

# Boarding Policy

## 1. Introduction

1.1. At Old Swinford students can board from Year 7 until they complete their Sixth Form studies at the age of 18 and during this time the School will act for them 'in loco parentis' and, as any parent would, the School expect:

- The students' development and their time here to be governed by strong and guiding principles; and
- That these principles should be applied within the context of the statutory requirement for the boarding provision to meet the national minimum standards for boarding schools (NMS).<sup>1</sup>

1.2. The principles of safeguarding and promoting the welfare of children apply to all students irrespective of whether they board or not and therefore the following policies, which have been drafted on a school wide basis, apply equally to boarders and day students and should be read in conjunction with this Policy:

- Aims of the School
- Behaviour Policy including the School Rules, Code of Conduct for Students, School Dress Code, Regulations for Registration, Absence and Leaving School Grounds, Rewards & Sanctions, Anti-Bullying, Harassment & Assault, Drugs/Substance Use and Misuse, and Student Use of Electrical and Electronic Equipment & Internet Guidance
- Behaviour Management
- Code of Conduct for Staff & Volunteers
- Data Protection Policy
- Disclosure & Barring Policy
- Educational Visits Policy
- Equality & Diversity Policy
- Extra and Co-Curricular Activities Policy
- Health & Safety Policy
- Looked After & Previously Looked After Children Policy
- Safeguarding Policy and Procedures<sup>2</sup>
- Special Educational Needs and/or Disabilities Policy & SEND statement
- Supporting Students at School with Medical Conditions

1.3. Complaints arising under this Policy will be dealt with under the School's Complaints Policy.

## 2. Guiding Principles

### Aims of the School

2.1. The published policy document 'Aims for the School' clearly sets out what we hope for all of our students whether they are boarders or not. Boarding is integral to the daily life of this School and as such the School's policies, conventions and protocols are developed using a whole school approach and apply equally to boarding and non-boarding students alike.

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<sup>1</sup> National minimum standards for boarding schools, September 2022

<sup>2</sup> Including the BSA Commitment to Care Charter

2.2. Whilst the Aims of the School remain our overriding vision we can expand on these to further develop what we look to provide for those in our boarding community and thereby ensure the safety and welfare of all of our boarders in an environment where they can be both healthy and happy.

### **The School's Wider Aims for Boarding**

2.3. Boarding is about 'learning how to live' in an environment which is safe and structured and which prepares boarders for their future lives in the UK and beyond.

2.4. Old Swinford Hospital aims to maintain a thriving boarding community that ensures the safety and welfare of all boarders in an environment where they can be both healthy and happy and which is ambitious in supporting their learning well. Meeting or exceeding NMS and our commitment to the BSA Care Charter will be the foundation for driving this culture.

2.5. With an extensive and varied extra-curricular programme, peer mentoring and pastoral support structure every boarder should have the opportunity to thrive, be healthy in mind and body and achieve.

2.6. Boarders will enjoy a gradual increase in independence within a supportive and caring environment to enable them to develop as individuals whilst growing up in a well-ordered community.

2.7. The school environment should allow all students to develop a tolerance of others, a sense of personal and corporate responsibility and an ability to cope in a wide variety of social circumstances.

2.8. Boarders will have every opportunity to make a positive contribution both in and beyond the school community and do so with a sense of enjoyment as a willing participant in the boarding community.

2.9. Within our boarding community we look to uphold and promote the following important principles:

- As an open and trusting community boarding is based on kindness and mutual respect so that:
  - Everyone is treated as a dignified individual and with respect by other students and by staff.
  - There is equality of opportunity for all boarders and we celebrate inclusion because we believe that strength is best derived from diversity. All are included and supported irrespective of protected characteristics, their cultural or linguistic background, their special educational needs and/or disabilities or their academic or sporting ability and we make reasonable adjustment where possible and practicable to take account of these different needs.
  - All boarders can work, play and relax free from abuse, intimidation, harassment, teasing and bullying.
  - Any boarder feels able to turn to and approach members of staff or the independent listener for advice and support when they have concerns or difficulties, secure in the knowledge that they will be treated and respected as an individual, that they will be listened to and that they will be supported in seeking an appropriate outcome.
- Although living corporately, staff and boarders acknowledge the right of each other to privacy.
- High standards of behaviour are the norm so as to ensure that all students have the opportunity to live and learn in a calm, safe and supportive environment where there is respect for others and the property of others and there is a clear distinction between acceptable and unacceptable behaviour. The expectations of our behaviour culture will enable each boarder to:
  - Extend their intellectual growth in an atmosphere of positive encouragement.
  - Develop the whole person with an honest respect for others and one's self.
  - Develop strong and sustainable positive values which will allow and guide them to grow spiritually, culturally, morally and socially during their time in boarding.
- Safeguarding and promoting the welfare of boarders will be ensured by providing:
  - An environment that is kept in good order and, as far as possible, free from physical hazards and dangers.

- Good health care for both the treatment and the prevention of illness.
- Good quality accommodation according to the age and maturity of boarders that is clean, comfortable, homely and welcoming.
- Healthy, nutritional and balanced food choices.
- Online safety through the School's filters and a continuous dialogue about online behaviour in boarding houses.
- House culture will promote and develop in boarders:
  - A sense of community, loyalty and belonging.
  - Responsibility for self, others and the school environment.
  - The ability to work effectively as part of a team.
  - Leadership opportunities and qualities.
  - Aspirations and personal expectations and goals.
  - Proactivity and drive when participating in the co-curriculum.
- There will be a range of extra-curricular activities, interest clubs and opportunities so that there is the choice of something suitable for all ages.
- Despite the often great distance separating boarders from their families, we recognise that links with parents are an indispensable part of the support and development of boarders in the School.

### **3. National Minimum Standards (NMS)**

#### **Whole School Approach**

3.1. The NMS are a statement of national minimum standards, built around a series of Aims, focussing on safeguarding and promoting the welfare of children for whom accommodation is provided by boarding schools.

3.2. These Aims are:

- Part A Governance and Leadership

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.

- Part B: Boarding Provision

The school provides a homely and welcoming environment in which boarders feel safe, secure and comfortable, and where their privacy is respected. Boarders enjoy their accommodation and meal times and feel that their belongings and personal possessions are protected.

- Part C: Health and Wellbeing

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

- Part D: Safeguarding

Boarders' are safe, including in the school's boarding accommodation and away from the school's premises. Effective measures are taken to manage safeguarding risks and protect children from harm, and to manage well any incidents that do occur.

- Part E: Health and safety

Boarders are safe while at school, including in the school's boarding accommodation and when away from the school's premises, but under the care of the school, on an educational visit for example. Effective measures are taken to manage risk and protect children from harm, and to manage well any incidents that do occur

- Part F: Boarders' rights, advocacy and complaints

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

- Part G: Promoting positive behaviour and relationships

Boarders behave well and develop healthy and respectful relationships with fellow pupils and staff. Positive behaviour and respectful relationships are encouraged and praised. Any sanctions for misbehaviour are well understood and implemented fairly and consistently.

- Part H: Boarders' development

The boarding experience aids and enhances boarders' development and helps them to develop social skills, living skills and resilience in line with their age and needs.

- Part I: Staffing, guardians and prefects

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.

- Part J: Children accommodated off-site

Boarders accommodated off-site, placed by the school in the care of a third-party, are kept safe and protected from harm at all times.

- 3.3. Whilst there are focussed aims and expectations of standards, NMS do not expect standardisation of provision across schools rather they support schools in developing their own ethos and approach that meets the needs of all boarders. The important thing is that the NMS are applied, applied to a sufficient degree and that safeguarding and welfare are at the forefront of our minds when interpreting the standards.
- 3.4. In applying NMS '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 good reason for departing from it.
- 3.5. The policy for this School is that there will be a whole school approach to NMS and no House will operate to a standard below NMS. There may be some variation in provision across Houses but this will be minimised, justified and at no time compromise any aspect of safeguarding. It is important therefore that House practice be known and documented to ensure that it fulfils the justification criteria.
- 3.6. Best practice will be shared between Houses. The House Inspection Programme will ensure best practice is identified and disseminated.

### **House Inspections**

- 3.7. In order to ensure the best possible outcomes for all boarders, and to monitor consistency across the houses, there is a biennial programme of house inspections with:
  - The clear focus of the inspection being on evaluating and evidencing the impact of the care and support in boarding on the experiences and progress of students in that House and the methodology closely mirrors Ofsted's, to their SCCIF, case sampling techniques and NMS compliance.
  - Inspections generally led by senior staff and including at least one other member of staff e.g. another housemaster and, where possible, also a Governor.
  - The inspection including house visits, tours and talking to, and discussions with, a whole range of people in the House including the Housemaster, Matron, other boarding staff and the students.

- 3.8. The findings of the inspection are fed back to the House team and used to determine action plans that then feed into the operational and strategic plans for boarding, either in general or in a house/houses, as appropriate.
- 3.9. The findings are shared in the wider boarding community as evidence of best practice or where things can be learned by others and actions implemented on a wider scale. They are also reported to the Governing Body through the Curriculum & Pupil Welfare Committee.
- 3.10. Interim inspections by senior leadership between the biennial review will focus on progress made following the last full report.

### **Meeting NMS**

- 3.11. The Governing Body's policy on boarding expects:
- That the School will meet NMS in all respects and aim to exceed them where it is possible to do so.
  - That all staff will be fully aware of NMS aims and standards, that they understand them and their importance and that they ensure the systems and procedures put in place to meet them are implemented, adhered to and monitored.
  - All staff to be responsible for bringing to the attention of the Deputy Headmaster any matters which might require attention, adjustment or updating so that the School can continue to meet or better the minimum standards.
  - All staff to be responsible for reporting to the Deputy Headmaster where any matters are not meeting or operating at the stated minimum standard and that they will also notify the Headmaster if the breach or shortcoming is of a serious nature.
  - The School to regularly audit the boarding provision across each boarding house and as a whole.
  - The School to use the standards in self-assessing the boarding provision.
  - Staff induction to include reference to, and training in, these standards.
- 3.12. The House Inspection Programme will demonstrate how the School meets NMS. The inspection team will include a representative, or representatives, of the Governing Body where possible.
- 3.13. Reports on various aspects of boarding and the boarding community will be made to the Governing Body periodically. As boarding is integral to the whole school community, which encompasses both boarders and non-boarders alike, many of the reports will be on a whole school basis. These reports will include, but not be limited to:
- Termly reports on boarding, safeguarding, behaviour, health & safety and facilities.
  - Annual reports on SEN, equality & diversity, general behaviour and extra-curricular activities.
- Additional reports may be requested by the Governing Body if they consider it appropriate.
- 3.14. The Governors expectations in respect of meeting NMS are attached as Appendix A.

## Meeting the National Minimum Standards for Boarding Schools<sup>3</sup>

Standard	Expectations of how the School will meet the minimum standard <sup>4</sup>	
<b>Part A Governance and Leadership</b>		
<b>Aim:</b> 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.		
<b>1.</b>	<b>Statement of boarding principles and practice</b>	
1.1.	A suitable statement of the school’s boarding principles and practice is available to parents, carers and staff, is known to and understood by boarders, and is seen to work well in practice.	The statement of boarding aims forms part of this Policy. As a minimum it should be included in the boarding staff handbook and published on the School’s website. The Boarding Policy, along with all school policies, should be available to all staff on the shared area of the School’s computer.
<b>2.</b>	<b>Management and development of boarding</b>	
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.	There is a nominated Governor with responsibility for boarding liaison with the Governing Body. The nominated Governor should meet and maintain dialogue with the Deputy Headmaster in charge of boarding and periodically with Housemasters and matrons. The House Inspection Programme should, where possible, include a representative of the Governing Body. House inspection reports should be discussed with the nominated Boarding Governor. Regular reports to the Governing Body are scheduled from the Deputy Headmaster and the Boarding Governor. The reports should be meaningful and complete.
2.2.	The school’s leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required.	The School has a management structure that clearly defines leadership. There is a crossover of staff between boarding and education which will promote understanding of all parts of a students’ day. The nominated Boarding Governor provides a valuable link between boarding leadership and Governors. Training will be scheduled appropriate to the role.
2.3.	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.	Only suitably qualified and experienced staff should be recruited in key roles. There is a crossover of staff between boarding and education which will promote understanding of all parts of a students’ day.
2.4.	The school’s leadership and management fulfil their responsibilities consistently and effectively so that the standards are met.	This Boarding Policy expects the School to: <ul style="list-style-type: none"> <li>• Regularly audit the boarding provision across each boarding house and as a whole.</li> <li>• Use NMS in self-assessing the boarding provision.</li> <li>• Include reference to, and training in, NMS as part of staff induction.</li> </ul>
2.5.	The school’s leadership and management and governance actively promote the wellbeing of pupils.	Wellbeing and safeguarding are whole school policies which are actively driven. The House Inspection Programme should, where possible, include a representative of the Governing Body. Regular reports to the Governing Body are scheduled from the Deputy Headmaster and the Boarding Governor. The reports should be meaningful and complete. Student Welfare is one of the dual aspects of the Governor’s Curriculum & Pupil Welfare Committee. There is a Governor with responsibility for Boarding liaison.

<sup>3</sup> National minimum standards for boarding schools, September 2022

<sup>4</sup> These are the principles the school will use in meeting the minimum standards and not the detailed operational procedures which are included in the staff/boarding handbook or other practice document as appropriate

Standard		Expectations of how the School will meet the minimum standard <sup>4</sup>
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.	Only suitably qualified and experienced staff should be recruited in key roles. Safeguarding and promoting welfare is a whole school policy.
2.7.	The school follows and maintains the policies and documents described in Appendix A.	Appendix 1 is referenced to the appropriate policy/document below.
2.8.	The records specified in Appendix B are maintained and monitored by the school and action taken as appropriate.	The list of records to be maintained and monitored is set out below. Governors' agendas will include reporting and following up on specific areas.

### 3. Inclusion, equality and diversity

3.1.	Boarders are not discriminated against, paying particular regard to the legally protected characteristics and requirements set out in the Equality Act 2010. In addition boarders are not discriminated against because of their cultural background, linguistic background, special educational needs, or academic or sporting ability (the list is not intended to be all encompassing, the factor is protecting boarders from discrimination). These factors are taken into account in the care of boarders, so that care is sensitive to different needs and an inclusive environment is promoted within the school.	<p>The School has an Equality &amp; Diversity Policy which takes account of statutory guidance and will provide the required level of surety. It must be followed at all times.</p> <p>OSH is a community that places a strong emphasis on consideration for others, good manners, humility, service, smart appearance and hard work. All members of the School community and others with whom we come into contact deserve respect and appreciation and to be treated with kindness and dignity.</p> <p>Our Admissions Policy states that we are a school established in the traditions of the Church of England and Christian witness lies at the heart of school life. However, pupils and staff of all faiths and none, and of all backgrounds, are welcomed as part of our community for we believe that strength is best derived from diversity.</p> <p>Our Behaviour policy sets out our ethos and values from the very start. Students are invited to embrace the OSH philosophy and be part of this unique community which we describe through Matthew 7:12 - "Always treat others as you would like them to treat you."</p> <p>We aim to:</p> <ul style="list-style-type: none"> <li>• Encourage achievement and celebrate success.</li> <li>• Promote acceptable behaviour and challenge unacceptable behaviour in order to make our School a safe secure and healthy environment.</li> <li>• Have tolerance, trust, understanding and respect for others irrespective of age, ability, background and ethnicity.</li> </ul> <p>So that, in all that we do, we adopt and promote the fundamental British Values of democracy, the rule of law, mutual respect and tolerance of those of different faiths and beliefs.</p>
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### Part B: Boarding Provision

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

4.	Boarding accommodation	
4.1.	Good quality sleeping accommodation is provided for boarders. It is well organised and managed with ongoing assessments of risk (which should be documented) and findings acted upon to reduce risk for all boarders. Accommodation gives boarders appropriate privacy, taking into account sex, age and any special requirements. Where children share a bedroom, they are able to give a preference about whom they share with.	<p>Boarders will be allocated sleeping accommodation in their allocated boarding house.</p> <p>All Houses have and should continue to have:</p> <ul style="list-style-type: none"> <li>• Study and living accommodation. Additional areas around the site, such as the MUGA and Library for example are available for social use, recreation and study.</li> <li>• Accessible toilet and washing facilities with privacy.</li> </ul>

Standard		Expectations of how the School will meet the minimum standard <sup>4</sup>
4.2.	Good quality living accommodation and equipment, including appropriate internet access, is provided for boarders for the purposes of organised and private study outside school hours and for social purposes.	<ul style="list-style-type: none"> <li>• Appropriate heating, lighting and ventilation.</li> <li>• Good quality and suitable furnishings and soft furnishings.</li> </ul> Provision for disabled students or those with restricted mobility will be available on site but not necessarily in all Houses. House organisation is the responsibility of the Housemaster who, along with the boarding house team, will be responsible for identifying repairs and hazards in their House. The Bursar and her team will: <ul style="list-style-type: none"> <li>• Programme and manage all routine servicing and health &amp; safety checks in Houses and around the site.</li> <li>• Allocate and manage cleaning staff to boarding accommodation.</li> <li>• Provide laundry services for Houses from both the central laundry facility and in each House.</li> </ul> Boarding refurbishment and development projects will be prioritised and allocated funding each year under the Governors' Finance & Resources Committee agenda. Welfare risk assessments are ongoing in each house and will be the monitoring tool.
4.3.	Sufficient toilet and washing facilities with good quality fixtures and fittings and access to hot water are provided for boarders, are readily accessible from the sleeping accommodation and take into account sex, age and any special requirements.	
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 disabilities.	
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.	Suitable guidelines should be provided to students as what is acceptable in personalising their own space.
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) unsupervised access to boarders, or to boarding accommodation while occupied by boarders.	Suitable security arrangements should be made to prevent access to accommodation by unauthorised persons. The recent introduction of site-wide door access controls and gate controls has added positively. Lettings and use of the site by others when boarders are in residence should not generally be permitted but on those occasions when there are others on site, suitable arrangements must be in place to safeguard students and prevent unauthorised access to boarding accommodation. Risk assessments should inform any decision to permit use by others when boarders are in residence.
4.8.	Any use of biometric data/technology or 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 biometric technology and/or CCTV should set out the rationale for its use in the school's security policy. In addition, schools using CCTV must be registered with the Information Commissioner's Office (ICO) and comply with relevant data protection legislation including the UK General Data Protection Regulations, the Data Protection Act 2018 and the Protection of Freedoms Act 2012.	CCTV is not permitted to be installed where boarders may reasonably expect privacy. Biometric data/technology is not used. A code of practice has been drawn up to regulate the use of (CCTV) as required by legislation whereby the School will: <ul style="list-style-type: none"> <li>• Have a rationale for introducing monitoring in a location.</li> <li>• Process surveillance and CCTV footage legally and fairly.</li> <li>• Collect surveillance and CCTV footage for legitimate reasons and ensuring that it is used accordingly.</li> <li>• Collect surveillance and CCTV footage that is relevant, adequate and not excessive in relation to the reason for its collection.</li> <li>• Ensure that any surveillance and CCTV footage identifying an individual is not kept for longer than is necessary.</li> <li>• Protect footage containing personal data against accidental, unlawful destruction, alteration and disclosure – especially when processing over networks.</li> <li>• Restrict access to the surveillance system, software and data to authorised operators and will be password protected.               <ul style="list-style-type: none"> <li>• Use the surveillance system will be used to:                   <ul style="list-style-type: none"> <li>• Maintain a safe environment.</li> <li>• Ensure the welfare of pupils, staff and visitors.</li> <li>• Deter criminal acts against persons and property.</li> <li>• Assist the police in identifying persons who have committed an offence.</li> </ul> </li> </ul> </li> </ul>



<b>Standard</b>		<b>Expectations of how the School will meet the minimum standard<sup>4</sup></b>
<b>5.</b>	<b>Boarders' possessions</b>	
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.	Laundry facilities both centrally and in the House will provide for this.
5.2.	Boarders are able to obtain personal and stationery items whilst accommodated at school.	The School's Behaviour Policy provides for students to be able to leave site and visit shops under given conditions which are largely age dependant.
5.3.	Good protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.	Provision will be available in each House.
<b>6.</b>	<b>Provision and preparation of food and drinks</b>	
6.1.	All boarders, including those with special dietary, medical or religious needs, are provided with good quality, nutritionally balanced meals with choice and variety and of sufficient quantity.	The School has good quality catering facilities. All food provision should follow the national guidelines on catering for schools with a specific focus on boarding provision. Due regard should be had to any students with special dietary requirements.
6.2.	good quality facilities are 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.	There are small well maintained facilities in Houses for boarders to make their own snacks.
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.	Main meals and regular snacks should be taken in the dining hall but provision will be maintained within each House sufficient for boarders to make small snacks.
6.4.	Boarders with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice.	The School's policy for Supporting Students at School with Medical Conditions will provide for this.
<b>Part C: Health and Wellbeing</b>		
<b>Aim:</b> Boarders' health needs are fully met, and their physical, emotional and social wellbeing and mental health are promoted and supported. Any health care provided is in the best interests of the child.		
<b>7.</b>	<b>Boarders' health and wellbeing</b>	
7.1.	The school has, and implements effectively, appropriate policies and protocols for the care of boarders who have medical conditions and/or are unwell, ensures that the physical and mental health and emotional wellbeing of boarders are promoted and prompt action is taken when health concerns are identified. These policies include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of both prescription 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).	The School has a fully equipped and staffed medical centre which, together with boarding houses, provides 24-hour care. There is a policy for Supporting Students at School with Medical Conditions which covers the care of those with medical conditions and a range of medical protocols for illness and the administration of medicines. The Policy as approved should be implemented, adhered to and monitored. Policy should be reviewed at least annually and more frequently if the need arises. Protocols should be regularly reviewed and updated by medical centre staff.
7.2.	Boarders are supported and educated to understand their health needs, how to develop and maintain a healthy lifestyle and to make informed decisions about their own health.	The Beliefs and Issues programme addresses these issues at various stages of a child's education. House staff reinforce the importance of making the right choices in daily decisions and life.
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	The School's medical protocols and practice provide for this and should continue to do so. The policies as approved should be implemented, adhered to and monitored. Policy should be reviewed at least annually and more frequently if the need arises. Medical centre facilities are of good quality and specification if a

Standard		Expectations of how the School will meet the minimum standard <sup>4</sup>
	quality accommodation, including toilet and washing facilities. The accommodation is staffed appropriately and provides boarders with appropriate privacy, taking into account sex, age and any special requirements.	boarder needs to be removed from their House due to illness.
7.4.	The school ensures boarders have access, as appropriate, to local medical, dental, optometric and provision. In addition, the school engages effectively with health agencies, including specialist services (such as CAMHS, sexual health services and those providing support for victims of sexual abuse) when appropriate, responding in a timely manner to boarders' needs.	Provision for dental and other care, including a school counsellor are accessible. The school will engage with other specialist services where necessary and when appropriate.
7.5.	The school facilitates access to all relevant health, counselling and support services (set out above) as required. It should be clear who is responsible for making emergency and routine health care appointments for children, including where consultation between parents/carers and staff is necessary.	Medical communication and consultation with home is led by the medical Centre. Boarders are generally registered with Lion Health surgery unless parents opt for them to remain with their family GP. Routine appointments are made by the Medical Centre and where boarders are too unwell to return to School from home (at the beginning of term or at weekends) then they must remain at home until they are well enough to return.
7.6.	All medication is stored safely and securely and accurate records are kept of its administration. Staff are properly trained to provide the support that pupils need when administering medicines. 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 government guidance.	The Medical Centre has provision for storage. There is some provision in Houses for routine medication and specific medication according to the needs of particular boarders. Nominated staff are trained in the administration of medicines and record keeping.
7.7.	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" to give or withhold consent for his/her own treatment.	It is an underlying principle that when a person is considered as an individual that their confidentiality and rights are to be respected. The Policy above requires all students to be treated as individuals.

#### Part D: Safeguarding

**Aim:** Boarders' are safe, including in the school's boarding accommodation and away from the school's premises. Effective measures are taken to manage safeguarding risks and protect children from harm, and to manage well any incidents that do occur.

8.	Safeguarding	
8.1.	<p>The school ensures that:</p> <ul style="list-style-type: none"> <li>• arrangements are made to safeguard and promote the welfare of pupils at the school; and</li> <li>• such arrangements have regard to any guidance issued by the Secretary of State<sup>5</sup></li> </ul>	<p>The School has a Safeguarding Policy which takes account of statutory and LA guidance and the BSA Commitment to Care Charter. It must be followed at all times with any matters arising properly actioned, monitored and recorded in line with policy.</p> <p>The Policy should be reviewed at least annually and more frequently if the need arises.</p> <p>The School has a Designated Safeguarding Lead and nominated deputies. In addition a number of other staff have been DSL trained which provides additional surety that there is a depth and spread of safeguarding knowledge underpinning the day to day operations of the School.</p>
8.2.	The school should ensure that all staff are aware that safeguarding and promoting the welfare of children is everyone's responsibility throughout the school and the boarding facilities.	Safeguarding is a whole school policy and reflects statutory and related guidance. The policy is comprehensive in all aspects and is issued to all staff.
8.3.	It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school's approach to online safety should be reflected in the child protection policy, having regard to	

<sup>5</sup> Keeping Children Safe in Education; and Working Together to Safeguard Children

Standard	Expectations of how the School will meet the minimum standard <sup>4</sup>	
	the Department's Keeping Children Safe in Education guidance.	
8.4.	<p>Keeping Children safe in education sets out that boarding schools have additional factors to consider with regard to safeguarding. As such it will be important that the boarding school's child protection policy (and/or other policies if appropriate) reflect:</p> <ul style="list-style-type: none"> <li>the school's policy on sexual relationships between children (and importance of boarders understanding this policy);</li> <li>the school's approach to child-on-child abuse, reflecting the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation;</li> <li>the approach to protecting children where there is a significant gender imbalance in the school; and</li> <li>the approach to harmful online content and how boarders' devices are managed in terms of bringing a device into the school, and harmful content that may already be downloaded on to it, and the opportunity to download harmful content via 3,4 and 5G that will bypass the school's filtering and monitoring systems.</li> </ul>	<p>The School's Safeguarding Policy recognises that there are boarders in the school and that there are additional safeguarding factors to consider. The Policy is aligned with the behaviour Policy and Behaviour Management Practice Statement to ensure the School's approach to behaviour and safeguarding is cohesive.</p>
<b>Part E: Health and safety</b>		
<b>Aim:</b> Boarders are safe while at school, including in the school's boarding accommodation and when away from the school's premises, but under the care of the school, on an educational visit for example. Effective measures are taken to manage risk and protect children from harm, and to manage well any incidents that do occur		
<b>9.</b>	<b>Safety of boarders</b>	
9.1.	The school ensures compliance with relevant health and safety laws by drawing up and effectively implementing a written health and safety policy. Staff undertake sufficient training to ensure the policy is followed in practice.	The School has a Health & Safety Policy which should be implemented, adhered to and monitored. Policy should be reviewed at least annually and more frequently if the need arises.
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, and they are provided a safe environment in which they can live and learn.	<p>The Bursar will:</p> <ul style="list-style-type: none"> <li>Programme and manage all routine servicing and health &amp; safety checks in Houses and around the site.</li> <li>Arrange for any essential maintenance to be carried out without delay.</li> </ul> <p>Refurbishment and development projects will be prioritised and allocated funding each year under the Governors' Finance &amp; Resources Committee agenda.</p>
9.3.	The school ensures that the welfare of boarders 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.	The School has arrangements in place to safeguard and promote the welfare of students. A risk assessment policy will signpost how this is achieved. Integral to this will be the School's Safeguarding Policy, Behaviour Policy, Health & Safety Policy, medical protocols and Educational Visits Policy which will be followed at all times.
9.4.	The school, as part of its health and safety policy, has written procedures setting out the contingency arrangements in case of a major incident, including what happens in the case of an overnight emergency where the premises need to be evacuated.	The School will maintain its emergency planning document. The Boarding Handbook refers to house evacuation - day and night.
9.5.	Schools should have procedures to ensure boarders' safety when off site, but under the care of the school, including when on organised visits. These procedures should be proportionate and focus on managing assessed risks.	<p>All offsite trips are risk assessed proportionate to the nature of the visit/activity.</p> <p>Visits to local shops/Stourbridge town centre are referred to in Behaviour Policy. Visits are permitted in accordance with pre-set days/times and subject to authorisation and signing out/in procedures.</p>

<b>Standard</b>		<b>Expectations of how the School will meet the minimum standard<sup>4</sup></b>
<b>10.</b>	<b>Fire precautions and drills</b>	
10.1.	Boarders and staff know what they would need to do in an emergency and can be evacuated safely.	Regular drills are programmed.
10.2.	The school complies with the Regulatory Reform (Fire Safety) Order 200529 and ensures alerting systems are accessible and there are clear evacuation plans for all children subject to their needs.	The Bursar will ensure that the School is fully compliant in respect of both precautions and drills. Particular arrangements will be put in place for any child with a care plan that requires them to have special assistance in any way. The drill 'check sheet' will require there to be confirmation that children with needs were included where relevant.
10.3.	In addition, fire drills are regularly (at least once per term) carried out in 'boarding time'. At least one drill per year should be carried out overnight, unless the school has assessed that this would be detrimental to boarders' welfare.	'Overnight' drills are part of the routine drill programme.
10.4.	Schools with 'flexi' boarders may (this will be based on their own risk assessment) need to carry out additional fire drills to ensure pupils with flexible boarding arrangements know what to do in an emergency.	The drill 'check sheet' will require there to be confirmation that flexi boarders have been included in educating boarders about evacuation plans.
<b>Part F: Boarders' rights, advocacy and complaints</b>		
<b>Aim:</b> Boarders are enabled to communicate, and develop positive relationships with staff, make their views known and maintain a good relationship with their family or carers (unless precluded by law). Boarders' views, wishes and feelings about their boarding experience are sought and taken into account by the school.		
<b>11.</b>	<b>Standard 11 – Boarders' induction and individual support</b>	
11.1.	There is an appropriate process of induction and guidance for new boarders and that process includes information covering the standards 11.2 through 11.6.	Induction programmes should be designed to suit, and be implemented for, each year of entry. Those joining in a year other than a main entry year should have a programme designed to ensure their integration into an existing year group.
11.2.	The school should make arrangements, with parents and carers, which are clear about who is responsible for the collection and transport of boarders (including arrangements for international pupils) at the start and end of the school term and where there is any temporary absence from school.	The boarding agreement makes parents responsible for travel arrangements. The Parent guide confirms that students are the parents responsibility when they have left the school site.t these responsibilities?
11.3.	Boarders are able to contact any member of staff with personal, academic or welfare concerns. All staff should know what to do if a boarder approaches them with a concern.	The 'Help Poster' tells children this. Via the Safeguarding Policy all staff are aware that any child may approach them with a concern.
11.4.	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 the school. This person may be known as the 'independent person'. Boarders know who this person is, know how to contact them and feel comfortable talking to them. The person is easily accessible.	The School has an independent listener and their contact details should be readily displayed and accessible in all boarding houses. All children should be made aware of who this is and the School must ensure that he becomes 'known' to them.
11.5.	Boarders are also provided with details of two or more child specific support services, such as Childline or the Children's Commissioner's Help at Hand service, to contact in case of problems or distress.	Helpline numbers, including Childline and the Help at Hand service should similarly be displayed and accessible in all boarding houses and students should made aware of where they can find this information. Additional relevant sources of help should be included where relevant.
11.6.	Boarders 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 provision, and that advocacy provision adheres to the National Standards.	Advocacy support will be advertised via the School's mental health work and also via the beliefs and Issues curriculum. Staff should be aware hoe to respond if they are asked by a student.

Standard	Expectations of how the School will meet the minimum standard <sup>4</sup>
<b>12. Contact with parents/carers</b>	<p>12.1. Schools facilitate arrangements so boarders can contact their parents/carers and families in private, at a time that is suitable for both parties, considering relevant time zones for international pupils. Schools should operate proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders. Schools are sensitive and comply with individual children's circumstances such as restricted contact with families.</p> <p>Many boarders have their own personal devices that they use to communicate with their parents however there should also be provision for boarders to have use of both telephone and electronic communication in school for the purposes of contacting parents if they need to do so.</p> <p>Where there are particular circumstances around contact within a family, senior leaders and house staff will be informed as appropriate.</p>
<b>13. Securing boarders' views</b>	<p>13.1. Boarders are actively encouraged to contribute their views to the operation of boarding provision. There should be clear and easily accessible systems for boarders to provide their views and raise concerns. Boarders' views are considered in decisions about the running of the school and boarding provision and boarders are provided with feedback about their expressed views. Boarders are not penalised for raising a concern in good faith.</p> <p>The School must have both formal and informal routes for students to express their views and this should include a survey as part of the boarding inspection process.</p> <p>The School has a Complaints Policy which makes provision for students to raise concerns or make complaints.</p>
<b>14. Complaints</b>	<p>14.1. The school has, and follows, an effective policy on recording and responding to parental complaints that is compliant with the relevant regulatory standards. The policy is clear on how to make a complaint, how it will be dealt with and the timescales for a response.</p> <p>The School has a Complaints Policy that will be implemented, adhered to and monitored.</p> <p>14.2. The school should also have a clear and easily accessible process for boarders to raise their own complaints about boarding provision. The school's procedures should be clear about how it will respond to complaints from boarders. Boarders are not penalised for raising a complaint in good faith.</p> <p>The School has a Complaints Policy which makes provision for students to raise concerns or make complaints. Students are encouraged to raise concerns before they become complaints so as to achieve an early resolution. The 'Help Poster' invites students to open the conversation for any concern.</p> <p>14.3. 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). The school should keep a record of complaints made but later withdrawn. The school should keep under review any emerging patterns arising from complaints.</p> <p>Both concerns and complaints are logged at house level and monitored centrally as well as included in the house inspection programme.</p>
<b>Part G: Promoting positive behaviour and relationships</b>	
<p><b>Aim:</b> Boarders behave well and develop healthy and respectful relationships with fellow pupils and staff. Positive behaviour and respectful relationships are encouraged and praised. Any sanctions for misbehaviour are well understood and implemented fairly and consistently.</p>	
<b>15. Promoting positive behaviour</b>	<p>15.1. The school has and consistently implements a written policy to promote good behaviour amongst pupils, including boarders. The school's approach to behaviour is easily apparent to anyone joining or visiting the school and is evident in the actions and messages from all staff and pupils, including boarders. The school behaviour policy includes detail on:</p> <ul style="list-style-type: none"> <li>the underlying objective to create a safe environment in which all pupils, including boarders, can learn and reach their full potential and to reflect the values and ethos of the school;</li> </ul> <p>The School has a firm ethos and values that underpin the way we expect all pupils to behave and grow to fulfil their potential and it is on this that the School's Behaviour Policy is built. The Policy, which takes account of statutory and LA guidance, should be implemented, adhered to and monitored.</p> <p>The policy should continue to be developed in consultation with staff, students and parents to ensure ownership by all interested parties.</p> <p>The School's policy on Behaviour Management is aligned to the Behaviour and Safeguarding Policies and provides for this and takes account of guidance issued.</p>

Standard	Expectations of how the School will meet the minimum standard <sup>4</sup>
<ul style="list-style-type: none"> <li>the role of designated staff in maintaining consistent behaviour expectations, including the responsibilities of school leaders, any resources allocated, and the involvement of governors or trustees;</li> <li>the behaviour expected of pupils (including boarders), including treating others with dignity, kindness and respect, and the measures to promote positive behaviour, including positive reinforcement and reward and consequence systems;</li> <li>how the needs of all pupils, including boarders, and staff are met so members of the school community feel safe knowing that bullying, physical threats or abuse are not tolerated, and that they belong;</li> <li>school systems and social norms, including rules, routines and consequences systems for pupils, including boarders' behaviour when in the charge of the school and including when outside of the school premises and online;</li> <li>pupil (including boarder) support, including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;</li> <li>measures to prevent child-on-child abuse and the response to incidents of such abuse, including disciplinary action;</li> <li>when restraint, including reasonable force, is to be used and other physical contact and how this will be managed; and</li> <li>arrangements for searching and screening children and their possessions and how this relates to safeguarding policies. 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 State.<sup>6</sup></li> </ul>	<p>The Behaviour and Safeguarding Policies are readily available and published on the website. The Behaviour Policy forms part of the joining instructions.</p>
15.2.	The policy complies with relevant legislation and has regard to guidance, and is accessible, clear and easily understood by staff, pupils, parents and carers.
15.3.	Senior leaders should monitor the use of restraint, take appropriate action to prevent the inappropriate use of restraint, and take effective action when inappropriate restraint has been used.
15.4.	The headteacher should consider whether members of staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.
<b>16. Preventing bullying</b>	
16.1.	<p>The school ensures that all forms of bullying (including cyberbullying, prejudice based and discriminatory), at the school, are prevented in so far as reasonably practicable, by the drawing up and implementation of a proactive and effective antibullying strategy. The strategy should include accessible and effective systems for children to report bullying.</p> <p>This strategy forms part of the School's published Behaviour Policy.</p> <p>The 'Help Poster' signposts children to people they can talk to and report through.</p>

<sup>6</sup> Advice on searching is set out in Searching, screening and confiscation: Advice for schools (July 2022)

<b>Standard</b>		<b>Expectations of how the School will meet the minimum standard<sup>4</sup></b>
16.2.	Any instances of bullying are dealt with effectively. Staff take steps to help pupils to overcome the impact of bullying. All school staff are trained to recognise bullying and know who to go to, if required, in order to ensure bullying is dealt with.	This forms part of the management of behaviour strategy and the Safeguarding Policy.
16.3.	The school's anti-bullying strategy should reflect that unlike at day schools, boarders who are being bullied (off line) cannot escape their bullies for long periods of time as they are not going home as often.	This is referred to in both the management of behaviour strategy and the Safeguarding Policy.
<b>17. Promoting good relationships</b>		
17.1.	Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Through regulations made under section 34 of the Children and Social Work Act 2017, boarding schools are required to teach relationships education to primary school pupils and relationships and sex education to secondary school pupils.	All children are encouraged to embrace the School's ethos and values from the very start and this is set out in our Behaviour Policy which encourages achievement, celebrates success, develops tolerance, trust, understanding and respect, promotes acceptable behaviour and challenge unacceptable behaviour in order to make the School a safe secure and healthy environment for living and learning in.  Much of this can be delivered through the timetabled Beliefs & Issues programme and developed through tutorials and assemblies.
17.2.	In schools with both day pupils and boarders, boarders are encouraged and enabled to make and sustain respectful friendships within and outside the boarding community.	All pupils are integrated during the education day and in representative sport and music giving good opportunities for friendships to develop.
17.3.	Staff understand and help boarders to understand what makes a healthy, nurturing relationship. Staff are trained to think curiously about and recognise the signs of children at risk of or involved in damaging relationships with others, including teenage relationship abuse, criminal exploitation, sexual exploitation and child-on-child abuse, and take appropriate action when they have a concern.	The role of House staff encompasses personal development and all staff are trained and know to be aware of the signs that there may be a safeguarding concern.
<b>Part H: Boarders' development</b>		
<b>Aim:</b> The boarding experience aids and enhances boarders' development and helps them to develop social skills, living skills and resilience in line with their age and needs.		
<b>18. Activities and free time</b>		
18.1.	Schools should create and make accessible a stimulating environment to encourage boarders to develop their emotional, intellectual, social, creative and physical skills in an age-appropriate way taking account any special requirements.	The School's policy on Extra-Curricular Activity will provide for this.  The provision and uptake of provision should be monitored.
18.2.	All boarders are able to 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 and followed for any activities which may put boarders at risk of harm. These should not prevent children having experiences that provide challenge and adventure.	The School site provides a range of facilities. These should be made available to boarders as much as possible but within reasonable hours mindful of younger boarders earlier bedtimes.  Activities will be risk assessed having due regard to the nature of the activity, location, and challenges which may relate to the specific needs of some pupils.  The structure of each day is planned to meet educational requirements as well as give both rest/down time and activities.
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.	The House and tutor system will provide the required support.

<b>Standard</b>		<b>Expectations of how the School will meet the minimum standard<sup>4</sup></b>
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.	The School will ensure that boarders have access to online, broadcast and published news media. Age appropriate access to the town and village will be permitted, taking due note of any prevailing safety considerations.
<b>Part I: Staffing, guardians and prefects</b>		
<b>Aim:</b> 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.		
<b>19. Staff recruitment and checks on other adults</b>		
19.1.	Schools operate safer recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to relevant guidance <sup>7</sup> issued by the Secretary of State.	The School has recruitment policies which take account of statutory and LA guidance and will provide the required level of surety. They must be followed at all times. The policies should be reviewed at least annually and more frequently if the need arises. There will be sufficient members of senior staff with safer recruitment qualifications to ensure that all recruitment is to those standards. At least one governor should also be trained.
19.2.	For all members of staff households who are aged 16 and over (not on the roll of, nor employed by, the school) and who live on the same premises as boarders, an Enhanced certificate with a check of the Children's Barred List must be obtained from the Disclosure and Barring Service (DBS). For all other persons over 16 not on the roll of the school nor employed by the school, who live on the same premises as boarders, an enhanced certificate with a check of the children's barred list obtained. The same premises would include, for example, an abbey or teacher housing on the same grounds as the school, requiring the use of the same entry and exit points.	The School uses an agreement for adults not employed by the school but living in school accommodation within or attached to a Boarding House, or on the school site, which should be followed at all times and includes the Enhanced DBS requirement. The School has a Code of Conduct for Staff and Volunteers which should be followed at all times.
19.3.	There is a written agreement between the school and any person aged 16 and over 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 children. 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 unsupervised access to boarders or their accommodation.	The Agreement with residents and their households refers to visiting regulations and supervision. The School has a Code of Conduct for Staff and Volunteers which should be followed at all times.
<b>20. Staffing and supervision</b>		
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.	All staff will have job descriptions suitable for their post. The School has policies for Induction, Appraisal and CPD which should be followed at all times. A list of volunteers, their role and safeguarding status will be maintained. Volunteers will be under the management of a staff member at all times. They must not be unsupervised in the company of students unless they are qualified to an approved

<sup>7</sup> Keeping children safe in education; and Working Together to Safeguard Children



<b>Standard</b>		<b>Expectations of how the School will meet the minimum standard<sup>4</sup></b>
		<p>standard in safeguarding.</p> <p>The School will maintain a record of training and the monitoring of staff practice will include a formal process of review.</p> <p>Those employed in boarding will have suitable and appropriate boarding objectives set, and be assessed against these, during the normal annual appraisal cycle.</p>
20.2.	Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear.	<p>The School uses a licence for adults not employed by the school living in school accommodation within a Boarding House which should be followed at all times.</p> <p>The boarding handbook will also include relevant guidance.</p>
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.	The Headmaster is responsible for arranging adequate and suitable staffing.
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 reasonably 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.	The boarding handbook will include relevant guidance and procedure.
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.	Schools should ensure that they have a suitable number of staff (and at least one) sleeping or on duty in each building, who is responsible for the boarders and available to meet boarders' needs during the night.	The Headmaster is responsible for arranging adequate and suitable staffing.
20.8.	Boarders are able to contact a member of staff easily in each building at night and know how to do this.	The boarding handbook will include relevant guidance and procedure.
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 separated from the accommodation and facilities provided for boarding pupils.	All Houses will provide suitable accommodation for residential staff.
20.10.	No boarders have access to staff residential accommodation, other than in exceptional circumstances. Where this occurs a one-to-one situation should be avoided with pupils with another adult always present. There is no inappropriate favouritism or inappropriate one-to-one contact between staff and boarders.	The School has a Code of Conduct which should be followed at all times.
<b>21.</b>	<b>Prefects</b>	
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.	The prefect role should be defined and the School will provide training for prefects appropriate to their role.
<b>22.</b>	<b>Educational guardians</b>	
22.1.	All educational guardians appointed by the school are subject to the same safer recruitment procedures as staff.	The School does not appoint guardians.

## School Policies & Procedures

<b>Standard</b>		<b>Expectations of how the School will meet the minimum standard<sup>4</sup></b>
22.2.	Where the school is responsible for appointing educational guardians it regularly monitors the suitability of its arrangements.	
22.3.	Whether an educational guardian is appointed by the school or a parent/carer the school takes appropriate steps to ensure that the guardianship arrangement is promoting the welfare, physical wellbeing and emotional wellbeing of the boarder.	
22.4.	Any concerns about an educational guardianship arrangement should be acted upon immediately and referred to any relevant agencies.	Any concerns should be reported via the School's safeguarding procedures, notifying the DSL via MyConcern or in person. The School will report any such cases to the relevant agencies via the DSL.
22.5.	Under no circumstances should school staff be appointed as an educational guardian for boarders.	

### **Part J: Children accommodated off-site**

**Aim:** Boarders accommodated off-site, placed by the school in the care of a third-party, are kept safe and protected from harm at all times.

### **23. Lodgings and host families**

23.1.	It is clearly stated to parents/carers whether any lodgings accommodating pupils are to be arranged by the school or by parents/carers themselves.	All boarding accommodation is onsite.
23.2.	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 termly.	
23.3.	Any lodgings provided or arranged by the school are of a comparable standard to accommodation provided by the school.	
23.4.	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. Unless the host family are in a family relationship with the pupil, the school can demonstrate that members of the host family aged 16 and over who will be living at the lodgings whilst the pupil is staying, obtain an Enhanced DBS check, with check of the Children's Barred List, with satisfactory outcomes known, before any pupil is placed.	
23.5.	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.	
23.6.	The school has a satisfactory written agreement with each adult providing lodgings for pupils on its behalf.	
23.7.	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.	
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	

Standard	Expectations of how the School will meet the minimum standard <sup>4</sup>
lodging pupils. This might include clear advice on risks such as passive smoking, medicine management, access to the lodging's wifi, access to and the showing of age restricted material, such as films etc with restricted content (e.g. certificate18) and access to alcohol to children living in lodgings.	
23.9. Schools alert the local authority to any arrangements that may constitute private fostering.	Any concerns that this may be happening should be reported via the School's safeguarding procedures, notifying the DSL via MyConcern or in person. The School will report any such cases to the LA via the DSL.

## Appendices

The following policies and documents described in Appendix A should be kept in the School

Appendix A Policies	
1. Countering bullying, including cyberbullying and initiation/hazing type violence and rituals	Behaviour Policy Behaviour Management Practice Statement
2. Child protection and safeguarding	Safeguarding Policy Online Safety and Computer Usage Policy
3. Discipline (including sanctions, rewards and restraint)	Behaviour Policy Behaviour Management Practice Statement
4. Staff disciplinary, grievance and whistleblowing	Staff Disciplinary Policy Staff Grievance Policy 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	Medical Protocols (via Med Centre) Policy for Supporting Students at School with Medical Conditions
6. Safety and supervision on school journeys	Educational Visits Policy Health & Safety Policy Behaviour Policy Behaviour Management Practice Statement
7. Access to school premises by people outside the school	Behaviour Policy CCTV Code of Practice Boarding Handbook, Security (under Rules & Regulations)
8. Pupil access to risky areas of school buildings and grounds	Behaviour Policy Health & Safety Policy
9. Health and safety	Health & Safety Policy
10. Pupil access to a person independent of the school staff group	House notice boards
11. Provision for pupils with particular religious, dietary, language or cultural needs	Equity & Diversity Policy Menus Within Behaviour Policy
12. Supervision of 'unchecked' staff	DBS Policy Code of Conduct for Staff & Volunteers Licence & agreement for adults living in school accommodation

Standard	Expectations of how the School will meet the minimum standard <sup>4</sup>
<p>Documents:</p> <p>13. Staff Handbook/guidance for boarding staff</p> <p>14. Statement of the school's boarding principles and practice</p> <p>15. Requirement for staff to report concerns or allegations of risk of harm to pupils</p> <p>16. Complaints procedure</p> <p>17. Procedure for enabling pupils to take problems or concerns to any member of staff</p> <p>18. Responses to alcohol, smoking and substance abuse</p> <p>19. Risk assessment and plans for foreseeable crises</p> <p>20. Staff induction, training and development programme</p> <p>21. Prefect duties, powers and responsibilities</p> <p><b>Appendix B</b></p> <p>23. Job descriptions for staff with boarding duties and safeguarding responsibilities</p>	<p>Staff Handbook Boarding Handbook</p> <p>Within this Policy</p> <p>Within Safeguarding Policy</p> <p>Within Complaints Policy</p> <p>House Notice Boards Guide for Parents and Students</p> <p>Within Behaviour Policy</p> <p>Fire plans, Critical Incident Plan &amp; Boarding Handbook Emergency Action Plans</p> <p>Staff Induction Policy CPD Policy</p> <p>Boarding Handbook Prefect Induction Programme</p> <p><b>Appendix B</b></p> <p>All staff have job descriptions – in personnel files</p>
<p>Where applicable:</p> <p>24. Clarification of responsibilities of any educational guardians and homestays</p> <p>25. Agreement with any adult providing lodgings, on behalf of the school, to pupils</p> <p>26. Agreement with any educational guardians and homestays</p> <p>Educational guardianship agreement</p>	<p>Not Applicable</p>
<p>The records in Appendix B should be kept in the School All of these records should be regularly monitored by the Headmaster or a senior member of staff, to identify whether review or change in welfare practice is needed. The records should contain on appropriate level of information to support monitoring, reviewing and changing policy and process.</p>	
<p><b>Appendix B</b></p> <ol style="list-style-type: none"> <li>1. Child protection allegations or concerns</li> <li>2. Major sanctions</li> <li>3. Use of reasonable force</li> <li>4. Complaints and their outcomes</li> <li>5. Individual boarder's records</li> <li>6. Administration of medication, treatment and first aid</li> <li>7. Significant illnesses</li> <li>8. Significant accidents and injuries</li> <li>9. Parental permission for medical and dental treatment, first aid and non- prescription medication</li> <li>10. Risk assessments, and action taken in response to risk assessments</li> <li>11. Staff recruitment records and checks including checks on others given substantial unsupervised access to children or residential accommodation</li> <li>12. Staff duty rotas</li> <li>13. Staff supervision, appraisal and training</li> </ol>	<p>The School is expected to maintain and monitor the required records and, where appropriate, to report to Governors periodically or where requested to do so.</p> <p>Monitoring should have regard, for example, to levels of incidents, trend analyses, key pupil group analyses, behaviour types.</p> <p>Some records are wholly operational and not be appropriate for Governor oversight such as individual boarder records or parental consent for dental treatment.</p> <p>A broader oversight in general may include, but will not be limited to:</p> <ul style="list-style-type: none"> <li>• Health &amp; Safety reports referring to: <ul style="list-style-type: none"> <li>• Significant illnesses, accidents and injuries</li> <li>• Fire precautions, tests, drills and risk assessments</li> <li>• Staff training in key areas</li> <li>• First aid cover</li> <li>• Risk assessments, and action taken in response to risk assessments</li> </ul> </li> <li>• The Safeguarding Group may consider: <ul style="list-style-type: none"> <li>• Child protection allegations or concerns</li> </ul> </li> </ul>

<b>Standard</b>	<b>Expectations of how the School will meet the minimum standard<sup>4</sup></b>
<ul style="list-style-type: none"> <li>14. Fire precautions tests and drills</li> <li>15. Risk assessments under the Regulatory Reform (Fire Safety) Order 2005</li> <li>16. Menus</li> <li>17. Pocket money and any personal property looked after by staff</li> <li>18. Care plans (where applicable)</li> <li>19. Parental permission for high risk activities</li> <li>20. Checks on licensing of relevant adventure activities centres</li> <li>21. Assessments of lodgings arranged by the school</li> <li>22. Assessment of off-site accommodation used by the school</li> <li>23. Suitability of any guardianship arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• Use of reasonable force</li> <li>• Records of searches</li> <li>• Safeguarding training and staffing</li> <li>• Staff recruitment records and checks including checks on others given substantial unsupervised access to children or residential accommodation</li> <li>• Key vulnerable group statistics, care needs and reasonable adjustment</li> <li>• The Curriculum &amp; Pupil Welfare Committee or in some cases the Discipline Committee may consider reports, data and incidents relating to: <ul style="list-style-type: none"> <li>• Behaviour and major sanctions</li> <li>• Boarding surveys</li> <li>• Meeting NMS</li> <li>• Extra-curricular activities programmes and uptake</li> <li>• Overseas trips and work experience risk assessments</li> </ul> </li> </ul>