



Department
for Education

Proposed standards for residential special schools (Annex B)

Government consultation

Contents

Summary	4
About this document	4
Expiry or review date	4
Who is this document for?	4
Main points	5
Standards for residential special schools	7
Part A: Governance, leadership and management	7
Standard 1 - Statement of principles and practice	7
Standard 2 - Leadership and management	7
Standard 3 - Monitoring by independent visitors	8
Standard 4 - Equality and diversity	9
Standard 5 - Records	9
Part B: Care and placement planning	10
Standard 6 – Admission and induction	10
Standard 7- Placement planning and review	11
Standard 8 – Transition	12
Part C: Residential provision	12
Standard 9 - Residential accommodation	12
Standard 10 - Personal possessions	13
Standard 11 - Provision and preparation of food and drinks	14
Part D: Health and wellbeing	14
Standard 12 - Health and wellbeing	14
Part E: Safeguarding, health and safety	17
Standard 13 - Safeguarding	17
Standard 14 - Safety of children	17
Standard 15 - Fire precautions and drills	18
Part F: Children’s rights, advocacy and complaints	18
Standard 16 - Contact with parents/carers	18
Standard 17 - Individual support	19
Standard 18 - Securing children’s views	19

Standard 19 - Complaints	20
Part G: Promoting positive behaviour	20
Standard 20 - Promoting positive behaviour	20
Standard 21: Preventing bullying	22
Standard 22: Promoting good relationships	23
Part H: Children's development	23
Standard 23 - Activities and free time	23
Part I: Staffing	24
Standard 24 - Staff recruitment and checks on other adults	24
Standard 25 - Staff deployment and supervision of children	25
Standard 26 - Staff supervision, training and support	26
Standard 27 – Guardians	27
Appendix 1: List of policies and documents	28
Policies:	28
Documents:	28
Where applicable:	28
Appendix 2: List of records	30
Appendix 3: Table of substantive changes made to the Residential special schools: National minimum standards, April 2015	32
Further information	39
Useful resources and external organisations	39
Other relevant departmental advice and statutory guidance	39
Other resources	39

Summary

About this document

This document contains a statement of national minimum standards (standards) to safeguard and promote the welfare of children for whom residential accommodation is provided by residential special 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 or the conditions of approval for non-maintained special 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?

These standards apply in England to special schools providing residential accommodation for any child. For the purposes of these standards a school is considered to be a special school if it is:

- a. a special school within the meaning of section 337 of the Education Act 1996, or;
- b. an independent school not falling within (a) above which is specially organised to make special educational provision for pupils with special educational needs and/or disabilities (i.e. registered on GIAS as 'other independent special school').

Residential special schools which accommodate or arrange accommodation for any child for more than 295 days a year, or intend to do so, are required to register as

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

children's homes with Ofsted. Such schools are required to comply with legislation and standards set for children's homes² rather than the standards in this document.

There is a separate set of national minimum standards for mainstream schools³ that provide boarding accommodation for pupils.

Main points

- This statement of national minimum standards for residential special 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 residential special schools. They provide the minimum standards below which no school is expected to fall.
- 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 residential children. 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 children, rather than its compliance with structures and systems. Where terms such as "adequate" and "suitable" are used within the standards, inspectors will need to make judgements based on the adequacy and suitability of arrangements and in relation to the specific needs of the children residing at the school, having regard to their ages, numbers and sex and any special requirements⁴ 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 statement of purpose, and the school's admissions policy where applicable, and the views of parents (or those who hold parental responsibility) of children at the school.

² See [The Children's Homes \(England\) Regulations 2015](#) and the [Guide to the children's homes regulations, including quality standards](#)

³ [National minimum standards for boarding schools](#)

⁴ A child has "special requirements" if he/she 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.

- The Secretary of State will refer to these standards in any action he may take against a residential independent special school or non-maintained special school that fails to comply with its duty to safeguard and promote the welfare of children in residential accommodation. Local authorities will also take the standards into account in any enforcement action taken in relation to a failure by a maintained special school, academy or free school to safeguard or promote the welfare of the residential pupils it accommodates.
- Minimum standards do not mean standardisation of provision. The standards are designed to be applicable to the many different types of residential special schools and are intended to support schools in developing their own ethos and approach that meets the needs of individual children.
- Although the standards are issued for use by inspectorates in assessing the quality of provision in residential special 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; they can be used by commissioners – usually local authorities – to inform decision-making about placements; and they can provide guidance on what is required when schools set up boarding or residential provision.

Standards for residential special 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 are strong and add value.

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

Standard 1 - Statement of principles and practice

1.1 A statement of the school's principles and practice to be known as the "Statement of Purpose" is promoted through the school and made available to parents.

1.2 The school prepares a children's version of the statement which is communicated to them using appropriate methods and is seen to work well in practice.

1.3 The statement is child-centred and focused on welfare. It describes the overall purpose of the school, any theoretical or therapeutic model underpinning the practice of the school, the impact of any model on the overall progress and experience of children, which staff are trained in the model and how it is used. It also explains the ethos and philosophy of the school, and provides an outline of provision for children with special educational needs and/or disabilities. The statement includes the overall purpose of and arrangements for the residential provision and how this is organised, including short breaks and flexi or weekly boarding. The statement sets out how the residential provision complements the life of the school, the staffing structure of the school, how staff are supervised, and a line management organography.

1.4 The statement is published on the school's website and is updated at least annually.

Standard 2 - Leadership and management

[Note: previously standard 13]

2.1 The school's governing body, trustees 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 The school's leadership and management, including governors, trustees and proprietors, demonstrate effective skills, knowledge and training appropriate to their role, and actively promote the wellbeing of children.

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

2.4 There is clear leadership and management of the practice and development of residential and care provision in the school. Leaders ensure that there is a mutually supportive and reinforcing approach between (i) the educational provision and (ii) the residential provision that is centred around the child. Individuals working in each aspect of provision should be able to challenge each other where necessary. The school should have processes in place to ensure this is the case.

2.5 Staff with management responsibilities have a substantial level of experience and have undertaken appropriate training in the management and practice of residential care to ensure that children's welfare is safeguarded and promoted.

Standard 3 - Monitoring by independent visitors

[Note: previously standard 20]

3.1 The governing body, trustees, or proprietor of the school arrange for a representative who is independent of the leadership and management of the school to visit the residential provision six times, spread evenly, over the course of a school year and complete a written report on the conduct of the school. The representative is vetted in line with the school's safe recruitment policy, and has the skills and authority to effectively carry out this role.

3.2 Monitoring visits are carried out unannounced. They include:

- conversations with children and staff;
- conversations with social workers where relevant;
- checks on the school's records of attendance, complaints, sanctions, bullying, restraint (including restrictive interventions), risk assessments, and where they exist, individual care plans for children including residential provision;
- evaluation of the effectiveness of the care provided to children and whether they are safeguarded; and
- assessment of the physical condition of the building, furniture and equipment of the residential provision.

3.3 Written reports of all monitoring visits are provided to the head teacher (or school equivalent) and where applicable the governing body, trust, or proprietor. Reports are also provided to each member of that body (or the appropriate committee of that body), within two weeks and as written by the visitor without amendment or summary. The

governing body, trustees, or proprietor of the school should record a formal response to each written report. Monitoring reports and formal responses should be retained by the school and made available during an inspection.

3.4 The head teacher (or school equivalent), governing body, trustees, or proprietor carries out, and records in writing, once each year:

- a review of the operation and resourcing of the school's welfare provision for boarding pupils, in relation to:
- its Statement of Purpose;
- its staffing policy;
- the placement plans for individual children; and
- an internal assessment of its compliance with these standards.

Where appropriate such a report may be incorporated within a review of the whole school.

Standard 4 - Equality and diversity

[Note: previously standard 16]

4.1 Children are not discriminated against, paying particular regard to the protected characteristics set out in the [Equality Act 2010⁵](#), 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 children, so that care is sensitive to different needs.

Standard 5 - Records

[Note: previously standard 22]

5.1 Every child has an accurate, permanent record of their history and progress which can be read by the child and parents at any time (except where the data controller is not obliged to supply the information to the child), and add personal statements or statements correcting errors.

5.2 Each child's file includes the information in Appendix 2 (individual records).

⁵ <http://www.legislation.gov.uk/ukpga/2010/15/contents>

5.3 Any individual pupil records are kept by the school for a period of 25 years after the date of birth of the child or are passed to the next school and a receipt obtained. This retention period is the minimum period that any pupil file should be kept⁶.

5.4 The school keeps a register showing:

- for each child resident at the school:
 - the dates of admission and departure of each child
 - who was responsible for their placement in the school
 - where they were living/accommodated prior to arriving at the school
 - where they are living/accommodated on leaving the school, and
 - the placing authority and legal status (if applicable)
 - duty rosters recording the identities of the staff and other persons who actually worked at the school or with children from the school, by day and night.

The above records are retained for at least 5 years from the date of the last entry.

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

Part B: Care and placement planning

Aim: Children's needs are met fully through effectively planned and monitored placements. Children have a positive experience of arriving at and leaving the school.

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

Standard 6 – Admission and induction

[Note: previously part of standard 2]

6.1 Schools ensure that they only admit children where the school is named in an Education, Health and Care (EHC) plan or, for children without an EHC plan, only those whose needs they can meet. There are appropriate procedures for induction and support for children on admission to the school to ensure that they are familiar with staff, other children, the school's expectations and daily routine.

6.2 The school does not admit a child unless they have obtained all necessary information about a child's health, education and care needs, prior attainment and

⁶ If the school closes, the individual pupil records should be returned to the placing authority, or if the child has not been placed by a local authority, to the local authority in the area of the school.

achievements prior to (or in an emergency, at the time of or as soon as practicable after) admission.

6.3 Arrangements are in place to review how the child is settling following admission to the school. In the case of an emergency admission a review meeting is initiated as soon as possible (and never longer than four school weeks after admission) to consider whether the child should remain at the school, or whether it is in that child's interests to move to a different placement. Review meetings include a residential report, and involve (where appropriate) the school, the placing authority, the parents/carers or those with parental responsibility, those with significant involvement with the child (such as social services, local authority SEN teams, or health services) and, where possible, the child.

Standard 7- Placement planning and review

[Note: previously standard 21]

7.1 There is a written plan in place for each child resident in the school setting out how their day to day needs will be met, known as the placement plan. The plan is thorough and specific to the child, and is agreed as far as is practicable with the child, the child's parents/carers and any placing authority for the child. Children have an opportunity to contribute to their plans. The placement plan identifies the needs of that child that the school should meet, assesses any risk and specifies how the school will care for the child and promote their welfare on a day to day basis. Where significant changes are made to the placement plan there is appropriate consultation. Where applicable the plan is consistent with the care plan of the placing authority for any child placed by a local authority, and consistent with the annual review requirements of an Education, Health and Care plan (EHC) plan.

7.2 Placement plans are regularly reviewed (not less than every term) and amended as necessary to reflect significant changes in the child's needs or progress in his or her development. Children and parents are aware of the content of the placement plans.

7.3 Each child has a key worker (or similar person) within the school who provides individual guidance and support to the child. The key worker regularly makes time available to the child to enable the child to seek guidance, advice and support on any matter. The key worker monitors the school's compliance with the child's placement plan.

7.4 The child's wishes are sought and taken into account in the selection of their key worker/s and if they request a change of key worker.

7.5 The school contributes appropriately to all statutory reviews for children; enables children to contribute to and understand any processes of review that apply to them; and actively implements any resulting actions. The school takes reasonable steps to intervene on behalf of the child where the placing authority is not fulfilling its statutory obligations.

Standard 8 – Transition

[Previously part of standard 2]

8.1 Where children are to leave the school on a planned date they are given appropriate information, support and guidance as soon as possible after the decision has been made and up until departure, to assist in the process of transition.

8.2 Where a child is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any pathway, continuing health care plan or other plan for the child before the child leaves school. These arrangements should support that young person's needs, and promote a smooth transition.

8.3 Schools ensure that children are well prepared for adulthood. Schools are clear about how the residential provision contributes to this, paying particular regard to the Preparation for Adulthood (PFA) outcomes set out in the SEND Code of Practice. This includes preparation for employment, independent living, community inclusion and health. Schools carefully consider destinations and make positive outcomes central to their practice, ensuring that children experience activities which maximise opportunities to prepare them for employment. Schools consider how to promote the four Preparation for Adulthood outcomes as part of EHC planning⁷.

Part C: Residential provision

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

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

Standard 9 - Residential accommodation

[Note: previously standard 5]

9.1 Good quality sleeping accommodation is provided for children. It is well organised and managed with ongoing assessments of risk and the findings acted upon to reduce risk for all children. Risk assessments are documented. Accommodation gives children appropriate privacy, taking into account sex, age and any individual needs.

⁷Schools may wish to access the PFA outcome tool at:
<https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm>

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.

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

9.3 Sufficient toilet and washing facilities with good quality fixtures and fittings are provided for children, which are accessible from the sleeping accommodation. Toilet and washing facilities provide privacy for children 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.

9.4 Accommodation is well lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide accessible accommodation for any children with restricted mobility. The accommodation contains suitable specialist facilities to support the specific needs of children with disabilities.

9.5 Accommodation is well furnished and of sufficient size for the number, needs and ages of children accommodated, with protection and separation between children's accommodation and staff accommodation. Bedding is warm, clean, and comfortable.

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

9.7 Residential 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) unsupervised access to children, or to residential accommodation while occupied by children.

9.8 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. 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 10 - Personal possessions

[Note: previously standard 9]

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

10.1 Good and regular laundry provision is made for children's clothing and bedding. Children's clothing is stored safely when in the process of being laundered and returned to the right child following laundering.

10.2 Children are able to obtain personal and stationery items whilst accommodated at school.

10.3 Good protection is provided for children's personal possessions and for any children's money or valuables looked after by the school.

Standard 11 - Provision and preparation of food and drinks

[Note: previously standard 8]

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

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

11.3 In addition to main meals, children have access to drinking water and to food or the means of hygienically preparing food at reasonable times. Schools are sensitive to children's individual needs in this respect.

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

Part D: Health and wellbeing

Aim: Children's health needs are fully met, and their physical, emotional and social wellbeing is promoted. Planning is child-centred, and health care provided is in the best interests of the child.

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

Standard 12 - Health and wellbeing

[Note: previously standard 3]

12.1 Children's physical, emotional and social development needs are promoted.

12.2 Children understand their health needs, how to develop and maintain a healthy lifestyle and to make informed decisions about their own health. They are encouraged to participate in a range of positive activities that contribute to their physical, emotional and mental health.

12.3 Staff working with children have the skills and knowledge to meet children's individual healthcare needs, and respect their rights and dignity.

12.4 Children's wishes and feelings are actively sought using methods appropriate to their level of understanding and taken into account in their health care, and staff at the school take reasonable steps to intervene on behalf of a child where this is in the child's best interests.

12.5 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. The availability of such services is taken into account when considering admissions. Schools take reasonable steps to secure appropriate services for children when required. Children also have access to local medical, dental, optometric and other services or provision as necessary.

12.6 Specific therapeutic techniques are used only:

- where there is a clear and widely accepted theoretical basis or evidence base underpinning their effectiveness;
- with the continuing agreement of the child's responsible authority or a person with parental responsibility, and of the child concerned where the child has sufficient understanding to make an informed decision;
- where specialist professionals (such as medical, legal, educationalists, psychologists, therapists) are professionally qualified and, where applicable, registered by the appropriate professional body.

12.7 The school has, and implements effectively, appropriate policies for the care of children who have medical conditions and/or are unwell, and ensures that children's physical and mental health and emotional wellbeing⁹ is promoted. These include first aid, care of those with chronic conditions and disabilities, administration of prescription and non-prescription medicines (including controlled drugs) and dealing with medical emergencies. Policies for administration of medication should reflect guidance provided by the [Royal Pharmaceutical Society \(Handling of Medicines in Social Care\)](#).

12.8 Effective arrangements are in place to care for children who are sick or injured. Children are accommodated away from other children where this is necessary to care for the child in question or to protect other resident children (e.g. from contagious

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

conditions). Where children need to be cared for away from their usual accommodation, they are provided with good quality accommodation, with toilet and washing facilities. The accommodation is well staffed by appropriately qualified personnel, separated from other children and provides children with appropriate privacy, taking into account sex, age and any individual needs.

12.9 All medication is safely and securely stored and accurate records are kept of its administration. Prescribed medicines are given only to the children to whom they are prescribed. Children allowed to self-medicate are assessed as sufficiently responsible to do so. Where applicable, schools have regard to statutory guidance¹⁰.

12.10 Any treatment received by a child is recorded in a written or electronic school record (separate from NHS records) to which only appropriately designated staff have access.

12.11 Where school staff carry out medical or nursing procedures for a disabled child (e.g. catheter care, administration of oxygen, administration of rectal diazepam, management of prostheses), these are only carried out on the written authorisation of the prescribing doctor or the responsible qualified nurse in relation to the individual child concerned. Staff carrying out these procedures are authorised to do so and have the correct knowledge, skills and up-to-date training. Records are kept of all such tasks carried out.

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

12.13 Where necessary, a child has a clear plan covering their individual health and welfare needs. This contains relevant health and welfare information and records significant health and welfare needs and issues. The plan is child-centred, agreed by the child (where appropriate) and their parents/carers and includes:

- records of developmental checks;
- health monitoring required by staff;

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. [have we checked this footnote re legal status, I'm not 100% sure of the wording?] <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.

- intimate care or bodily functions requiring staff help;
- any sensory needs; and
- the involvement of a child's parents/carers or significant others in health and welfare issues.

This plan could be part of an Education, Health and Care plan or similar plan as appropriate.

Part E: Safeguarding, health and safety

Aim: Children 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.

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

Standard 13 - Safeguarding

[Note: previously standard 11]

13.1 The school ensures that:

- arrangements are made to safeguard and promote the welfare of children at the school; and
- such arrangements have regard to any guidance¹² issued by the Secretary of State.

Standard 14 - Safety of children

[Note: previously standard 6]

14.1 The school leadership team 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.

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

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

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

14.3 The school ensures that the welfare of children 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.

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

Standard 15 - Fire precautions and drills

[Note: previously standard 7]

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

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

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

Part F: Children's rights, advocacy and complaints

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

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

Standard 16 - Contact with parents/carers

[Note: previously standard 4]

16.1 Children 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 the use of electronic communications in order to detect abuse, bullying or unsafe practice by children. Schools are sensitive and comply with individual children's circumstances such as restricted contact with families. Communication aids are available for children who need them.

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

Standard 17 - Individual support

[Note: previously part of standard 2]

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

17.2 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 children may contact directly about personal problems or concerns at the school. This person may be known as the 'independent person'. Children know who this person is, know how to contact them and feel comfortable talking to them. The person is easily accessible at all reasonable times, visits regularly (at least monthly), and knows the children. The person should have the necessary skills to interact and communicate effectively with the children and be able to recognise good/poor care and safeguarding concerns. Children who cannot communicate verbally are given the means to request individual support.

17.3 Children are provided with appropriate advocacy support where necessary and are made aware of what advocacy services are available, how they may access such support and any entitlement they may have to advocacy provision¹⁵, and that advocacy provision adheres to the National Standards for the Provision of Children's Advocacy Services (2002)¹⁶.

17.4 Children are provided with one or more appropriate helpline(s) or outside contact numbers, including Childline and the Office of the Children's Commissioner for England, to ring in case of problems or distress.

Standard 18 - Securing children's views

[Note: previously standard 17]

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

¹⁵ para 2.15 of the 0-25 SEND Code of Practice refers

¹⁶ [National Standards for the Provision of Children's Advocacy Services](#)

18.2 Active steps are taken to enable all children to make their views known about their residential experience. Those views are recorded and taken into account in making everyday choices and in maximising their opportunities to develop independence.

18.3 Children are supported to participate in important decisions about their lives using means appropriate to the child's level of understanding. The school does not assume that any child is unable to communicate their views.

Standard 19 - Complaints

[Note: previously standard 18]

19.1 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 requirements.

19.2 The school's written record of complaints identifies those complaints relating to residential provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld).

Part G: Promoting positive behaviour

Aim: Children are supported to develop good relationships with fellow pupils, residents and staff using Positive Behaviour Support principles. This includes developing an understanding of the child's behaviour, based on the environment in which the behaviour happens, includes the views of the individual and everyone involved, and uses this understanding to develop support that improves the quality of life for the child and others involved with them. Any sanctions for poor behaviour take into account triggers for behaviour that challenges, are based on Positive Behaviour Support principles, and are implemented fairly and consistently.

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

Standard 20 - Promoting positive behaviour

[Note: previously standard 12. 20.3 was previously standard 9.4].

20.1 The school has, and consistently implements, a written policy on managing behaviour, including promoting good behaviour and Positive Behaviour Support

principles. This policy should comply with guidance on *Reducing Restraint and Restrictive Intervention*¹⁷. This policy includes:

- the school knowing how to create environments in which children experience low stress and low arousal, where necessary;
- a consistent approach to promoting Positive Behaviour Support which includes each child having an individualised Behaviour Support plan, agreed with the child and everyone involved in implementing it, where appropriate;
- 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 restraint¹⁸ is to be used, and how this will be recorded and managed; and
- arrangements for searching and screening children and their possessions.

20.2 The policy complies with relevant legislation (including the Equality Act 2010) and has regard to guidance¹⁹ and is understood by staff and children.

20.3 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 State²⁰.

20.4 Any instances of behaviour that challenges are responded to appropriately, using Positive Behaviour Support principles to understand the trigger for the behaviour and ways that those triggers can be avoided or managed in future. All staff are trained in Positive Behaviour Support principles. This training should include assistance in managing staff members' responses and feelings arising from working with children who have emotional difficulties which result in behaviour that challenges. Staff training is regularly refreshed.

20.5 Methods to understand triggers for behaviour that challenges, and to de-escalate situations that may result in restraint, are used to avoid restraint wherever possible. Restraint is only used in exceptional circumstances, in a way that is agreed with the

¹⁷ (2019, DfE and DHSC) <https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

¹⁸ In these standards, the definition of 'restraint' uses the broad definition set out in *Recording Restraint and Restrictive Intervention* (2019, DfE and DHSC), paragraph 1.10 to include physical, chemical and mechanical restraint as well as withdrawal and isolation.

¹⁹ [School and college behaviour and attendance](#)

²⁰ Advice on searching is set out in [Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies](#)

child and everyone involved in implementing the Behaviour Support plan, and must always be necessary and proportionate.

20.6 All children and staff are given an opportunity to discuss with a relevant adult (who was not directly involved) within 24 hours incidents of restraint they have been involved in, witnessed or been affected by, taking the age of the child and the circumstances of the restraint into account.

20.7 A clear and unambiguous written record²¹ is kept of major sanctions and the use of any restraint. Records include the information in Appendix 2 (use of restraint (including restrictive interventions). The record is made within 24 hours and is legible. Children are encouraged to have their views recorded in the records and should be offered the opportunity to access advocacy support to help them with this. The head of boarding or equivalent regularly reviews any instances of the use of all types of restraint and examines trends or issues to enable staff to reflect and learn in a way that will inform future practice.

20.8 These standards do not prevent a child from being deprived of their liberty where that deprivation is authorised through the correct processes.

20.9 Staff working within the school know and implement the school's policy, and any local protocols, in relation to children going missing, and understand their role in implementing that policy. Staff actively search for children who are missing, including working with the police where appropriate. The school's procedures are compatible with the local runaway and missing from home and care (RMFHC) protocols and procedures applicable to the area where the school is located. Where children placed out of authority go missing, the school follows the local RMFHC protocol and complies with and makes staff aware of any other processes required by the placing authority.

Standard 21: Preventing bullying

[New standard]

21.1 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.

21.2 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.

²¹ A written record includes electronic records in formats that cannot later be changed.

Standard 22: Promoting good relationships

[New standard, though 22.2 was previously 10.3]

22.1 Children are supported to develop good relationships with other pupils/residents and staff, which are based on mutual trust and respect.

22.2 Children are encouraged and enabled to make and sustain friendships with children outside the school, which may involve friends visiting the school and reciprocal arrangements to visit friends' homes.

22.3 Staff are skilled in understanding the range of influences that friendships can have, encourage those with a positive impact and discourage those with a negative impact. Staff understand and help children to understand what makes a healthy, nurturing relationship. Staff are skilled in recognising the signs of, and take appropriate and effective action to protect, children at risk or in danger, and provide support to children in danger of or involved in exploitative or damaging relationships with others, and take reasonable steps to prevent such relationships.

Part H: Children's development

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

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

Standard 23 - Activities and free time

[Note: previously standard 10. 23.4 was previously standard 2.8]

23.1 Children develop their emotional, intellectual, social, creative and physical skills through the accessible and stimulating environment created by the school. Children are supported and encouraged to take part in good quality school based and out of school activities, and to try new activities or experiences.

23.2 All children take part in a range of age appropriate peer activities as would normally be permitted by the parent in relation to their children. These may be specified or modified as outlined in any placement plan or EHCP. Suitable risk assessments are in place for any activities which may put children at risk of harm. Decision-making should be undertaken from the perspective of a reasonable parent.

23.3 Children have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where children can be alone if they wish.

23.4 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. These activities are described in the SEND Code of Practice under supporting successful preparation for adulthood.

Part I: Staffing

Aim: Children 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 continuity of staff.

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

Standard 24 - Staff recruitment and checks on other adults

[Note: previously standard 14]

24.1 Schools operate safe recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to guidance²² issued by the Secretary of State.

24.2 For all persons over 16 (not on roll of the school) who after April 2002 began to live on the same premises as children 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.

24.3 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 children, 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 children. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence.

24.4 All adults visiting residential accommodation or staff accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff

²² [Keeping children safe in education](#); and [Working Together to Safeguard Children](#)

supervision to prevent them gaining substantial unsupervised access to children or their accommodation.

Standard 25 - Staff deployment and supervision of children

[Note: previously standard 15]

25.1 There is a sufficient number of competent staff deployed appropriately, both as a staff group and on individual shifts, to fulfil the school's Statement of Purpose and meet the individual needs of all children resident in the school.

25.2 Records of staff working in the school demonstrate sufficient competent staff are deployed and that contingency plans are in place in the event of a shortfall in staffing levels.

25.3 There are clear arrangements for suitably experienced staff to deputise in the absence of the Head of Care (or school equivalent).

25.4 Staff members who are placed in charge of the residential provision and other staff at particular times (e.g. as leaders of staff shifts) have substantial relevant experience of working in the school and have successfully completed their induction and probationary periods.

25.5 The Head of Care (or school equivalent) has in place a staff disciplinary procedure which is clear and effective. The procedure clearly separates staff disciplinary processes from child protection enquiries and criminal proceedings, and is known by staff.

25.6 There is continuity of staff such that, as far as is possible, children's relationships are not overly disrupted. No more than half the staff on duty at any one time by day or night at the school are external agency staff or temporary staff who do not know the children very well. Agency/temporary staff are not put in permanent overall charge of the care of any child or children.

25.7 The arrangements for deploying staff facilitate continuity of care for individual children, and maximise children's choices of staff members to provide their personal care. As far as is possible, children are able to choose who provides their personal care.

25.8 Where only one member of staff is on duty at any time, a risk assessment has been carried out and recorded in writing, identifying any likely risks to children, staff and members of the public.

25.9 The staff group in day-to-day contact with children includes staff of both sexes whenever possible. Where the school's Statement of Purpose makes it explicit that the school uses staff of one sex only, clear guidance is provided and implemented on how children are enabled to maintain relationships with members of the opposite sex to the

staff group. Staffing arrangements also take into consideration children's ethnic and cultural backgrounds and any disabilities they may have.

25.10 Any role of spouses, partners and/or other adult members of staff households within residential accommodation is made clear.

25.11 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 separated²³ from the accommodation and facilities provided for children.

25.12 No child has access to staff residential accommodation. There is no inappropriate favouritism or inappropriate one-to-one contact between staff and children.

25.13 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 children in that building.

Standard 26 - Staff supervision, training and support

[Note: previously standard 19]

26.1 Staff are equipped with the skills required to meet the needs of the children resident in the school. Staff are well trained and up-to-date with professional, legal and practice developments and the policies, legal obligations and business needs of the school.

26.2 All existing care staff have attained a relevant minimum level 3 qualification or have qualifications which demonstrate the same competencies. All new staff engaged following the commencement of these standards hold these qualifications or begin working towards them within three months of confirmation of employment and complete the qualification within two years.

26.3 The school ensures that new staff undertake an induction programme designed and delivered to enable them to meet the range of needs of children at the school and fully equip them to identify and safely manage safeguarding issues. The programme should begin within seven working days of starting their employment and be completed within six months.

26.4 The learning and development programme is evaluated for effectiveness at least annually and is updated if necessary.

²³ "Appropriately separated" does not mean that the accommodation has to be in a separate building. However, separation should mean that facilities are not shared.

26.5 Any social workers and other specialist professionals (e.g. medical, legal, educational, psychologists, therapists) are professionally qualified and, where applicable, registered by the appropriate professional body. They are appropriately trained to work with children and their families, and have a good understanding of residential child care and the policies and purpose of the school.

26.6 All staff have access to support and advice for their role. They also have at least termly supervision and a formal annual appraisal of their performance.

Standard 27 – Guardians

[New standard, but 27.1 and 27.2 were previously part of standard 14]

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

27.2 Any guardians²⁴ appointed by the school are subject to the same safer recruitment procedures as staff, and their care of pupils is monitored.

27.3 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.

27.4 Under no circumstances should school staff act as educational guardians for pupils of the school.

²⁴ 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.

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. Behaviour
4. Staff disciplinary, grievance and whistleblowing policy
5. Care of boarders who have medical conditions and/or are unwell, including first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of prescription and non-prescription 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

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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 restraint (including restrictive interventions). 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. Bullying incidents, investigations and outcomes
5. Complaints and their outcomes
6. Individual children'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
 - the name and contact details for the person or authority responsible for the placement of the child at the school
 - 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
 - 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
7. Administration of medication, treatment and first aid (kept confidentially)
 8. Significant illnesses
 9. Significant accidents and injuries
 10. Parental permission for medical and dental treatment, first aid and non-prescription medication
 11. Risk assessments, and actions taken in response to risk assessments
 12. Staff recruitment records and checks (including checks on others given substantial unsupervised access to children or residential accommodation)
 13. Staff duty rotas
 14. Staff supervision, appraisal and training
 15. Fire precautions tests and drills
 16. Risk assessments under the Regulatory Reform (Fire Safety) Order 2005
 17. Menus where applicable
 18. Pocket money and any personal property looked after by staff
 19. Care plans (where applicable)
 20. Parental permission for high risk activities
 21. Checks on licensing of relevant Adventure Activities Centres
 22. Assessments of lodgings arranged by the school
 23. Assessment of off-site accommodation used by the school
 24. Suitability of any guardianship arrangements

All of the above must be regularly monitored by the Head teacher (or school equivalent) 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 Residential special schools: National minimum standards, April 2015

Where	What
Page 4 – About this document	Text added - “which should be documented”.
Page 5 – Main points	Text added to third bullet: “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.”
Page 7 – National minimum standards for residential boarding schools	All parts now have an aim included at the outset of each part to the standards. See: page 7 (Part A); page 10 (Part B); page 12 (Part C); page 14 (Part D); page 17 (Part E); page 18 (Part F); page 20 (Part G); page 23 (Part H); page 24 (Part I).
Page 7 – Standard 1	At 1.1 “promoted through the school and made” – added. New text added: 1.2 The school prepares a children’s version of the statement which is communicated to them using appropriate methods and is seen to work well in practice. At 1.3 “statement is child-centred and focused on welfare.” - added to first sentence. And following text added to the paragraph: “the impact of any model on the overall progress and experience of children, which staff are trained in the model and how it is used.” “The statement includes the overall purpose of and arrangements for the residential provision and how this is organised, including short breaks and

	<p>flexi or weekly boarding. The statement sets out how the residential provision complements the life of the school, the staffing structure of the school, how staff are supervised, and a line management organography.”</p> <p>New text added to 1.4: “The statement is published on the school’s website and is updated at least annually.”</p>
Page 8 – Standard 2	<p>The terms “including governors, trustees and proprietors,” “effective”, “and training” and “and actively promote the wellbeing of children.” - added to paragraph 2.2.</p> <p>The following added to 2.4: “Leaders ensure that there is a mutually supportive and reinforcing approach between (i) the educational provision and (ii) the residential provision that is centred around the child. Individuals working in each aspect of provision should be able to challenge each other where necessary. The school should have processes in place to ensure this is the case. “</p> <p>The terms “substantial”, “and have undertaken appropriate” and “residential” - added to paragraph 2.5.</p>
Page 8 – Standard 3	<p>“The representative is vetted in line with the school’s safe recruitment policy, and has the skills and authority to effectively carry out this role.” – added to paragraph 3.1.</p>
Page 8	<p>The following bullets added to paragraph 3.2:</p> <p>“conversations with children and staff;”</p> <p>“conversations with social workers where relevant;”</p>
Page 9	<p>“The governing body, trustees, or proprietor of the school should record a formal response to each written report.” And “and formal responses” - added to paragraph 3.3.</p>
Page 10 – Standard 5	<p>“The school follows and maintains the policies and documents described in Appendix 1.” – added to paragraph 5.5.</p>
Page 10 – Standard 6	<p>“Schools ensure that they only admit children where the school is named in an Education, Health and Care (EHC) plan or, for children without an EHC plan, only those whose needs they can meet. There are appropriate procedures for induction and support for children on admission to the school to ensure that they are familiar with staff, other children, the school’s expectations and daily routine.” - added to paragraph 6.1.</p>

Page 10	<p>“The school does not admit a child unless they have obtained” - added to paragraph 6.2.</p> <p>“Review meetings include a residential report,” - added to paragraph 6.3.</p>
Page 11 - Standard 7	<p>Previously standard 21.</p> <p>Minor additions to paragraphs 7.1, 7.2 and 7.5.</p>
Page 12 – Standard 8	<p>“as soon as possible after the decision has been made and up until departure,” – added to paragraph 8.1.</p> <p>New paragraph added:</p> <p>8.3 Schools ensure that children are well prepared for adulthood. Schools are clear about how the residential provision contributes to this, paying particular regard to the Preparation for Adulthood (PFA) outcomes set out in the SEND Code of Practice. This includes preparation for employment, independent living, community inclusion and health. Schools carefully consider destinations and make positive outcomes central to their practice, ensuring that children experience activities which maximise opportunities to prepare them for employment. Schools consider how to promote the four Preparation for Adulthood outcomes as part of EHC planning.</p>
Page 12 – Standard 9	<p>Previously standard 5.</p> <p>Text relating to quality, risk assessments etc. added to paragraph 9.1.</p> <p>“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.” – added to end of paragraph 9.1.</p>
Page 13	<p>Minor changes to text paragraphs 9.2 – 9.5.</p> <p>“Toilet and washing facilities provide privacy for children taking into account sex, age and any individual needs.” – added to paragraph 9.3.</p> <p>“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.” – added to paragraph 9.8.</p>
Page 13 – Standard 10	<p>Previously standard 9.</p> <p>“Good and regular” and “stored safely when in the process of being laundered and returned“ – added to paragraph 10.1.</p>

Page 14 - Standard 11	Previously standard 8. Terms relating to good and quality added to paragraphs 11.1 and 11.2.
Page 14 – Standard 12	Previously standard 3. “develop and maintain” and “emotional and mental health.” – added to paragraph 12.2. “Staff working with children have the skills and knowledge to meet children’s individual healthcare needs, and respect their rights and dignity.” – added to paragraph 12.3.
Page 15	“take reasonable steps to intervene on behalf of a child where this is in the child’s best interests.” – added to paragraph 12.4. “Schools take reasonable steps to secure appropriate services for children when required. Children also have access to local medical, dental, optometric and other services or provision as necessary.” – added to paragraph 12.5. Paragraph added: 12.8 Effective arrangements are in place to care for children who are sick or injured. Children are accommodated away from other children where this is necessary to care for the child in question or to protect other resident children (e.g. from contagious conditions). Where children need to be cared for away from their usual accommodation, they are provided with good quality accommodation, with toilet and washing facilities. The accommodation is well staffed by appropriately qualified personnel, separated from other children and provides children with appropriate privacy, taking into account sex, age and any individual needs.
Page 16	“ Where applicable, schools have regard to statutory guidance.” – added to paragraph 12.9. Minor additions to paragraphs 12.11 – 12.13.
Page 17 – Standard 14	“Staff have undertaken sufficient training to ensure that this is followed in practice.” – added to paragraph 14.1. “The school has effective arrangements, reviewed regularly, to ensure that children stay safe while online.” – added to paragraph 14.4.

Page 18 – Standard 15	<p>“Children and staff can be evacuated safely, and know what they would need to do in an emergency.” – added to paragraph 15.1.</p> <p>“and at least one per year should be carried out overnight unless the school has assessed that this would be detrimental to children’s welfare.” – added to paragraph 15.3.</p>
Page 19 – Standard 17	<p>Changes to paragraph 17.2, including “Children know who this person is, know how to contact them and feel comfortable talking to them. The person is easily accessible at all reasonable times, visits regularly (at least monthly), and knows the children. The person should have the necessary skills to interact and communicate effectively with the children and be able to recognise good/poor care and safeguarding concerns. Children who cannot communicate verbally are given the means to request individual support.”</p> <p>“Childline” - added to paragraph 17.4.</p>
Page 19 – Standard 18	Text added throughout paragraphs 18.1 and 18.2.
Page 20	“Children are supported to participate” - added to paragraph 18.3.
Page 20 – Standard 20	“and Positive Behaviour Support principles. This policy should comply with guidance on <i>Reducing Restraint and Restrictive Intervention</i> .” – added to paragraph 20.1.
Page 21	<p>The following bullets added to paragraph 20.1:</p> <ul style="list-style-type: none"> • the school knowing how to create environments in which children experience low stress and low arousal, where necessary; • a consistent approach to promoting Positive Behaviour Support which includes each child having an individualised Behaviour Support plan, agreed with the child and everyone involved in implementing it, where appropriate; • 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;

	<p>Following text added to paragraph 20.4: “Any instances of behaviour that challenges are responded to appropriately, using Positive Behaviour Support principles to understand the trigger for the behaviour and ways that those triggers can be avoided or managed in future. All staff are trained in Positive Behaviour Support principles.”</p> <p>“understand triggers for behaviour that challenges”, “situations that may result in restraint” and “in a way that is agreed with the child and everyone involved in implementing the Behaviour Support plan, and must always” – added to paragraph 20.5.</p>
Page 22	<p>Minor additions to paragraphs 20.6 – 20.8.</p> <p>“The school’s procedures are compatible with the local runaway and missing from home and care (RMFHC) protocols and procedures applicable to the area where the school is located. Where children placed out of authority go missing, the school follows the local RMFHC protocol and complies with and makes staff aware of any other processes required by the placing authority.” – added to paragraph 20.9.</p>
Page 22 - Standard 21	<p>New standard added.</p> <p>New paragraphs added:</p> <p>21.1 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>21.2 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.</p>
Page 23 – Standard 22	<p>New paragraphs added:</p> <p>22.1 Children are supported to develop good relationships with other pupils/residents and staff, which are based on mutual trust and respect.</p> <p>22.3 Staff are skilled in understanding the range of influences that friendships can have, encourage those with a positive impact and discourage those with a negative impact. Staff understand and help children to understand what makes a healthy, nurturing relationship. Staff are skilled in recognising the signs of, and take appropriate and effective action to protect, children at risk or in danger, and provide support to children in danger of or involved in exploitative or damaging relationships with others, and take reasonable steps to prevent such relationships.</p>

Page 24 - Standard 24	Sentence added: “The certificate must include barred list information if the person will be engaged in regulated activity.” – to paragraph 24.2.
Page 25 - Standard 25	Sentence added: “Agency/temporary staff are not put in permanent overall charge of the care of any child or children.” - to paragraph 25.6.
Page 26	New paragraph added: 25.13 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 children in that building.
Page 26 - Standard 26	“resident in the school. Staff are well trained and” and “and the policies” – added to paragraph 26.1. And “and complete the qualification within two years.” – added to paragraph 26.2.
Page 27 – Standard 27	New standard, [but 27.1 and 27.2 were previously part of standard 14] New paragraphs added: 27.3 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. 27.4 Under no circumstances should school staff act as educational guardians for pupils of the school.
Page 30 – Appendix 2	Bullet added to 3: <ul style="list-style-type: none"> evidence that the record has been approved by a senior member of staff

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

- [Royal Pharmaceutical Society \(Handling of Medicines in Social Care\)](#)
- [Ofsted](#)
- [Boarding Schools Association](#)
- [State Boarding Schools Association](#)
- [National Association of Independent Schools & Non-Maintained Special Schools \(NASS\)](#)

Other relevant departmental advice and statutory guidance

- [National minimum standards for boarding schools](#)
- [Guide to the children's homes regulations, including quality standards](#)
- [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](#)
- <https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

Other resources

- [The Children's Homes \(England\) Regulations 2015](#)
- [The Regulatory Reform \(Fire Safety\) Order 2005](#)
- [Children Act 1989](#)
- [Equality Act 2010](#)

[Special educational needs and disability code of practice: 0 to 25 years](#)



Department
for Education

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