

Fettes College Preparatory School

Handbook

2024/25

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SECTION I – The Essentials

Aims of the Preparatory School:

Fettes College Preparatory School 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 lifelong 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.
- Be well prepared for the transition to the Senior School in all aspects of College life.

Conditions of Entry

Admission to the Preparatory School of a child is conditional upon acceptance by all holders of parental responsibility (“the Signatories”) of the Terms and Conditions. These are referred to in the Acceptance Form signed on accepting the offer of a place; the Signatories are requested to read these carefully. The Terms and Conditions bind the Signatories and child to the School Rules as detailed below.

For the information of those who contracted with the Preparatory School or the College in previous years in accordance with (1) the Final Entry Form and Rules of Admission attached or (2) the Acceptance Form and Terms and Conditions referred to therein, both state that the Rules of Admission and Terms and Conditions may be varied/amended from time to time.

Prep School Staff 2024/25

Mr Charlie Minogue	Headmaster		CGO.Minogue@fettes.com
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<i>Mr Richard Mill</i>	<i>Arran Houseparent, Head of Boys' Games</i>		RE.Mill@fettes.com
<i>Mrs Liz Baird</i>	<i>Support for Learning</i>		ESM.Baird@fettes.com
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<i>Mr John Greenwell</i>	<i>Head of Maths, Director of Teaching & Learning</i>	<i>Tutor 1G</i>	JW.Greenwell@fettes.com
<i>Mr David Hall</i>	<i>Head of Science, Deputy Child Protection Officer</i>	<i>Tutor 2H</i>	DG.Hall@fettes.com
<i>Mrs Susan Halsall</i>	<i>Head of Art</i>	<i>Tutor 1H</i>	SA.Halsall@fettes.com
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<i>Ms Georgia Forsyth</i>	<i>Matron</i>		G.Forsyth@fettes.com
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<i>Ms Dorothy Swanston</i>	<i>Matron</i>		DF.Swanston@fettes.com
<hr/>			
<i>Mrs Mona Gill</i>	<i>PA to Headmaster</i>		M.Gill@fettes.com
<i>Miss Carla Corrieri</i>	<i>School Secretary</i>		

Telephone Numbers

Office (daytime)	0131 332 2976
Mr Mill (Arran House)	0131 311 6954
Ms Davidson (Iona House)	0131 311 6952

Graduate Assistants

The Graduate Assistant staff work at Fettes for up to a year. They have strong links with the Prep School. Involvement includes:

- Assisting in classrooms
- Assisting with games and activity programmes.
- Various duties in the Prep School, including break and dining hall duties, assisting with evening duties in Arran and Iona and being part of staff cover on various trips away.

The Graduate Assistants are very important members of the staff body since they provide an important link between the permanent staff and the pupils. The latter find the Graduate Assistants approachable and this allows a useful channel of communication to be maintained.

School Rules

The School aims to be a community in which every member is valued. Any action which damages the community or any member of it is against the rules. Anything that contravenes safety, common sense, the law of the land and normal civilised behaviour is automatically forbidden.

- You are expected to behave appropriately and with courtesy at all times.
- If you are given responsibilities or a position of authority, you must act fairly.
- If you break or damage anything or find damaged School property, report this immediately to a member of Staff.
- If you see or suffer any harmful wrong-doing which you cannot prevent, tell an adult as soon as possible.
- Chewing gum is not allowed in school.
- School uniform must be worn neatly. Pupils may not walk or stand with their hands permanently in their pockets. Pupils who have hair that touches the collar must tie it back with an approved hair band or scrunchy.
- Unless permission has been granted by the Headmaster following a request from your parents or guardian, you may not leave the grounds except in the company of a member of staff, a parent or guardian, or with an older brother or sister who is a senior Fettes pupil (provided written authorisation has been given by your parents).
- The Arniston grounds and the area south of the Jordan are out of bounds at all times unless you are going to lessons, an organised activity or to meals.
- You must not run inside the buildings or on the way to the College buildings.
- Play-fighting and unsupervised contact sports of any kind are not permitted.

- You must not leave the school at any time without permission from a member of staff or without having signed out.
- You are not allowed in classrooms or changing rooms without the permission of a member of staff.
- You should arrive at all lessons or activities by the scheduled starting time, but no earlier than five minutes beforehand.
- If you are taken ill during free time you should let a member of staff know. They will contact a Matron.
- You must catch up the work from the lessons you have missed as quickly as possible.
- You may not operate the photocopiers or use school telephones. Telephones are available for use during free time.
- Alarms and audible alerts on watches etc. must be permanently silenced.
- Watches able to connect to the internet/Bluetooth should have these features turned off during the school day.

Additional Rules for Day Pupils

- You must sign in to School on arrival and sign out on departure.
- You may not bring food, sweets or drink (other than still water) to School.
- Any money brought to school must be handed to your Tutor on arrival, in a marked envelope.
- Mobile phones may be brought into school but must be handed in to the Secretary or Deputy Head's office on arrival.

Bullying

Bullying can take many different forms. All of them are wrong. Bullying is unacceptable in any form. It may involve name-calling, threats or hitting. There are some less overt forms such as ignoring or excluding. These last two can be every bit as upsetting as the more obvious forms of bullying. Those who exhibit bullying behaviour may need help just as much as those being bullied. Some children can also, by their attitudes or their actions, get others into trouble. It is important to remember these points because bullying happens in so many ways and takes many forms.

Teachers are given regular in-service training on how to recognise and how to deal with bullying. However, it is important that parents work with us to find a solution.

- If you feel your child is being bullied speak to a teacher as soon as possible.
- Make a note of everything you know about the bullying before you speak to the teacher so that you do not forget to mention any important points.
- Remember that this may be the first time that the teacher has heard about the bullying and remember too that your child may not have told you all the facts.
- Arrange to contact the school again so that you can discuss any action that has been proposed.

There is a well-defined and documented School counter-bullying policy contained in Section 4 of this handbook. As part of this, all pupils are given the following guidelines:

WHO TO TELL

If you see or suffer from any incident which could be bullying, talk to any of the following whom you trust to give you advice:

- The Headmaster
- Houseparent
- The Deputy Head
- The Child Protection Coordinator or her Deputy
- The Chaplain
- Your Tutor
- Your Matron
- Any member of staff
- Your parents or guardians
- A friend in your class/year/dormitory

The Child Protection Coordinator is **Miss Emma Davies** and her Deputy is **Mr David Hall**. You can speak to them or any member of the Medical Staff, or you can make an appointment at the Medical Centre to see the School's independent Counsellor.

Discipline, Expectations and Sanctions

The Prep School's Promoting Positive Behaviour Policy is, like that of the Senior School, firm and caring, with a high focus on trust, considerate behaviour and courtesy. For the most part, Fettes Prep School pupils are kind, caring and conscientious young people, qualities we seek to instill through a tutorship and class-teaching system which places strong emphasis on positive reward. Occasional incidents of misbehaviour are most often checked by a quiet cautionary word, enabled by the excellent relationships held between pupils and Staff. While we actively encourage pupils in their pursuit of excellence in the many areas of school-life, it is our insistence that they do so with the greatest respect and caring for the interests of others. As we introduce the young men and women to responsibility and leadership, we expect and seek to develop in them a great deal in terms of reliability, fairness and kindness towards others.

The Promoting Positive Behaviour Policy can be found in Section 4 of this handbook.

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, although Ms Davidson is able to assist where there are difficulties making these arrangements. 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 full policy is available on the College website.

Section 2 – General Information

Transport/Drop off/Sign out

Parents who would like their child to travel to or from school on their own should write to the Headmaster who will consider the request.

Day Pupil Drop off (Every day):

Day pupils should arrive at school no earlier than 0745 and no later than 0810.

Day Pupil Collection (Monday to Friday):

M & P:	15.45-16.00, 16.45-17.00, 17.45-18.00
S & T:	15.45-16.00, 16.45-17.00, 17.45-18.00 (18.40-18.50 Tue & Thur after activities)
1 st (Mon & Fri):	16.50-17.00, 17.45-18.00
1 st (Tue, Wed & Thur):	15.45-16.00, 16.55-17.05, 17.45-18.00 (18.50-19.00 Tue & Thur after activities)
2 nd (Mon & Fri):	17.05-17.15, 17.45-18.00
2 nd (Tue, Wed & Thur):	16.00-16.15, 16.55-17.05, 17.45-18.00 (19.00-19.10 Tue & Thur after activities)

Families with more than one child will all be able to sign out at the time for their eldest child.

Day Pupil Collection (Saturday):

Collection will be either:

13.05 from outside College Reception or
13.10 from the usual Prep School areas.

Collection Areas

M, P and S Forms will be taken in year groups (M and P together) up the stairs to the horseshoe by a member of staff. If signing out at 15.45 they will do so from the Gallery Corridor once activities have started.

T, 1st and 2nd Forms will sign out from the Gallery Corridor.

If you are travelling by car, please stay in your car. The speed limit will need to be strictly respected.

If you are on foot, please wait for your child near North Lodge (the cottage by the gate).

Please do not arrive early for collection times as this blocks the passage for those due to sign out.

Absence

This should be kept to a minimum, **it is important that term dates are adhered to closely**; late returns and early departures cause unwelcome disruption to academic work and other school activities and commitments. The relevant dates are published a year in advance on the school's website in order to allow good time for necessary travel plans to be made and we shall be grateful if the erosion of terms can be kept to an absolute minimum.

- Requests for absence during term time should be made **in writing** to the Headmaster in advance giving as much notice as possible.
- In the event of unexpected absence please ring the School telephone number before 8.10 a.m. (0131 332 2976) or email Prep_School@fettes.com or the child's tutor.
- Should there be a need for special arrangements for your child's return to school, please contact their tutor at least 24 hours in advance of the return to discuss and arrange these.

Pupils in the Prep School may not leave the grounds except in the company and direct supervision of a member of Staff or an older brother or sister currently at the School and with the written request/permission from the parent/guardian, or unless other permission has been granted by the Headmaster to a request from a parent/guardian.

Activities

Extra-curricular activities are organised every term, mostly on Tuesdays and Thursdays between approximately 5.30pm and 6.45pm (see day pupil collection times above). All boarders will participate in the programme and day pupils are strongly encouraged to participate. M, P & S Formers may also have activities that run between 4 and 5pm. The range of activities is pupil driven and pupils will be asked for their choices in a letter. Parents should note that it is not always possible for pupils to receive their first choices, as some activities have limited space. Choices for activities change on a termly basis.

Book Lockers

Every pupil is supplied with a book locker. This should be kept neat and tidy at all times. Pupils in T, 1st & 2nd Forms may access the lockers during the Tutor Period, break, after lunch, and before and after prep. Pupils should not expect to access the lockers between lessons.

Clothing, Equipment and Lost Property

Uniform and Games Kit

- All uniform, games kit and equipment should be clearly marked with the child's name so that, should it be lost, it can be returned quickly.
- Pupils should bring in their games kit on the first day of term and take it to their tutor base. Time will be allocated for them to be shown how to keep their kit neatly in their locker.
- Day pupils will take home games kit every Friday to be washed. They should bring in clean kit each Monday and hang it on their locker.

It is of the utmost importance that every item of clothing or equipment is named before being brought to school.

Lost games clothes are put into the Named/Unnamed bins by the boys' and girls' changing rooms. At the end of each week, this kit is sorted by the Graduate Assistants and a list is circulated to tutors to be passed to pupils. The kit MUST then be collected from the Staff Resources Room. Day Pupils' parents are asked to ensure that Games Kit is taken home every Friday to be washed and we recommend that the names on clothing are checked at regular intervals.

General items of Lost Property are left for collection by the bench at the top of the stairs in the Gallery Corridor for 24 hours before being moved to the Staff Resources Room.

Day Pupils should keep at least one full set of games kit (including trainers), towel and swimming kit in their locker at school **AT ALL TIMES**. It is recommended that pupils bring in their own padlock, however we do ask that a copy of the key is handed in to the school office to be kept locked on file should the original key be lost or forgotten.

The School shop and Thrift shop are run together. This one-stop-shop is open during the week from 8am to 3pm in term time (Saturdays 9.30am-12.30pm) but purchases can be made only if parents have put money into an account in advance or if pupils have a permission note from parents or the Houseparent. Matron is in the shop every day after lunch and is happy to help with fittings etc and ensure unnecessary expenditure is avoided.

Committees

Each Form chooses a representative for the Pupil Council. This meets regularly with the Head. The purpose of the Council is to enable pupils to put concerns and suggestions to the Head and to receive feedback which can then be passed back to each Form. The Prep School also has a Food Committee which again meets regularly in order to feed back to the Head and the Catering Manager. The Charity Committee organises a number of events throughout the year which raise money for worthy causes locally and further afield.

Curriculum

In the Prep School, we aim to provide a sound foundation for the academic curriculum in a Senior School. Pupils take a broad range of subjects with progressively more specialist teaching as they move through the school. We are particularly concerned to instill and develop good attitudes to work and habits of study. Subjects taken: English, Mathematics, French, Science, History, Geography, Latin or Literacy (from Form 1), Information Technology, Religious Studies, Spanish, Drama and P.E. The Prep School curriculum booklet is available online www.fettes.com

Day Pupil Hours

Day Pupils should not arrive in school before 7.45am. On occasions, and with good reason, pupils may be dropped off earlier at the Dining Hall where they should make their presence known to the member of staff on duty. All pupils should enter the school through the south door, by the Assembly Hall or by the west entrance to William House. After arriving in the Prep School games kit should be put away in the changing room. Pupils must not loiter in the changing rooms at any time.

Day Pupils sign in at registration with their Form Tutor - if they are late to school, they **MUST** sign in with the secretary in the school office - and sign out on departure. They are free to leave School after 3.45 pm, subject to having no other School commitments, or they may stay for prep in School. It would be beneficial for pupils in the 1st and 2nd forms to stay for Prep at least two nights per week if possible.

Day Pupils are expected to stay on for supper **IF** they are involved in evening activities, but should arrange to be picked up at 7pm (or by arrangement with the activity leader) unless staying overnight.

Day Pupils are welcome to remain at School after lunch on Saturday but they must seek Ms Davidson's (girls) or Mr Mill's (boys) permission beforehand. Day Pupils may come in to School on Sundays by arrangement with Mr Minogue.

Day Pupils staying on after supper or for Saturday afternoon must remember to sign out when they leave. Day pupils are very welcome to stay overnight or for longer periods provided there is space in house and arrangements are made in advance with Mr Mill or Ms Davidson. There is a flat charge for this of £40.00 per night. Where possible they stay in a dormitory with others in their year group.

Day Pupil Drop-off

Day Pupils may be dropped off at the East Fettes Avenue gate beside William House or in the horseshoe area. A one-way system for vehicles operates which reduces congestion. Pupils may also be dropped off at the Main College. Pupils must not be dropped off at the west end of the drive outside the Boys' Changing Room as vehicles may inhibit the effectiveness of the one-way system.

Day Pupil Pick Up

Parents picking up may wait for their child in the horseshoe area and should adhere to the one way route within it.

Please also be aware that the parking spaces adjacent to the Malcolm House entrance are reserved for residential staff.

Extra Charges

The basic fee covers such expenses as are incurred by all pupils generally. The costs of specific expenses incurred by individual pupils are charged as extras on your account. The basis of these charges is explained here; it would help us to keep these charges to a level acceptable to you if you could, where appropriate, complete and return the relevant forms sent to you, so that we know what extra expenditure you are prepared to authorise.

Some extra charges are necessary and routine:

Where appropriate, charges from the Medical Centre for prescriptions, vaccinations or other necessary medical expenses.

- Travel: fares for travel home within the UK at Half Term and the end of term, together with fares for necessary journeys. This includes taxi fares in Edinburgh as authorised in advance by House Staff.
- Houses make a small charge to all members of the House to cover expenditure on small House items. A charge may also be made for some House Outings.
- Houseparents also authorise charges for any repairs resulting from culpable damage done by pupils.
- Dry cleaning, which is available through House Matrons.
- Charges are made for EAL, for instrumental music lessons and for private extra tuition. Parental authority for any of these is always sought before a course of lessons begins.

Among our regular extra activities, a charge has to be made for some of these, and parental permission is sought before children commence the activity.

“Green Diary”

All pupils are issued with a copy of the Prep School’s ‘Green Diary’. This is their organiser/prep diary and also contains a copy of the School Rules and other essential information. It is kept in their schoolbags and pupils should be encouraged to use it as an aid to organisation. ALL prep must be written down in the pupils’ Green Diary when it is set. The Green Diary is also used as a communication vehicle from tutors to parents and vice versa and is checked regularly.

Haircuts, Jewellery and Makeup

Hair

Hair should be healthy, well-maintained, free from visible gel or wax, and safe for participating in science and games/PE lessons.

Hair colour should appear natural. All pupils 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 and Makeup

The following may be worn: one simple pair of plain gold or silver stud earrings. Earrings should be worn in the lobe of the ear. When wearing school uniform, there should be no noticeable make-up.

Other jewellery, such as necklaces or bracelets worn for religious, cultural or other reasons, should be worn under clothing. No jewellery may be worn during games.

When wearing casual clothes, pupils may wear personal items of jewellery and use make-up, with the House staff’s approval.

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.

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.

Dogs

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

Magazines, Videos, DVDs and Streamed Content

Pupils may bring in magazines only if they are Educational, Sport, Nature, Hobbies or children's comics. Pupils may view only videos, DVDs and streamed content for which they are old enough. Pre-recorded videos and DVDs up to the PG category may be brought to school for viewing, but not any home recordings (of whatever content).

- Please also see section of handbook on 'Network User Agreement'

Meals

Pupils are encouraged to eat and drink both healthily and in sufficient quantity to allow them to take full part in the active lifestyle they enjoy. At lunch time they must have a minimum of either soup and main course, or main course and dessert and at supper a minimum of a main course. Main courses selected at lunch time and supper must include salad and/or vegetables.

Before beginning to eat, pupils will have their meal content checked by the member of staff. They show them again before returning their trays and empty plates. Pupils are encouraged to finish all that they have taken for their meal. Pupils are encouraged to bring water to school, in secure plastic bottles or flasks.

An appropriate prayer will always be said at each table before lunch.

Medical

The Medical Centre is situated in the main College building and provides a twenty four hour nursing service. Its two General Practitioners run regular morning and evening surgeries and also provide an on-call service. The medical staff aim to provide a safe and welcoming environment for the pupils' medical and personal needs.

All boarding pupils are enrolled with the School's medical practice but day pupils may remain with their own family practice. In addition to providing day to day health care, the Medical Centre staff carry out a health check for each new boarding pupil, give appropriate vaccinations for pupils traveling abroad and offer preventative vaccinations (against influenza for instance) to all pupils.

Any patient may ask for a chaperone to be present during medical examinations.

- ***Important Procedures for Parents***

1. Parents of each new boarding pupil must return his or her medical card, the medical consent form and the consent for medication form to the Medical Centre at least two weeks prior to the first day of term.
2. It is essential to consult the Houseparent before sending back to School a boy or girl who has been in contact with any infectious disease.
3. Ms Davidson and the Houseparent should be informed if medicine and/or other treatment begun at home is to be continued at School.
4. Regular visits to the dentist, and if necessary to the oculist, should be arranged during School holidays. Appointments for dental or other treatment can be made during term-time only in cases of emergency.
5. 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.

- ***School Counsellor*** - Pupils can make an appointment through the Medical Centre to speak to the School Counsellor in confidence. This service is offered as part of the care and medical provision within the School. If a pupil has a serious problem parents will be contacted by the medical staff.

Day Pupils

If a day pupil becomes ill or is injured whilst at school, a matron will carry out initial screening. If appropriate, parents will be telephoned by a member of Staff with a request to collect the child or if this is not convenient the child will be admitted to the Fettes College Medical Centre pending normal collection time. Pupils are not allowed to carry their own medication.

N.B. Please do not accept calls for early collection direct from pupils!

Mentors

All of the new pupils have a mentor assigned to them. This will be the person who wrote to them before arrival and it is hoped that they would talk to the mentor if there is anything troubling them. The mentors are told that they should keep a 'friendly eye' on their charges and that they should periodically check for any problems.

Music Tuition

The following notes are printed on the pupils' music cards which they keep and take with them to music lessons:

Music lessons will be arranged week by week by your instructor. Frequently your lesson will take place on the same day at the same time but changes are possible. Always write the time of your next lesson in the Green Diary.

Timetables will be posted in the Jordan building each week. You should check there first and then with the Director of Music if you have a problem.

Absence from a music lesson without a good reason will be regarded as a serious breach of good manners and is likely to result in a Splatt.

A list of the rooms in which instructors will teach will be posted in the Jordan building each morning before Assembly.

- Requests to begin or cease music lessons must be made in writing to our Director of Music. These forms can be found on the website.

Noticeboards

The main School noticeboards are as follows:

Jordan Buildings	All music notices
Outside the Assembly Hall	General, Sports, Activities, Houses
Downstairs Corridor of Malcolm House	Activities
William House Reception and Malcolm House Gallery	General

Parental Contact

During term-time all correspondence and newsletters will generally be distributed by e-mail or SchoolPost in the first instance. Please give the School Secretary a note of your e-mail address in order that it may be added to the distribution list. Reports, Orders and the Head's termly newsletter will also be sent electronically.

Reports – Your son/daughter will receive a written report at the end of the Autumn and Summer Terms.

Orders – These are a short snapshot of your son/daughter's effort and attainment. These are published twice in the Autumn Term and once in the Spring and Summer Terms. In each subject, pupils are given clear criteria for what they need to do to achieve good effort and attainment grades.

These are both available on your child's secure section of the Website. If you do not have a username and password please do ask the Prep School office.

Termly Calendar can be found at www.fettescalendar.com and it is updated to reflect changes, so it is worth checking regularly. It is full of useful information and covers every aspect of school life. With regard to fixtures girls matches are in italics, for all events the time in brackets indicates the anticipated end or arrival back time. Return times for fixtures can be found on the team sheet (see below). If the return time is going to differ significantly, the School Office will make every effort to contact you. Future term dates can be found here: <https://www.fettes.com/prep/life>

Sports Teams and Fixtures – fixtures are listed in the calendar and selected teams and match details are available at www.fettesport.com

Weekly Bulletin – this is an informal newsheet that outlines Prep School life and whilst reporting on activities, events and matches, it also highlights routines for the following week and imparts a huge range of useful information week to week. This is emailed to all parents every Friday.

Busy Bee – this is an annual publication of news and reviews across the Prep School.

Website – this is a very useful and easy to follow resource of information about Fettes College as a whole. Reports of matches, outings, events etc are uploaded regularly as well as photos. Once you have registered as a current parent, you will be able to access your son/daughter's Orders and reports as well as specific information regarding all year groups in school.

Parent-Staff meetings in the Spring Term for T, 1st and 2nd Forms are held in the Prep School Assembly Hall on the dates published in the Calendar. If parents cannot attend, other relatives or guardians are most welcome to come instead. Parents/guardians are given a list of their child's teachers on arrival. M, P and S Form Parent/Staff meetings are held in William House. In the Autumn and Summer Terms, meetings are held with tutors in Tutor Bases. An on-line appointment system is used for these meetings. For parents unable to attend in person meetings an evening is set aside for online meetings.

Friends and relatives are always welcomed at any fixtures at home or away, to any of the social events and, especially, to Open Days. All important dates are listed in the termly Calendar.

If you have any concerns or need any more information at any stage please contact your child's Form Tutor in the first instance either by e-mail or telephone.

We like to work in partnership with parents and if there are any special family circumstances of which the School should be aware, please let Mr Minogue or the Houseparents know. We need to be informed of anything which may help us understand the emotional needs of the pupils (e.g. pending moves, adoptions, changes in family circumstances, bereavements close or distant, serious illnesses or injuries). This will be treated in confidence and with sensitivity but it is very helpful to be kept in the picture.

Prefects and Leadership Training

Prefects are chosen from the 2nd Form after they have all had a chance in acting Prefectship for several weeks and taken part in a Leadership Training weekend. All pupils and Prep School Staff are given the opportunity to select Prefects. Results of this survey are compiled and form the basis for selection. The Headmaster chooses Heads of School and other positions of responsibility

Problems, Difficulties or Complaints

If you or your child has a problem, suggestion or complaint, about any aspect of your treatment at Fettes, you should first speak to your child's Tutor. Failing that the Deputy Head, Head of Pastoral Care, Director of Studies or Head should be approached. If the matter cannot be settled to your satisfaction, then you can make a formal complaint and the full complaints procedure can be found in Section 4 of the Handbook.

If the complaint is made by a pupil, he or she may take a friend, Tutor or any other member of Staff with him or her to any meeting.

Stationery

Until pupils are in the 2nd Form, there is no need to purchase a calculator. In Mathematics there is an emphasis on mental and written methods for numerical calculations. The Head of Mathematics will let 2nd Form parents know when their child will need a calculator and these are available in the school shop as well as elsewhere.

Textbooks and jotters are provided but pupils must have the following items: HB pencils, rubber, sharpener, colouring pencils, 30cm ruler, protractor, circle drawing implement, glue and scissors. A blue handwriting or fountain pen is needed for S Form and above. Liquid paper products and eraser corrector pens may not be used. **All of this should be named and kept in a pencil case.**

The school has a Stationery Shop, from which pupils may purchase any necessary items for schoolwork, which will be named with permanent ink for them. Pupils can collect a permission letter from the office; have the form completed by parents and then run an account, which is added to the end of term bill.

Books and stationery are carried between lessons in a rucksack. For M, P and S Form these can be purchased from the School Shop. Some text books may be issued to pupils (e.g. Dictionary/Thesaurus, Atlas, Bible) and the cost of these will be added to the termly bill.

Travel

Whilst on a coach or minibus, the pupils will:

- where appropriate use a booster seat
- wear seat belts, properly tightened, throughout the journey (if provided)
- face the front and remain seated.
- be accompanied by at least two competent adults (and not less than one adult per 15 pupils).

Air and Train Transfers

We do offer a transfer service at the beginning and end of leaves to and from the airport or train station. If you would like to organise this, please do let Ms Davidson know in plenty of time. There is a charge for this service. Pupils flying using this service MUST be registered as Unaccompanied Minor with the flight company.

Uniform

Before arriving at school you will be sent a uniform list. All uniform can be purchased at our on-site uniform shop. We have both a New and Thrift Shop all in one venue. The staff in the shop are very experienced and well aware of the requirements for the pupils. If you are unable to attend the shop yourself please do let us know and Matron will attend with your son/daughter and be able to ensure that the sizing is correct and that expense is kept to a minimum. Prices are kept as low as possible; any funds generated by the shop once costs have been deducted will be re-invested in the School. All items can be supplied and charged to the School bill during term-time.

- The shop is open term time Monday - Friday 8am – 3pm and Saturday 9:30am – 12.30pm.

Matron's guide: Where to sew labels

Uniform

For jumpers and shirts sew or write the name into the label on the collar



For ties sew the label on to the back of either end



Top Tip: Sew the label horizontally on the back of the widest part of the tie to create a loop for the thinner end to sit neatly inside

For swimming costumes sew a label either on the underside of an arm strap or on the inside label



Don't forget: To label all of your swimming kit- Sew a label on your towel, either write or sew your name on to your bag, write your name on to your hat and sew a label around the strap of your goggles

Games Kit

For Tracksuits, Polo Shirts, Shorts and Skorts sew or write the name into the label on the collar or sew the label under the Fettes logo



For reversible rugby shirts sew the label on to the bottom edge

For socks either fold the label in half and sew the loop to the top, or sew the label flat across the sole

Section 3: School Routines:

Daily Schedule - Monday to Friday

Time:	Activity
8.10 a.m.	Pupils should arrive at school by this time
8.10 a.m.	Tutor Meeting; Registration
8.25 a.m.	Assembly (Monday, Tuesday and Thursday) EML (Wednesday) Tutor Period (Friday)
8.50 a.m.	Lesson 1
9.35 a.m.	Lesson 2
10.15 a.m.	BREAK
10.45 a.m.	Lesson 3
11.30 a.m.	Lesson 4
12.15 p.m.	LUNCH
12.40 p.m.	BREAK
1.05 p.m.	Registration
1.15 p.m.	Lesson 5 Reading Period (Wednesday)

Monday, Wednesday and Friday (sign out times vary by age)

2.10 p.m.	Games for M -T, Prep for 1 st & 2 nd Wednesday: Games for everyone
3.10pm	Games for 1 st & 2 nd
4.00 p.m.	Prep for M – T Wednesday: Prep for everyone Day Pupils Sign-out 1 (M – T)
5.00 p.m.	Day Pupils Sign-out 2
5.10 p.m.	TEA
6.00 p.m.	Boarders to Houses Day pupils sign-out 3
6.30 p.m.	Boarders' recreational time

Saturday

8.10 a.m.	Pupils should arrive at school by this time
8.10 a.m.	Tutor Meetings; Registration
8.25 a.m.	Hymn Practice
8.50 a.m.	Lesson 1
9.35 a.m.	Lesson 2
10.15 a.m.	BREAK
10.45 a.m.	Lesson 3
11.30 a.m.	Lesson 4
12.30 p.m.	Chapel
1.05/1.10 p.m.	Day Pupil pick up

Tuesday and Thursday (sign out times vary by age)

1.55 p.m.	Lesson 6
2.35 p.m.	Lesson 7
3.15 p.m.	DLT Activities for T, 1 st & 2 nd Forms Prep for M, P & S Forms
4.00 p.m.	Prep Activities for M, P & S Forms Day Pupils Sign-out 1 (M – T)
5.00 p.m.	Day Pupils Sign-out 2
5.10 p.m.	TEA
5.45 p.m.	Activities Day pupils sign-out 3
7.00 p.m.	Boarders to Houses Day pupils sign-out 4

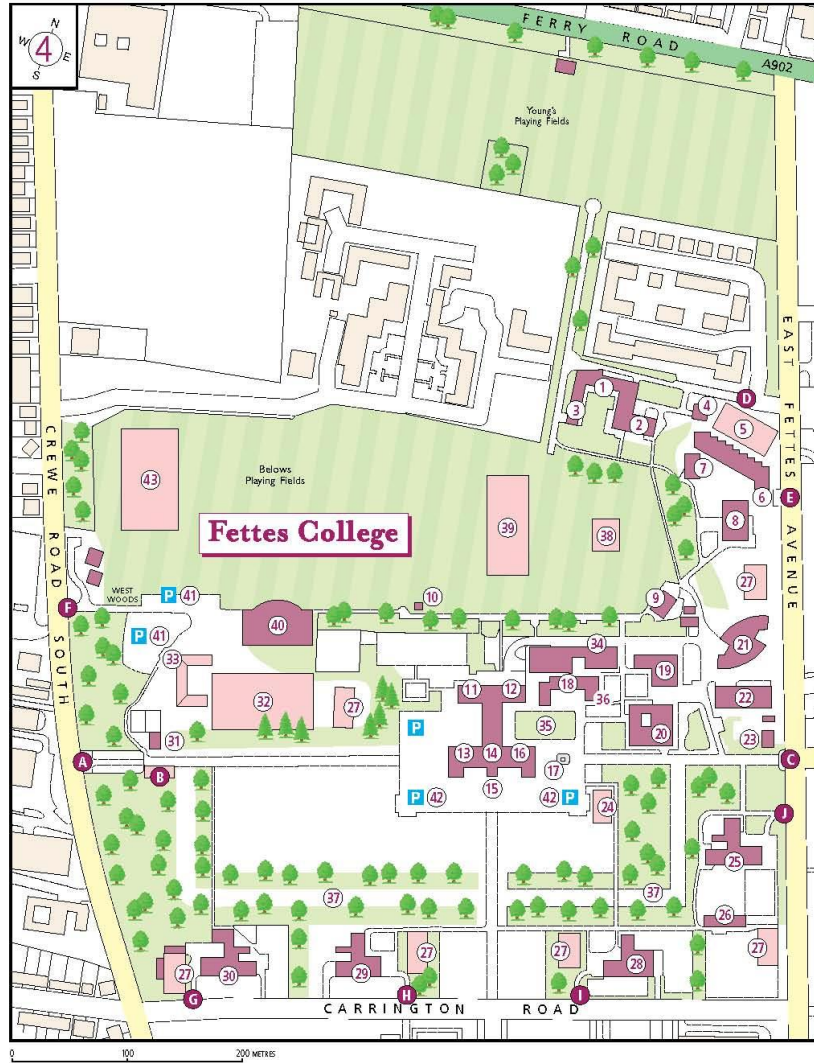
Useful Explanations

M Form	- Minimus (aged 7 prior to September 1 st of entry year)
P Form	- Primus (aged 8 before September 1 st of entry year)
S Form	- Secundus (aged 9 before September 1 st of entry year)
T Form	- Tertius (aged 10 before September 1 st of entry year)
PAH	- Prep Assembly Hall
Gallery Corridor	- Corridor along Malcolm House ground floor
Arran	- Prep Boys Boarding House
Iona	- Prep Girls Boarding House
William House	- M, P and S Forms, Head's and School Offices
Malcolm House	- Original Prep School building
Jordan Block	- Prep School music rooms
Prep School Office	- Entrance of William House
Prep	- Homework set each evening.
EML	- Early Morning Lesson (Wednesday 8:20 – 8:50)
DLT	- Directed Learning Time – a less formal extension to the curriculum. Twice a week for 30 minutes.
Off Changing	- Term given when a pupil is off games and PE.
Callover Hall	- Reception Area of Senior College
Chapel	- Access via Callover Hall
Queen's Lawn	- Lawn area to East of Main College building – pupils should not walk on this grass
Dining Hall	- Dining hall for all College pupils and staff
Westwoods	- Sports Centre – used by pupils (parents may become members)
Youngs	- games pitches
Bigside	- games pitches
Sutcliffe and McMurray	- Astro pitches
Science Block	- Prep school have science lessons in this block
Sign Out	- Day pupils must sign in and out EVERY day.
Parking in school	- Plenty of parking in school either on the side of East Fettes Avenue or in the horseshoe area around Malcolm House or plenty of parking to the front of the Main College Building. The area around Malcolm House works on a ONE WAY system. Entering the Prep School through the first gate and continuing round clockwise. Park only on the right hand side allowing free flow of traffic.
Competition Houses	
The Prep School pupils are divided between three Houses: Arkell, Bryce and Potts. The theme of the naming of Houses was the creation of the school. The pupils can earn House points in every aspect of school life be it music, sport, academia, good behaviour, consistent effort in class. These points go towards an annual presentation of the House Trophy. Boarding pupils are included in these houses.	
Arkell	- John Arkell was the first Head of the Prep School
Bryce	- Architect of Main College Building
Potts	- Dr Potts was the first Head of the College

Fettes Prep School Buildings

Key

- A** The West Gate
- B** The Gatehouse
- C** The East Gate (no vehicular access)
- D** Prep School Gate
- E** William House and Arniston House Pedestrian Gate
- F** Westwoods Health Club Gate
- G** Kimmerghame House Gate
- H** Carrington House Gate
- I** Moredun House Gate
- J** Glencorse House Gate
- 1** Fettes Preparatory School
- 2** Fettes Prep - Iona House
- 3** Fettes Prep - Arran House
- 4** North Lodge
- 5** Astroturf
- 6** Fettes Prep Reception
- 7** Squash & Fives Courts
- 8** Arniston House
- 9** Yeo Pavilion
- 10** Cumming Pavilion
- 11** Headmaster's Lodge
- 12** Medical Centre
- 13** College West
- 14** Main College & Chapel
- 15** Reception
- 16** College East
- 17** War Memorial
- 18** Concert Hall
- 19** MacLeod Centre
- 20** Dining Hall
- 21** Craigleith
- 22** Science
- 23** East Lodge
- 24** Basketball Court
- 25** Glencorse House
- 26** Rifle Range
- 27** Tennis Courts
- 28** Moredun House
- 29** Carrington House
- 30** Kimmerghame House
- 31** West Lodge
- 32** The Sutcliffe Astro
- 33** Dalmeny
- 34** The Spens Building
- 35** Queen's Lawn
- 36** Drama Studio
- 37** Green Walk
- 38** Turf 1st XI
- 39** Bigside 1st XV
- 40** Westwoods Sports Centre
- 41** Car Parking at Westwoods
- 42** Car Parking
- 43** McMurray Astro



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Section 4: Important Policies

SAFEGUARDING

Fettes Preparatory School is dedicated to ensuring that all pupils 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 pupils. Pupils must feel that they can take any issues and concerns to an adult confident in the knowledge that they will be treated with respect, listened to and the appropriate action taken. To this end all members of staff, both teaching and support, are trained so that they have knowledge of safeguarding and child protection procedures.

Our Safeguarding Guidelines, which are available on the College website <https://www.fettes.com/about-us/policies>, is set in the framework of Scottish Government's *Getting it Right for Every Child* (GIRFEC), the National Guidance for Child Protection in Scotland (2014) and The Children and Young People (Scotland) Act 2014. What follows here is a summary.

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

All members of staff are trained annually in safeguarding and are expected to follow the Safeguarding procedures. These are also reviewed annually and the guidelines on safeguarding are issued to all members of staff. A Code of Conduct for Staff is issued at the start of the academic year and signed by staff.

Recruitment procedures rigorously check the suitability of adults to work with children and all members of Staff and Governors are members of the Protection of Vulnerable Groups (Scotland) scheme. Our safer recruitment policy reflects best practice and is updated every year.

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

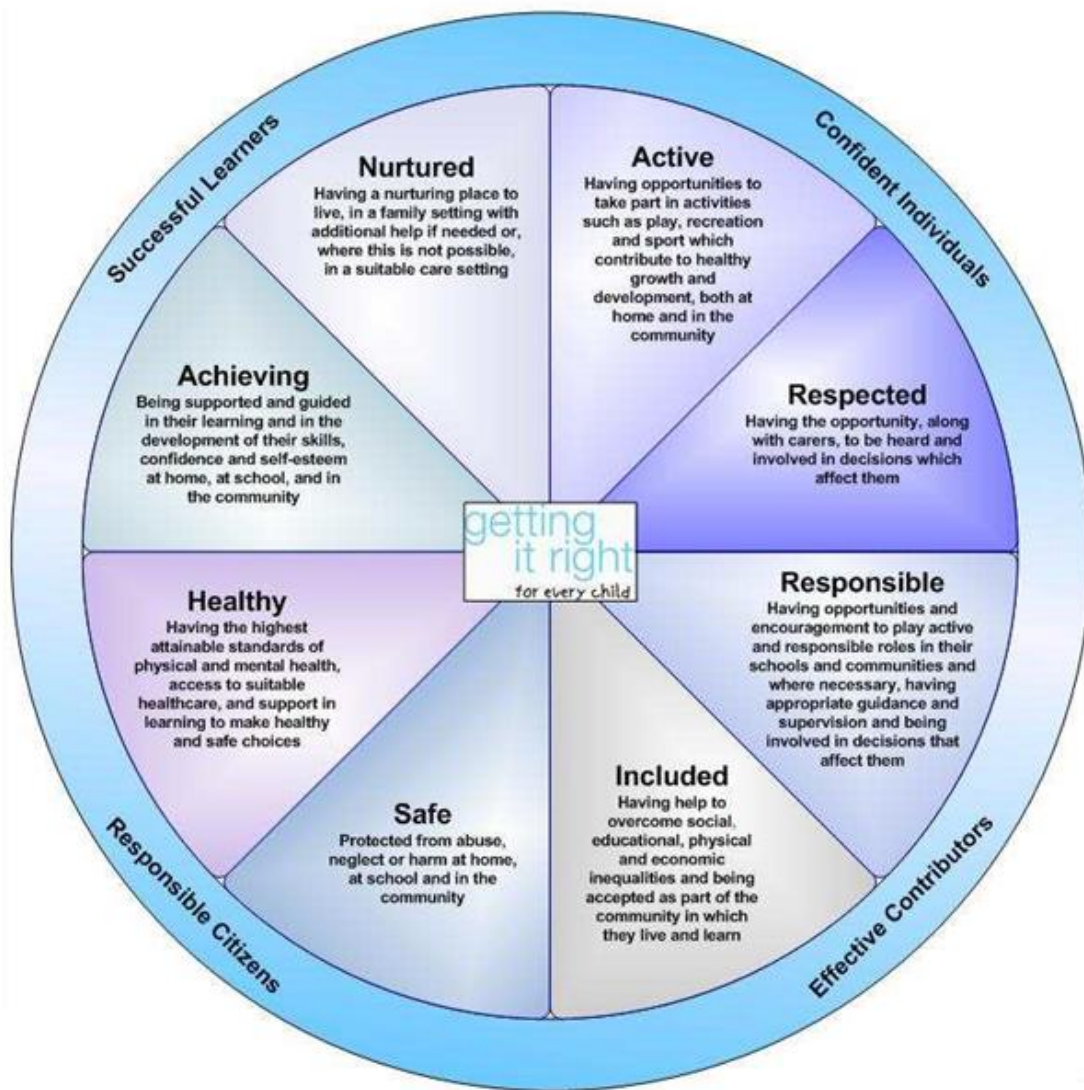
Wellbeing Indicators

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

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

The core message of GIRFEC is that everyone has a responsibility to do the right thing for each child and work towards a unified approach, with less bureaucracy and more freedom to get on and respond to children. Children should get the help they need, when they need it, and their welfare is always paramount. GIRFEC is underpinned by common values and principles which apply across all aspects of working with children and young people.

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



Five Wellbeing Questions

GIRFEC requires that at all stages of supporting our pupils, teachers are asked to keep the following five questions uppermost in their minds:

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

CHILD PROTECTION

Children and young people have the right to protection and care and should feel safe and secure. In a boarding school we have a particular responsibility to work with parents to safeguard and promote the welfare of children and young people and protect them from abuse. Additionally, as a result of the Children and Young People (Scotland) Act 2014 and The Protection of Vulnerable Groups (Scotland) Act 2007, we have a legal obligation to do so and therefore the

school has developed this Policy. Education Scotland and the Care Inspectorate carry out school inspections to ensure children's welfare is safeguarded. The full Child Protection Policy is available on the College website <https://www.fettes.com/about-us/policies> , what follows is a summary.

What is abuse?

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

What action will the staff take if told of abuse?

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

What will happen next?

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

Confidentiality Guidelines

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

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

- i. Anything imparted 'in confidence' to one member of staff or person approached as an associate of the school, may be shared with a restricted number of colleagues if that person feels in need of support and guidance from them.
- ii. If concerns are raised about the safety or protection of a child, in line with the school's Child Protection Procedures, staff are required to pass that information on to the Child Protection Co-ordinator.
- iii. Where there are concerns that a student may be at risk of significant harm, advice will always be taken from the statutory authorities. Sharing information that is relevant and proportionate about children who are at risk of harm is fundamental to keeping children safe.
- iv. The school must pass on information when legally obliged to do so, for example, by a court of law.

Students must feel able to share concerns with staff. There may be a conflict of interests when a student consults a member of staff about a problem and does not want that information to be shared with their parents or carers. While staff will always encourage and support students to share the information with parents and carers, there may be circumstances in which any pressure to pass the information on could not be in the student's best interests and result in the student keeping the problem to him or herself or not sharing concerns in the future. In these specific circumstances a decision may be taken not to include parents.

The Medical Centre is governed by guidelines on medical confidentiality.

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

Confidentiality Statement for Students

All staff at Fettes want you to feel that you are happy and getting the best of the opportunities that this school provides during the time you are with us. We hope that you feel able seek help if you are concerned or worried about anything.

We are here to help and support you. We hope this information will help you understand the responses you can expect from staff and the various options you have for getting the help you need when you need it.

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

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

These meetings can be set up confidentially. The following advice may also be useful:

- If you are unsure about talking to a member of staff, you can phone Childline on 0800 1111; the call is free and will not show up on your phone bill. Childline will help you work out what to do next.
- You can also use the Childline "For Me" which is the first app to provide direct counselling to young people through a mobile device and it's free to download.
- Childline also provides 1-2-1 chat with a counsellor. You can send an email or write a letter to "Ask Sam" about the issues that affect them. "Sam" responds to a cross section of the letters that young people have sent and young people can search the archive of letters for advice and information.
- Shout is the UK's first free 24/7 text service for anyone in crisis anytime, anywhere: Text: 85258.

PROMOTING POSITIVE BEHAVIOUR POLICY

Promoting Positive Behaviour and Standards

The School's *Promoting Positive Behaviour Policy* is based on our belief that all members of the Fettes community, staff and students 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.

It is understood that children of prep school age will make mistakes and the school's aim is to ensure sanctions are reasonable, proportionate and take account of the individual's age and stage; therefore much of what follows are guidelines, rather than definite outcomes. That said, the School must protect the safety and wellbeing of all its student's and staff.

This policy has been informed by the following policy and legislation¹:

- 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

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.

The Prep School’s *Promoting Positive Behaviour Policy* is firm and caring, with a high focus on trust, considerate behaviour and courtesy. For the most part, Fettes Prep School students are kind, caring and conscientious young people, qualities we seek to instill through a tutorship and class-teaching system which places strong emphasis on positive reward. Occasional incidents of misbehaviour are most often checked by a quiet cautionary word, enabled by the excellent relationships held between pupils and Staff. While we actively encourage pupils in their pursuit of excellence in the many areas of school-life, it is our insistence that they do so with the greatest respect and caring for the interests of others. As we introduce the young people to responsibility and leadership, we expect and seek to develop in them a great deal in terms of reliability, fairness and kindness towards others.

The discipline of the Prep School is assisted by a system of Stars, which reward minor instances of good behaviour and fine effort, and Splatts, which punish minor misdemeanours. Students hold accounts of Stars and Splatts, which count towards their House points. Certificates: bronze, silver, gold, platinum, magenta and rainbow - are awarded to students who obtain 15, 25, 50, 75, 100 and then 150 more Stars than Splatts during each school year, while those who perform most poorly on this system, generally those who accumulate five or more Splatts in a half-term, may be required to attend detention. Tutors of classes within M to S Form may also employ systems such as Dojo points as a step towards gaining Stars.

“Red” stars and splatts are earned for actions in the classroom, while “Blue” stars and splatts are earned outside the classroom, usually for kindness, helpfulness etc.

In line with our encouragement of the positive, Excellent Slips are awarded to pupils whose effort in their work or, in special cases, in their behaviour, are deserving. Excellent Slips count as the equivalent of three House points.

Academic Misdemeanours

These are largely the responsibility of the individual teacher, who may turn to a variety of sanctions:

- Splatts. This will incur the loss of a House point.
- In consultation with the Tutor and Director of Studies, the pupil being put onto a report card for a short period of time
- Academic Detention, issued to the more serious academic failings or lack of effort, is held on Tuesday and Thursday evenings, 6.00-7.00 p.m.

Behavioural Misdemeanours

- Splatts. This will incur the loss of a House point.
- Missed break. This takes away student's free time for a period of 25 minutes and is imposed by tutor or Deputy Head.
- Behavioural Detention, issued for more serious behavioural failings including swearing, is held on Tuesday and Thursday evenings, 6.00 - 7.00 p.m.

In all the above instances, the student's Tutor is involved in reinforcing both reward and punishment through discussion with the student. A boarder's Houseparent is kept informed and, where necessary, they will discuss matters with the student. Reaching a total of five Splatts in any half of term may result in further sanction following discussion between Tutor and Deputy Head.

The comprehensive list of school rules is outlined in the Prep School handbook and all students are instructed to consult it thoroughly. Breaches of these rules may result in the student being referred to the Deputy Head. Serious issues will be brought to the attention of the Head.

If a student is seen by the Head or Deputy Head on any issue which could lead to serious action being taken (greater than detention), one of the Prep School Child Protection team will be present, along with the student's Tutor or Houseparent. Major and/or persistent breaches of School discipline may result in suspension (which may be internal) or the student being asked to leave the school.

Bullying

In particular, the Prep School takes any allegations of bullying very seriously and all cases are referred initially to the Deputy Head who decides on the next course of action. In serious cases, the student may be asked to report to the Head, who may issue a warning or suspension. If there is a repetition of the bullying by the students concerned, they may be asked to leave the school. The School will follow the courses of action laid out in its *Counter-Bullying Policy*.

Serious Offences

Theft, sexual misconduct, smoking, vaping and the use of alcohol or drugs are serious offences and will be dealt with by the Deputy Head and/or Head. It is likely that the student will be asked to leave the school depending on the seriousness of the circumstances and the child's age and stage.

In the case of any involvement with drugs or other 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. Parental consent will be sought before a test is carried out. The use of New Psychoactive Substances (often referred to as "legal highs") is also prohibited.

Dress Regulations

We require members of the school to be well turned out and to give a good impression. The School Uniform Policy is to be adhered to. We expect students coming to classes or going on trips to be in uniform that is tidy, with clean shoes, ties properly tied and hair brushed. Information on uniform, hair and jewellery is included in the School Handbook.

Games clothing should be clean and tidy. If pupils are wearing tracksuit bottoms, their top outer layer should be their tracksuit top. Casual clothes may be worn at specified times. These must be clean, tidy, decent and named and must meet with the approval of Tutors and Houseparents. Extremes of fashion are not permitted.

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.

Chewing Gum

Chewing Gum is forbidden throughout the school. Any student breaking this rule will be given a Splatt and have the chewing gum permanently confiscated.

Mobile Phones

Day students or boarders may need their mobile phone to be brought into school for a very good reason. Phones should be handed in to the Deputy Head at the beginning of the school day and collected at the end of it or at pre-arranged times for boarders in order that they can phone home during break times. Failure to hand in a mobile phone is taken seriously and a second occurrence will result in a detention. Use of a mobile phone during the school day, other than for agreed purposes, will result in the confiscation of the device for a period of one week.

Within other areas of school life, the rules and guidelines are set out in the School Rules.

COUNTER-BULLYING POLICY

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* (See appendix A).

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).

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

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

- Deputy Head (Mrs Dallas)
- Head of Pastoral Care (Ms Davies)
- School Chaplain (Mr McCleery)
- Child Protection Team (Ms Davies, Mr Hall)
- DEI Lead (Mrs Quaile, Mr Spall-Hancy)

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 Tutor or 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
- Tutors and Houseparent's will reinforce the content of PSHE sessions within School and 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 Tutor and/or Houseparent
- watch for interaction between students which may indicate bullying
- note and report to Tutor and/or House Staff any students who are consistently left out by others
- be vigilant in informing Tutor and/or 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 Deputy Head

- record the incident as fully as possible on iSAMS Pastoral Manager¹.

Deputy Head

- Deputy Head 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 the Deputy Head or Head if no improvement is seen. Possible suspension or permanent exclusion in the most serious cases (See Promoting Positive Behaviour Policy).
- Head of Pastoral Care will be informed
- Deputy Head or delegate (Tutor) monitors situation
- Referral to Head if no improvement is seen. Possible suspension or permanent exclusion in the most serious cases (See Promoting Positive Behaviour Policy).

Counter-Bullying Policy

Appendix A: Prejudice-based bullying

This section outlines the protected characteristics in the Equality Act 2010 as well as other characteristics which may lead to bullying that are not covered by the Equality Act 2010.

Additional Support Needs: These can arise for any reason and be of short or long-term duration. Additional support may be required to overcome needs arising from learning environment; health or disability; family circumstances or social and emotional factors, and therefore may relate to a protected characteristic. A child or young person may be bullied because they have an additional support need and crucially being bullied can also lead to an additional support need.

Age: Age is a protected characteristic although prejudice and discrimination based on age is not applicable in school settings, it can affect children and young people in a variety of other settings. For example, in workplaces, further and higher education and in wider society.

Asylum Seekers and Refugees: Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Some bullying behaviour against these groups may be of a racist nature which, given that race is a protected characteristic, can contravene equality legislation and have hate crime implications. Stigma, due to lack of knowledge and, given that race is a protected characteristic, understanding of asylum seekers and refugees, and reluctance to burden parent/guardian with extra worries can allow bullying to go undetected and continue.

Disability: Disability is a Protected Characteristic. People who bully others may see disabled children and young people as being less able to defend themselves and less able to tell an adult about the bullying. The language and behaviour used may be a result of a lack of understanding about the nature of a person's disability. Increased knowledge and understanding about disability and the impact it can have can help reduce bullying.

Gender Identity and Transphobic Bullying: The term 'transgender' is an umbrella term for those whose gender identity or expression differs in some way from the sex that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, neither or aspects of both. Gender reassignment is a protected characteristic. Transgender people face significant societal prejudice largely because they are perceived as not

¹ It is important that bullying incidents are recorded correctly on iSAMS Pastoral Manager, this includes ensuring that prejudice-based bullying is recorded accurately. This allows for the incident to be addressed appropriately, and for the number of particular types of incidents to be tracked. Guidance for staff on how to create a pastoral concern can be found on Firefly: <https://fettes.fireflycloud.net/student-information/isams---pastoral-concern>.

conforming to gender stereotypes, expectations and norms. As a result, transgender children and young people can be particularly vulnerable to bullying. This can manifest in many ways including transphobic name calling or deliberately misgendering them. An individual may also experience transphobic bullying if someone is perceived to be transgender or someone they are associate with, is transgender, i.e a parent, relative or other significant figure. The term 'gender reassignment' is a protected characteristic within the Equality Act 2010 and refers to those who propose to go through, are going through, or have gone through a process of gender re-assignment.

Sexual Orientation, Homophobic, Biphobic and Transphobic Bullying: Sexual orientation is a protected characteristic within the Equality Act 2010. Bullying based on sexual orientation is largely motivated by prejudice towards lesbian, gay or bisexual people. Homophobic bullying is when a young person's actual or perceived sexual orientation is used to exclude, threaten, hurt, or humiliate them. Any young person can be homophobically bullied, whether they are LGBT or not. Sometimes young people can be homophobically bullied because others think that they are LGBT, because they have LGBT family or friends or often because they are seen as different or not conforming to traditional gender stereotypes. Transgender children and young people can therefore also experience homophobic bullying. Homophobic language and jokes around the school can create a climate of homophobia; for example, the use of the word 'gay' to mean sub-standard or uncool. This type of language should therefore be addressed.

Intersectionality: Understanding the different and unequal social and economic outcomes for particular groups, based on intersections between race, ethnicity, class, gender, sexual orientation, disability, and age. In the context of anti-bullying, it is important to understand the connection between the experience of belonging to one or more of these groups and a resultant inequality in attainment and wellbeing.

Looked After Children and Young People: Looked after children and young people can be particularly vulnerable to bullying. Children can face bullying behaviour simply because they are looked after and seen in some way as 'different'. Children who are looked after away from home can also experience bullying behaviour in their residential care home, at school and in their community. Looked after children and young people may not always have a stable support network to turn to when experiencing bullying. For some children forming positive relationships with peers and adults can be more difficult due to their early childhood adversity. Developing trusting and supportive relationships between children and practitioners is required to address bullying of all forms and in all settings.

Racism and Race: Race is a protected characteristic. Children and young people from minority ethnic groups often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture as well as their skin colour and accent. The status of the ethnic group a child belongs to (or people assume they belong to) in a school, community or organisation can often lead to a child or young person experiencing bullying behaviour. This can arise from a misguided and/or learned belief that they are less valued and 'deserve' to be treated differently, or with less respect.

Religion or Belief: Religion or belief is a protected characteristic. Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may lead to bullying. People who have a religion or belief as well as those who do not, are protected under the Equality Act 2010.

Sexism and Gender: Sex, sexual orientation and gender reassignment are all protected characteristics. Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour – suggesting that they are not being a real man or a real woman. These terms can be of an explicit sexual nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards a person's masculinity or femininity. Sexism and gender stereotypes feed into homophobia, biphobia and transphobia. Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people who are perceived not to conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can lead to bullying because of the prejudice towards their perceived difference.

Socio-economic Prejudice: Bullying due to socio-economic status can take place in any community. Small differences in perceived family income/family living arrangements/ social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, accents, belongings, clothing, etc can become

widespread through those considering themselves to be in the dominant socioeconomic group. Bullying of children who endure parental substance misuse can also be prevalent.

Young Carers: The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

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, Assemblies. 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 and Assembly 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 take 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.

10. 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.

11. 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.

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 pupils. In using the school's ICT system you agree:

1. The school may monitor your use of the ICT systems. This may include but is not limited to monitoring websites visited, emails sent/received and files stored.
2. You will keep your password private, never share it with anyone and never use anyone else's.
3. You will take care with whom you are communicating online and not disclose information about yourself or others.

4. To report immediately to your houseparent, tutor or teacher any unpleasant or inappropriate material or anything that makes you feel uncomfortable online.
5. Under no circumstances to use the school's system to access illegal or pornographic content, online gambling, peer to peer file sharing or for the purchase of illegal goods.
6. You will not try to circumvent the school's filtering software using a VPN, proxy server or other means.

Network Integrity

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

1. Not to use the network for games or recreational video streaming during lesson times or prep.
2. You will not try to save, run or install any program files unless from a legitimate, reliable source.
3. You will not open attachments to emails from people/organisations you don't know.
4. You will not try (unless you have permission) to make large downloads or uploads that might take up Internet capacity and prevent other users from being able to carry out their work.
5. You should ensure you have adequate virus and malware protection on your computer. In the case of Windows 10 machines, Windows Defender is on by default and should not be switched off.

Responsible Use

In using the school's system you must agree:

1. You will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
2. You will not attempt to access areas of the network for which you do not have permission.
3. You will be polite and responsible when you communicate with others. You will not use strong, aggressive or inappropriate language and appreciate that others may have different opinions.
4. You will not take or distribute images of anyone without their permission.
5. You will ensure that you have permission to use the original work of others in your own work and attribute it as necessary.
6. You will not attempt to copy/download works where not permitted to by copyright.
7. You are aware that when using your school email you are a representative of Fettes College and as such the tone and content of your emails, whether internal or external, must reflect this.
8. You should not use computer systems, whether attached to the network or not, that bring the name of Fettes College into disrepute.
9. You will check work carefully before printing and only print as necessary. You will be given instructions of how to print and where this is acceptable in IT lessons. 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 Prep School ("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 includes Informal Resolution, Formal Resolution and an Appeals Procedure. The good relationships between students, parents and the School means most matters raised under the Complaints Policy can be resolved at the first stage.

The School will always want to take the opportunity to identify and implement any lessons which can

be learned from a complaint* and its outcome. This is why the School will record** the complaints, their outcomes and the implementation of any actions which are identified. The Policy distinguishes between different categories of complaint.

Stage 1: Informal Resolution

If parents have a complaint they should contact their child's Tutor ("the Tutor"), 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 Tutor.

The Tutor 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 Tutor to the Deputy Head of the School ("the Deputy Head") or, if in relation to academic matters, to the Director of Studies of the School ("the Director of Studies"). If the complaint is about the Tutor, the complaint should be addressed to the 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 to discuss 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 Fettes College Prep School ("the Head"), the complaint should be sent to the College 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 their 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 Deputy Head or, in connection with academic matters, to the Director of Studies.

The Deputy Head or, in relation to academic matters, the Director of Studies 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 Deputy Head or Director of Studies 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 decision of the Deputy Head or Director of Studies. If the member of staff is to be present at the meeting, the particulars of the complaint that has been made shall be supplied to that member of staff in advance of the meeting.

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

If the matter cannot be resolved at the meeting, the Deputy Head or Director of Studies 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 the circumstance 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, parents will be referred to the Clerk. The Clerk 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 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 procedure is any matter relating to the School about which parents are unhappy and seek action by the School.

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

INTERNATIONAL STUDENTS POLICY

This policy can be found in full on p56 of the College School Handbook.