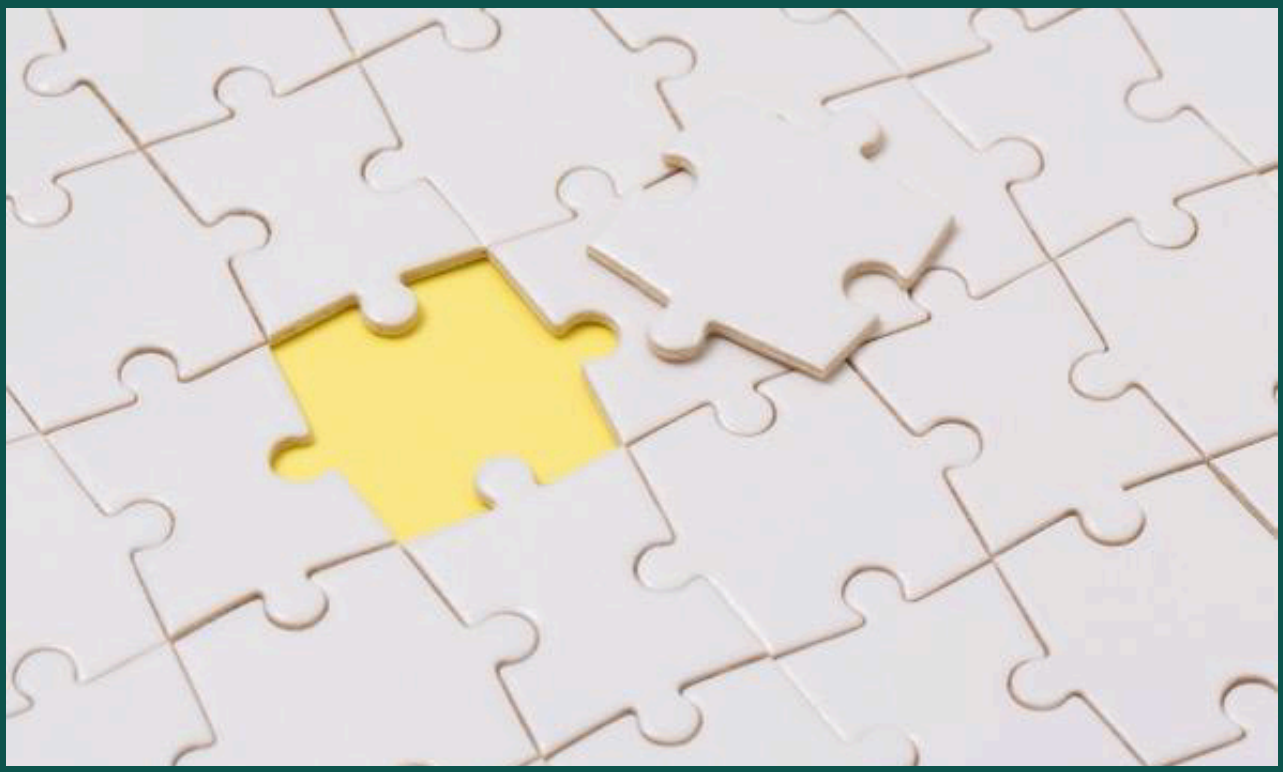
Providence
Christian School

# School Policies
2026



# Providence Christian School Policy Handbook

**SCHOOL POLICIES**

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This Policies Book was produced by the Lewis Christian Education Association, a Scottish Charity for Providence Christian School.

# Social Media Policy

Purpose and Scope
Providence Christian School recognises that social media can be used positively to celebrate school life, communicate appropriately with families, and share the school's work with the wider community. All use of official school social media must be consistent with the school's Christian ethos, safeguarding responsibilities, data protection duties, and commitment to honouring pupils, families, staff, volunteers, and the wider school community.

Approval Process
All proposed content (text, images, videos, or graphics) must be submitted to the PR Committee for review and approval before posting.

The PR Committee will ensure content aligns with school branding, tone, confidentiality standards, and legal compliance.

The PR Committee must also consider safeguarding, child protection, image consent, privacy, copyright, accuracy, tone, and whether publication is necessary and proportionate before any content is posted.

Authorised Accounts
Only accounts authorised and managed by the PR Committee may represent the school in an official capacity.

Official school social media accounts must be administered by authorised members of the PR Committee, with access limited to approved account holders.

No individual, parent, staff member, or volunteer may create or manage a social media account on behalf of the school without written permission from the PR Committee.

Login details must be kept secure, reviewed regularly, and updated immediately when an authorised user leaves their role or no longer requires access.

Personal Accounts
Parents, volunteers, and employees are encouraged to uphold the values of Providence Christian School when referencing the school in personal social media activity. However, personal accounts must not imply official representation of the school and must not share internal information or images of pupils without PR Committee clearance.

Staff, volunteers, parents, and affiliated representatives should exercise wisdom, respect, and discretion online, recognising that public comments may affect the reputation, safety, privacy, and witness of the school community.

Student Privacy and Protection
No pupil names, images, videos, or identifying information may be shared without appropriate parental consent and PR Committee authorisation.

Images and videos of pupils must be used carefully and only where there is a clear school purpose. The school should avoid pairing a pupil's full name with an identifiable image unless there is a specific, approved reason to do so.

The school must take particular care where pupils are vulnerable, where there are safeguarding concerns, where consent has been withdrawn, or where publication could create an avoidable risk to a child or family.

Content Standards
All school social media content must be accurate, respectful, age-appropriate, and consistent with the Christian character of the school. Content must not include confidential information, personal contact details, sensitive pupil information, offensive language, political campaigning, unnecessary controversy, or material that could reasonably bring the school into disrepute.

Consent, Data Protection and Image Use
The school will handle images, videos, names, and other personal information in line with UK data protection requirements and school safeguarding procedures. Parents or carers must be informed how images or information may be used and must be given a clear opportunity to withdraw or update permissions. Any withdrawal of permission must be respected promptly.

Monitoring, Comments and Direct Messages
Official school accounts should be monitored regularly by authorised users. Comments or messages that are abusive, discriminatory, threatening, inappropriate, confidential, or contrary to the school's safeguarding responsibilities may be hidden, removed, reported, or escalated as appropriate. Direct messages should not be used for confidential pupil, pastoral, safeguarding, complaints, or admissions matters; these should be handled through the school's normal communication channels.

Safeguarding Concerns
Any concern arising from social media use, including online abuse, cyberbullying, grooming, harmful content, image misuse, harassment, or contact with pupils by unknown individuals, must be reported immediately in accordance with the school's Child Protection and Safeguarding policies.

Compliance
Failure to comply with this policy may result in removal of unauthorised content. This policy applies to all staff, parents, volunteers, and affiliated representatives.

Serious or repeated breaches may be dealt with under the relevant school policy, including safeguarding, behaviour, complaints, staff conduct, or disciplinary procedures where applicable.

For questions or to submit content for approval, please contact the PR Committee via secretary@providencechristian.school

Review: This policy should be reviewed annually, or sooner if there are significant changes in safeguarding guidance, social media practice, data protection requirements, or school procedures.

Headteacher's signature: *Mrs Anna Stewart*

Policy Supervisor's signature: *A. MacDonald*

Date: *26 August 2026*

Review date: *August 2027*

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# Data Protection Policy

1. Purpose of the Policy

This policy explains how Providence Christian School collects, stores, uses, shares, retains, and protects personal data about pupils, parents, carers, staff, volunteers, governors, contractors, visitors, donors, and other individuals in line with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018, and any subsequent applicable UK data protection legislation.

We are committed to protecting the rights and freedoms of all individuals whose personal data we hold and ensuring that their information is handled lawfully, fairly, transparently, securely, and in a manner consistent with the Christian ethos of the school.

This policy should be read alongside the school's privacy notices, safeguarding and child protection policies, records retention schedule, acceptable use procedures, and any relevant staff or volunteer confidentiality guidance.

2. Scope of the Policy
This policy applies to:

- All staff, volunteers, and governors at Providence Christian School
- All contractors and service providers handling data on behalf of the school
- All personal data held by the school in paper or electronic format.

It applies to personal data held in paper records, electronic systems, cloud platforms, email, photographs, video, assessment records, safeguarding records, financial records, personnel files, admissions information, communications, and any other format controlled by or processed on behalf of the school.

3. Data Protection Principles
We follow the key principles of UK GDPR. Personal data must be:

1. Lawful, fair, and transparent – processed fairly and explained clearly.
2. Collected for specific purposes – used only for the reason collected.
3. Adequate, relevant, and limited – only what we need is collected.
4. Accurate and kept up to date – corrected or deleted when wrong.
5. Stored no longer than necessary – securely destroyed when no longer needed.
6. Secure – protected against loss, damage, or unauthorised access.
7. Accountability – we can demonstrate compliance with these principles.

4. Roles and Responsibilities

- The Headteacher is the school's Data Protection Lead and is responsible for overseeing day-to-day compliance.

- All staff, volunteers, governors, and contractors are responsible for following this policy and handling personal data securely and confidentially.
- Where required, the school will appoint a Data Protection Officer (DPO) or obtain appropriate external data protection advice.
- The governing body is responsible for ensuring that appropriate policies, training, records, systems, and oversight arrangements are in place.
- Any person who is unsure how to handle personal data must seek advice before taking action.

5. Types of Data We Collect
The school collects and uses personal data including:

- Pupil data – name, date of birth, contact details, assessment records, medical information, additional support needs.
- Parent/carer data – contact details, emergency contacts, financial information (fees).
- Staff data – employment records, qualifications, payroll information, references, safeguarding checks.
- Other data – images, video, attendance information, communications, behaviour records, safeguarding records, learning support information, emergency contact information, and information required for the safe and lawful operation of the school.
- Special category data – including health information, religious or philosophical information where relevant, biometric information if ever used for identification purposes, and any other sensitive information requiring additional protection.
- Criminal offence or safeguarding-related information – where necessary for recruitment, safeguarding, child protection, legal compliance, or risk management.

6. Legal Basis for Processing
We only process personal data where at least one lawful basis applies, such as:

- Legal obligation (e.g. reporting to local authority or HMRC)
- Public task (providing education in the public interest)
- Contract (employment contracts, fee agreements)
- Consent (e.g. for photographs or marketing)
- Vital interests (e.g. emergency medical care)

Where the school processes special category data, it will also identify an appropriate condition under Article 9 of UK GDPR and, where required, a relevant condition under the Data Protection Act 2018. The school will document the lawful basis and condition for processing where appropriate.

7. Data Security
We protect personal data by:

- Locking paper records in secure storage.

- Password-protecting school devices and using encryption where possible.
- Restricting access to sensitive information to staff who need it.
- Backing up electronic files securely.
- Training staff annually on data protection.

Staff and volunteers must not use personal email accounts, personal cloud storage, or personal devices for school personal data unless specifically authorised and appropriately secured. Personal data must not be left unattended, discussed unnecessarily, or shared with anyone who does not have a legitimate need to know.

8. Data Retention
We keep data only for as long as necessary:

- Pupil records – until the pupil leaves, then transferred or archived securely.
- Financial records – 7 years (statutory requirement).
- Safeguarding records – in line with statutory guidance.
- Staff records – 6 years after employment ends.

A full retention schedule is available from the Headteacher.

Records must be securely deleted, shredded, archived, or transferred when no longer required. The school will avoid keeping duplicate or unnecessary records and will review retention periods periodically.

9. Data Sharing
We may share personal data where necessary with:

- Local authority and Scottish Government (statutory reporting)
- Other schools (for pupil transition)
- NHS, social services, or emergency services
- Service providers (IT, payroll, school photographer) under written agreement
  We do not share personal data with third parties for marketing purposes.

Before sharing personal data, the school will consider whether sharing is lawful, necessary, proportionate, accurate, secure, and in the best interests of the child where safeguarding is relevant. Safeguarding information may be shared without consent where there is a lawful basis and where necessary to protect a child or another person from harm.

10. Rights of Individuals
Individuals may have the right to:

- Be informed about how their data is used
- Access their personal data
- Request correction of inaccurate data
- Request deletion of data (where lawful)
- Restrict or object to processing in certain circumstances

- Request data portability (where applicable)

Requests should be made in writing to the Headteacher or Data Protection Lead. We will normally respond within one month, subject to any lawful extension or exemption.

Parents may also have rights to access their child's educational record under applicable Scottish education regulations. The school will consider the child's rights, age, understanding, confidentiality, safeguarding, and the nature of the information before disclosure.

11. Breach Management
Any actual or suspected data breach must be reported immediately to the Headteacher or Data Protection Lead.

- Serious breaches will be reported to the Information Commissioner's Office (ICO) within 72 hours.
- Individuals will be informed where there is a high risk to their rights.

A data breach may include loss, theft, accidental disclosure, unauthorised access, incorrect emailing or posting, cyber incident, ransomware, inappropriate sharing, loss of a device, or accidental deletion of personal data. The school will record breaches, assess risk, take containment action, and document decisions.

12. Data Protection Complaints
Individuals who are concerned about how their personal data has been handled should raise the matter with the Headteacher or Data Protection Lead in the first instance. The school will acknowledge and investigate data protection complaints promptly and will keep a record of the complaint, actions taken, and outcome. Individuals may also contact the Information Commissioner's Office if they remain dissatisfied.

13. Privacy Notices and Transparency
The school will provide appropriate privacy information explaining what personal data is collected, why it is used, the lawful basis for processing, who it may be shared with, how long it is kept, and what rights individuals have. Privacy information should be clear, accessible, and suitable for the intended audience, including children where appropriate.

14. Data Protection Impact Assessments
Where a new activity, system, technology, or process is likely to create a high risk to individuals' rights and freedoms, the school will consider whether a Data Protection Impact Assessment is required. This is especially important where children's information, safeguarding information, monitoring technology, cloud systems, biometric data, artificial intelligence, or large-scale sensitive information is involved.

15. Monitoring and Review
This policy will be reviewed annually, or sooner if legislation, guidance, school systems, or data processing arrangements change. All staff and volunteers who handle personal data are required to confirm that they have read and understood the policy.

The school will maintain appropriate records of processing activities, training, data

sharing, retention decisions, breaches, complaints, subject access requests, and relevant policy reviews.

Headteacher's signature: *Mrs Anna Stewart*

Policy Supervisor's signature: *A. MacDonald*

Date: *26 August 2026*

Review date: *August 2027*

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# Behaviour Policy

Policy Statement
Providence Christian School seeks to maintain a Christ-centred, safe, respectful, nurturing, and orderly learning environment in which every pupil can flourish academically, spiritually, socially, and emotionally. The school's approach to behaviour is rooted in Biblical truth, loving correction, personal responsibility, restoration, and the protection of the whole school community.

At Providence Christian School we believe that children are a precious gift from God and that He requires us to nurture them in His own training and admonition (Ephesians 6: 4).

This requirement reminds us that children sin, as we all do, and need to be nurtured to learn right behaviour.

Part of this nurturing involves teaching and training our children to discern right from wrong, to choose what is right, and to follow that choice through into right conduct, even when it is difficult to do so.

Teaching good conduct requires teachers to impart principles of good conduct as well as some specific precepts arising from these principles. It further involves exemplifying, or modelling, the application of these principles and precepts in their interaction with fellow staff, parents and children. Sometimes, this may require teachers and parents to express sorrow for doing wrong themselves. Far from eroding their respective authority as parents and teachers, such honest acknowledgements of error will encourage children to follow their example.

Training the children involves implementing suitable and proportionate discipline or correction that is rooted in love and in a desire that the children would learn from the correction so as to develop more Christ-like conduct. Although both firm and consistent, it will not be harsh as our Lord requires us not to 'provoke (the children) to anger 'which is all too often the result of poor discipline (Ephesians 6:4).

Behaviour management will be firm, fair, consistent, proportionate, and respectful of each child's dignity. Staff will seek to understand the reasons behind behaviour while maintaining clear boundaries and high expectations.

In this teaching and training, it is important that teachers act in partnership with parents in order to apply the same standards of behaviour with consistency – which takes us to expectations.

This policy should be read alongside the Safeguarding Policy, Child Protection Policy, Anti-Bullying procedures, Mobile Phone Policy, Attendance Policy, Complaints Policy, and any additional support or pastoral support arrangements relevant to individual pupils.

Expectations
In general terms, the school expects all members of our community to act to foster the physical, emotional and spiritual well-being of others.

These expectations apply during the school day, on school premises, during school trips and activities, when travelling as part of a school activity, and in online conduct where there is a clear connection to the school community.

Taking the Lord Jesus Christ as our pattern, and His Word as our directive, the following summarise and illustrate our expectations:

All members of our school community should be respectful to all, using phrases demonstrating common courtesy, and responding when spoken to.

All members of the school community must refrain from belittling, bullying, teasing or goading others.

Bullying, harassment, intimidation, discriminatory language, online abuse, and deliberate exclusion are not acceptable and will be addressed in line with the school's safeguarding and anti-bullying procedures.

All members of our school community are required to be honest and truthful and must avoid profanity, swearing and coarse language at all times.

All members of our school community are required to be respectful during times of Bible study, prayer and worship.

All members of our school community should take care of their appearance and personal property as well as the personal property of others, the fabric of the school and the environment.

All members of our school community are required to refrain from physical violence at all times. In this connection, the use of 'reasonable force 'by adults is covered in our Safeguarding Policy and, in accordance with that policy, is only to be used as a last resort in order to prevent serious harm occurring (please refer to the Safeguarding Policy).

Children are required to obey staff without arguing or grumbling.

Children are required to complete tasks within the time frame set by the staff.

The headteacher and his/her staff are expected to determine which actions not explicitly mentioned above are deemed inappropriate or unacceptable.

Staff will apply expectations consistently while taking account of age, stage of development, additional support needs, disability, communication needs, wellbeing, trauma, safeguarding concerns, and any relevant individual support plan.

Reward System
While acknowledging the intrinsic worth of hard work and serving God and others, we believe it is biblical to reward good behaviour and that such rewards help children to work hard, achieve their best and make the most of their talents and opportunities.

To facilitate this and support children as they grow, we have a current system of rewards by which teachers can award pupils points for good work, completing a task or for exemplary conduct. These points are recorded on a chart and totalled at the end of the week. A 'Star of the Week' award is given to the pupil achieving most points each week and that pupil can choose a prize from our Prize Box.

At the end of the academic year, the child obtaining the most points is awarded the ‘Achievement ’trophy which they can keep. The headteacher may also award a trophy to a child whose learning and or conduct have been outstanding that year.

Each week a pupil from the Acorns and Oaks is awarded a ‘Golden Ticket ’for outstanding conduct which reflect the Biblical ethos of the school. This can be used to obtain extra break time and other privileges agreed by the staff.

Rewards should encourage diligence, kindness, service, responsibility, honesty, perseverance, and conduct that reflects the Christian ethos of the school. Rewards should be applied fairly and should not publicly shame or discourage pupils who require additional support.

Disciplinary Procedure
At Providence Christian School children behave well. However, there are times when children need a gentle reminder about the school's expectations or a word of reprimand where there have been instances of unacceptable behaviour.

The school will respond to behaviour in a way that is calm, proportionate, consistent, restorative where appropriate, and focused on helping the pupil understand the impact of their actions and make better choices in future.

In the event of unacceptable behaviour taking place, the following steps will be used:

- (1)The teacher clearly sets out their expectation of the child and explains why what the child is doing is unacceptable.
- (2)The teacher warns the child that if the behaviour persists, they will risk losing privileges.
- (3)The teacher may remove the child to another supervised space where they are separated from the class, minimising the impact on the learning of others.
  Any removal from class must be for a clear purpose, for the minimum necessary time, and must be recorded where the incident is significant or repeated.
- (4)The child may be required to remain in class during break time or lunchtime, and that time may be used to catch up with learning, talk through the incident, reflect on choices, and provide the opportunity to make amends.
- Parents will be informed should children reach points 3 or 4, and sometimes at point 2.
- Children requiring extra support to improve their behaviour will be accommodated by the school as far as is practicable and reasonable.
  Where appropriate, this may include a behaviour support plan, pastoral support, reasonable adjustments, staged intervention, additional supervision, agreed targets, or partnership working with parents and relevant professionals.
- Where there is a history of frequent and/or poor behaviour the headteacher will be in regular contact with the parent and steps taken to remedy the situation.
- In the case of very serious and/or repeated, persistent infractions of the school’s expectations, the headteacher may recommend that a pupil be excluded from school either temporarily or permanently.

Exclusion will be considered only as a serious measure, where the pupil's continued attendance would place the order, safety, wellbeing, or education of the school community at significant risk, or where other appropriate measures have not resolved the concern.

This will be discussed with the parent of the pupil first and then communicated to the chair of the Board of Governors. This would be a most serious move and can only be agreed by a duly appointed panel (no less than four persons) drawn from the Governing Body of the school. The appointed panel must be free from conflicts of interest.

- The headteacher will submit a written report to the chair of the Board and the parent of the pupil may also make written representation before an agreed date set for the panel to meet to hear the case. The panel will invite the parent and headteacher to attend separately to answer questions about their statements.
- The appointed panel will consider the matter thoroughly, deciding whether to concur with the headteacher's recommendation. The panel will communicate their decision to the headteacher and the parent the same day. This decision will be final.
- At every step above the child will be encouraged to see the error of their ways, to apologise and to make restitution.
- All serious incidents, repeated behaviour concerns, use of removal from class, parental meetings, agreed support measures, and exclusion recommendations should be recorded accurately and retained securely in line with the school's Data Protection Policy.
- Where behaviour raises a safeguarding, child protection, bullying, online safety, discrimination, or wellbeing concern, staff must follow the relevant safeguarding procedure immediately.

Complaints Procedure
Any parent with a complaint relating to how their child has been treated with respect to discipline must first address the matter with the teacher and then the headteacher.

****If the complaint remains unresolved, the parent should write to the Chair of the Board of Governors of the school.

The matter will be investigated by the Board under the direction of the chair. The Chair will communicate the outcome of the investigation to all parties.

Complaints involving safeguarding, child protection, bullying, discrimination, or staff conduct must be handled in accordance with the relevant school policy and may require referral to external agencies where appropriate.

Circulation

All parents with pupils attending the school will be given a copy of this policy.
All members of staff and volunteers will be given a copy of this policy.

Policies to be read in conjunction with this policy:

Safeguarding Policy; Child Protection Policy; Anti-Bullying procedures; Mobile Phone Policy; Data Protection Policy; Attendance Policy; Complaints Policy; and any relevant additional support or pastoral support procedures.

Monitoring and Review

This policy should be reviewed annually, or sooner if there are significant changes in legislation, Scottish education guidance, safeguarding expectations, school practice, or the needs of the school community. Behaviour records, serious incidents, exclusions, bullying concerns, and complaints should be reviewed to identify patterns, support needs, and opportunities for improvement.

Headteacher's signature: *Mrs Anna Stewart*

Policy Supervisor's signature: *A. MacDonald*

Date: *26 August 2026*

Review date: *August 2027*

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# School Uniform Policy

Purpose and Ethos
Providence Christian School encourages a simple, smart, practical, and affordable school uniform that supports a shared sense of belonging, modesty, order, and readiness to learn. The uniform should reflect the Christian ethos of the school while remaining proportionate, inclusive, comfortable, and suitable for pupils' health, wellbeing, learning, play, and participation.

The items that make up the uniform are as follows:

The school will seek to keep uniform requirements affordable by allowing generic items in the approved school colours wherever possible and by avoiding unnecessary compulsory branded items.

| Girls | Boys |
|---|---|
| Grey/black school skirt or pinafore: green gingham dress (optional) | Grey/black school trousers or grey/black school shorts |
| White blouse | White shirt |
| School pullover or cardigan | School pullover or cardigan |
| School tie | School tie |
| Black or grey tights or leggings (with skirt or pinafore) or socks | Socks |
| Black school shoes; boots in winter | Black school shoes; boots in winter |
| School scrunchies | |

Pupils may wear the uniform option that is most comfortable, practical, modest, and suitable for their needs, provided it remains within the approved school colours and standards.

• The school colours are green and grey/black.
Parents should be able to purchase most items from a range of affordable suppliers, including supermarkets, second-hand sources, and pre-loved uniform arrangements where available.

• Pupils should always have at least one school identifiable item (tie/jumper/cardigan). Where cost or availability creates difficulty, parents should contact the school confidentially so that support or reasonable flexibility can be considered.

• All items of clothing should have the child's name attached and should not contain slogans.
Names should be marked discreetly and personal information should not be visible externally.

• Gym Kit: Polo shirt, shorts, socks and gym shoes (no football strips please).
PE and gym clothing should be comfortable, safe, modest, suitable for movement, and affordable. Pupils should not be excluded from PE because of minor uniform issues where a safe and reasonable alternative is available.

• Long hair to be tied up. Hair accessories, slides, bands etc to be brown/ black/ green.
Hair should be kept safe and practical for learning, play, PE, food-related activities, and any activity where loose hair may create a health or safety concern.

On Gym days pupils will bring their Gym kit in separately.

Seasonal and Weather-Appropriate Clothing
Parents should ensure that pupils have suitable outdoor clothing for the weather, including coats, waterproofs, hats, gloves, and appropriate footwear where needed. The school will take a practical approach to weather, outdoor learning, active play, and travel conditions.

Affordability and Sustainability
The school will seek to reduce unnecessary cost by keeping the uniform list simple, allowing generic items wherever possible, encouraging the reuse of good-quality pre-loved uniform, and avoiding frequent changes to uniform requirements. Any future change to uniform expectations should be carefully considered, communicated in advance, and introduced with reasonable transition time for families.

Equality, Inclusion and Reasonable Adjustments
The school will consider reasonable adjustments or flexibility where uniform requirements affect a pupil's health, disability, additional support needs, sensory needs, religious observance, family circumstances, or ability to participate fully in school life. Requests should be discussed confidentially with the Headteacher.

Jewellery, Accessories and Appearance
Jewellery and accessories should be kept simple and safe. Items that present a health and safety risk, distract from learning, or are unsuitable for school activities may be restricted. The school will apply expectations sensitively, proportionately, and consistently.

Responding to Uniform Concerns
Uniform concerns should normally be handled quietly, respectfully, and without public embarrassment to the pupil. Repeated or significant concerns may be discussed with parents, with the aim of resolving any practical, financial, wellbeing, or compliance issues constructively.

Consultation and Review
This policy should be reviewed annually, or sooner if guidance, costs, supplier availability, school circumstances, or the needs of pupils and families change. The school should take account of feedback from parents, pupils, staff, and governors when reviewing uniform expectations.

Headteacher's signature: *Mrs Anna Stewart*

Policy Supervisor's signature: *A. MacDonald*

Date: *26 August 2026*

Review date: *August 2027*

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# Mobile Phone Policy

Introduction
Providence Christian School aims to create a safe, respectful, Christ-centred learning environment where all children can flourish academically, spiritually, socially, and emotionally. Mobile phones and smart devices can be useful for communication and safety; however, they can also distract from learning, damage relationships, and expose children to inappropriate content.

This policy reflects current Scottish Government guidance which empowers headteachers to restrict mobile phone use, including adopting phone-free learning arrangements where this is judged to be in the best interests of pupils, staff, learning, wellbeing, and safeguarding.

As a primary school, Providence Christian School will normally operate a phone-free school day for pupils, except where a device is required for an approved medical, additional support, accessibility, safety, or exceptional family reason.

1. Purpose of the Policy
This policy aims to:

1. Protect teaching and learning time.
2. Promote healthy social interaction and wellbeing.
3. Safeguard pupils from cyberbullying, image misuse, inappropriate contact, and harmful online content.
4. Encourage respectful and responsible behaviour.
5. Support parents while maintaining a calm and focused school environment.
6. Uphold the Christian values of respect, honesty, self-control, kindness, wisdom, and responsibility.
7. Protect staff and pupils from harassment, filming, recording, online abuse, distraction, peer pressure, and avoidable safeguarding risks.

2. Scope
This policy applies to pupils, staff, volunteers, parents, carers, visitors, contractors, school trips, off-site activities, and any school-related online activity where mobile devices may affect safeguarding, learning, wellbeing, privacy, or the reputation of the school.

For the purposes of this policy, “mobile phone” or “device” includes smartphones, basic mobile phones, smartwatches, tablets, wearable technology, cameras, recording devices, gaming devices, internet-enabled devices, and any device capable of communication, photography, filming, recording, messaging, social media access, or internet access.

3. General Policy Statement
As a primary school, pupils are strongly discouraged from bringing mobile phones or smart devices to school.

Pupils must not use mobile phones or smart devices during the school day, including

lessons, breaks, lunch, worship, assemblies, transitions, school clubs, and supervised school activities, unless a member of staff has given specific permission for an approved reason.

Where a parent believes a child requires a phone for safety reasons before or after school, written permission must be obtained from the Head Teacher.

Permission to bring a device is a privilege granted for a specific reason and may be withdrawn if the policy is breached.

Approved phones must:

1. Be switched off before entering the school grounds.
2. Be handed to the school office or class teacher at the beginning of the day.
3. Be stored securely by the school during the school day where practicable.
4. Remain unused throughout the school day unless specifically authorised by staff.
5. Be collected at the end of the school day.
6. Remain the responsibility of the pupil and parent/carer when brought to school, although the school will take reasonable care of any device handed in for safekeeping.

Pupils must not:

1. Use phones during lessons, breaks, lunch, worship, assemblies, or trips unless specifically authorised.
2. Use devices to photograph, film, livestream, or record others.
3. Access social media, messaging apps, games, websites, or online content during school activities.
4. Bring smartwatches capable of messaging, internet access, photography, filming, gaming, or notifications unless specifically approved.
5. Share, forward, upload, download, create, view, or store harmful, offensive, bullying, discriminatory, violent, indecent, private, or inappropriate material.
6. Use a device to contact parents or others during the school day without staff permission; urgent communication must go through the school office.

4. Admissions and Parent Agreement
As part of the admissions process, parents and carers will be asked to:

1. Read and sign the Mobile Phone Policy Agreement.
2. Support the school's expectations regarding phone-free learning.
3. Agree not to contact pupils directly during the school day except through the school office.
4. Understand that breaches of this policy may result in confiscation, withdrawal of permission to bring a device, or further action under the Behaviour, Safeguarding, Child Protection, Anti-Bullying, or Data Protection policies.
5. Ensure that any device brought to school is clearly labelled, switched off, handed in as required, and does not contain inappropriate or unlawful content.

Pupils will also be expected to agree to:

- Use technology responsibly
- Respect staff instructions immediately
- Follow the school's Christian values online and offline

Acceptance of this policy forms part of the school-home partnership agreement.

5. Safeguarding and Wellbeing
The school recognises that mobile devices can create safeguarding concerns, including:

- Cyberbullying
- Exposure to harmful or inappropriate content
- Online grooming risks
- Filming or photographing without consent

Disruption to learning, relationships, wellbeing, concentration, privacy, and safety.

Any safeguarding concerns involving a device will be handled in line with the school's Child Protection and Anti-Bullying Policies.

Safeguarding concerns involving devices must be reported immediately to the Headteacher or safeguarding lead and managed in accordance with the school's Child Protection, Safeguarding, Anti-Bullying, Behaviour, and Data Protection policies.

6. Consequences for Breaches of the Policy
The school will respond to breaches fairly, consistently, and proportionately.

Minor Breaches

- Phone visible in school
- Device not switched off
- Smartwatch used without permission

Consequences

- Reminder of policy
- Device confiscated until end of day
- Incident recorded

Repeated Breach Consequences

- Device confiscated
- Parent/carer informed
- Meeting with Head Teacher
- Temporary loss of permission to bring a device to school

Examples of Serious Breaches

- Filming or photographing others
- Bullying or threatening behaviour online
- Accessing inappropriate material
- Refusal to hand over device
- Sharing harmful or offensive content

Consequences may include

- Immediate confiscation
- Parent meeting
- Behaviour support plan
- Suspension/exclusion in serious cases
- Referral to external agencies where appropriate

Where there is a safeguarding concern, the school will act in line with safeguarding procedures, data protection duties, and any relevant statutory guidance before searching, viewing, retaining, or sharing information from a device.

Searching, Viewing and Confiscation
If a device is confiscated, it should be stored securely and returned to the pupil or parent/carer at an appropriate time, depending on the seriousness of the breach. Staff should not search or view the contents of a device unless there is a clear safeguarding, child protection, welfare, legal, or serious behaviour reason to do so and the Headteacher, or another senior authorised person, has agreed the action. Where possible, this should be done by two adults and recorded. If illegal or safeguarding material is suspected, the device should not be unnecessarily handled or searched and advice should be sought from the appropriate statutory agency.

7. Staff Use of Mobile Phones
Staff are expected to model responsible behaviour.
During teaching time, staff should:

1. Keep phones on silent and away from pupils unless needed for an approved professional purpose.
2. Use devices only for professional purposes during pupil-facing time.
3. Avoid personal use in front of pupils except in emergencies.
4. Never use personal devices to photograph, film, or record pupils unless there is a specific written school authorisation and no safer school device is available.

5. Not use personal messaging apps, personal social media, or personal accounts to communicate with pupils.
6. Ensure that any school-related images, videos, or personal data are handled in line with the Social Media Policy and Data Protection Policy.

8. Communication with Parents
Parents should contact the school office if urgent communication with a pupil is required during the day.
The school office remains the main point of contact for:

1. Emergencies.
2. Changes to collection arrangements.
3. Messages to pupils.
4. Pastoral, safeguarding, medical, behaviour, or family matters requiring staff awareness or support.

Parents should not expect pupils to read or respond to calls, texts, or messages during the school day. This protects pupils' learning, wellbeing, and safety and ensures that staff are aware of any important matter affecting a child.

9. School Trips and Off-Site Activities
The same expectations apply during school trips, visits, transport, outdoor learning, residential activities, and any off-site school activity. Pupils may only use a mobile phone or smart device during a trip where a member of staff gives specific permission for an approved purpose. Staff will decide whether devices should be handed in, stored securely, or left at home depending on the nature of the activity, safeguarding considerations, travel arrangements, and risk assessment.

10. Equality, Medical Needs and Additional Support Needs
The school recognises that limited exceptions may be necessary where a device supports a pupil's medical needs, disability, additional support needs, accessibility, communication, wellbeing, safety, or caring responsibilities. Any exception must be agreed in advance by the Headteacher, recorded clearly, reviewed regularly, and limited to the purpose for which it is needed. Reasonable adjustments will be considered sensitively and proportionately while maintaining safeguarding, learning, and privacy protections for the wider school community.

11. Recording, Data Protection and Evidence
Breaches of this policy, confiscations, safeguarding concerns, searches, parental communications, serious incidents, and agreed exemptions should be recorded accurately and retained securely in line with the school's Data Protection Policy. Where images, videos, messages, or device content may form evidence of a safeguarding, bullying, behaviour, or criminal concern, staff must preserve information carefully and seek advice before deleting, forwarding, sharing, or viewing material unnecessarily.

12. Monitoring and Review
This policy will be reviewed annually by the school leadership team and governing body, or sooner if Scottish Government guidance, legislation, safeguarding expectations, technology, school practice, or pupil needs change. The school will monitor breaches, confiscations, safeguarding concerns, parent feedback, staff feedback, pupil wellbeing, and the effectiveness of phone-free learning arrangements.

13. Policies to be Read Alongside This Policy
This policy should be read alongside the Behaviour Policy, Safeguarding Policy, Child Protection Policy, Anti-Bullying procedures, Social Media Policy, Data Protection Policy, School Trips procedures, Attendance Policy, Complaints Policy, and any relevant additional support arrangements.

Parent and Pupil Agreement

We have read and understood the Mobile Phone Policy and agree to support the school in maintaining a safe, respectful, phone-free, and focused learning environment.

Headteacher's signature: *Mrs Anna Stewart*

Policy Supervisor's signature: *A. MacDonald*

Date: *26 August 2026*

Review date: *August 2027*

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# Health & Safety Policy

We will build into the ethos of the school appropriate values which positively promote a Health and Safety culture.

Providence Christian School is committed to providing a safe, healthy, orderly, and caring environment for pupils, staff, volunteers, parents, visitors, contractors, and all members of the school community. This commitment is part of the school's Christian duty of care, respect for each person as made in the image of God, and responsibility to steward the school's premises and activities wisely.

We will make the physical environment safe and healthy for those who work at and visit Providence Christian School.

The school will manage health and safety proportionately, recognising that children should be able to learn, play, explore, and take part in educational visits and practical activities while foreseeable risks are identified, assessed, controlled, recorded, and reviewed.

We will inform all users of their personal responsibility to cooperate with us in order to help us achieve our goals.

This policy should be read alongside the Fire Evacuation Policy, First Aid arrangements, Safeguarding Policy, Child Protection Policy, Educational Visits procedures, Data Protection Policy, Behaviour Policy, Mobile Phone Policy, and any relevant premises, maintenance, infection control, or emergency procedures.

We will inform all users of their personal responsibility to cooperate with us in order to help us achieve our goals.

Aims of the Policy

- To ensure that Providence Christian School is always a safe and healthy place in which to work.
- To ensure that regular monitoring and review of safety procedures occurs throughout the school.
- To raise Health & Safety awareness among all users of Providence Christian School, with regards to their responsibilities for themselves and others.
- To ensure that all staff are appropriately trained before using equipment.
- To keep the Buildings Log containing Health & Safety information updated and to make it accessible at all times in the school office.
- To ensure that risk assessments are suitable, sufficient, proportionate, recorded where required, shared with relevant people, and reviewed when circumstances change.

- To ensure that accidents, incidents, near misses, dangerous occurrences, and reportable matters are recorded, investigated, escalated, and reported where required.
- To promote safe learning, play, worship, educational visits, practical activities, and outdoor learning without creating unnecessary barriers to children's development.
- To ensure that health and safety arrangements take account of safeguarding, pupil wellbeing, additional support needs, disability, medical needs, and emergency planning.

Organisation and Responsibilities

**The responsibility for Health & Safety involves:**

1. Governors
2. Head Teacher
3. Building Group
4. Teachers
5. Parents
6. Pupils
7. Volunteers, visitors, contractors, and any person using or working on the school premises or taking part in school activities.

**The Governors will:**

1. Ensure that, as far as possible, adequate funding is set aside to enable the school to be organised and run in a safe and healthy manner.
2. Deal appropriately with any Health & Safety issues that are brought to their attention by all users of the school. This would usually be done at their monthly meeting but urgent matters may need to be acted upon immediately.
3. Ensure that the school has a health and safety policy, suitable arrangements, competent advice where required, and clear accountability for managing health and safety.
4. Review significant accidents, near misses, risk assessment findings, fire safety matters, premises concerns, training needs, and any reportable incidents.
5. Ensure that health and safety is considered when approving school activities, premises works, educational visits, budgets, staffing, and policy changes.

**The Head Teacher will ensure that:**

1. Health & Safety is incorporated into the planning and organisation of all functions associated with the school.
2. Suitable and appropriate risk assessments are carried out on an arranged and un-arranged basis at regular intervals throughout the year, and ensure that any issues raised from these assessments are acted upon appropriately.
3. Where new or specialist equipment is provided all users will be adequately trained and, if required, supervised before using the equipment.
4. All staff are kept informed of Health & Safety matters, as and when required.

5. All users of Providence Christian School fully understand their responsibilities regarding Health & Safety matters.
6. Any accidents or near misses are reported as soon as possible after the event has occurred. Relevant details must be noted and any appropriate observations and conclusions must be recorded and made available for the next Governor's meeting. A copy of the report should be placed in the Buildings Log (Health & Safety file).
7. A competent person or suitable source of competent health and safety advice is identified and consulted where required.
8. Emergency arrangements, including fire, first aid, severe weather, loss of utilities, infectious disease, lockdown or security concerns, and communication with parents, are kept under review.
9. Relevant staff, volunteers, and pupils are briefed on risk controls before activities, educational visits, practical work, or premises changes take place.

**All Teachers and Parents should:**

1. Ensure that all safe working practices are adopted at all times whether in school or on educational visits.
2. Ensure that they are aware of their responsibilities, are up to date with all relevant policies of the school and follow all codes of practice produced by the school.
3. Bring to the attention of the Head Teacher or Asset Manager any accidents, near misses, dangerous or faulty equipment or situations either at the school or on visits.
4. Where appropriate inform the Head Teacher or Asset Manager if there is a concern that they have not been able to resolve for themselves.
5. Take reasonable care for their own health and safety and for the health and safety of pupils and others affected by their actions.
6. Follow agreed risk assessments, supervision arrangements, first aid procedures, safeguarding procedures, and emergency instructions.
7. Raise concerns promptly and avoid using equipment, areas, or activities that appear unsafe until appropriate checks or controls are in place.

**Pupils should:**

1. Understand the importance of being safe and sensible as they work and play at school.
2. Follow safety instructions.
3. Tell a member of staff promptly if they notice something unsafe, feel unwell, are injured, or see another person at risk.
4. Use equipment, classrooms, outdoor spaces, and shared areas responsibly and respectfully.

Health & Safety Arrangements

Providence Christian School has policies linked with Health & Safety issues. These include:

1. First Aid
2. Health and Safety of Pupils on Educational Visits
3. Playground Supervision
4. Fire Evacuation Policy
5. Safeguarding and Child Protection Policies
6. Behaviour Policy
7. Data Protection Policy
8. Mobile Phone Policy
9. Attendance Policy, including adverse weather arrangements

Risk Assessment

There is a legal requirement that assessments are undertaken periodically. Assessments should be made, at least, on an annual basis so that any issues highlighted which require additional funding can be included in the budget for the forthcoming year. Staff must complete an Educational Visit Risk Assessment Form before each educational visit. A signed copy should be placed in the Risk Assessment Folder.

Risk assessment must be proportionate to the activity and should identify hazards, who may be harmed, the level of risk, control measures, responsible persons, and review dates. Risk assessments should be completed or reviewed before new activities, educational visits, premises changes, use of new equipment, significant behaviour risks, medical needs, weather-related risks, or any situation where foreseeable harm may arise.

Copies of other Risk Assessments can be viewed in the Buildings Log (Health & Safety section).

Risk assessments must be shared with relevant staff and volunteers before the activity takes place. They should be reviewed after accidents, near misses, significant changes, concerns raised by staff or parents, or where existing controls appear ineffective.

Fire Precautions / Drill

Fire safety arrangements must be consistent with the school's Fire Evacuation Policy and any premises fire risk assessment.

In order to reduce the potentially catastrophic risk of fire, staff will monitor all sources of heat with the potential to cause fire and check that heaters, cookers etc. do not come into contact with combustible materials.

Where appropriate, Fire Safety Education will be a feature of our curriculum.

Fire Safety information and records are kept in the Buildings Log in the school office. In the logbook we record:

- Fire Drills undertaken.
- Fire alarm maintenance.
- Fire Extinguisher maintenance.
- Fire Officer visits.
- Details of fire safety training sessions.

Usually, one fire drill will take place each term. Forewarning will be given that drills will take place, but not when.

Fire drills should be recorded, evaluated, and used to improve evacuation arrangements. Staff and volunteers must know evacuation routes, assembly arrangements, responsibilities for registers, assistance required by any pupil or visitor, and the procedure for calling emergency services.

The school will undertake a Health & Safety inspection each year. The inspection will check that:

- All fire procedure notices are in place.
- Fire exit signs are clearly posted.
- Fire extinguishers and blankets are readily available and ready for use.
- Corridors and doorways are clear from obstruction.
- All door closers are operating effectively.
- A minimum of one fire practice has been undertaken and recorded.
- Fire exits are easily opened and free from obstruction outside.
- All staff are aware of their responsibilities in the event of a fire drill / evacuation.

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# First Aid Policy

Purpose

To ensure appropriate first aid provision is available at all times for pupils, nursery children, staff, and visitors. This policy sets out responsibilities, procedures, and arrangements for first aid in our setting.

pupils, staff, volunteers, and visitors

The policy is intended to provide appropriate and proportionate first-aid arrangements for the size, activities and risks of the school.

Legal & Regulatory Framework

Complies with the Health and Safety (First Aid) Regulations 1981 and Scottish guidance for schools and early years.

and relevant Scottish guidance.

A first-aid needs assessment is maintained and reviewed annually or after significant changes.

The needs assessment will consider the school's premises, staffing, activities, pupil population, educational visits and foreseeable risks.

Staff should follow guidance from Education Scotland, local authority health and safety advice, and the Care Inspectorate where relevant.

relevant Health and Safety Executive (HSE), Scottish Government and Education Scotland guidance, where applicable.

First Aid Needs Assessment

Consider the number of pupils, nursery children, staff, and visitors.

pupils, staff, volunteers and visitors

Account for building layout, activities (including off-site trips), staffing patterns, and potential hazards.

Determine the number of trained first aiders required, including paediatric first aiders for nursery children.

and determine the appropriate level and number of trained first-aid personnel required.

Review this assessment annually or when major changes occur.

First Aid Personnel

Qualified First Aiders hold recognised certificates (FAW, EFAW).

The school will ensure that an appropriate number of staff hold suitable recognised first-aid qualifications based on the First Aid Needs Assessment.

Where activities or circumstances require specialist or paediatric first-aid provision, this will be considered through the needs assessment.

There is no school nurse; the school office serves as the first aid area.

A current list of first aiders and their training expiry dates is maintained and accessible to all staff.

First Aid Equipment & Facilities

School office is used for first aid care (no separate medical room).

Portable first aid kits are available throughout the premises and for off-site activities.

Kits are regularly checked, restocked, and clearly signed.

First-aid equipment will be maintained so that it remains suitable, accessible and ready for use.

First Aid Training

First aid training is updated as required (usually every 3 years).

First-aid training will be maintained in accordance with the requirements of the relevant qualification and the school's First Aid Needs Assessment. The school will monitor training expiry dates and ensure that sufficient appropriately trained personnel are available.

All staff receive induction information about first aid procedures, location of kits, and who to contact.

Staff will be informed of the identity and location of trained first-aid personnel and the arrangements for summoning assistance.

Responding to Incidents

1. The nearest qualified First Aider or appointed person attends immediately.

2. Assess the situation, make the area safe where necessary, and administer first aid within the person's level of training and competence.

3. Use appropriate PPE, including disposable gloves where there is a risk of contact with blood or bodily fluids.

4. Contact emergency services if required.

5. Inform parents/carers where appropriate, taking account of the seriousness and nature of the incident.

6. Record significant first-aid treatment, accidents or incidents in accordance with the school's recording arrangements.

7. Where an incident raises a safeguarding concern, the school's Child Protection and Safeguarding procedures must also be followed.

Medical Conditions and Individual Healthcare Needs

The school's first-aid arrangements should be considered alongside arrangements for pupils with known medical conditions, allergies, disabilities or individual healthcare needs.

Where a pupil has an agreed healthcare or emergency plan, relevant staff should be aware of the appropriate response.

Reporting & Recording of Accidents

Providence Christian School recognises that we have legal responsibilities covered by the:

1. Health & Safety at Work Act 1974
2. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)

Risks

We recognise that:

- An unreliable accident / incident reporting system, or the under reporting of 'near miss' incidents could lead to dangerous occurrences recurring which may result in personal injury to staff, parents or visitors.
- A breach of the statutory requirement to report specific incidents to the Health & Safety Executive (HSE) may lead to prosecution.
- Inadequate incident reporting procedures will inhibit statistical analysis of accident data.

At Providence Christian School we make every effort to minimise the risk of accidents, but we recognise that accidents will still occur.

All accidents to pupils, staff, parents and visitors, no matter how small will be reported to the teacher/Head Teacher as soon as possible after the accident took place.

When required, the First Aider present will deal with the accident and treat any injuries.

Once the individuals have been treated, all details regarding the accident will be recorded in the accident book by a member of staff or the Head Teacher. An accident book is kept in each First Aid Cabinet. An investigation into the accident will be undertaken immediately (depending upon the severity) or at least that day.

All accidents will be audited and investigated by the Head Teacher or Asset Manager to ascertain what occurred and what lessons can be learned to prevent similar incidents occurring in the future.

All accidents / near misses will be reported to the next Governors meeting.

The Head Teacher will ensure that accidents, which are reportable to the Health & Safety Executive, are reported using the appropriate form.

Not all accidents in school are reportable under RIDDOR. The Head Teacher, or another authorised person, will assess whether an incident is reportable and will ensure that any required report is made within the relevant timescale. Records of accidents, near misses, investigations, decisions, and follow-up actions will be kept securely and reviewed to identify patterns and prevent recurrence.

Contents of First Aid Box

A First Aid Box Assessment will be carried out by the designated parent or person) the first week of each term to assess the need for any additional provision and ensure the contents are up to date.

First Aid boxes should contain first aid materials. An example of a typical first aid box is listed below: (NB. No pills, creams or lotions).

First aid provision should be based on an assessment of need, taking account of the number and age of pupils, staff, visitors, school activities, premises layout, educational visits, medical needs, and the distance from emergency services.

- 1 Guidance card / Leaflet
- 20 individually wrapped sterile adhesive dressings (assorted sizes) appropriate to the work environment ( e.g. detectable plasters for use in kitchens and food technology areas).
- 2 sterile eye pads
- 4 individually wrapped triangular bandages (preferably sterile)

- 6 safety pins
- 6 medium-sized individually wrapped sterile un-medicated wound dressings (approximately 13cm x 9cm)

The contents of the First Aid box should be reviewed at the beginning of every school term as specified above.

Training

Teaching Staff will be provided with training to ensure competency in First Aid. The First Aid Training session will cover Management of the Unconscious casualty, CPR, Burns, Fractures and Recognition of shock.

The school will maintain suitable first aid training, appointed persons, first aid supplies, and records of first aid treatment. Staff should know how to summon first aid assistance and when parents or emergency services must be contacted.

Supervision of Children at Break & Lunchtimes

The school recognises its duty of care to provide a safe, supportive and positive environment in which children can play, socialise and enjoy their breaks.

Supervision Arrangements

- A member of staff will be designated to supervise pupils during each break and lunchtime period.
- The supervising member of staff should remain attentive and positioned so that pupils can be appropriately observed.
- Supervising staff should be aware of potential hazards, areas that are difficult to observe, and any pupils who may require additional support or supervision.
- Staff should not leave pupils unsupervised unless appropriate alternative supervision has been arranged.
- Where a supervising member of staff needs to leave the area, another responsible member of staff must take over supervision before they leave.

Behaviour and Safeguarding

- Staff should actively promote positive behaviour and respectful interaction between pupils.
- Any bullying, intimidation, inappropriate behaviour or safeguarding concern should be dealt with promptly and recorded or reported where appropriate.
- Staff should be alert to signs that a child may be distressed, isolated, injured or otherwise require assistance.
- Concerns relating to possible abuse or neglect must be dealt with in accordance with the school's Child Protection and Safeguarding Policies.

Accidents and First Aid

- Staff supervising breaks should know who the trained first aiders are and how to summon assistance.
- Minor accidents should receive appropriate first aid and be recorded in accordance with the First Aid Policy.
- Serious injuries or illness should be dealt with in accordance with the school's emergency and first-aid procedures, including contacting emergency services where necessary.
- Parents/carers will be informed where appropriate following an injury or significant incident.

Weather and Outdoor Conditions

- Staff should consider weather conditions and the suitability of outdoor areas before allowing pupils to use them.
- Where conditions create an unacceptable risk, outdoor activities may be restricted or moved indoors.
- Pupils should have access to appropriate clothing and protection from adverse weather where reasonably practicable.

Indoor Breaks

Where pupils remain indoors during break or lunchtime:

- Appropriate staff supervision must continue.
- Activities should be suitable for the age and needs of the pupils.
- Staff should ensure that movement around the building remains safe.
- Staff should remain alert to behaviour, accidents and safeguarding concerns.

End of Break/Lunchtime

The supervising member of staff is responsible for ensuring that pupils return safely to their class or designated activity.

Pupils should not be dismissed from supervision until responsibility has been formally handed back to the appropriate member of staff.

Responsibilities

The Headteacher is responsible for ensuring that suitable supervision arrangements are in place.

All staff responsible for supervision are expected to:

- remain vigilant and actively supervise;
- follow the school's safeguarding and behaviour procedures;
- report concerns promptly;
- respond appropriately to accidents and emergencies; and

- ensure pupils are not left without appropriate supervision.

Visitors & Contractors on site

Our legal responsibilities are covered by the:
The school has a duty to manage visitors and contractors so that pupils, staff, volunteers, visitors, and contractors are protected from foreseeable risks.

1. Construction (Design and Management) Regulations 2015)
2. Health & Safety at Work Act 1974
3. Management of Health and Safety at Work Regulations 1999
4. Workplace (Health, Safety and Welfare) Regulations 1992

Persons who enter the school premises for the purpose of carrying out specialised work on behalf of the school are classed as contractors. Under Health & Safety requirements, we have a duty of care towards contractors and they have a responsibility to work safely.

All contractors who visit the school must report to the school office on arrival.

The Head Teacher/Member of Buildings and facilities group or the responsible adult directing works will liaise with the contractor and agree safe practices. These should include:

1. Where possible, extensive work to be carried out in school holidays and / or after school.
2. Reminding contractors of their responsibility regarding Health & Safety issues.
3. Taking appropriate measures to allow ease of access without jeopardising the safety of others using the premises.
4. Giving adequate notification to all users of proposed work and displaying adequate warning signs whilst work is undertaken.
5. Where possible, screens to be put into place to secure the area from other users of the school.
6. All contractors working inside the building will be required to wear a visitor's badge and sign in and out on a daily basis.
7. Contractors must be supervised or monitored as appropriate, particularly where work may affect pupils, fire routes, utilities, asbestos-containing materials, electrical systems, working at height, hazardous substances, noise, dust, or access to restricted areas.
8. Where contractor work creates safeguarding concerns, the school's safeguarding procedures must also be followed.

Electricity

Our legal responsibilities covered by the:

1. Health & Safety at Work Act 1974
2. Electricity at Work Regulations 1989
3. Current edition of BS 7671 Requirements for Electrical Installations, where applicable

In the event of the loss of power it is the responsibility of the Head Teacher to ensure a warm ambient temperature is maintained in the school.

Procedures to follow in the event of loss of power:

- Report failure to Scottish Power and Owner of Property.
- Ensure all children are provided with their warm outdoor jackets.
- If power is to remain off indefinitely, contact is made with parents to arrange for collection of children.
- School is dismissed.

Risks

The primary risks within the school associated with electricity arise from the exposure to hazards such as electrocution and fire. This may lead to personal injury, disruption to the school, or damage to equipment, property, etc.

The Electricity at Work Regulations 1989 (EAWR) oblige employers to ensure the provision of safe electrical plant, electrical systems and equipment and to provide adequate maintenance to ensure its continued safety. The EAWR require employers to maintain, so far as reasonably practicable, electrical equipment within their control.

This includes:

- Regular maintenance, testing and repair of fixed installations. If faults are identified within the school, the Head Teacher or Asset Manager should be notified immediately and appropriate action taken.
- Regular maintenance, testing and repair of portable electrical equipment
- Staff training, as appropriate.
- Electrical equipment (used) brought into the school by staff, parents or contractors to be agreed as fit for purpose and PAT tested before use.

All defective electrical equipment will be taken out of service immediately until checked by a competent qualified person.

Responsibility for arranging maintenance of electrical equipment is with the Head Teacher and Building Group. Records of all issues relating to electrical equipment and maintenance will be kept up to date, filed in the Buildings Log and made available for the annual Health & Safety Inspection.

Loss of Water

Loss of water may affect drinking water, hand hygiene, toileting, cleaning, food preparation, infection control, heating systems, and fire safety. The Head Teacher will assess whether the school can remain open safely.

1. If prior notification is given of a time-limited spell without water during school hours, parents must ensure children bring bottled water to school.
2. Notify Scottish Water to provide additional bottled water and/or bowsers.
3. Ensure children have food and drinks.
4. Flush toilets.
5. If the health of children is at risk or if infection control standards are likely to be compromised, the Head Teacher should contact Emergency Planning and / or Scottish Water immediately.
6. A prolonged spell without water results in school closure.
7. Teachers contact parents to arrange collection of children.
8. Where closure is required, pupils will be supervised safely until collected and parents will be contacted using the school's normal emergency communication arrangements.

Infection Prevention and Health Protection

The school will follow relevant Scottish health protection guidance for children and young people settings. Staff will encourage good hand hygiene, respiratory hygiene, appropriate cleaning, safe management of bodily fluids, and prompt reporting of symptoms or outbreaks. Parents should follow school and public health advice about when children should remain at home because of infectious illness.

Educational Visits and Off-Site Learning

Educational visits, outdoor learning, and off-site activities must be planned using proportionate risk assessment and suitable supervision. Staff leading visits should consider transport, weather, medical needs, emergency contacts, communication, first aid, safeguarding, pupil behaviour, accessibility, and any venue-specific risks. Parents should receive appropriate information before visits and any required consent should be obtained.

Security, Access and Supervision

The school will maintain reasonable arrangements for signing in visitors, supervising pupils, controlling access to restricted areas, responding to unknown persons on site, and ensuring that pupils are supervised appropriately during lessons, transitions, breaks, lunchtimes, arrivals, departures, and school activities.

Records, Monitoring and Review

Health and safety records, including risk assessments, accident records, near-miss records, fire drill records, equipment checks, premises inspections, first aid records,

training records, contractor records, and relevant communications, will be kept securely and reviewed periodically. This policy should be reviewed annually, or sooner following significant incidents, changes in law or guidance, premises changes, new activities, or concerns raised by staff, parents, pupils, governors, or contractors.

Emergency / Utilities contact details:

Ambulance/Police 999

NHS 24: 08454 24 24 24

Scottish Water, Customer Helpline: 0845 601 8855

Scottish & Southern Electricity Network: 0800 300 999

Headteacher's signature: *Mrs Anna Stewart*

Policy Supervisor's signature: *A. MacDonald*

Date: *26 August 2026*

Review date: *August 2027*

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# Fire Evacuation Policy

Purpose and Scope
Providence Christian School is committed to ensuring that pupils, staff, volunteers, parents, visitors, contractors, and all users of the school premises can leave the building quickly, calmly, and safely in the event of fire, suspected fire, or activation of the fire alarm. This policy supports the school's Christian duty of care and should be read alongside the Health & Safety Policy, Safeguarding Policy, Child Protection Policy, Attendance Policy, and premises fire risk assessment.

If you see a fire:
If you discover a fire, smoke, smell of burning, or any other sign of fire:

1. Give an alarm signal – call out "Fire!"
   and activate the nearest fire alarm call point. Fire alarm call points are located in the kitchen and at the front and rear exits.
2. Go out of the building by the nearest exit.
   If the nearest exit is blocked or unsafe, use the safest alternative route.
3. Walk at all times; you must not run.
4. Assemble in the play park to the rear of the school.
   Move directly to the designated assembly point and remain there until instructed otherwise by the Headteacher or person in charge.
5. Do not stop to collect coats, bags, phones, books, equipment, or any other belongings.
6. Do not attempt to fight the fire unless trained, authorised, and it is clearly safe to do so. The priority is evacuation and protection of life.

The Headteacher and teachers will:
On hearing the fire alarm, the Headteacher, teachers, staff, and any responsible adults will:

1. Close all doors and windows.
   Doors should be closed where safe to do so, but evacuation must not be delayed in order to close windows or complete other tasks.
2. Call 999 and ask for the fire brigade, giving the school name, full address, nature of the emergency, and any known information about persons unaccounted for or hazards on site.
3. Take school register and check that all pupils are accounted for.
   The register, visitor records, staff information, and any signing-in records should be taken to the assembly point where safe and practicable.
4. Supervise pupils calmly and ensure that pupils remain together, quiet enough to hear instructions, and away from the building, emergency access routes, traffic, and other hazards.
5. Check that visitors, volunteers, contractors, and any person working on site are accounted for using signing-in records where available.
6. Report immediately to the Headteacher or person in charge if anyone is missing, injured, refusing to evacuate, or believed to be elsewhere on site.

No one must delay to collect any belongings.
Staff should give clear, calm instructions and prioritise safe evacuation over property, paperwork, or equipment.

No one must return to the building until told it is safe to do so.
No person may re-enter the building until the Scottish Fire and Rescue Service, or the Headteacher acting on clear professional advice, confirms that it is safe. If the building cannot be re-entered, pupils will be supervised and parents will be contacted using the school's emergency communication arrangements.

Pupils, Visitors and Persons Requiring Assistance
The school will consider the evacuation needs of pupils, staff, volunteers, visitors, or contractors who may require assistance because of disability, injury, illness, age, anxiety, communication needs, sensory needs, unfamiliarity with the building, or any temporary difficulty. Where appropriate, individual or generic evacuation arrangements should be agreed, recorded, and shared with relevant staff.

Fire Drills and Training
Fire drills should normally take place at least once each term and should be varied where appropriate to test different circumstances, such as blocked routes, different times of day, visitors on site, or pupils working in different areas. New staff, volunteers, pupils, and regular visitors should be made aware of evacuation routes, assembly arrangements, alarm points, and the requirement not to re-enter the building.

Fire Safety Records
The school will keep suitable fire safety records in the Buildings Log or another agreed secure location. Records should include fire drills, evacuation times, issues identified, follow-up actions, fire alarm maintenance, emergency lighting checks where applicable, fire extinguisher checks, fire safety training, fire risk assessment reviews, and any contact with the Scottish Fire and Rescue Service or premises owner about fire safety.

Monitoring and Review
This policy should be reviewed annually, or sooner following a fire, false alarm, evacuation difficulty, premises change, significant change in pupil or staffing needs, fire risk assessment update, inspection, or change in law or guidance. Lessons from drills, incidents, near misses, and staff feedback should be used to improve evacuation arrangements.

Headteacher's signature: *Mrs Anna Stewart*

Policy Supervisor's signature: *A. MacDonald*

Date: *26 August 2026*

Review date: *August 2027*

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# Child Protection Policy

1. Mission Statement

Parents involved with Providence Christian School understand that children are God's gift to our families (Psalm 127:3). Our children are 'wonderfully made' (Psalm 139:14) and, as parents, we recognise our duty to bring them up in the 'nurture and admonition of the Lord' (Ephesians 6:4). This involves parents in lovingly training their children to 'do what is right' and protecting them from anything that would cause them harm.

Providence Christian School recognises that protecting children from harm is a core part of its Christian duty of care. The welfare, safety, dignity, and voice of the child are central to this policy, and all adults connected with the school share responsibility for recognising, responding to, recording, and reporting concerns.

Providence Christian School recognises the importance of its ministry to children and young people, and its responsibility to protect and safeguard the welfare of children and young people entrusted to the school's care.

This policy applies to pupils, staff, governors, volunteers, parents, visitors, contractors, and anyone working on behalf of the school. It should be read alongside the Safeguarding Policy, Behaviour Policy, Mobile Phone Policy, Social Media Policy, Data Protection Policy, Attendance Policy, Health & Safety Policy, Complaints Policy, and any safer recruitment or staff conduct procedures.

As parts of its mission, the school is committed to:

- The spiritual well being of the children in its care, recognising that spiritual care must never be used to minimise, conceal, delay, or replace child protection action.
- Valuing, listening to and respecting children and young people as well as promoting their welfare and protection
- Upholding children's rights, including the right to be protected from abuse, neglect, exploitation, and violence.
- Ensuring that child protection concerns are acted on promptly and are not delayed because of uncertainty, personal relationships, reputation, or internal disagreement.
- Safe recruitment, supervision and training for all the adults involved within the school
- Adopting a procedure for dealing with concerns about possible abuse
- Encouraging and supporting parents/carers
- Supporting those affected by abuse in the school
- Maintaining good links with the statutory childcare authorities and other organisations

2. School Policy
Providence Christian School recognises the need to provide a safe and caring environment for children and young people. It also acknowledges that children and young people can be the victims of physical, sexual, and emotional abuse, and neglect. Providence Christian School has therefore adopted the procedures set out in this document (hereafter "the policy"). It also recognises the need to build constructive links with statutory and voluntary child protection agencies.
The policy should be aligned with current Scottish child protection guidance, local authority child protection procedures, Getting it right for every child (GIRFEC), children's rights, and the school's safeguarding arrangements.

Providence Christian School is committed to on-going child protection training for all children/youth workers and will regularly review the policy and guidelines.

Providence Christian School also undertakes to follow the principles found within the Abuse of Trust guidance issued by the Home Office and it is therefore unacceptable for those in a position of trust to engage in any behaviour which might allow a sexual relationship to develop for as long as the relationship of trust continues.

All staff, governors, volunteers, and adults working with children must understand that child protection is everyone's responsibility. Any concern that a child may be at risk of harm must be taken seriously, recorded accurately, and reported without delay to the school's designated child protection lead or, where necessary, directly to statutory agencies.

Getting it right for every child (GIRFEC), children's rights, and child protection in Scotland

Enquiries into child deaths reveal common threads, which have led to a failure to intervene early enough:
Current Scottish guidance emphasises that children should receive the right help at the right time and that agencies and individuals must work together to protect children from abuse, neglect, exploitation, and violence.

- Poor communication
- A failure to share information
- Absence of anyone with a strong sense of accountability
- Frontline workers trying to cope with staff vacancies, poor management, and a lack of effective training.

What Is Child Abuse?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child.

Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. The following definitions show some of the ways in which abuse may be experienced by a child but are not exhaustive, as the individual circumstances of abuse will vary from child to child.

Abuse, neglect, exploitation, and harm may occur in person, online, within families, peer groups, organisations, communities, or trusted relationships. Concerns may arise from a disclosure, observation, pattern of behaviour, injury, absence, online activity, third-party report, professional information, or a child's presentation.

Physical Abuse

Physical abuse is the causing of physical harm to a child or young person. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

Children who are physically abused may exhibit signs such as unexplained or inconsistent injuries, injuries in unusual places, repeated injuries, fearfulness, reluctance to go home, or explanations that do not fit the injury. Indicators should be considered carefully and recorded factually, but staff must not diagnose abuse or investigate.

Bruises

- The child may have bruises on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks
- Defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
- Clusters of bruises on the upper arm, outside of the thigh or on the body
- Bruises with dots of blood under the skin
- A bruised scalp and swollen eyes from hair being pulled violently
- Bruises in the shape of a hand or object.

Burns and Scalds

- From hot liquids, hot objects, flames, chemicals or electricity
- on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs
- A clear edge to the burn or scald
- Sometimes in the shape or an implement for example, a circular cigarette burn
- Multiple burns or scalds

Bite Marks

- Usually oval or circular in shape
- Visible wounds, indentations or bruising from individual teeth.

Emotional Abuse

Emotional abuse is persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a child's emotional development. It may involve conveying to a child that

they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may involve the imposition of age - or developmentally - inappropriate expectations on a child. It may involve causing children to feel frightened or in danger, or exploiting or corrupting children. Some level of emotional abuse is present in all types of ill treatment of a child; it can also occur independently of other forms of abuse.

Children who are emotionally abused may:

- Use language, act in a way or know about things that you wouldn't expect them to know for their age
- Struggle to control strong emotions or have extreme outbursts
- Seem isolated from their parents
- Lack social skills or have few, if any, friends.

Sexual Abuse

Sexual abuse is any act that involves the child in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of indecent images or in watching sexual activities, using sexual language towards a child or encouraging children to behave in sexually inappropriate ways.

Children who are sexually abused may:

- Stay away from certain people
- Avoid being alone with people, such as family members or friends
- Seem frightened of a person or reluctant to socialise with them.
- Show sexual behavior or use sexual language
- Have physical symptoms such as anal or vaginal soreness or an unusual discharge

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, to protect a child from physical harm or danger, or to ensure access to appropriate medical care or treatment. It may also include neglect of, or failure to respond to, a child's basic emotional needs. Neglect may also result in the child being diagnosed as suffering from 'non-organic failure to thrive', where they have significantly failed to reach normal weight and growth or development milestones and where physical and genetic reasons have been medically eliminated. In its extreme form children can be at serious risk from the effects of malnutrition, lack of nurturing and stimulation. This can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and reduction in potential stature. With young children in particular, the consequences may be life threatening within a relatively short period.

Children who are neglected may:

- Be smelly or dirty
- Have unwashed clothes
- Have inadequate clothing, e.g. not having a winter coat
- Seem hungry or turn up to school without having breakfast or any lunch money
- Untreated injuries, medical and dental issues
- Repeated accidental injuries caused by lack of supervision
- Recurring illnesses or infections
- Not been given appropriate medicines
- Missed medical appointments such as vaccinations
- Poor muscle tone or prominent joints
- Skin sores, rashes, flea bites, scabies or ringworm
- Thin or swollen tummy
- Tiredness
- Faltering weight or growth and not reaching developmental milestones (known as failure to thrive)
- Poor language, communication or social skills.

Additional Safeguarding Concern – Radicalisation and Extremism

Radicalisation is the process by which a child or young person may be influenced or encouraged to adopt extremist views, beliefs or ideologies which could lead to harmful behaviour towards themselves or others. This influence may occur through personal contact, social media, online content, groups or organisations.

Extremism includes vocal or active opposition to fundamental values such as mutual respect, tolerance of different faiths and beliefs, democracy, individual liberty and the rule of law.

Children may be vulnerable to radicalisation in the same way that they may be vulnerable to other forms of abuse or exploitation. Providence Christian School recognises that radicalisation can occur across a broad range of political, religious or ideological viewpoints.

Possible indicators may include:

- Sudden changes in behaviour, attitudes or friendships
- Expressing intolerance towards others or using language designed to incite hatred
- Accessing extremist material online
- Repeatedly promoting extremist ideologies
- Becoming isolated from family, friends or the wider community

These signs do not necessarily mean that a child is being radicalised; however, they should be considered alongside other safeguarding concerns.

3. Responding to Allegations of Abuse

Under no circumstance should a school member carry out their own investigation into the allegation or suspicion of abuse. The person in receipt of allegations or suspicions of abuse will do the following:

Concerns must be reported as soon as possible to the school's Headteacher, Mrs Anna Stewart (Failing whom the "Deputy Co-ordinator") who is nominated by Providence Christian School to act on their behalf in dealing with the allegation or suspicion of neglect or abuse, including referring the matter on to the statutory authorities. The person reporting the allegation or suspicion of abuse will be asked to complete a 'concern form' (available from the school office/or the deputy coordinator), recording what was actually disclosed by the child, or what was witnessed/observed. Drawings of any injuries and their location should also be submitted. The deputy co-ordinator will consider the information and decide on the course of action to be taken. All members of staff, including volunteers will have this procedure explained to them and will be given copies of the 'concern form'. It is important that the person reporting the suspected abuse provide as much details possible and does not ask the child leading questions. The reporter is advised to use the TED acronym when dealing with a child making a disclosure of suspected abuse or when asking a child about the cause of an unexplained injury. When completing the 'concern form', the child's actual words should be recorded.

If a child is in immediate danger, needs urgent medical attention, or there is an immediate risk of significant harm, staff must call emergency services without delay and then inform the Designated Child Protection Lead as soon as possible.

T = Can you Tell me about it?

E = Can you Explain it to me?

D = Can you Describe it?

In the absence of the Deputy Coordinator, or if the suspicions in any way involve the Deputy coordinator then the report should be made to the Vice Chairman of the Lewis Christian Education Association Board (hereafter the "Coordinator") (Currently Mr Joe MacPhee.). If the suspicions implicate both the Co-coordinator and the Deputy Co-ordinator, then the report should be made in the first instance to the Police Child Protection Team on 01851 702222, or alternatively contact the Western Isles Council Children's Services department on 01851 822742. The Churches' Child Protection Advisory Service may also be contacted at (CCPAS) PO Box 133, Swanley, Kent, BR8 7UQ. Tel no: 0845 1204550.

Suspicions must not be discussed with anyone other than the deputy coordinator or coordinator.

Information should be shared only with those who need to know in order to protect the child, seek advice, make a referral, or comply with legal or safeguarding duties. Confidentiality must never be promised to a child where information may need to be shared to keep them or others safe.

Whilst allegations or suspicions of abuse will normally be reported to the coordinator, the absence of the Co-ordinator or Deputy Co-ordinator should not delay referral to the Police Child Protection Team on 01851 702222, or alternatively contact the Western Isles Council Children's Services department on 01851 822742. In the absence of the deputy coordinator, a 'concern form' should still be completed. Completed concern forms will be kept in a confidential folder in a locked filing cabinet in the school office

Safeguarding and child protection records must be dated, signed, factual, securely stored, kept separate from general pupil records where appropriate, and transferred or retained in line with child protection and data protection requirements.

Providence Christian School will support the Co-ordinator/Deputy Co-ordinator in their role, and accept that any information they may have in their possession will be shared in a strictly limited way on a need to know basis.

It is, of course, the right of any individual as a citizen to make a direct referral to the child protection agencies, or seek advice from CCPAS, although the governors hope that members of the school will use the procedure contained in this child protection policy.

If, however, the individual with the concern feels that the Co-ordinator/ Deputy Co-ordinator has not responded appropriately, or where they have a disagreement with the Co-ordinator(s) as to the appropriateness of a referral they are free to contact an outside agency direct. We hope by making this statement that the Governors

demonstrate the commitment of the school to provide effective child protection.

The role of the Co-ordinator/ Deputy Co-ordinator is to collate and clarify the precise details of the allegation or suspicion and pass this information on to the Social Services Department. It is the role of Social Services to investigate the matter.

The role of the school is not to investigate abuse. The school should record concerns, seek advice where needed, share relevant information with the appropriate statutory agency, and cooperate with any child protection process in line with current Scottish guidance and local procedures.

Concerns relating to radicalisation, extremism or ideological exploitation should be reported using the same procedures outlined in this policy. Any concerns should be recorded on a Concern Form and referred immediately to the Deputy Coordinator.

Allegations or Concerns About Adults
Any allegation or concern about the conduct of a member of staff, governor, volunteer, contractor, visitor, parent helper, or any adult working with children must be reported immediately to the Headteacher or designated safeguarding lead. If the concern relates to the Headteacher or designated lead, it must be reported to the Chair of Governors or another nominated senior person. The school must seek advice from the appropriate statutory agency and must not investigate internally in a way that could prejudice a child protection, police, employment, or regulatory process.

Child-on-Child Abuse, Bullying and Harmful Behaviour
Children can harm other children through bullying, physical aggression, coercion, harassment, online abuse, image misuse, discriminatory behaviour, intimidation, exploitation, or other harmful conduct. Such concerns must be treated as safeguarding matters where appropriate. Staff must support all children involved, protect those at risk, record concerns accurately, inform parents where safe and appropriate, and seek statutory advice where the concern may involve significant harm or criminal behaviour.

The Deputy Coordinator will assess the concern and seek advice from relevant statutory agencies where appropriate.

Allegations of Physical Injury or Neglect

If a child has a physical injury or symptom of neglect, the Co-ordinator/Deputy Co-ordinator will:

- When concerned about a child's safety or if a child is afraid to return home, contact Social Services (or CCPAS) for advice in cases of deliberate injury
- Will not tell the parents or carers unless advised to do so having contacted Social Services.
- Seek medical help if needed urgently, informing the doctor of any suspicions.
- For lesser concerns, (e.g. poor parenting), encourage parent/carer to seek help, but not if this places the child at risk of injury.

- Where the parent/carer is unwilling to seek help, offer to accompany them. In cases of real concern, if they still fail to act, contact Social Services direct for advice.
- Seek and follow advice given by CCPAS (who will confirm their advice in writing) if unsure whether or not to refer a case to Social Services.

Allegations of Sexual Abuse

In the event of allegations or suspicions of sexual abuse, the Co-ordinator/ Deputy Co-ordinator will:

- Contact the Social Services Department Duty Social Worker for children and families or Police Child Protection Team direct. They will NOT speak to the parent/carer or anyone else.
- Seek and follow the advice given by CCPAS if, for any reason, they are unsure whether or not to contact Social Services/police. CCPAS will confirm its advice in writing for future reference.

4. Appointment, Support, Supervision and Training of Teachers, Staff, Governors and Volunteers

Providence Christian School will ensure that staff, governors, volunteers, and any adults working with children are appointed, trained, supported, supervised, and monitored in accordance with safer recruitment, safeguarding, PVG, child protection, and staff conduct expectations.

Providence Christian School will ensure all workers will be appointed, trained, supported and supervised in accordance with the principles set out in the attached "School Code of Practice".

The school will maintain appropriate recruitment checks, identity checks, references, PVG Scheme membership where required, induction, safeguarding training, role descriptions, supervision arrangements, and clear expectations about professional boundaries and conduct.

The Deputy Coordinator will attend update training provided by the local authority on an annual basis. The deputy coordinator will then disseminate information to staff and volunteers, as appropriate. All staff and volunteers will be updated annually by the deputy coordinator to ensure that everyone working in school understands the Child Protection Policy and procedures.

Child protection training should include recognising signs of abuse, neglect, exploitation and online harm; responding to disclosures; recording and reporting concerns; information sharing; allegations against adults; child-on-child abuse; radicalisation; confidentiality; safer working practice; and the school's procedures for urgent concerns.

Online safety education should also be reflected in pupil learning, staff training, parent communication, and relevant policies, including the Mobile Phone Policy, Social Media Policy, Behaviour Policy, Safeguarding Policy, and Data Protection Policy.

Child Protection training provided by the school will include awareness of radicalisation, extremist influences, online exploitation and emerging safeguarding risks affecting children and young people.

5. Supervision of Group/Children's Activities

A list of supervisors is available on each school term's "Weekly Time Table".

Supervision arrangements must be suitable for the age, number, needs, behaviour, activities, location, and risk profile of the children involved. Ratios, roles, emergency arrangements, toileting, privacy, transport, first aid, and safeguarding risks should be considered as part of planning.

6. Support to Those Affected by Abuse

Providence Christian School is committed to offering pastoral care, working with statutory agencies as appropriate, and supporting those who attend the school and have been affected by abuse.

7. Working with Offenders

Providence Christian School is unable to work with those who are known to have abused a child.

Where the school becomes aware of an adult who may pose a risk to children, it will seek advice from the appropriate statutory agency and take proportionate action to protect pupils, including restrictions on access to school premises, activities, communication, volunteering, or employment where necessary.

8. Promoting Spiritual Well-Being

The reality of the spiritual and eternal dimensions of our lives should not be hidden from our children. Neglecting activities, which promote spiritual well-being, can result in a 'hardness of heart' which will expose our children to eternal dangers. Praying with and for our children, reading and explaining the Bible to them, regularly taking them to a place of worship, lovingly exercising control over what they watch and read are activities consistent with promoting spiritual well-being.

Information Sharing and Data Protection

The school will share child protection information lawfully, proportionately, securely, and in the best interests of the child. Data protection must not be used as a reason to delay or prevent sharing information where a child may be at risk of harm. Records will

be managed in line with the Data Protection Policy, but child protection concerns must be prioritised where safety is at stake.

Monitoring and Review

This policy should be reviewed annually, or sooner following changes in Scottish child protection guidance, legislation, local procedures, staffing, governance, school practice, serious incidents, learning reviews, complaints, or safeguarding concerns. The governing body should monitor training, recruitment checks, record keeping, referrals, allegations, policy compliance, and lessons learned while maintaining appropriate confidentiality.

Headteacher's signature: *Mrs Anna Stewart*

Policy Supervisor's signature: *A. MacDonald*

Date: *26 August 2026*

Review date: *August 2027*

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# Safeguarding Policy

1. Introduction

Providence Christian School is run by Lewis Christian Education Association, a charitable organisation, and is based at:

Cearns Community Centre

Cearn Shulaisgeir

Stornoway

Isle of Lewis

HS1 2YN

Providence Christian School is managed by a board of trustees (the Board). The Headteacher, who has an ex-officio seat on the Board, has particular responsibility for safeguarding children.

The Board has adopted this safeguarding children policy and expects every adult working or helping at Providence Christian School to support it and comply with it. Consequently this policy shall apply to all staff, managers, trustees, directors, volunteers, students or anyone working on behalf of Providence Christian School.

For the purposes of this handbook, safeguarding means the wider arrangements that promote children's welfare, prevent harm, create a safe culture, and manage risks. Child protection means the specific actions taken when there is a concern that a child may be at risk of harm. This policy should therefore be read together with the Child Protection Policy, which sets out the reporting and referral process for concerns.

2. Purpose of the Policy

This policy is intended to protect children and young people who attend Providence Christian School, as well as any children and young people who may be present at events or activities provided by the school.

As an organisation we believe that no child or young person should experience abuse or harm and are committed to the protection of children and young people and this policy is intended to provide guidance and overarching principles to those who represent us as volunteers or staff, to guide our approach to child protection and safeguarding.

The policy is intended to support a culture in which children are listened to, respected, protected, and helped to flourish spiritually, emotionally, physically, socially, and educationally. Safeguarding decisions must be child-centred, rights-respecting, proportionate, timely, and consistent with current Scottish child protection guidance and GIRFEC principles.

3. The Risks to Children

Most children grow up in a safe and happy environment and it is important not to exaggerate or overestimate the dangers. Nevertheless, there are situations where children need

protection including:

1. Grooming, including online grooming and exploitation
2. Physical and emotional abuse and neglect
3. Domestic violence and domestic abuse
4. Inappropriate supervision by staff or volunteers
5. Bullying, cyber bullying, acts of violence and aggression within our schools and campuses
6. Victimisation, discrimination, harassment, and intimidation
7. Self-harm, suicidal thoughts, or serious emotional distress
8. Unsafe environments and activities
9. Crime, criminal exploitation, trafficking, or coercion
10. Sexual abuse, harmful sexual behaviour, or sexual exploitation
11. Exploitation, including online, financial, criminal, ideological, or sexual exploitation

• Radicalisation and exposure to extremist ideologies

• Online grooming for ideological, political or religious purposes

• Harmful online content and digital exploitation

4. Universality of Protection

We recognise that:

1. the welfare of the child is paramount and children's rights must be respected, protected, and fulfilled.
2. all children without exception have an equal right to protection from harm.
3. some children are more vulnerable to harm as a result of their circumstances, prior experiences, communication needs or level of dependency.
4. working with children, young people, their parents and/or guardians, carers or other agencies is essential to protecting their wellbeing.
5. safeguarding concerns must be acted on promptly and must not be delayed by uncertainty, personal relationships, reputation, internal disagreement, or fear of overreacting.
6. spiritual care, pastoral support, discipline, or informal resolution must never replace child protection action where a child may be at risk of harm.

4A. Preventing Radicalisation and Extremism

Providence Christian School recognises that safeguarding children includes protecting them from radicalisation, extremism and ideological exploitation.

The school seeks to promote an environment in which children are encouraged to think critically, treat others with dignity and respect, and engage positively with those holding different beliefs and viewpoints.

As a Christian school, we seek to teach Biblical truth while encouraging pupils to engage respectfully and peaceably with the wider community. The school rejects all forms of hatred, violence, intimidation and unlawful discrimination.

Staff, volunteers and parents should remain vigilant to concerns that a child may be vulnerable to radicalisation through online activity, peer influence, social networks or other external influences.

Any concern that a child may be at risk of radicalisation will be treated as a safeguarding concern and dealt with in accordance with the Child Protection Policy.

5. Safeguarding Children at Events/Activities

There are three kinds of events/activities relevant to Providence Christian School and are to be defined broadly to include any occasion which involves Providence Christian School.

- those undertaken within school hours and on school premises
- there must always be two adults present, both of which have been disclosed.
- those undertaken within school hours and out-with the school premises
- a minimum of two adults must be available to accompany the staff and remain throughout the duration of the event/activity
- those undertaken out-with school hours and open to visitors
- a minimum of two disclosed adults and one parent (or a parent of all the children in the absence of disclosed adults) must be present for every five school
- children attending the event or activity.

6. Disclosure

All activities under the auspices of Providence Christian School must be overseen either by at least 2 members of staff who have undergone Disclosure or a minimum of 2 members of the parent group, one of which must have undergone disclosure under the Vulnerable Groups Act 2006.

Appropriate safer recruitment checks and Protecting Vulnerable Groups (PVG) Scheme membership, where required, must be completed before adults undertake regulated roles with children. The school will follow current Scottish safer recruitment, PVG, references, identity checking, induction, supervision, and staff conduct expectations.

All staff, volunteers and governors are expected to understand that safeguarding concerns may arise from online activity and exposure to extremist content. Such concerns must be reported promptly through the school's safeguarding procedures.

The Board will take very seriously any allegation of impropriety on the part of any member of, or any child attending, Providence Christian School. A member of Providence Christian School who discovers anything amiss should immediately get in touch with the Headteacher. The Board will review any and all allegations made and the likely risk to children, and take appropriate action in full accordance with the procedures of Providence Christian School.

Any safeguarding concern, child protection concern, allegation about an adult, concern about a pupil's behaviour towards another child, online safety concern, or concern involving radicalisation must be reported in accordance with the Child Protection Policy. The school must not investigate internally in a way that could prejudice a statutory, police, employment, regulatory, or child protection process.

7. Health & Safety

Prior to commencing with any activity/event for unaccompanied children, a risk assessment will be undertaken and steps taken to minimise all risks to health and safety. Parents and children will be made aware of any particular risks and of the steps to be taken to minimise those risks. Risk assessments will be made available through and recorded by the school administrator.

Safeguarding risk assessment should also consider supervision, staffing, transport, toilets and changing, communication, medical needs, additional support needs, online activity, photography, visiting adults, emergency arrangements, behaviour, bullying, and any known vulnerability or child protection concern.

Sufficient adults must be present at any event for unaccompanied children to enable one adult to deal with any emergency while another adult supervises the children not directly affected by the emergency.

8. Policy on the Prevention of Bullying

Providence Christian School will not tolerate the bullying of children either by adults or by other children. If any incident of child-on-child bullying should arise at Providence Christian School, those involved will be separated immediately and the parents of the children involved will be asked to deal with the matter. The Board will review all incidents of child-on-child bullying and assess the likely future risk to children. If appropriate, the Board will consider banning a child from school, but only in full accordance with the rules and procedures of Providence Christian School.

Bullying, cyberbullying, harassment, discrimination, intimidation, online abuse, image misuse, coercion, and child-on-child harmful behaviour may also be safeguarding or child protection concerns. Staff must record incidents, support all children involved, inform parents where safe and appropriate, and follow the Child Protection Policy where

there is a risk of significant harm, criminal behaviour, exploitation, or ongoing safety concern.

9. Photographing Children

No photos will be taken or published of any child attending Providence Christian School unless prior written permission is sought from a person with parental responsibility. If any person has any concerns regarding any person taking photos at school events, that person should contact Providence Christian School immediately.

Image use must also comply with the Social Media Policy, Data Protection Policy, Child Protection Policy, and any parental consent arrangements. The school should avoid publishing unnecessary identifying information, should respect withdrawn consent, and should take particular care where there are safeguarding, family safety, court order, or vulnerability concerns.

10. Managing Behaviour

Adults supervising children at Providence Christian School events must never use any form of corporal punishment. If physical restraint is absolutely necessary to prevent injury to any person or to prevent serious damage to property, then the minimum necessary restraint may be used — but for that purpose only. Unacceptable behaviour at Providence Christian School events for unaccompanied children will generally be stopped by separating the children from each other and from the group.

Any use of physical intervention or restraint must be a last resort, proportionate, for the shortest time necessary, and recorded promptly. Parents should be informed where appropriate, and any incident raising safeguarding, injury, staff conduct, disability, additional support needs, or wellbeing concerns must be reviewed under the relevant policy.

11. The Administration of Medicines

Only prescription medicines may be administered by staff (not drugs such as Paracetamol) for which the appropriate form must be completed by the parent. If a parent wishes to administer medication themselves (prescription or non-prescription) they should speak to a member of staff and arrange a suitable time to do this.

Medication arrangements should be safe, recorded, authorised by parents, stored securely, and consistent with any individual healthcare plan or emergency plan. Staff should know what to do where a pupil has urgent medical needs, allergies, asthma, epilepsy, diabetes, or another condition requiring prompt action.

'Administration of Medicines' forms are available from the headteacher.

Detailed policy 'Administering of Medication' available on request.

12. Other Policies

This safeguarding policy should be read together with the following policies and resources:

1. Child Protection Policy
2. Health & Safety Policy
3. Behaviour Policy
4. Mobile Phone Policy
5. Social Media Policy
6. Data Protection Policy
7. Attendance Policy
8. Complaints Policy
9. Health and safety, educational visits, first aid, staff conduct, safer recruitment, and any additional support or pastoral procedures.

13. Legal Framework

This policy has been drawn up in accordance with the following:

1. Education (Scotland) Act 1980
2. United Nations Convention on the Rights of the Child and the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024
3. UK General Data Protection Regulation and Data Protection Act 2018
4. Human Rights Act 1998
5. Sexual Offences Act 2003
6. Protection of Vulnerable Groups (Scotland) Act 2007 and related PVG requirements
7. Protection of Freedoms Act 2012
8. Scottish additional support for learning duties and guidance, where applicable
9. Scottish information sharing guidance, GIRFEC guidance, and child protection guidance
10. National Guidance for Child Protection in Scotland 2021, updated 2023

Governance, Training and Review

The Board will maintain oversight of safeguarding arrangements, including training, safer recruitment, PVG checks, supervision, records, incident learning, linked policy review, and compliance with the Child Protection Policy. All staff, governors, volunteers, and regular helpers should receive safeguarding induction and regular updates appropriate to their role. This policy should be reviewed annually, or sooner following changes in Scottish guidance, legislation, school practice, staffing, governance, incidents, complaints, or safeguarding concerns.

Headteacher's signature: *Mrs Anna Stewart*

Policy Supervisor's signature: *A. MacDonald*

Date: *26 August 2026*

Review date: *August 2027*

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# Attendance Policy

Purpose of the Policy

The purpose of this policy is to:
This policy promotes regular attendance, punctuality, safe arrival at school, early identification of barriers to attendance, and a supportive partnership between school and parents. Attendance should be understood as participation in the educational activities arranged and agreed by the school.

1. Encourage excellent attendance at school and to demonstrate the inherent value of hard work and the Christian virtue of diligence.
Regular attendance supports learning, wellbeing, friendships, confidence, worship, routines, and inclusion within the school community.

of hard work and the Christian virtue of diligence.

2. Enable children to achieve their best by providing consistent learning through a continuity of teaching.

3. Encourage the ability of children to persevere in the event of difficulty and to develop personal resilience, consistent with many Biblical examples.

4. Ensure that the school presents a 'professional' face to the outside world by demonstrating that it places a high value on attendance. It is the expectation of the school that children will attend every day and be active participants in all sessions wherever possible. Children who are absent from school, for whatever reason, will miss out on learning, which may have a negative impact on their attainment and progress.

The school recognises that some children have circumstances and medical needs that will make attendance more of a challenge. The school is keen to work closely with parents so that they are able to discharge their responsibilities in a manner that is in the best interests of the child and to help ameliorate specific circumstances where possible.

This policy should be read in conjunction with the following policies:
This policy should be read alongside the Child Protection Policy, Safeguarding Policy, Behaviour Policy, Health & Safety Policy, Mobile Phone Policy, Data Protection Policy, Complaints Policy, Probationary Period Policy, and any additional support, medical, pastoral, or adverse weather procedures.

Reporting Absence

Parents should contact the school between 8.45 and 9.00 am to report an absence. The school will attempt to contact parents in the event that a child does not arrive at school without explanation.

Parents should provide the reason for absence, the expected length of absence where known, and any information relevant to the child's wellbeing, illness, travel, safety, or support needs. If no explanation is received, the school will make first-day contact using the contact details held by the school. If contact cannot be made and there is any concern for the child's safety or welfare, the matter should be escalated in line with the Child Protection and Safeguarding policies.

Absences will be either authorised by the school (a valid reason is provided) or unauthorised (no valid reason is provided). It is expected that the number of unauthorised absences in our school will be extremely low or non-existent.

An authorised absence is one where the school is satisfied that a valid reason has been provided. An unauthorised absence is one where no explanation is provided, the explanation is not accepted as valid, or the school has not agreed the absence. Absence records must be accurate, timely, and consistent.

Children should only be absent for the following authorised reasons:
The following examples may be authorised where the school is satisfied that the reason is valid and properly notified. The Headteacher retains discretion to consider individual circumstances, safeguarding, wellbeing, travel, medical evidence, and the best interests of the child.

1. Illness

- Children should not attend school if they have experienced vomiting or diarrhoea.
- Children should remain absent from school for a period of 48 hours after the last episode. This is necessary to minimise the risk of transferring infection.
- Children with a high temperature or fever should not attend school – medical advice may need to be sought.
- Children with a cold should be able to attend school provided they drink regularly, remember to use a tissue and to wash their hands frequently.

2. Medical Appointments
Medical, dental, therapeutic, counselling, assessment, and specialist appointments should normally be arranged outside school hours where practicable.

Planned medical appointments should be notified in advance and others as soon as is reasonably possible. Ideally, medical appointments should be made before or after the school day. Where appointments are during the day, children should attend school prior to/after the appointment.

3. Agreed Holiday

The school will agree up to 10 school days for holidays during one calendar year. Holidays should be notified 2 weeks in advance. Holidays will be authorised at the discretion of the headteacher. In normal circumstances, an attendance of 90% would be expected in order to authorise a holiday. Providence Christian School recognises that due to our location and restrictions on travel, the allowance of holiday in term time creates some flexibility for our families, as well as being the primary responsibility of parents.

Current Scottish attendance guidance indicates that family holidays during term time should not normally be recorded as authorised absence, except in exceptional circumstances. The school should therefore consider each request carefully, taking account of the child's attendance pattern, learning, wellbeing, family circumstances, travel limitations, island context, and whether the circumstances are exceptional.

4. Other Circumstances

Other circumstances may include bereavement, family crisis, religious observance, court attendance, transport disruption, exceptional family circumstances, participation in an agreed educational activity, or other situations approved by the Headteacher.

There may be situations in which children may be required to be absent from school eg bereavement. Parents should notify the school in cases of bereavement. Other circumstances require prior authorisation from the school.

5.Communion Seasons

Absence due to Communion Seasons will be authorised, as it is the desire of the school that children be actively involved in their home churches at these important times and are part of a child's education. Parents should inform the school in advance of such absences.

Unauthorised Absence

Any absences not covered in this policy and for which permission has not been sought in advance, will be treated as unauthorised. Persistent unauthorised absences will be dealt with under the managing attendance section of this policy.

Repeated unexplained absence, patterns of absence, frequent absence on particular days, absence following safeguarding concerns, or absence where parents cannot be contacted should be treated as a potential wellbeing or safeguarding concern and escalated proportionately.

In all the above help should be sought from the school and a positive way forward can be suggested and help given.

Adverse Weather

The school recognises that due to the widespread location of our families, some driving long distances to get to school and the nature of our climate, adverse weather can make travelling to school problematic or even dangerous. In the event of the school being open and some communities being seriously disrupted due to adverse weather conditions (eg high winds or snow), parents may deem it wise to remain at home. In such circumstances, absences from school would be authorised. The school does not want to put families in danger by travelling in such conditions. Parents should however inform the school office as soon as possible. In the event of severe weather, such as high winds or heavy snow in the Stornoway locality, the school will close in line with the Western Isles Council schools.

Where weather or travel conditions are uncertain, parents should make a reasonable safety decision based on local conditions and inform the school as early as possible. The school will communicate closures, delayed starts, early finishes, or collection arrangements through its normal emergency communication channels.

## Registration

Worship begins at 9.00am. All children should arrive at school by 8.55am and be ready to learn. Activities are provided for all children on arriving at school. Children arriving after 9.05 am will receive a late mark in the register.

Registers should be completed accurately at the start of each morning and afternoon session, or at other agreed points where required. Late arrival, early collection, part-day absence, and authorised attendance at agreed educational activities should be recorded clearly.

## Lateness

Punctuality is an important part of school life and reflects the Christian virtues of diligence, responsibility and consideration for others. Arriving on time enables children to begin the day calmly, participate fully in learning activities and avoid disruption to the teaching of others.

## Procedures for Late Arrival

Children arriving after registration should report to a member of staff on arrival. Parents should provide a reason for lateness where appropriate.

Where possible, parents should contact the school if they know that their child will arrive late due to exceptional circumstances such as:

- Medical appointments
- Adverse weather or travel disruption
- Family emergencies
- Other unavoidable situations

Persistent Lateness

The school recognises that occasional lateness may arise due to unforeseen circumstances. However, persistent lateness can:

- Disrupt a child's learning
- Affect the learning of others
- Cause children to miss important teaching, prayer, worship or instructions at the beginning of the day
- Develop poor habits regarding punctuality and responsibility

If a pattern of lateness develops, the Headteacher will contact parents to discuss the matter and seek to work together positively to improve punctuality.

Where concerns persist, a meeting may be arranged with parents and appropriate support measures or targets agreed.

Authorised and Unauthorised Lateness

Lateness due to exceptional or unavoidable circumstances may be authorised at the discretion of the Headteacher.

Examples of unauthorised lateness may include:

- Oversleeping
- Poor morning organisation
- Leaving home late without good reason
- Routine delays which could reasonably be avoided

Encouraging Good Punctuality

The school may recognise and encourage excellent punctuality through certificates, commendations or other appropriate rewards as part of promoting responsibility and good habits within the school community.

Recording and Reporting

The headteacher will report the % attendance to the Board each term, along with the number of unauthorised absences. Individual pupil reports to parents will include attendance information for each child at the end of each academic year.

Attendance reports should also identify patterns, persistent lateness, repeated illness, unexplained absence, attendance below agreed thresholds, safeguarding concerns, and the effectiveness of support plans. Attendance information must be handled in line with the Data Protection Policy.

## Managing Attendance

In the event that a child's attendance causes concern (eg unauthorised absences, attendance of below 88% or persistent or regular late marks), a meeting will be arranged with the parents of the child. The headteacher and the parents will discuss the reasons for the concern and a positive way forward will be explored. A support plan will be put in place and attendance targets agreed. As a result of meeting with parents, it may be agreed that it is in the best interests of the child to seek help from other professionals. For example, if a child is suffering from persistent illnesses, it may be agreed that the GP is contacted. A second example might be in the case of a child who is absent for reasons relating to the parent's health. In such cases, the headteacher may suggest that Children's Services are contacted, in order to provide support for the family to help overcome the barriers to attendance. In the event of concerns persisting the Headteacher will bring the matter to the attention of the Director for Education or the Chairman of the Board.

The school will use a staged, supportive approach to attendance concerns: early contact with parents, identification of barriers, pupil voice where appropriate, agreed support strategies, review dates, written records, and escalation where attendance does not improve or where welfare concerns arise. Support may include pastoral support, reasonable adjustments, medical advice, additional support planning, transport discussion, phased return, learning catch-up, or referral to appropriate external agencies.

## Attendance Requirement

It is expected that all school users will enrol their children on a full-time basis from August 2026. Providence will no longer allow part-time enrolment except in Primary 1, where it is expected that children may only attend on a half day basis for the first term of their enrolment.

Any reduced timetable, phased attendance, flexible arrangement, or temporary adjustment must be exceptional, time-limited, agreed with parents, recorded clearly, regularly reviewed, and based on the child's best interests, wellbeing, additional support needs, medical needs, or transition needs.

## Rewarding Excellent Attendance

At the end of each term, the headteacher will award a small prize to every child with 100% attendance or 'best attendance.' At the end of the academic year a 'best attendance' award will be presented in the final assembly.

Attendance recognition should be used sensitively so that pupils with illness, disability, bereavement, caring responsibilities, medical appointments, additional support needs, adverse weather barriers, or other authorised absence are not discouraged,

embarrassed, or unfairly disadvantaged. The school may also recognise improved attendance, resilience, punctuality, effort, and responsible communication.

Monitoring this policy

This policy will be implemented by the headteacher and monitored by the Education Group.

The policy should be reviewed annually, or sooner following changes in Scottish guidance, legislation, safeguarding practice, school procedures, attendance patterns, complaints, or significant incidents. The Board should receive appropriate attendance information while maintaining pupil confidentiality.

Headteacher's signature: *Mrs Anna Stewart*

Policy Supervisor's signature: *A. MacDonald*

Date: *26 August 2026*

Review date: *August 2027*

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# PROBATIONARY PERIOD POLICY

At Providence Christian School, we are committed to providing a Christ-centred environment where pupils are encouraged to grow academically, spiritually, emotionally, and socially. We believe that a strong partnership between the school, pupils, and families is essential in maintaining a positive and nurturing learning community.

This Probationary Period Policy allows the school to ensure that each child is able to thrive within the school's ethos, expectations, and educational setting, while also ensuring that the school can appropriately meet the needs of every pupil.

The probationary period must not be used as a substitute for proper admissions consideration, reasonable adjustments, safeguarding action, or additional support planning. Decisions should be based on clear evidence, the best interests of the child, the safety and wellbeing of the school community, and the school's realistic ability to meet the pupil's needs.

The policy applies fairly, compassionately, and consistently, in keeping with the school's Christian values of grace, truth, responsibility, respect, and restoration.

This policy should be read alongside the Admissions arrangements, Attendance Policy, Behaviour Policy, Safeguarding Policy, Child Protection Policy, Data Protection Policy, Complaints Policy, Equality and Additional Support Needs procedures, and any relevant pastoral, medical, or transition plans.

1. Purpose of the Policy

The probationary period is intended to:

- Support pupils during their transition into the school
- Allow time for the school and family to establish a positive working relationship
- Assess whether the school can appropriately meet the educational, behavioural, emotional, social, and pastoral needs of the pupil
- Ensure pupils can engage positively with the school's Christian ethos, values, and behavioural expectations
- Promote a safe and effective learning environment for all pupils
- Identify any barriers to learning, attendance, wellbeing, behaviour, communication, or participation at an early stage and agree proportionate support where possible
- Ensure that any decision about continuation, extension, or withdrawal of a place is fair, documented, evidence-based, and communicated clearly to parents or carers

2. Scope

This policy applies to:

- All new pupil admissions
- Pupils joining at any stage of the school year
- Pupils returning following long-term absence where appropriate
- Any pupil where the school deems a monitored transition period necessary

3. Length of the Probationary Period

The standard probationary period will normally last:

- One full school term
- A shorter or longer period may be agreed only where this is reasonable, clearly explained, and recorded in writing
- However, the Head Teacher may:
- Shorten the probationary period where appropriate
- Extend the probationary period where additional monitoring or support is required
- Any extension should normally include the reasons for extension, the concerns to be addressed, the support or adjustments to be provided, the review date, and the possible outcomes
- Parents will be informed in writing of:
- The probationary start date
- Any review meetings
- Any extension to the probationary period
- The outcome of the probationary process

4. Admissions and Parent Agreement

As part of the admissions process, parents and carers are expected to:

Provide accurate and complete information regarding the child's educational, behavioural, medical, emotional, and additional support needs

The school will handle admissions information confidentially and in line with the Data Protection Policy. Information should be requested only where it is relevant, necessary, proportionate, and connected to the pupil's education, welfare, safety, support needs, or the school's ability to make an informed admissions decision.

- Share relevant school reports or professional assessments
- Support the school's Christian ethos and behavioural expectations
- Engage positively with school staff during the probationary period
- Attend meetings if concerns arise

- Failure to disclose significant information prior to admission may affect the continuation of a pupil's place at the school.
- Where significant relevant information was not shared before admission, the school will meet with parents or carers to consider the information, review whether additional support or reasonable adjustments can be made, and decide whether the placement remains suitable.
- Acceptance of a school place during the probationary period indicates agreement with this policy.

5. Expectations During the Probationary Period

During the probationary period, pupils are expected to:

- Attend regularly and punctually
- Demonstrate respectful behaviour toward staff and other pupils
- Participate positively in learning activities
- Follow school rules and expectations
- Engage appropriately with the Christian values and ethos of the school
- Share views, worries, or difficulties with a trusted adult where appropriate, so that the school can understand and support their transition

Parents are expected to:

- Maintain respectful communication with staff
- Support school policies and behaviour expectations
- Work collaboratively with the school where support strategies are required

The school will:

- Provide reasonable pastoral and educational support
- Monitor the pupil's progress and wellbeing
- Communicate concerns promptly and fairly
- Seek constructive solutions where difficulties arise
- Consider reasonable adjustments, pastoral support, staged targets, and additional support strategies where these are appropriate and practicable

6. Monitoring and Review

Throughout the probationary period, the school may monitor:

- Academic engagement and progress

- Behaviour and conduct
- Attendance and punctuality
- Social interaction and wellbeing
- Ability to access the curriculum appropriately
- Parental cooperation and communication

Review meetings may take place between:

- Parents/carers
- Class teachers
- Support staff
- The Head Teacher

Written records of significant concerns and support measures may be maintained.

Records should be factual, dated, proportionate, securely stored, and limited to information necessary for monitoring the placement, supporting the pupil, communicating with parents, and making fair decisions. Records should distinguish between observations, concerns, agreed actions, pupil or parent views, support provided, and outcomes.

7. Concerns and Support Measures

Where concerns arise during the probationary period, the school will normally:

- Inform parents promptly
- Identify areas of concern clearly
- Implement reasonable support strategies where appropriate
- Arrange review meetings
- Set achievable targets or expectations where necessary

Support measures may include:

- Behaviour support strategies
- Additional pastoral support
- Modified classroom approaches
- Short-term monitoring plans
- Partnership meetings with parents

The school reserves the right to determine whether it can reasonably meet the needs of the pupil within its staffing, resources, and educational provision.

Before reaching a decision that the school cannot meet a pupil's needs, the school should consider the information available, parental views, the pupil's wellbeing, reasonable adjustments, additional support strategies, relevant professional advice where available, safeguarding implications, and the impact on the wider school community.

8. Consequences During the Probationary Period

Where expectations are not met, consequences may include:

Minor Concerns - for example

- Difficulty settling into routines
- Occasional behavioural concerns
- Low-level disruption
- Possible Responses
- Verbal reminders
- Additional support and monitoring
- Parent communication
- Behaviour targets

Repeated or Significant Concerns - for example

- Persistent disruptive behaviour
- Refusal to follow staff instructions
- Repeated breaches of school policies
- Ongoing parental non-cooperation

Possible Responses

- Formal review meeting
- Written concerns issued to parents
- Extended probationary period
- Behaviour or pastoral support plan

Serious Concerns - for example

- Aggressive or unsafe behaviour
- Bullying
- Serious misconduct

- Behaviour placing pupils or staff at risk
- Failure to disclose significant additional needs during admissions
- Persistent inability to engage appropriately with the school environment

Possible Responses - may include:

- Immediate review of placement
- Temporary suspension where appropriate
- Recommendation to end the placement where, after review and consideration of support, the school concludes that it cannot safely or appropriately meet the pupil's needs
- Withdrawal of the offered school place
- Requirement for alternative educational provision

The Head Teacher and governing body reserve the right to determine whether continued placement at the school is in the best interests of the pupil and wider school community.

9. Withdrawal or Confirmation of Placement

At the end of the probationary period, the school may:

- Confirm the pupil's permanent place
- Extend the probationary period with stated targets
- Recommend additional support arrangements
- Withdraw the school place where the placement is not considered suitable

Parents will receive the outcome in writing.

The decision of the School Board shall be final.

Parents should be informed of the reasons for the decision, the evidence considered, any support offered, any conditions attached to an extension, and the route for raising a concern or complaint under the school's Complaints Policy. Where safeguarding, discrimination, additional support needs, or disability issues are involved, the school should seek appropriate advice before finalising the decision.

10. Equality and Additional Support Needs

The school is committed to treating pupils fairly and with dignity.

Reasonable adjustments will be considered in line with:

- The Equality Act 2010

- Scottish education guidance relating to additional support needs

The school recognises, however, that as a small independent school, there may be limits to the level of specialist provision available.

The school will not refuse, withdraw, or disadvantage a pupil because of disability, additional support needs, health needs, family circumstances, or other protected characteristics. Any decision must be based on the school's ability to make reasonable provision, the needs and wellbeing of the pupil, the safety and education of others, and the evidence available at the time.

Admissions decisions and probationary outcomes will always consider:

- The wellbeing of the individual pupil
- The needs of other pupils
- The school's capacity and resources

Information about Scottish additional support needs guidance can be found at:

Scottish Government – Additional Support for Learning

11. Christian Ethos

As a Christian school, we seek to approach all matters with:

- Compassion
- Fairness
- Honesty
- Grace
- Accountability
- Restoration where possible

We value every child as uniquely created by God and aim to work in partnership with families to support each pupil's growth and wellbeing.

12. Monitoring and Review of this Policy

This policy will be reviewed annually by the school leadership and governing body to ensure:

- Compliance with Scottish guidance
- Fairness and consistency
- Suitability for the school community
- Alignment with current Scottish education guidance, additional support for learning expectations, safeguarding procedures, equality duties, admissions practice, and the school's Christian ethos

- Learning from admissions outcomes, probationary reviews, complaints, safeguarding concerns, attendance patterns, behaviour records, and parent or pupil feedback

Headteacher's signature: *Mrs Anna Stewart*

Policy Supervisor's signature: *A. MacDonald*

Date: *26 August 2026*

Review date: *August 2027*

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# Tuition Fee Policy and Payment Terms

Purpose

Providence Christian School is an independent Christian school committed to providing high-quality, Christ-centred education in a caring and supportive environment. Tuition fees are essential to maintaining staffing, facilities, learning resources, and the day-to-day running of the school.

The school will seek to communicate fees, payment dates, additional charges, bursary arrangements, arrears procedures, and notice expectations clearly and in writing so that parents understand their financial responsibilities before accepting or continuing a school place.

\This policy outlines the school's expectations regarding payment of fees, available financial support, and the procedures followed when accounts fall into arrears.

This policy should be read alongside the Admissions arrangements, Parent/Carer Agreement, Probationary Period Policy, Complaints Policy, Data Protection Policy, Safeguarding Policy, Child Protection Policy, and any bursary or finance procedures approved by the Board.

This policy outlines the school's expectations regarding payment of fees, available financial support, communication with parents, management of arrears, and the procedures followed when accounts fall into arrears. Finding below this years Fee Update:

*"School Fee Adjustment from 1 August 2026*

*Dear Parents and Guardians,*

*Re: School Fee Adjustment from 1 August 2026*

*Grace and peace to you. We are very grateful for the trust you place in Providence Christian School and for the support you give to the life of the school. It is our desire to continue providing a caring, faithful, and high-quality Christian education for your children.*

*After careful review, the School Board has approved a modest increase in school fees. From 1 August 2026, the monthly fee for one child will increase from £150 to £160, and the monthly fee for multiple children will increase from £250 to £260.*

*We do not make this change lightly. As a small independent Christian school, we continue to face rising costs in staffing, resources, and the day-to-day running of the school. This increase will help us continue to care well for our pupils and maintain the standard of education and Christian support that families value.*

*We understand that this may be difficult for some families, and bursary support is available where there is genuine financial need. We are pleased to offer assistance*

*where appropriate, up to 50% bursary unless in exceptional circumstances, subject to review every four months. Please note that all bursary applications must be fully completed and submitted by 31 July 2026.*

*Thank you for your continued support, prayers, and partnership in the life of the school. If you have any questions, please contact the Treasurer. May the Lord bless your family and continue to guide us all.*

*Yours faithfully,*

*The Finance Group"*

Fees and Payment Arrangements
School fees are payable in advance either:

The school should publish or provide the current fee schedule, payment options, due dates, notice requirements, and any additional charges before parents accept a place and whenever fees are amended.

- Monthly
- Annually
- Termly

Monthly payments must normally be made by Standing Order.

Any instalment arrangement should be treated as an administrative payment arrangement for fees already due, not as open-ended credit or lending. The school should seek appropriate financial or legal advice before entering into complex deferred payment, secured payment, or long-term arrears arrangements.

Fees are due on the 1st day of each month/term.

Where fees are changed, parents should receive reasonable written notice explaining the new amount, effective date, payment options, and any impact on bursary or sibling arrangements.

Any registration fee or deposit paid on enrolment is non-refundable unless otherwise agreed by the school.

Additional charges for educational visits, examinations, transport, uniforms, meals, or extracurricular activities may be invoiced separately.

Additional charges should be communicated in advance wherever practicable. Parents should be informed whether participation is optional, whether financial support may be available, and whether a charge is compulsory or linked to a specific activity, resource, visit, meal, transport arrangement, examination, or service.

2. Bursary Support

As part of our Christian mission, the school may offer bursary assistance to families experiencing financial hardship or who would otherwise be unable to access independent Christian education.

Bursary support should be administered confidentially, consistently, and in accordance with any criteria approved by the Board. Decisions should take account of available funds, family circumstances, the needs of the child, the sustainability of the school, and the fair treatment of all families.

- Bursaries are awarded at the discretion of the school.
- Families applying for a bursary may be asked to provide evidence of household income and financial circumstances.
- Information provided for bursary assessment will be handled confidentially and in line with the Data Protection Policy.
- Bursaries are reviewed quarterly and may be adjusted depending on circumstances and available funds.
- Any material change in financial circumstances should be reported promptly so that the school can review the bursary fairly.
- Receiving a bursary does not remove the responsibility to keep agreed payments up to date.

The school seeks to administer bursaries fairly, compassionately, and responsibly.

Any person involved in bursary decisions should declare a conflict of interest where they have a personal, family, financial, or other close connection to the applicant family. Bursary decisions and review outcomes should be recorded securely.

3. Late or Missed Payments

If payment is not received by the due date:

The school will normally seek early, respectful communication with parents before arrears escalate. Parents are encouraged to contact the school promptly if they anticipate difficulty meeting a payment date.

- A reminder may be issued by the finance group.
- Families may be contacted to discuss the outstanding balance.
- A reasonable repayment arrangement may be offered where appropriate.
- Any repayment arrangement should be confirmed in writing, include the outstanding amount, payment schedule, review date, and consequences if the arrangement is not maintained.

The school recognises that unexpected financial difficulties can arise and encourages parents to communicate promptly if problems occur.

Where non-payment arises alongside a complaint, safeguarding issue, additional support concern, or family difficulty, the school should keep the fee issue and the substantive concern separate while ensuring that both are handled appropriately under the relevant policy.

4. Consequences of Continued Non-Payment

Where fees remain unpaid and no satisfactory arrangement has been agreed, the school reserves the right to take the following actions:

Before taking formal action, the school should consider the amount outstanding, payment history, engagement from parents, any agreed repayment plan, bursary eligibility, child welfare, safeguarding considerations, and the financial impact on the school.

- Suspension or Withdrawal of Place

In serious cases of non-payment, and after reasonable notice has been given, the school may suspend attendance or require the withdrawal of the pupil from the school.

Suspension or withdrawal for non-payment should be a last resort after reasonable attempts have been made to contact parents, agree payment, consider bursary support where applicable, and provide written notice. The school should ensure that any decision is proportionate, documented, approved by the appropriate senior person or Board representative, and takes account of the pupil's welfare and any safeguarding concerns.

- Debt Recovery

Before seeking to recover a debt, the school should ensure that the debt is accurate, invoices and communications are available, any repayment agreement is documented, parents have been given a reasonable opportunity to respond, and appropriate advice has been sought where necessary.

The school will always seek to resolve matters respectfully and amicably before formal action is considered.

Finance records, arrears correspondence, bursary records, repayment agreements, and debt recovery decisions should be stored securely, accessed only by those with a legitimate need, and retained in line with the Data Protection Policy and any finance record retention requirements.

Notice of Withdrawal
Parents should provide written notice if they intend to withdraw a pupil from the school. The required notice period, any fees payable in lieu of notice, and the treatment of deposits should be clearly set out in the Parent/Carer Agreement or admissions terms.

The school should apply notice requirements fairly and consider exceptional circumstances where appropriate.

5. Equality and Christian Ethos

The school aims to apply this policy consistently, fairly, and compassionately in keeping with its Christian values of stewardship, integrity, grace, and mutual respect.

The school recognises that financial conversations can be difficult and will aim to handle them discreetly, respectfully, and without unnecessary embarrassment to parents or pupils. Pupils should not be used as messengers about unpaid fees.

“Carry each other’s burdens, and in this way you will fulfil the law of Christ.” — Galatians 6:2

6. Policy Review

This policy will be reviewed annually by the school board.

The annual review should consider fee levels, affordability, bursary demand, arrears patterns, payment-plan effectiveness, complaints or concerns linked to fees, data protection, finance controls, and whether the policy remains consistent with the school’s Christian ethos and financial sustainability.

Headteacher’s signature: *Mrs Anna Stewart*

Policy Supervisor’s signature: *A. MacDonald*

Date: *26 August 2026*

Review date: *August 2027*

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# COMPLAINTS POLICY

1. Policy Statement

Providence Christian School undertakes to be transparent and show integrity in all its dealings. This necessitates taking complaints seriously and striving to bring all complaints to a resolution that all involved parties are satisfied with. As far as is possible according to law and public policy confidentiality will be guaranteed to those raising complaints as far as the complaints princess within the School is concerned.

complaints process
The school will seek to handle concerns and complaints promptly, fairly, respectfully, proportionately, and without unnecessary defensiveness. The aim is to listen carefully, establish the facts, resolve matters where possible, learn lessons, and maintain trust within the school community.

Complainant(s) should be made aware that the complaint might necessitate reporting on to statutory agencies outwith the School depending on its nature and seriousness. The school will maintain a Complaint Log in which all complaints will be recorded with a date, name of the Complainant(s), a short description of the nature of the complaint, the name of the Complaint Handler approached, whether the complaint is formal or not, as well as a complaint number. The Complaint Log and documentation of the complaint will be kept in a secure/locked filing cabinet to which the Head Teacher (or equivalent) and the Chair of the Board alone will have a key.

Where a complaint raises a safeguarding, child protection, criminal, discrimination, data protection, staff conduct, health and safety, or regulatory concern, the school must consider whether immediate action, statutory referral, external advice, or a different procedure is required. The complaints process must not delay safeguarding or child protection action.

A concern may be an expression of worry, dissatisfaction, uncertainty, or a request for reassurance. A complaint is an expression of dissatisfaction about the school's actions, omissions, decisions, communication, conduct, service, or application of policy where a response or remedy is sought.

This policy should be read alongside the Child Protection Policy, Safeguarding Policy, Behaviour Policy, Attendance Policy, Data Protection Policy, Tuition Fee Policy, Probationary Period Policy, Health and Safety Policy, and any relevant staff conduct, admissions, exclusions, grievance, disciplinary, or whistleblowing procedures. Where another policy provides the correct route for a matter, the complainant should be directed to that route.

2. Dedicated Complaint Handlers

At all times, there will be the minimum of two (and a maximum of four) dedicated Complaint Handlers. The Head Teacher (or equivalent) and the Chair of the Board will allocate Complaint Handlers by virtue of position and office. If they are both of the same

sex, the Board may nominate another person of the opposite sex from the Board itself or from outside the Board to serve as a discretionary Complaint Handler.

The Board has the discretion to appoint up to two discretionary Complaint Handlers. The dedicated Complaint Handlers will receive training before taking up their positions. This training will be from existing or previous Complaint Handlers. Complaint Handlers will be thoroughly familiar with the School's Complaints Policy.

Complaint Handlers should be able to act impartially, maintain confidentiality, keep accurate records, communicate clearly, recognise safeguarding concerns, identify conflicts of interest, and escalate matters appropriately. Where a Complaint Handler has a personal involvement, prior knowledge that could affect impartiality, close relationship with a party, or is the subject of the complaint, they must not handle that complaint.

The names of the Complaint Handlers will be made known to the parents and pupils of the School.

The names of the Complaint Handlers will also be published on the school's website and displayed in the school building in a publicly accessible area.

The school should make this policy available to parents, pupils where appropriate, staff, volunteers, and governors. The school should provide reasonable support for anyone who may need help to raise a concern, including because of disability, language, literacy, additional support needs, or vulnerability.

3. Complaint Procedure

Any complaints, irrespective of their nature and content, will be dealt with according to the following procedure:

At every stage of the Complaint process consideration must be given to the appropriateness and necessity of referring the matter on to any relevant statutory agencies and authorities.

Level 1

- The Bible commands Christians to make every effort to live in peace and to resolve disputes in private, or within the Christian community. Scriptural passages as 1 Corinthians 6:1-8, Matthew 5:23-24 and Matthew 18:15-20 address this area of Christian living. This is why, a person having a grievance or a complaint should go first to the person against whom he/she has a grievance, discuss and try to resolve the matter. ONLY if this is unsuccessful, the aggrieved party should resort to 2.
- Informal resolution should not be required where the complaint involves safeguarding, child protection, abuse, bullying, harassment, discrimination, serious

misconduct, intimidation, a significant imbalance of power, or where direct contact would be inappropriate or distressing.

- Should the Complaint not be resolved through between the Complainant and the subject of the complaint, or should the Complaint be of such a nature as to render this stage inappropriate, the Complaint will move on to Level 2.

Level 2

- The Complainant may raise a Complaint either by approaching a Complaint Handler in person or in writing to one of the Complaint Handlers. The Complainant(s) may bring another person with them for moral support if they so wish. A Complaint may also raise a complaint in writing and present it to a Complaint Handler or post it to the School addressed either to the Head Teacher or the Chair of the Board.
- A complainant may raise a complaint in writing, by email where available, in person, or by post addressed to the Head Teacher, Chair of the Board, or another named Complaint Handler.
- The Complaint Handler(s) will then discuss the nature and contents of the Complaint seeking to establish a fuller understanding of the Complaint. This discussion should be recorded by the Complaint Hander in note form and any outcomes recorded in the Complaint Log.
- The Complaint Handler should acknowledge receipt, clarify the issue, identify the outcome sought, explain the next steps, and record whether the matter is being handled informally, formally, or under another policy.
- The Complaint Handler should seek to constructively resolve the Complaint informally if it is possible to do so at this stage. If the Complaint is resolved the details of the Complaint should be recorded in the Complaint Log.
- Where a complaint is resolved informally, the school should record the concern, the action agreed, any learning point, and whether the complainant accepts the outcome, while avoiding unnecessary detail or disclosure of confidential information.
- Should it not be possible to resolve the Complaint informally the Complainant(s)will be asked if they want to make the Complaint formal. If the Complainant wants to make the Complaint formal the Complaint moves on to Level 3:

Level 3

- If the Complainant(s) wish to make the Complaint formal the Complaint Handler(s) will record this in the Complaint Log. The Complaint Handler(s) will form an Action Plan and then inform the Complainer(s) of the approximate time scale involved. A time and date for the next meeting between the Complainant(s) and the Complaint Handler(s) will also be agreed on.
- The Action Plan should normally identify the issues to be considered, the person responsible for handling the complaint, any documents or people to be consulted,

expected timescales, communication arrangements, and whether any safeguarding, statutory, legal, or external referral issue arises.

- No Complaint Handler that is the subject of a Complaint may act as a Complaint Handler in that Complaint.
- All parties should be treated respectfully and given a fair opportunity to provide relevant information. The school should avoid unnecessary delay, unnecessary disclosure of personal information, and any appearance of bias.
- The Complaint Handler(s) will write an Initial Report of the Complaint and log the Complaint into the Complaint Log, giving it a Complaint Number. The Initial Report will include the details of the Complaint and the suggested Action Plan. The Initial Report will be recorded in the Complaint Log.
- In the follow-up meeting the Complaint Handler(s) will show the Initial Report to the Complainant(s) and they will sign the Initial Report if they agree with its contents. Should there be disagreement about the contents of the Initial Report any issues should be resolved through discussion with a view to producing an agreed Initial Report. The Initial Report should be signed and dated by the Complainer(s) and the Complaint Handler(s). It may be necessary to produce a revised Action Plan if changes are made to the draft Initial Report.
- Where the complainant does not agree with the Initial Report, the Complaint Handler should record the area of disagreement, consider whether further clarification is needed, and proceed fairly without requiring agreement to every wording point before the complaint can continue.
- The Initial Report will be stored in a separate folder in a secure/locked filing cabinet in the school. The folder will have the complaint number on it.
- The Action Plan will then be executed. On completion of the Action Plan a meeting will take place between the Complainer(s) and the Complaint Handler(s) to determine the satisfaction of the Action Plan outcome(s).
- Should the outcome(s) of the Action Plan result in satisfaction of the issue of Complaint this will be recorded in the Complaint Log in a pro forma detailing the outcome and actions required and signed by the Complainant(s) and the Complaint Handlers(s). Any remedial action necessary by the School as a result of the Complaint process should be recorded on the pro forma.
- Action Plan outcomes may require the iteration of the Level 3 process in order to endeavour towards a satisfactory outcome to the Complaint.
- If the Complainant(s) consider that the Complaint Handler(s) do not act justly or timeously enough, this should be raised with the Complaint Handler(s). If this is of sufficient seriousness it may result in the raising of another Complaint and the need to appoint new Complaint Handler(s).
- Should the Complainer(s) determine that they have not achieved satisfaction then the Complainants may escalate the Complaint to Level 4.

- The written outcome should explain the decision, the reasons for it, any agreed actions, any matters not upheld, any learning for the school, and the complainant's right to escalate to the next stage if they remain dissatisfied.

Level 4

- Should the Complainant(s) not receive satisfaction at the Level 3 stage of the Complaints Process they may appeal to the Board of the School.
- The Board stage should be handled by people who have not been directly involved in the complaint wherever practicable. Any person with a conflict of interest should withdraw from decision-making on that complaint.
- The School will provide full details of the contents of the Complaint to the Board Secretary.
- The Board will discuss the Complaint at the next Board meeting. Depending on the seriousness of the Complaint the Secretary may recommend the calling a special meeting of the Board to consider the issue.
- The Board may determine to recommend a resolution at the Board meeting. The Board may appoint a Commission to complete further investigation and report back to the Board for further determination.
- If a Commission or panel is appointed, its remit, membership, confidentiality expectations, timescale, and reporting arrangements should be recorded. The panel should have access to relevant documents and should consider whether further information is required before reaching a view.
- The Board will keep the Complainants(s) informed of the progress of the Complaint.
- The School Board or the Commission will meet with the Complainant(s) to inform them of the determination of the Board on the matter.
- Should the outcome(s) of the Board's deliberation result in satisfaction of the issue of Complaint this will be recorded in the Complaint Log in a pro forma detailing the outcome and actions required and signed by the Complainant(s) and the Complaint Handlers(s), Any remedial action necessary by the School and/or the School Board as a result of the Complaint process should be recorded on the pro forma.
- Should the Complainer(s) determine that they have not achieved satisfaction then the Complainant(5) may escalate the Complaint to Level 5.
- Complainant(s)
  The escalation route should be explained clearly in writing, including where the complaint may be considered externally and any limits on what an external body can investigate.

Level 5

- Should the Complainant(s) not receive satisfaction at the Level 4 stage of the Complaints Process they may appeal to the Board of Reformed Christian Education for Scotland (BRCES).

- The School will provide full details of the contents of the Complaint to the BRCES
- The BRCES will discuss the Complaint at the next Board meeting. Depending on the seriousness of the Complaint the Secretary may recommend the calling of a special Board meeting to consider the issue.
- The BRCES may determine to recommend a resolution at the Board meeting. The Board may appoint a Commission to complete further investigation and report back to the Board for further determination. Commission Members should not be directly connected with the School.
- The Board will keep the Complainants(s) informed of the progress of the Complaint.
- The School Board or the Commission will meet with the Complainant(s) to inform them of the determination of the Board on the matter.
- Should the outcome(s) of the Board's deliberation result in satisfaction of the issue of Complaint this will be recorded in the Complaint Log in a pro forma detailing the outcome and actions required and signed by the Complainant(s) and the Complaint Handlers(s), Any remedial action necessary by the School and/or the School Board as a result of the Complaint process should be recorded on the pro forma.
- Should the Complainer(s) determine that they have not achieved satisfaction then the Complainants may escalate the Complaint to Level 6.

Level 6

- If the Complainants(s) are not satisfied with the outcome of the Level 4 process they may as a final appeal resort to making representation to the Registrar of Independent Schools. This step is only advised on accusations of very serious nature against the School, the School Board or the BRCES.
- If the complainant remains dissatisfied after the school's internal process has concluded, they may seek advice from the Registrar of Independent Schools where the concern may relate to the regulation of an independent school in Scotland. The Registrar does not normally investigate individual complaints but may consider whether information raises wider regulatory concerns, including whether education is suitable, welfare is adequately safeguarded, premises are suitable, or registration conditions are being met.

4. Time Frame

There is no set time frame for resolving a Complaint as the nature of complaints may vary greatly in complexity and seriousness. The Complaint Handler should estimate the time needed for resolving

each case. It is the responsibility of the Complaint Handler to inform the Complainant(s) of any major changes in the estimated time frame when they occur.

Confidentiality will be respected as far as possible, but information may need to be shared where required for safeguarding, child protection, legal compliance,

investigation, governance, insurance, professional advice, or statutory reporting. The school should not promise absolute confidentiality where wider duties apply.

Complaint records should be factual, dated, proportionate, securely stored, and limited to those who need access. Records should include the complaint, key communications, decisions, reasons, agreed actions, outcome, escalation stage, and any learning or follow-up required. Records must be handled in line with the Data Protection Policy.

Although some complaints may require more time because of complexity, safeguarding implications, school holidays, staff availability, or the need to obtain information, the school should normally acknowledge complaints promptly, provide realistic timescales, update the complainant where delays occur, and record the reason for any significant delay.

5. Review and Reporting

The Head Teacher and/or the other Complaint Handlers will annually review all Complaints logged in the Complaint Log on an annual basis. Care should be taken to identify any patterns and any learning points for the School and for the staff of the School. Effort should be made to follow up outcomes to ensure that the measures effected have had a beneficial effect in the longer term. long term successes.

long-term outcomes.
The annual review should consider the number and type of concerns and complaints, themes, response times, unresolved matters, upheld matters, safeguarding links, policy or training needs, communication issues, repeated concerns, and whether agreed actions have been completed.

The Head Teacher will annually report to the School Board the number and nature of Complaints (including those that were not lodged as Formal Complaints), in order to monitor and keep track on the successful resolution of issues. The School Board should consider whether any further remedial action is required and make recommendations to the Head Teacher.

The Board should receive sufficient information to provide oversight and challenge while protecting confidentiality. Serious complaints, safeguarding-related complaints, complaints involving conflicts of interest, and complaints indicating wider policy or practice issues should be escalated appropriately. This policy should be reviewed annually, or sooner following significant complaints, changes in Scottish guidance, regulatory expectations, safeguarding procedures, governance arrangements, or school practice.

Headteacher's signature: *Mrs Anna Stewart*

Policy Supervisor's signature: *A. MacDonald*

Date: *26 August 2026*

Review date: *August 2027*