

# Fettes College

## School Handbook 2024/25

Please note that the School Handbook is relevant for the current academic year.  
The Handbook is constantly reviewed and is updated annually.

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## Welcome from the Head

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

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

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

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

We are very much looking forward to this Autumn Term. I really look forward to getting to know you and your child and I hope and believe that Fettes will become a community that you all feel proud to be a part of.



Helen F Harrison  
Head

## Section I: The Essentials

### The Aims of the College

To achieve our Vision and Mission we will ensure that our students:

- 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

### Conditions of Entry

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

### Term Dates, Holidays and Leaves

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

#### **Half Terms**

These begin at 4pm on a Friday and finish at 9pm on a Sunday on the published dates unless otherwise specified. The times at which houses will close and open at the beginnings and ends of holidays are indicated in the calendar.

## **Leaves**

All School Rules continue to apply during term time whether on campus or not. Leaves are available on half-day afternoons and Sunday but may be taken only when all School and House commitments have been fulfilled and permission has been obtained from the Houseparent. In particular, games commitments or Detention will not be postponed to suit Leave requirements.

1. All students are forbidden to enter a hotel, public house, club, private house or student accommodation without the specific permission of the Houseparent.
2. Sixth Formers who are over 18 are limited to TWO units of alcohol and this must be taken with a meal. Spirits are not permitted. See the guidelines on alcohol set out within Section 3 of this handbook. All students are reminded that the use of fake ID is against the law and the school rules.
3. Students in the Prep School may not leave the grounds except in the company and direct supervision of a member of staff or an older sibling currently at the school.
4. Inverleith Park is out of bounds to members of the Middle School at all times.
5. Students taking Leave must sign out on leaving and sign in on their return to House.

## **Recommended Weekend leaves**

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

(a) Recommended leaves are designated in the calendar. Before these weekend leaves information will be sent to you via Schoolpost from the Houseparent. Please let the House staff know what your child is intending to do by completing travel / accommodation details via i-gtm, the school's travel system. It is essential that we hear from you in order to allow students to take leave.

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

## **Alternative leaves**

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

## **Cultural leaves**

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

## **Indulgence leaves**

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

### **Up-town leave**

Up-town leave may be taken by students between 4pm and 5.15pm on half-days or at another appropriate time agreed with the Houseparent depending upon games or other commitments. On Sundays, students may take leave from 12.30pm with Third Form normally back in house by 4.15pm and others 5.15pm. Students on up-town leave outside these times should first receive permission from a member of House staff.

### **Birthdays & other celebrations**

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

### **Cars**

Permission for a student to drive a car to/from school is a privilege normally only afforded to the Upper Sixth Form and is at the discretion of the Head.

### **Private property**

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

## **Guardianship Policy**

It is essential that all Fettes students (irrespective of age) whose parents are abroad or inaccessible are required to have a guardian for their child in the UK. We believe the guardian role to be of fundamental importance in guiding and supporting a student throughout their time at Fettes. It is essential that a guardian can fulfil the requirements laid out in this policy, particularly as the school needs to have a point of contact within easy reach to cover in emergency situations. Therefore, guardians should live close enough to the school so that they can come and collect the student within 24 hours of an emergency arising.

The guardian's role is to support the child and to deputise for the parents when they are unavailable. **Guardians are responsible for airport transfers for unaccompanied minors and should therefore be available at the beginning and end of terms.** A guardian can be a relative or a friend above the age of 25 or a guardian appointed and monitored by a reputable guardianship agency. Whilst choosing the guardian is the responsibility of parents, periodic checks will be made by staff at Fettes following leaves with guardians to ensure that there have been no issues. Further information and form of delegation can be obtained from Admissions.

## The School Rules

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

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

The following are specifically not allowed:

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

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

## Disciplinary Standards and Sanctions

There are clear guidelines for situations where a serious offence has been committed.

### Drugs

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

## **Alcohol**

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

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

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

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

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

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

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

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

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

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

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

**Smoking:** Fettes College regards itself as a health-promoting organisation and therefore the school is a no-smoking campus for staff, parents/guardians, visitors, contractors and



students. This includes Vaping and the use of E-cigarettes. Any contravention of the school's rules on smoking by a student will lead to a two-week gating (being confined to the grounds). The Houseparent will write to inform parents. For a second offence there will be a three-week gating. The student will be seen by the Senior Deputy Head who will write to inform parents. If a third offence is committed the student will be seen by the Head. For any student committing a second offence, an appointment will be arranged with Medical Centre staff so that support with smoking can be put in place. Smoking in buildings is illegal and is considered particularly unacceptable as it also involves the threat of causing a lethal fire. In such cases the matter will be referred directly to the Head. The school's PSHE programme offers students information on the health risks posed by smoking and vaping, with specific sessions on preventative strategies led by trained staff for different year groups.

General Breaches of the school rules and policies may result in the student being referred to the Houseparent or the Senior Deputy Head with possible consequent loss of privileges, including gating and community service. Persistent breaching of the rules or serious issues will be brought to the attention of the Head and may result in further disciplinary action.

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

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

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

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

## Problems, Difficulties or Complaints

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

## Section 2: General Information

### Communication

We hope the following information is useful and comprehensive but please do not hesitate to contact your child's Houseparent if you ever have a concern or a question. Throughout your child's career at Fettes, the Houseparents are your first point of contact and if they cannot answer your query they will refer you to the most relevant person. School communication will normally be through an email from SchoolPost and we ask that you pay attention to these emails as they will contain important information and quite often require a response. Timely responses relating to travel arrangements and destinations for Recommended Leaves Half-Term Holiday, End of Terms and information about Guardians are appreciated. This is all communicated through our Travel System (i-gtm). All SchoolPost emails will be kept in your mailbox and can easily be referred back to if needed. Parents have access to our Fettes App from the App Store or Google Play. This will allow you to keep up to date with all our news and to access 'Useful Links', including links to SchoolPost, i-gtm, term dates and calendars etc. If you have any difficulties accessing the App or using SchoolPost, please contact [schooloffice@fettes.com](mailto:schooloffice@fettes.com).

### The Curriculum

In the Third Form the curriculum is very broad, though a small measure of choice is introduced. All students choose two modern languages from French, German, Mandarin, Spanish and Latin. Greek is also offered. Engineering, Enterprise and Technology is taught to all Third Form students and is an option in the Fourth Form.

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

In the Sixth Form students specialise further, choosing either the IB Diploma or A Levels. Details of options are published in December in the *Into the Sixth* booklet. Students are guided by their Tutor, Houseparent and the Head of Higher Education in making these decisions. Students should choose the pathway and combination which best suits their particular talents and aspirations.

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

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

### Orders and Reports

From September 2024 students in the Third Form will be assessed using the following Attainment criteria:

Third Form Grade Criteria
<b>Band 1 (Advanced)</b> <ul style="list-style-type: none"><li>• Upper</li><li>• Lower</li></ul>
<b>Band 2 (Confident)</b> <ul style="list-style-type: none"><li>• Upper</li><li>• Lower</li></ul>
<b>Band 3 (Emerging)</b> <ul style="list-style-type: none"><li>• Upper</li><li>• Lower</li></ul>

The criteria above is also be used from T Form to 2<sup>nd</sup> Form in the Prep School from September 2024.

Teachers report on student Attainment and Effort in each term.

From the Fourth Form students also receive a Target Grade based on GCSE, A Level and GCSE qualifications, in addition to Attainment and Effort grades. Written reports and a review of Attainment, Effort and Target Grades are published to parents at different intervals during the term.

The **Attainment Grade** reflects current performance based on a holistic assessment of all evidence to date. Split grades may be used for the reporting from the Fourth Form onwards for Attainment, where no formal exam or trial has taken place. For example, 5/6 for GCSE reporting.

**Effort Grades** are assessed as follows:

$\alpha+$	Alpha +:	Exceptional
$\alpha$	Alpha:	Excellent
$\beta$	Beta:	Good
$\beta-$	Beta -:	Inconsistent
$\gamma$	Gamma:	Unsatisfactory
$\delta$	Delta:	Concern

The **Target Grade** should be agreed by the teacher and the student and represent what both parties feel is possible if all advice is followed and implemented. There are no Target Grades for the Third Form.

## **Parents' Meetings**

There are a number of meetings which are scheduled throughout the academic year to enable parents to discuss the progress of each student with their teachers. Parents' Meetings will be either in person or online, usually at a Recommended Leave or at the end of Term.

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

### **Autumn Term**

- All students in October (all online)
- Upper Sixth Form in November

### **Spring Term**

- Third Form in January
- Fourth Form in March (online)
- Fifth Form in March

### **Summer Term**

- Lower Sixth Form in May

## **Prep**

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

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

The Third Form have a fixed prep timetable which allows for three separate preps to be set each evening. A decision will be made by the Director or Learning and Teaching and the Deputy Head (Academic) about when, and if, the prep timetable is replaced by a more flexible timetable if the Third Form are working satisfactorily. If the structure is still required for the Third Form, the timetable will remain for the rest of the academic year.

In the Sixth Form, there is the clear expectation that students will spend approximately twenty hours on personal study each week. Students have more control over the management of their own work, supported by their tutors. The timetable is more fluid and prep also spills over into private study lessons. Lower Sixth Form students are required to work in College in their free periods for all morning lessons. Lower and Upper Sixth students may be placed in supervised study during all their free periods at the discretion of the Head of Sixth Form.

Revision programmes are set for holiday periods for students with external examinations that year. Otherwise, holiday work is not generally expected unless particular circumstances require it.

### **External tutors**

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

## **House Organisation**

The House is the most important unit of organisation at Fettes. Students joining Fettes from the age of 7 up to the age of 12 go at first into the Preparatory School and at the Third Form stage transfer into one of the senior houses where they remain until the end of their Lower Sixth year. In their last year they move to Craigleith, our Upper Sixth co-educational boarding house, where they are able to experience a greater degree of independence whilst still fulfilling all that is required of a Fettesian. More details about each of the Houses can be found in the appropriate Boarding House Handbook.

In general, the Houseparent is the person a parent should contact over any issue relating to a student. There is also an Assistant Houseparent, a Matron and a team of Tutors.

Support is available for each student in the house from the Houseparent, Assistant Houseparent, 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), the school counselling team and from the Chaplain. The school strives to provide a positive and supportive environment where all students have the opportunity to flourish.

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

### **Health**

The health of the students is monitored by the House Matron who liaises closely with the Medical Centre staff. If a student is ill, they may be admitted to the Medical Centre, sent to bed in house or put 'off-changing'. Students who are deemed to be unfit for games will be put 'off-changing' by the Matron or the medical team in the Medical Centre. Students who are 'off-changing' are excused games, the Challenge (4<sup>th</sup> Form), Combined Cadet Force (CCF) and will be offered rehabilitation or Strength & Conditioning sessions instead.

### **House Bank & Spending Allowances**

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

Students can also deposit funds in the House Bank if they wish. The normal maximum amounts which may be withdrawn from House Bank each week are £15 to £20 for 3<sup>rd</sup> to 5<sup>th</sup> Form students. The recommended spending allowance for all Sixth Formers is £25

to £30 per week. If some individuals are seen to have ready access to relatively large sums of money, it can cause difficulties for others; therefore, we would advise careful consideration before allocating large sums of money for use in term time.

### **Valuables**

All large sums of money and passports should be lodged with the Houseparent for safekeeping on the first day of term and on return from half-term. All property should be clearly marked. Any valuables should be kept securely in a lockable container. **The school has no insurance policy to cover articles of value or cash (e.g. phones, cameras, musical instruments, and computers) against damage, theft or loss.** Parents should therefore make independent arrangements for the insurance of any articles of value brought to the school. Students are asked to provide their Houseparent with a list of any valuables together with serial numbers where appropriate.

### **Passports, Visas and BRPs**

All students should hand in a photocopy of their passport details to the Admissions Office to be kept on file. Passports and BRPs must be handed to Houseparents for safekeeping. If a Passport is renewed, please remember to submit an up-to-date scan or photocopy. For students who require BRPs, Fettes engages [Holmes & Partners Ltd](#) to assist with visa applications.

### **Mobile Phones**

Whilst there are telephones available in Houses for students to make and receive calls, most students now have mobile phones and must abide by the guidelines for their use.

Our Mobile Phone policy aims to reduce the distraction of phones whilst understanding that this technology does have a place in our modern society. Mobile phones should not be used around campus during the school day/before 5pm and students in the Middle School leave their phones with House staff throughout the day. Sixth Form students are not asked to leave their phones with House staff but their phones should not be seen or used around the school campus before 5pm. This means that if a member of staff sees a phone around campus it will be confiscated and not returned for a period of time. Mobiles can be used in Houses during social times (generally this is after 5pm) but their use will be monitored to ensure that everyone is socialising effectively. Phones are also handed in during prep and overnight.

The best time to contact your child is during the evening between 5.15pm and 7pm and between 9pm and 9.45pm. Please do not telephone between 7pm and 9pm which is during Prep or after 9.45pm.

### **Electrical equipment**

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

## **Day Students**

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

### **Attendance**

Students are expected to arrive by 8am. They are strongly encouraged to stay for the full day, including prep and house prayers in order that they can feel fully integrated and gain the maximum benefit from all the school has to offer. However, with the agreement of their Houseparent, they may leave at 5.15pm or when all commitments have been fulfilled. Signing in and out is of great importance; the school has a legal requirement to register attendance. Arrival and departure times, as agreed with parents in advance, should be adhered to except where unavoidable difficulties arise. The Houseparent must be informed in such circumstances. Day students are expected to fulfil all school and house commitments.

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

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

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

### **Prep & Studies**

Attendance at prep is as agreed by the Houseparent. It is strongly recommended that day students stay for at least two prep sessions a week. In particular, it is expected that students will be in house on the night their tutor is on duty; if for any reason they are unable to attend then it is the responsibility of the student to inform the tutor and Houseparent in advance. If a day student is staying, it should be for the whole of the prep period. Studies/study areas must be kept tidy and available for checking by the Houseparent.

### **Detention**

Detention operates on Wednesday lunchtime and early on Saturday morning for senior school students, with students and parents being informed by Thursday afternoon for the Saturday. Day students must attend detention in the same way as boarders.

### **Games**

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

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

### **Overnight Stays**

Whenever possible Houses are delighted to arrange for day students to stay overnight on an occasional basis. It is important, however, that parents telephone or notify in advance to request such a stay. When a student stays overnight because it is convenient for them to do so, a charge will be levied. When a student stays overnight because they are undertaking a duty or responsibility at the school's request, no charge will be made. Parents should be aware that, while we welcome day students to the school, we operate on a full boarding ethos and we therefore do not normally allow day students to regularly board on specific nights of the week.

### **House Duties**

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

## **Games Programme**

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

### **Facilities**

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

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

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

The Sports Centre provides wonderful facilities for the students at the school and is also a private health club. The school uses the facility for games sessions and for evening and weekend activities. All students over 16 can be inducted as members of the Health Club and, as well as participating in group activities, are able to make individual use of the club facilities.

### **Games**

All Third and Fourth Form students play one of the major sports – hockey and rugby in the Autumn term; hockey and lacrosse in the Spring term; cricket and tennis in the Summer term. There is also a strong athletics programme. In the Fifth and Sixth Form these sports continue to be an important aspect of school life, but we also run a varied multi-sport programme for those who would like to branch out into something new. The



following are available to Fifth and Sixth Form students as a games option and many are available to all through the activities programme: sailing, fitness, strength and conditioning, squash and fives, swimming, dance, horse riding, golf, basketball, football, badminton, cross country and tennis are all included, most of these on a competitive basis.

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

### **Video analysis**

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

### **Fixtures**

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

## **Co-Curricular Activities**

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

### **Music**

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

### **Music Lessons**

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

### **Drama**

Drama is an important part of the academic and co-curricular life of Fettes. It is presented as a subject for public examinations in the senior school. The main school

production, which may be a classic play, new writing or a full-blown musical, takes place in the Autumn Term – as does the Middle School Play Festival which is directed by students and adjudicated by an industry professional. In the Summer term the Prep School presents its main school production and students in the Lower Sixth direct and perform the Lower Sixth Play. Parents are welcome to attend all our productions.

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

### **Combined Cadet Force (CCF)/The Challenge**

Whilst not officially part of the CCF, The Challenge (which focusses on teamwork, communication, outdoor skills and resilience) is a compulsory activity for the Fourth Form that runs at the same time as CCF and is led by Senior CCF Cadets.

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

Students also have the opportunity to go to camps throughout the UK and Europe; there is an expectation that students will attend at least one camp in the course of their CCF career.

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

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

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

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

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

## **Middle School Diploma**

Consisting of four components (Community; Creativity and Curiosity; Wellbeing; and Communication) plus the unique Fettes Passport, our bespoke Fettes College Middle School Diploma qualification helps every student to make the most of the wide range of opportunities at Fettes and to unlock their potential, while cultivating soft skills which instil our students with the emotional intelligence to thrive in the modern world. In line with our vision, this qualification promotes the key characteristics of a Fettesian - knowing themselves, looking out for others, thinking critically and ready to make a positive mark on their rapidly changing world. It allows achievements to be recognised, measured, and supported, and there is a competitive element too, as students can go after a Gold, Silver or Bronze qualification which will be awarded in Fifth Form.

## **Volunteering**

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

## **Clubs & Societies**

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

## **Activities**

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

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

## **Weekends**

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

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

### **Trips & Expeditions**

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

### **Leadership Training**

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

The principles are:

- all students are supervised when responsible for activities involving risk
- students receive appropriate training for peer mentoring roles
- students are expected to take responsibility for others only when they have taken responsibility for themselves
- the challenge should not exceed the student's potential
- expectations are graduated according to age, experience and previous achievement

Middle School - the Third Form Field Week in June is the culmination of leadership and outward-bound activities.

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

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

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

## Personal, Social, Health and 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

Each strand will be discussed during each year group; building and expanding on certain areas as the students move up the school.

The topics covered will include and much more:

<b>Third Form</b>	<b>Fourth Form</b>	<b>Fifth Form</b>	<b>Sixth Form</b>
Drugs Introduction Vaping/Smoking Effects of Alcohol (Society & Behavioural Impacts)	Alcohol Safety (House Parties)  Police – Drugs Awareness  DSM Foundation - play	Addiction  New Psychoactive Substances  Legal Issues of Alcohol  Fake ID	Alcoholism, Street Drugs, Binge Drinking, Spiking  Alcoholics Anonymous Risks & Consequences - alcohol
Social Media Awareness sexting/grooming  Gaming	Use of social media & Screen Time (The Cyberbully & Murder Games Documentaries)  Gambling	Creating the Right Online Profile	Online Reputation - Career/Work
Nutrition – practical & theoretical	Nutrition for Success – healthy eating for exam preparation)	Impact of Sugar	Nutritional Life Skills
Mental Health – what does it look like MHAs sessions on Stress/Anxiety/Self Harm & Depression  Mindfulness introduction  Body Image/Self Esteem/Self Confidence	Mindfulness (9-week programme)  Mental Health Issues 6- week programme Eating Disorders Self Harm Stress & Anxiety Depression  Sleep	Self Esteem & Risk Taking Behaviours  Stress Management	Mindfulness Refresher  Coping with Pressure & Stress/Anxiety – clinical psychologist  Health & Wellbeing Carousel
DEI – Diversity Role Models Discrimination & bullying Social Identity  LGBT History Month	UNCRC Equality Act Harassment/ Unconscious bias/ microaggressions/ Victimisation Hate Crime Racism	Prejudice/Tolerance 6- week block including Race, Gender, Sexuality, Disability, Gender	DEI – Equality in the workplace
Personal Safety  Head Injuries	GHOST – personal safety when out		Indulgence Safety  Learning to Drive – Young Driver Event
	Finance (Saving/Interest/ Bank Accounts)	Finance (Careers)	Student Finance (University, Budgeting/Credit Cards/Loans)
Building Positive Relationships Healthy relationships Pressures in relationships Risks and Reasons Pornography	Gender Being Safe Sexually - Consent	Contraception & STI's Sex in Society, Empowerment Consent & Legal Issues Sexual Harassment Impact of Pornography	Relationships – Their Issues Gendered Violence, Consent – Bold Voices
Counter-Bullying & MVP Lessons	Personal Values		
Something is not Right? CSE	Domestic Abuse & Child Exploitation – County Lines	Gendered Violence	
CPR Personal Hygiene		CPR  Self-Checks (Cancer)	Blood Donation
Social Inclusion	Female Genital Mutilation	Radicalism & Extremism	

# Careers Education and Guidance

## **Aim**

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

## **Personnel**

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

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

## **The Careers Calendar**

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

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

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

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

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

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

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

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

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

### **Work experience**

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

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

When to do work experience?

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

### **Health and Safety Issues**

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



## The Development Team

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

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

For up to date Development Team news, please visit:

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

### **The Old Fettesian Association**

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

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

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

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

### **Fettes Career Partnership**

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

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

For further information please visit our website:

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

If you would like to get involved, please contact the Community Engagement Manager, Karen Jones, by emailing [kp.jones@fettes.com](mailto:kp.jones@fettes.com) or telephoning: +44 (0)131 311 6743.

## **The Fettes Foundation**

The Fettes Foundation was formed in 1998 to raise philanthropic income for the benefit of Fettes and its students. Since then it has raised over £20 million in donations from over 2,400 generous donors to support the provision of bursaries, a number of capital developments and other key projects. Donations from our engaged community of Old Fettesians, parents and friends of Fettes transform the lives of students who come to Fettes and will continue to do so for generations.

For further information please visit our website:

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

If you would like more information about the work of the Fettes Foundation please contact the Development Team, by emailing [foundation@fettes.com](mailto:foundation@fettes.com) or by telephoning: +44 (0)131 311 4758.

## **Chapel**

The Chapel lies at the heart of the School, both physically and emotionally, and whilst this is based in Christian traditions, our community is diverse and includes those of all faiths and none. All are warmly welcomed and weekday services are led by students and staff. The tone of all the services seek to be inclusive and engaging, as well as challenging and thought-provoking.

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

## **The Dining Hall**

Our aim is to provide a range of dishes and menus which offer a well-balanced diet. There are three main meals throughout the day which provide a range of hot and cold dishes that contribute to a varied, nutritious and healthy diet. Our menu plan follows a three-week cycle to ensure a good rotation of provision across the board. House snacks and communal provisions are also available in the boarding houses, including a range of healthy options. On Sunday mornings brunch is available from 11am to 12.30pm.

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

Continuous feedback about catering is asked for and change is implemented where possible. We have a student-led Food Committee which meets every term, chaired by the Deputy Head (Pastoral) and the Heads of School. All Houses have a Food Committee representative and this regular consultation over school food has led to many positive changes which have been very well received.

## The Medical Centre

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

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

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

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

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

Physiotherapy and podiatry services both run clinics on campus. Matron will be in touch with parents regarding consent and payment if these services are required.

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

### **Medications**

Boarding students are not permitted to store their own supply of medication unless they are senior students and comply with the self-administration protocol from the Medical Centre. If Day students are prescribed medication and are required to take it during the school day, parents should contact the Houseparent or Matron. Medication must be stored in the original packaging as issued from the chemist with details of student name, medication, dose and name of issuing chemist. It is essential that the Medical Centre is informed of all medication that is prescribed for students. All medication should be handed to Matron on arrival.

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

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

### **Asthma**

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

### **Illness during holidays**

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

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

### **Important procedures for parents**

1. Parents of each new student **must** return their medical health questionnaire to the Medical Centre at least two weeks prior to the first day of term. For the avoidance of doubt, the school will be unable to accept a student into the school unless we have received the completed medical forms.
2. It is important that the school is informed of any problems with hearing, eyesight, learning difficulties or allergies, and of any other long-term medical condition or issues relating to mental health and wellbeing.
3. It is essential to consult the Medical Centre or Houseparent before sending back to school a student who has been in contact with any infectious disease.
4. Both the school doctor and the Houseparent should be informed if medicine and/or other treatment begun at home are to be continued at school.
5. Regular visits to the dentist, and if necessary, to the optician, should be arranged during school holidays. Appointments for dental or other treatment can be made during term-time only in cases of emergency.

## The Fettes College Shop

The Fettes College Shop is managed by the School and sells all school uniform, sportswear and equipment, academic books, stationery, gift items, toiletries and confectionary. Full details of uniform requirements can be found on the shop website: [www.shop.fettes.com](http://www.shop.fettes.com). Orders can be managed by phone: +44 (0)131 311 6723 or by email: [shop@fettes.com](mailto:shop@fettes.com).

During term time the shop is open Monday to Friday from 8am to 3pm, closed between 12noon and 12.30pm. Open from 9.30am to 12.30pm on Saturdays and closed on Sundays. Students and parents/guardians can purchase items from the shop and charge them to the school bill, the only exception being tuck. At the end of each term parents/guardians will receive a detailed invoice with the main school bill.

Heads of Departments make all arrangements for ordering textbooks.

## The Thrift Shop

Situated within the main Fettes College shop, the Thrift Shop offers good quality second-hand items of uniform and accessories. The proceeds of any sales of second-hand items handed in to the Thrift Shop are available on a broadly pro-rata basis to individual Boarding Houses to fund mini projects identified by the students.

## Extra Charges

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

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

### Exam Charges

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

#### GCSE

Each GCSE subject taken in Fifth Form involves a flat fee. This is different for each subject depending on how the GCSE is assessed. A typical GCSE student's exam charge was on average £550 for the full set of exams depending on the specific subjects taken and whether Science was taken as a dual award or individually. Charges are added to the Fifth Form Summer Term fee bill.

#### A-Level

The overall charge made for A-Levels in 2024 was on average £400 depending on the subjects taken and is charged on the final Summer Term fee bill.

## **IB**

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

## **Extra Lessons**

Music and Piping lessons are typically offered weekly and the charge for 2024/25 per 40-minute lesson is £33.05.

There is no charge for extra lessons offered in the delivery of our curriculum. There is, however, a charge for additional lessons which are offered over and above the standard curriculum. Examples include children joining Fettes with a language standard significantly ahead of the norm and hence wishing to take separate classes, children with a different first language wishing to prepare separately for an examination in it and students simply wishing to maintain regular dialogue in their native tongue. The current charge for this is dependent upon the language in question and the ratio of children to teacher but will typically range between £270 and £350 per term.

## **Art**

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

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

At the beginning of the Lower Sixth year there ordinarily be a one-day drawing and research trip to Jupiter Art land which will cost around £8.

## **Text Books/Stationery**

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

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

## **CCF/The Challenge**

Whilst not officially part of the CCF, The Challenge (which focusses on teamwork, communication, outdoor skills and resilience) is a compulsory activity for the Fourth Form that runs at the same time as CCF and is led by Senior CCF Cadets.

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

- (i) CCF boots, not supplied by the MOD, therefore purchased specifically for the students at a cost of around £60. Boots are required for safety while undertaking CCF training;
- (ii) cost of lost kit (please note CCF kit, sourced from the MOD, is inexplicably expensive so special care should be taken not to lose items of equipment - by way of example, a replacement Head dress and Cap badge costs £70); and
- (iii) contributions to the cost of optional CCF camps (circa £125) and Bisley (circa £200) although these are subsidised by the MOD.

On that basis, the range of costs over a student's time with the CCF could vary from £60 to as much as £500 based on full involvement with camps and shooting at Bisley (and assuming an odd lost piece of kit).

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

## **Saturday Activities**

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

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

There are 3 levels of DofE: Bronze, Silver and Gold. Participation at every level of the Award is voluntary. The administration fee at Bronze and Silver Level is currently £28.00 and at Gold £35.00 (these are set by the Duke of Edinburgh organisation itself). The only other costs charged by the school are those associated with the Expeditions, details of which are given below.

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

Students participating in the award at Silver and Gold Levels complete them in the Fourth/Fifth Forms and Lower Sixth/Upper Sixth respectively. Expedition charges are split between the training and assessment expeditions and vary depending upon the nature of the activity selected for the Award. Costs for these events are added to the school bill, typically in two stages, and detailed information is provided to parents in advance of the expeditions (including a kit list outlining essential outdoor gear that the students must have themselves). These costs will include travel, specialist activity-

dependent kit, accommodation, assessor and coaching fees and any assessment centre costs. Currently, total expedition costs are:

- ❖ Silver Level: Walking around £340; Water-based around £550
- ❖ Gold Level: Walking around £400; Water-based around £675

It should also be noted that, whilst the school offers an organised expert-led expedition, students can opt to complete their Silver and Gold expeditions independently; if they do so however, parents should note the restrictions on timing of such privately arranged expeditions, specifically avoiding term time trips outside the calendared Fettes DofE dates.

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

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

With respect to taxis, Fettes makes use of a managed travel system to safeguard our boarding students whilst in transit to and from the College. This ensures that students are accounted for and are in the best possible care. This system meets the requirements of our regulators (including UKVI and Care Inspectorate) and helps us to run an efficient and timely transport for parents and students.

All taxis for holiday periods are automatically booked through this system and there is an additional charge for this service, which includes a platform fee. This can result in higher than expected journey costs – for example a single journey to the airport using this service costs on average £35. For the avoidance of doubt, costs for siblings are not double-charged and parents can opt to book an alternative taxi service.

### **Occasional boarding**

There may be occasions where parents wish to take the opportunity to board on an occasional basis (as set out in the Day Students section of the School Handbook). The cost for doing so is £55 per night, which includes dinner and breakfast.

### **Medical Charges**

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



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

### **Dental Charges**

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

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

Information concerning all trips and expeditions is provided to parents well in advance and any associated costs are similarly communicated. In 2024/25, it is expected that some day trips will be planned on Sundays and these may include cycling, hill-walking or canoeing and modest charges will be raised against these activities to cover any centre-based or rental costs.

### **Co-Curricular Activities**

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

### **Trips**

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

- major (may be Sport, Choir, Pipe Band, etc. but typically involve a fortnight or so during a School holiday)
- curricular (language exchanges, geography/art field trips, history trips, etc.)
- fun/educational (skiing, etc.)

The cost of these trips can vary widely and plenty of notice is given to parents in the case of each trip. The School also recognises that parents may wish to be selective about which, if any, trips their child embarks on and so a programme of proposed trips covering the next 18-24 months is published towards the end of the year and updated annually to allow parents to gauge the most appropriate option for their child.

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

## Insurance

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

### **Students' Personal Effects – NOT included in fees**

The School provides very limited insurance cover for personal effects of students and only under specific circumstances and, therefore, parents are encouraged to arrange their own cover by an extension to their household/personal effects policy or by taking out a separate policy for students' personal effects.

### **Students' Travel Insurance – included for school trips only**

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

### **Students' Personal Accident Scheme - included**

This cover is in place and is arranged through the Scottish Council for Independent Schools (SCIS). Cover applies 24 hours per day, 365 days of the year and provides a scale of benefits for permanent injury resulting from an accident. The policy does not cover associated medical costs. All students are automatically covered from the first day of term and the cover continues until the student leaves School. There is no additional cost as the premium is incorporated within the fee structure. Further information is available.

### **School Fees Protection Scheme – NOT included in fees**

School fees remain due even if a student cannot attend for reasons such as sickness. Parents may therefore wish to take out an insurance policy to cover extended absence from School due to sickness or accident. If the cover is in place, parents are normally eligible for pro rata refund of fees. Many insurers offer this type of cover and one such policy available which also offers an element of parent life cover is arranged through Marsh Limited, the School's insurance broker, a specialist in this type of insurance.

### **Private Medical Insurance – NOT included in fees**

The School participates in the AXA PPP Healthcare Students' Medical Insurance Scheme. This insurance is an optional extra and the premium is additional to the basic fee. The cost for this in 2024/25 will be £150 per term.

### **Life Assurance – NOT included in fees**

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

## Senior School Routine

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

### MONDAY to FRIDAY – Morning

8.30am	Chapel (Thu/Sat 8.25am)
8.50am – 9.30am	Period 1
9.35am – 10.15am	Period 2
10.20am – 11am	Period 3
11am – 11.30am	BREAK
11.30am – 12.10pm	Period 4
12.15pm – 12.55pm	Period 5
1pm – 1.35pm	Period 6

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

### MONDAY to FRIDAY – Afternoon and Evening

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

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

<b>SATURDAY</b>	8.25am	Congregational Practice
	8.50am – 12.55pm	Periods 1-5 for all Forms
	2pm	Games

<b>SUNDAY</b>	10am	Chapel if no evening Service
	7pm	Chapel

## Section 3: Important Information and Policies

### 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 Guidelines are informed by the rights of children as set out in the *United Nations Convention (UNCRC) on the Rights of the Child* and 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 – updated 2023)* and *The Children and Young People (Scotland) Act 2014*<sup>1</sup>.

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.

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. A Code of Conduct for Staff is issued at the start of the academic year and signed electronically by staff.

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

#### Wellbeing Indicators

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

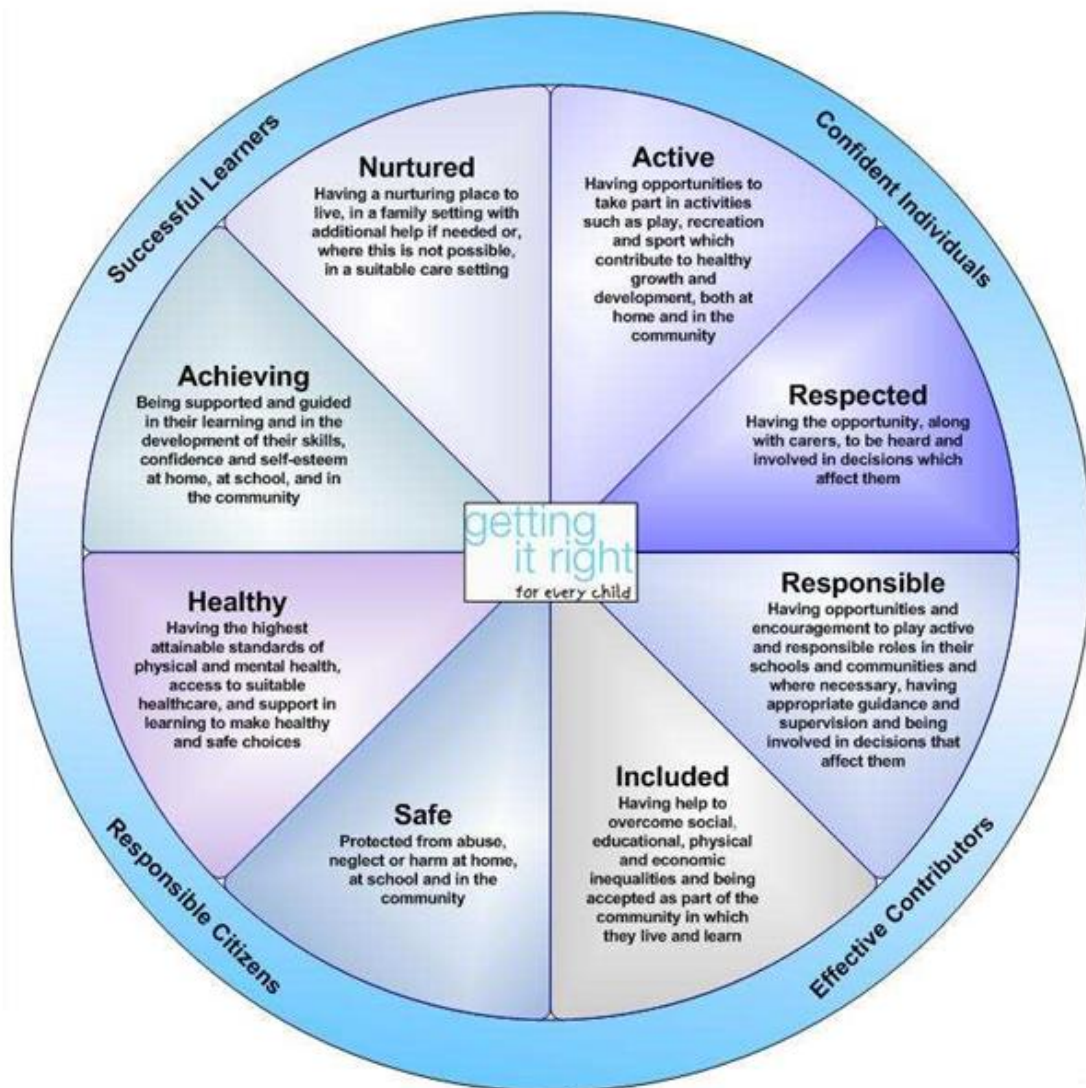
- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

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<sup>1</sup> [UN convention child rights](#); [Scottish Govt - GIRFEC](#); [National Guidance Child Protection Scotland 2021- updated 2023](#); [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 get on and respond to children. Children should get the help they need, when they need it, and their welfare is always paramount. GIRFEC is underpinned by common values and principles which apply across all aspects of working with children and young people.

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



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?

# Child Protection

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

## **What is abuse?**

Abuse and neglect may involve inflicting harm or failing to act to prevent harm and can include any of the following: neglect; physical abuse, sexual abuse and emotional abuse.

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

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

## **What will happen next?**

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

## **Confidentiality Guidelines**

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

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

- i. Anything imparted 'in confidence' to one member of staff or person approached as an associate of the school, may be shared with a restricted

number of colleagues if that person feels in need of support and guidance from them.

- ii. If concerns are raised about the safety or protection of a child, in line with the school's Child Protection Procedures, staff are required to pass that information on to the Child Protection Co-ordinator.
- iii. Where there are concerns that a student may be at risk of significant harm, advice will always be taken from the statutory authorities. Sharing information that is relevant and proportionate about children who are at risk of harm is fundamental to keeping children safe.
- iv. The school must pass on information when legally obliged to do so: for example, 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 may result in the student keeping the problem to themselves or not sharing concerns in the future. In these specific circumstances a decision may be taken not to include parents.

The Medical Centre is governed by guidelines on medical confidentiality.

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

### **Confidentiality Statement for Students**

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

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

The school's response is that anything you say in confidence will be treated in confidence unless there are concerns about your safety or protection. This would need to be shared with others, but staff would tell you first. They should also tell you who they are sharing it with and why. You may have concerns that you do not want to share with staff or your parents or carers. If you are worried about confidentiality you can speak to the Medical

Centre or the Deputy Head (Pastoral) or ask to meet with the school counsellor. These meetings can be set up confidentially.

The following advice may also be useful:

- You can tell staff using a hypothetical concern and seek advice e.g. *What if you were 15 and such and such was happening to you what should you do?* or *I know someone who...*
- Tootoot is our anonymous reporting tool where members of our community are trained and on hand to help as they understand the school and the issues that may arise. It can be accessed either via the dashboard on Firefly or the Tootoot App.
- You can phone Childline on 0800 1111; the call is free and will not show up on your phone bill. Childline will help you work out what to do next.
- You can also use the Childline “For Me” app which provides direct counselling to young people through a mobile device and it’s free to download.
- Childline also provides 1-2-1 chat with a counsellor. You can send an email or write a letter to “Ask Sam” about the issues that affect them. “Sam” responds to a cross section of the letters that young people have sent and young people can search the archive of letters for advice and information.
- For older students, Breathing Space is a free confidential phone and web-based service for people in Scotland: [www.breathingspace.scot](http://www.breathingspace.scot)
- Shout is the UK’s first free 24/7 text service for anyone in crisis anytime, anywhere: Text: 85258



## Promoting Positive Behaviour Policy

The *Promoting Positive Behaviour Policy* is based on our belief that all members of the Fettes community, staff, and students, have an individual responsibility to contribute positively to a tolerant and inclusive school society through the positive relationships we build. Positive relationships and behaviour are integral to achieve a happy, healthy and safe learning environment.

This is reflected within the Aims of the College to ensure that our students “*feel valued and respected as individuals*” and “*feel safe, have a sense of personal worth, be thoughtful, and considerate to the needs of others...*”.

A positive school community is one in which children and young people feel included, respected, safe and secure, and is a place where students feel their achievements and contributions are valued and celebrated.

All students should be aware of the school behaviour, policies, standards, expectations, and consequences. Every student should be supported to achieve the behaviour standards.

### **This policy has been informed by the following policy and legislation<sup>2</sup>:**

- United Nations Convention on the Rights of the Child
  - Article 3 Best interests of the child:* When adults make decisions, they should think about how their decisions will affect children.
  - Article 13 Sharing thoughts freely:* Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.
  - Article 28 Access to education:* Every child has the right to an education. Discipline in schools should respect children’s rights and never use violence.
  - Article 29 Aims of education:* Children’s education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people’s rights, cultures and differences. It should help them to live peacefully and protect the environment.
- Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour (Scottish Government, 2017).
- GIRFEC Principles and Values
  - Our school community and ethos is based on the GIRFEC wellbeing indicators to ensure every child is safe, healthy, achieving nurtured, active, respected, responsible and included.
- Equality Act 2010

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<sup>2</sup> United Nations Convention on the Rights of the Child; Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour (Scottish Government, 2017); Getting It Right For Every Child Principles and Values ; Equality Act 2010

## **Expectations of Students**

- Follow the school's expectations and embody the school values
- Follow the rules of the school and instructions given by staff
- Be prepared for all lessons and complete work to the highest standard
- Show respect for everyone and do not disrupt the learning of others
- Arrive to lessons on time and always wear the full and correct uniform
- Always represent the school with impeccable standards
- Adhere and respect social rules and personal space

## **The role of staff**

Staff have an important role in developing a calm, positive, structured and safe environment for students and establishing clear boundaries of acceptable student behaviour. Staff should teach and model expected behaviour and positive relationships, so that students can see examples of good habits and are confident to ask for help and support when needed. They should also constantly challenge students to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school norms, routines, values and standards both explicitly through teaching behaviour and in every interaction with students. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

It is recognised that there will be occasions where students will behave in a manner which will require the member of staff to challenge, offer guidance and support, and issue appropriate sanctions.

## **Rewarding Positive Behaviour**

In Fettes, we reward positive behaviour because we believe that is not only conducive to our learning environment but will also develop an ethic of kindness and co-operation.

If a student shows an impeccable standard of behaviour, or goes over and above to help another student or staff member, they may be issued with an Excellence Slip. When handed in to Houseparents these can be traded for rewards.

## **Low Level Disruptive behaviour**

Low level disruptive behaviours in the learning environment impact class learning time as it diverts attention away from learning activities.

In this instance a teacher may consider the following action:

- Issue a verbal warning or move a student who is being disruptive.
- Issue a demerit through iSAMS
- Issue a detention through iSAMS
- If disruption occurs over a number of lessons the teacher will liaise with the students Houseparent and Personal Tutor who will meet with the student to discuss their behaviour.
- Issue a gating sanction

## **Serious behaviour offences**

Serious behaviour offences may be related to, but are not limited to, drugs, alcohol, sexual conduct, theft, bullying, smoking & vaping, breaking bounds, unacceptable access and use of ICT.

In the event that an offence is suspected the following action may be taken:

- The Houseparent will conduct an information gathering meeting with the student (s) concerned.
- A case meeting will be held with relevant members of Senior school staff.
- If more information is required further interviews will be conducted by the Senior Leadership Team and a member of the Child Protection Team.
- If applicable, the Police or Social Work will be contacted.
- A decision will be taken and an appropriate sanction will be issued.

Any major breach of school rules will be assessed on a case by case basis and therefore the above actions will be carried when and if deemed appropriate.

**Possible sanctions for serious behaviour offences:**

- Warning
- Restorative practice opportunity
- Gating
- Monitoring card (behavioural or academic)
- Withdrawal of privileges
- Internal suspension
- External suspension
- Expulsion

**Related policies and documents:**

- Counter-bullying policy
- Peer on Peer Abuse Policy
- ICT Acceptable Use Policy
- School Handbook

# Counter-Bullying Policy<sup>3</sup>

## Statement of Intent

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

This policy is underpinned by the values of *fairness, respect, equality* and *inclusion*.

The provision of a counter-bullying policy alongside School behaviour policies and the pastoral care network in Houses is intended to translate this aim into practice. This policy has been guided by several legislation documents and legal frameworks and including *Respect for All: National Approach to Anti-Bullying for Scotland’s Children and Young People (2017)*, and the *Equality Act 2010*.

Fettes College is committed to providing a safe, caring environment free from disruption, violence and harassment so that every student 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. We promote positive relationships and relationships amongst all children, young people and adults around them.

Bullying, harassment, victimisation and discrimination of any kind 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.

In relation to the rights of children, the United Nations Conventions on the Rights of the Child (UNCRC) states: “*You have the right to be protected from harm,*” and “*You have the right to an education,*” therefore bullying is a breach of these rights.

## Aims

The aims of the counter bullying policy are:

- to develop a culture of mutual respect and responsibility in the Fettes community.
- create awareness of bullying through the curriculum and other activities;
- developing effective strategies for recognising and supporting victims of bullying
- to recognise and deal with individuals who display bullying behaviours within a framework of respect, responsibility, resolution and support.
- ensure all students have knowledge of and access to a support structure within Houses and School so they can share worries and seek help;
- ensuring that all staff know what to do if they encounter bullying, that they treat incidents seriously and are consistent in how they deal with them;
- assure students and parent/guardian that all reports of bullying will be treated seriously;
- to reduce incidents of bullying through implementation of appropriate strategies (preventative and proactive as well as reactive).

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<sup>3</sup> The following legislation and legal frameworks have been used to inform this Counter-Bullying Policy: [Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People \(2017\)](#); [United Nations Convention of the Rights of the Child](#); [Equality Act 2010](#); [Better Relationships, Better Learning, Better Behaviour \(2013\)](#); [Developing a Positive Whole School Ethos and Culture – Relationships, Learning and Behaviour \(2018\)](#)

## **What is Bullying?**

Bullying can mean different things to different people and take different forms. The definition we use is:

“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.”  
*(Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People, 2017).*

This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include, but not exclusively:

- being called names, teased, put down or threatened face to face/online
- being hit, tripped, pushed, or kicked
- having belongings taken or damaged
- being ignored, left out or having rumours spread about you (face-to-face and/or online)
- sending abusive messages, pictures or images on social media, online gaming platforms or phone
- behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)
- being targeted because of who you are or who you are perceived to be (face to face and/or online).

## **Prejudice-based Bullying**

Bullying behaviour which may be as a result of prejudice related to perceived or actual differences, leading to behaviour manifesting into racism, sexism, homophobia, biphobia, transphobia or prejudice and discrimination towards disability or faith (See Appendix B).

## **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.

## **Impact and Outcomes of Bullying**

Long and short term effects on physical, mental health and wellbeing of individuals. It impacts a person’s capacity for self-management, internal feelings of control, and ability to take action because of someone else’s behaviour. Bullying directly or indirectly affects childhood development and future potential.

## **Signs of Bullying**

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

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

- new to a class or the school
- different in appearance, primary language, or cultural or social background from other students
- students who suffer from low self-esteem
- those younger or weaker than the rest of their peer group
- those who may be isolated, lonely or loners
- evidently more or less academically able than others
- an individual with a protected characteristic

## **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 our shared responsibility to foster a culture of allyship.

A student who is the victim of bullying, or someone who witnesses bullying should feel free to approach any member of Staff for help. The member of Staff will act in accordance with School policy.

## **Individual being bullied**

Students who feel that they are being bullied should feel confident about reporting any incident and can report it in the following ways:

- tell a friend who will pass the information on to a staff member
- tell a Prefect who will pass the information on to a staff member
- tell their Tutor
- tell their Houseparent, Assistant Houseparent or Matron
- make an online report as indicated in the ICT Acceptable Use Policy
- tell the Medical Centre Staff
- tell any other member of Staff
- by using the Tootoot app

They can also report it directly to any of the following people:

- Senior Deputy Head (Mr Weatherby)
- Deputy Head Pastoral (Mrs C Harrison)
- School Chaplain (Mr McCleery)
- Head of Wellbeing (Mrs Bruce)

- Child Protection Team (Miss McDonnell, Mr Dundas, Mr Archibald)
- DEI Lead (Mrs Hussain-Savuk) or DEI Coordinator (Ms Dickens)

**Students need to know:**

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

**Parent/Guardian of children who may be subject to bullying behaviour need to know:**

- the school procedures for dealing with bullying
- the signs to look out for
- that they should contact the Houseparent and have confidence that the matter will be taken seriously and investigated.

**Restorative approach**

Fettes College takes a restorative approach towards any student who exhibits bullying behaviour.

They will be provided with support to:

- identify the feelings that cause them to act in that way
- develop alternative ways to respond to their feelings
- understand the impact of their behaviour on other people
- if possible, repair relationships.

**Preventing, Investigating and Managing Incidents of Bullying**

Bullying takes place in the context of relationships. Promoting respectful relationships, repairing relationships where appropriate and ensuring we respond to all forms of prejudice in order to create an environment where bullying cannot thrive.

**School Preventative Measures**

- school stance on bullying behaviour made clear through Counter-Bullying Policy
- wherever possible, the emphasis will be on preventative measures rather than simply reacting to incidents of bullying when they occur
- all students participate in PSHE sessions on Anti-bullying in Prep School and Third Form; PSHE Sessions will also occur on cyber bullying
- members of staff are CEOP Ambassadors to help with the prevention of cyber bullying
- Houseparents will reinforce the content of PSHE sessions within Houses

**Collective responsibility of Staff**

- being vigilant and proactive if they note what may be developing into a bullying relationship or possible occurrences of bullying
- being approachable and willing to offer help and support.
- be mindful of their own language and behaviours in front of students to ensure they are modelling good behaviour at all times.

## **Members of staff should follow school procedures when a bullying incident arises**

by:

- discussing issues of bullying if they arise in the classroom
- note and report any significant changes in a student's behaviour to House
- watch for interaction between students which may indicate bullying
- note and report to House Staff any students who are consistently left out by others
- be vigilant in informing House Staff of unexplained absences from classes or activities

## **When a staff member is alerted to a bullying situation or occurrence**

- make the situation safe, if necessary
- note the type of bullying experienced e.g. name calling, rumours, threats, etc.
- note any underlying prejudice including details of any protected characteristics
- avoid labelling children and young people as 'bullies' or 'victims' as this can be disempowering and unhelpful in changing their behaviour or supporting recovery from being bullied.
- Support the person reporting the bullying by asking helpful questions such as: What was the behaviour? What impact did it have? What does the student want to happen? What do i need to do about it?
- refer the incident to the Houseparent
- record the incident as fully as possible on iSAMS Pastoral Manager.

## **Houseparent**

- Houseparent takes responsibility for investigating the incident
- should record the incident as fully as possible on iSAMS Pastoral Manager
- the individual experiencing bullying and individual displaying the bullying behaviour may be brought together for a managed, supported restorative conversation
- clear guidelines for future behaviour are issued and a code of conduct agreed. Both students should know that the situation will be monitored and know of consequences if bullying behaviour continues
- parent/guardian of individual experiencing bullying and individual displaying the bullying behaviour will be informed
- House Staff monitor the situation
- referral to Senior Deputy Head or Head if no improvement is seen. Possible suspension or permanent exclusion in the most serious cases (See Promoting Positive Behaviour Policy).



# Diversity, Equity & Inclusion Policy

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

## 1. Policy Statement

As an organisation we endeavour to act with integrity, in the interests of others, with honesty and transparency. Equality of opportunity is fundamental to good practice in education, in which fair access to opportunities for all is a basic right. Fettes College is fully committed to eliminating unlawful and unfair discrimination and values the identities that a diverse community brings.

As a school we are well positioned to educate not only our students, but our staff and the communities we serve. It is our aspiration to build a culture where individuals are valued, understood and respected.

## 2. Responsibility

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.

It is the responsibility of all staff to:

- Treat colleagues, students and visitors with dignity and respect, and avoid demonstrating behaviours that may give rise to discrimination, harassment or victimisation.
- Support and participate in any measures in place to promote equality, diversity, inclusion and belonging.
- Actively challenge discrimination and disadvantage
- Report any circumstance in which this policy is breached.

## 3. The Legal Framework

This policy is informed by the Equality Act (2010), we accept the definitions of discrimination provided by this policy which can be found here: [Equality Act \(2010\)](#).

## 4. Aims of the Policy

- Develop an ethos which respects and values all people.
- Actively advance equality of opportunity.
- Prepare students to participate in a diverse society.
- Promote good relations and respect amongst the people within our community.
- Eliminate all forms of unfair indirect and direct discrimination, bullying, harassment, victimisation, or other oppressive behaviour.
- Deliver diversity, equality and inclusion through school policies, procedures, training, and practice.
- Make reasonable adjustments and do our utmost, within available resources, to remove barriers which limit or discourage access to school provisions or activities, including for those individuals who require Support for Learning (SfL) or have English as an Additional Language (EAL).

- Take effective action to provide encouragement and support to individuals and groups whose progress has been limited by protected characteristics, stereotyping and cultural and/or misconceptions.
- Monitor the implementation of equality and diversity within our schools.
- Ensure that our policies and procedures are fair, transparent and in line with our culture and ethos, and our legal and statutory responsibilities.

As a school we are committed to:

- Ensuring anyone with a protected characteristic as described within the Equality Act 2010 does not experience discrimination (e.g. age, disability, sex, gender identity/reassignment, gender dysphoria, transgender, pregnancy and maternity, race, sexual orientation, religion or belief, marriage and civil partnership or intersectional identity).
- Promoting equality and diversity in our policies, procedures and guidelines.
- Delivering a high quality education which meets the needs of our student population and workforce, ensuring that no individual or group is disadvantaged.
- Creating a sense of belonging which fosters good relations across all characteristics, this includes individuals or groups who have a protected characteristic(s) and those who do not.
- Encouraging people to bring their whole, authentic self to school and work, with the knowledge that at Fettes we value difference and diversity.

## **5. Equality Impact Assessments (EqIA)**

EqIA are used to consider any direct or indirect impact a policy, practice or procedure, or a proposed change to it, might have on individuals or groups with protected characteristics. This evidence gathering approach allows assessments to be made on whether any unintended impact has occurred and assists with ongoing monitoring and evaluation. These assessments are designed to ensure transparency and consideration of equality issues. In the event that a risk has been identified, the risk will be assessed and addressed before the policy, practise or procedure can be signed off by the Senior Leadership Team.

Written records of all EqIA are kept centrally within the school and can be accessed by anyone upon request.

## **6. Fostering good relations**

- We promote tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum, Chapels, House prayers and through the use of external speakers. This includes teaching in Personal, Social and Health Education (PSHE) and Tutor time, as well as in other curriculum areas.
- Talks in Chapel enable relevant issues to be shared with the whole school and students are encouraged to take the lead for such sessions – staff are also encouraged to participate to provide role models for students.
- We use Interfaith Week as an opportunity to invite local faith and non-faith leaders to speak to whole year groups.
- We have a number of student led groups to ensure representation of student voice around matters which affect them and impact their experience of education. These include Student Council, Fettes Equality Society, Curriculum Review

Committee and Rights Respecting Schools ambassadors. These groups are formed of students from a range of backgrounds and year groups.

- All students are encouraged to participate in the school's activities through clubs, games sessions and boarding house initiatives.
- Fettes considers the impact of significant decisions upon particular groups. For example, when a school trip or activity is being planned staff must consider whether the trip:
  - Cuts across any religious holidays
  - Is accessible for all students
  - Has facilities for all

A full risk assessment and, where appropriate an EqIA, is undertaken prior to any trip going ahead.

- Fettes aims to create a culture of acceptance, utilising INSET days and whole staff meetings to raise awareness and educate staff.
- The Diversity, Equity and Inclusion (DEI) Lead has an open door policy where any staff member (teaching or operational) or student can request a chat or meeting. The DEI Lead may act as an advocate for the individual acting upon the information provided in order to inform the wider Fettes community of improvements or required change in practice.

## **7. Monitoring and data**

Fettes will monitor the admissions and progress of students from different backgrounds. This information will be used to monitor, review, evaluate and therefore inform inclusive practices in all areas of the school and boarding houses. This data will only be accessed internally and we will ensure that individuals are not identifiable.

## **8. Admissions policy**

Fettes College undertakes to treat every application in a fair and equal way. It takes cognisance of the School's DEI Policy and accepts applications from all students, being mindful of those with protected characteristics. Fettes College is happy to receive applications from disabled students and those with 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.

## **9. Reasonable Adjustments**

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

caused to disabled students. The School has an Admissions and Accessibility Policy, which can be made available upon request.

#### **IO. 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.

#### **II. Monitoring and Complaints**

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

# Responding to Safeguarding Concerns

## Information for Students

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

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

#### Definitions:

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

#### Non-Child Protection Incidents

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

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

This means that if further incidents are raised involving the same students, a bigger picture can be built up and further action (e.g. sanctions from the Senior Deputy Head) can be taken. Suspension (pending investigation) or exclusion 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 children or an adult to a child) this is what will happen:

- All members of staff have a legal obligation to pass this incident on to a member of the Child Protection (CP) team: Miss McDonnell, Mr Archibald or Mr Dundas.
- A member of the CP team will then decide on further action, probably by meeting with the student(s) involved, based on whether they think anyone is at risk of, or has suffered, significant harm.
- It is likely that the Deputy Head (Pastoral) will also be made aware of the situation, and your Houseparent, so that they can support you through this. We will discuss with whom you are happy to share this information and agree what details we can pass on.
- If you are under the age of 16 it is likely that your parents/guardians will also need to be informed. If you are 16-18, we would recommend that your parents/guardians be informed. A risk assessment, regarding informing your

parents/guardians, would be undertaken if we think that telling them might put you more at risk.

- If a crime might have been committed, it is the legal obligation of the CP team to pass the matter on to the police. The police are likely to want to come to school and speak to the subject, but the subject does not have to speak to the police if they do not want to. If you choose not to speak to the police, that does not mean that we think the incident did not happen.
- Depending on the nature of the incident, the CP team may also pass on the concern to Social Care (a government-led organisation which aims to protect the wellbeing of children and vulnerable adults, sometimes called Social Services) and possibly the police.
- We may also seek advice from our external Child Protection consultant, to ensure students are effectively supported in school by staff.

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

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

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

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

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

## ICT Acceptable Use Policy

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

### **Student Safety**

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

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

### **Network Integrity**

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

1. Not to use the network for games or recreational video streaming during lesson times or prep.
2. You will not try to save, run or install any program files unless from a legitimate, reliable source.
3. You will not open attachments to emails from people/organisations you don't know.
4. You will not try (unless you have permission) to make large downloads or uploads that might take up Internet capacity and prevent other users from being able to carry out their work.
5. You should ensure you have adequate virus and malware protection on your computer. In the case of Windows IO machines, Windows Defender is on by default and should not be switched off.

### **Responsible Use**

*In using the school's system, you must agree:*

1. You will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
2. You will not attempt to access areas of the network for which you do not have permission.

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

### **Breach of the Policy**

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

1. loss of or restricted access to the school network/Internet
2. contact with parents
3. detention/gating
4. suspension/exclusion
5. in the case of illegal activities, involvement with the police



# Complaints Policy

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

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

## **Stage 1: Informal Resolution**

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

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

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

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

If the complaint is about the Head of the School (“the Head”), the complaint should be sent to the Company Secretary (“the Clerk”), who will liaise with the Chair of Governors (“the Chair”), the parents and, as appropriate, the Head. If the complaint cannot be resolved at this stage of the Complaints Procedure, the complaint will be considered under the “*Stage 4: Appeals Procedure*”, which will only apply to complaints in respect of a decision by the Head to expel or permanently remove a child.

## **Stage 2: Formal Resolution**

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

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

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

Depending on the nature of the complaint against the named member of staff, it may be necessary to invoke procedures from the School's other policies in order for a full investigation to be carried out. If this is the case, the named member of staff would not be in attendance at the meeting.

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

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

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

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

At this stage of the procedure the complaint will be referred to the Head whose decision, except in the case of expulsion or permanent removal, shall be final. The Head shall not, except in exceptional circumstances, expel or permanently remove a pupil without first obtaining the agreement of the Chair or, in circumstances of non-availability of the Chair, of a Governor nominated by the Chair to act in place of the Chair.

If parents are dissatisfied with the decision to expel or permanently remove their child they may proceed to "Stage 4: Appeals Procedure".

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

At this stage of the procedure, which shall only apply in respect of expulsion or permanent removal, parents will be referred to the Clerk, who has been appointed by the Governors to call hearings of the Complaints Panel. The Complaints Panel, typically comprising three Governors, none of whom will have had any prior involvement in the matters detailed in the complaint ("the Complaints Panel"), will hear the appeal.

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

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

The hearing of the Complaints Panel will take place no later than 20 working days from the complaint being received by the Clerk.

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

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

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

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

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

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

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

#### **Notes**

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

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

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

## COMPLAINTS PROCEDURES FOR STUDENTS

The following appears in the Senior House Boarding Handbooks:

### **If you have a Problem, Suggestion or Complaint**

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

If the matter cannot be settled to your satisfaction, then you can make a formal written complaint. In the first instance this complaint should be made to your Houseparent who will reply to your complaint within three days. A copy of your written complaint and the reply will be passed to the Senior 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 Senior Deputy Head. You may take a friend, a prefect, your tutor or any other member of Staff with you to this meeting. The Senior Deputy Head will talk the matter through and will try to sort out the problem. A record of the meeting and outcome will be kept.

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

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

You can also contact the **Scottish Care Inspectorate** if you have a serious complaint: 0345 600 9527 Monday to Friday, between 09:00 and 16:00 or via email: [enquiries@careinspectorate.gov.scot](mailto:enquiries@careinspectorate.gov.scot), or you can ask the Deputy Head (Pastoral) for information or advice.

# International Student Policy

## **Right to Study**

Irrespective of your child's nationality or place of residence, we require a copy of any prospective student's passport and visa (if applicable) to confirm their right to study in the UK. (If they do not have a passport we will require a copy of their Birth Certificate.) We will hold the copy (and any renewals you send us from time to time) for the duration of the child's time at Fettes. Please check the following link to see whether a visa to study in the UK is required: [www.gov.uk/check-uk-visa](http://www.gov.uk/check-uk-visa)

## **International Students**

Fettes welcomes students from all over the world and is proud of its international outlook and diverse community.

In order to cope with the academic and social demands of Fettes College, however, students must be **fluent English speakers**. Normally students should have been educated in the English medium for at least 3 years before coming to the College. English is assessed as part of our Admissions process.

Additionally, Fettes expects overseas students to finish a complete course of study such as GCSE (up to and including 5<sup>th</sup> Form), or A Levels / IB (in the Lower and Upper 6<sup>th</sup> Forms).

Any student who does not hold a UK Passport or settled or pre-settled status in the UK must apply for a visa in order to study at Fettes College and Fettes College Prep School. The Admissions Team will assess the visa needs of each student entering Fettes College and Fettes College Prep School but there is also a facility for early notice to be provided by the parents in the application process, if they are aware their child will require sponsorship. Fettes College is a registered Student Sponsor (via the Home Office's UK Visa and Immigration (UKVI) unit). The College retains full discretion over any decision on whether to sponsor the child.

As a general rule, Fettes will only sponsor boarding students and will consider sponsoring applications for day students into the Prep School only by exception.

## **Visa Routes**

The two types of visa Fettes typically supports are Child Student Visa and Student Visa.

### Child Student Visa

It is possible to apply for the Child Student (formerly Tier 4 Child) visa if aged between 4 and 17 and the student wishes to study at an independent school in the UK.

They must also:

- have a place on a course
- have the consent of their parent/s or guardian
- have enough money to cover their course fees and living costs
- meet the eligibility requirements.

### Student Visa

This visa is typically aimed at students over the age of 18 applying for their visa. In exceptional circumstances, however, Fettes may issue a Student CAS (Confirmation of Acceptance to Study) to a student aged 16 or over.

### **Holmes & Partners**

As a registered Student Sponsor, Fettes College holds a Student Sponsor license that allows us to sponsor international students to come and study in the UK. With this comes a wide range of sponsor duties and regulatory obligations that incur significant costs to the College extending well beyond the student visa application process. International students are hugely important to the community at Fettes College so we take steps to ensure our Student Sponsor licence is protected and we can focus more on our true priorities as educators.

UK Visas and Immigration inspect sponsors on a regular basis and Fettes College must be able to demonstrate full compliance in order to continue to sponsor international students. Visa refusals for applications through either route and for whatever reason are monitored and recorded by UKVI so there is a vested interest in ensuring all compliance duties and student applications are supported by expert knowledge and guidance. The UKVI compliance regime is also becoming increasingly punitive, and a loss of the Student Sponsor licence would be highly detrimental to both the College and a child's study in the UK.

For these reasons we have instructed Holmes & Partners to process all Child Student and Student applications for students attending Fettes College and Fettes College Prep School and to act as the custodians of the College's Child Student Sponsor licence. This provides reassurance that the visa application process will not cause students unnecessary difficulty and that the College is well placed to meet its legal obligations as a sponsor. We require parents of any child applying for a visa to work with the account management team at Holmes & Partners who will discuss their child's application and visa requirements and provide all relevant information and support.

### **Parent of a Child Student Visa**

Parents who wish to accompany their child/children to the UK can apply to do so under the Parent of a Child Student visa, so long as their child is under the age of 12: [www.gov.uk/parent-of-a-child-at-school-visa](http://www.gov.uk/parent-of-a-child-at-school-visa)

Children under the age of 12 can be accompanied by **one parent**, who will be responsible for the care of the child within the UK. This arrangement will cease when the child reaches their 12<sup>th</sup> birthday.

Holmes & Partners will also need to process the Parent of a Child Student application as this can affect the outcome of the child's own application. For a Parent of a Child Student application, Holmes & Partners will make an additional charge directly to the parent which is in addition to the child's application fees and any health surcharge.

### **Early termination of Sponsorship**

If a student leaves Fettes before the natural end of an approved course of study or Fettes ceases its sponsorship of a student such that the student must leave the UK or obtain a new sponsor, we are required to collect the following data from the parent/s:

Either:

Proof of departure from the UK, clearly identifying the child as the passenger.

For example:

- Flight Ticket - Scan/Photo/E-Ticket
- Boarding pass - Scan/Photo/E-Pass
- Entry stamp on passport confirming re-entry to the child's home country

Or:

For students moving to a new immigration category or sponsor, a copy of their new BRP (Biometric Residence Permit) for our records.

**Application Procedure**

To demonstrate the College's role as sponsor, Fettes will issue a CAS (Confirmation of Acceptance for Study) relevant to the visa route being applied for.

Please note, a CAS is valid for 6 months but may not be used more than 6 months before the course begins when applying from outside the UK, or 3 months before the course begins when applying from inside the UK.

The following key information is of note:

- 1) To allow a CAS to be issued, the process will begin with the College preparing a CAS instruction. This will be sent to Holmes & Partners. This will be issued only once an offer of a place has been made to a student and this offer has been accepted.
- 2) Holmes & Partners will issue to parents a pre-CAS questionnaire and a letter of parental consent, both of which will need to be completed and returned.
- 3) Parents will be required to provide evidence of funds sufficient to pay one year's fees at Fettes or the balance due if a deposit of a term's fees or more has been paid to Fettes.
- 4) Some visa routes require additional evidence of funds to support maintenance, or living costs, and this requirement will be made clear to you by Holmes & Partners if applicable.
- 5) Where a document is not in English, the document must be accompanied by a full translation that can be independently verified by the Home Office. The translation must contain confirmation from the translator/translation company that it is an accurate translation of the document, the date of the translation, the translator/an authorised official of the translation company's full name and signature, and the translator/translation company's contact details.
- 6) An international student moving from 5<sup>th</sup> Form to Lower 6<sup>th</sup> will require to renew their visa as they will have completed one course (GCSE) with a view to commencing another (A Level / IB).
- 7) A visa administration charge is made in respect of all applications and renewals. This charge is added to the child's first, or next, school fee note. The charge for 2022/23 is £650.
- 8) Holmes & Partners will conduct a compliance check on all mandatory documents necessary for the visa application before producing a draft CAS which will be sent to the parent/s and/or agent to check the details, and confirm they are correct, prior to assignment. The application for the CAS is made on-line by Holmes & Partners and, when approved, Holmes & Partners will add the CAS number to

the on-line application. Holmes & Partners will then contact the parent/s and/or agent to assist them in making the relevant statutory payments on-line and booking the appointment for the visa.

- 9) Parents are advised to not book flights before confirmation of the visa decision has been received.

Successful applications will result in the student being issued with a Biometric Residence Permit (BRP) which is linked to the student's passport. It is, therefore, imperative that Fettes is alerted to any passport renewals or changes. Information on how and where the BRP is issued can be found below under 'BRP Collection Point'.

If a visa application is refused, a copy of the refusal letter must be sent to the College prior to the issue of a new CAS. In line with our duties as a Student sponsor, we reserve the right to withdraw or refuse to issue a CAS.

### **Ongoing obligations**

- 1) The College must keep independent visa files on each international student which may be inspected by the UKVI at any time; specifically, the Admissions Team will make copies of the passport and visa for the student's file and add the details to iSAMS (the College's database) in order to monitor passport and visa expiry dates. The Admissions Team also make copies of the main visa holder's documents for dependent visas or Parent of Child Student visas.
- 2) As a Student Sponsor, the College has a duty to the Home Office to record all travel arrangements for each sponsored student and as such, parents/guardians have an ongoing obligation to ensure that the College has full details of travel at the beginning and end of each Term, as well as at Recommended Leave and Half Term.
- 3) Unauthorised absence of more than 10 continuous days must be reported to UKVI.
- 4) Any change of status (e.g. from boarding to day) must be approved in writing beforehand by Fettes and subsequently reported to UKVI. (This would be approved only under exceptional circumstances and only whilst the child is in the Prep School).
- 5) When a student leaves the College before the scheduled end of course date, this will be reported to the UKVI and the information referred to above under 'Early Termination of Sponsorship' will be requested. We are not required to report to UKVI that a student has finished their course (e.g. at the end of 5<sup>th</sup> Year and at the end of Upper 6th) and the student may have a certain amount of time to stay in the UK after their course has finished and before their visa expires.
- 6) The College must be notified if the student has obtained a new passport and a copy provided as soon as possible.
- 7) If a Child Student turns 18, they can carry on with their course until their permission to stay ends. If they want to do further study in the UK, they will have to apply under another category, for example the Student route.

### **Guardians**

Parents of students who are resident outside the UK must appoint a Guardian for the student who is based in the UK. 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 whom the parent knows and trusts or a guardian appointed and monitored by a reputable



guardianship agency. [The Association for the Education and Guardianship of International Students](#) (AEGIS) or [Boarding Schools' Association](#) (BSA) can provide details of accredited guardianship organisations if required.

Guardians are in a responsible position and children should be able to feel respect for them and for their opinions, therefore it is recommended that guardians should be at least ten years older than their charges and have reached the age of 25.

In an emergency the School will always make every effort to contact parents by telephone or email. If it proves impossible to reach a parent, the School will contact the guardian for advice on action to be taken.

Guardians should communicate with the School through Houseparents who will pass on information and deal with issues as appropriate. The School will write to all guardians to provide information about School contacts, confidentiality and emergency procedures.

Parents must provide details of their child's Guardian prior to arrival by completing the delegation form. School must be promptly notified of any change of guardian or guardian's address. The School does not find guardians for parents and if their child is under 16, the guardian is not a family member and payment is more than expenses parents should ensure that any guardian they use complies with the need to be registered as a childminder with the Care Inspectorate.

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) liaises regularly with any guardian agencies and follows up on any concerns from the students following leave or holiday periods.

#### **UK Passport Control: student arrival guide**

Guidance to help students understand what they need to do to make their journey through the UK border easier can be found here:

[www.gov.uk/government/publications/student-arrivals-10-top-tips](http://www.gov.uk/government/publications/student-arrivals-10-top-tips)

#### **BRP Collection Point**

Holmes & Partners are registered as an Alternative Collection Location (ACL), ACL code **2LR442** should be used, so that the BRP card is delivered to their office where they can check it for errors before sending it to the College for the student to collect it.

#### **International Student Induction Form**

Once leave to enter or remain within the Child Student or Student category has been granted, Holmes & Partners will provide an information sheet which confirms the conditions of the child's stay in the UK and their main ongoing responsibilities to the Home Office.

#### **Request for Leave**

Unauthorised absence of more than 10 continuous days must be reported to UKVI. This includes students who arrive late at the beginning of term or leave early at the end of term. Parents are requested to adhere to the term dates when booking international flights.

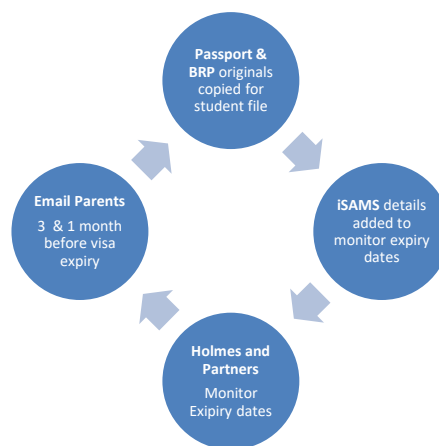
## Agent Feedback

If an agent was used during the application process, parents are asked to provide feedback about the agent:

- Did the agent provide all the information needed in relation to the College?
- Did the agent provide assistance with the visa application?
- Would the parent recommend the agent to other students considering Fettes College?
- Is there anything the agent did particularly well or could have done better?

## Visa Expiry Monitoring

International students are required to bring their original passport and visa (if applicable) to College on their first day of College and we will take a copy if we don't already have one. If the BRP has not been collected this should be brought in as soon as possible following collection.



The passport must be checked to ensure the date of the student's entry to the UK is within the validity dates of their Entry Vignette (this is evidenced by the Immigration Officer's entry stamp in the passport). If the Immigration Officer's stamp is on a page other than the page with the Entry Vignette, a copy of this page must also be made. If a student has arrived and entered the UK using the e-gates, evidence of their flight itinerary must be provided.

Holmes & Partners are responsible for ensuring that all documents have valid expiry dates and will contact parents directly on Fettes College's behalf to obtain any further in date documentation required. Parents are asked to provide documents in a timely fashion.

# School Uniform Policy

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

## School Uniform

### Day Uniform

There are two school uniform options at Fettes: the Striped Blazer, which is worn with either a charcoal grey kilted skirt or charcoal grey trousers and the Navy Blazer, which is worn with the Fettes tartan kilt. All students are welcome to wear either option but please note the navy blazer cannot be worn with trousers. Pictorial details of the two uniforms, information on formal and sports wear and guidance on casual wear, shirt sleeve order and tracksuits in lessons are below.

Either of the options below are acceptable for Day Wear.

### **Day Wear - Striped Blazer**

- 1 School striped blazer
- 2 Pairs of charcoal grey trousers/2 Charcoal grey kilted skirts (kilts must fit neatly at the waist and be knee length)
- 6 White long-sleeved shirts – no button-down collars /6 White long sleeved reverse collar blouses
- 1 Dark navy V-neck jumper
- 1 House tie/1 House badge



Sixth Form option- alternative “professional” style shirts for day wear

## Day Wear - Navy Blazer

- 1 School navy blazer
- 2 Fettes tartan kilts (kilts must fit neatly at the waist and be knee length)
- 6 White long-sleeved school blouses with reverse collars
- 1 Dark navy V-neck jumper
- 1 House badge



## Formal Wear

Middle School wear school uniform. A Fettes College school striped tie should be worn with white shirts.

Sixth Form, Chapel wear should be smart business wear: a formal suit, trouser suit, dress or dress and jacket. Skirts, if worn, should be knee length or longer and shoes should be of a suitable height.

## Hair

Hair colour should appear natural. All students must have their hair off their face and hair should be tied up if it is long enough to reach the collar. Hair accessories should be simple and unobtrusive.

## Jewellery

Students may wear the following:

- ONE simple pair of plain gold, silver or pearl studs in the lobes of the ears.
- A PLAIN gold or silver necklace. No chokers, 'chunky' or coloured necklaces allowed.
- A PLAIN gold or silver bracelet.
- ONE simple gold or silver ring.
- NO jewellery may be worn during games.

## Nail Varnish and Makeup

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

## Outdoor Wear

- 1 Smart, plain dark coat
- 1 Fettes tartan wool scarf (optional)
- 1 Fettes College striped wool scarf (optional)

## General items

- 1 Pair of sturdy, polishable black leather shoes (flimsy shoes and shoes with high or kitten heels are not acceptable)
- 6 Pairs of dark grey/black socks or black opaque tights
- 1 Rucksack or bag for books and files
- 1 Pair of warm trousers - for Field Trips
- 1 Cagoule or waterproof anorak - for weekend camps etc
- 1 Pair of walking boots (optional)

## Sportswear

- I Named bag to contain all equipment
- I Towel (all towels must have loops for hanging stitched to the middle edge of each towel)
- I Pair of Fettes tracksuit trousers
- I Fettes tracksuit jacket
- I Fettes hoodie
- 2 Fettes magenta polo shirts
- I Fettes baselayer top
- I Fettes PE shorts
- I Fettes skort
- I Fettes baselayer leggings
- 2 Pairs of Fettes games socks
- 2 Pairs of white sports socks
- I House top
- I Pair of House socks
- I Navy swimming costume/trunks
- I Swimming cap (for shoulder length hair and longer)
- I Pair of non-marking indoor trainers



### **Rugby – Autumn Term**

- 2 Fettes reversible rugby shirts
- 2 Pairs of Fettes navy rugby shorts
- 1 Pair of baselayer shorts
- 1 Pair of football boots
- 1 Mouth guard



### **Hockey – Autumn Term for girls and Spring Term for boys**

- 1 Hockey stick
- 1 Pair of shin guards
- 1 Pair of AstroTurf trainers
- 1 Mouth guard

### **Lacrosse – Spring Term**

- 1 Lacrosse stick
- 1 Lacrosse goggles
- 1 Lacrosse gloves (optional)
- 1 Pair of football boots
- 1 Mouth guard

### **Tennis – Summer Term**

- 1 Tennis racket
- 1 Fettes white polo shirt

### **Cricket – Summer Term**

- 1 Cricket shirt
- 1 Cricket trousers
- 1 Abdo guard
- 1 Cricket slipover or jumper (optional)

### **Scarves**

School scarves may be worn. Other scarves where awarded, e.g. Colours, may also be worn by those who are eligible.

### **Smart Casuals**

When students go on a School outing in smart casuals, clothing must be clean and in a good state of repair and must meet with the complete approval of the Houseparent.

### **Shirt Sleeve Order**

Students must maintain a very neat and smart turnout. Shirts must be tucked in and sleeves folded neatly to just above the elbow. No tie, jersey or blazer is to be worn. Jerseys may not be tied over shoulders or around the waist. During shirt sleeve order shorts may be worn in the Dining Hall.

### **Tracksuits**

Only SCHOOL tracksuits may be worn for Games. Tracksuits should be clean and in a good state of repair.

Tracksuit trouser bottoms are to be zipped and neat. Frayed and excessively long trousers are not acceptable.

The ONLY times it is acceptable for students to attend lessons in tracksuits are:

- when they have been specifically instructed to because they are leaving for a games fixture immediately after a class
- when they have been specifically instructed to attend a PE lesson in PE kit
- when they have been specifically instructed to because they will be doing a unit on movement in Drama class
- when they have been given special permission because the work they will be doing in Art class requires it

If students are required to wear tracksuits for a lesson they must change into uniform as soon as possible: if a tracksuit is required Period 1, 2 or 3, they should change into uniform at break; if a tracksuit is required Period 4 or 5 they should attend the first three lessons in uniform and change at break. If a tracksuit is required for afternoon lessons, they should change AFTER lunch.

## Section 4: Appendix

### Glossary of Fettesian Terms

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

<b>Area</b> .....	place in boys' houses where meetings are held, name for roll call - approx. at 8am and 5.15pm
<b>Arran</b> .....	boys' wing of the Prep School
<b>Bedlots</b> .....	sequence of bed times in houses
<b>Belows</b> .....	House rugby, hockey and lacrosse competitions
<b>Bigside</b> .....	first and second school teams for all major sports and place where the Rugby 1 <sup>st</sup> XV play
<b>Bryce building</b> .....	Main College building whose architect was David Bryce
<b>Callover</b> .....	old name for Area/roll-call
<b>Callover Hall</b> .....	main entrance to College where Reception is found
<b>Congregational Practice (Congers)</b> .....	Saturday singing practice for all students in Senior Houses
<b>Cultural leave</b> .....	permission to undertake a cultural visit in Edinburgh given to Sixth Form
<b>Gating</b> .....	confining a student to the school grounds as a disciplinary measure
<b>Godfather/godmother</b> .....	senior student who advises and looks out for a new member of the House can also be called a mentor
<b>Green Walk</b> .....	wooded walkway between boys' houses and College
<b>Guest Night</b> .....	social function for staff and friends
<b>House Check</b> .....	same as Callover/ Area and used in girls' houses
<b>Indulgence leave</b> .....	permission for Sixth Formers to visit Edinburgh on Saturday evening
<b>Iona</b> .....	girls' wing of the Prep School
<b>Invig</b> .....	invigilation or private study period usually for the Sixth Form



<b>Jordan</b> .....	small stream in front of Arniston and Prep School House
<b>Kish</b> .....	slang used to warn of presence of member of staff
<b>Leave</b> .....	usually being taken out by parents for tea or the evening
<b>Little side</b> .....	Rugby 3rd and 4th XV
<b>Little turf</b> .....	Cricket 3rd and 4th XI
<b>Mentor</b> .....	Older student who looks after a younger people in the same House
<b>Middle School</b> .....	3rd, 4th and 5th Forms
<b>OF</b> .....	Old Fettesian - former student of the school
<b>Off-changing</b> .....	assessed by Medical Centre or house matron as unfit for games
<b>Old Library</b> .....	on first floor of College above Callover Hall
<b>Orders</b> .....	common name for the Academic Report
<b>Pro-prefect</b> .....	Fifth Former shadowing the Lower Sixth House Prefects
<b>Puntabout</b> .....	a stretch of grass allocated to each House
<b>Queen's Lawn</b> .....	large area of grass closest to College (out of bounds to students, with the exception of School Prefects)
<b>Spirals</b> .....	narrow helical staircase going up to staff corridor and then College Houses
<b>The McMurray</b> .....	water-based hockey pitch named after a previous Chairman of Governors
<b>The Sutcliffe</b> .....	our multi-purpose all-weather pitch
<b>Turf</b> .....	Cricket 1st and 2nd XI
<b>Upper</b> .....	Large room used for staff meetings, Invigilation, lectures etc.
<b>Vive-La</b> .....	song sung by Heads of School on Founder's Day
<b>Youngs</b> .....	Playing Fields to the North by Ferry Road