



Department
for Education

Proposed standards for boarding schools (Annex A)

Government consultation

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Summary

About this document

This document contains a statement of national minimum standards (standards) to safeguard and promote the welfare of children for whom accommodation is provided by boarding schools¹.

These standards do not override the need for schools to comply with other legislation such as that which sets the standards for independent schools, and legislation covering health and safety, fire or planning regulations.

In these standards, 'have regard to' means that the school should be able to demonstrate that it either complies with the guidance, or has considered the guidance and has very good reason for departing from it, which should be documented.

Expiry or review date

The Secretary of State will keep the standards under review and may publish amended statements as appropriate.

Who is this document for?

The standards apply in England to:

- all mainstream boarding schools for all age groups of pupils up to 18², including any lodging arrangements organised by the school for residential pupils;
- any pupils over the age of 18 on the roll of the school who live in the same accommodation as those who are under 18; and
- children accommodated at the school, other than pupils³.

These standards do not apply to:

¹ This statement is a revision of the statement published in December 2012, which came into force on 1 January 2013.

² Including schools where all boarders are 16 or over

³ The school accommodates children other than its own boarders if the school, or any member of its staff as part of their work for the school, is responsible for looking after them during their stay at school. Visiting pupils staying in school accommodation, even accompanied by their own staff, should be regarded as temporary boarders.

- Children’s Homes. Boarding schools which accommodate or arrange accommodation for any child for more than 295 days a year⁴, or intend to do so. Such schools are required to register as children’s homes with Ofsted and are required to comply with legislation and standards set for children’s homes⁵ rather than the standards in this document.
- Further Education Colleges funded by the Skills Funding Agency. There is a separate set of [national minimum standards for Further Education Colleges which accommodate under 18s](#).
- Residential Special Schools. There is a separate set of [standards for residential special schools](#).
- Pupils aged over 18 who live in separate accommodation to pupils under the age of 18.
- Over 18s who are not pupils but are being educated by the school. These students should not be in the same accommodation as pupils.
- Instances where another organisation is responsible for the children, such as when the premises are let during the school holidays. In such cases the organisation is responsible for their welfare rather than the school.
- The children of staff working at the school and living in their household.

Main points

- This statement of national minimum standards for boarding schools is published by the Secretary of State for Education under section 87C(1) of the Children Act 1989 as amended by the Care Standards Act 2000 and the Education Act 2011.
- These standards contain arrangements to safeguard and promote the welfare of children for whom accommodation is provided by boarding schools. They provide the minimum standards below which no school is expected to fall in securing outcomes for boarders. The school will be inspected against the standards in order to determine whether there is satisfactory compliance with the legal obligation to safeguard and promote the welfare of boarding pupils. In carrying out the inspection, the role of the inspectorate is to determine the extent to which the school promotes and safeguards the welfare of all boarders, rather than its compliance with structures and systems. Where terms such as “adequate” and “suitable” are used within the standards, inspectors will make judgements

⁴ S1(6) of the Care Standards Act 2000

⁵ See [The Children’s Homes \(England\) Regulations 2015](#) and the [Guide to the children’s homes regulations, including quality standards](#)

based on the adequacy or suitability for the specific needs of the boarders residing at the school, having regard to their ages, numbers and sex and any special requirements⁶ they may have. Where the term “good” is used within the standards, the quality of provision should be such that a reasonable person would consider it to be good in relation to the specific needs of the boarders residing at the school, having regard to their ages, numbers and sex and any special requirements they may have. It does not necessarily mirror the term “good” within inspection quality judgements.

- Inspectorates will take account of the school’s admission policy and statement of purpose, and the views of parents who have chosen the school for their child.
- The Secretary of State will refer to these standards in any action he may take against an independent boarding school that fails to comply with its duty to safeguard or promote the welfare of boarding pupils. Local authorities and the Secretary of State will also take the standards into account in any enforcement action taken in relation to a failure by a maintained school, academy or free school to safeguard or promote the welfare of boarding pupils.
- Minimum standards do not mean standardisation of provision. The standards are designed to be applicable to the many different types of boarding schools and are intended to support schools in developing their own ethos and approach that meets the needs of individual pupils.
- Although the standards are issued for use by inspectorates in assessing the quality of provision in boarding schools, they have other uses. They may be used by schools and staff in self-assessing their services; they may provide a basis for the induction and training of staff; they can be used by parents/carers, children and young people as a guide to what they should expect a school to do; and they can provide guidance on what is required when schools set up boarding or residential provision.

⁶ A student has “special requirements” if the student has any needs arising from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision which is additional to or different from that generally required by children of the same age in schools other than special schools.

National minimum standards for boarding schools

Part A: Governance, leadership and management

Aim: The leadership, management and governance of the school enables a culture to thrive which is child-centred, safeguards children's wellbeing and is ambitious for the progress of every child. Monitoring and accountability is strong and adds value.

To achieve this aim, the school should meet the following standards:

Standard 1 – Statement of boarding principles and practice

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

Standard 2 – Management and development of boarding

[Note: this was previously standard 13]

2.1 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.

2.2 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.

2.3 The school's leadership and management, including governors where appropriate, demonstrate good skills, knowledge and training appropriate to their role.

2.4 The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met.

2.5 The school's leadership and management and governance actively promote the wellbeing of pupils.

2.6 Senior boarding staff are knowledgeable and experienced and have undertaken appropriate training in the management and practice of boarding. They use this to ensure that boarders' welfare is safeguarded and promoted.

2.7 The school follows and maintains the policies and documents described in Appendix 1.

2.8 The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate.

2.9 The issues specified in Appendix 3 are monitored, and action is taken to improve outcomes for children as appropriate.

Standard 3 – Equality and diversity

[Note: this was previously standard 16]

3.1 Boarders are not discriminated against, paying particular regard to the protected characteristics set out in the [Equality Act 2010](#)⁷ or because of their cultural background, linguistic background, special educational needs, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

Part B: Boarding Provision

Aim: The school provides a homely and welcoming environment in which boarders feel safe, secure and comfortable. Boarders enjoy their accommodation and meal times and feel that their belongings are protected.

To achieve this aim, the school should meet the following standards:

Standard 4 – Boarding accommodation

[Note: this was previously standard 5]

4.1 Good quality sleeping accommodation is provided for boarders. It is well organised and managed with ongoing assessments of risk and findings acted upon to reduce risk for all boarders. Risk assessments are documented. Accommodation gives boarders appropriate privacy, taking into account sex, age and any individual needs. Where children share a bedroom, they are given a choice about who they share with. Those who pose a known risk do not share a bedroom.

4.2 Good quality living accommodation is provided for boarders for the purposes of organised and private study outside school hours and for social purposes.

4.3 Sufficient toilet and washing facilities with good quality fixtures and fittings are provided for boarders, which are accessible from the sleeping accommodation. Toilet

⁷ The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

and washing facilities provide appropriate privacy for boarders taking into account sex, age and any individual needs. Separate toilet facilities for boys and girls aged 8 years or over must be provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time⁸.

4.4 Boarding houses and other accommodation provided for boarders are well lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide accessible accommodation for any boarders with restricted mobility.

4.5 Accommodation is well furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between boarder accommodation and staff accommodation. Bedding is warm, clean and comfortable.

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

4.7 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.

4.8 Any use of surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes does not intrude unreasonably on boarders' privacy. Any schools which use CCTV must be registered with the Information Commissioner's Office (ICO) and comply with the relevant data protection legislation including the Data Protection Act 2018 and the General Data Processing Regulation.

Standard 5 – Boarders' possessions

[Note: this was previously standard 9]

5.1 Good and regular laundry provision is made for boarders' clothing and bedding. Boarders' clothing is stored safely while in the process of being laundered and returned to the right boarder following laundering.

5.2 Boarders are able to obtain personal and stationery items whilst accommodated at school.

⁸ As required by The School Premises (England) Regulations 2012, <https://www.legislation.gov.uk/uksi/2012/1943/regulation/4/made>.

5.3 Good protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.

Standard 6 – Provision and preparation of food and drinks

[Note: this was previously standard 8]

6.1 All boarders, including those with special dietary, medical or religious needs, are provided with good quality, nutritious meals with choice and variety and of sufficient quantity.

6.2 Good quality accommodation is provided for the hygienic preparation, serving and consumption of boarders' main meals. This may be situated in the main school building provided it is adjacent to or reasonably accessible from the boarding accommodation.

6.3 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 boarders' individual needs in this respect.

6.4 Pupils with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice.

Part C: Health and Wellbeing

Aim: Boarders' health needs are met, and their physical, emotional and social wellbeing is promoted. Any health care provided is in the best interests of the child.

To achieve this aim, the school should meet the following standard:

Standard 7 – Boarders' health and wellbeing

[Note: this was previously standard 3]

7.1 The school has, and implements effectively, appropriate policies for the care of boarders who are unwell and ensures that the physical and mental health and emotional wellbeing⁹ of boarders are promoted. The policies include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of both prescribed and non-prescription medication (including controlled drugs). Policies

⁹ "wellbeing" means wellbeing within the meaning of section 10(2) of the Children Act 2004

for administration of medication should reflect guidance provided by the [Royal Pharmaceutical Society \(Handling of Medicines in Social Care\)](#).

7.2 Boarders are supported to understand their health needs, how to develop and maintain a healthy lifestyle and to make informed decisions about their own health.

7.3 Effective arrangements are made to care for boarding pupils who are sick or injured. Boarders are accommodated away from other children where this is necessary to care for the child in question or to protect other boarders (e.g. from contagious conditions). Where boarders need to be cared for away from their usual accommodation, they are provided with good quality accommodation, including toilet and washing facilities. The accommodation is well staffed by appropriately qualified personnel, separated from other boarders and provides boarders with appropriate privacy, taking into account sex, age and any individual needs.

7.4 The school has effective links with health agencies, including specialist services where appropriate, such as child and adolescent mental health services and sexual health services. Boarders also have access to local medical, dental, optometric and other services or provision as necessary.

7.5 All medication is safely and securely stored and accurate 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. Where applicable, schools have regard to statutory guidance¹⁰.

7.6 Boarders' confidentiality, rights, privacy and dignity as patients is fundamental and is appropriately protected. This includes the right of a boarder deemed to be "Gillick Competent"¹¹ to give or withhold consent for their own treatment.

Part D: Safeguarding, health and safety

Aim: Boarders are safe while at school. Effective measures are taken to manage risk and protect children from harm, and to manage well any incidents that do occur.

¹⁰ <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3> Supporting pupils at school with medical conditions (DfE, 2014), which is statutory guidance for maintained schools, PRUs and academies, and non-statutory guidance for independent schools. <https://www.gov.uk/government/publications/promoting-the-health-and-wellbeing-of-looked-after-children--2> Promoting the health and wellbeing of looked-after children, DfE & DH 2015.

¹¹ 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.

To achieve this aim, the school should meet the following standards:

Standard 8 – Safeguarding

[Note: previously standard 11]

8.1 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 State¹².

Standard 9 – Safety of boarders

[Note: previously standard 6]

9.1 The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy¹³. Staff have undertaken sufficient training to ensure that this is followed in practice.

9.2 The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

9.3 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.

9.4 The school has effective arrangements, reviewed regularly, to ensure that boarders stay safe while online.

Standard 10 – Fire precautions and drills

[Note: previously standard 7]

10.1 Boarders and staff can be evacuated safely, and know what they would need to do in an emergency.

¹² [Keeping Children Safe In Education](#); and [Working Together to Safeguard Children](#)

¹³ [Health and safety: advice for schools](#)

10.2 The school complies with the [Regulatory Reform \(Fire Safety\) Order 2005](#)¹⁴.

10.3 In addition, fire drills are regularly (at least once per term) carried out in 'boarding time', and at least one per year should be carried out overnight unless the school has assessed that this would be detrimental to boarder's welfare.

Part E: Boarders' rights, advocacy and complaints

Aim: Boarders are enabled to communicate, and develop positive relationships with staff, make their views known and maintain a good relationship with their family (unless precluded by law). Boarders' views, wishes and feelings about their boarding experience are taken into account by the school.

To achieve this aim, the school should meet the following standards:

Standard 11 – Boarders' induction and individual support

[Note: previously standard 2]

11.1 There is an appropriate process of induction and guidance for new boarders and that process includes information covering the requirements in standards 11.2 and 11.3.

11.2 There is a clear policy, implemented in practice, that boarders are able to contact any member of staff of either sex with personal, academic or welfare concerns.

11.3 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. This person may be known as the 'independent person'. Boarders know who this person is, feel able to contact them and would feel comfortable talking to them. The person is easily accessible.

11.4 Boarders are also provided with one or more appropriate helpline(s) or outside telephone numbers, including Childline and the Office of the Children's Commissioner, to contact in case of problems or distress.

Standard 12 – Contact with parents/carers

[Note: previously standard 4]

¹⁴ SI 2005/1541 - There are amendments which are not relevant to these standards.

12.1 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.

Standard 13 – Securing boarders’ views

[Note: previously standard 17]

13.1 Boarders are actively encouraged to contribute their views to the operation of boarding provision, are able to raise concerns and make complaints, and know and can easily use the process for doing so. Boarders’ views are given appropriate weight in decisions about the running of the school and boarding provision. Boarders are provided with feedback about their expressed views. Boarders are not penalised for raising a concern or making a complaint in good faith.

Standard 14 – Complaints

[Note: previously standard 18]

14.1 The school has, and follows, an effective policy on recording and responding to informal and formal parental complaints that is compliant with the relevant regulatory standards.

14.2 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).

Part F: Promoting positive behaviour and relationships

Aim: Boarders behave well and develop good relationships with fellow pupils and staff. Positive behaviour and relationships are encouraged and praised. Any sanctions for poor behaviour are well understood and implemented fairly and consistently.

To achieve this aim, the school should meet the following standards:

Standard 15 – Promoting positive behaviour

[Note: previously standard 12. 15.3 was previously standard 9.4]

15.1 The school has and consistently implements a written policy to promote good behaviour amongst pupils. This policy includes:

- a consistent approach to behaviour management;
- measures to promote positive behaviour;

- school rules which provide a clear framework of promoting positive behaviour, with a shared understanding of rewards and sanctions among children and staff that is consistently applied;
- clearly set out principles for how positive behaviour will be supported beyond the school gate;
- when restraint¹⁵, including reasonable force¹⁶, is to be used and other physical contact and how this will be recorded and managed; and
- arrangements for searching and screening children and their possessions.

15.2 The policy complies with relevant legislation and has regard to guidance¹⁷, and is understood by staff and pupils.

15.3 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 Secretary of State¹⁸.

Standard 16: Preventing bullying

[Note this is a new standard]

16.1 The school ensures that bullying, including cyber-bullying, at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

16.2 Any instances of bullying are dealt with effectively, and staff take reasonable steps to help children to overcome the impact of bullying. All staff are trained to recognise and deal with bullying.

Standard 17 – Promoting good relationships

[Note this is a new standard]

17.1 Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect.

¹⁵ In these standards “restraint” means using force or restricting liberty of movement

¹⁶ [Use of reasonable force: Advice for headteachers, staff and governing bodies](#)

¹⁷ [School and college behaviour and attendance](#)

¹⁸ Advice on searching is set out in [Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies](#)

17.2 Boarders are encouraged and enabled to make and sustain friendships with children outside the boarding community.

17.3 Staff understand the range of influences that friendships can have and encourage those with a positive impact and discourage those with a negative impact. Staff understand and help boarders to understand what makes a healthy, nurturing relationship. Staff recognise the signs of children at risk of or involved in damaging relationships with others, and take appropriate action where these occur.

Part G: Boarders' development

Aim: The boarding experience aids boarders' development and helps them to develop strong characters, resilience, social skills and living skills in line with their age.

To achieve this aim, the school should meet the following standard:

Standard 18 – Activities and free time

[Note: previously standard 10]

18.1 Boarders develop their emotional, intellectual, social, creative and physical skills through the accessible and stimulating environment created by the school.

18.2 All boarders access a good range and choice of activities 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.

18.3 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.

18.4 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.

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

18.6 The school provides well thought through, age appropriate opportunities for all children to develop the daily living skills, independence, health and employment skills needed by the young person for their likely future living arrangements, taking account of their age and needs.

Part H: Staffing

Aim: Boarders are supervised by well-trained, experienced and skilled staff who have been vetted to ensure their suitability. There are sufficient staff to provide care for each child, and good continuity of staff. Any use of prefects is appropriate and well-managed.

To achieve this aim, the school should meet the following standards:

Standard 19 – Staff recruitment and checks on other adults

[Note: previously standard 14]

19.1 Schools operate safe recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to relevant guidance¹⁹ issued by the Secretary of State.

19.2 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 must be obtained from the Disclosure and Barring Service (DBS). The certificate must include barred list information if the person will be engaged in regulated activity.

19.3 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 children (for example, members of staff households). This specifies the terms of their accommodation, guidance and expectations on contact with pupils, 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.

19.4 All persons visiting boarding accommodation or staff 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.

Standard 20 – Staffing and supervision

[Note: previously standard 15]

¹⁹ [Keeping children safe in education](#); and [Working Together to Safeguard Children](#)

20.1 Any staff member or volunteer 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.

20.2 Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear.

20.3 The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and individual needs of boarders, and the locations and activities involved.

20.4 Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced. There is continuity of staff, as far as is possible, such that boarders' relationships with staff are not overly disrupted.

20.5 Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times.

20.6 Staff working within the school know and implement the school's policy, and any local protocols, in relation to boarders going missing and understand their role in implementing that policy. Staff actively search for boarders who are missing, including working with police where appropriate.

20.7 There is at least one adult member of staff sleeping or on duty in each building in which children sleep at night, responsible for the boarders in that building.

20.8 Boarders are able to contact a member of staff in each house at night.

20.9 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 separated²⁰ from the accommodation and facilities provided for boarding pupils.

20.10 No boarders have access to staff residential accommodation. There is no inappropriate favouritism or inappropriate one-to-one contact between staff and boarders.

²⁰ 'Appropriately separated' does not mean that the accommodation has to be in a separate building. But separation should mean that facilities are not shared.

Standard 21 – Prefects

[Note: previously standard 19]

21.1 Any prefect system (or equivalent) gives prefects (or equivalent) appropriate specific duties and responsibilities that are appropriate for them, with adequate staff supervision, training and measures to counter possible abuses of the role.

Standard 22 – Guardians

[Note: 22.1 and 22.2 were previously standards 14.5 and 14.6. 22.3 is a new standard]

22.1 The school regularly monitors the suitability of any arrangements it makes for the appointment of guardians.

22.2 Any guardians²¹ appointed by the school are subject to the same safer recruitment procedures as staff, and their care of pupils is monitored.

22.3 Where children have guardians that have not been appointed by the school, the school takes appropriate steps to ensure that children are safe and that the guardianship arrangement is promoting the physical and emotional wellbeing of the child. Any concerns about guardianship arrangements are referred to the relevant agency, and where the guardianship arrangement may constitute private fostering, this is referred to the local authority.

22.4 Under no circumstances should school staff act as educational guardians for boarders.

Part I: Children accommodated off-site

Aim: Boarders housed in lodgings off-site experience good quality, safe accommodation and are protected and well-cared for.

To achieve this aim, the school should meet the following standard:

²¹ 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.

Standard 23 – Lodgings (long-stay)

[Note: previously standard 20]

23.1 Any lodgings arranged by the school to accommodate pupils provide good quality accommodation and supervision, are checked before use, and are monitored by the school during use including checks at least termly²².

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

23.3 Schools alert the local authority to any arrangements made by the school that may constitute private fostering.

23.4 Any lodgings provided or arranged by the school are of a comparable standard to accommodation provided by the school.

23.5 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 anyone responsible for the care of the boarders has an enhanced DBS check with barred list information, and any other members of the host family aged over 16 who live on the premises are subject to a DBS check completed at the basic level, with satisfactory outcomes known to the school before any pupil is placed.

23.6 The school ensures that all adults providing lodgings for pupils on its behalf have undergone suitable safeguarding training at least every three years, and that they understand the school's policy in relation to pupils going missing and their role in implementing that policy.

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

23.8 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.

²² 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.

23.9 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.

DRAFT

Appendix 1: List of policies and documents

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

Policies:

1. Countering bullying, including cyberbullying
2. Safeguarding
3. Discipline (including sanctions, rewards and restraint)
4. Staff disciplinary, grievance and whistleblowing policy
5. 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 prescribed and non-prescribed medication
6. Safety and supervision on school journeys
7. Access to school premises by people outside the school
8. Pupil access to risky areas of school buildings and grounds
9. Health and safety
10. Pupil access to a person independent of the school staff group
11. Provision for pupils with particular religious, dietary, language or cultural needs
12. Supervision of 'unchecked' staff

Documents:

13. Staff Handbook/guidance for boarding staff (this document may include many of the policy documents listed above)
14. Statement of the school's boarding principles and practice
15. Requirement for staff to report concerns or allegations of risk of harm to pupils
16. Complaints procedure
17. Procedure for enabling pupils to take problems or concerns to any member of staff
18. Responses to alcohol, smoking and substance abuse
19. Plans for foreseeable crises
20. Staff induction, training and development programme
21. Prefect duties, powers and responsibilities
22. Key written information for new boarders
23. Job descriptions for staff with boarding duties

Where applicable:

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

Appendix 2: List of records

The following school records are required:

1. Child protection allegations or concerns
2. Major sanctions. Information should include:
 - date and location of the incident which led to the sanction being applied
 - the nature of the sanction; the name of the staff member giving the sanction
 - the effectiveness and any consequences of the sanction
3. Use of reasonable force. Information should include:
 - name of the child
 - details of relevant behaviour
 - details of the reasonable force employed
 - the name(s) of any other staff present
 - the signature of the staff member concerned
 - evidence that the record has been approved by a senior member of staff
4. Complaints and their outcomes
5. Individual boarder's records (containing personal, health and welfare information)
 - name, sex and date of birth
 - home address
 - name, address and telephone number for emergency contact with parents/carers and for each person with parental responsibility
 - whether the child is in care and details of any known court orders affecting his or her care
 - dates and details of any unauthorised absences from the school
 - the date of, and reason for, any visit to the child whilst in the school
 - the date and circumstances of any measure of control, reasonable force or discipline used on the child
 - where applicable, a copy of any education, health and care plan (under Part 3 of the Children and Families Act 2014) maintained in relation to the child, with details of any such needs
 - special dietary, health and dental needs, if any
 - contact arrangements, and any restrictions on contact or communication, with parents/carers and others
 - current and past placements or other plans
 - the name and address of the general practitioner with whom the child is registered, and of the child's registered dental practitioner
 - details of any accidents, injuries or serious illnesses of the child while accommodated by the school
 - immunisations, allergies, medical, health or developmental tests or examinations carried out while accommodated by the school
 - medication (both prescribed and non-prescription) given to the child by staff and medication controlled by the child itself
 - deposit or withdrawal of money or valuables given to the school for safekeeping, with dates and details
6. Administration of medication, treatment and first aid (kept confidentially)
7. Significant illnesses
8. Significant accidents and injuries

9. 9. Parental permission for medical and dental treatment, first aid and non-prescription medication
10. Risk assessments, and action taken in response to risk assessments
11. Staff recruitment records and checks (including checks on others given substantial unsupervised access to children or residential accommodation)
12. Staff duty rotas
13. Staff supervision, appraisal and training
14. Fire precautions tests and drills
15. Risk assessments under the Regulatory Reform (Fire Safety) Order 2005
16. Menus
17. Pocket money and any personal property looked after by staff
18. Care plans (where applicable)
19. Parental permission for high risk activities
20. Checks on licensing of relevant adventure activities centres
21. Assessments of lodgings arranged by the school
22. Assessment of off-site accommodation used by the school
23. Suitability of any guardianship arrangements

All of the above records should be regularly monitored by the Head or a senior member of staff, to identify whether review or change in welfare practice is needed.

Appendix 3: Table of substantive changes made to the Boarding schools: National minimum standards, April 2015

Where	What
Page 4 – About this document	Includes “which should be documented” where schools have reason to depart from the standards.
Page 5 – Who is this document for	Includes additional bullets: <ul style="list-style-type: none"> • Pupils aged over 18 who live in separate accommodation to pupils under the age of 18. • Over 18s who are not pupils but are being educated by the school. These students should not be in the same accommodation as pupils.
Page 6 – Main points	Added to second bullet: <p>“Where the term “good” is used within the standards, the quality of provision should be such that a reasonable person would consider it to be good in relation to the specific needs of the boarders residing at the school, having regard to their ages, numbers and sex and any special requirements they may have. It does not necessarily mirror the term “good” within inspection quality judgements.”</p>
Page 7 – National minimum standards for boarding schools	All parts now have an aim included at the outset of each part to the standards. <p>See: page 7 (Part A); page 8 (Part B); page 10 (Part C); page 11 (Part D); page 13 (Part E); page 14 (Part F); page 16 (Part G); page 17 (Part H); page 19 (Part I).</p>
Page 7 – Standard 2	At 2.6 the following is added: “and have undertaken appropriate training in the management and practice of boarding. They use this to ensure that boarders’ welfare is safeguarded and promoted.”
Page 8 – Standard 4	At 4.1, 4.2 and 4.3 references to good quality/risk assessments added and the following in relation to risk assessments at 4.2: “Risk assessments are documented. Accommodation gives boarders appropriate privacy, taking into account sex, age and any individual needs. Where

	<p>children share a bedroom, they are given a choice about who they share with. Those who pose a known risk do not share a bedroom.</p>
Page 9	<p>The following added to 4.3: “Toilet and washing facilities provide appropriate privacy for boarders taking into account sex, age and any individual needs.”</p> <p>Other minor changes to paragraphs 4.1 to 4.5.</p>
Page 9	<p>At 4.8 the following added: “Any schools which use CCTV must be registered with the Information Commissioner’s Office (ICO) and comply with the relevant data protection legislation including the Data Protection Act 2018 and the General Data Processing Regulation.”</p>
Page 9 – Standard 5	<p>Minor changes to paragraphs 5.1 – 5.3.</p>
Page 10 – Standard 6	<p>Minor changes to paragraphs 6.1 and 6.2.</p>
Page 10 – Standard 7	<p>Added to 7.1: “as follows (see text in quotations): The policies include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of “both prescribed and non-prescription medication (including controlled drugs). Policies for administration of medication should reflect guidance provided by the Royal Pharmaceutical Society (Handling of Medicines in Social Care).””</p> <p>New text at 7.2: “Boarders are supported to understand their health needs, how to develop and maintain a healthy lifestyle and to make informed decisions about their own health.”</p>
Page 11	<p>Significant changes to:</p> <p>7.3 Effective arrangements are made to care for boarding pupils who are sick or injured. Boarders are accommodated away from other children where this is necessary to care for the child in question or to protect other boarders (e.g. from contagious conditions). Where boarders need to be cared for away from their usual accommodation, they are provided with good quality accommodation, including toilet and washing facilities. The accommodation is well staffed by appropriately qualified</p>

	<p>personnel, separated from other boarders and provides boarders with appropriate privacy, taking into account sex, age and any individual needs.</p> <p>7.4 The school has effective links with health agencies, including specialist services where appropriate, such as child and adolescent mental health services and sexual health services. Boarders also have access to local medical, dental, optometric and other services or provision as necessary.</p> <p>7.5 “Where applicable, schools have regard to statutory guidance” - added to final sentence.</p> <p>7.6 “Boarders’ confidentiality, rights, privacy and dignity as patients is fundamental and .” – added to the start of the sentence.</p>
Page 12 – Standard 9	<p>9.1 “Staff have undertaken sufficient training to ensure that this is followed in practice.” – added to sentence.</p> <p>9.4 added: The school has effective arrangements, reviewed regularly, to ensure that boarders stay safe while online.</p>
Page 12 – Standard 10	<p>10.1 added: Boarders and staff can be evacuated safely, and know what they would need to do in an emergency.</p> <p>10.3 “and at least one per year should be carried out overnight unless the school has assessed that this would be detrimental to boarder’s welfare.” – added to sentence.</p>
Page 13 – Standard 11	<p>11.1 “and that process includes information covering the requirements in standards 11.2 and 11.3.” – added to the sentence.</p> <p>11.2 Changed as follows: “There is a clear policy, implemented in practice, that boarders are able to contact any member of staff of either sex with personal, academic or welfare concerns.”</p> <p>11.3 Second and third sentences changed as follows: “This person may be known as the ‘independent person’. Boarders know who this person is, feel able to contact them and would feel comfortable talking to them.</p>

	“Childline” - added to paragraph 11.4.
Page 14 – Standard 13	<p>Significant change to:</p> <p>13.1 Boarders are actively encouraged to contribute their views to the operation of boarding provision, are able to raise concerns and make complaints, and know and can easily use the process for doing so. Boarders’ views are given appropriate weight in decisions about the running of the school and boarding provision. Boarders are provided with feedback about their expressed views. Boarders are not penalised for raising a concern or making a complaint in good faith.</p>
Page 14 – Standard 14	“informal and formal” parental complaints added to paragraph 14.1.
Page 14 – Standard 15	<p>Significant additions to:</p> <p>15.1 The school has and consistently implements a written policy to promote good behaviour amongst pupils. This policy includes:</p> <ul style="list-style-type: none"> a consistent approach to behaviour management; measures to promote positive behaviour; school rules which provide a clear framework of promoting positive behaviour, with a shared understanding of rewards and sanctions among children and staff that is consistently applied; clearly set out principles for how positive behaviour will be supported beyond the school gate;
Page 15 – Standard 16	<p>New Standard added.</p> <p>New paragraphs added:</p> <p>16.1 The school ensures that bullying, including cyber-bullying, at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.</p> <p>16.2 Any instances of bullying are dealt with effectively, and staff take reasonable steps to help children to overcome the</p>

	<p>impact of bullying. All staff are trained to recognise and deal with bullying.</p>
<p>Page 15 – Standard 17</p>	<p>New standard added.</p> <p>New paragraphs added:</p> <p>17.1 Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect.</p> <p>17.2 Boarders are encouraged and enabled to make and sustain friendships with children outside the boarding community.</p> <p>17.3 Staff understand the range of influences that friendships can have and encourage those with a positive impact and discourage those with a negative impact. Staff understand and help boarders to understand what makes a healthy, nurturing relationship. Staff recognise the signs of children at risk of or involved in damaging relationships with others, and take appropriate action where these occur.</p>
<p>Page 16 – Standard 18</p>	<p>New paragraphs added:</p> <p>18.1 Boarders develop their emotional, intellectual, social, creative and physical skills through the accessible and stimulating environment created by the school.</p> <p>18.6 The school provides well thought through, age appropriate opportunities for all children to develop the daily living skills, independence, health and employment skills needed by the young person for their likely future living arrangements, taking account of their age and needs.</p> <p>“All boarders access a good” added to paragraph 18.2.</p>
<p>Page 17 – Standard 19</p>	<p>“The certificate must include barred list information if the person will be engaged in regulated activity.” – added to paragraph 19.2.</p>
<p>Page 18 – Standard 20</p>	<p>“There is continuity of staff, as far as is possible, such that boarders’ relationships with staff are not overly disrupted.” – added to paragraph 20.4.</p> <p>Minor additions to paragraphs 20.3, 20.5 to 20.10.</p>

Page 19 – Standard 22	<p>Following additions added:</p> <p>22.3 Where children have guardians that have not been appointed by the school, the school takes appropriate steps to ensure that children are safe and that the guardianship arrangement is promoting the physical and emotional wellbeing of the child. Any concerns about guardianship arrangements are referred to the relevant agency, and where the guardianship arrangement may constitute private fostering, this is referred to the local authority.</p> <p>22.4 Under no circumstances should school staff act as educational guardians for boarders.</p>
Page 20 – Standard 23	<p>The additions of “good quality” and “termly.” to paragraph 23.1.</p> <p>Second sentence at 23.5 extended: “The school can demonstrate that anyone responsible for the care of the boarders has an enhanced DBS check with barred list information, and any other members of the host family aged over 16 who live on the premises are subject to a DBS check completed at the basic level, with satisfactory outcomes known to the school before any pupil is placed.”</p> <p>“at least every three years” added to paragraph 23.6.</p>
Page 22 – Appendix 2	List of Records – additions made under Major sanctions and Use of reasonable force.

Further information

This is not an exhaustive list of useful resources and organisations but is intended as a guide for users.

Useful resources and external organisations

- [Ofsted](#)
- [Boarding Schools Association](#)
- [State Boarding Schools Association](#)
- [Independent Schools' Council](#)
- [Independent Schools' Inspectorate](#)

Other relevant departmental advice and statutory guidance

- [Guide to the children's homes regulations, including quality standards](#)
- [National minimum standards for residential special schools](#)
- [Health and safety: advice for schools](#)
- [Keeping Children Safe in Education](#)
- [Working Together to Safeguard Children](#)
- [Use of reasonable force: Advice for headteachers, staff and governing bodies](#)
- [School and college behaviour and attendance](#)
- [Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies](#)

Other resources

- [The Children's Homes \(England\) Regulations 2015](#)
- [National minimum standards for FE Colleges which accommodate under 18s](#)
- [Regulatory Reform \(Fire Safety\) Order 2005](#)
- [Equality Act 2010](#)



Department
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