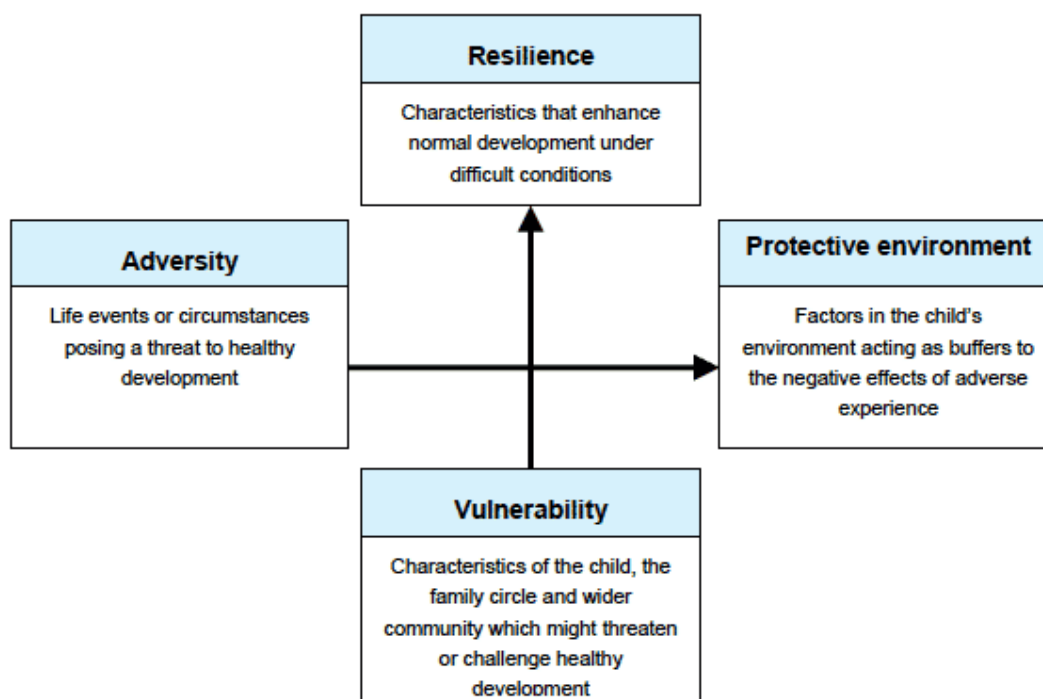
The **My World Triangle** serves as a starting point for considering what risks may be present in a child's life. The Triangle focuses on three dimensions of a child's world: the child themselves, their family, and the wider environment. The Triangle is a useful tool to help focus attention on areas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

The Resilience Matrix

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

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

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



Safeguarding in a Boarding School

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

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

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

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

It is important that:

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

External Agencies:

Care Inspectorate:+44(0)345 600 9527
<http://www.careinspectorate.com/>

Police:101 or 999

Child and Adolescent Mental Health Services (CAMHS).....0131 537 6000
<https://services.nhslothian.scot/camhs/>
<https://services.nhslothian.scot/camhs/outpatient-teams/>

Children and Young People's Commissioner Scotland0131 346 5350
<http://www.cypcs.org.uk/>

RESPONDING TO A SAFEGUARDING CONCERN – STAFF

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

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

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

LISTEN non-judgmentally – do not promise confidentiality.

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

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

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

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

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

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

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

SAFEGUARDING TEAM

Senior School: Child Protection Team



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



Deputy CP Officer
Clare Mathison
CR.Mathison@fettes.com



Deputy CP Officer
Colin Dundas
C.Dundas@fettes.com

Senior School: Pastoral Leadership Team



Deputy Head (Pastoral)
Carolyn Harrison
CM.Harrison@fettes.com



Wellbeing Lead/PSHE
Sue Bruce
SA.Bruce@fettes.com



Safeguarding Lead
Clare McDonnell
C.McDonnell@fettes.com

Medical Centre

0131 332 2247



Charge Nurse
Nicola Miles-Thomas
medicalcentre@fettes.com

Prep School: Child Protection Team



Child Protection Coordinator
Emma Davies



Deputy CP Officer
Dave Hall

Safeguarding Governors



Senior School
Ms Lindsay Paterson
SafeguardingGovernor@fettes.com



Prep School
Mr Hugh Bruce-Watt
SafeguardingGovernor@fettes.com

RESPONDING TO A WELLBEING CONCERN

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

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

Student Support Plan

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

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

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

Child's Plan

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

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

Information Sharing

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

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

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

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

Once a safeguarding concern has been raised with a member of the Child Protection team, they will take responsibility for passing this information on to external agencies, following a risk assessment process. Depending on the outcome, the safeguarding leads will assess what information is relevant and necessary to share with the staff who initially raised the concern. This will be to promote the safety and wellbeing of the child.

Staff need to be aware that:

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

CHILD PROTECTION POLICY

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

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

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

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

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

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

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

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

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

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

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

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

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

PHYSICAL ABUSE

Signs of possible physical abuse:

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

PHYSICAL NEGLECT

Signs of possible physical neglect:

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

FAILURE TO THRIVE

Signs of possible non-organic failure to thrive:

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

EMOTIONAL ABUSE

Signs of possible emotional abuse:

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

SEXUAL ABUSE

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

Signs of possible sexual abuse or child exploitation:

Behavioural

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

Physical/Medical

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

Staff Action

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

If a child chooses to confide in you:

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

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

- 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 Deputy Head (Pastoral), the Head and the Houseparent will decide whether further steps should be taken. Following a risk assessment meeting, a referral may be made to the relevant Social Work Department or the Police.

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

1. The student is reassured and supported at all stages.
2. Parties are informed of subsequent decisions and actions, where necessary.

Students' Child Protection Awareness Training

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

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

Staff Child Protection Awareness Training

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

Monitoring and Complaints

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

Updated June 2023

Review Date June 2024

Responsibility: CMH, Deputy Head (Pastoral)



Fettes College