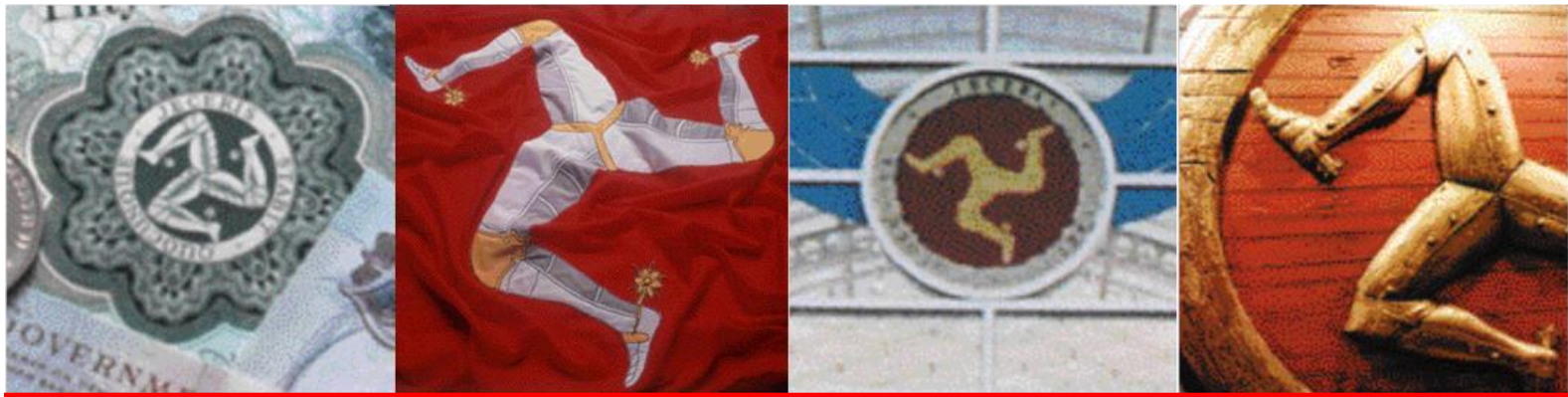




**Isle of Man
Government**

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Boarding Schools

Minimum Standards

Registration & Inspection Unit

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Rheynn Slaynt as Kiarail y Theay

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General Introduction

This document contains the minimum standards. The standards are applicable to schools which are not special schools providing accommodation for children. These standards are intended to safeguard and promote the welfare of children for whom accommodation is provided and do not override the need for schools to comply with other Isle of Man legislation.

In October 2014 the Regulation of Care Act 2013 received Royal Assent. This had the effect of substituting the wording in Section 48 of the Education Act 2001 and inserting new sections, namely Sections 48A, 48B, 48C, 48D and amending Sections 58 & 59.

The Department of Health and Social Care's powers are additional to those which the Department of Education and Children has to inspect schools under the Education Act 1949/2001.

The school will be assessed against the standards in order to determine whether it is complying with its legal obligation under the above sections of the Education Act 2001, which requires the DHSC to take all reasonable and practicable steps to decide whether or not those with a duty to safeguard and promote the welfare of boarding pupils comply with that duty and to report any concerns to the Department of Education and Children. Section 48D of the Education Act allows for the DHSC to make minimum standards to safeguard and promote the welfare of children accommodated in a boarding school or college.

These standards do not apply to any establishment which accommodate children for more than 295 days a year, or intend to do so. Such establishments are required to register as a children's home and are subject to the standards that apply to children's homes.

These standards do not apply to children of staff working at the school and living in staff accommodation but they do apply to all children accommodated at the school other than pupils.

Legal Status

The standards are issued by the Department of Health & Social Care under section 202 of the Regulation of Care Act 2013 and Section 48D of the Education Act. The standards are issued for use by the Registration & Inspection Unit who must take them into account in deciding whether or not the welfare duty has been contravened.

The service provider can also use them to self-assess their own service provision and they can provide a basis for staff induction and training; they also provide reassurance for parents and guardians that the welfare of children accommodated meets agreed standards that aim to protect the welfare of those children. Children and young people can also read them and know what to expect from the school/college during their period of accommodation.

Structure and approach to inspection

The minimum standards for boarding schools focus on delivering good and achievable outcomes for children. The expected outcome for each standard is clearly stated in bold text and is supported by criteria which if met indicates that this outcome will be achieved. The Department takes a proportionate and flexible approach to the supporting criteria which do

not have to be followed exactly if the provider can demonstrate to the satisfaction of the inspector that the outcome is being met in a different way.

Inspectors will use evidence which demonstrates the provider's compliance with standards, as well as information from other sources to make an inspection judgement about the overall effectiveness of the service to safeguard and promote the child's welfare. Where there is evidence that the welfare duty has been contravened, the DHSC has a duty to notify the Department of Education about the concerns identified.

Standard 1 - Statement of boarding principles and practice

OUTCOME

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

Supporting Criteria

- 1.1 The statement (which may be included in the Prospectus or similar document) covers the aims and organisation of boarding at the school and includes the following:
- the organisational structure of the boarding school;
 - the numbers and relevant qualifications/experience of staff working within the school;
 - the arrangements for supervision of boarders outside of school hours;
 - the arrangements made for dealing with complaints about the school, including any made by staff members about the quality of boarding practices and child welfare issues;
 - the arrangements in place for the protection and safeguarding of children;
 - the arrangements for meeting boarders medical/health needs, including access to treatment and the storage and administration of any prescribed medication;
 - the arrangements for consultation with boarders and other stakeholders about the quality of the boarding provision;
 - the arrangements for children to engage in their chosen faith or culture;
 - the arrangements for boarders to socialise/engage in activities outside of school time;
 - the school's admission criteria;
 - the list of the schools policies/procedures and how these can be accessed;
 - the ability of the school to accommodate students with physical disabilities;
- 1.2 The statement is reviewed regularly and is provided as a matter of routine to parents, prospective parents, staff and boarders.
- 1.3 The statement reasonably reflects the actual current boarding practice at the school.

Standard 2 - Boarders Induction and Support

OUTCOME

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

Supporting Criteria

- 2.1 Each boarder has a choice of staff to whom she/he can turn to for personal guidance or help with a personal problem.
- 2.2 The school identifies at least one person other than a parent, outside the boarding and teaching staff, who boarders may contact directly about personal problems or concerns at school. The school ensures that boarders know who this person is, and how to contact them. Boarders are also provided with one or more appropriate outside

helplines or outside contact numbers, whom they can ring at any time when experiencing problems or distress.

- 2.3 There is a system in place which makes use of experienced boarders to provide support and guidance to new boarders.
- 2.4 The induction & support process is contained in written documentation and provided to each new boarder within a boarders guide to the school/college.

Standard 3 - Boarders Health & Wellbeing

OUTCOME

The school ensures that boarder's health and well-being is appropriately managed and supported. There are suitable arrangements in place to care for boarders who are ill.

Supporting Criteria

- 3.1 The school has appropriate arrangements in place to gather information about boarders' medical/health needs before admission. Where there are issues of health that require supervision and management there is a written plan in place which is shared with boarding staff.
- 3.2 The school has, and implements appropriate policies and procedures for the care of boarders who are unwell to include the following:
 - First aid.
 - Care of children with chronic conditions including ongoing medication needs.
 - Care of children with disabilities.
 - Dealing with medical emergencies.
 - Use of household remedies.
- 3.3 Suitable accommodation, including toilet and washing facilities, is provided in order to cater for the needs of boarding pupils who are sick and injured. The accommodation is adequately staffed by appropriately qualified staff, is adequately separated from other boarders and provides separate accommodation for male and female boarders.
- 3.4 In addition to any on site provision, boarders have access to local medical, dental, optometric and other specialist services or provision as necessary.
- 3.5 Prescribed medicines are given only to the boarder to whom they are prescribed. Boarders allowed to self-medicate are assessed as sufficiently responsible to do so and are provided with a lockable facility in which to store their medication. Where medication is required to be stored in a fridge this facility is made readily available and steps taken to ensure that other boarders do not have access.
- 3.6 The confidentiality and rights of boarders as patients is respected; this includes the right of a boarder deemed to be "Gillick Competent" to either give or withhold consent to his/her treatment.

Standard 4 - Contact with Parents/Carers and others

OUTCOME

Contact in private with Parents and others is facilitated

Supporting Criteria

- 4.1 The school should have and follow a policy on contact with boarders' families/persons with parental responsibility and or friends. The policy should include any restrictions through the usage of appropriate systems for monitoring and control, in order to prevent/detect abuse, bullying or unsafe practice by boarders.
- 4.2 Subject to restrictions in 4.1 boarders are able to write/receive letters to and from home (and to send and receive e-mail or voice mail messages to and from home if the school provides or allows these facilities to boarders), without letters or messages being censored or read by staff or others, and without having to seek permission from, or inform, staff.
- 4.3 Boarders have access to a telephone to contact parents in private at reasonable times without having to seek permission from, or inform, staff. There are a sufficient number of such telephones to meet the needs of the boarders.
- 4.4 Boarders are provided, either in writing or on notices placed by public telephones, with one or more appropriate helpline or outside contact numbers to ring in case of problems or distress.
- 4.5 Staff contact parents about any significant welfare concerns relating to their child at school.

Standard 5 - Boarding Accommodation

OUTCOME

Boarders' Accommodation is suitable for its purpose; is gender specific and has appropriate facilities. The privacy of boarders is reasonably protected. Any offsite accommodation for boarders is fit for purpose.

Supporting Criteria

- 5.1 Suitable sleeping accommodation is provided for boarders. Where pupils are aged 8 years or over the sleeping accommodation for boys is separate from sleeping accommodation for girls.
- 5.2 Suitable living accommodation is provided for boarders for the purposes of organised and private study outside school hours and for social purposes.
- 5.3 Suitable toilet and washing facilities (including suitable sanitary disposal facilities for girls) are provided for boarders, which are reasonably accessible from both living and sleeping accommodation. Unless each toilet facility is provided in a separate cubicle, intended for use by one person at a time and able to be locked from the inside, the toilet facilities for boys and girls must be separate. Toilet and washing facilities must provide appropriate privacy for boarders.

- 5.4 Each boarding house has at least one WC for every 5 boarders; in boys' houses, where urinals are provided these shall make up no more than two thirds of the required number of WC's.
- 5.5 Each boarding house has at least one washbasin for every 3 boarders; these are adjacent to all WC's and urinals, and, are complete with soap dispensers and automatic hand drying facilities or disposable paper towels.
- 5.6 Each boarding house has at least one shower or bath for every 10 boarders which are distributed so as to provide reasonable access from both living and sleeping areas.
- 5.7 Bathing and hand washing facilities have an adequate supply of hot and cold water.
- 5.8 Boarding houses and other accommodation provided for boarders is appropriately lit, heated and ventilated. Such accommodation is cleaned regularly; is adequately maintained, furnished and decorated.
- 5.9 Reasonable adjustments are made to provide adequate access for any boarders with restricted mobility, including having doors that open outwards and have locks that are operable from the outside in the case of an emergency.
- 5.10 Accommodation is suitably furnished and is of sufficient size for the number, needs and ages of boarders accommodated; there is appropriate protection and separation between genders, age groups and accommodation for adults.
- 5.11 Beds are suitable to the ages of children accommodated and are arranged in such a way as to prevent overcrowding of a student's personal and/or studying space. Bedding is of good quality, regularly laundered and suitable to meet the needs of boarders throughout the year.
- 5.12 Boarders are encouraged to personalise their accommodation with suitable posters and other personal items.
- 5.13 Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public substantial unsupervised access to children. Boarding accommodation can only be used by others when it is not occupied by children.
- 5.14 Staff have separate toilet and showering or bathing facilities.
- 5.15 Use of surveillance equipment or patrolling of school buildings and grounds is only carried out for security purposes and does not cause unreasonable intrusion into children's privacy.
- 5.16 Any lodgings arranged by the school to accommodate pupils meet the requirements of standard 5 & 6 and people providing the lodgings and/or being in contact with children are vetted in accordance with these standards. Lodgings are visited at least annually by a member of the school staff to ensure their continued suitability.
- 5.17 Short stay accommodation (including student exchanges) arranged for boarders by the school is appropriate for use as accommodation and the school takes all reasonable

steps to allow for an assessment of the accommodation and have effective measures in place to safeguard and protect the pupil's welfare, including minimising unsupervised access to pupils by persons who have not been subjected to a DBS check, or equivalent, when in a jurisdiction outside of the UK.

Standard 6 - Safety of Boarders

OUTCOME

Boarders' are kept safe whilst using school premises

Supporting Criteria

- 6.1 The school has a written policy on compliance with relevant Isle of Man Health & Safety Laws, including Legionella, COSHH and RIDDOR. Procedures are effectively implemented.
- 6.2 School premises, accommodation and facilities are maintained to an appropriate standard and, as far as is reasonably practicable, the health, safety and welfare of boarders is ensured.
- 6.3 The school has a policy for controlling and supervising boarders' use of and access to high risk areas within the school buildings and grounds (e.g. gymnasiums, laboratories, workshops, swimming pools and car parking areas).
- 6.4 Appropriate risk assessments are carried out both internally and externally (including the routes regularly used by boarders between buildings on the school site) and any identified risks are recorded and managed
- 6.5 Sleeping, living and recreational areas, both indoors and in the school grounds are free of significant hazards to boarder safety (e.g. trailing flexes, overloaded sockets, unguarded heaters).
- 6.6 Windows, where there is a significant risk of impact, are either made of safety glass in accordance with the relevant British standard or are otherwise protected with safety film.
- 6.7 Windows accessible to boarders above ground floor are fitted with suitable opening restrictors or alternative safety measures.
- 6.8 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.

Standard 7 - Fire Precautions

OUTCOME

The school takes steps to ensure boarders are not at risk from fire and that each individual knows about, and understands the fire procedures.

Supporting Criteria

- 7.1 The school complies with the requirements of the Isle of Man Fire and Rescue Authority and completes a fire risk assessment having regard for those requirements.

- 7.2 Boarders are provided with instructions on what to do in the event of fire and these instructions are also posted in appropriate places in the boarding accommodation.
- 7.3 Boarders are enabled to have a fire drill at least once a term, carried out in 'boarding time' and are additional to the drills carried out in the mainstream school.
- 7.4 Emergency lighting, fire alarms and firefighting equipment are regularly tested and serviced and appropriate records made; these records are available for inspection.

Standard 8 - Provision and Preparation of Food and Drink

OUTCOME

All boarders, including those with special dietary, medical or religious needs are provided with meals/ or the means to cook meals that are adequate in nutrition, quantity, quality, variety and choice. They are offered a variety of drinks in quantities necessary for good health. Food preparation areas comply with relevant legislation.

Supporting Criteria

- 8.1 There are suitable kitchen and dining facilities that allow for the hygienic preparation, serving and consumption of boarders' main meals. Such facilities are in reasonable proximity to boarders' accommodation.
- 8.2 In addition to main meals, boarders have access to drinking water and to food/snacks or the means of being able to prepare such at all reasonable times of the day/night. Facilities to be in proximity to the boarding areas.
- 8.3 Staff involved in food preparation are suitably qualified and trained. Boarders are given instruction in food hygiene.
- 8.4 Fridges and freezers are kept at the correct temperatures for safe storage of food and items are regularly checked and out of date items disposed of as necessary.
- 8.5 Menu planning follows current nutritional guidelines, includes input from boarders and provides for individual preference and choice.
- 8.6 A record of meals served is retained.
- 8.7 Boarders with cultural and other dietary needs are effectively catered for.

Standard 9 - Boarders Possessions

OUTCOME

There is provision for boarders to maintain a daily lifestyle that is commensurate with ordinary daily living. Personal possessions are reasonably protected. Privacy of possessions are reasonably protected.

Supporting Criteria

- 9.1 There is adequate laundry provision made for boarders' clothing and bedding and where clothing is laundered by the school it is satisfactorily returned to the right boarder. There is suitable storage for bedding and there is a sufficient quantity of bedding to allow for regular laundering.
- 9.2 Boarders are able to obtain necessary personal and stationery items while accommodated at the school.
- 9.2 There is suitable insurance cover for boarders' valuables whilst they are in school accommodation. Boarders are provided with facilities that allow for secure storage of valuables.
- 9.3 Room searches/searches of a boarders' possessions are only carried out where a failure to do a search would put at risk that child's welfare or the welfare of others.

Standard 10 - Activities and Free Time

OUTCOME

Boarders are able to engage in suitable and safe activities out of teaching time. Private time is facilitated. Boarding Staff maintain responsibility for boarders when they are 'off site'.

Supporting Criteria

- 10.1 There is an appropriate range and choice of activities for boarders outside of teaching time, including sufficient and suitably timed free time each day.
- 10.2 Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors and there are safe areas where boarders can be alone if they wish.
- 10.3 Where there are individual demands made upon boarders (cultural or religious) the school ensures that these are appropriate to the boarder concerned and do not unacceptably affect boarders' welfare. Where concerns are identified the school reports these to the appropriate authorities.
- 10.4 Boarders are provided with access to information about community events outside of the school and are supported in accessing such events safely and responsibly.
- 10.5 Boarders are supported in engaging in their chosen hobby and appropriate facilities are provided where required.

- 10.6 There are sufficient appropriate supervised activities for any boarders remaining at school when most boarders have returned home.
- 10.7 Where boarders have access to the internet, suitable supervision or safeguards exist to counter risks of access to inappropriate material.
- 10.8 Boarding staff know the whereabouts of boarders when they are engaging in 'off site' activities.

Standard 11 - Safeguarding

OUTCOME

Arrangements are made to protect boarders from any form of abuse and bullying. Policies and procedures are consistent with the Isle of Man Protecting Children Board and with these standards.

Supporting Criteria

- 11.1 The school has a written policy and procedures for the safeguarding of boarders. These documents will include the types of abuse, how to recognise them, and the reporting procedures to be followed. Bullying and physical interventions and use of social media are included within the policy.
- 11.2 The procedures will also cover what to do if the allegations identify another boarder as the alleged perpetrator.
- 11.3 The procedures clearly identify the support systems in place for those being bullied.
- 11.4 Internal investigation procedures are limited to determining the facts of the allegations and do not stray into evidence gathering.
- 11.5 School staff receive training on how to recognise and respond to allegations of abuse and such training is updated regularly.
- 11.6 The school designates a senior member of staff as safeguarding officer for boarders. There is access to this person at all reasonable times and there is a second person designated to act in that person's absence.
- 11.7 The designated person is responsible for liaising with the relevant authorities and the Registration & Inspection Unit when allegations of abuse are reported and remains the point of contact throughout the investigation.
- 11.8 Boarders and Parents (or others with parental responsibility) know the school's policy and who the designated safeguarding officer is.
- 11.9 Boarders and parents (or others with parental responsibility) are informed of contact details for outside agencies who are concerned with the protection of children and includes contact details of the DHSC Registration & Inspection Unit.

- 11.10 Any use of physical interventions is reasonable, used only for the protection of the person and others from injury and a record is kept of interventions which includes reasons and outcomes.
- 11.11 There is a separate policy on 'whistle blowing' which clearly identifies a culture where this is encouraged and where staff who 'whistle blow', in good faith, are protected from retribution or any form of disciplinary action. The policy to include the contact details of outside agencies who are concerned with the protection of children, including the DHSC Registrations & Inspection Unit.
- 11.12 Boarders are supervised appropriately and are at all times under the responsibility of an identified member of staff.
- 11.13 Staff know the whereabouts of boarders in their charge, or know how to find their whereabouts, at all times.
- 11.14 Staff working within the school know the school's policy in relation to children going missing and know how to implement the policy; they actively search for children who are missing, including working with the police where appropriate.
- 11.15 All incidents of children going missing are reported to the Registration & Inspection unit within 24 hours of the incident occurring or as soon as practicable if this occurs over a weekend.

Standard 12 - Promoting positive behaviour and relationships

OUTCOME

The school's policies and procedures support a nurturing environment where good behaviour is encouraged and where the measures in place to control poor behaviour are reasonable and proportionate. There is appropriate recording of sanctions, rewards and physical interventions.

Supporting Criteria

- 12.1 The school has a clear, written policy to promote good behaviour in boarders. The policy to include:
- A statement which emphasizes the need to promote positive relationships with children that are designed to help the child to achieve good behaviour.
 - Measures to combat bullying.
 - Measures to combat favouritism.
 - School rules.
 - Disciplinary sanctions/rewards.
 - When physical interventions are to be used.
 - Arrangements for searching boarders and/or their possessions.
- 12.2 The policy is known to boarders and is shared with parents/legal guardians or any other person with parental responsibility for the child.
- 12.3 Staff receive training on the policy and undergo recognised and accredited training on physical interventions.

- 12.4 Any individual boarding house policy is consistent with the overall school policy and formally sanctioned by the head teacher.
- 12.5 Measures of control and sanctions are based on establishing positive relationships with children and are designed to help the child. Such measures are fair and consistently applied; they also encourage reparation and restitution and reduce the likelihood of negative behaviour becoming a focus of attention.
- 12.6 Any measures taken to respond to unacceptable behaviour are appropriate to the age and understanding, and the individual needs (including any 'special needs') of the child.
- 12.7 No unreasonable, idiosyncratic or excessive punishments are used by staff, or others at the school; including any punishment intended to cause pain, anxiety or humiliation; specifically:
- Corporal punishment.
 - Any form of hitting/smacking.
 - Deprivation of access to food and drink.
 - Enforced eating/drinking.
 - Prevention of contact with parents or any advocate or helpline.
 - Requirement to wear distinctive clothing or nightclothes by day.
 - Intentional deprivation of sleep.
 - Locking in a room or any area of the building.
 - Use of fines other than by way of reparation in which event this should be no more than two thirds of the child's immediately available pocket money.
- 12.8 Sanctions applied to groups of children are not used as punishment for the offences of individual children or as a means of applying group pressure against a child.
- 12.9 Any disciplinary powers of prefects or equivalent are clearly defined.
- 12.10 Administration of punishments are recorded in a format that clearly shows the name of the boarder concerned, the punishment administered, and who administered it. This record to be shared with parents/legal guardians or any other person with parental responsibility for the child. The views of the child to be recorded against the punishment.

Standard 13 - Prefects

OUTCOME

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

Supporting Criteria

- 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 and defined in writing to those appointed; they do not take the place of 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.
- 13.6 Prefects or their equivalent are regularly supervised and directed in their duties by responsible staff.
- 13.7 There are opportunities for boarders to learn and take on roles of leadership and responsibility through other means than the prefect or equivalent system.

Standard 14 - Management and Development of Boarding

OUTCOME

There is clear leadership of boarding in the school. Effective quality assurance methods are in place

Supporting Criteria

- 14.1 There is clear management and leadership of the practice and development of boarding in the school with effective links between academic and residential staff. Lines of accountability are clear.
- 14.2 Senior boarding staff have an adequate level of experience and/or training in the management and practice of boarding.
- 14.3 The school's governing body has a system to monitor welfare provision in the school.
- 14.4 There are systems in place for collecting the views of boarders and their families of the quality of the provision (e.g. questionnaires, house meetings).
- 14.5 There are systems in place to monitor boarding staff practice and the quality of pastoral support.

Standard 15 - Staff Recruitment and Checks on Other Adults

OUTCOME

Schools operate safe recruitment procedures and seek appropriate checks on staff and any other adult living on the boarding premises. Staff roles and responsibilities are clearly identified within the job specification.

Supporting Criteria

- 15.1 Prospective staff are subjected to robust recruitment processes including:

- A disclosure and barring service check (DBS) carried out at the appropriate level. Staff who have a check done at the enhanced level of disclosure must have this done prior to them having any unsupervised contact with children.
 - Application forms for employment will contain sufficient detail to ensure that a full employment history is available. Any gaps in employment to be fully explained by the applicant.
 - Qualifications to be verified.
 - Health declarations are part of the process and where applicable appropriate health checks are undertaken.
 - A minimum of 2 references to be taken up by the employer, one of which to be provided by the current/last employer.
 - At least 1 reference will provide specific information about the suitability of the employee to undertake the duties of the post being applied for.
 - General references provided by the employee are not acceptable.
 - Interview notes show clarity of the decision making process and are retained.
 - Probation periods are clear and a record of induction is maintained.
- 15.2 All persons over 16, who are not on the roll of the school and who are not employed by the school will have a DBS check completed at a level appropriate to their contact with children.
- 15.3 In regard to 15.2 there is a written agreement in place between any persons over 16 which specifies the terms of their accommodation, guidance on contact with boarders, their responsibilities to supervise any visitors they have. This agreement must also state that their accommodation may cease if there is evidence that they are unsuitable to have regular contact with children and that they are required to notify a designated member of senior staff, who is not related to them. If they are charged with or convicted of any offence.
- 15.4 Gap students will undergo the same rigorous checks required of permanent staff, even if they are known to the school or are from other trusted school or recruited through an agency.
- 15.5 All persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under appropriate and sufficient supervision to ensure that they are unable to gain substantial unsupervised access to boarders or their accommodation.
- 15.6 Recruitment information includes role definition and job specification details which are subsequently incorporated into the person's terms and conditions of employment.

Standard 16 - Staffing and Supervision

OUTCOME

The induction and training of staff and volunteers working with boarders is robust and fit for purpose. Supervision of staff is structured and staff are provided with opportunities to develop their knowledge and skills through a programme of continuous professional development.

Supporting Criteria

- 16.1 Staff undergo an induction period of not less than six weeks; they have regular formal supervision which includes review of their boarding practice.
- 16.2 There is a rolling programme of staff training in place that underpins the continuous professional development of each staff member according to their role and responsibilities.
- 16.3 Boarding staff meet regularly as a team and minutes of meetings are retained.
- 16.4 All staff have clear job descriptions/role definitions which make their duties clear and to whom they are accountable.
- 16.5 There is a duty rota followed in practice which demonstrates satisfactory levels of staff supervision during the early mornings, breaks in the school day, evening and weekends; these levels take into account numbers and competencies of staff for the number and ages of boarders accommodated; the layout of the school and grounds and the range and nature of activities provided. Rotas are retained and made available for inspection.
- 16.6 There are satisfactory arrangements in place for the supervision of any boarders remaining in school accommodation during half terms and holiday periods.
- 16.7 The boarding staff group in day to day contact with boarders includes staff of both genders.
- 16.8 There are satisfactory arrangements in place to cover boarding staff sickness and absence.
- 16.9 There is at least one adult member of staff sleeping in each boarding house at night who is responsible for the boarders in that house.
- 16.10 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.
- 16.11 Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear.
- 16.12 The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved.

- 16.13 Boarders have a satisfactory means of contacting a member of staff in each house during the night.

Standard 17 - Complaints

OUTCOME

Boarders know who to complain to and are assured that their complaint will be dealt with appropriately and sensitively

Supporting Criteria

- 17.1 The school has a complaints policy which is clear and made known to boarders.
- 17.2 The policy includes details of the Registration and Inspection Unit and its function in the investigation of complaints.
- 17.3 The policy also includes details of where a boarder and or their families can secure access to an independent advocate; including details of the Children's Champion in the Department of Health and Social Care.
- 17.4 All complaints are recorded, investigated thoroughly and responded to in such a way that makes the complainant feel that their complaint has been taken seriously.
- 17.5 Documentation to parents identifies the means for parents/guardians to raise concerns or complaints about the care of their child whilst under the supervision of the school.
- 17.6 Boarders are not penalised for making a complaint in good faith.
- 17.7 The Head Teacher or other senior member of staff undertakes regular reviews of complaints made and their outcomes.

Standard 18 - Discrimination and equal opportunities

OUTCOME

Boarders do not experience inappropriate discrimination.

Supporting Criteria

- 18.1 Within the school; there is no inappropriate discrimination on grounds of gender, disability, race, religion or belief, cultural background, linguistic background, sexual orientation, academic or sporting ability and special educational/other needs. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.
- 18.2 School documents demonstrate a commitment to equal opportunities and avoidance of inappropriate discrimination of all forms.
- 18.3 No identifiable minority groups within the school population are excluded or suffer from discrimination. Minority groups amongst boarders are supported appropriately and helped to integrate.

- 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.

Standard 19 - Educational Guardians

OUTCOME

The welfare of boarders is protected in any appointment by the school of educational guardians

- 19.1 Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.
- 19.2 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.
- 19.3 Any guardians appointed by the school to look after pupils are subject to the staff recruitment procedures set out in standard 15, including a DBS check at the appropriate level.
- 19.4 There are regular monitoring arrangements in place that confirm the continued suitability of any guardian arrangement.

Appendix 1 - List of Policies and Documents

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

- Staff Handbook / guidance for boarding staff (which may include reference to the following specific documents):
- Statement of the school's boarding principles and practice.
- Countering bullying.
- Child protection.
- Requirement for staff to report concerns or allegations of risk or harm to pupils.
- Discipline (including punishments, rewards and restraint).
- Complaints procedure.
- Enabling pupils to take problems or concerns to any member of staff.
- Provision for pupils with particular religious, dietary, language or cultural needs.
- Responses to alcohol, smoking and substance abuse.
- Plans for foreseeable crises.
- Staff induction, training and development programme.
- Staff disciplinary, grievance and whistleblowing procedures
- Supervision of ancillary, contract and 'unchecked' staff.
- Prefect duties, powers and responsibilities.
- Protocol for provision of non-prescription medication to boarders.
- Key written information for new boarders.
- Job descriptions for staff with boarding duties.
- Safety and supervision on school journeys.
- Access to school premises by people outside the school.
- Pupil access to risk areas of school buildings and grounds.
- Health and safety.
- Pupil access to a person independent of the school staff group.

- Managing challenging behaviour.
- Managing/supporting emotional/health related issues. For example: eating disorders, self-harm.
- Safe use of social media and internet to include cyberbullying/sexting.
- Searches of boarders rooms/possessions.

Where applicable:

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

Appendix 2 - List of Records

- Child protection allegations or suspicions.
- Punishments.
- Use of physical restraint.
- Serious complaints.
- Individual boarders' records (containing personal, health and welfare information).
- Administration of medication, treatment and first aid.
- Significant illness.
- Significant accidents and injuries.
- Parental permission for medical and dental treatment, first aid and non-prescription medication.
- Risk assessments (for risk activities and on premises/grounds).
- Staff recruitment records and checks (including checks on others given substantial unsupervised access to boarders or boarding accommodation).
- Staff duty rotas.
- Fire precautions tests and drills.
- Risk assessments under the Fire Precautions (Workplace) Regulations.
- Menus.

Where applicable:

- Pocket money and any personal property looked after by staff.
- Care plans for boarders with special needs.
- Parental permission for high risk activities.
- Checks on licensing of relevant adventure activities centres.
- Assessments of lodgings arranged by the school.
- Assessment of off-site accommodation used by the school.

Appendix 3 - List of issues to be monitored by the school

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

Records of complaints.

Records of punishments.

Records of any use of physical restraint.

Administration of medication, treatment and first aid.

Records of significant accidents.

Records of all risk assessments carried out.

Action taken in response to all risk assessments carried out.
(Where applicable) suitability of any guardian arrangements made.

Appendix 4- Glossary

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

Accommodate (a child)

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

Agency Staff

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

Ancillary Staff

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

Boarder

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

Boarding Duties

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

Boarding House

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

Boarding School

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

Bullying

Note that the Standards require schools to formulate their own definition of bullying, which may reflect issues related to the individual school or its pupils. Generally, bullying in this context would comprise the intentional or perceived causing of pain, distress, anxiety, humiliation or social exclusion to one pupil by one or more other pupils, by physical or verbal means, or through damage or loss of property.

Certificate of Good Conduct

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

Child Protection

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

Child Protection Enquiry

An enquiry into possible significant harm to a child (e.g. through physical, emotional or sexual abuse, or through neglect), carried out by a local social services authority under the Children and Young Persons Act 2001.

Child Protection Plan

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

Children's Champion

The person employed by the DHSC to listen to the views of children in care settings and other settings

Common Room

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

Contract Staff

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

Disclosure and Barring Service

Commonly referred to as DBS, this service replaced and combined the functions of the previous Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA). People who work with children or vulnerable adults are required to have and maintain a DBS check at the level required by their level of contact with the child or vulnerable adult.

Exchange

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

Exeat

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

Fire Drill

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

Free Time

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

Gap Student

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

Gillick Competent

A term used in medical law to decide whether a child (16 years or younger) is able to consent to his or her own medical treatment, without the need for parental permission or knowledge.

Guardian

An adult, other than a parent or member of the school staff, who takes particular responsibilities for looking after or supporting a boarder. There are three separate types of Guardian: (1) a legal Guardian, appointed under a parent's Will or by a court and having parental responsibility for a child under the Children and Young Persons Act 2001; (2) an Educational Guardian appointed by the school (either directly or through an agency), who does not have parental responsibility for the child and who is acting as an agent of the school; and (3) an Educational Guardian appointed by a parent (either directly or through an agency), who does not have parental responsibility for the child but is acting as an agent of the parent

to whom the parent has delegated aspects of the care and support of the child (e.g. in the school holidays).

High Risk Activities

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

Host Family

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

Household Medicines

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

Independent Advocate

A person acknowledged by the school, but not otherwise on the staff of the school, as someone boarders may contact for external support and advice over personal problems or concerns at school and who is able to assist the child to put forward his/her views.

Induction

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

Initiation Ceremony

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

Job Description

A written statement outlining the main tasks and responsibilities of a staff member's job within the school; including their role definition and details of the person to whom they are accountable.

Lodgings

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

Mainstream Boarding School

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

National Governing Body (for an activity)

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

Nurse

A person with a nursing qualification registered on the relevant part of the nurses and midwives register, to enable them to practice as a nurse in the UK.

Prefect

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

Prep.

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

Principal

The person in overall charge of the boarding school;

Prospectus

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

Protecting Children's Board (IOM)

A multi-agency group set up to determine the policies and procedures to be followed in respect of safeguarding children on the Isle of Man

Restraint

Also called physical intervention; preventing a child from inflicting harm on self, property or others. Techniques used must be recognised as safe and staff must be trained in its use, receive regular refresher training and make a comprehensive record of all incidents.

Risk Assessment

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

Sleeping In

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

Stock (of medication)

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

Substantial Unsupervised Access (to pupils)

Where an adult has regular or prolonged contact with, or access to, pupils, without another responsible adult present.

Supervision of children

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

Welfare

Meeting each individual child's reasonable physical, security, personal, emotional, and spiritual needs, providing support and guidance as needed, and enabling the child's development for

the future and fulfilment in the present, taking into account the child's age, characteristics and wishes.

Welfare Plan

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



This document can be provided in large print or audio tape on request

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