

Boarding

Self-Assessment Toolkit

Version 3

September 2015

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Introduction

This version of the Toolkit has been produced to take account of the changes made to the National Minimum Standards in March 2015. It also takes account of the fact that many key items of legislation and guidance were updated at that time, in addition to revised inspection frameworks from both ISI and Ofsted. The following guidelines should be borne in mind when using this document:

* Inspectorates quite rightly expect schools to meet these standards as a bare minimum, and schools must aim to exceed them where possible. If using this document to prepare for inspection, please follow any appropriate guidance by ISI and/or Ofsted
* It has always been my intention that colleagues should use this document in whichever way best suits their circumstances. Please feel free to use whichever parts of it you find helpful.
* It has also been my firm belief that regularly and systematically auditing boarding practice, rather than just preparing for inspection, is an essential part of ensuring appropriate outcomes for our boarders, which is, after all, our primary concern.
* Use of this document is no substitute for knowledge and awareness of current legislation, and boarding practitioners must ensure they remain up to date.

This is now the sixth time I have produced this or a similar document for BSA, and I continue to be grateful not only to BSA, but also to my colleagues at Old Swinford Hospital for their continued encouragement and support.

Dale Wilkins

September 2015

How to use this Toolkit

This toolkit is set out in 3 Parts.

Part 1 provides a series of self evaluation forms and tables relating to the NMS. This includes a comparison of old (pre 2015) and new NMS (Page 5), with the most recent revisions in italics.

Part 2 focuses on preparing for an inspection and includes advice on how you can establish the base line using previous inspection reports and questionnaires and surveys. Securing Boarders’ Views remains a key aspect of the new inspection frameworks and schools should ensure that they pay sufficient attention to this aspect.

Part 3 includes supporting information for schools with regard to judgements and inspection criteria from ISI and Ofsted

**Part 1**

**National Minimum Standards - Self Evaluation & Auditing Tool**

**1.1: Checklist for the NMS**

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| --- | --- | --- | --- | --- | --- | --- |
| **Standard** | | **Assessed**  **on (date):** | **Assessed**  **by:** | **Fully met?** | **Items outstanding**  **(yes/no)\*** | **Next review** |
| 1 | **Statement of boarding principles and practice** |  |  |  |  |  |
| 2 | **Boarders’ induction and support** |  |  |  |  |  |
| 3 | **Boarders’ health and well being** |  |  |  |  |  |
| 4 | **Contact with parents/carers** |  |  |  |  |  |
| 5 | **Boarding accommodation** |  |  |  |  |  |
| 6 | **Safety of boarders** |  |  |  |  |  |
| 7 | **Fire precautions and drills** |  |  |  |  |  |
| 8 | **Provision and preparation of food and drinks** |  |  |  |  |  |
| 9 | **Boarders’ possessions** |  |  |  |  |  |
| 10 | **Activities and free time** |  |  |  |  |  |
| 11 | **Child protection** |  |  |  |  |  |
| 12 | **Promoting positive behaviour and relationships** |  |  |  |  |  |
| 13 | **Management and development of boarding** |  |  |  |  |  |
| 14 | **Staff recruitment and checks on other adults** |  |  |  |  |  |
| 15 | **Staffing and supervision** |  |  |  |  |  |
| 16 | **Equal opportunities** |  |  |  |  |  |
| 17 | **Securing boarders’ views** |  |  |  |  |  |
| 18 | **Complaints** |  |  |  |  |  |
| 19 | **Prefects** |  |  |  |  |  |
| 20 | **Lodgings (long-stay)** |  |  |  |  |  |

**1.2 COMPARISON OF CURRENT AND FORMER STANDARDS**

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| **Standard** | | **Change** | **Significance** |
| 1 | **Statement of boarding principles and practice** | NO CHANGE |  |
| 2 | **Boarders’ induction and support** | * 1. The school identifies at least one person other than a parent, outside the staff, and those responsible for the leadership and governance of the school, who boarders may contact directly about personal problems or concerns at school. Boarders are informed who this person is, and how to contact them and they are easily accessible. Boarders are also provided with one or more appropriate helpline(s) or outside telephone numbers, including the Office of the Children’s Commissioner, to contact in case of problems or distress | Increased clarity about the role of independent listener. This person cannot be an employee, governor or parent, and the identity of this person must be known to the boarders  The Children’s Rights Director no longer exists, so this function has been assumed by the Office of Children’s Commissioner. The relevant telephone number is 020 7783 8330,  Website: www.childrenscommissioner.gov.uk/ |
| 3 | **Boarders’ health and well being** | * 1. Addition of the words:   and ensures that the physical and mental health, and emotional wellbeing of boarders is promoted. | Well-being is defined (see footnote in Standards) as under section 10 (2) of the Children Act 2004, therefore:  (a)physical and mental health and emotional well-being;  (b)protection from harm and neglect;  (c)education, training and recreation;  (d)the contribution made by them to society;  (e)social and economic well-being |
| 3.4 Addition of the following words:  All medication is safely and securely stored and proper records are kept of its administration |  |

The following table highlights the major differences between the 2013 NMS and those published in March 2015.

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| 4 | **Contact with parents/carers** | NO CHANGE |  |
| 5 | **Boarding accommodation** | * 1. It is well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all boarders. | Addition of a statement on risk assessment, which is a common theme running through this set of standards |
| 6 | **Safety of boarders** | 6.1 The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy | A rewording of 6.1 Formalises the requirement to have a Health and Safety Policy, which is already included in Appendix 1 (9) |
| 6.3 The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified. | 6.3 is completely new. Requires a RISK ASSESSMENT POLICY, which is hitherto only party covered by Appendix 1 (8) |
| 7 | **Fire precautions and drills** | NO CHANGE |  |
| 8 | **Provision and preparation of food and drinks** | 8.3 In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. Schools are sensitive to boarder’s individual needs in this respect. | Addition of a requirement to take account of individual needs when making provision for snacks and drinkd other than at mealtimes |
| 8.4 Pupils with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice. | A new requirement |
| 9 | **Boarders’ possessions** | 9.4. Any search of boarders’ personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the State Secretary of State. | A new requirement, which formalises the expectations of the document “Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies” |
| 10 | **Activities and free time** | 10.1 There is an appropriate range and choice of activities for boarders outside teaching time, including sufficient and suitably timed free time each day. Suitable risk assessments are in place for any activities which may put boarders at risk of harm. | Additional wording, requiring that relevant activities are properly risk assessed. See also Standards 5 and 6 above |

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| 11 | **Child protection** | NO CHANGE |  |
| 12 | **Promoting positive behaviour and relationships** | * 1. when restraint, including reasonable force, is to be used and how this will be recorded and managed; | Behaviour policy or equivalent needs to specify when restraint can be used. Note additional use of phrase “including reasonable force”, which has also been added in the appendices |
| 13 | **Management and development of boarding** | 13.1 The school’s governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary. | New 13.1, which requires governors and proprietors to have a formal role in monitoring boarding provision |
| 13.2 | Former 13.1 renumbered |
| 13.3 The school’s leadership and management demonstrate good skills and knowledge appropriate to their role. | Three new requirements of leaders and managers in boarding schools. Note in particular the need to ACTIVELY promote the wellbeing of pupils. |
| 13.4 The school’s leadership and management consistently fulfil their responsibilities effectively so that the standards are met. |
| 13.5 The school’s leadership and management and governance actively promote the wellbeing of pupils. |
| 13.6 | Former 13.2 renumbered |
| 13.7 The school follows and maintains the policies and documents described in Appendix 1. | It was always a requirement for schools to maintain and monitor the records in Appendix 2, which is now 13.8. 13.7 and 13.9 formalise the requirements relating to appendices 1 and 3 |
| 13.8 |
| 13.9 The issues specified in Appendix 3 are monitored, and action is taken to improve outcomes for children as appropriate. |
| 14 | **Staff recruitment and checks on other adults** | 14.2 For all persons over 16 (not on the roll of the school) who after April 2002 began to live on the same premises as boarders but are not employed by the school, an enhanced certificate with a barred list information must be obtained from the Disclosure and Barring Service (DBS). | Change from CRB to DBS |

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| 15 | **Staffing and supervision** | NO CHANGES |  |
| 16 | **Equal opportunities** | 16.1 Boarders are not discriminated against, paying particular regard to the protected characteristics set out in the Equality Act 2010 or because of their cultural background, linguistic background, special educational need, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs. | Addition of the protected characteristics, which are:  age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation. |
| 17 | **Securing boarders’ views** | 17.1 Boarders are actively encouraged to contribute views to the operation of boarding provision….. | Need for staff to actively seek boarders’ views |
| 18 | **Complaints** | 18.2 The school’s written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld). | Schools must be able identify those complaints which relate to boarding |
| 19 | **Prefects** | NO CHANGE |  |
| 20 | **Lodgings (long-stay)** | 20.3 Schools alert the local authority to any arrangements made by the school that may constitute private fostering. | Reminds schools of their duty relating to private fostering |
| 20.4 | 20.3 renumbered |
| 20.5 The school visits all potential lodgings it may arrange, and interviews any adult who will be responsible for the accommodation of the pupils in each lodging, takes up references, and has recorded a satisfactory assessment, before any pupil is placed there. The school can demonstrate that members of the host family aged over 16 are subject to a DBS check completed at the standard level, with a satisfactory outcome known before any pupil is placed. | 20.4 renumbered, with additional phrase “it may arrange” and change from CRB to DBS |
| 20.6 The school ensures that all adults providing lodgings for pupils on its behalf have undergone safeguarding training that is updated regularly as advised by the Local Safeguarding Children Board, and that they understand the school’s policy in relation to pupils going missing and their role in implementing that policy. | Additional requirement for training of those providing lodging |
| 20.7/8/9 | Previous 20.5/6/7 |

**1.3. AUDITING (MEETING AND EXCEEDING) INDIVIDUAL STANDARDS**

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| **Standard 1 – Statement of boarding principles and practice** | | | |
| 1. A suitable statement of the school’s boarding principles and practice is available to parents and staff, is made known to boarders, and is seen to work in practice. | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

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| **Standard 2 – Boarders’ induction and support** | | | |
| 2.1 There is an appropriate process of induction and guidance for new boarders. | | | |
| 2.2 Each boarder has a choice of staff to whom s/he can turn for personal guidance or for help with a personal problem. | | | |
| 2.3 The school identifies at least one person other than a parent, outside the staff, *and those responsible for the leadership and governance of the school,* who boarders may contact directly about personal problems or concerns at school. Boarders are informed who this person is, and how to contact them and *they are easily accessible*. Boarders are also provided with one or more appropriate helpline(s) or outside telephone numbers, including the *Office of the Children’s Commissioner,* to contact in case of problems or distress. | | | |
| **Evidence relating to the changes in March 2015 to Standard 2.3 (see page 5):** | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

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| **Standard 3 – Boarders’ health and well being** | | | |
| 3.1 The school has and implements appropriate policies for the care of boarders who are unwell *and ensures that the physical and mental health, and emotional wellbeing of boarders is promoted.* These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies.  [wellbeing” means wellbeing within the meaning of section 10(2) of the Children Act 2004 – see page 5] | | | |
| 3.2 Suitable accommodation, including toilet and washing facilities, is provided in order to cater for the needs of boarding pupils who are sick or injured. The accommodation is adequately staffed by appropriately qualified personnel, adequately separated from other boarders and provides separate accommodation for male and female boarders where this is necessary. | | | |
| 3.3 In addition to any provision on site, boarders have access to local medical, dental, optometric and other specialist services or provision as necessary. | | | |
| 3.4 *All medication is safely and securely stored and proper records are kept of its administration.* Prescribed medicines are given only to the boarders to whom they are prescribed. Boarders allowed to self-medicate are assessed as sufficiently responsible to do so. | | | |
| 3.5 The confidentiality and rights of boarders as patients are appropriately respected. This includes the right of a boarder deemed to be “Gillick Competent” to give or withhold consent for his/her own treatment. [Gillick competence is used in medical law to decide whether a child (16 years or younger) is able to consent to his or her own medical treatment, without the need for parental permission or knowledge. A child will be Gillick competent if he or she has sufficient understanding and intelligence to understand fully what is proposed. ] | | | |
| **Evidence relating to changes to 3.1 and 3.4 in March 2015 – see page 5:** | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

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| **Standard 4 – Contact with parents/carers** | | | |
| Boarders can contact their parents/carers and families in private and schools facilitate this where necessary. This does not prevent schools from operating proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders. | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

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| **Standard 5 – Boarding accommodation** | | | |
| 5.1 Suitable sleeping accommodation is provided for boarders. *It is well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all boarders.* Where pupils are aged 8 years or over, sleeping accommodation for boys is separate from sleeping accommodation for girls. | | | |
| 5.2 Suitable living accommodation is provided for boarders | | | |
| 5.3 Suitable toilet and washing facilities are provided for boarders, which are reasonably accessible from the sleeping accommodation. Separate toilet facilities are provided for boys and girls unless each toilet facility is provided in a separate room intended for use by one pupil at a time, the door to which is capable of being secured from inside. Toilet and washing facilities provide appropriate privacy for boarders. | | | |
| 5.4 Boarding houses and other accommodation provided for boarders is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility. | | | |
| 5.5 Accommodation is suitably furnished and of sufficient size for the number, and ages of boarders accommodated, with appropriate protection and separation between genders, age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm | | | |
| 5.6 Boarders can personalise an area of their accommodation with suitable posters and personal items if they wish. | | | |
| 5.7 Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) substantial and unsupervised access to pupils, or to boarding accommodation while occupied by pupils. | | | |
| 5.8 Any use of surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes does not intrude unreasonably on children’s privacy | | | |
| **Evidence relating to the new wording in 5.1 (see page 6):** | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

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| **Standard 6 – Safety of boarders** | | | |
| 6.1 The school ensures compliance with relevant health and safety laws *by drawing up and implementing effectively a written health and safety policy.* | | | |
| 6.2 The school premises, accommodation and facilities provided therein are maintained to a standard is such that, so far as is reasonably practicable, the health safety and welfare of pupils are ensured | | | |
| *6.3 The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified* | | | |
| **Evidence relating to changes to Standard 6.1 and new Standard 6.3 [see page 6]** | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

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| **Standard 7 – Fire precautions and drills** | | | |
| 7.1 The school complies with the Regulatory Reform (Fire Safety) Order 2005 | | | |
| 7.2 In addition, fire drills are regularly (at least once per term) carried out in ‘boarding time’. | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

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| **Standard 8 – Provision and preparation of food and drinks** | | | |
| 8.1 All boarders, including those with special dietary, medical or religious needs, are provided with meals which are adequate in nutrition, quantity, quality, choice and variety. | | | |
| 8.2 suitable accommodation is provided for the hygienic preparation, serving and consumption of boarders main meals. This may be situated in the main school provided it is adjacent to or reasonably accessible from the boarding accommodation. | | | |
| 8.3 In addition to main meals, Boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. *Schools are sensitive to boarder’s individual needs in this respect.* | | | |
| *8.4 Pupils with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice.* | | | |
| **Evidence relating to changes in March 2015 to Standard 8.3 and new Standard 8.4 [see p. 6]** | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

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| **Standard 9– Boarders’ possessions** | | | |
| 9.1 Adequate laundry provision is made for boarders’ clothing and bedding. Boarders’ clothing is satisfactorily stored and issued to the right boarder following laundering. | | | |
| 9.2 Boarders are able to obtain necessary personal and stationery items while accommodated at school. | | | |
| 9.3 Reasonable protection is provided for boarders’ personal possessions and for any boarders’ money or valuables looked after by the school. | | | |
| *9.4. Any search of boarders’ personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the State Secretary of State.* | | | |
| **Evidence relating to new Standard 9.4 (March 2015) [see page 6]:** | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

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| **Standard 10 – Activities and free time** | | | |
| 10.1 There is an appropriate range and choice of activities for boarders outside teaching time, including sufficient and suitably timed free time each day. Suitable risk assessments are in place for any activities which may put boarders at risk of harm. | | | |
| 10.2 Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where boarders can be alone if they wish. | | | |
| 10.3 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. | | | |
| 10.4 Boarders have access to information about events in the world outside the school, and access to local facilities which *are* appropriate to their age. | | | |
| **Evidence relating to change to Standard 10.1 in March 2015 [see page 6]:** | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

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| **Standard 11 – Child protection** | | | |
| 11.1 The school ensures that:   * arrangements are made to safeguard and promote the welfare of pupils at the school; and * such arrangements have regard to any guidance issued by the Secretary of State. (Safeguarding Children and Safer Recruitment in Education - The Department for Education)) | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

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| **Standard 12 – Promoting positive behaviour and relationships** | | | |
| 12.1 The school has and consistently implements a written policy to promote good behaviour amongst pupils. This policy includes:   * measures to combat bullying and to promote positive behaviour; * school rules; * disciplinary sanctions; * when restraint, *including reasonable force, is to be used and how this will be recorded and managed*; and * arrangements for searching pupils and their possessions.   [ In these standards “restraint” means using force or restricting liberty of movement.] | | | |
| 12.2 The policy complies with relevant legislation and guidance and is understood by staff and pupils. | | | |
| **Evidence relating to the change to Standard 12.1 in March 2015 [see page 7]:** | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

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| **Standard 13 – Management and development of boarding** | | | |
| *13.1 The school’s governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.* | | | |
| *13.2* There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff. | | | |
| *13.3 The school’s leadership and management demonstrate good skills and knowledge appropriate to their role.* | | | |
| *13.4 The school’s leadership and management consistently fulfil their responsibilities effectively so that the standards are met.* | | | |
| *13.5 The school’s leadership and management and governance actively promote the wellbeing of pupils.* | | | |
| *13.6* Senior boarding staff have an adequate level of experience and/or training. | | | |
| *13.7 The school follows and maintains the policies and documents described in Appendix 1.* | | | |
| *13.8* The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate. | | | |
| *13.9 The issues specified in Appendix 3 are monitored, and action is taken to improve outcomes for children as appropriate.* | | | |
| **Evidence relating to the major changes to Standard 13 in March 2015 [see page 7]:** | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

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| **Standard 14– Staff recruitment and checks on other adults** | | | |
| 14.1 Schools operate safe recruitment procedures and vet staff in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State.  Keeping children safe in education; and Working Together to Safeguard Children] | | | |
| 14.2 For all persons over 16 (not on the roll of the school) who after April 2002 began to live on the same premises as boarders but are not employed by the school, an enhanced certificate with a barred list information must be obtained from the Disclosure and Barring Service (DBS). | | | |
| 14.3 There is a written agreement between the school and any person over 16 not employed by the school but living in the same premises as boarders (for example, members of staff households). This specifies the terms of their accommodation, guidance on contact with boarders, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with *pupils.* They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence. | | | |
| 14.4 All persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation. | | | |
| 14.5 The school regularly monitors the suitability of any arrangements it makes for the appointment of guardians. | | | |
| 14.6 Any guardians appointed by the school are subject to the same recruitment checks as staff, and their care of pupils is monitored. [This standard applies where a guardian is appointed for a child under 18 by a school, by a member of staff as part of their work for the school, or by an agency or organisation on behalf of the school. Where a school provides lists of possible guardians, written documents should be clear as to 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]. | | | |
| **Evidence relating to the change to Standard 14.2 in March 2015 [see page 7]:** | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

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| **Standard 15 – Staffing and supervision** | | | |
| 15.1 Any person employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding. | | | |
| 15.2 Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear. | | | |
| 15.3 The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved. | | | |
| 15.4 Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced. | | | |
| 15.5 Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times. | | | |
| 15.6 Staff working within the school know and implement the school’s policy in relation to children going missing and their role in implementing that policy. Staff actively search for children who are missing, including working with police where appropriate. | | | |
| 15.7 There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house. | | | |
| 15.8 Boarders have a satisfactory means of contacting a member of staff in each house at night. | | | |
| 15.9 Suitable accommodation (consisting of accommodation in which meals may be taken, living accommodation and sleeping accommodation) and suitable toilet and washing facilities are provided for residential staff. This accommodation is appropriately separated from the accommodation and facilities provided for boarding pupils. [Appropriately separated does not mean that the accommodation has to be in a separate building. But separation should mean that facilities are not shared.] | | | |
| 15.10 Any broader access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders. | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard 16 – Equal opportunities** | | | |
| 16.1 *Boarders are not discriminated against, paying particular regard to the protected characteristics set out in the Equality Act 2010 or because of their* cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.  [The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation. ] | | | |
| **Evidence relating to the change to Standard 16.1 in March 2015 [see page 8]:** | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard 17 – Securing boarders’ views** | | | |
| 17.1 Boarders *are actively encouraged* to contribute views to the operation of boarding provision, are able to raise concerns and make complaints, and their views are given appropriate weight in decisions about the running of the school. Pupils are not penalised for raising a concern or making a complaint in good faith. | | | |
| **Evidence relating to the change to Standard 17 in March 2015 [see page 8]:** | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard 18 – Complaints** | | | |
| 18.1 The school has, and follows, an appropriate policy on responding to complaints that is compliant with the relevant regulatory standards | | | |
| *18.2 The school’s written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld).* | | | |
| **Evidence relating to the new Standard 18.2 in March 2015 [see page 8]:** | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard 19 – Prefects** | | | |
| 19.1 Any prefect system (or equivalent) gives prefects (or equivalent) appropriate specific duties and responsibilities that are appropriate for them, with adequate staff supervision and measures to counter possible abuses of the role. | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard 20 – Lodgings (long-stay)** | | | |
| 20.1 Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked before use, and are monitored by the school during use including checks at least yearly. [School arranged lodgings are those provided or arranged for a pupil under 18 by the school, or any member of its staff as part of their work for the school, or by an agent or organisation acting for the school, rather than by the pupil’s parent or an organisation other than the school acting on the parent’s behalf. They include term-time use of lodgings instead of on-site boarding accommodation, holiday lodgings arranged for pupils by the school, pupils lodging with staff members during holidays, and accommodation during either term or holiday time with school-arranged educational guardians. This standard does not apply for school trips**.** ] | | | |
| 20.2 It is clearly stated to parents whether any lodgings accommodating pupils are to be arranged by the school or by parents themselves. | | | |
| *20.3 Schools alert the local authority to any arrangements made by the school that may constitute private fostering.* | | | |
| *20.4* Any lodgings provided or arranged by the school are of a comparable standard to accommodation provided by the school. | | | |
| 20.5 The school visits all potential lodgings *it may arrange,* and interviews any adult who will be responsible for the accommodation of the pupils in each lodging, takes up references, and has recorded a satisfactory assessment, before any pupil is placed there. The school can demonstrate that members of the host family aged over 16 *are subject to a DBS check completed at the standard level, with a satisfactory outcome known before any pupil is placed.* | | | |
| *20.6 The school ensures that all adults providing lodgings for pupils on its behalf have undergone safeguarding training that is updated regularly as advised by the Local Safeguarding Children Board, and that they understand the school’s policy in relation to pupils going missing and their role in implementing that policy.* | | | |
| *20.7* The school has a satisfactory written agreement with each adult providing lodgings for pupils on its behalf. | | | |
| *20.8* 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. | | | |
| *20.9* 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. | | | |
| **Evidence relating to the major changes to Standard 20 in March 2015 [see page 8]:** | | | |
| How the school MEETS and EXCEEDS the standard (with appropriate evidence) | | | |
| Plans for future improvement (with indicative timescale) | | | |
| Assessed by |  | Date |  |
| Next review |  | | |

**1.4 AUDIT OF POLICIES AND RECORDS**

**1.4A: Audit Form for Policies and Documents**

The following list of policies and documents required is Appendix 1 to the National Minimum Standards

| **Policies** | **Relates to standard** | **Located in**  **(e.g. ‘Staff Handbook’)** | **Last review** |
| --- | --- | --- | --- |
| Countering bullying ***including cyberbullying*** | 12.1  12.2 |  |  |
| Child protection | 11 |  |  |
| Discipline (including sanctions, rewards and restraint) | 12 |  |  |
| Staff disciplinary, grievance and whistle blowing policy | 15 |  |  |
| Care of boarders who are unwell, including first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies | 3 |  |  |
| Safety and supervision on school journeys | 15.3 |  |  |
| Access to school premises by people outside the school | 5.7, 6 |  |  |
| Pupil access to risky areas of school buildings and grounds | 6 |  |  |
| Health and Safety | 6 |  |  |
| Pupil access to a person independent of the school staff group | 2.3 |  |  |
| Provision for pupils with particular religious, dietary, language or cultural needs | 8.1,16 |  |  |
| Supervision of ancillary, contract and ‘unchecked’ staff | 5.5, 5.7, 14,15 |  |  |
| **Documents** | **Relates to standard** | **Located in**  **(e.g. ‘Staff Handbook’)** | **Last review** |
| Staff Handbook/ guidance for boarding staff  (this document may include many of the policy documents listed above) | 15 |  |  |
| Statement of boarding principles and practice | 1 |  |  |
| Requirement for staff to report concerns or allegations of risk of harm to pupils | 11 |  |  |
| Complaints procedure | 18 |  |  |
| Procedure for enabling pupils to take problems or concerns to any member of staff | 2.2 |  |  |
| Responses to alcohol, smoking and substance abuse | 12 |  |  |
| Plans for foreseeable crises | 6,13 |  |  |
| Staff induction, training and development programme | *13.6*,15.1 |  |  |
| Prefect duties, powers and responsibilities | 19 |  |  |
| Key written information for new boarders | 2.1 |  |  |
| Job descriptions for staff with boarding duties | 15.1 |  |  |
| **where applicable:** |  |  |  |
| Clarification of whether any educational guardians or lodgings are arranged by the school or parents | 14.5, 14.6, 20 |  |  |
| Agreement with any adult providing lodgings to pupils | 20 |  |  |
| Guidance on welfare to host families accommodating pupils on behalf of the school | 20 |  |  |
| **Additional items not listed in Appendix 1 of NMS** | | | |
| *Equal opportunities* | 16 |  |  |
| *Policy on missing pupils* | 15.6  *20.6* |  |  |
| ***Risk Assessment Policy*** | **6.3** |  |  |

**1.4B: Audit of Records**

The list of records is provided as an appendix in the National Minimum Standards. Individual standards mention a few other kinds of records not listed there, and these are added here in italics. It goes without saying that some of these records are considerably more important than others! Schools will have these in a variety of formats and a will store these records in a variety of locations, and not all will be applicable to all situations. However, Standard 13.8 specifically requires schools to ensure these records are “maintained and monitored”

| **Record** | **Relates to standard** | **Location**  **(e.g.’ Prospectus’)** | **Last monitored by** | **Date** | **Type of monitoring** |
| --- | --- | --- | --- | --- | --- |
| Child Protection allegations or concerns | 11 |  |  |  |  |
| Major sanctions | 12 |  |  |  |  |
| Use of ***reasonable force*** | 12 |  |  |  |  |
| Complaints | 18 |  |  |  |  |
| Individual boarders’ records (Containing personal. Health and welfare information) | 3 |  |  |  |  |
| Administration of medication/ treatment/ first aid (kept confidentially) | 3 |  |  |  |  |
| Significant illnesses | 3 |  |  |  |  |
| Significant accidents and injuries | 6 |  |  |  |  |
| Parental permission for medical and dental treatment, first aid and non-prescription medication | 3 |  |  |  |  |
| Risk Assessments (for risky activities and in relation to premises/ grounds) | 5, 6, 10 |  |  |  |  |
| Staff recruitment records and checks\* | 14 |  |  |  |  |
| Staff duty rotas | 15 |  |  |  |  |
| Staff supervision, appraisal and training | 15 |  |  |  |  |
| Fire precautions test and drills | 7 |  |  |  |  |
| Risk assessments ***under the Regulatory Reform (Fire Safety) Order 2005*** | 5, 7 |  |  |  |  |
| Menus | 8 |  |  |  |  |
| Pocket money and personal property looked after by staff | 9 |  |  |  |  |
| Care plans for boarders with special needs (where applicable) | 3,16 |  |  |  |  |
| Parental permission for high risk activities | 6, 10 |  |  |  |  |
| Checks on Adventure Activity Centre licences | 6, 10 |  |  |  |  |
| Assessment of lodgings arranged by the school | 20 |  |  |  |  |
| Assessment of off-site accommodation used by the school | 5,6 |  |  |  |  |
| **ITEMS NOT MENTIONED IN THE NMS APPENDIX 2 – but worth monitoring** | | | | | |
| *Pupil signing out and in* | 6,15 |  |  |  |  |
| *Recruitment of guardians* | 14.5,14.6 |  |  |  |  |
| *Agreements with adults other than staff* | 14.2  14.3  15.2  20.5 |  |  |  |  |
| *Parental responsibility/ contact details* | 4 |  |  |  |  |
| *Boarders’ views (e.g. minutes of meetings if held* | 17 |  |  |  |  |

\*including checks on others given substantial unsupervised access to boarders or boarding accommodation

**1.4C: Issues to be monitored by the school**

The following matters and records in relation to boarders must be regularly monitored by the Head or a senior member of staff, to identify whether review or change in welfare practice is needed. **Not only is this a common-sense issue, but it is now a formal requirement under Standard 13.9:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Record** | **Relates to standard** | **Location**  **(e.g.’ Prospectus’)** | **Last monitored by** | **Date** |
| Records of complaints and their outcomes | 18 |  |  |  |
| Records of major sanctions | 12 |  |  |  |
| Records of any use of physical restraint | 12 |  |  |  |
| Systems and management of medical welfare | 3 |  |  |  |
| Records of significant accidents | 6 |  |  |  |
| Records of all risk assessments carried out | 5, 6, 7, 10, 13 |  |  |  |
| Action taken in response to risk assessments carried out | 5, 6, 7, 10, 13 |  |  |  |
| Suitability of any guardian arrangements made | 14.5, 14.6, 20 |  |  |  |

**PART 2**

**PREPARING FOR A BOARDING INSPECTION**

**2.1 ESTABLISHING THE BASE LINE**

**2.1 A: RECOMMENDATIONS FROM PREVIOUS REPORTS, RECORD OF ACTIONS TAKEN AND RELEVANT EVIDENCE**

With new standards and new inspection frameworks in place, it is easy to forget that one of the key considerations for inspectors will be to ensure that any recommendations from previous inspection reports have been fully considered, and appropriate action taken where necessary. It is essential to ensure that any shortfalls from previous reports have been appropriately remedied, and that any relevant evidence can be presented to support this:

|  |  |
| --- | --- |
| **Recommendation from previous report** | **Action taken and evidence available** |
| 1. |  |
| 2 |  |
| 3, |  |
| 4. |  |
| etc |  |

**2.1B: EVIDENCE FROM SURVEYS AND REPORTS**

All schools evaluate their provision by the use of surveys, reports and audits, and it is now a requirement of Standard 17.1 that these views must be actively sought. The table below allows schools to consider the many different ways in which they are already auditing aspects of their provision, and to map the findings against the relevant standards

| **Description**  With possible indicators | **NMS** | **Evidence gathered** | **Type and date of survey** |
| --- | --- | --- | --- |
| Aims of Boarding  Boarders know the aims and are able to demonstrate how they work in practice.  Staff and parents are also aware. | 1 |  |  |
| Induction of boarders  Boarders reflect positively on their induction, regardless of their starting point.  Evidence also from parents and staff. | 2 |  |  |
| Support to boarders  Boarders feel adequately supported, know who to contact outside school, and identify adults and older boarders at school they would talk to. | 2.2  2.3 |  |  |
| Quality of health and medical  provision  Boarders feel well looked after when they are ill.  Evidence from staff about effectiveness of systems in place. | 3 |  |  |
| Contact with parents/carers  Boarders are able to contact parents/carers easily. | 4 |  |  |
| Quality of  accommodation  Boarders like their room or dorm, and are positive about the facilities. There are sufficient toilet and washing facilities.  Positive feedback from parents and staff. | 5 |  |  |
| Do the boarders feel safe? | 6 |  |  |
| Fire tests and drills  Boarders know fire routes and how to evacuate in an emergency. | 7 |  |  |
| Quality of catering  Boarders are positive about breakfast, lunch and supper and about snacks at other times. They report that drinking water is readily available. | 8 |  |  |
| Possessions  Boarders feel that their belongings are safe and can access pocket money appropriately. | 9 |  |  |
| Activities and free time  There is enough to do, including at evenings and weekends.  Boarders identify areas they use  Any onerous demands are appropriate.  Boarders have age appropriate access to the world outside.  Boarders are suitably active. | 10 |  |  |
| Child Protection  Staff know the correct procedures.  Governors can demonstrate their own awareness and how they check.  Senior students (where applicable) know what to do. | 11 |  |  |
| Behaviour  Boarders feel they are dealt with fairly.  Staff know procedures  Parents are appropriately informed.  Staff and boarders report that bullying and cyberbullying are dealt with appropriately. | 12 |  |  |
| Relationships  Boarders say that staff know them well and that staff care about them.  Staff respect boarders’ privacy. | 12 |  |  |
| Quality of management and leadership  Staff and governors are aware of the leadership structure.  Staff identify training undertaken.  Staff and leaders are aware of their responsibilities. | 13 |  |  |
| Checks on adults  No reports of issues with unsupervised adults.  Staff are aware of procedures and of guardian arrangements. | 14 |  |  |
| Staffing and supervision  Boarders know who is on duty and how to find them  Staff know the “missing student” procedure. | 15 |  |  |
| Equal opportunities  Analysis of survey responses from boarders of different backgrounds and abilities indicate no concerns. | 16 |  |  |
| Securing boarders’ views  Boarders know which systems are in place and report positively about them.  Staff take full account of boarders’ views. | 17 |  |  |
| Complaints  Boarders know how to complain and (if appropriate) consider their complaints are taken seriously. | 18 |  |  |
| Effectiveness of prefect system  Prefects know their responsibilities  Boarders and staff feed back positively. | 19 |  |  |
| Quality of lodgings  Those in lodgings report favourably about all aspects of the arrangements. | 20 |  |  |

**2.2: COMPLIANCE CHECKLIST**

Where it has been identified that particular issues need addressing to ensure compliance with the NMS, it is essential that an appropriate action plan is put in place to address these within a defined timescale:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Item** | **NMS** | **To be completed by**  **(DATE)** | **Responsible**  **(Person)** | **Complete?** | **Assessed by and date** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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**PART 3**

**STANDARDS AND JUDGEMENTS**

**3.1 Independent Schools Inspectorate**

Colleagues who are inspected by ISI are signposted to the notes and guidance contained in the Handbook for the Inspection of Schools: The Regulatory Requirements. April 2015, beginning at page 93. This document makes clear how the standards will be used to contribute to overall judgements, as below:

**INTEGRATED INSPECTION**

|  |  |  |
| --- | --- | --- |
| Judgement | Standards | Inspection criteria |
| Outcomes for boarders | 16 17 19 | (i) The boarders’ personal development is clearly promoted by their boarding experience and is apparent in qualities such as confidence, self-reliance, integrity and tolerance.  (ii) Boarders enjoy being part of their community and make a positive contribution to it.  (iii) Boarders have pleasant and constructive relationships with one another and with the boarding staff. |
| The quality of boarding provision and care | 2 3 4 5 6 7 8 9 10 **18** 20 | (iv) Boarders are well cared for and the boarding provision is effective in supporting their individual needs and helping them keep safe, fit and healthy.  (v) Boarders benefit from suitable facilities and opportunities for recreational and developmental activities in the evening and at weekends, including sufficient self-directed time.  (vi) Boarding accommodation is comfortable, secure and well-maintained.  (vii) Boarders are able to maintain regular contact with their families, and the school communicates effectively with parents, carers and guardians. |
| The effectiveness of arrangements for welfare and safeguarding | 11 12 14 | (viii) Arrangements are effective in ensuring compliance with the National Minimum Standards for Boarding Schools, particularly in matters of safeguarding boarders’ welfare, staffing, management of behaviour and prevention of bullying. The effectiveness of the leadership and management of the boarding provision |
| The Effectiveness of Leadership and Management of the Boarding Provision | 1, 13, 15 **18** | (ix) Boarding priorities are clear and houses are well run, in line with the aims of the school, and with a commitment to self-evaluation and improvement. |

**INTERMEDIATE INSPECTION**

The handbook makes plain that “Intermediate inspections of boarding welfare focus primarily on whether the National Minimum Standards for Boarding Schools (NMS) are met. The report therefore concerns whether the school meets these Standards and does not contain judgments on wider provision or outcomes for boarders.” The report will therefore state whether or not a school is compliant, with standards categorised as follows:

|  |  |
| --- | --- |
| Boarding provision and care | Standards 2 3 4 5 6 7 8 9 10 |
| Arrangements for welfare and safeguarding | Standards 11 12 14 |
| Leadership and Management of the Boarding Provision | Standards 1 13, 15 16 17 18 19 20 |

**3.2 Ofsted**

Schools which are inspected by Ofsted will find the guidance in Inspections of boarding and residential provision in schools, March 2015 [Ofsted 150053]. This differs in some respects from previous versions, not least in the terminology used for the four judgements. The document also highlights some changes to the inspection methodology, and should be reviewed carefully.

Guidance on the evaluation criteria is found in the document from section 37 onward, and highlights the fact that “only good is good enough”, so the concept of a “minimum” standard is not applied.

When evaluating boarding provision, the four judgements are made with contributing standards listed in the table below. Please note that Standard 16 (Equal Opportunities) and Standard 17(Securing Boarders’ Views) now contribute to the judgement on the quality of boarding care and support, and not leadership and management.

Judgements are now:

* Outstanding
* Good
* Requires improvement
* Inadequate

|  |  |
| --- | --- |
| The overall experiences and progress of children and young people | All standards contribute |
| The quality of boarding care and support | Standards 2 3 4 5 8 9 10 16 17 |
| How well children and young people are protected | Standards 6 7 11 12 14 |
| The impact and effectiveness of leaders and managers | Standards 1 13, 15 18 19 20 |