



Department  
for Education

# **Standards for British Schools Overseas**

**Guidance for British Schools  
Overseas, school staff and parents**

**August 2023**

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## Summary

This is advice from the Department for Education ('the Department'). This advice is non-statutory and has been produced for schools to help them understand the standards required to be met under the British Government's voluntary accreditation scheme - British Schools Overseas (BSO).

## Expiry or review date

This advice will be updated when any substantive changes are made to the [Independent School Standards](#) or [National Minimum Standards for Boarding Schools](#).

## Who is this publication for?

This guidance is for:

- Proprietors, school staff and governing bodies of overseas schools interested in becoming an accredited BSO
- Accredited BSO schools
- Parents interested in the inspection reports produced by inspectorates
- Approved inspectorates

## Key points

This advice sets out the standards schools need to meet in order to become accredited as a BSO.

## Background and Context

These standards are broadly comparable with the Independent School Standards and National Minimum Standards for Boarding Schools used in England.

Inspectorates approved by the Department, and monitored by Ofsted, inspect overseas schools, and produce inspection reports. Inspection reports help to inform parents about the quality of provision within the school, and its comparability with independent schools in England.

Where a school meets the required standards, it is accredited as a BSO school by the Department, provided with a unique DfE school number, added to [Get Information about Schools - GOV.UK](#) and the inspection report is published on

[GOV.UK](https://www.gov.uk). Accredited schools are required to publish their most recent inspection report on their website. Schools must be successfully inspected at least every 3 years to maintain their accreditation.

An essential element of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements. By achieving BSO accreditation, participating schools demonstrate that they provide an education that has similar characteristics to an education provided in an independent school in England.

In addition, becoming an accredited school is part of the requirement for overseas schools to be able to offer statutory induction to early career teachers (ECTs) who have Qualified Teacher Status (QTS) or International Qualified Teacher Status (iQTS). Providing induction recognised by the UK government, supports overseas schools to attract a high calibre of teaching staff, furthering the alignment between the standards of accredited BSO and those of independent schools in England.

Further guidance on statutory induction, including the suitability of a post for statutory induction and the full list of requirements for overseas schools to be regarded as institutions in which induction may be served can be found at: [Induction for early career teachers \(England\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/induction-for-early-career-teachers-in-england)

More information on the International Qualified Teacher Status can be found at: [Introducing international qualified teacher status \(iQTS\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/introducing-international-qualified-teacher-status-iqts)

## Interpretation of Standards

The standards recognise that schools in different countries have to produce and implement policies and/or take action, in accordance with local laws. The purpose of the standards is to provide a broadly comparable set of standards to those that apply to independent schools in England, so that overseas schools can be tested against them. Therefore, inspectorates will not generally be testing compliance with host country laws.

However, where a standard directly relates to a British law, it is in some cases impractical for international schools to be tested against that standard. The standards, in places, are clear where schools should demonstrate that they are meeting the legal requirement as set out by the host country. If there is no equivalent law in the host country, inspectorates should be informed. The absence of a host country law will not prohibit accreditation.

On inspection, schools should provide evidence to their inspectorate that each standard has been met. Where there is a conflict between the standards and the host country laws, the laws of the host country take precedence. Any departure from

the standards due to host country laws should be notified to inspectors for inclusion in inspection reports. Deviation from one or more of the standards due to host country laws will not mean the school cannot achieve BSO accreditation. If the school can provide evidence that it cannot lawfully meet the standard due to host country requirements and are able to demonstrate that it meets all other standards, it will still be considered for accreditation.

## **What does this guidance replace?**

This guidance replaces the November 2016 version. A table of substantive changes is included at Annex A.

## Part 1: Quality of education provided

1. The standards about the quality of education provided at the school are those contained in this Part.

2. (1) The standard in this paragraph is met if:

- (a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
- (b) the written policy, plans and schemes of work:
  - (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with special educational needs; and
  - (ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

(2) For the purposes of paragraph (2)(1)(a), the matters are:

- (a) full-time supervised education which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- (b) that pupils acquire speaking, listening, literacy and numeracy skills;
- (c) where the principal language of instruction is a language other than English, lessons in written and spoken English;
- (d) personal, social, health and economic education which:
  - (i) reflects the school's aim and ethos; and
  - (ii) encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;
- (e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that:
  - (i) is presented in an impartial manner;
  - (ii) enables them to make informed choices about a broad range of career options; and
  - (iii) helps to encourage them to fulfil their potential;
- (f) where the school has pupils under the age of 5, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;

- (g) where the school has pupils over the age of 16, a programme of activities which is appropriate to their needs;
- (h) that all pupils have the opportunity to learn and make progress: and
- (i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

2A. (1) The standard of the paragraph is met if the proprietor:

- (a) ensures that all pupils provided with primary education at the school are provided with relationships education,
- (b) ensures that all pupils provided with secondary education at the school are provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
- (c) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
- (d) consults parents of pupils at the school before making or revising a statement under sub-paragraph (c), and
- (e) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.

(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.

(3) Sub-paragraph (1)(a) and (c) do not apply to a pupil who is under the age of five.

3. The standard in this paragraph is met if the proprietor ensures that the teaching at the school:

- (a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- (b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- (c) involves well planned lessons and effective teaching methods, activities and management of class time;



- (d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- (e) demonstrates good knowledge and understanding of the subject matter being taught;
- (f) utilises effectively classroom resources of a good quality, quantity and range;
- (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- (h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- (i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- (j) does not discriminate against pupils because of their protected characteristics as set out in the Equality Act 2010<sup>1</sup>.

4. The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or host country norms, or to both, is in place.

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<sup>1</sup> See Part 1 2 (2) (ii) for protected characteristics

## Part 2: Spiritual, moral, social, and cultural development of pupils

5. The standard about the spiritual, moral, social, and cultural development of pupils at the school is met if the proprietor:

- (a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- (b) ensures that principles are actively promoted which:
  - (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
  - (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
  - (iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
  - (iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England and for the responsibilities of citizenship in the host country;
  - (v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
  - (vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010<sup>2</sup>; and
  - (vii) encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England;
- (c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
- (d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils:
  - (i) while they are in attendance at the school;
  - (ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or

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<sup>2</sup> See Part 1 2 (2) (ii) for protected characteristics

(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere,

they are offered a balanced presentation of opposing views.

## **Part 3: Welfare, health, and safety of pupils**

6. The standards about the welfare, health, and safety of pupils at the school are those contained in this Part.

7. The standard in this paragraph is met if the proprietor ensures that effective arrangements are made to safeguard and promote the welfare of pupils at the school taking into account the relevant laws of the host country.

8. The standard in this paragraph is met if the proprietor ensures that:

- (a) arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
- (b) such arrangements have regard to the National Minimum Standards for Boarding Schools specified in Part 9 where applicable.

9. The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that:

- (a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
- (b) the policy is implemented effectively; and
- (c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.

10. The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

11. The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws in the host country are complied with and that a written health and safety policy is drawn up and effectively implemented.

12. The standard in this paragraph is met if the proprietor ensures that the relevant fire safety laws in the host country are complied with and that a written fire safety policy is drawn up and effectively implemented.

13. The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.

14. The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.

15. The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained which conforms to relevant host country laws.

16. The standard in this paragraph is met if the proprietor ensures that:

- (a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
- (b) appropriate action is taken to reduce risks that are identified.

## Part 4: Suitability of staff supply staff and proprietors

17. The standards about the suitability of staff, supply staff and proprietors are those contained in this Part.

18. (1) The standard in this paragraph relates to the suitability of persons appointed as members of staff at the school, other than the proprietor and supply staff.

(2) The standard in this paragraph is met if:

(a) the proprietor carries out appropriate checks to confirm in respect of each such person:

(i) the person's identity;

(ii) the person's medical fitness;

(iii) the person's right to work in the host country; and

(iv) where appropriate, the person's qualifications;

(b) the proprietor ensures that where a person has ever worked, or currently works in the UK that they supply the school with an International Child Protection Certificate ([ICPC](#));

(c) the proprietor ensures that, in the case of any person living or having lived outside the host country, where obtaining the certificate at 18 (2) (b) is not sufficient to establish the person's suitability to work in a school, further checks are made as considered appropriate;

(d) the proprietor ensures that the appointment of the person adheres to all laws related to their role in accordance with the host country;

and in light of the information from the checks referred to in paragraphs (a)-(d) the proprietor considers that the person is suitable for the position to which the person is appointed.

(3) The checks referred to in sub-paragraphs (2a-c) should be completed before a person's appointment.

19 (1) This paragraph relates to the suitability of supply staff.

(2) The standard in this paragraph is met if:

(a) the proprietor ensures that the person is offered for supply in line with all laws related to their role in accordance with the host country;

(b) the person only begins work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied;

(c) before a person begins work at the school the proprietor should ensure the person's identify is checked (irrespective of any other checks that are carried out before the person is offered for supply).

20 (1) The standard in this paragraph relates to the suitability of the proprietor of the school.

(2) The standard in this paragraph is met if:

(i) relevant checks have been conducted on the proprietor (be they an individual or a body of persons) adhering to laws related to their role in accordance with the host country.

21. (1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (4) as is applicable to the school in question.

(2) The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form.

(3) The information referred to in this sub paragraph is:

(a) in relation to each member of staff (S) whether:

(i) S's identify was checked;

(ii) a check of S's right to work in the host country was made);

(iii) checks were made to ensure, where appropriate, that S had the relevant qualifications;

(iv) checks were made, where appropriate, pursuant to paragraph 18 (2) (b), and the date the certificate was obtained;

(v) checks were made, where appropriate, pursuant to paragraph 18 (2) (c), including the date on which each such check was completed;

(vi) checks were made, where appropriate, pursuant to paragraph 18 2 (d).

(4) The information referred to in this sub paragraph is:

(a) in relation to an individual or body of persons, checks were made, where appropriate, pursuant to paragraph 20 (2) (i).



## Part 5: Premises of and accommodation at schools

22. The standards about the premises of and accommodation at the school are those contained in this Part.

23. (1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that:

- (a) suitable toilet and washing facilities are provided for the sole use of pupils;
- (b) separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time; and
- (c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.

(2) Where separate facilities are provided under sub-paragraph (1)(a) for pupils who are disabled, they may also be used by other pupils, staff, supply staff, volunteers, and visitors, whether or not they are disabled.

24. (1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils. Including:

- (a) accommodation for the medical examination and treatment of pupils;
- (b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and
- (c) where a school caters for pupils with complex needs, additional medical accommodation which caters for those needs.

(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).

(3) For the purposes of sub-paragraph (1)(c), a pupil has “complex needs” if the pupil has profound and multiple learning difficulties in addition to other significant difficulties, such as a physical disability or sensory impairment, which require provision which is additional to or different from that generally required by children of the same age in schools other than special schools or by children with special requirements.

25. The standard in this paragraph is met if the proprietor ensures that the school premises and the 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.

26. The standard in this paragraph is met if the proprietor ensures that the acoustic conditions and sound insulation of each room or other space are suitable, having regard to the nature of the activities which normally take place therein.
27. The standard in this paragraph is met if the proprietor ensures that:
- (a) the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein; and
  - (b) external lighting is provided in order to ensure that people can safely enter and leave the school premises.
28. (1) The standard in this paragraph is met if the proprietor ensures that:
- (a) suitable drinking water facilities are provided;
  - (b) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water;
  - (c) cold water supplies that are suitable for drinking are clearly marked as such; and
  - (d) the temperature of hot water at the point of use does not pose a scalding risk to users.
- (2) The facilities provided under sub-paragraph (1)(a) will be suitable only if:
- (a) they are readily accessible at all times when the premises are in use; and
  - (b) they are in a separate area from the toilet facilities.
29. (1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable:
- (a) physical education to be provided to pupils in accordance with the school curriculum; and
  - (b) pupils to play outside.
30. The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Part 9, Standard 4.
31. For the purposes of this Part:
- (a) “physical education” includes the playing of games;
  - (b) any requirement that anything provided under this Part must be “suitable” means that it must be suitable for the pupils in respect of whom it is provided, having regard to their ages, numbers and sex, any special requirements they may have and the context of suitable within the host country; and

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

## Part 6: Provision of information

32. (1) The standard about the provision of information by the school is met if the proprietor ensures that:
- (a) the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the school's inspectorate;
  - (b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the school's inspectorate;
  - (c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request;
  - (d) following an inspection, a copy of the report of the latest inspection against the BSO standards (if it has been sent to the proprietor) is published and maintained on the school's internet website and made available to the parents of each pupil;
  - (e) an annual written report of each pupil's progress and attainment in the main subject areas taught is provided to the parents of that pupil except that no report need be provided where the parent has agreed otherwise; and
  - (f) any information reasonably requested in connection with a BSO inspection which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school's admission and attendance registers.
- (2) The information specified in this sub-paragraph is:
- (a) the school's address and telephone number and the name of the head teacher
  - (b) either:
    - (i) where the proprietor is an individual, the proprietor's full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted, or
    - (ii) where the proprietor is a body of persons, the address and telephone number of its registered or principal office;
  - (c) where there is a governing body, the name and address for correspondence of its Chair; and
  - (d) a statement of the school's ethos (including any religious ethos) and aims.
- (3) The information specified in this sub-paragraph is:

- (a) particulars of the school's policy on and arrangements for admissions, misbehaviour, and exclusions;
- (b) particulars of educational and welfare provision for pupils with special educational needs and pupils for whom English is an additional language;
- (c) particulars of the policy referred to in paragraph 2;
- (d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13;
- (e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations; and
- (f) details of the complaints procedure referred to in paragraph 33 and the number of complaints registered under the formal procedure during the preceding school year.

## Part 7: Manner in which complaints are handled

33. The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented and which deals with the handling of complaints from parents of pupils and which:

- (a) is in writing;
- (b) is made available to parents of pupils;
- (c) sets out clear time scales for the management of a complaint;
- (d) allows for a complaint to be made and considered initially on an informal basis;
- (e) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (d), establishes a formal procedure for the complaint to be made in writing;
- (f) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;
- (g) ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school;
- (h) allows for a parent to attend and be accompanied at a panel hearing if they wish;
- (i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is:
  - (i) provided to the complainant and, where relevant, the person complained about; and
  - (ii) available for inspection on the school premises by the proprietor and the head teacher;
- (j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and:
  - (i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and
  - (ii) action taken by the school as a result of those complaints (regardless of whether they are upheld); and
- (k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where host country laws permit access.

## Part 8: Quality of leadership in and management of schools

34. (1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school:
- (a) demonstrate good skills and knowledge appropriate to their role so that the BSO standards are met consistently;
  - (b) fulfil their responsibilities effectively so that the BSO standards are met consistently; and
  - (c) actively promote the well-being of pupils.
- (2) For the purposes of paragraph (1)(c) “well-being” means well-being within the meaning of section 10(2) of the Children Act 2004 as physical and mental health and emotional well-being; protection from harm and neglect; education, training, and recreation; the contribution made by them to society; social and economic well-being.

## Part 9: Minimum standards for boarding

These standards contain arrangements to safeguard and promote the welfare of children for whom accommodation is provided by boarding schools. They provide the minimum standards below which no school is expected to fall in securing outcomes for boarders.

Where terms such as 'adequate' and 'suitable' are used within the standards, inspectors will make judgements based on the adequacy or suitability for the specific needs of the boarders residing at the school. Inspectorates should have regard to boarders ages, numbers, sex, any special requirements they may have and consider the context of what adequate and suitable look like within the host country.

Where the term 'good' is used within the standards, the quality of provision should be such that a reasonable person would consider it to be 'good' in relation to the specific needs of the boarders residing at the school, having regard to their ages, numbers, sex, any special requirements they may have and the context of the host country.



## **Part A: Governance, leadership, and management**

**Aim:** The leadership, management and governance of the school enables a culture to thrive which is child-centred, safeguards children’s wellbeing and is ambitious for the progress of every child. Monitoring and accountability is strong and adds value. To achieve this aim, the school should meet the following standards:

### **Standard 1 – Statement of boarding principles and practice**

1.1 A suitable statement of the school’s boarding principles and practice is available to parents, carers, and staff, is made known to and understood by boarders, and is seen to work well in practise.

### **Standard 2 – Management and development of boarding**

2.1 The school’s governing body and/or proprietor monitor the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school and takes appropriate action where necessary.

2.2 The school’s leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge appropriate to their role and undertake appropriate training as required.

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.

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

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

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

2.7 The school follows and maintains relevant policies.

2.8 Relevant records are maintained and monitored by the school and action taken as appropriate.

## Standard 3 – Equal opportunities

3.1 Boarders are not discriminated against, paying particular regard to the protected characteristics set out in the [Equality Act 2010](#)<sup>3</sup>. In addition, boarders are not discriminated against because of their cultural background, linguistic background, special educational need, or academic or sporting ability (the list is not intended to be all encompassing, the key 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.

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<sup>3</sup> See Part 1 2 (2) (ii) for protected characteristics.

## 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 mealtimes and feel that their belongings and personal possessions are protected. To achieve this aim, the school should meet the following standards:

### Standard 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 express a preference about whom they share with.

4.2 Good quality 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.

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 consider sex, age, and any special requirements.

4.4 Boarding houses and other accommodation provided for boarders is appropriately lit, heated, and ventilated, cleaned, and maintained, and reasonable adjustments are made to provide 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.

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.

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 and comply with relevant data protection laws of the host country.

## **Standard 5 – Boarders' possessions**

5.1 Good and regular laundry provision is made for boarders' clothing and bedding. Boarders' clothing is stored safely and issued to the right boarder following laundering.

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

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

## **Standard 6 – Provision and preparation of food and drinks**

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.

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 provided it is adjacent to or reasonably accessible from the boarding accommodation.

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

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

## Part C: Health and Wellbeing

**Aim:** Boarders' health needs are 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. To achieve this aim, the school should meet the following standard:

### Standard 7 – Boarders' health and wellbeing

7.1 The school has, and implements effectively, appropriate policies for the care of boarders who have medical conditions and/or are unwell and ensures that the physical and mental health, and emotional wellbeing of boarders is promoted, and prompt action is taken when health concerns are identified. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies the use of both prescription and non-prescription medication (including controlled drugs). Policies for administration of medication should reflect where appropriate any relevant guidance of the host country.

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.

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

7.4 The school ensures boarders have access, as appropriate, to local medical, dental, optometric, and other specialist services or provision. In addition, the school engages effectively with health agencies, including specialist services when appropriate, responding in a timely manner to boarders' needs.

7.5 The school facilitates access to all relevant health and specialist 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.

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 any relevant guidance of the host country.

7.7 Boarders' confidentiality, rights, privacy, and dignity as patients is fundamental and is appropriately protected.

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

### Standard 8 – Safeguarding

8.1 The school should ensure that arrangements are made to safeguard and promote the welfare of pupils at the school in line with all relevant laws of the host country.

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.

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.

8.4 The boarding school's child protection policy should reflect:

- the school's policy on sexual relationships between children (and importance of boarders understanding this policy);
- 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;
- the approach to protecting children where there is a significant gender imbalance in the school; and
- 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.

## **Part E: Health and safety**

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

### **Standard 9 – Safety of boarders**

9.1 The school ensures compliance with relevant health and safety laws of the host country by drawing up and effectively implementing a written health and safety policy. Staff undertake sufficient training to ensure the policy is followed in practice.

9.2 The school premises, accommodation and facilities provided therein are maintained to a such a standard 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.

9.3 The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified.

9.4 The school, 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.

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.

### **Standard 10 – Fire precautions and drills**

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

10.2 The school complies with relevant fire standards and laws of the host country and ensures alerting systems are accessible and there are clear evacuation plans for all children subject to their needs.

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.



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.

## **Part F: Boarders' rights, advocacy, and complaints**

**Aim:** Boarders are enabled to communicate, and develop positive relationships with staff, make their views known and maintain a good relationship with their family or carers (unless precluded by law). Boarders' views, wishes and feelings about their boarding experience are sought and considered by the school. To achieve this aim, the school should meet the following standards:

### **Standard 11 – Boarders' induction and Individual support**

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.

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.

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.

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 children may contact directly about personal problems or concerns at school. This person may be known as the 'independent person'. Children know who this person is, know how to contact them and feel comfortable talking to them. The person is easily accessible.

11.5 Where available in the host country boarders are also provided with details of two or more child specific support services to contact in case of problems or distress. Examples of such services in the UK are Childline or the Children's Commissioner's Help at Hand service.

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 relevant host country laws.

### **Standard 12 – Contact with parents/carers**

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.

## **Standard 13 – Securing boarders' views**

13.1 Boarders are actively encouraged to contribute 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.

## **Standard 14 – Complaints**

14.1 The school has, and follows, an appropriate policy on recording and responding to parental complaints that is compliant with Part 7 of the standards. The policy is clear on how to make a complaint, how it will be dealt with and the timescales for a response.

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.

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.

## Part G: Promoting positive behaviour and relationships

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

### Standard 15 – Promoting positive behaviour and relationships

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:

- 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;
- 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;
- 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;
- 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;
- pupil (including boarder) support, and the support provided to pupils with additional needs where those needs might affect behaviour;
- measures to prevent child-on-child abuse and the response to incidents of such abuse, including disciplinary action;
- when restraint, including reasonable force, is to be used and other physical contact and how this will be managed; and
- 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 appropriate procedures as set out by the host country.

15.2 The policy complies with any relevant host country laws and has regard to any relevant host country guidance, and is 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.

## **Standard 16: Preventing bullying**

16.1 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.

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.

16.3 The school's anti-bullying strategy should reflect that unlike at day schools, boarders who are being bullied (offline) cannot escape their bullies for long periods of time as they are not going home as often.

## **Standard 17 – Promoting good relationships.**

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

17.2 In schools with both day pupils and boarders, boarders are encouraged and enabled to make and sustain respectful friendships both within and outside the boarding community.

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.

## **Part H: Boarders' development**

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

### **Standard 18 – Activities and free time**

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 into account any special requirements.

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 for any activities which may put boarders at risk of harm. These should not prevent children having experiences that provide challenge and adventure.

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

18.4 Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

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

## Part I: Staffing, guardians, and prefects

**Aim:** Boarders are supervised by well-trained, experienced, and skilled staff who have been vetted to ensure their suitability. There are sufficient staff to provide care for each child, and good continuity of staff. Any use of prefects is appropriate and well-managed. To achieve this aim, the school should meet the following standards:

### Standard 19 – Staff recruitment and checks on other adults

19.1 Schools operate safer recruitment and adopt recruitment procedures, in line with the standards outlined in Part 4.

19.2 For anyone aged 16 and over who has ever worked, or currently works in the UK and is not on the roll of, or employed by the school, and who live on the same premises as boarders, the proprietor should ensure receipt of an International Child Protection Certificate ([ICPC](#)) and any checks required by host country law. 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.

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

### Standard 20 – Staffing and supervision

20.1 Any staff member or volunteer employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding.

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



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

20.4 Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced. There is continuity of staff, as far as is 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.

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.

20.8 Boarders are able to contact a member of staff easily in each building at night and know how to do this.

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.<sup>4</sup>

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 boarders with another adult always present. There is no inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders.<sup>5</sup>

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<sup>4</sup> "Appropriately separated" does not mean that the accommodation has to be in a separate building. Butseparation should mean that facilities are not shared.

<sup>5</sup> This standard applies to the private parts of staff residential accommodation. It does not apply to public or shared use spaces. If a public or shared use space exists within staff accommodation, the school should clearly articulate this in writing in relevant policies and have a clear policy on safely managing the use of such spaces. This standard does not prevent boarders visiting their friends who live in staff residential accommodation. As with any such visit (such as boarders visiting friends' houses off site) the school should have clear policies ensuring such visits are conducted safely.

## **Standard 21– Prefects**

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

## **Standard 22 – Educational Guardians**

22.1 All educational guardians appointed by the school are subject to the same safer recruitment procedures as staff.

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.

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

### Standard 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.

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 (including [ICPC](#) for those who have ever worked or currently work in the UK), before any pupil is placed there.

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, safeguarding training that is updated regularly, 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 lodging pupils.

## Appendix A: Table of Substantive changes

Where we have changed it	What we have changed
Expiry/review date	Inclusion of: National Minimum Standards for Boarders
Background and context	Added more background on BSO and the benefits of being accredited.
Interpretation of the Standards	<p>Provided clarification on the wording and structure to reiterate: That the host countries laws take precedent over British law and that standards <i>are not</i> generally a tool to ensure compliance with the host countries 's laws.</p> <p>However, in some places where standards reflect British law is a way that would be impractical to apply internationally the standards are clear that inspectorates will look at host country law. This is largely in Part 4 and related to safer recruitment, but is also reflected (and made clear) as required in other parts,</p> <p>Confirmation that inability to meet the standards due to host country laws will not mean schools cannot achieve BSO accreditation if evidence is provided to confirm they are not lawfully able to meet the standard and all other standards are met then a school will still be considered for accreditation.</p> <p>Removal of: Schools' requirement to confirm to inspectorates that there is no information available to them leading them to believe that the school will close in the foreseeable future.</p> <p>Information related to ensuring inspection reports are on the schools' website and provided to parents on request (as this is directly covered in the standards).</p>
<b>Part One</b>	<b>Quality of Education Provided</b>
2A (1) a-e (2) and (3)	Inclusion of: Relationship and Sex Education standards as per the ISS. The intent behind this is to mirror the requirement in England for this subject to be taught, however, the standards do not link to the English statutory guidance- recognising different countries will take different approaches.

<b>Part Three</b>	<b>Welfare, Health, and Safety of Pupils</b>
7	Changed “local context” to “host country laws” as this better reflects the requirements of the ISS and the requirement for English schools to safeguard and promote the welfare of pupils and have regard to statutory safeguarding guidance.
12	Removal of the reference to ‘fire standards which are at least as stringent as in the UK, for example set out in the Regulatory Reform (Fire Safety) Order 2005 and the reference to the Education (Pupil Registration) (England) Regulations 2006.’ And replacing with requirement similar to that as set out in Health and Safety as per paragraph 11.
<b>Part Four</b>	<b>Suitability of staff, supply staff and proprietors</b>
Whole Part	This Part of the ISS is unique in terms of how much it relies on British law and British specific checks. To reflect the importance of safer recruitment in the ISS and given much of Part 4 of the ISS can not be applied internationally, a focus of inspection in this Part will be on the adherence to host country safer recruitment laws.
Paragraph 18- Old paragraph removed.	Removal of checks relating to regulated activity and Section 128- which cannot be carried out internationally.
18 (2) (b)	Added ICPC for staff recruitment where the applicant is working in or has worked in the UK. We note Home Office has committed to look again at the question of DBS and international checks and will consider updating this standard in the future to reflect any change in policy.
18 (2) (c) and 18 (2) (d)	Split out old para 18 (2) (d) New 18 (2) (c) is clear on importance of appropriate checks on those from overseas and linked to new 18 (2) (b) – ICPC. 18 (2) (d) is clear on importance of adherence to any host country safer recruitment laws.
19 (2) (a)	Simplified to reflect placement of supply staff should reflect any host country safer recruitment laws.
20	Removal of much of this section reflecting regulated activity and section 128 checks can not be carried out internationally. Simplification of the rest of the section to reflect importance of adherence to host country laws.
21	Updated to reflect changes made elsewhere in Part 4 and to better reflect the requirement as set out in the ISS. Given variety of arrangements relating to supply staff it continues to deliberately miss out a requirement to record supply staff checks- although there is nothing to stop a school using its register to record supply staff checks (and volunteers and any other checks) should it wish to do so.

<b>Part Five</b>	<b>Premises of and Accommodation at Schools</b>
31 (b)	To help clarify, added “suitable” should also be considered in the host country context (in line with update to Part 9 NMS).
<b>Part Nine</b>	<b>Minimum Standards for boarding</b>
General	<p>The majority of the changes to Part 9 have been made to reflect substantial changes made to the NMS for Boarding in September 2022.</p> <p>Standards are grouped in “Parts” and each Part now has an aim.</p> <p>As with Standards 1-8 we have reflected host country law and host country guidance where appropriate.</p> <p>Rationale for substantive changes to the NMS for Boarding is explained in Appendix D of - <a href="https://www.gov.uk/government/publications/boarding-schools-national-minimum-standards">Boarding schools: national minimum standards - GOV.UK (www.gov.uk)</a></p>
Opening statement	Clarified by explaining that judgements of ‘good’ and ‘high quality’ etc (in relation to accommodation, facilities, and staff training) will, amongst other things, be considered in the context of the host country.



Department  
for Education

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