



# Boarding Schools' Association

# Inspection Self-Assessment Manual

Fully updated for 2005



# Introduction

The first version of the self-assessment manual was designed to help colleagues prepare for their first inspection under the new arrangements introduced in April 2002. This version is aimed at helping schools to prepare for the return visit of the inspectors, and to ensure that any issues identified in the last inspection report have been suitably addressed.

Specific changes include:

- The standards mapped according to the “Every Child Matters” outcomes. These are the groupings which will be used in the compilation of the next report
- A focus on changes and additions since the last inspection visit
- Inclusion of the checklists of documents, records and policies
- A CRB/ Child Protection Training checklist, to ensure all appropriate groups of adults have been suitably covered
- A facilities checklist for those colleagues who need to confirm suitable ratios of showers, toilets and wash hand-basins per pupil

Once again I emphasise that this document should NOT be considered the definitive version of the standards. I do not include the footnotes, for example, but have tried to check the accuracy of the wording, other than in Standard 48.3, where I have altered the wording so that it makes sense. For those who can't cope with 'Every Child Matters' outcomes, there is a numerical list on page 6 of where to find each standard!

## Acknowledgements

Once again I remind colleagues that I have been guided in the concepts of conducting a welfare audit in this way by the work of Roger Morgan and Tim Holgate in 'Good Practice in Boarding Schools'. I thank Tim Holgate and Adrian Underwood at the BSA in particular for their encouragement that a revised edition of the manual would be welcomed.

My sincere thanks to Melvyn Roffe and my colleagues at Old Swinford Hospital for continuing to support my work for the BSA and as a BSPI, and to my family for allowing me to further these time-consuming activities.

My special gratitude goes to those colleagues from NCSC and CSCI who have been such capable and professional partners on all inspections in which I have been involved, and to all those who have so courteously welcomed me into their schools as an inspector. I sincerely hope that I have been able to reciprocate adequately the warmth of your greetings. Finally, to all those whose inspection experience hitherto has been less positive, a wish that the procedure shall run more smoothly and effectively for you next time.

Dale Wilkins  
August 2005

Standard		"Score" in last inspection	Assessed on (date):	Assessed by:	Fully met?	Items outstanding (yes/no)	Next review
<b>Being Healthy</b>							
6	Health Education						
7	Boarders' Health Records						
15	Medical Treatment and First Aid						
16	Care of Ill Boarders						
17	Management of Health and Personal Problems						
24	Catering						
25	Drinking Water and Snacks						
48	Accommodation for Sick Pupils						
49	Laundry						
<b>Staying Safe</b>							
2	Countering Bullying						
3	Child Protection – Response to Allegations						
4	Discipline, punishments, Rewards and Restraint						
5	Responding to Complaints						
13	Prefects						
22	Educational Guardians						
26	Fire Precautions and Drills						
28	Accommodation of Children other than Pupils						
29	High Risk Activities and Risk Assessment						
37	Privacy						
38	Staff Recruitment and Checks on Other Adults						
39	Adult Access to Boarders and Accommodation						
41	Access to and Security of Accommodation						
47	Safety Hazards and Risk Assessment						
<b>Enjoying and Achieving</b>							
11	Activities and Free Time						
18	Discrimination and Equal Opportunities						
27	Onerous Demands on Boarders						

	Standard	Last inspection	Assessed on (date):	Assessed by:	Fully met?	Items outstanding	Next review
43	Studying Provision						
46	Recreation Areas						
<b>Making a Positive Contribution</b>							
12	Securing Boarders' Views						
14	Staff and Outside Support to Boarders						
19	Parental Contact and Telephones						
21	Induction of New Boarders						
30	Access to Information and Local Facilities						
36	Staff/ Boarder Relationships						
<b>Achieving Economic Wellbeing</b>							
20	Pocket Money and Care of Possessions						
40	Boarding Accommodation						
42	Sleeping Accommodation						
44	Toilet and Washing Provision						
45	Changing Facilities						
50	Stationery and Personal Items						
51	Lodgings						
<b>Management</b>							
1	Statement of Boarding Principles and Practice						
8	Management and development of boarding						
9	Crisis Management						
10	Organisation of Boarding Houses						
23	Monitoring of Records						
31	Supervision of Boarders						
32	Supervision of Boarding Houses						
33	Night Supervision of Boarding Houses						
34	Staff Job Descriptions, Induction,/Supervision/Training						
35	Staff Guidance on Boarding Practice						
52	Off-Site Accommodation and Exchanges						

## STANDARDS LISTED NUMERICALLY

Number	Standard	Page		Number	Standard	Page
1	Statement of boarding principles and practice	84		27	Onerous Demands on Boarders	58
2	Countering Bullying	29		28	Accommodation of Children other than Pupils	41
3	Child Protection – Response to Allegations	30/1		29	High Risk Activities and Risk Assessment	42/3
4	Discipline, punishments, Rewards and Restraint	32/3		30	Access to Information and Local Facilities	66
5	Responding to Complaints	34		31	Supervision of Boarders	89
6	Health Education	14		32	Supervision of Boarding Houses	90
7	Boarders' Health Records	15		33	Night Supervision of Boarding Houses	91
8	Management and development of boarding	85		34	Staff Job Descriptions, Induction,/Supervision/Training	92/3
9	Crisis Management	86		35	Staff Guidance on Boarding Practice	94
10	Organisation of Boarding Houses	87		36	Staff/ Boarder Relationships	67
11	Activities and Free Time	56		37	Privacy	44
12	Securing Boarders' Views	62		38	Staff Recruitment and Checks on Other Adults	45-7
13	Prefects	35		39	Adult Access to Boarders and Accommodation	49
14	Staff and Outside Support to Boarders	63		40	Boarding Accommodation	72/3
15	Medical Treatment and First Aid	16/7		41	Access to and Security of Accommodation	50/1
16	Care of Ill Boarders	18		42	Sleeping Accommodation	54/5
17	Management of Health and Personal Problems	20/1		43	Studying Provision	59
18	Discrimination and Equal Opportunities	57		44	Toilet and Washing Provision	76-8
19	Parental Contact and Telephones	64		45	Changing Facilities	79
20	Pocket Money and Care of Possessions	71		46	Recreation Areas	60
21	Induction of New Boarders	65		47	Safety Hazards and Risk Assessment	52/3
22	Educational Guardians	37		48	Accommodation for Sick Pupils	25
23	Monitoring of Records	88		49	Laundry	26
24	Catering	22/3		50	Stationery and Personal Items	80
25	Drinking Water and Snacks	24		51	Lodgings	81/2
26	Fire Precautions and Drills	38/9		52	Off-Site Accommodation and Exchanges	96/7

## FOCUSING ON PAPERWORK

Colleagues preparing for inspection will doubtless wish to ensure that their paperwork is in order. The following checklists contain the major items the inspectors will expect to be available.

### Records

The list of records is provided as an appendix in the National Minimum Standards. Individual standards mention a few other kinds of records not listed there, and these are added here in italics. It goes without saying that some of these records are considerably more important than others! Schools will have these in a variety of formats and will store these records in a variety of locations, and not all will be applicable to all situations

Record	Referred to in standard	Location (e.g' Prospectus')
Child Protection allegations or suspicions	3.3	
Major punishments	4.6	
Use of physical restraint	4.7	
Serious complaints	5.5	
Individual boarders' records	7.1/ 7.2	
<i>Parental responsibility/ contact details</i>	7.3	
<i>Boarders' views (e.g. minutes of meetings if held)</i>	12.2	
Administration of medication/ treatment/ first aid	15.12	
Significant accidents and injuries	15.13	
Parental treatment for medical and dental treatment, first aid and non-prescription medication	15.14	
Care plans for boarders with special needs	17.2	
<i>SEN records</i>	17.3	
Pocket money and personal property looked after	20.2	
Menus	24	
Fire precautions test and drills	26.1	
Risk assessments under Fire Precautions regs.	26.1	
Risk assessments (for activities and premises)	29.2	
Parental permission for high risk activities	29.5	
Checks on Adventure Activity Centre licences	29.6	
Staff duty rotas	31.2	
Pupil signing out and in	32.3	
Staff recruitment records and checks	38.1-38.3	
<i>Recruitment of guardians</i>	38.8	
<i>Agreements with adults other than staff</i>	39.4	
Assessment of lodgings arranged by the school	51.8/ 9	
Assessment of off-site accommodation used	52	

## Policies and Documents

The following list of policies and documents required is also contained as an appendix to the National Minimum Standards, with one or two further additions given in italics.

Policy or Document	Required by standard	Located in (e.g. 'Staff Handbook')
Statement of boarding principles and practice	1.1	
Countering bullying	2.1	
Child protection	3.1-3.4	
Requirement for staff to report concerns or allegations of risk of harm to pupils	3.4	
<i>Policy on missing pupils</i>	3.9	
Discipline (including punishments, rewards and restraint)	4.1, 4.2, 4.6	
Complaints procedure	5.1	
Policy for responses to alcohol, smoking and substance abuse	6.2, 6.3	
Plans for foreseeable crises	9.2	
Prefect duties, powers and responsibilities	13.3	
Enabling pupils to take problems or concerns to any member of staff	14.2	
Policy on pupil access to a person independent of the school staff group	14.4	
Protocol for provision of non-prescription medication to boarders	15.9	
Provision for pupils with particular religious, dietary, language or cultural needs	18	
<i>Equal opportunities</i>	18.2	
Key written information for new boarders	21.2	
Clarification of whether any educational guardians or lodgings are arranged by the school or parents	22.2	
Safety and supervision on school journeys	32.4	
Staff induction, training and development programme	34	
Supervision of ancillary, contract and 'unchecked' staff	34.3	
Job descriptions for staff with boarding duties	34.6	
Staff Handbook/ guidance for boarding staff	35.2	
Staff disciplinary, grievance and whistleblowing procedures	35.4	
Pupil access to risk areas of school buildings and grounds	47.6 47.9	
Health and Safety policy	47.8	
Agreement with any adult providing lodgings to pupils	51.5	
Guidance on welfare to host families accommodating pupils on behalf of the school	51.6	

## Issues to be monitored by the school

These issues and records are to be regularly monitored by the Head or a senior member of staff. The requirement to monitor these records is contained in Standard 23. Schools will need to consider how they can demonstrate that such monitoring is taking place:

Records	Standard	Nature of monitoring
Major punishments	4.6	
Any use of physical restraint	4.7	
Complaints and their outcomes	5.5	
Administration of medication, treatment, first aid	7.1	
Suitability of guardian arrangements made	22.4	
Records of significant accidents	23.1/2	
Records of all risk assessments carried out	23.1/2	
Action taken in response to risk assessments	23.3	

## FOCUSING ON GROUPS

When reviewing boarding practice, or planning training for staff and senior pupils, colleagues may wish to check that all appropriate issues have been covered. Whilst probably not an exhaustive list, the tables below indicate which standards are most relevant to which groups being considered:

### Standards which mention Parents

The partnership with parents is crucial to the success of the boarding experience for the young person and, in their own way, most of the standards are relevant. Listed below are those which make specific mention of parents, or require schools to take particular account parental opinions.

Being Healthy	7	Boarders' Health Records
	15	Medical Treatment and First Aid
	17	Management of Health and Personal Problems
Staying Safe	4	Discipline, punishments, Rewards and Restraint
	5	Responding to Complaints
	22	Educational Guardians
Making a Positive Contribution	19	Parental Contact and Telephones
	30	High Risk Activities and Risk Assessment
Achieving Economic Wellbeing	51	Lodgings
Management	1	Statement of Boarding Principles and Practice

## Standards which specifically mention Boarding Pupils

Naturally, all standards are relevant to boarding pupils in some way or other. Those below are the ones which require schools to take particular account of young peoples' views, or to ensure that young people are aware of the appropriate procedures.

Being Healthy	7	Boarders' Health Records
	15	Medical Treatment and First Aid
	16	Care of Ill Boarders
	17	Management of Health and Personal Problems
	24	Catering
	25	Drinking Water and Snacks
	48	Accommodation for Sick Pupils
	49	Laundry
Staying Safe	2	Countering Bullying
	4	Discipline, punishments, Rewards and Restraint
	5	Responding to Complaints
	13	Prefects
	29	High Risk Activities and Risk Assessment
	37	Privacy
	47	Safety Hazards and Risk Assessment
Enjoying and Achieving	11	Activities and Free Time
	18	Discrimination and Equal Opportunities
	46	Recreation Areas
Making a Positive Contribution	12	Securing Boarders' Views
	14	Staff and Outside Support to Boarders
	19	Parental Contact and Telephones
	30	Access to Information and Local Facilities
	36	Staff/ Boarder Relationships
Achieving Economic Wellbeing	42	Sleeping Accommodation
	44	Toilet and Washing Provision
	51	Lodgings
Management	10	Organisation of Boarding Houses
	31	Supervision of Boarders
	32	Supervision of Boarders Leaving the School Site
	52	Off-Site Accommodation and Exchanges

## Senior Pupils

There are a number of occasions when more senior pupils are specifically mentioned. It is worth noting that most of these come under the "Staying Safe" category.

Being Healthy	25	Drinking Water and Snacks
Staying Safe	2	Countering Bullying
	3	Child Protection – Response to Allegations
	4	Discipline, punishments, Rewards and Restraint
	13	Prefects
Making a Positive Contribution	21	Induction of New Boarders

## Boarding Staff

The following are the standards which have specific requirements of boarding staff, rather than management, to be aware of procedures and policies, and to act upon them. Clearly, boarding staff will have a pivotal role in many other areas also.

Being Healthy	6	Health Education
	7	Boarders' Health Records
	15	Medical Treatment and First Aid
	16	Care of Ill Boarders
	17	Management of Health and Personal Problems
	24	Catering
	25	Drinking Water and Snacks
	48	Accommodation for Sick Pupils
	49	Laundry
Staying Safe	2	Countering Bullying
	3	Child Protection – Response to Allegations
	4	Discipline, punishments, Rewards and Restraint
	5	Responding to Complaints
	13	Prefects
	28	Accommodation of Children other than Pupils
	37	Privacy
	38	Staff Recruitment and Checks on Other Adults
	39	Adult Access to Boarders and Accommodation
	47	Safety Hazards and Risk Assessment
Enjoying and Achieving	11	Activities and Free Time
	18	Discrimination and Equal Opportunities
	27	Onerous Demands on Boarders
	46	Recreation Areas
Making a Positive Contribution	12	Securing Boarders' Views
	14	Staff and Outside Support to Boarders
	19	Parental Contact and Telephones
	30	Access to Information and Local Facilities
	36	Staff/ Boarder Relationships
Achieving Economic Wellbeing	51	Lodgings
Management	8	Management and development of boarding
	9	Crisis Management
	10	Organisation of Boarding Houses
	23	Monitoring of Records
	31	Supervision of Boarders
	32	Supervision of Boarders Leaving the School Site
	33	Night Supervision of Boarding Houses
	34	Staff Job Descriptions, Induction, /Supervision/Training
	35	Staff Guidance on Boarding Practice
	52	Off-Site Accommodation and Exchanges

### Ancillary staff and adults other than boarding staff:

The following standards relate to those adults, other than those in direct supervisory roles, who come into contact with boarders. Included are many of the school's own or medical and domestic staff. It is often easy to overlook, however, the wide range of adults other than boarding staff or parents who come into contact with boarders. These include members of staff households, contract staff, taxi drivers and so on. Clearly in some boarding environments, the roles envisaged below will fall under the remit of boarding staff.

Being Healthy	15	Medical Treatment and First Aid
	16	Care of Ill Boarders
	24	Catering
	48	Accommodation for Sick Pupils
	49	Laundry
Staying Safe	2	Countering Bullying
	3	Child Protection – Response to Allegations
	37	Privacy
Enjoying and Achieving	18	Discrimination and Equal Opportunities
Achieving Economic Wellbeing	51	Lodgings
Management	35	Staff Guidance on Boarding Practice
	52	Off-Site Accommodation and Exchanges

### New staff, including GAP assistants:

When training new staff, certain items are of particular importance. In addition to the recruitment procedures detailed in Standard 38, the following standards give guidance as to issues which must not be overlooked

Staying Safe	2	Countering Bullying
	3	Child Protection – Response to Allegations
	39	Adult Access to Boarders and Accommodation
Management	32	Supervision of Boarders Leaving the School Site
	34	Staff Job Descriptions, Induction/Supervision/Training
	35	Staff Guidance on Boarding Practice

# Section 1

# Being Healthy

Standards

6,7,15,16,17,24,25,48,49

**STANDARD 6**  
**Health education**

**OUTCOME:** Boarders' health is promoted.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW \_\_\_\_\_

	Fully met?
6.1 The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.	
6.2 Personal, social and health education provides age appropriate advice and guidance on alcohol and 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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 7**  
**Boarders' health records**

**OUTCOME :**The safeguarding and promotion of boarders' health and welfare are supported by appropriate records.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
7.1 Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.	
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

## STANDARD 15

### Medical treatment and first aid

**OUTCOME:** Boarders receive first aid and health care as necessary.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
15.1 Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical and 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. The title of "nurse" is not used for staff not so registered.	
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 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 staff as sufficiently responsible to do so, and are able to store their medication safely and appropriately	
15.13 A written 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 and is regularly monitored by an appropriate designated senior member of staff.	
15.13 A written 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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 16**  
**Care of ill boarders**

OUTCOME: Boarders are adequately supervised and looked after when ill.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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 being looked after separately from others because of illness, by both day and night.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			



**STANDARD 17**

**Management of health and personal problems**

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

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

	Fully met?
17.1 Significant health and personal problems of individual boarders should be identified and managed appropriately.	
17.2 An appropriate staff member prepares and works to a written and agreed individual “welfare plan”, agreed with a parent, for any boarder with special welfare needs, significant emotional or behavioural difficulties, or who does not see 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.	
17.9 Links exist with outside professional services (e.g. social worker, psychologist), to which boarders are referred as appropriate.	

Items identified in previous report	Action taken	Action still to be taken	By whom?

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

## STANDARD 24 Catering

**OUTCOME:** Boarders receive good quality catering provision.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
24.1 Meals should be provided to boarders, which are adequate in quantity, quality, 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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 25**

**Drinking water and snacks**

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

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 48**

**Accommodation for sick pupils**

**OUTCOME:** Boarders are suitably accommodated when ill.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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 <i>Standard 44</i> .	
48.4 Any sick bay or room for isolation of sick boarders <i>is</i> of adequate size for its purpose, with adequate space between beds.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 49**  
**Laundry**

**OUTCOME:** Boarders' clothing and bedding are adequately laundered.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

# Section 2

## Staying Safe

### Standards

2,3,4,5,13,22,26,28,29,37,  
38,39,41,47



## STANDARD 2

# Countering Bullying

**OUTCOME:** Boarders are protected from bullying.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW \_\_\_\_\_

	Fully met?
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.	
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.	
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 The school does not have high rates of bullying.	
2.6 Pupils who are being bullied are suitably supported, and pupils who may bully others are also given suitable help and guidance	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

### STANDARD 3

## Child protection, response to allegations

**OUTCOME:** Boarders are protected from abuse.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW \_\_\_\_\_

	Fully met?
3.1 The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and as appropriate to older boarders in positions of responsibility.	
3.2 There is a written child protection policy that is consistent with the requirements of 'Working Together to Safeguard Children' and any local Area Child Protection Committee procedures. This includes the 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. The policy should be clear on action should the recipient of such reports themselves be subject to allegation or suspicion.	
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 .	
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 <i>Commission for Social Care Inspection</i> , 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.	
3.6 A senior member of staff is designated to take responsibility for the child protection policy, to liaise with the social services authority, and to co-ordinate action with social services and (where applicable) the police following any child protection allegation or suspicion affecting a boarder. This staff member has received training in child protection, and holds a copy of 'Working Together to Safeguard Children' and any local Area Child Protection 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.	
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

## STANDARD 4

# Discipline, punishments, rewards and restraint

**OUTCOME:** Use of discipline with boarders is fair and appropriate.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW \_\_\_\_\_

	Fully met?
4.1 The school should have, and follow, a fair and appropriate policy on 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 and 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 clothing as a punishment (or night-clothes by day as a punishment), use or with-holding of medical 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 disciplinary policy, punishments for offences 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, only for the minimum time necessary to prevent injury to self or others or very serious damage to property, and always recorded in writing.	

Items identified in previous report	Action taken	Action still to be taken	By whom?

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

## STANDARD 5

# Responding to complaints

**OUTCOME:** Boarders' complaints are adequately responded to.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW \_\_\_\_\_

	Fully met?
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 the <i>Commission for Social Care Inspection</i> regarding any complaint concerning their welfare.	
5.5 A written record is kept of serious 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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

## STANDARD 13

### Prefects

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

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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 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.	
13.5 Prefects fulfil the role appropriately and do not abuse their powers.	
13.5 Prefects are regularly supervised and directed in their duties by responsible staff.	
13.6 There also opportunities for boarders to learn and take on roles of leadership and responsibility through other means than the prefect or equivalent system.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			



**STANDARD 22**  
**Educational guardians**

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

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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.	
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 for the school.	
22.4 The school regularly monitors the suitability of any guardian arrangements it makes.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 26**

**Fire precautions and drills**

**OUTCOME:** Boarders are protected from the risk of fire.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
26.1 Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of 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	

Items identified in previous report	Action taken	Action still to be taken	By whom?

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			



**STANDARD 28**

**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.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
28.1 The welfare of any children accommodated at the school, other than pupils, is protected.	
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

## STANDARD 29

# High risk activities and risk assessment

### OUTCOME

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

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 37**  
**Privacy**

**OUTCOME:** Boarders' personal privacy is respected.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?

Plans for future development

## STANDARD 38

### Staff recruitment and checks on other adults

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

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
38.1 Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.	
38.2 The school's system for recruiting staff (including ancillary staff, contract/sessional staff and volunteers) who will work with boarders includes all the following before appointment, which can be verified from recruitment records:	
<ul style="list-style-type: none"><li>• check of identity against an official document such as a passport or birth certificate</li></ul>	
<ul style="list-style-type: none"><li>• Criminal Records Bureau check at the highest available level for the role concerned</li></ul>	
<ul style="list-style-type: none"><li>• at least two written references, including the most recent employer, with a reference request letter that specifically asks all referees to state any known reason why the person should not be employed to work with children and that there should be no material mis-statement or omission relevant to the suitability of the applicant</li></ul>	
<ul style="list-style-type: none"><li>• direct contact by the school with each referee to verify the reference</li></ul>	
<ul style="list-style-type: none"><li>• interview, with a written record of the outcome</li></ul>	
<ul style="list-style-type: none"><li>• check on proof of relevant qualifications</li></ul>	
<ul style="list-style-type: none"><li>• requirement that applicants supply a full employment history, stating that any previous employer may be approached by the school</li></ul>	
<ul style="list-style-type: none"><li>• contact by the school with each previous employer involving work with children or vulnerable adults to check the reasons the employment ended</li></ul>	
<ul style="list-style-type: none"><li>• explanation of any gaps in CV, with a written record by the school that explanations for any gaps have been sought and are satisfactory.</li></ul>	
38.3 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.	
38.4 Appointment of "gap" student staff includes every element of the above recruitment checking system that is possible (even if the student concerned is already known to the school or to a trusted school abroad or is recruited through an agency).	
38.5 Where "gap" student staff are recruited from abroad, the school obtains a "certificate of good conduct" or equivalent from the relevant authorities of the student's home country where such facilities are available.	
38.6 Offers of appointment to staff and others subject to the above recruitment checks are made subject to satisfactory completion of Criminal Records checks and satisfactory references if not all yet received.	
38.7 Staff members (and others) subject to the requirements set out in 38.2 do not begin work (or residence) at the school until satisfactory completion of all checks and receipt of references. Exceptionally, a member of staff may begin work if some references/checks are outstanding, but all Criminal Records Bureau checks must have been completed. In such cases, there must be evidence that every effort has been made to chase the checks and references, and the person must be supervised so that they do not have substantial unsupervised access to boarders.	
38.8 Criminal Records Bureau checks and references are included in the recruitment process for any Guardians arranged by the school, and all adults living in lodgings arranged by the school, with a satisfactory outcome received and recorded in writing by the school before any boarder is placed.	
38.9 The school <i>either</i> has a satisfactory system for carrying out Criminal Records Bureau checks on agency staff who have regular contact with boarders <i>or</i> the staff do not have unsupervised access to boarders <i>or</i> has evidence that the agency has carried out the necessary checks within the last 12 months.	
38.10 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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?

Plans for future development

### CRB CHECKLIST for all those who come into unsupervised contact with children

This list has been compiled by the author. Schools are advised to check exact requirements, according to their own situation, with their local CSCI office.

Category	CRB check at highest available level for the role concerned (for all those employed since 1 <sup>st</sup> April 2002)	Child Protection Training at an appropriate level
FULL TIME TEACHING STAFF		
PART TIME TEACHING STAFF		
LEARNING SUPPORT STAFF		
BOARDING STAFF		
GAP ASSISTANTS		
TECHNICIANS		
MEDICAL CENTRE STAFF		
MAINTENANCE STAFF		
SPORTS COACHES		
GROUND STAFF		
CATERING STAFF	* see 38.5 above	
DOMESTIC SERVICES STAFF		
PERIPATETIC STAFF		
CLUB AND ACTIVITY LEADERS		
GUARDIANS	*if arranged by the school	
ADULT RESIDENTS OF LODGINGS	*if arranged by the school	
GOVERNORS/ OWNERS/ FOUNDERS etc	* if they have, or could have, unsupervised access to children	
SENIOR PUPILS	-----	
TAXI DRIVERS	*see 39.3 below	-----
ADULT MEMBERS OF STAFF HOUSEHOLDS	* if appropriate. See 39.4 below	
PARENT AND OTHER ADULT HELPERS/ VISITORS		



## STANDARD 39

# 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.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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 "unchecked" adults 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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

## STANDARD 41

# Access to and security of accommodation

**OUTCOME:** Boarders have their own living accommodation, secure from public intrusion.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
41.1 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).	

Items identified in previous report	Action taken	Action still to be taken	By whom?

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

## STANDARD 47

# Safety hazards and risk assessment

**OUTCOME:** Boarders are protected from safety hazards.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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, 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 manoeuvring 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).	

Items identified in previous report	Action taken	Action still to be taken	By whom?

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			



# Section 3

## Enjoying and Achieving

Standards

11,18,27,43,46

**STANDARD 11**  
**Activities and free time**

**OUTCOME:** Boarders have access to a range and choice of activities.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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).	
11.6 Where boarders have access to the internet, suitable supervision or safeguards exist to counter risks of access to inappropriate material.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 18**

**Discrimination and equal opportunities**

**OUTCOME:** Boarders do not experience inappropriate discrimination.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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 an appropriate approach 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.	
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 27**

**Onerous demands on boarders**

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

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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 (e.g. demanding performance or sports 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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 43**  
**Studying provision**

**OUTCOME**

Boarders have satisfactory provision to study.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 46**  
**Recreation areas**

**OUTCOME:** Boarders have access to a range of safe recreational areas.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

# Section 4

## Making a Positive Contribution

Standards  
12,14,19,21,30,36

**STANDARD 12**

**Securing boarders' views**

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

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 14**

**Staff and outside support to boarders**

**OUTCOME:** Boarders receive personal support from staff.

	Fully met?
14.1 Each boarder should have one or more members of staff to whom he or she 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 boarders use tutor contact as appropriate for discussion of personal and welfare issues as well as academic or administrative matters.	
14.4 Boarders have at least one person outside the staff of the school (who may be a school counsellor) whom they may contact directly about personal problems or concerns at school. The school ensures 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.	

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

## STANDARD 19

### Parental contact and telephones

**OUTCOME:** Boarders can maintain private contact with their parents and families.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
19.1 Boarders are enabled to contact their parents and families in private.	
19.2 Boarders' contact with parents and visits by parents to their children at school, at reasonable times, are facilitated within the school.	
19.3 Boarders have access to a telephone to contact parents in private at reasonable times without having to seek permission from, or inform, staff. There is a sufficient number of such telephones to meet the needs of the boarders.	
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 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 about any significant welfare concerns relating to their child at school.	
19.6 Boarders are provided, either in writing or on notices by pupil telephones, with one or more appropriate helpline or outside contact numbers to ring in case of problems or distress.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 21**

**Induction of new boarders**

**OUTCOME:** New boarders are introduced to the school's procedures and operation, and are enabled to settled in.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 30**

**Access to information and local facilities**

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

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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 staff are in age appropriate groupings, only older boarders in senior age schools being permitted to leave the school site alone.	
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 suitable information media at school, subject to the wishes of parents.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 36**

**Staff/boarder relationships**

**OUTCOME:** There are sound relationships between staff and boarders.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			



# Section 5

# Achieving Economic Wellbeing

Standards

20,40,42,44,45,50,51



**STANDARD 20**

**Pocket money and care of possessions**

**OUTCOME:** Boarders' possessions and money are protected.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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).	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 40**

**Boarding accommodation**

**OUTCOME**

Boarders are provided with satisfactory living accommodation.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

## STANDARD 42

# Sleeping accommodation

**OUTCOME:** Boarders have satisfactory sleeping accommodation.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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 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.	
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

## STANDARD 44

# Toilet and washing provision

**OUTCOME:** Boarders have adequate private toilet and washing facilities.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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:	
<ul style="list-style-type: none"> <li>distributed within boarding accommodation to provide reasonable access from both sleeping and living areas</li> </ul>	
<ul style="list-style-type: none"> <li>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</li> </ul>	
<ul style="list-style-type: none"> <li>in working order, with paper (and for girls requiring them, suitable sanitary disposal facilities)</li> </ul>	
<ul style="list-style-type: none"> <li>fitted with room/ cubicle doors</li> </ul>	
<ul style="list-style-type: none"> <li>with locks in working order</li> </ul>	
<ul style="list-style-type: none"> <li>clean and adequately ventilated.</li> </ul>	
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:	
<ul style="list-style-type: none"> <li>showers or baths are distributed within boarding accommodation to provide reasonable access from both sleeping and living areas</li> </ul>	
<ul style="list-style-type: none"> <li>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</li> </ul>	
<ul style="list-style-type: none"> <li>shower and bath facilities are clean and adequately ventilated</li> </ul>	
<ul style="list-style-type: none"> <li>there is adequate hot and cold water supply to showers and baths.</li> </ul>	
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			



## STANDARD 45 Changing facilities

**OUTCOME:** Boarders have satisfactory provision for changing by day.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

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

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 50**

**Stationery and personal items**

**OUTCOME:** Boarders can obtain personal requisites while accommodated at school.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

## STANDARD 51

### Lodgings

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

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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.	
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: <ul style="list-style-type: none"> <li>• each pupil with either a single bedroom or a bedroom shared with one other pupil of similar age and the same gender</li> </ul>	
<ul style="list-style-type: none"> <li>• bedroom accommodation not shared with any member of the “host” family</li> </ul>	
<ul style="list-style-type: none"> <li>• suitable bed, bedding and storage space</li> </ul>	
<ul style="list-style-type: none"> <li>• adequate lighting and heating</li> </ul>	
<ul style="list-style-type: none"> <li>• access to usual and adequate toilet, washbasin and bath or shower facilities, in private</li> </ul>	
<ul style="list-style-type: none"> <li>• adequate, suitable and regular meals, provided under hygienic conditions, for meals not taken in school</li> </ul>	
<ul style="list-style-type: none"> <li>• a telephone enabling pupils to make and receive calls at reasonable times, with only “at cost” payment for calls made</li> </ul>	
<ul style="list-style-type: none"> <li>• 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</li> </ul>	
<ul style="list-style-type: none"> <li>• adequate provision for laundering of pupils’ bedding and clothing, either by the “host family” or by the pupil, if not done at school</li> </ul>	
<ul style="list-style-type: none"> <li>• 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</li> </ul>	
<ul style="list-style-type: none"> <li>• accommodation free of obvious significant health and safety hazards (e.g. dangerous electrical fittings or equipment, fire risks)</li> </ul>	
<ul style="list-style-type: none"> <li>• a satisfactory level of general hygiene, decoration and cleanliness</li> </ul>	
<ul style="list-style-type: none"> <li>• a responsible adult present in the lodgings at night when the pupil(s) are sleeping there.</li> </ul>	
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.	
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 pupil(s) in each lodging, 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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

# Section 6

# Management

Standards

1,8,9,10,23,31,32,33,34,35,52

## STANDARD 1

# Statement of boarding principles and practice

**OUTCOME:** A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW \_\_\_\_\_

	Fully met?
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 8****Management and development of boarding****OUTCOME:** There is clear leadership of boarding in the school.

ASSESSSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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 have 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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 9**  
**Crisis management**

**OUTCOME:** Crises affecting boarders' welfare are effectively managed.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 10**

**Organisation of boarding houses**

**OUTCOME:** The school’s organisation of boarding contributes to boarders’ welfare.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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 physical provision, facilities or standards of welfare than other houses.	
10.3 There is no major discrepancy of quality of boarding provision for different genders.	
10.4 There are no major or inappropriate discrepancies in principles or practice of boarding between different boarding houses.	
10.5 Sleeping areas, recreational areas, toilet and bathroom provision are reasonably separated for boarders of significantly different ages.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 23**  
**Monitoring of records**

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

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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).	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

## STANDARD 31

# Supervision of boarders

**OUTCOME:** Boarders are adequately supervised by staff.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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 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 levels.	
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

## STANDARD 32

# Supervision of boarders leaving the school site

**OUTCOME:** Staff exercise appropriate supervision of boarders leaving the school site

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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, 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 are able 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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 33**

**Night supervision of boarding houses**

**OUTCOME:** Boarders are adequately supervised at night.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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 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.	
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).	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 34**

**Staff job descriptions, induction, supervision, training**

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

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
34.1 All staff with boarding duties 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 programme 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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

**STANDARD 35**

**Staff guidance on boarding practice**

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

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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.	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			



## STANDARD 52

### 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.

ASSESSED BY: \_\_\_\_\_ DATE: \_\_\_\_\_ NEXT REVIEW: \_\_\_\_\_

	Fully met?
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 centres, 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, there are satisfactory arrangements for boarders to contact either a member of staff 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 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:	
<ul style="list-style-type: none"> <li>• sufficient and suitable bed and bedding for each boarder (or the camping equivalent)</li> </ul>	
<ul style="list-style-type: none"> <li>• separate sleeping provision for each gender wherever practicable</li> </ul>	
<ul style="list-style-type: none"> <li>• sufficient access to toilet and washing facilities (separate for each gender if possible) appropriate to the nature of the activity</li> </ul>	
<ul style="list-style-type: none"> <li>• regular provision of sufficient and appropriate food and drink, stored and prepared under sufficiently hygienic conditions to minimise risk of disease</li> </ul>	
<ul style="list-style-type: none"> <li>• ability to contact medical services, and provision for return to school or home, in case of accident or illness</li> </ul>	
<ul style="list-style-type: none"> <li>• satisfactory and contactable adult supervision of boarders, competent to supervise activities involved and with back up staffing to deal with emergencies</li> </ul>	
<ul style="list-style-type: none"> <li>• for high risk activities, instructors/supervisors with an appropriate qualification from the relevant national governing body or association</li> </ul>	
<ul style="list-style-type: none"> <li>• appropriate equipment, safety equipment and facilities, and briefing/instruction for any high risk activities to be undertaken</li> </ul>	
<ul style="list-style-type: none"> <li>• sufficient clothing, suitable for the activities to be undertaken, and sufficient to ensure adequate warmth</li> </ul>	
<ul style="list-style-type: none"> <li>• adjustment of activities for any special needs of individual boarders (e.g. disability, asthma, enuresis, dietary needs, allergies)</li> </ul>	
<ul style="list-style-type: none"> <li>• safe storage and provision for administration of any boarder's medication, by staff or the boarder as appropriate.</li> </ul>	

Items identified in previous report	Action taken	Action still to be taken	By whom?
Other items for consideration	Action taken	Action still to be taken	By whom?
Plans for future development			

