



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

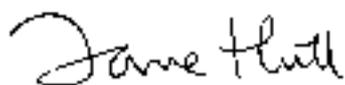
NATIONAL MINIMUM STANDARDS FOR BOARDING SCHOOLS

WELSH ASSEMBLY GOVERNMENT

A statement of national minimum standards applicable to

- i) residential special schools,
- ii) boarding schools, and
- iii) further education colleges that accommodate students under the age of 18

made by the Minister of Health and Social Services of the Welsh Assembly Government under the powers conferred by section 107 of the Care Standards Act 2000



Minister for Health and Social Services
Welsh Assembly Government
9 February 2003

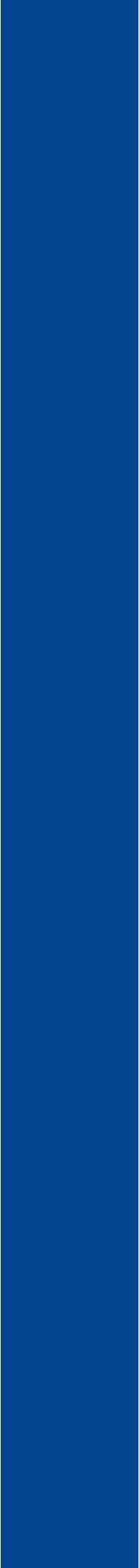
The statement is applicable to residential special schools, boarding schools and further education colleges that accommodate students under 18 from 1 February 2003.

The statement is accompanied, for explanatory purposes only, by an introduction to the three sets of standards.

National Assembly for Wales

Mainstream Boarding Schools

National Minimum Standards



Contents

	Page
Introduction	
1 Welfare Policies and Procedures (Standards 1–7)	02
Statement of boarding principles and practice	02
Countering bullying	03
Child protection, response to allegations	04
Discipline, punishments, rewards and restraint	06
Responding to complaints	10
Health education	11
Boarders' health records	12
2 Organisation and Management (Standards 8–14)	13
Management and development of boarding	13
Crisis management	14
Organisation of boarding houses	15
Activities and free time	16
Securing boarders' views	17
Prefects	18
Staff and outside support to boarders	19
3 Welfare Support to Boarders (Standards 15–30)	20
Medical treatment and first aid	20
Care of ill boarders	22
Management of health and personal problems	23
Discrimination and equal opportunities	24
Parental contact and telephones	25
Pocket money and care of possessions	26
Induction of new boarders	27
Educational guardians	28
Monitoring of records	29
Catering	30
Drinking water and snacks	31
Fire precautions and drills	32
Onerous demands on boarders	33
Accommodation of children other than pupils	34
High risk activities and risk assessment	35
Access to information and local facilities	36
4 Staffing (Standards 31–39)	37
Supervision of boarders	37
Supervision of boarders leaving the school site	38
Night supervision of boarding houses	39
Staff job descriptions, induction, supervision, training	40

Staff guidance on boarding practice	41
Staff/boarder relationships	42
Privacy	43
Staff recruitment and checks on other adults	45
Adult access to boarders and accommodation	47
5 Premises (Standards 40–52)	48
Boarding accommodation	48
Access to and security of accommodation	49
Sleeping accommodation	50
Studying provision	52
Toilet and washing provision	53
Changing facilities	55
Recreation areas	56
Safety hazards and risk assessment	57
Accommodation for sick pupils	58
Laundry	59
Stationery and personal items	60
Lodgings	61
Off-site accommodation and exchanges	63
Appendices	
1 List of Policies and Documents	65
2 List of Records	66
3 List of Issues to be monitored by the School	67
4 Glossary	68

INTRODUCTION

Each of the standards sets out overall pupil welfare outcomes, with a statement of the nationally required minimum standard supported by accompanying specific standards for use in assessing schools during inspection.

In inspecting to these standards, the Care Standards Inspectorate for Wales and any other approved inspectorate, will follow a consistent inspection methodology and reporting format across the country.

Assessment against the standards will look at how far the school is meeting its legal requirements to safeguard and promote the welfare of boarding pupils. This, rather than checking compliance with the details of every standard, is what is essential.

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

The school will be inspected against the standards in order to determine whether it is complying with its legal obligations to safeguard and promote the welfare of boarding pupils. In carrying out its functions, the Care Standards Inspectorate for Wales' role is to consider the extent to which a school promotes and safeguards the welfare of its boarders, rather than to focus on structures and systems for their own sake. Regard will be paid to the school's admission policy and Statement of Purpose and to the views of those who have chosen the school for their child.

Further Information

These national minimum standards are the responsibility of the National Assembly for Wales, but it is the responsibility of the Care Standards Inspectorate for Wales to apply them to individual establishments. The Care Standards Inspectorate for Wales may be approached in the first instance regarding the application of the standards in particular circumstances. Other queries, for example about the policies behind the standards, can be addressed to the National Assembly for Wales at this e-mail address:

www.childrenfirst.wales.gov.uk

1. WELFARE POLICIES AND PROCEDURE

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.

STANDARD 1

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

Countering Bullying

STANDARD 2

OUTCOME

Boarders are protected from bullying.

- 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 which extends to name calling, being "picked on" and the use of prejudicial remarks or actions which is reviewed frequently with staff and children, and which includes bullying by staff, by children and by visitors and bullying that may occur elsewhere than in the school.
- 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** The school takes steps to discourage and prevent any form of initiation for new pupils intended to cause pain, anxiety or humiliation.
- 2.5** Pupils do not identify bullying as a problem at the school.
- 2.6** The pupils who are being bullied are suitably supported, and pupils who may bully others are also given suitable help and guidance.

Child protection, response to allegations

OUTCOME

Boarders are protected from abuse.

STANDARD 3

- 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* (National Assembly for Wales) 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.
- 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 action¹. The policy should be clear on action should the school's designated recipient of such reports themselves be subject to allegations or suspicion.
- 3.4** The school's policy and practice explicitly requires staff to report to a designated senior member of staff of the school, or to the Care Standards Inspectorate for Wales or other appointed inspectorate with which the school has an inspection agreement (under s87A of the Children Act 1989), 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 provides 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.

¹ The policy should be clear on action should the school's usual designated recipient of such reports themselves be subject to allegation or suspicion.

- 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 reason given by the pupil for being missing.

Behaviour, discipline, punishments, rewards and restraint

OUTCOME

Use of discipline with boarders is fair and appropriate.

STANDARD 4

- 4.1 Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.**
- 4.2** The school has a clear and appropriate written policy and procedures on the control, disciplinary and restraint measures which may be used at the school, which also emphasises the need to positively reinforce children for the achievement of acceptable behaviour.
- 4.3** Any individual boarding house or unit disciplinary policy or practice is both consistent with overall school policy, and formally sanctioned by the school.
- 4.4** 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.
- 4.5** Any measures taken to respond to unacceptable behaviour are appropriate to the age, understanding and individual needs of the child, for example taking into account that unacceptable or challenging behaviour may be the result of illness, bullying, certain disabilities such as autism, or communication difficulties. Specific measures of control or physical intervention are selected, avoided or adapted as necessary to take the child's needs, characteristics plus any disability/SEN into account.
- 4.6** 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, or use of any of the following as a punishment:
- corporal punishment
 - any form of hitting of a child (including hitting a child in anger or retaliation)
 - 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 or nightclothes by day
- use or withholding of medical or dental treatment
- intentional deprivation of sleep
- use of fines other than by way of reparation and not exceeding two thirds of the child's immediately available pocket money provision
- locking in a room or area of a building
- intimate physical examination of the child
- with-holding of any aids or equipment needed by a disabled child.

4.7 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.

4.8 Children, including prefects and those in positions of authority, are not given authority to use any sanctions or physical intervention against other children.

4.9 A record of more serious sanctions applied is kept in a bound and numbered book which contains a list of permitted sanctions. The record is made within 24 hours and legibly recorded. Each entry includes:

4.9.1 the name of the child;

4.9.2 the date and location;

4.9.3 details of the inappropriate behaviour;

4.9.4 the nature of the sanction;

4.9.5 the name of the staff member giving the sanction;

4.9.6 the name(s) of any other staff present;

4.9.7 the effectiveness and any consequences of the sanction;

4.9.8 the signature of the staff member concerned.

4.10 Where sanctions are imposed, children are encouraged to write or otherwise have their views recorded and sign their names against them, if possible, in the records kept by the school.

4.11 Physical intervention is only used to prevent likely injury to the child concerned or to others, or likely serious damage to property. Physical intervention is not used as a punishment, as a means to enforce compliance with instructions, or in response to challenging behaviour other than in situations set out in s550A of the Education Act 1996.

4.12 The school has a stated policy on the use of physical intervention and the circumstances in which it may be used, which is consistent with any relevant current National Assembly guidance on approved methods of physical intervention and is appropriate to the needs and difficulties of the children at the school. All staff of the school are aware of, and follow in practice, the school's policy on use and techniques of physical intervention.

- 4.13** The school provides or secures the provision of training for staff in safe and appropriate physical intervention techniques with children, and the circumstances in which restraint may be used, which includes training in reducing or avoiding the need to use physical intervention.
- 4.14** Physical interventions are not excessive or unreasonable.
- 4.15** A record of the use of physical intervention on a child by an adult is kept in a separate dedicated book, and includes the name of the child, the date and location where the physical intervention took place, details of the behaviour requiring use of physical intervention, the nature of the physical intervention used, the duration of the physical restraint, the name of the staff member(s) using physical intervention, the name(s) of any other staff present, the effectiveness and any consequences of the physical intervention, any injuries caused to or reported by the child or any other person, and the signature of the Head Teacher, the head of care or a person authorised by the Head Teacher, the governors or owners of the school.
- 4.16** The school's records of sanctions and physical interventions are reviewed at least twice a term by a senior member of the school's staff to monitor compliance with the school's disciplinary, control and physical intervention procedures and to identify any patterns in incidents leading to sanctions or physical restraint becoming necessary.
- 4.17** The Head Teacher reviews both the care of individual children and the school's current care practice in the light of the recorded incidence and pattern of incidents requiring sanctions or physical intervention. The Head Teacher records any comment on the appropriateness of individual uses of sanctions or physical intervention, together with any subsequent action taken.
- 4.18** Records of serious sanctions or physical intervention on a child are also made on the individual child's file to which a parent has access.
- 4.19** A representative of the school's governing body, proprietor or the person carrying on the school, reads and makes written comment upon the use of sanctions and physical intervention during any visits to the school.
- 4.20** All staff who have direct contact with children have read, show an understanding of and have signed a copy of the school's policies on measures of control, discipline and physical intervention, and evidence of this is retained on their personnel file. The policy details how staff are to be debriefed following any physical intervention.
- 4.21** Information is appropriately given to all children, about the expectations of behaviour at the school, any rules they are expected to keep to, and what sanctions and physical interventions are used and how they relate to unacceptable conduct. This information is also made available to parents.

- 4.22** Children are encouraged to develop a proper awareness of their rights and responsibilities. Staff and children alike are clear that each individual has rights and responsibilities in relation to those who live in the school, those who work there and people in the community.
- 4.23** Children are given an opportunity to discuss incidents and express their views either individually or in a regular forum or a house or unit meeting where unsafe behaviour can be discussed by children and adults.
- 4.24** The school has procedures and guidance on police involvement in the school, which have been agreed with the local police and which staff are knowledgeable and clear about.
- 4.25** Staff meetings address issues of control Staff agree practicable and acceptable means of responding to behaviour and control problems of both groups of children and of individual children in the light of their histories and any current problems
- 4.26** Standards of behaviour at the school and in the community are satisfactory in relation to the needs of the children
- 4.27** The school's disciplinary policy includes a clear statement of the circumstances and manner in which a child may be excluded from school. Exclusion are only used for serious offences and are applied fairly. Exclusions do not transfer a child to circumstances which the school has reason to believe may put the child's welfare at risk. The disciplinary policy includes details of the appeals procedure and makes this known to the child and to the parents (where appropriate), any independent advocate representing the child.

Responding to complaints

OUTCOME

Boarders' complaints are adequately responded to.

STANDARD 5

- 5.1** The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents, known to boarders, parents and staff.
- 5.2** There 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 Care Standards Inspectorate for Wales (or other appointed inspectorate where applicable), 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 Teacher or a senior member of staff.
- 5.6** Complaints are resolved either to the complainant's satisfaction, or with an otherwise appropriate outcome which balances the rights and duties of pupils, without unreasonable delay.
- 5.7** Pupils are not penalised for making a complaint in good faith.
- 5.8** Children, and where appropriate their families, significant others and independent visitors, are provided with information on how to complain, including how they can secure access to an independent advocate and when such a person is next visiting the establishment, where known.

Health education

OUTCOME

Boarders' health is promoted.

STANDARD 6

- 6.1** The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.
- 6.2** Personal, social and health education provides age appropriate advice and guidance on alcohol and illegal substance abuse, smoking, sex education, HIV infection, hepatitis and sexually transmitted diseases, and protecting oneself from abuse.
- 6.3** Staff know the school's policy on the appropriate response to alcohol, smoking and illegal substance abuse by boarders, and follow that policy in practice.

Boarders' health records

OUTCOME

The safeguarding and promotion of boarders' health and welfare is supported by appropriate records.

STANDARD 7

- 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.

2. ORGANISATION AND MANAGEMENT

OUTCOME

There is clear leadership of boarding in the school.

STANDARD 8

- 8.1** **There should be clear management and leadership to address a process of appraisal and improvement of the living arrangements for boarders.**
- 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.
- 8.4** There is a staff disciplinary procedure, which includes provision for precautionary suspension of staff where necessary pending investigation or final decision following allegations or concerns having a potential significant effect on boarding welfare. This procedure includes provision for guidance and support to staff during suspension or investigation while allegations against them are being investigated.

Crisis management

OUTCOME

Major incidents affecting boarders' welfare are effectively managed.

STANDARD 9

- 9.1 The school should be capable of satisfactorily managing crises affecting boarders' welfare.**
- 9.2** There are planned responses to a range of foreseeable major incidents or crises, such as outbreaks of illness, fires, serious allegations or complaints or significant accidents.
- 9.3** In making decisions in any crisis or emergency affecting boarders' welfare, staff do what is reasonable in all the circumstances of the case to safeguard and promote the welfare of the boarder(s) concerned.

Organisation of boarding houses

OUTCOME

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

STANDARD 10

- 10.1 The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and appropriate 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 in quality in 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.

Activities and free time

OUTCOME

Boarders have access to a range and choice of activities.

STANDARD 11

- 11.1** There should be an appropriate range and choice of activities for boarders outside teaching time, with adequate free 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, including weekends.
- 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.

Securing boarders' views

OUTCOME

Boarders are enabled to contribute to the operation of boarding provision.

STANDARD 12

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

12.2 There are formal opportunities (e.g. school councils, meetings, surveys) for boarders to express views on relevant aspects of boarding provision, either directly or through representatives. These views are taken into account in the development and practice of boarding.

Prefects

OUTCOME

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

STANDARD 13

- 13.1 Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.**
- 13.2** Prefects 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.
- 13.6** There also opportunities for boarders to learn and take on roles of leadership and responsibility through other means than the prefect or equivalent system.

Staff and outside support to boarders

OUTCOME

Boarders receive personal support from staff.

STANDARD 14

- 14.1** Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.
- 14.2** There is a clear policy 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** The school identifies at least one person (other than a parent) outside the boarding and teaching staff of the school (who may be a school counsellor) whom boarders may contact directly about personal problems or concerns at school. The school ensures that there is easy access to this person.
- 14.5** All persons identified to boarders for such contact have been subject to Criminal Records Bureau checks in the same way as school staff, with a satisfactory outcome.
- 14.6** Boarders are aware of the person(s) the school has designated for them to contact outside the school staff, and know how they may be contacted.

3. WELFARE SUPPORT TO BOARDERS

Medical treatment and first aid

OUTCOME

Boarders receive first aid and health care as necessary.

STANDARD 15

- 15.1 Appropriate first aid and minor illness treatment is available to boarders at school, with access to medical and dental services as required.**
- 15.2** There are effective arrangements to secure medical and dental 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** The designated school nurse should 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** Boarders are enabled to make appropriate choices about medical or dental treatment and these are taken into account when arrangements are made.
- 15.8** First aid and minor illness treatment is given at school by competent designated staff (e.g. by or under the supervision of a qualified nurse or first aider).
- 15.9** 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.
- 15.10** 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.

- 15.11** Prescribed and "household" medication, other than that kept by individual boarders able to administer and control their own medication, is kept securely.
- 15.12** 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.
- 15.14** A written school record is kept of all significant illnesses, significant accidents or significant injuries to boarders (either as part of the above school medication and treatment records or separately).
- 15.15** 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 or dental treatment when required.

Care of ill boarders

OUTCOME

Boarders are adequately supervised and looked after when ill.

STANDARD 16

- 16.1 Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.**
- 16.2** Boarders who are separated from others, in bed or otherwise, through illness are regularly checked and receive the care and attention that they need by a member of staff.
- 16.3** Boarders are able to summon staff assistance readily and rapidly when ill, by day and night.

Management of health and personal problems

OUTCOME

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

STANDARD 17

- 17.1 Significant health and significant 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.
- 17.8** Links exist with outside professional services (e.g. social worker, psychologist), and these are used where needed by individual boarders.

Discrimination and equal opportunities

OUTCOME

Boarders do not experience inappropriate discrimination.

STANDARD 18

- 18.1** Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.
- 18.2** School documents demonstrate 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** Whether English or Welsh is the main language of the school, culturally sensitive and appropriate support is provided for boarders whose first language is not the main language of the school, in boarding as well as through the curriculum.

Parental contact and telephones

OUTCOME

Boarders can maintain private contact with their parents and families.

STANDARD 19

- 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.

Pocket money and care of possessions

OUTCOME

Boarders' possessions and money are protected.

STANDARD 20

- 20.1 Reasonable protection is provided for boarders' personal possessions and for any boarder's money or valuables looked after by the school.**
- 20.2** If there is a system in the school for providing or distributing pocket money, or looking after personal possessions for boarders, this is done fairly and a proper written record is kept.
- 20.3** Each boarder has a suitably secure, accessible place to keep personal possessions and valuables, (e.g. a lockable drawer, cupboard, locker, box or trunk).

Induction of new boarders

OUTCOME

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

STANDARD 21

- 21.1** There is an appropriate process of induction and guidance for new boarders.
- 21.2** New boarders should be given suitable information about boarding routines and rules, including key information in writing.
- 21.3** There are arrangements for new boarders to have guidance from more experienced boarders.

Educational guardians

OUTCOME

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

STANDARD 22

- 22.1 Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.²**
- 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 37 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.

² Educational guardians appointed by schools do not have parental responsibility. This standard applies where an educational guardian is appointed for a child under 18 by the school, by a member of staff as part of their work for the school, or by an agency or organisation on behalf of the school. Where a school provides lists of possible guardians, written documents should be clear whether the school or parent is responsible for the arrangements made and thus the welfare of the child. Guidance for schools on educational guardians is available in the "Boarding Briefing" series published by the Boarding Schools' Association.

Monitoring of records

OUTCOME

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

STANDARD 23

- 23.1 The Head Teacher, 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 once a term) monitored by the Head or a designated senior member of staff³.
- 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).

³ see Standards 28 and 47 relating to risk assessments.

Catering

OUTCOME

Boarders receive good quality catering provision.

STANDARD 24

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, quantity, quality, hygiene and temperature.

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

24.5 Crockery and cutlery are sufficient and properly clean.

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

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

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

24.9 There are no significant outstanding recommendations of the Environmental Health Service..

Drinking water and snacks

OUTCOME

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

STANDARD 25

- 25.1** Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.
- 25.2** Drinking water is available in all boarding houses at all reasonable times.
- 25.3** Drinking water is available to boarders during the school day at reasonable times in addition to mealtimes (if this provision is by washbasin taps, the school has confirmed that the water supply is of drinking quality).
- 25.4** Snacks are available to boarders at reasonable times other than main mealtimes – either provided by the school, purchasable by boarders, or prepared by boarders themselves.
- 25.5** Older boarders in senior age schools have facilities to store appropriate food and prepare their own hot and cold snacks and drinks hygienically.

Fire precautions and drills

OUTCOME

Boarders are protected from risk of fire.

STANDARD 26

- 26.1 Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with 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 time-scale set by that Service for their implementation.

Onerous demands on boarders

OUTCOME

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

STANDARD 27

- 27.1 Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.**
- 27.2** Any special welfare concerns or issues arising from unusual or especially onerous demands on boarders (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.

Accommodation of children other than students

OUTCOME

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

STANDARD 28

28.1 The welfare of any children accommodated at the school, other than pupils, is protected.⁴

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.

⁴ The school accommodates children other than its own boarders if the school, or any member of its staff as part of their work for the school, is responsible for looking after them during their stay at the school. Visiting pupils staying in school accommodation, even accompanied by their own staff, should be regarded as "temporary boarders". This standard does not apply where the school has let its accommodation to another organisation, which is itself responsible for looking after the children.

High risk activities and risk assessment

OUTCOME

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

STANDARD 29

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 licensed⁵.

⁵ Licensing is likely to be required where a commercial company or local authority provides caving, climbing, abseiling, trekking, horse trekking, mountain biking, off-piste skiing, or watersports such as canoeing, rafting and sailing. Licensing concerns safety provision, and does not include checks on suitability of staff to work with children.

Access to information and local facilities

OUTCOME

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

STANDARD 30

- 30.1 Boarders have access to information about events in the world outside the school, and access to local facilities which is appropriate to their age.**
- 30.2** Supervision arrangements for boarders' use of any local facilities outside school are appropriate to the age of the boarders involved, and the facilities used are of a suitable type without unreasonable risks to boarders.
- 30.3** Boarders and staff confirm that boarders leaving the school site without 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.

4. STAFFING

Supervision of boarders

OUTCOME

Boarders are adequately supervised by staff.

STANDARD 31

- 31.1 The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.**
- 31.2** There is a duty rota followed in practice which demonstrates satisfactory levels of staff supervision of boarders during the early mornings, during breaks in the school day, during any evening prep time, during evenings outside prep time, and at weekends both during the day and in the evenings. The levels of staff supervision are satisfactory in number and staff competence for the number, age and nature of the boarder population, the layout of the school and grounds, and the range and nature of the activities involved.
- 31.3** Boarders are at all times under the responsibility of an identified member of staff. Each boarder knows which member of staff is responsible for them at all times, has the means to contact that member of staff if necessary, and that member of staff has means to call for and receive staff back-up if necessary.
- 31.4** There are satisfactory arrangements for the supervision of any boarders remaining in school accommodation during "exeat" weekends, half terms and holiday periods.
- 31.5** There are satisfactory cover arrangements for boarding staff sickness and absence.
- 31.6** Boarders and staff do not report an insufficient level of staff supervision of boarders in the evenings or at weekends, and staff supervision levels remain adequate at those times which are identified by staff or boarders as having the "thinnest" staffing 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.

Supervision of boarders leaving the school site

OUTCOME

Staff supervision of boarders is effectively maintained and boarders can contact the staff supervising them as necessary.

STANDARD 32

- 32.1 Boarders should at all times be under the overall supervision of an identified member of staff, and should be able to contact a member of staff in 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 guidance on minimum ratios⁶, with an increased ratio of staff to pupils where the nature of the trip necessitates this. Staff numbers and deployment should be sufficient to supervise the pupils and activities involved, ensure that people not on the school staff or subject to the school's recruitment checks for access to boarders (including activity instructors) do not have substantial unsupervised access to boarders, and to deal with foreseeable emergencies. Where only one member of staff is in charge of pupils on any trip, that staff member has the means to call for back up from at least one other member of staff if necessary.
- 32.3** Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times – this includes a signing out and back in system for boarders permitted to leave the school.
- 32.4** The school has, and follows, a satisfactory policy for the safety and supervision of boarders during journeys, covering school transport, use of private vehicles and school use of public transport.
- 32.5** Gap students are not left alone at school in charge of boarders without a member of staff contactable on site.
- 32.6** Gap students are not left alone outside of school without a member of staff accompanying them when away from the school.

⁶ The publication *Health and Safety of Boarders on Educational Visits* advises staff: boarder ratios for organised trips away from the school site of one member of staff per 10-15 boarders aged 8 to 10, one member of staff per 15-20 boarders aged 11 and over, increased to one per 10 boarders for trips abroad or overnight stays.

Night supervision of boarders

OUTCOME

Boarders are adequately supervised at night.

STANDARD 33

- 33.1 Staff should be present, and accessible to boarders as necessary, in each boarding house at night.**
- 33.2** There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house⁷.
- 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).

⁷ Where a house comprises more than one building, a staff member who is sleeping in cover from one of its constituent buildings can only cover more than one building if the buildings are immediately adjacent, the responsible staff member is easily contactable by boarders at night, staff supervision is fully satisfactory in practice, and the boarders are at the upper age level in a senior school (normally sixth formers).

Staff job descriptions, induction, supervision, training

OUTCOME

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

STANDARD 34

- 34.1 All staff with boarding duties⁸ have job descriptions reflecting those duties, receive induction training to address a process of appraisal and improvement of the living arrangements for boarders when newly appointed, and receive regular review of this process, with opportunities for continuing training.**
- 34.2** Any role of spouses and partners of staff within boarding houses is made clear.
- 34.3** There are clear arrangements for the supervision of ancillary and contract staff and any temporary or agency staff or volunteers working at the school.
- 34.4** The induction training programme for all 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.

⁸ Throughout these Standards, references to staff with boarding duties include Matrons and any assistant or gap year staff working with boarders.

Staff guidance on boarding practice

OUTCOME

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

STANDARD 35

- 35.1 All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice⁹.**
- 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 discipline 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.

⁹ Definition of working with children is as used by the Criminal Justice and Court Services Act 2000.

Staff/boarder relationships

OUTCOME

There are sound relationships between staff and boarders.

STANDARD 36

36.1 Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

36.2 Staff employed at the school are able to set and maintain safe, consistent and understandable boundaries for the children in relation to acceptable behaviour.

36.3 Expectations of behaviour for both staff and children are clearly understood and negotiated by those living and working at the school, including exercising appropriate control over children in the interests of their own welfare and the protection of others.

36.4 In day to day decision making, staff demonstrate an appropriate balance between

- each child's wishes and preferences
- the needs of individual children
- the needs of the group of children resident at the time, and
- the protection of others from harm.

36.5 Children in the school are looked after without favouritism or antipathy towards any individual or group within the school.

36.6 Communication between staff and children in the school is generally positive, and disagreements between children and staff are dealt with reasonably.

Privacy

OUTCOME

Boarders' personal privacy is respected.

STANDARD 37

- 37.1 The school and staff respect a child's wish for privacy and confidentiality, so far as is consistent with good parenting and the need to protect the child.**
- 37.2** The school provides procedural guidelines to staff on privacy and confidentiality, covering :
- i. access to case records by staff and others
 - ii. passing on information with child protection implications
 - iii. practical details about the way children's rooms, bathrooms and toilets are entered
 - iv. showering and bathing arrangements and use of toilets
 - v. personal matters such as menstruation
 - vi. washing clothes
 - vii. intimate personal care for disabled children, including administering medication and invasive clinical procedures where applicable.
- 37.3** Children's records are kept safe and securely, and the contents remain confidential and shared only with individuals with a right to access or a need to know their contents in order to safeguard and promote the child's welfare.
- 37.4** Staff know how to deal with and share information which they are given in confidence when necessary for child protection.
- 37.5** Subject to 37.6 below, children can make and receive private telephone calls in private and without staff permission. Children can write and receive letters without these being read by staff and without staff permission. If children have access within the school to e-mail and or voice mail facilities, they can send and receive messages by these media without these being read by staff. Where assistance or supervision for a child is necessary, staff enable children to use the telephone, textphone, e-mail or voice mail facilities and do not intrude on privacy where possible. Information about services (eg helplines) which children may wish to consult confidentially is available (eg displayed by the telephone). in a suitable format (eg Braille, large print or on tape). Children are provided with additional support to use communication aids if necessary.

- 37.6** Where there are clear grounds that the welfare of a child is at risk from the child's use of the telephone, textphone or through postal or electronic communications (such as a child being at risk of being procured for prostitution), staff should intervene appropriately to protect the welfare of the child.
- 37.7** The school provides space for children to meet privately with parents and others.
- 37.8** Staff are sensitive to gender issues especially when dealing with children of the opposite sex.
- 37.9** Staff supervision of children does not intrude inappropriately or in a way that embarrasses children.
- 37.10** Where the school accommodates children requiring staff help with intimate care or bodily functions, all staff involved have received appropriate training and are provided with clear and appropriate written practice guidelines on provision of such assistance, which are followed in practice. These guidelines cover boundaries to be observed (including provision of such care to children of the opposite sex) and the requirement for the child concerned, where practicable, to be able to express choices and to give consent regarding provision of their intimate care. Staff involved have also received any necessary training in the use of any equipment involved in caring for the child (e.g. lifts or hoists), and are competent in their safe operation with the child concerned.
- 37.11** The school provides guidance, available to staff and children, on when it may be necessary to search a child's possessions. Children's belongings are searched only in accordance with the guidance, and only on clear grounds, which are explained to the child concerned, and where failure to carry out the search would put at risk the welfare of the child or others. All such searches are documented, showing the time and date and reason for the search, noting what if anything was found, who carried out the search and who was present at the time which, where possible, will include the child. Such records should be signed by all those present including, where possible, the child.

Staff recruitment and checks on other adults

OUTCOME

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

STANDARD 38

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:

- check of identity against an official document such as a passport or birth certificate
- Criminal Records Bureau check at the highest available level for the role concerned
- 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
- direct contact by the school with each referee to verify the reference
- interview, with a written record of the outcome
- check on proof of relevant qualifications
- requirement that applicants supply a full employment history, stating that any previous employer may be approached by the school
- contact by the school with each previous employer involving work with children or vulnerable adults to check the reasons the employment ended
- explanation of any gaps in CV, with a written record by the school that explanations for any gaps have been sought and are satisfactory.

38.3 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).

- 38.4** 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 available¹⁰.
- 38.5** 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.
- 38.6** Staff members 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.
- 38.7** 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.
- 38.8** The school either has a satisfactory system for carrying out Criminal Records Bureau checks on agency staff who have regular contact with boarders or the staff do not have unsupervised access to boarders or has evidence that the agency has carried out the necessary checks within the last 12 months.
- 38.9** 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.

¹⁰ Guidance on Certificates of Good Conduct and equivalents is given in Protection of Children: Disclosure of Criminal Background of those with Access to Children.

Adult access to boarders and accommodation

OUTCOME

Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

STANDARD 39

- 39.1 The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work 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 and conditions 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 member of staff, if they are charged with, or convicted of, any offence.

5. PREMISES

Boarding accommodation

OUTCOME

Boarders are provided with satisfactory living accommodation.

STANDARD 40

- 40.1 Boarding houses (including dormitories and living areas) and other accommodation provided for boarders should be appropriately lit, heated and ventilated, suitably furnished, accessible to any boarders with disabilities, and adequately maintained.**
- 40.2** Boarding houses and other areas for boarders are adequately lit by natural and artificial light, adequately heated and adequately ventilated.
- 40.3** Boarding houses and other areas for boarders are clean.
- 40.4** The standard of decoration of boarding houses and other areas for boarders is adequate.
- 40.5** Furnishing of boarding houses and other areas for boarders is suitable to the number, ages and needs of boarders accommodated, comfortable and in satisfactory condition.
- 40.6** Boarders' accommodation and its furniture, fittings and equipment are generally free from breakages and from numerous or significant items requiring maintenance.
- 40.7** Boarding accommodation is not unnecessarily noisy.
- 40.8** Where there are boarders with disabilities, their accommodation is suitable or suitably adapted for their access to all areas and facilities they need to use.

Access to and security of accommodation

OUTCOME

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

STANDARD 41

- 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).

Sleeping accommodation

OUTCOME

Boarders have satisfactory sleeping accommodation.

STANDARD 42

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

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

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

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

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

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

42.7 Dormitories are of adequate size and not overcrowded.¹¹

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.

¹¹ Where there is disagreement over whether a room is too small or overcrowded, and in planning dormitory accommodation, the space requirements of the School Premises Regulations 1999 should be relied upon. These set out the following minimum requirements for usable floor area: rooms/dormitories for 2 or more boarders, 1.6 m² plus 4.2 m² per boarder; individual sleeping cubicles within a larger room, 5 m²; single bedrooms, 6 m². They also require beds to be at least 900 mm apart in bedrooms / dormitories. "Usable floor area" includes bedroom floor area taken up by room furniture or behind doors when open, but not unfurnished areas below low or sloping ceilings where boarders cannot stand upright. Note that local education authority maintained schools (but not other categories of school) are legally obliged to meet these School Premises Regulations in full.

- 42.11** Boarders can if they wish personalise an area of their dormitory with suitable posters and personal items.
- 42.12** Boarders' sleeping accommodation is fully separated by gender and appropriately separated by age group.
- 42.13** Staff, staff family and visitors' sleeping accommodation is separate from boarders' sleeping accommodation.
- 42.14** Requests from boarders to change bed or dormitory for good reasons are properly considered.

Studying provision

OUTCOME

Boarders have satisfactory provision to study.

STANDARD 43

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

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

Toilet and washing provision

OUTCOME

Students are protected from safety hazards.

STANDARD 44

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

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

44.3 WCs are:

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

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

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

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

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

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

- 44.8** 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 genders¹².
- 44.9** Staff and other adults (including visitors) have separate toilet and showering or bathing facilities, and do not share boarders' facilities.

¹² This standard does not prevent the full age range involved in the same team games from sharing the same changing and showering provision for sports activities.

Changing facilities

OUTCOME

Boarders have a satisfactory provision for changing by day.

STANDARD 45

45.1 Suitable changing provision is provided for use by day.

45.2 Boarders not using their bedrooms for changing have access to changing facilities by day (e.g. to change for sports), of sufficient size and privacy, with separate facilities for each gender, which are not shared at the same time by pupils of widely different ages and are not shared by staff, adults or visitors other than visiting pupils of similar age to the boarders themselves¹³.

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

¹³ This standard does not prevent the full age range involved in the same team games from sharing the same changing and showering provision for sports activities.

Recreation areas

OUTCOME

Boarders have a range of safe recreational areas.

STANDARD 46

- 46.1 Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.**
- 46.2** There is a range and choice of common room or other recreational areas available to boarders outside school time, in the evenings and at weekends, enabling separation of genders, age groups and activities as boarders wish, and including provision for quiet relaxation and quiet activities.
- 46.3** There is a range and choice of outdoor areas within the school grounds available to boarders for outdoor activities at suitable times.
- 46.4** There are safe areas at school where boarders can be alone if they wish.
- 46.5** Boarders have reasonable access to boarding houses outside school time.
- 46.6** Any boarder access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders.

Safety hazards and risk assessment

OUTCOME

Boarders are protected from safety hazards.

STANDARD 47

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

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

Accommodation for sick pupils

OUTCOME

Boarders are suitably accommodated when ill.

STANDARD 48

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

48.2 Boarders who are ill at school can be cared for satisfactorily and separately from other boarders where necessary, within boarding, sick bay or sanatorium accommodation.

48.3 Schools with over 41 boarders have a designated room or rooms for isolation of sick boarders when necessary, with its own toilet and washing facilities nearby and sufficient for the number of beds provided according to the ratios in Standard 44.

48.4 Any sick bay or room for isolation of sick boarders of adequate size for its purpose, with adequate space between beds.¹⁴

¹⁴ Where there is disagreement over whether sanatorium or sick bay accommodation meets this criterion, the space requirements set out in the School Premises Regulations 1999 should be relied upon. These require a minimum usable floor area of 7.4 m² per bed in sanatoria and sick bays, with beds at least 1.8 m apart. Note that local education authority maintained schools must legally meet these space standards in full.

Laundry

OUTCOME

Boarders' clothing and bedding is adequately laundered.

STANDARD 49

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

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

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

Stationery and personal items

OUTCOME

Boarders can obtain personal requisites while accommodated at the school.

STANDARD 50

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

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

Lodgings

OUTCOME

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

STANDARD 51

51.1 Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.¹⁵

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

51.3 Any lodgings provided or arranged by the school provide:

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

¹⁵ School arranged lodgings are those provided or arranged for a pupil under 18 by the school, any member of its staff as part of their work for the school, or by an agent or organisation acting for the school, rather than by the pupil's parent or by an agent or organisation other than the school acting on the parent's behalf. They include term time use of lodgings instead of on-site boarding accommodation, holiday lodgings arranged for pupils by the school, pupils lodging with staff members during holidays, and accommodation during either term or holiday time with school arranged educational guardians.

- a satisfactory level of general hygiene, decoration and cleanliness
 - a responsible adult present in the lodgings at night when the pupil(s) are sleeping there.
- 51.4** For lodgings provided or arranged by the school, the school can demonstrate that adult members of the host family are checked through Criminal Records Bureau checks at the highest level as for staff, 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 pupil 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, takes up references, and has recorded a satisfactory assessment, before any pupil is placed there.
- 51.8** At least once per school term a member of staff discusses their lodgings separately with each pupil accommodated by or on behalf of the school in lodgings, recording the pupil's assessment in writing and taking action on any concerns or complaints.
- 51.9** At least once a school year a member of staff visits all lodgings in which it accommodates pupils to check the continued suitability of the accommodation and to review provision with the adult responsible for the pupil(s) in each lodging, recording assessments in writing and taking action on any concerns identified.
- 51.10** Adults providing lodgings for pupils are clear about their responsibility to safeguard and promote pupils' welfare and on the school's requirements of them, use of any punishments or sanctions, and response to allegations or suspicions of abuse and to complaints.
- 51.11** Satisfactory arrangements exist for host families to seek and receive advice over problems, including a satisfactory arrangement for contact in evenings and weekends.

Off-site accommodation and exchanges

OUTCOME

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

STANDARD 52

- 52.1 Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use 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, performances or other tours, they are accompanied by school staff at all reasonable times or under the supervision of 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 "unchecked" adults.
- 52.5** When boarders are staying away from school on exchange schemes, there are satisfactory arrangements for boarders to contact either a member of staff from their own school who is staying locally or a named member of 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 or on performances or other tours, given the school's continuing responsibility for the 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:

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

Appendix 1

List of Policies and Documents**The following policies and documents should be kept by the school:**

Staff Handbook / guidance for boarding staff
[this document may include many of the following specific policy documents]
 Statement of the school's boarding principles and practice
 Countering bullying
 Child protection
 Requirement for staff to report concerns or allegations of risk of 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 procedure
 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 policy
 Policy on pupil access to a person independent of the school staff group

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 of the school

Records

The following school records are required:

- Child protection allegations or suspicions
- Major punishments
- Use of physical restraint
- Serious complaints
- Individual boarders' records (containing personal, health and welfare information)
- Administration of medication, treatment and first aid
- Significant illnesses
- 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 identified in the National Boarding Standards as to be regularly monitored by the Head or a senior member of staff, to identify possible need for review or change in relevant welfare practice:

Records of complaints and their outcomes
Records of major 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.

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 (eg in lodgings, a hostel or at the home of a member of staff of the school).

Agency Staff

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

Ancillary Staff

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

Area Child Protection Committee

A group set up to determine the policies and procedures to be followed concerning child protection in a given area, as set out in Working Together guidance.

Boarder

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

Boarding Duties

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

Boarding House

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

Boarding School

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

Bullying

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

Certificate of Good Conduct

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

Child Protection

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

Child Protection Enquiry

An enquiry into possible significant harm to a child (eg through physical, emotional or sexual abuse, or through neglect), carried out by a local social services authority under section 48 of the Children Act 1989. May include police investigations or investigation by the NSPCC.

Child Protection Plan

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

Common Room

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

Contract Staff

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

Criminal Records Bureau

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

Dormitory

Any room used as a bedroom by boarders.

Exchange

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

Exeat

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

Fire Drill

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

Free Time

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

Gap Student

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

Guardian

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

Head

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

High Risk Activities

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

Host Family

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

Household Medicines

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

Independent Listener

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

Induction

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

Initiation Ceremony

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

Job Description

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

Lodgings

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

Mainstream Boarding School

An independent boarding school or maintained boarding school, which is not designated by the Department for Education and Employment as a special school, and which does not require registration as a children's home because it accommodates one or more children for over 305 days a year.

Matron

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

National Governing Body (for an activity)

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

Nurse

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

Prefect

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

Prep.

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

Prospectus

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

Restraint

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

Risk Assessment

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

Sanatorium

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

Sick Bay

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

Sleeping In

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

Stock (of medication)

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

Substantial Unsupervised Access (to pupils)

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

Supervision of children

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

Welfare

Meeting each individual child's reasonable physical, security, personal, emotional, and spiritual needs, providing support and guidance as needed, and enabling the child's normal development for the future and fulfilment in the present, taking into account the child's age, characteristics and wishes. [Note that under the Children Act 1989, welfare is distinguished from education or academic needs and support, although in other contexts it may include educational issues].

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.