

# **Boarding Schools**

## **National Minimum Standards**

# National Minimum Standards for Boarding Schools

A statement of national minimum standards published by the Secretary of State under section 87C (1) of the Children Act 1989

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## *Note*

This document contains a statement of national minimum standards published by the Secretary of State under section 87C of the Children Act 1989. The statement is applicable to any school (within the meaning in the Education Act 1996) which provides accommodation but is not a special school (within the meaning in the 1996 Act), a children's home or a care home (within the meanings in the Care Standards Act 2000).

The statement is accompanied, for explanatory purposes only, by an introduction to the statement as a whole, and a further introduction to each group of standards.

Each individual standard is numbered and consists of the numbered heading and numbered paragraphs. Each standard is, for explanatory purposes only, preceded by a title and where relevant, an indication of the intended outcome in relation to that standard.

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# General Introduction

This document contains a statement of national minimum standards published by the Secretary of State under section 87C of the Children Act 1989. The statement is applicable to any school (within the meaning in the Education Act 1996) which provides accommodation but is not a special school (within the meaning in the 1996 Act), a children's home or a care home (within the meanings in the Care Standards Act 2000).

Each individual standard is numbered and consists of the numbered heading and numbered paragraphs. Each standard is, for explanatory purposes only, preceded by a title and an indication of the intended outcome in relation to that standard.

## How the standards work

These standards are to be used by Her Majesty's Chief Inspector for Education, Children's Services and Skills (Ofsted)<sup>1</sup> for the welfare inspection of boarding schools. They are intended to assist schools to safeguard and promote the welfare of children for whom accommodation is provided by a boarding school. The Secretary of State will keep the standards under review, and may publish amended standards as appropriate.

These standards apply in England to all mainstream boarding schools, for all age groups of pupil up to 18, and as appropriate to any pupils over the age of 18 who live alongside those who are under 18. There is a separate set of national minimum standards for residential special schools. Boarding schools which accommodate or arrange accommodation for any child for more than 295 days a year, or intend to do so, are required to register as children's homes with Ofsted. Such schools are then subject to the Children's Homes Regulations 2001 and the national minimum standards for children's homes rather than the standards in this document.

Any inspector appointed by the Secretary of State under Section 87A of the Children Act 1989 to carry out inspections of boarding schools, will assess whether the school is adequately safeguarding and promoting the welfare of the children for whom accommodation is provided or arranged by reference to these standards. The Secretary of State will refer where relevant to these standards in any action he may take against an independent school in relation to a failure to comply with the duty to safeguard or promote welfare. Local authorities and the Secretary of State will also take the standards into account in any enforcement action in relation to failure to safeguard or promote the welfare of boarding pupils accommodated in any maintained school.

The welfare standards are minimum standards, in the sense that they provide minimum standards below which no school is expected to fall in safeguarding and promoting the welfare of boarders. Many schools already meet these standards or exceed them.

The school will be assessed against the standards in order to determine whether it is compliant with its legal obligation to safeguard and promote the welfare of boarding pupils. In carrying out the inspection, the role of the inspectorate is to determine the extent to which the school promotes and safeguards the welfare of all boarders, rather than to focus upon structures and systems for their sake. Regard will be paid to the school's admission policy and statement of purpose, and to the views of parents who have chosen the school for their child. Consistent inspection methodology and reporting format across the country will be followed in inspecting to these standards.

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<sup>1</sup> Under s 87A there is power to appoint other inspectors and suspend the duties of Ofsted accordingly, but that currently this power has not been exercised.

For any schools where all boarders are 16 or over, the standards for FE colleges which accommodate under 18s will be used by Ofsted, rather than these standards.

We anticipate that these standards will need updating within a year to reflect the policies of the new government. For this reason they are only available in electronic format.

# National Minimum Standards for Boarding Schools

# 1 Welfare Policies and Procedures

## STATEMENT OF BOARDING PRINCIPLES AND PRACTICE

### OUTCOME

A suitable statement of the school's boarding principles and practice is available to parents, boarders and staff.

### STANDARD 1

- 1.1 A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.**
- 1.2 The statement (which may be included in the Prospectus or similar document) covers the aims and organisation of boarding at the school, admission criteria, outline of facilities and welfare support services for boarders, any special religious or cultural aspects of the school, and relates as appropriate to relevant school policies and practice.
- 1.3 The statement is up to date and is made available to parents, prospective parents, staff and boarders.
- 1.4 The statement reasonably reflects the actual current boarding practice at the school.

## COUNTERING BULLYING

### OUTCOME

Boarders are protected from bullying.

### STANDARD 2

- 2.1 The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice and has regard to Department for Education *Safe to Learn* anti-bullying guidance.**
- 2.2 The policy covers measures both to prevent bullying and to respond to observed or reported bullying, and also includes a definition of bullying including bullying by electronic or digital means ("cyber bullying").
- 2.3 The policy is provided to parents of boarders, and is available and known to both staff and boarders, including junior and recently appointed staff.
- 2.4 There are no 'initiation ceremonies' intended to cause pain, anxiety or humiliation.
- 2.5 Pupils do not identify bullying as a problem at the school.
- 2.6 Pupils who are being bullied are suitably supported, and pupils who may bully others are also given suitable help and guidance.

## COUNTERING ELECTRONIC AND DIGITAL BULLYING

### OUTCOME

Boarders have access to information about the safer use of electronic means of communication and are adequately safeguarded from potential harm.

### STANDARD 2A

2A.1. The school has a policy, reasonably implemented in practice, to protect boarders from potential harm deriving from their use of the internet, mobile telephones and other electronic and digital technology or systems. In developing its policy the school has regard to advice and guidance from the Department for Education and any advice issued by the Local Safeguarding Children Board. This policy may be stand-alone, or incorporated into the school's wider anti-bullying policy.

2A.2. The policy includes a definition of what constitutes safe and acceptable use of the internet and any other electronic and digital services to which boarders have access whether or not provided by the school, including but not limited to, mobile phones, wireless enabled laptops, PDAs (mobile device which functions as a personal information manager and connects to the Internet, also known as a palmtop computer) and games consoles.

2A.3. The policy includes a definition of cyber-bullying and states how the school seeks to deter cyber bullying and how any instances that may occur are or would be dealt with.

2A.4. Boarders are aware of the policy and how to protect themselves from potential harm. They also have access to clear information and guidance about how to be safe in the digital environment. They are clear about what they are and are not allowed to do and how they may report instances of cyber bullying, abuse and suspicious or dangerous behaviour by other boarders, staff, volunteers or those outside the school.

2A.5. Staff are aware of their responsibilities in respect of the policy and how their conduct can aid the safety of boarders. Staff have access to training, information and guidance.

2A.6. The school takes reasonable steps to control and monitor the use of the internet and other electronic means of communication without unnecessarily or disproportionately compromising the privacy of boarders or their ability to communicate with their parents/carers or outside agencies as established in Standard 19.

## CHILD PROTECTION, RESPONSE TO ALLEGATIONS

### OUTCOME

Boarders are protected from abuse.

### STANDARD 3

3.1 The school has and implements an appropriate policy on child

**protection and response to allegations or suspicions of abuse, which is consistent with Local Safeguarding Children Board procedures, and is known to staff and also known, as appropriate, to older boarders in positions of responsibility.**

3.2 There is a child protection policy that is consistent with the requirements of *Working Together to Safeguard Children* (HM Government 2010), *Safeguarding Children and Safer Recruitment in Education* guidance, any Local Safeguarding Children Board procedures and with current regulations and any other guidance concerning safeguarding children to which schools are obliged to have regard. The policy includes a requirement for a referral to be made within 24 hours (in writing or with written confirmation of a telephoned referral) of allegations or suspicions of abuse to the local social services department to carry out child protection investigations, rather than internal investigation by the school. This is available to staff and adults working at the school.

3.3 The child protection policy includes procedures for all staff (including ancillary staff) employed by the school who receive allegations of abuse or suspect that abuse may be occurring at school or elsewhere, to consider measures that may be necessary to protect individual boarders; to avoid asking leading questions or giving inappropriate guarantees of confidentiality; to make and keep written records; and to report the matter to the school's designated person for further action. The policy should be clear on action should the school's designated recipient of such reports themselves be subject to allegation or suspicion.

3.4 The school's policy and practice explicitly require staff to report to a designated senior member of staff of the school, or to the Local Authority Designated Officer<sup>2</sup>, any concern or allegation about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm; and provide immunity from retribution or disciplinary action against such staff for 'whistleblowing' in good faith.

3.5 All staff, at all levels, (including newly appointed and ancillary staff) have been given briefing or training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations. Refresher training is undertaken every three years.

3.6 A senior member of staff is designated to take responsibility for the child protection policy, to liaise with the local authority Children's Services department, and to co-ordinate action with Children Services and (where applicable) the police following any child protection allegation or suspicion affecting a boarder. This staff member has received inter-agency training in child protection which is refreshed every two years, and holds a copy of *Working Together to Safeguard Children* and any Local Safeguarding Children Board Procedures.

3.7 The school has responded appropriately to any recent child protection issue and co-operated with any statutory child protection enquiry that has taken place involving the school since the previous inspection, contributing appropriately to the formulation and implementation of any child protection plan made.

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<sup>2</sup> The role of the Local Authority Designated Officer is set out in the *Working Together to Safeguard Children* guidance

3.8 Where appropriate, senior pupils given positions of responsibility over other pupils are briefed on appropriate action to take should they receive any allegations of abuse.

3.9 There is a policy, known to staff and used in practice, for searching for and, if necessary reporting, any boarder missing from school. A written record is made of any incident of a boarder missing from school, the action taken, and any reasons given by the pupil for being missing.

## BEHAVIOUR, DISCIPLINE, PUNISHMENTS, REWARDS AND RESTRAINT

### OUTCOME

Use of discipline with boarders is fair and appropriate.

### Standard 4

**4.1 The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.**

4.2 There is a written and appropriate policy on discipline, punishments and any rewards for good behaviour, which includes a statement of policy on use of restraint, which is available to all staff and parents made known to boarders. The school's disciplinary practice is consistent with this, and any variations in practice between houses are formally sanctioned by the school.

4.3 Standards of pupil behaviour are generally satisfactory, and boarders identify the school's use of punishments as generally fair.

4.4 No unacceptable, excessive or idiosyncratic punishments are used by boarders or staff, including any punishment intended to cause pain, anxiety or humiliation, corporal punishment, deprivation of access to food or drink, enforced eating or drinking, prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline, requirement to wear distinctive<sup>3</sup> clothing as a punishment (or night-clothes by day as a punishment), use or with-holding of medical, optical or dental treatment, deprivation of sleep, fines exceeding two thirds of the boarder's available pocket money provision, or locking in a room or area of a building.

4.5 Any disciplinary powers of prefects or equivalent are clearly defined.

4.6 Administration of major punishments is recorded in writing in a suitable book or log, with the name of the boarder concerned, the reason for the punishment, and the person administering the punishment. Examples of major punishments to be recorded are those used by the school only for particularly serious offences, any serious punishment which is not included in the school's written disciplinary policy, punishments for offences likely to be sufficiently serious to be quoted in future reports or references for the boarder concerned, and punishments for offences which would constitute criminal behaviour in the case of an adult.

4.7 Any use of physical restraint is by reasonable and non-injurious means,

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<sup>3</sup> This would not include wearing school uniform instead of casual clothing as a punishment.

only when immediately necessary and for the minimum time necessary to prevent injury to self or others or very serious damage to property, and always recorded in writing.

## RESPONDING TO COMPLAINTS

### OUTCOME

Boarders' complaints are appropriately responded to.

### STANDARD 5

**5.1 The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.**

5.2 The complaints procedure is available to all staff, boarders and parents.

5.3 Documentation to parents identifies the means for parents to raise complaints or concerns about the care of their children at school.

5.4 Boarders and their parents are informed by the school of how they can contact Ofsted and the Local Authority Designated Officer regarding any complaint concerning their welfare.

5.5 A written record is kept of all complaints and their outcome, for regular review by the Head or a senior member of staff.

5.6 Complaints are resolved either to the complainant's satisfaction, or with an otherwise appropriate outcome which balances the rights and duties of pupils, without unreasonable delay.

5.7 Pupils are not penalised for making a complaint in good faith.

5.8 The complaints procedure should include details of how boarders or parents may appeal against a decision made by the school about their complaint.

## HEALTH EDUCATION

### OUTCOME

Boarders' health is promoted.

### STANDARD 6

**6.1 The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.**

6.2 Personal, social, health and economic education, or its equivalent provides age appropriate advice and guidance on alcohol, illegal substance and solvent abuse, smoking, sex education, HIV infection, hepatitis and sexually transmitted diseases, and protecting oneself from abuse.

6.3 Staff know the school's policy on the appropriate response to alcohol, smoking and illegal substance abuse by boarders, and follow that policy in practice.

## BOARDERS' HEALTH RECORDS

### OUTCOME

Safeguarding and promoting boarders' health and welfare are supported by appropriate records.

### STANDARD 7

#### **7.1 Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.<sup>4</sup>**

7.2 There are individual records for boarders, containing relevant health and welfare information provided by parents and recording significant health and welfare needs and issues. These include any significant known drug reactions, major allergies and notable medical conditions, and this information is available to staff likely to administer medication or treatment to those boarders.

7.3 Boarders' records include identification of the persons with parental responsibility for the boarder, contact details for parents and any other emergency contact arrangements, and any court orders affecting parental responsibility or the care of the boarder.

7.4 Information about welfare needs and any special provision to be made for individual boarders are effectively made available to those staff with a need to know that information.

7.5 Confidentiality of personal information about boarders is protected.

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<sup>4</sup> This standard does not relate to any NHS records which may be held at the school or kept by a school nurse or school doctor, but includes any non-NHS school records kept by a school nurse, matron or other staff.

# 2 Organisation and Management

## MANAGEMENT AND DEVELOPMENT OF BOARDING

### OUTCOME

There is clear leadership of boarding in the school.

### STANDARD 8

**8.1 There should be clear management and leadership of the practice and development of boarding in the school.**

8.2 The school's governing body or proprietor has a system to monitor welfare provision in the school.

8.3 Senior boarding staff have an adequate level of experience or training in the management and practice of boarding to ensure that boarders' welfare is safeguarded and promoted.

## CRISIS MANAGEMENT

### OUTCOME

Crises affecting boarders' welfare are effectively managed.

### STANDARD 9

**9.1 The school should be capable of satisfactorily managing crises affecting boarders' welfare.**

9.2 There are planned responses to a range of foreseeable major incidents or crises, such as outbreaks of illness, fires, serious allegations or complaints or significant accidents.

9.3 In making decisions in any crisis or emergency affecting boarders' welfare, staff do what is reasonable in all the circumstances of the case to safeguard and promote the welfare of the boarder(s) concerned.

## ORGANISATION OF BOARDING HOUSES

### OUTCOME

The school's organisation of boarding contributes to boarders' welfare.

### STANDARD 10

**10.1 The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.**

10.2 No individual house or houses have significantly poorer access to facilities or standards of welfare than other houses.

10.3 The standard of accommodation across boarding houses should be of a broadly similar standard, as appropriate to boarders' age and other needs. This standard does not prevent a school carrying out a rolling programme of repairs and improvements to accommodation over a number of years. Where it is not practical to provide accommodation of a broadly similar standard throughout the school, for example because of physical constraints or planning restrictions, all accommodation must, nevertheless at least be compliant with Standards 40-48.

10.4 There is no major discrepancy of quality of boarding provision for different genders.

10.5 There are no major or inappropriate discrepancies in principles or practice of boarding between different boarding houses.

10.6 Sleeping areas, recreational areas, toilet and bathroom provision are reasonably separated for boarders of significantly different ages.

## ACTIVITIES AND FREE TIME

### OUTCOME

Boarders have access to a range and choice of activities.

### STANDARD 11

**11.1 There should be an appropriate range and choice of activities for boarders outside teaching time.**

11.2 Boarders have sufficient and suitably timed free time each day.

11.3 The school provides a satisfactory range and choice of activities for boarders out of class time, throughout the year and both indoors and outdoors as appropriate.

11.4 Boarders have appropriate access to school sports, recreational and hobby facilities outside class time.

11.5 There are sufficient appropriate supervised activities for any boarders remaining at school when most boarders have returned home (e.g. at 'exeat' weekends, half terms or holidays).

## SECURING BOARDERS' VIEWS

### OUTCOME

Boarders are enabled to contribute to the operation of boarding in the school.

### STANDARD 12

**12.1 Boarders have opportunity to contribute views to the operation of boarding provision.**

12.2 There are formal opportunities (e.g. school councils, meetings, surveys) for boarders to express views on relevant aspects of boarding provision, either

directly or through representatives. These views are taken into account in the development and practice of boarding

## PREFECTS

### OUTCOME

The operation of any prefect system safeguards and promotes boarders' welfare.

### STANDARD 13

**13.1 Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.**

13.2 Prefects or their equivalents are selected on the basis of their suitability for the duties and responsibilities of the role.

13.3 The duties, responsibilities and any powers of prefects or their equivalent are clearly stated in writing to those appointed, and do not give undefined general duties or powers, or require prefects to substitute inappropriately for staff.

13.4 Prefects or their equivalent are given an induction into their role on appointment, which includes how to contribute to the school's anti-bullying practice and how to respond to allegations of serious bullying or abuse. Prefects know how to act if they hear allegations of abuse.

13.5 Prefects or their equivalents fulfill their role appropriately and do not abuse their powers.

13.6 Prefects or their equivalents are regularly supervised and directed in their duties by responsible staff.

13.7 There are also opportunities for boarders to learn and take on roles of leadership and responsibility through other means than the prefect or equivalent system.

## STAFF AND OUTSIDE SUPPORT TO BOARDERS

### OUTCOME

Boarders receive personal support from staff.

### STANDARD 14

**14.1 Each boarder should have one or more members of staff to whom s/he can turn for personal guidance or with a personal problem.**

14.2 There is a clear policy, which is implemented in practice, that boarders may take a personal or welfare concern to any member of staff in the school, not solely their designated house or tutor staff, and including staff of both genders.

14.3 Any personal tutor system functions effectively and enables boarders to use tutor contact as appropriate for discussion of personal and welfare issues as well as academic or administrative matters.

14.4 The school identifies at least one person (other than a parent) outside the boarding and teaching staff of the school (who may be a school counselor) whom boarders may contact directly about personal problems or concerns at school. The school ensures that there is easy access to this person.

14.5 All persons identified to boarders for such contact have been subject to Criminal Records Bureau checks in the same way as school staff, with a satisfactory outcome.

14.6 Boarders are aware of the person(s) the school has designated for them to contact outside the school staff, and know how they may be contacted.

# 3 Welfare Support to Boarders

## MEDICAL TREATMENT AND FIRST AID

### OUTCOME

Boarders receive first aid and health care as necessary.

### STANDARD 15

**15.1 The school has an appropriate first aid policy, reasonably applied in practice. Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.**

15.2 There are effective arrangements to secure medical, dental and optical attention for boarders as necessary (e.g. through registration with a local GP or through a visiting school medical officer).

15.3 Any designated school nursing staff hold a current nursing registration, and the school has confirmed on appointment that they are registered with the Nursing and Midwifery Council (NMC). The title of 'nurse' is not used for staff not so registered. Registration with the NMC is verified annually by the school.

15.4 Designated school nurses have access to a named doctor for professional guidance and consultation.

15.5 Boarders can freely choose whether or not they are accompanied by staff when being seen by the doctor, optician or dentist.

15.6 So far as possible the school enables boarders to see either a male, or a female, doctor as the boarder chooses.

15.7 First aid and minor illness treatment are given at school by competent designated staff (e.g. by or under the supervision of a qualified nurse or first aider).

15.8 Prescribed medication is only given to the boarder for whom it was prescribed, in accordance with the prescription or instructions from the pharmacy, and is not kept for general use for other boarders or added to 'stock' for such use.

15.9 The school has secured, and follows, qualified medical or nursing advice in a written protocol on the provision of non-prescription 'household' medicines to boarders.

15.10 Prescribed and 'household' medication, other than that kept by individual boarders able to administer and control their own medication, is kept securely.

15.11 Boarders keeping and administering their own medication are assessed by medical staff as sufficiently responsible to do so, and are able

to store their medication safely and appropriately in accordance with the school's policy.

15.12 A written or electronic school record (separate from any NHS records) is kept of all medication, treatment and first aid administered to boarders, giving name, date, medication/ treatment, reason for administration (if not prescribed), which is signed by the responsible member of staff..

15.13 A written or electronic school record is kept of all significant illnesses, accidents or injuries to boarders (either as part of the above school medication and treatment records or separately).

15.14 Written parental permission has been obtained in advance for the administration of first aid and appropriate non-prescription medication to boarders, and to seek medical, dental or optical treatment when required. This requirement is without prejudice to the right of a Gillick-competent<sup>5</sup> boarder to give or with-hold consent to medical treatment or to seek medical advice or treatment in confidence.

15.15 The procedures and policies relating to boarders' health care, the provision of that care and the maintenance of non NHS records are regularly monitored by an appropriate designated member of staff

## CARE OF ILL BOARDERS

### OUTCOME

Boarders are adequately supervised and looked after when ill.

### STANDARD 16

**16.1 Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.**

16.2 Boarders who are separated from others, in bed or otherwise, through illness are regularly checked and receive the care and attention that they need by a member of staff.

16.3 Boarders are able to summon staff assistance readily and rapidly when ill, by day and night.

## MANAGEMENT OF HEALTH AND PERSONAL PROBLEMS

### OUTCOME

Boarders are supported in relation to any health or personal problems.

### STANDARD 17

**17.1 Significant health and personal problems of individual boarders should be identified and managed appropriately.**

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<sup>5</sup> Gillick competence is used in medical law to decide whether a child (16 years or younger) is able to consent to his or her own medical treatment, without the need for parental permission or knowledge. A child will be Gillick competent if he or she has sufficient understanding and intelligence to understand fully what is proposed.

17.2 An appropriate staff member prepares and works to a written and agreed individual 'welfare plan', agreed with a parent where appropriate and possible, for any boarder which the school has identified as either:

- having special welfare needs; and/or
- having significant and/or persistent emotional or behavioural difficulties; and/or
- not seeing his or her parent or legal guardian at least three times a year.

17.3 Appropriate provision is made to meet the assessed welfare needs of boarders with Statements of Special Educational Needs and there are written records to demonstrate this.

17.4 Boarders with bed-wetting problems are appropriately supported in managing the problem and avoiding undue embarrassment.

17.5 Boarders with medical difficulties (such as asthma), with disabilities, or requiring special treatment or management because of health, emotional or welfare needs, are given suitable support, and activities are adapted as appropriate.

17.6 Boarders who are homesick are suitably supported at school.

17.7 Boarders undergoing times of personal stress (e.g. because of problems at home, or bereavements) are suitably supported.

17.8 Links exist with outside professional services (e.g. social worker, psychologist), to which boarders are referred as appropriate.

## DISCRIMINATION AND EQUAL OPPORTUNITIES

### OUTCOME

Boarders do not experience inappropriate discrimination.

### STANDARD 18

**18.1 Within the school there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.**

18.2 School documents demonstrate a commitment to equal opportunities and avoidance of inappropriate discrimination of all forms.

18.3 No identifiable minority groups within the school population are excluded or suffer from discrimination. Minority groups amongst boarders are supported appropriately and helped to integrate.<sup>6</sup>

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<sup>6</sup> Schools can however expect their pupils to participate in the cultural and religious life of the school as selected by their parents.

18.4 The school supports those boarders who for any reason do not 'fit in' to the school, house or pupil body.

18.5 Appropriate provision or exemption is made, where feasible and desired, for boarders with special dietary, dress or religious observance requirements or needs because of religious or cultural background.

18.6 Culturally sensitive and appropriate support is provided for boarders for whom English is not their first language, in boarding as well as through the curriculum.

## PARENTAL CONTACT

### OUTCOME

Boarders can maintain private contact with their parents and families.

### STANDARD 19

**19.1 Boarders are enabled to contact their parents/carers and families in private. This does not prevent schools from having in place proportionate systems to monitor the use of email or the internet which are designed to detect abuse, bullying or unsafe practice by boarders.**

19.2 Boarders' contact with parents/carers and visits by parents/carers to their children at school, at reasonable times, are facilitated within the school.

19.3 Boarders are able to contact parents/carers in private at reasonable times without having to seek permission from, or inform, staff. Where a pupil does not have access to a mobile phone, the school can demonstrate that boarders have the opportunity for private contact with parents/carers.

19.4 Boarders are able to write letters home and to receive letters from home (and to send and receive e-mail or voice mail messages to and from home if the school provides or allows these facilities to boarders), without letters or messages being censored or read by staff or others, and without having to seek permission from, or inform, staff.

19.5 Staff contact parents/carers about any significant welfare concerns relating to their child at school.

19.6 Boarders are provided with one or more appropriate helpline(s) or outside contact numbers to ring in case of problems or distress.

## POCKET MONEY AND CARE OF POSSESSIONS

### OUTCOME

Boarders' possessions and money are protected.

### STANDARD 20

**20.1 Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.**

20.2 If there is a system in the school for providing or distributing pocket money, or looking after personal possessions for boarders, this is done fairly and a proper written record is kept.

20.3 Each boarder has a suitably secure, accessible place to keep personal possessions and valuables (e.g. a lockable drawer, cupboard, locker, box or trunk).

## INDUCTION OF NEW BOARDERS

### OUTCOME

New boarders are introduced to the school's procedures and operation, and are enabled to settle in.

### STANDARD 21

**21.1 There is an appropriate process of induction and guidance for new boarders.**

21.2 New boarders should be given suitable information about boarding routines and rules, including key information in writing.

21.3 There are arrangements for new boarders to have guidance from more experienced boarders.

## EDUCATIONAL GUARDIANS

### OUTCOME

Boarders' welfare is protected in any appointment of educational guardians by the school.

### Standard 22

**22.1 Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.<sup>7</sup>**

22.2 The school makes it clear in writing to parents whether any guardians used by pupils of the school are arranged by or on behalf of the school, or by parents, clarifying that in the latter case, parents rather than the school are responsible for the welfare of their children while staying with the guardians concerned.

22.3 Any guardians appointed by the school to look after pupils are subject to the staff recruitment procedures set out in Standard 38 and Criminal Record Bureau checks, with a satisfactory outcome before they are able to work unsupervised.

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<sup>7</sup> Educational guardians appointed by schools do not have parental responsibility. This standard applies where an educational guardian is appointed for a child under 18 by a school, by a member of staff as part of their work for the school, or by an agency or organisation on behalf of the school. Where a school provides lists of possible guardians, written documents should be clear whether the school or parent is responsible for the arrangements made and thus the welfare of the child. Guidance for schools on educational guardians is available in the 'Boarding Briefing' series published by the Boarding Schools' Association.

22.4 The school regularly monitors the suitability of any guardian arrangements it makes.

## MONITORING OF RECORDS

### OUTCOME

Risk assessment and school record keeping contribute to boarders' welfare.

### STANDARD 23

**23.1 The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.**

23.2 Records of risk assessments, major punishments, complaints and accidents are regularly (at least twice a term) monitored by the Head or a designated senior member of staff.

23.3 Reasonable action is taken to reduce risks identified by risk assessments.

23.4 Action is taken in relation to any concentration or trend in recorded punishments, offences, complaints or accidents (e.g. relating to particular places, groups or times).

## CATERING

### OUTCOME

Boarders receive good quality catering provision.

### STANDARD 24

**24.1 Meals should be provided to boarders which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.**

24.2 Meals provided for boarders are nutritious, reasonably balanced, and adequate in frequency, hygiene and temperature.

24.3 Boarders have a choice of main dish at main meals, including a vegetarian choice.

24.4 Crockery, cutlery and dining facilities are sufficient and clean.

24.5 Dining rooms and furnishings are suitable and of sufficient size for the numbers and ages of boarders dining.

24.6 There is sufficient time at mealtimes, taking into account any necessary queuing time, for boarders to finish their meals properly.

24.7 Staff and pupils involved in preparing food for others have received appropriate training in food handling and hygiene.

24.8 There are no significant outstanding recommendations of the Environmental Health Service

## DRINKING WATER AND SNACKS

### OUTCOME

Boarders have access to food and drinking water in addition to main meals.

### STANDARD 25

**25.1 Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.**

25.2 Drinking water is available in all boarding houses at all reasonable times.

25.3 Drinking water is available to boarders during the school day at reasonable times in addition to mealtimes (if this provision is by washbasin taps, the school has confirmed that the water supply is of drinking quality).

25.4 Snacks are available to boarders at reasonable times other than main mealtimes – either provided by the school, purchasable by boarders, or prepared by boarders themselves.

25.5 Older boarders in senior age schools have facilities to store appropriate food and prepare their own hot and cold snacks and drinks hygienically.

## FIRE PRECAUTIONS AND DRILLS

### OUTCOME

Boarders are protected from the risk of fire.

### STANDARD 26

**26.1 Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with any recommendations made by the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.**

26.2 Boarders know emergency evacuation procedures from sleeping and living areas in each boarding house.

26.3 Fire drills are regularly (at least once per term) carried out in 'boarding time'.

26.4 Emergency lighting, fire alarms and fire fighting equipment are regularly tested, and this is detailed in the appropriate records.

26.5 There are no significant recommendations of the Fire Service outstanding beyond any timescale set by that Service for their implementation

## ONEROUS DEMANDS ON BOARDERS

### OUTCOME

Boarders' welfare is not compromised by unusual or onerous demands.

### STANDARD 27

**27.1 Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.**

27.2 Any special welfare concerns or issues arising from unusual or especially onerous demands on boarders (for example demanding performance, sports or music practice programmes in addition to the usual school day) have been identified and are satisfactorily managed.

27.3 Boarders still have reasonable free time each day alongside any other major demands on their time.

## ACCOMMODATION OF CHILDREN OTHER THAN PUPILS

### OUTCOME

The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.

### STANDARD 28

**28.1 The welfare of any children accommodated at the school, other than pupils, is protected.<sup>8</sup>**

28.2 Any residential activities in which the school accommodates and looks after children other than its own boarders (e.g. residential holiday activities) provide satisfactorily for the supervision, welfare and protection of those children while accommodated by the school. This does not apply where another organisation is responsible for the children.

## HIGH RISK ACTIVITIES AND RISK ASSESSMENT

### OUTCOME

Boarders' safety and welfare are protected during high risk activities.

### STANDARD 29

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<sup>8</sup> The school accommodates children other than its own boarders if the school, or any member of its staff as part of their work for the school, is responsible for looking after them during their stay at school. Visiting pupils staying in school accommodation, even accompanied by their own staff, should be regarded as temporary boarders. This standard does not apply where the school has let its accommodation to another organisation, which is itself responsible for looking after the children.

**29.1 Identifiably high risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.**

29.2 Risk assessments are carried out, and recorded in writing, in relation to identifiably high risk activities for boarders (including cadet and other uniformed organisation activities, and activities or instruction the school arranges to be provided by outside bodies), and reasonable measures are taken to minimise unnecessary risks.

29.3 Identifiably high risk activities are instructed or supervised by adults holding the relevant qualification from the appropriate national governing body or association for the sport or activity concerned, where such a body can be identified; and, where no such body can be identified, the school can demonstrate that reasonable steps have been taken to confirm that those supervising or instructing such activities are competent to do so.

29.4 Safety measures are taken, and safety equipment provided, for boarders participating in identifiably high risk activities, in accordance with the recommendations of the appropriate national governing body or association for the sport or activity concerned, where such a body can be identified.

29.5 Written parental permission is obtained in advance for boarders to participate in identifiable high risk activities run by the school or arranged by the school with other groups or organisations.

29.6 Where the school takes boarders to a centre providing activities requiring licensing under the Adventure Activities Licensing Regulations, the school can demonstrate that it has checked that the centre is so licensed.<sup>9</sup>

## **ACCESS TO INFORMATION AND LOCAL FACILITIES**

### **OUTCOME**

Boarders have appropriate access to information and facilities outside the school.

### **STANDARD 30**

**30.1 Boarders have access to information about events in the world outside the school, and access to local facilities which is appropriate to their age.**

30.2 Supervision arrangements for boarders' use of any local facilities outside school are appropriate to the age of the boarders involved, and the facilities used are of a suitable type without unreasonable risks to boarders.

30.3 Boarders and staff confirm that boarders leaving the school site without

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<sup>9</sup> Licensing is likely to be required where a commercial company or local authority provides caving, climbing, abseiling, trekking, horse trekking, mountain biking, off-piste skiing, or water sports such as canoeing, rafting and sailing. Licensing concerns safety provision, and does not include checks on suitability of staff to work with children.

staff are , in the staff's view, old enough to be out without adult supervision.

30.4 Any community service activities by boarders outside the school are suitable and suitably supervised with acceptable levels of safety.

30.5 Boarders have access to newspapers, television or other information media suitable to the age of the boarder. The wishes of boarders and parents/carers are considered in providing these media.

# 4 Staffing

## SUPERVISION OF BOARDERS

### OUTCOME

Boarders are adequately supervised by staff.

### STANDARD 31

**31.1 The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.**

31.2 There is a duty rota followed in practice which demonstrates satisfactory levels of staff supervision of boarders during the early mornings, during breaks in the school day, during any evening prep time, during evenings outside prep time, and at weekends both during the day and in the evenings. The levels of staff supervision are satisfactory in number and staff competence for the number, age and nature of the boarder population, the layout of the school and grounds, and the range and nature of the activities involved.

31.3 Boarders are at all times under the responsibility of an identified member of staff. Each boarder knows which member of staff is responsible for them at all times, has the means to contact that member of staff if necessary, and that member of staff has the means to call for and receive staff back-up if necessary

31.4 There are satisfactory arrangements for the supervision of any boarders remaining in school accommodation during 'exeat' weekends, half terms and holiday periods.

31.5 There are satisfactory cover arrangements for boarding staff sickness and absence.

31.6 Boarders and staff do not report an insufficient level of staff supervision of boarders in the evenings or at weekends, and staff supervision levels remain adequate at those times which are identified by staff or boarders as having the 'thinnest' staffing level.

31.7 The boarding staff group in day to day contact with boarders includes staff of both genders where this is practicable within the school's staffing structure.

## SUPERVISION OF BOARDERS LEAVING THE SCHOOL SITE

### OUTCOME

Staff exercise appropriate supervision of boarders leaving the school site.

### STANDARD 32

**32.1 Boarders temporarily away from the school site remain under the**

**overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.**

32.2 The number of staff accompanying and in charge of boarders on organised trips away from the school site, overnight stays and trips abroad should at least satisfy DfES guidance on minimum ratios<sup>10</sup>, with an increased ratio of staff to pupils where the nature of the trip necessitates this. Staff numbers and deployment should be sufficient to supervise the pupils and activities involved, ensure that people not on the school staff or subject to the school's recruitment checks for access to boarders (including activity instructors) do not have substantial unsupervised access to boarders, and to deal with foreseeable emergencies. Where only one member of staff is in charge of pupils on any trip, that staff member has the means to call for back up from at least one other member of staff if necessary.

32.3 Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times – this includes a signing out and back in system for boarders permitted to leave the school.

32.4 The school has, and follows, a satisfactory policy for the safety and supervision of boarders during journeys, covering school transport, use of private vehicles and school use of public transport.

32.5 Gap students are not left alone in charge of boarders without a supervising member of staff contactable on site or accompanying them when away from the school.

## **NIGHT SUPERVISION OF BOARDING HOUSES**

### **OUTCOME**

Boarders are adequately supervised at night.

### **Standard 33**

**33.1 Staff should be present and accessible to boarders as necessary in each boarding house at night.**

33.2 There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house.

33.3 There are additional members of staff sleeping in each boarding house<sup>11</sup> where necessary because of the age and number of younger children, or the particular needs of boarders.

33.4 Boarders have a satisfactory means of contacting a member of staff in each house at night.

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<sup>10</sup> The Department for Education publication *Health and Safety of Boarders on Educational Visits* advises staff: pupil ratios for organised trips away from the school site of one member of staff per 10–15 boarders aged 8–10, one member of staff per 15–20 boarders aged 11 and over, increased to one per 10 boarders for trips abroad or overnight stays. Schools would be expected to exceed these ratios if the safety and welfare of the pupils required it.

<sup>11</sup> Where a house comprises more than one building, sleeping-in cover from one of its constituent buildings can cover more than one building only if the buildings are immediately adjacent, the responsible staff member is easily contactable by boarders at night, staff supervision is fully satisfactory in practice, and the boarders are at the upper age level in a senior school – normally sixth formers.

33.5 There are means for staff to know which boarders are sleeping in the house each night (e.g. in case of fire or of an expected boarder being missing).

## STAFF JOB DESCRIPTIONS, INDUCTION, SUPERVISION, TRAINING

### OUTCOME

Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.

### STANDARD 34

**34.1 All staff with boarding duties<sup>12</sup> have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.**

34.2 Any role of spouses and partners of staff within boarding houses is made clear.

34.3 There are clear arrangements for the supervision of ancillary and contract staff and any temporary or agency staff or volunteers working at the school.

34.4 The induction training program for all staff, including gap staff, includes guidance on child protection.

34.5 There is an appropriate process for the regular review of the performance of each member of staff with boarding duties by a more senior or experienced member of staff (e.g. through individual supervision meetings or a staff appraisal system).

34.6 Job descriptions clearly state, and staff are themselves clear about, the person to whom each member of staff with boarding duties is accountable.

34.7 Opportunities are provided for training and updating in boarding practice (including guidance on child protection issues) for all staff, including new and experienced staff, commensurate with the roles, experience, and rate of turnover of staff, and any changes or planned changes or developments in boarding at the school.

## STAFF GUIDANCE ON BOARDING PRACTICE

### OUTCOME

Boarders are looked after by staff following clear boarding policies and practice.

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<sup>12</sup> Throughout these standards, all references to staff with boarding duties include matrons and any assistants or gap year staff working with boarders.

## Standard 35

**35.1 All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.**

35.2 There is an up-to-date staff handbook or similar written guidance, which is given to all staff with boarding duties.

35.3 Such guidance adequately covers the school's approach to boarding and the safeguarding and promotion of boarders' welfare; child protection, anti-bullying and sanctions policies; the school's tutor or equivalent and prefect or equivalent systems; responding to boarders' personal problems; the handling of complaints by boarders and parents; any special features of boarding; and the organisation of the boarding day.

35.4 There is a staff disciplinary procedure, which includes provision for precautionary suspension of staff where necessary pending investigation or final decision following allegations. This procedure includes provision for guidance and support to staff during suspension or investigation while allegations against them are being investigated.

## STAFF/BOARDER RELATIONSHIPS

### OUTCOME

There are sound relationships between staff and boarders.

## Standard 36

**36.1 There are sound staff/boarder relationships.**

36.2 The general view of boarders is that staff look after them well and fairly, and that communication between staff and boarders is positive.

36.3 Disagreements between boarders and staff are dealt with reasonably.

36.4 There is no inappropriate favouritism or antipathy of staff towards individuals or groups.

## PRIVACY

### OUTCOME

Boarders' personal privacy is respected.

## STANDARD 37

**37.1 Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.**

37.2 Staff supervision of boarders is by appropriate patrolling and availability in boarding accommodation rather than by intruding inappropriately, or in a way that embarrasses boarders at sensitive times such as dressing/undressing, changing, bathing or showering.

## STAFF RECRUITMENT AND CHECKS ON OTHER ADULTS

### OUTCOME

There is vigorous selection and vetting of all staff and volunteers working with boarders.

### STANDARD 38

38.1 The school's system for recruiting staff (including ancillary staff, contract/sessional staff and volunteers) who will work with boarders includes all the following checks, which can be verified from recruitment records:

- check of identity against an official document such as a passport or birth certificate;
- CRB Disclosures, including a check that a person is not unsuitable to work with children;
- Where the appointee has lived outside the United Kingdom, further checks as are considered appropriate where obtaining a CRB Disclosure is not sufficient to establish suitability to work with children (such as a certificate of good conduct from the country or countries they have been living in);
- check on proof of relevant qualifications;
- check of right to work in the UK.

38.2 With the exception of CRB Disclosures, the checks in standard 38.1 must be completed before a person takes up the position. In the case of CRB Disclosures, the certificate must be obtained before, or as soon as practicable after, appointment. Until the check is satisfactorily completed, the individual should be appropriately supervised.

38.3 Recruitment of all staff is additionally subject to safe recruitment practices as detailed in *Safeguarding Children and Safer Recruitment in Education* guidance.

38.4 For all adults who after April 2002 begin to live on the same premises as children/students (for example adult members of staff households) but are not employed by the school, there is a verifiable Criminal Records Bureau check completed at the standard level.

38.5 The school either has a satisfactory system for carrying out Criminal Records Bureau checks on agency staff who have regular contact with boarders or the staff do not have unsupervised access to boarders or has evidence that the agency has carried out the necessary checks within the last 12 months.

38.6 The school has taken reasonably practicable steps to carry out Criminal Records Bureau checks on taxi drivers booked by the school to drive boarders unaccompanied by staff.

## ADULT ACCESS TO BOARDERS AND ACCOMMODATION

### OUTCOME

Boarders are protected from unsupervised contact at school with adults who have not

been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

## **STANDARD 39**

**39.1 The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.**

39.2 All adults visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent their substantial unsupervised access to boarders or their accommodation.

39.3 All practicable steps are taken so that boarders are not entrusted to adults who have not been checked through the Criminal Records Bureau for journeys (e.g. by taxi) which involve giving such adults substantial unsupervised access to boarders.

39.4 There is a written agreement between the school and any adult not employed by the school but living in the same building as boarding accommodation (for example adult members of staff households). This specifies the terms of their accommodation, guidance on contact with boarders, their responsibilities to supervise their visitors, that their accommodation may be terminated if there is evidence that they are unsuitable to have regular contact with children, and the requirement that they notify an unrelated designated senior member of staff, if they are charged with, or convicted of, any offence.

# 5 Premises

## BOARDING ACCOMMODATION

### OUTCOME

Boarders are provided with satisfactory accommodation.

### STANDARD 40

**40.1 Boarding houses (including dormitories and living areas) and other accommodation provided for boarders should be appropriately lit, heated and ventilated, suitably furnished, accessible to any boarders with disabilities, and adequately maintained.**

40.2 Boarding houses and other areas for boarders are adequately lit by natural and artificial light, adequately heated and adequately ventilated.

40.3 Boarding houses and other areas for boarders are clean.

40.4 The standard of decoration of boarding houses and other areas for boarders is adequate.

40.5 Furnishing of boarding houses and other areas for boarders is suitable to the number, ages and needs of boarders accommodated, comfortable and in satisfactory condition.

40.6 Boarders' accommodation and its furniture, fittings and equipment are generally free from breakages and from numerous or significant items requiring maintenance.

40.7 Boarding accommodation is not unnecessarily noisy.

40.8 Where there are boarders with disabilities, their accommodation is suitable or suitably adapted for their access to all areas and facilities they need to use.

## ACCESS TO AND SECURITY OF ACCOMMODATION

### OUTCOME

Boarders have their own accommodation, secure from public intrusion.

### Standard 41

**14.1 Boarding accommodation is reserved for the use of those boarders designated to use it, and protected from access by the public.**

41.2 Boarders' sleeping areas are for the exclusive use of boarders and other pupils sharing study/bedroom provision with boarders, other than by the reasonable invitation of the pupils designated to use those areas.

41.3 Boarders' living areas are for the exclusive use of boarders and other pupils designated to share that provision, other than by reasonable invitation of pupils designated to use those areas.

41.4 There is a clear school policy restricting access to school premises and boarders by people from outside the school, which is implemented in practice.

41.5 Suitable and adequate security measures are in place to prevent unauthorised access by the public to boarding houses and other school buildings used by boarders (e.g. where applicable, security locks, restrictors on vulnerable windows, use of intruder alarms).

41.6 Where feasible given the nature of the school site, reasonable measures are taken to prevent or deter unauthorised public access to the school grounds.

41.7 Any use of surveillance equipment (e.g. CCTV cameras) or security patrolling of school buildings or grounds does not intrude on boarders' reasonable privacy.

41.8 Any public use of school facilities does not establish substantial and unsupervised access to boarders, or boarding accommodation while occupied by boarders, by members of the public (including members of organised groups using school facilities).

## SLEEPING ACCOMMODATION

### OUTCOME

Boarders have satisfactory sleeping accommodation.

### STANDARD 42

**42.1 Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.**

42.2 Beds are of sufficient size for the age of boarders, stable and of sound construction and in good condition, with mattresses of reasonable depth, clean and in sound condition.

42.3 Bedding is clean and suitable for the age of boarders, and is sufficiently warm in winter.

42.4 There is not an excessive variation in the standard of beds or bedding within any one dormitory.

42.5 Bunk beds (beds fully one above the other, as distinct from cabin style beds with desk areas or storage beneath) are only exceptionally used for boarders beyond Year 8, and use of bunk beds at any age does not lead to overcrowding of bedroom or studying space.

42.6 Beds have adequate space around them for boarders to change comfortably, and sufficient headroom above them (particularly above bunk beds).

42.7 Dormitories are of adequate size and not overcrowded.<sup>13</sup>

42.8 All dormitories, single bedrooms and individual sleeping cubicles have a window.

42.9 Sleeping areas are either carpeted or have other suitable floor covering.

42.10 There is adequate storage space either in or adjacent to sleeping areas for boarders' clothing and property.

42.11 Boarders can if they wish personalise an area of their dormitory with suitable posters and personal items.

42.12 Boarders' sleeping accommodation is fully separated by gender and appropriately separated by age group.

42.13 Staff, staff family and visitors' sleeping accommodation is separate from boarders' sleeping accommodation.

42.14 Requests from boarders to change bed or dormitory for good reasons are properly considered.

## STUDYING PROVISION

### OUTCOME

Boarders have satisfactory provision to study.

### STANDARD 43

**43.1 Suitable facilities for both organised and private study are available to boarders.**

43.2 There is suitable, suitably lit and reasonably quiet provision for both organised prep and boarders' private study, either in or near to dormitories, elsewhere in boarding houses, or by use of nearby main school accommodation.

## TOILET AND WASHING PROVISION

### OUTCOME

Boarders have adequate private toilet and washing facilities.

### STANDARD 44

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<sup>13</sup> Where there is disagreement over whether a room is too small or overcrowded, and in planning dormitory accommodation, the space requirements of the School Premises Regulations 1999 should be relied upon. Note that local education authority maintained schools (but not other categories of school) are legally obliged to meet these School Premises Regulations.

**44.1 Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.**

44.2 Each boarding house has at least one WC for every 5 boarders (in boys' houses, urinals may be provided instead of no more than two thirds of the required number of WCs).

44.3 WCs are:

- distributed within boarding accommodation to provide reasonable access from both sleeping and living areas;
- in individual rooms or separate cubicles, with partitions and doors which do not have sufficiently large gaps above or below to be susceptible to invasion of privacy;
- in working order, with paper (and for girls requiring them, suitable sanitary disposal facilities);
- fitted with room/cubicle doors with locks in working order; and
- clean and adequately ventilated.

44.4 There are washbasins, with soap, hot water and hand drying adjacent to all WCs and urinals.

44.5 Each boarding house has at least one washbasin for every 3 boarders.

44.6 Each boarding house has at least one shower or bath for every 10 boarders, most of this provision comprising showers, and:

- showers or baths are distributed within boarding accommodation to provide reasonable access from both sleeping and living areas;
- all showers and baths used for personal washing in boarding houses are separated into individual rooms or cubicles, or where in the same area are capable of being individually separated by curtaining if boarders wish;
- shower and bath facilities are clean and adequately ventilated; and
- there is adequate hot and cold water supply to showers and baths.

44.7 There are no significant queues for toilet and washing facilities at peak times.

44.8 Toilet and individual bathroom doors in schools accommodating disabled boarders, where practicable, open outwards, and have locks openable from the outside in emergency.

44.9 Toilet facilities in boarding houses are not inappropriately shared by boarders of widely differing ages (e.g. the most senior and most junior boarders), showering and bathing facilities are not shared at the same time by boarders of widely differing ages, and toilet and washing facilities are not shared by boarders of both genders.

44.10 Staff and other adults (including visitors) have separate toilet and showering or bathing facilities, and do not share boarders' facilities.

## **CHANGING FACILITIES**

### **OUTCOME**

Boarders have satisfactory provision for changing by day.

## STANDARD 45

### 45.1 Suitable changing provision is provided for use by day.

45.2 Boarders not using their bedrooms for changing have access to changing facilities by day (e.g. to change for sports), of sufficient size and privacy, with separate facilities for each gender, which are not shared at the same time by pupils of widely different ages and are not shared by staff, adults or visitors other than visiting pupils of similar age to the boarders themselves.<sup>14</sup>

45.3 Changing facilities used by boarders have adjacent and suitably private toilet and washing provision.

## RECREATION AREAS

### OUTCOME

Boarders have access to a range of safe recreational areas.

## STANDARD 46

### 46.1 Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.

46.2 There is a range and choice of common room or other recreational areas available to boarders outside school time, in the evenings and at weekends, enabling separation of genders, age groups and activities as boarders wish, and including provision for quiet relaxation and quiet activities.

46.3 There is a range and choice of outdoor areas within the school grounds available to boarders for outdoor activities at suitable times.

46.4 There are safe areas at school where boarders can be alone if they wish.

46.5 Boarders have reasonable access to boarding houses outside school time.

46.6 Any boarder access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders.

## SAFETY HAZARDS AND RISK ASSESSMENT

### OUTCOME

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<sup>14</sup> This standard does not prevent the full age range involved in the same team games from sharing the same changing and showering provision for sports activities.

Boarders are protected from safety hazards.

## **STANDARD 47**

**47.1 Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.**

47.2 Sleeping, living and recreational areas, indoors and in the school grounds, are free of significant hazards to boarder safety (e.g. trailing flexes, overloaded sockets and unguarded heaters).

47.3 Windows accessible to boarders above the ground floor and presenting a risk to safety are fitted with suitable opening restrictors or alternative safety measures.

47.4 Windows where there is significant risk of impact are either made of safety glass (of a type satisfying the relevant British Standard), or are otherwise suitably protected.

47.5 There are no significant hazards to boarder safety in indoor or outdoor recreational areas used by boarders, or on the routes regularly used by boarders between buildings or parts of the school site (e.g. between boarding houses and teaching areas).

47.6 The school has a policy, implemented in practice, for controlling or supervising boarders' use of, and access to, high risk areas within the school buildings and grounds (e.g. for educational or recreational use outside class time, including areas such as gymnasias, laboratories, workshops, swimming pools, and hazardous outdoor areas such as wooded areas, maintenance and equipment storage areas, and heavily used car parking and maneuvering areas).

47.7 Boarders know which areas and activities are out of bounds.

47.8 The school has a satisfactory health and safety policy, available to all staff.

47.9 The school has an effective system of risk assessment, with written records (including consultation with boarders) to identify and reduce risk to boarders from inherent hazards in the school buildings, activities or grounds, including hazards that boarders may access without permission (e.g. roads, river frontage, flat roofs, hobby equipment, firearms, cleaning materials, plant and equipment rooms).

## **ACCOMMODATION FOR SICK PUPILS**

### **OUTCOME**

Boarders are suitably accommodated when ill.

## **STANDARD 48**

**48.1 Suitable accommodation should be available for the separate care of boarders who are ill.**

48.2 Boarders who are ill at school can be cared for satisfactorily and

separately from other boarders where necessary, within boarding, sick bay or sanatorium accommodation.

48.3 Schools with over 41 boarders have a designated room or rooms for isolation of sick boarders when necessary, with its own toilet and washing facilities nearby and sufficient for the number of beds provided according to the ratios in Standard 45.

48.4 Any sick bay or room for isolation of sick boarders of adequate size for its purpose, with adequate space between beds.<sup>15</sup>

## LAUNDRY

### OUTCOME

Boarders' clothing and bedding are adequately laundered.

### Standard 49

**49.1 Adequate laundry provision is made for boarders' clothing and bedding.**

49.2 Boarders' bedding and clothing (other than any clothing washed by boarders themselves) are regularly and frequently laundered by the school.

49.3 Boarders' clothing is satisfactorily stored and issued to the right boarder following laundering.

## STATIONERY AND PERSONAL ITEMS

### OUTCOME

Boarders can obtain personal requisites while accommodated at school.

### STANDARD 50

**50.1 Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.**

50.2 Minor personal toiletries and stationery are purchasable from a school shop, where appropriate from a nearby shop, or are otherwise obtainable at school.

## LODGINGS (LONG-STAY)

### OUTCOME

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<sup>15</sup> Where there is disagreement over whether sanatorium or sick bay accommodation meets this criterion, the space requirements set out in the School Premises Regulations 1999 should be relied upon. These require a minimum usable floor area of 7.4m<sup>2</sup> per bed in sanatoria and sick bays, with beds at least 1 .8m apart. Note that local authority maintained schools must legally meet these standards in full.

The welfare of boarders placed in lodgings is safeguarded and promoted.

## STANDARD 51

**51.1 Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.<sup>16</sup>**

51.2 It is clearly stated to parents whether any lodgings accommodating pupils are arranged by the school or by parents themselves.

51.3 Any lodgings provided or arranged by the school provide:

- each pupil with either a single bedroom or a bedroom shared with one other pupil of similar age and the same gender;
- bedroom accommodation not shared with any member of the 'host' family;
- suitable bed, bedding and storage space;
- adequate lighting and heating;
- access to usual and adequate toilet, washbasin and bath or shower facilities, in private;
- adequate, suitable and regular meals, provided under hygienic conditions, for meals not taken in school;
- a telephone enabling pupils to make and receive calls at reasonable times, with only 'at cost' payment for calls made;
- access for pupils to enter and leave the lodgings at all reasonable times, without being 'locked out' at any time they would be expected by the school to be at their lodgings;
- adequate provision for laundering of pupils' bedding and clothing, either by the 'host family' or by the pupil, if not done at school;
- adequate private sitting and studying space for each pupil, either in a 'bed-sitting' room or in a room for pupils' use separate from the host family's own rooms;
- accommodation free of obvious significant health and safety hazards (e.g. dangerous electrical fittings or equipment, fire risks);
- a satisfactory level of general hygiene, decoration and cleanliness; and
- a responsible adult present in the lodgings at night when the pupil(s) are sleeping there.

51.4 For lodgings provided or arranged by the school, the school can demonstrate that adult members of the host family are checked through Criminal Records Bureau checks, with a satisfactory outcome known before any pupil is placed.

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<sup>16</sup> School arranged lodgings are those provided or arranged for a pupil under 18 by the school, or any member of its staff, as part of their work for the school, or by an agent or organisation acting for the school, rather than by the pupil's parent or an organisation other than the school acting on the parent's behalf. They include term-time use of lodgings instead of on-site boarding accommodation, holiday lodgings arranged for pupils by the school, pupils lodging with staff members during holidays, and accommodation during either term or holiday time with school-arranged educational guardians.

51.5 The school has a satisfactory written agreement with each adult providing lodgings for pupils on its behalf.

51.6 The school provides satisfactory written guidance to host families accommodating pupils on behalf of the school, covering the school's policy and practice for lodging pupils.

51.7 The school visits all potential lodgings, and interviews the adult who will be responsible for the accommodation of the pupils in each lodging, takes up references, and has recorded a satisfactory assessment, before any pupil is placed there.

51.8 At least once per school term a member of staff discusses their lodgings separately with each pupil accommodated by or on behalf of the school in lodgings, recording the pupil's assessment in writing and taking action on any concerns or complaints.

51.9 At least once a school year a member of staff visits all lodgings in which it accommodates pupils to check the continued suitability of the accommodation and to review provision with the adult responsible for the pupil(s) in each lodging, recording assessments in writing and taking action on any concerns identified.

51.10 Adults providing lodgings for pupils are clear about their responsibility to safeguard and promote pupils' welfare and on the school's requirements of them, use of any punishments or sanctions, and response to allegations or suspicions of abuse and to complaints.

51.11 Satisfactory arrangements exist for host families to seek and receive advice over problems, including a satisfactory arrangement for contact in evenings and weekends.

## OFF-SITE ACCOMMODATION AND EXCHANGES (SHORT-TERM)

### OUTCOME

The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits.

### STANDARD 52

**52.1 Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.**

52.2 Boarders' accommodation is satisfactory at any field study centers, accommodation abroad, school owned accommodation for boarders away from the school site, and when boarders are staying away from school on exchange schemes.

52.3 When boarders are staying in accommodation away from the school (other than private households in exchange schemes or on sports, performance or other tours), they are accompanied by school staff at all

reasonable times or under the supervision of legally appointed chaperones or supervised by staff of a sporting, performance or other tour organisation which the school engages to accommodate or supervise its pupils on its behalf.

52.4 The arrangements for staff supervision and accompanying of boarders accommodated away from school satisfactorily minimise unsupervised access to boarders by adults who have not been Criminal Records Bureau checked.

52.5 When boarders are staying in private households on exchange schemes or on tours, there are satisfactory arrangements for boarders to contact either a member of staff from their own school who is staying locally or a named member of staff of the school it is visiting. The school staff have daily contact with the boarders, and the staff regularly ask boarders during their stay whether they have any concerns regarding their accommodation or care.

52.6 The school can demonstrate that it takes reasonable, appropriate and effective steps to safeguard and to promote the welfare of pupils while they are accommodated by families on exchange schemes or on sporting, performance or other tours, given the school's continuing responsibility for pupil welfare in accommodation arranged by the school with families or by another organisation on behalf of the school.

52.7 The school has assessed the suitability of any accommodation to be used for boarders away from the school site prior to boarders being accommodated there (other than exchange or tour accommodation in private houses, or accommodation already known to the school to be satisfactory), including a visit to the accommodation where this is practicable, recording its assessment in writing.

52.8 Short stay accommodation (including accommodation for field trips, activities and exercises and camping accommodation) provided or arranged for boarders away from school provides:

- sufficient and suitable bed and bedding for each boarder (or the camping equivalent);
- separate sleeping provision for each gender wherever practicable;
- sufficient access to toilet and washing facilities (separate for each gender if possible) appropriate to the nature of the activity;
- regular provision of sufficient and appropriate food and drink, stored and prepared under sufficiently hygienic conditions to minimise risk of disease;
- ability to contact medical services, and provision for return to school or home, in case of accident or illness;
- satisfactory and contactable adult supervision of boarders, competent to supervise activities involved and with back up staffing to deal with emergencies;
- for high risk activities, instructors/supervisors with an appropriate qualification from the relevant national governing body or association
- appropriate equipment, safety equipment and facilities, and briefing/instruction for any high risk activities to be undertaken
- sufficient clothing, suitable for the activities to be undertaken, and sufficient to ensure adequate warmth;
- adjustment of activities for any special needs of individual boarders (e.g. disability, asthma, enuresis, dietary needs, allergies); and

- safe storage and provision for administration of any boarder's medication, by staff or the boarder as appropriate.

# Appendices

# Appendix 1

## List of Policies and Documents

The following policies and documents should be kept by the school:

1. Staff Handbook / guidance for boarding staff [this document may include many of the following specific policy documents]
2. Statement of the school's boarding principles and practice
3. Countering bullying
4. Child protection
5. Requirement for staff to report concerns or allegations of risk of harm to pupils
6. Discipline (including punishments, rewards and restraint)
7. Complaints procedure
8. Enabling pupils to take problems or concerns to any member of staff
9. Provision for pupils with particular religious, dietary, language or cultural needs
10. Responses to alcohol, smoking and substance abuse
11. Plans for foreseeable crises
12. Staff induction, training and development programme
13. Staff disciplinary, grievance and whistleblowing procedures
14. Supervision of ancillary, contract and 'unchecked' staff
15. Prefect duties, powers and responsibilities
16. Protocol for provision of non-prescription medication to boarders
17. Key written information for new boarders
18. Job descriptions for staff with boarding duties
19. Safety and supervision on school journeys
20. Access to school premises by people outside the school
21. Pupil access to risk areas of school buildings and grounds
22. Health and safety policy
23. Policy on pupil access to a person independent of the school staff group

Where applicable:

24. Clarification of whether any educational guardians or lodgings are arranged by the school or parents
25. Agreement with any adult providing lodgings to pupils
26. Guidance on welfare to host families accommodating pupils on behalf of the school

# Appendix 2

## List of Records

The following school records are required:

1. Child protection allegations or suspicions
2. Major punishments
3. Use of physical restraint
4. Serious complaints
5. Individual boarders' records (containing personal, health and welfare information)
6. Administration of medication, treatment and first aid
7. Significant illnesses
8. Significant accidents and injuries
9. Parental permission for medical and dental treatment, first aid and non-prescription medication
10. Risk assessments (for risk activities and on premises/grounds)
11. Staff recruitment records and checks (including checks on others given substantial unsupervised access to boarders or boarding accommodation)
12. Staff duty rotas
13. Fire precautions tests and drills
14. Risk assessments under the Fire Precautions (Workplace) Regulations
15. Menus Where applicable:
16. Pocket money and any personal property looked after by staff
17. Care plans for boarders with special needs
18. Parental permission for high risk activities
19. Checks on licensing of relevant Adventure Activities Centres
20. Assessments of lodgings arranged by the school
21. Assessment of off-site accommodation used by the school

# Appendix 3

## List of issues to be monitored by the school

The following issues and records in relation to boarders are identified in the National Boarding Standards as to be regularly monitored by the Head or a senior member of staff, to identify possible need for review or change in relevant welfare practice:

1. Records of complaints and their outcomes
2. Records of major punishments
3. Records of any use of physical restraint
4. Administration of medication, treatment and first aid
5. Records of significant accidents
6. Records of all risk assessments carried out
7. Action taken in response to all risk assessments carried out.
8. (Where applicable) suitability of any guardian arrangements made.

# Appendix 4

## Glossary

This glossary is intended to be of general assistance to the reader in interpreting the standards. The definitions provided do not affect any meaning that a term may have under any relevant legislation.

### **Accommodate (a child)**

To provide a child (usually but not always a pupil of the school) with overnight accommodation on school premises, or to arrange the accommodation of a child elsewhere than on school premises (e.g. in lodgings, a hostel or at the home of a member of staff of the school).

### **Agency Staff**

Staff not employed directly by the school, but provided by an agency which employs them and contracts to provide staff for a specified period to the school.

### **Ancillary Staff**

Staff working at the school in non-teaching and non-boarding capacities, such as domestic, cleaning, catering, maintenance and grounds staff, and drivers.

### **Boarder**

A pupil accommodated overnight at school or elsewhere arranged by the school, but excluding a day pupil only being accommodated away from the school premises during a brief school trip.

### **Boarding Duties**

Responsibilities for the supervision and welfare of boarders, separate from teaching duties.

### **Boarding House**

A building, or part of a building, accommodating a defined group of boarders at a school, looked after by one or more designated staff. Also used to apply to the group of boarders and staff living in the House. Occasionally a house may cover more than one building.

### **Boarding School**

A school which regularly provides overnight accommodation for pupils, either in school premises, or through accommodation elsewhere which is arranged by the school.

### **Bullying**

Note that the Standards require schools to formulate their own definition of bullying, which may reflect issues related to the individual school or its pupils. Generally, bullying in this context would comprise the intentional or perceived causing of pain, distress, anxiety,

humiliation or social exclusion to one pupil by one or more other pupils, by physical or verbal means, or through damage or loss of property.

### **Certificate of Good Conduct**

Document available from some countries (sometimes with a different name) confirming that its holder has no outstanding criminal conviction in their country of origin; required where available as part of the recruitment checking process for staff such as gap students recruited from abroad.

### **Child Protection**

Taking reasonable measures to reduce the risk of physical, emotional or sexual abuse, neglect or significant harm of a child, enabling children and staff to report concerns about actual or potential abuse or significant harm, and responding appropriately to allegations, occurrences and suspicions of abuse or significant harm of a child – at school, at home, or outside the school or home.

### **Child Protection Enquiry**

An enquiry into possible significant harm to a child (e.g. through physical, emotional or sexual abuse, or through neglect), carried out by a local social services authority under the Children Act 1989. May include police investigations or investigation by the NSPCC.

### **Child Protection Plan**

A plan identifying a strategy and actions to be taken by (possibly) a number of agencies and individuals to protect a child at risk of significant harm. Likely to follow a child protection enquiry.

### **Common Room**

A room available to boarders for relaxation, socialising and general recreational use, either in the boarding house or elsewhere in the school.

### **Contract Staff**

Staff not employed directly by the school, but by a contractor who carries out work in the school under a contract with the school; e.g. cleaning, catering, building, driving or maintenance staff of an outside contractor working in or for the school.

### **Criminal Records Bureau**

A national organisation conducting police checks to enable an assessment to be made (e.g. by a school) on the suitability of a person to work with children. Different levels of check are available for different levels of regular contact and supervisory responsibility for children.

### **Dormitory**

Any room used as a bedroom by boarders.

### **Exchange**

School visiting arrangement between two schools where pupils stay with the families of pupils from the other school during visits to that school.

### **Exeat**

Period of time (e.g. a weekend) during school term time for which a boarder has permission to leave school and stay at home or elsewhere.

### **Fire Drill**

A trial triggering of a fire alarm and practice of the plan to evacuate children from the building concerned to a safe assembly point, identifying any issues requiring attention to improve the speed and efficiency of such evacuation.

### **Free Time**

Time outside teaching, prep and organised activity time, which pupils can decide for themselves how to spend (within reason), either choosing between available optional activities, or choosing to socialise or spend time alone.

### **Gap Student**

A person working as a junior member of staff of a school in the period immediately after leaving their own secondary education (often for a year before entering higher education), often from overseas.

### **Guardian**

An adult other than a parent or member of the school staff who takes particular responsibilities for looking after or supporting a boarder. There are three separate types of Guardian: (1) a legal Guardian, appointed under a parent's Will or by a court and having parental responsibility for a child under the Children Act 1989; (2) an Educational Guardian appointed by the school (either directly or through an agency), who does not have parental responsibility for the child and who is acting as an agent of the school; and (3) an Educational Guardian appointed by a parent (either directly or through an agency), who does not have parental responsibility for the child but is acting as an agent of the parent to whom the parent has delegated aspects of the care and support of the child (e.g. in the school holidays).

### **Head**

The person in charge of a school, who may be titled its Head Teacher, Headmaster, Headmistress, or an equivalent title.

### **High Risk Activities**

Activities for pupils which present significant or unusual hazards to pupil safety or welfare, requiring risk assessment and positive safety measures, but which are a reasonable concomitant of a worthwhile activity.

### **Host Family**

A family accommodating a boarder in their own home on behalf of the school.

### **Household Medicines**

Medicines suitable for children (such as appropriate analgesics) which can be bought 'over the counter' without prescription.

### **Independent Listener**

A person appointed by the school, but not otherwise on the staff of the school, as someone boarders may contact for external support and advice over personal problems or

concerns at school.

### **Induction**

Initial training or guidance given at the start of involvement in boarding at a school – guidance (e.g. from an experienced boarder) for a new boarder on arrival at the school; training on duties and expectations for a newly appointed prefect; and initial training on the school's boarding policies and practice for a new member of boarding staff.

### **Initiation Ceremony**

A tradition or ceremony imposed upon new pupils on arrival at a school, usually by established pupils, which is likely to cause pain, anxiety or humiliation.

### **Job Description**

A written, agreed and up to date statement of the main tasks and responsibilities of a staff member's job within the school, including overall definition of their role and the person to whom they are accountable.

### **Lodgings**

Accommodation arranged by the school for a boarder outside school premises (e.g. in a family home, in a student flat or with a landlord).

### **Mainstream Boarding School**

An independent boarding school or maintained boarding school, which is not a special school, and which does not require registration as a children's home because it accommodates one or more children for over 295 days a year.

### **Matron**

Member of school non-teaching staff (who may or may not also be a nurse) with boarding duties usually involving welfare, domestic, supervisory and healthcare duties within a boarding house.

### **National Governing Body (for an activity)**

The national organisation or association, or where more than one, the recognised leading organisation or association, which establishes qualifications for instruction and supervision of a sport or activity, together with guidance on its safe practice.

### **Nurse**

A person with a current registration and qualification to practice as a nurse in the UK.

### **Prefect**

An older pupil given specified duties or responsibilities in the school, which may include duties or responsibilities, and sometimes powers to impose sanctions, towards other pupils.

### **Prep.**

Organised homework done at school; also the regular time in the day (usually part of the evening) when preparatory work is to be done.

**Prospectus**

A document provided to all parents of boarders (or of all pupils at the school) containing essential information about the school and its policies and practices.

**Restraint**

Use of reasonable physical intervention or force to prevent injury or serious damage to property.

**Risk Assessment**

The process of identifying hazards to safety or welfare of children, estimating their seriousness and likelihood, and identifying reasonable measures to minimize unnecessary hazards, recorded in writing as the basis for an action plan and decision making to reduce unnecessary hazards to children.

**Sanatorium**

Building or part of a building for the accommodation, care and treatment of pupils who are ill at school, or who require nursing or medical attention.

**Sick Bay**

Room or rooms designated exclusively for the accommodation and care of boarders or other pupils who are ill at school.

**Sleeping In**

Staff responsible for boarders within a boarding house at night, but asleep within the house and 'on call' to be woken if needed.

**Stock (of medication)**

Medication kept for general use for any child needing it, rather than prescribed medication kept only for the child for whom it was prescribed.

**Substantial Unsupervised Access (to pupils)**

Where an adult has regular or prolonged contact with pupils, or access to pupils' accommodation which provides opportunity for such contact, without another adult responsible for the welfare and supervision of the pupils being present.

**Supervision of children**

Effective management and care of children. This does not mean that a member of staff is at all times present, but involves the child knowing who is responsible for them, how that person can be contacted; and involves the member of staff being present and nearby as and when necessary to ensure that they can take effective responsibility for the welfare of the child.

**Welfare**

Meeting each individual child's reasonable physical, security, personal, emotional, and spiritual needs, providing support and guidance as needed, and enabling the child's development for the future and fulfillment in the present, taking into account the child's age, characteristics and wishes. [Note that under the Children Act 1989, welfare is distinguished from education or academic needs and support. There is of course a strong

interrelationship between educational well-being and general welfare.].

### **Welfare Plan**

An agreement with a parent on how the school will meet a boarder's special welfare needs or manage his or her emotional or behavioural difficulties.

# Inspection Regulations

S

2002 No. 552

## CHILDREN AND YOUNG PERSONS, ENGLAND

### The National Care Standards Commission (Inspection of Schools and Colleges) Regulations 2002

<i>Made</i> - - - - -	<i>7th March 2002</i>
<i>Laid before Parliament</i> -	<i>11th March 2002</i>
<i>Coming into force</i> - -	<i>1st April 2002</i>

The Secretary of State, in exercise of the powers conferred upon him by sections 87(6) and 104(4) of the Children Act 1989(a), and of all other powers enabling him in that behalf, hereby makes the following Regulations:—

#### Citation, commencement and extent

1.—(1) These Regulations may be cited as the National Care Standards Commission (Inspection of Schools and Colleges) Regulations 2002, and shall come into force on 1st April 2002.

(2) These Regulations extend to England only(b).

#### Interpretation

2.—(1) In these Regulations—

“the 1989 Act” means the Children Act 1989;

“authorised person” means a person authorised by the appropriate authority(c) to exercise the power of entry conferred by section 87(5) of the 1989 Act; and

“relevant school or college” means a school or college to which section 87(1) of the 1989 Act applies.

(2) In these Regulations, a reference in a regulation to a numbered paragraph is to the paragraph in that regulation bearing that number.

#### Inspection of premises

3.—(1) An authorised person may inspect any premises, or any part of any premises, which are, or are to be, the premises of a relevant school or college.

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(a) 1989 c. 41, Section 87 of the 1989 Act is amended by sections 105 and 116 of, and paragraphs 14(1) and (21) of Schedule 4 to, the Care Standards Act 2000 (c. 14). See section 105(1) of the 1989 Act for the definition of “prescribed”.

(b) The functions of the Secretary of State are, in relation to Wales, transferred to the National Assembly for Wales. See Article 2 of, and the entry for the 1989 Act in Schedule 1 to, the National Assembly for Wales (Transfer of Functions) Order 1999 (S.I. 1999/672), and section 120(2) of the Care Standards Act 2000.

(c) The appropriate authority is, in relation to England, the National Care Standards Commission (see section 87(10) of the 1989 Act).

(2) An authorised person may carry out such examination into the state and management of the premises inspected under paragraph (1) as he considers necessary for the purposes of the inspection.

(3) An inspection under paragraph (1) may take place without notice to the relevant person<sup>(a)</sup>.

#### **Inspection of records**

4.—(1) An authorised person may inspect any record of a relevant school or college which is relevant to the discharge of the Commission's duty under section 87(3) of the 1989 Act.

(2) The power in paragraph (1) includes power to require the relevant person to produce any records, wherever kept, for inspection on the premises.

(3) In this regulation, a reference to a record includes a record which is kept by means of a computer.

#### **Inspection of children**

5.—(1) Subject to the provisions of this regulation, an authorised person may, for the purpose of enabling the Commission to discharge its duty under section 87(3) of the 1989 Act, carry out an inspection of children who are provided with accommodation by a relevant school or college.

(2) An inspection may include a physical examination of a child if the authorised person considers it necessary, and provided that—

- (a) he is a registered medical practitioner or a registered nurse;
- (b) he has reasonable cause to believe that the welfare of the child in question is not being adequately safeguarded or promoted by the relevant person; and
- (c) the child consents to the examination, or is incapable of giving his consent.

(3) An examination under paragraph (2) shall take place in private.

(4) Subject to paragraph (5), an authorised person may interview in private, or solicit written or verbal expressions of opinion from any child or group of children who consent to be interviewed or to express their views, as the case may be.

(5) An authorised person may not interview any individual child in private unless—

- (a) the child concerned has expressly asked to be interviewed alone and in private; or
- (b) the authorised person considers on reasonable grounds that such an interview is necessary to enable the Commission to discharge its duty under section 87(3) of the 1989 Act.

(6) No inspection may be carried out under this regulation in respect of—

- (a) any child of a member of staff of a relevant school or college; or
- (b) any other child living with such a member of staff as a member of his household, Unless the child is also a pupil or student of the school or college.

#### **Inspection—general**

6. An authorised person may in carrying out any inspection under these Regulations—

- (a) require any person to afford him such facilities and assistance with respect to matters within that person's control as are necessary to enable the authorised person to exercise his powers under these Regulations; and
- (b) take such photographs, measurements and recordings as he considers necessary to enable him to exercise his powers.

<sup>(a)</sup> See section 87(11) and (12) of the 1989 Act for the meaning of "relevant person".

**Revocation**

7. The Inspection of Premises, Children and Records (Independent Schools) Regulations 1991(a) are revoked.

Signed by authority of the Secretary of State for Health

*Jacqui Smith*  
Minister of State,  
Department of Health

7th March 2002

(a) S.I. 1991/975.

## EXPLANATORY NOTE

*(This note is not part of the Regulations)*

These Regulations make provision relating to the inspection of schools and colleges providing accommodation for children. Section 87(5) of the Children Act 1989 (as amended by the Care Standards Act 2000), confers power on a person authorised by the National Care Standards Commission to enter the premises of a school or college accommodating children, in order to determine whether the welfare of the children is being adequately safeguarded and promoted. A person so authorised may inspect the premises of the school or college, its records, and the children accommodated there, as provided for by these Regulations.