

# **Residential Special Schools**

## **National Minimum Standards**

In force from 1 September 2011



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# INTRODUCTION

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 Schools.

These Standards do not override the need for schools to comply with other legislation such as the Education (Independent School Standards) (England) Regulations 2010, the Education (Non-Maintained Special Schools) (England) Regulations 2011 and legislation covering health and safety, fire or planning regulations.

These Standards apply 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.

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 children's homes with Ofsted. Such schools are subject to the Children's Homes Regulations 2001 and the National Minimum Standards for Children's Homes rather than the standards in this document.

There is a separate set of National Minimum Standards for all other schools which provide accommodation for children.

## **How the Standards work**

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 in securing outcomes for boarders.

The school will be inspected against the Standards in order to determine whether there is satisfactory compliance with the legal obligation to safeguard and promote the welfare of 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. Inspectorates will take account of the school's admission policy and statement of purpose, and to the views of parents who have chosen the school for their child.

The Secretary of State will refer to these standards in any action he may take against 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 maintained special school or Academy's failure to safeguard or promote the welfare of the residential pupils it accommodates.

### **Legal status of the Standards**

The National Minimum Standards for Residential Special Schools are issued by the Secretary of State under section 87C(1) of the Children Act 1989 as amended by the Care Standards Act 2000. The Secretary of State will keep the Standards under review and may publish amended Standards as appropriate. This introduction should not be taken as a general guide and is not an exhaustive legal reference.

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; and they can provide guidance on what is required when schools set up boarding/residential provision.

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 good reason for departing from it.

## **STANDARD 1 - Statement of Principles and Practice**

1. A suitable statement of the school's principles and practice is available to parents and staff, is made known to children through an appropriate method of communication and is seen to work in practice. The statement describes the overall purpose of the school and describes any theoretical or therapeutic model underpinning the practice of the school. 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.

## **STANDARD 2 - Induction, Transition and Individual Support**

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

2.2. The school identifies at least one person other than a parent, outside the residential and teaching staff, who children may contact directly about personal problems or concerns at the school. The school ensures that children know who this person is, and how to contact them. Children are also provided with one or more appropriate helpline(s) or outside contact numbers, including the Children's Rights Director, to ring in case of problems or distress.

2.3. 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.

2.4. The school makes reasonable efforts to obtain all necessary information about a child's health, education and care needs, prior attainment and achievements prior to (or in an emergency, at the time of) admission.

2.5. Arrangements are in place to review how the child is settling following admission to the school. In 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. Such a review meeting may 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 or health services) and, where possible, the child.

2.6. Where children are to leave the school on a planned date they are given appropriate information and guidance well in advance to assist in the process of transition.

2.7. 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 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.

2.8. The school provides opportunities for all children to develop the daily living skills needed by the young person for their likely future living arrangements, taking account of their age and needs.

### **STANDARD 3 - Health and Wellbeing**

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

3.2. Children understand their health needs, how to 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 and emotional health.

3.3. Children's wishes and feelings are sought and taken into account in their health care, according to their understanding, and staff at the school act as advocates on behalf of children.

3.4 The school has good 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 making admissions decisions.

3.5 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.

3.6. The school has, and implements, appropriate policies for the care of children who are unwell. These include first aid, care of those with chronic conditions and disabilities, administration of medicines and dealing with medical emergencies. The provision of accommodation for children who are unwell has regard to any requirements set out in regulations relating to school premises.

3.7. 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.

3.8. 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.

3.9. Where school staff carry out medical or nursing procedures for a disabled child (eg 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 should be authorised and trained to do so, and their training should be kept up to date. Records are kept of all such tasks carried out.

3.10. The confidentiality and rights of boarders as patients are appropriately respected. This includes the right of a boarder deemed to be “Gillick Competent”<sup>1</sup> to give or withhold consent for his/her own treatment.

3.11. Where necessary, a child has a clear individual health and welfare plan or similar record, containing relevant health and welfare information provided by parents/carers and recording significant health and welfare needs and issues. This record should be agreed by parents/carers and include:

- records of developmental checks;
- health monitoring required by staff;
- intimate care or bodily functions requiring staff help; and
- the involvement of a child’s parents/carers or significant others in health and welfare issues.

#### **STANDARD 4 - Contact with Parents/Carers**

4. 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 to individual children’s circumstances such as restricted contact with families. Communication aids should be available for children who need them.

#### **STANDARD 5 - Residential Accommodation**

5.1. Accommodation for children complies with any requirements set out in regulations relating to school premises<sup>2</sup>, is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any children with restricted mobility. Toilet and washing facilities provide appropriate privacy for children. The accommodation contains suitable specialist facilities to support children whose disabilities require them.

5.2. Accommodation is suitably furnished and of sufficient size for the number, needs and ages of children accommodated, with appropriate protection

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<sup>1</sup> 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.

<sup>2</sup> [The Education \(School Premises\) Regulations 1999](#), which apply to non-maintained special schools by virtue of paragraphs 9 and 19 of the Education (Non-Maintained Special Schools) (England) Regulations 2011



and separation between genders, age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm.

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

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

5.5. 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) substantial and unsupervised access to children, or to residential accommodation while occupied by children.

5.6. 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.

## **STANDARD 6 - Safety of Children**

6.1 The health, safety and welfare of the occupants are reasonably assured in every part of the school's land and buildings.

6.2 The school has regard to guidance issued by the Secretary of State "Health and Safety: Department for Education Advice on Legal Duties and Powers for Local Authorities, Headteachers, Staff and Governing Bodies"<sup>3</sup>.

## **STANDARD 7 - Fire Precautions and Drills**

7.1. The school complies with the Regulatory Reform (Fire Safety) Order 2005<sup>4</sup> and any requirements set out in regulations relating to school premises.

7.2 In addition, fire drills are regularly (at least once per term) carried out in 'residential time'.

## **STANDARD 8 - Provision and Preparation of Food and Drinks**

8.1. All children, including those with special dietary, medical or religious needs, are provided with meals which are adequate in nutrition, quantity, quality, choice and variety.

8.2. There are adequate facilities for the hygienic preparation, serving and consumption of food.

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<sup>3</sup> [Health and Safety: Department for Education Advice on Legal Duties and Powers for Local Authorities, Headteachers, Staff and Governing Bodies](#)

<sup>4</sup> [S.I. 2005/1541](#), to which there are amendments not relevant to these standards.

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

8.4. Any assistance needed in eating by children with disabilities is provided as and when required in an appropriate manner, which promotes dignity and choice.

### **STANDARD 9 - Personal Possessions**

9.1. Adequate laundry provision is made for children's clothing and bedding. Children's clothing is satisfactorily stored and issued to the right child following laundering.

9.2. Children are able to obtain necessary personal and stationery items while accommodated at school.

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

9.4. Children's belongings are searched only on grounds which are explained to the child concerned, and where failure to carry out the search might put at risk the welfare of the child or others.

### **STANDARD 10 - Activities and Free Time**

10.1. Children develop their emotional, intellectual, social, creative and physical skills through the accessible and stimulating environment created by the school. Children are supported to take part in school based and out of school activities.

10.2. Children take part in age appropriate peer activities as would normally be permitted by the parent in relation to their children or as outlined in any placement plan. Decision-making and any assessment of risk to the child should be undertaken from the perspective of a reasonable parent.

10.3. 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.

10.4. 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.

## **STANDARD 11 - Child Protection**

11. The school ensures that:

- arrangements are made to safeguard and promote the welfare of pupils at the school; and
- such arrangements have regard to any guidance issued by the Secretary of State.<sup>5</sup>

## **STANDARD 12 - Promoting Positive Behaviour and Relationships**

12.1. The school has and consistently implements a written policy on managing behaviour, including promoting good behaviour. This policy includes:

- measures to combat bullying and to promote positive behaviour;
- school rules;
- disciplinary sanctions;
- when restraint is to be used; and
- arrangements for searching children and their possessions.

12.2. The policy complies with relevant legislation and guidance and is understood by staff and children<sup>6</sup>.

12.3. Staff receive appropriate training and support to recognise and deal with incidences of challenging behaviour or bullying. This training should include assistance in managing staff members' responses and feelings arising from working with children who have emotional difficulties which result in challenging behaviour. Staff training is regularly refreshed.

12.4. Methods to de-escalate confrontations or potentially challenging behaviour are used wherever appropriate to avoid use of physical restraint. Restraint is only used in exceptional circumstances, to prevent injury to any person (including the child who is being restrained) or to prevent serious damage to the property of any person (including the child who is being restrained).

12.5. All children and staff are given an opportunity to discuss with a relevant adult incidents of restraint they have been involved in, witnessed or been affected by.

12.6. A written record is kept of major sanctions and the use of any physical intervention. Records may include the information in Appendix 2 (use of physical restraint). The record is made within 24 hours of the sanction being applied and is legible. Children are encouraged to have their views recorded in the records. The school regularly reviews any instances of the use of

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<sup>5</sup> [Safeguarding Children and Safer Recruitment in Education: The Department for Education.](#)

<sup>6</sup> [Behaviour and attendance - The Department for Education](#)

physical intervention restraint and examines trends or issues to enable staff to reflect and learn in a way that will inform future practice.

12.7. No school restricts the liberty of any child as a matter of routine or provides any form of secure accommodation.

### **STANDARD 13 - Leadership and Management**

13.1. There is clear leadership and management of the practice and development of residential and care provision in the school, and effective links are made between academic and residential staff. The school's governing body or proprietor has a system to monitor care and welfare provision in the school.

13.2. Staff with management responsibilities have an adequate level of experience or training in the management and practice of boarding to ensure that children's welfare is safeguarded and promoted.

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

### **STANDARD 14 - Staff Recruitment and Checks on Other Adults**

14.1. Schools operate safe recruitment procedures and vet staff in line with the regulatory requirements and having regard to guidance issued by the Secretary of State<sup>7</sup>.

14.2. 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, there is a Criminal Records Bureau check completed at the standard level.

14.3. There is a written agreement between the school and any person over 16 not employed by the school but living in the same premises as children (for example, members of staff households). This specifies the terms of their accommodation, guidance 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.

14.4. All adults visiting residential accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to children or their accommodation.

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

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<sup>7</sup> [Safeguarding Children and Safer Recruitment in Education: The Department for Education.](#)

14.6. Any guardians appointed by the school are subject to the same recruitment checks as staff, and their care of pupils should be monitored. Guardians appointed by schools do not have parental responsibility. 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 whether the school or parent is responsible for the appointment of guardians.

## **STANDARD 15 - Staff Deployment and Supervision of Children**

15.1. 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.

15.2. 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.

15.3. There are clear arrangements for suitably experienced staff to deputise in the absence of the Head of Care.

15.4. Staff members who are placed in charge of the school 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.

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

15.6. Staff working within the school know and implement the school's policy, and where relevant the local authority's policy, in relation to children going missing and their role in implementing that policy. Staff actively search for children who are missing, including working with the police where appropriate.

15.7. 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 Head of Care follows the local RMFHC protocol and complies with and makes staff aware of any other processes required by the placing authority.

15.8. There is continuity of staff such that 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.

15.9. 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, where appropriate. The school can demonstrate that, as far as is possible, children are able to choose who provides their personal care.

15.10. 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.

15.11. The staff group in day-to-day contact with children includes staff of both genders whenever possible. Where the school's Statement of Purpose makes it explicit that the school uses staff of one gender only, clear guidance is provided and implemented on how children are enabled to maintain relationships with members of the opposite gender to the staff group. Staffing arrangements also take into consideration children's ethnic and cultural backgrounds and any disabilities they may have.

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

15.13. Any child access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and children.

## **STANDARD 16 - Equal Opportunities**

16. Children do not experience inappropriate discrimination because of differences arising out of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

## **STANDARD 17 - Securing Children's Views**

17.1. Children have an opportunity to contribute their views to the operation of residential provision, are able to raise concerns and make complaints, and their views are given appropriate weight in decisions about the running of the school. Children are not penalised for raising a concern or making a complaint in good faith.

17.2. Active steps are taken to enable all children to make their views known, to make everyday choices and to maximise their opportunities to develop independence. The school should not assume that any child is unable to communicate their views.

## **STANDARD 18 - Complaints**

18. The school has, and follows, an appropriate policy on responding to

complaints that is compliant with the relevant regulatory requirements<sup>8</sup>.

## **STANDARD 19 - Staff Supervision, Training and Support**

19.1. Staff are equipped with the skills required to meet the needs of the children as they relate to the purpose of the setting. Training keeps them up-to-date with professional, legal and practice developments and reflects the policies, legal obligations and business needs of the school.

19.2. All existing care staff have attained a relevant minimum level 3 qualification<sup>9</sup> or have qualifications which demonstrate the same competencies. All new staff engaged from the commencement of these Standards hold these qualifications or begin working towards them within 3 months of confirmation of employment.

19.3. New staff undertake the Children's Workforce Development Council's induction, beginning within 7 working days of starting their employment and completing training within 6 months.

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

19.5. 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.

19.6. All staff have access to support and advice for their role. They also have regular supervision and formal annual appraisal of their performance.

## **STANDARD 20 - Monitoring by Independent Visitors**

20.1. The governing body, trustees, partnership, or organisation responsible for carrying on the school arrange for one of their number, or a representative who does not work at, or directly manage, the school, to visit the school once every half term and complete a written report on the conduct of the school. Where the school has an individual proprietor, that person may carry out such visits personally if they are not also the Headteacher (or school equivalent).

20.2 Most monitoring visits are carried out unannounced. They include:

- checks on the school's records of attendance, complaints,

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<sup>8</sup> Independent Schools: [The Education \(Independent School Standards\) \(England\) Regulations 2010](#)  
Non Maintained Special Schools: The Education (Non-Maintained Special Schools) (England) Regulations 2011, Maintained schools: [S29 of the Education Act 2002](#)

<sup>9</sup> Previously NVQ Caring for Children & Young People or NVQ Health & Social Care. From September 2010 Children & Young Peoples Workforce Diploma or Boarding Schools Association Professional Diploma which must include mandatory social care units.



sanctions, use of physical interventions, risk assessments, and where they exist, individual care plans for children;

- assessment of the physical condition of the building, furniture and equipment of the school; and
- opportunities for any child or member of staff who wishes to meet the visitor (in private if they wish).

20.3. Written reports of all monitoring visits are provided to the Headteacher (or school equivalent) and where applicable the governing body, organisation, or partnership. 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.

20.4 The Headteacher (or school equivalent), governing body, trustees, partnership, or organisation responsible for carrying on the school 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 21- Placement Planning and Review**

21.1. The school produces a written placement plan, agreed as far as is practicable with the child, the child's parents/carers and any placing authority for the child, unless the information is held elsewhere such as in the child's statement of special educational needs. The placement plan identifies the needs of that child that the school should meet 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. The placement plan is regularly reviewed and amended as necessary to reflect significant changes in the child's needs or progress in his or her development. Where feasible children in the school are aware of the content of their placement plans, and confirm that the school is providing care for them that is consistent with the plans.

21.2. Each child has at least one key worker (or similar person) within the school who provides individual guidance and support to the child. They



regularly make time available to the child to enable the child to seek guidance, advice and support on any matter. They monitor the school's compliance on a day to day basis with the child's placement plan.

21.3. 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.

21.4. The school contributes appropriately to all statutory reviews for children; enables, as far as possible, children to contribute to and understand any processes of review that apply to them; and actively implements any resulting actions.

## **STANDARD 22 - Records**

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

22.2. A child's file may include the information in Appendix 2 (individual records).

22.3. 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 kept.

22.4. 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.

# Appendix 1

## List of Policies and Documents

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

### Policies

1. Countering bullying
2. Child protection
3. Discipline (including sanctions, rewards and restraint)
4. Staff disciplinary, grievance and whistleblowing policy
5. Care of boarders who are unwell, including first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies
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 ancillary, contract and 'unchecked' staff

### Documents:

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

Where applicable:

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

## Appendix 2

# List of Records

The following school records are required:

1. Child protection allegations or concerns
2. Major sanctions
3. Use of physical restraint. Information may include:
  - name of the child
  - date and location of the incident which led to the sanction being applied
  - details of relevant behaviour
  - the nature of the sanction; the name of the staff member giving the sanction
  - the name(s) of any other staff present
  - the effectiveness and any consequences of the sanction
  - the signature of the staff member concerned
4. Complaints
5. Individual children's records (containing personal, health and welfare information)
  - name, gender 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, restraint or discipline used on the child
  - a copy of any statement of special educational needs maintained in relation to the child under section 324 of the Education Act 1996, with details of any such needs
  - special dietary, health and dental needs, if any

- contact arrangements, and any restrictions on contact or communication, with parents/carers and others
  - current and past placements or other plans
  - the name and address of the general practitioner with whom the child is registered, and of the child's registered dental practitioner
  - details of any accidents, injuries or serious illnesses of the child while accommodated by the school
  - immunisations, allergies, medical, health or developmental tests or examinations carried out while accommodated by the school
  - medication (both prescribed and non-prescription) given to the child by staff and medication controlled by the child itself
  - deposit or withdrawal of money or valuables given to the school for safekeeping, with dates and details
6. Administration of medication, treatment and first aid (kept confidentially)
  7. Significant illnesses
  8. Significant accidents and injuries
  9. Parental permission for medical and dental treatment, first aid and non-prescription medication
  10. Risk assessments (for risky activities and in relation to premises/grounds)
  11. Staff recruitment records and checks (including checks on others given substantial unsupervised access to children or residential accommodation)
  12. Staff duty rotas
  13. Staff supervision, appraisal and training
  14. Fire precautions tests and drills
  15. Risk assessments under the Fire Precautions (Workplace) Regulations
  16. Menus where applicable
  17. Pocket money and any personal property looked after by staff
  18. Care plans for children with special needs (where applicable)
  19. Parental permission for high risk activities
  20. Checks on licensing of relevant Adventure Activities Centres
  21. Assessments of lodgings arranged by the school
  22. Assessment of off-site accommodation used by the school

# **Appendix 3**

## **List of issues to be monitored by the school**

The following matters and records in relation to children, as described in the Standards, must be regularly monitored by the Head or a senior member of staff, to identify whether review or change in welfare practice is needed:

1. Records of complaints and their outcomes
2. Records of major sanctions
3. Records of any use of physical restraint
4. Systems and management of medical welfare
5. Records of significant accidents
6. Records of all risk assessments carried out
7. Action taken in response to all risk assessments carried out
8. Suitability of any guardianship arrangements made