



Department
for Education

Standards for British schools overseas

**Departmental advice for British schools
overseas, school staff, parents and
prospective parents**

November 2016

Contents

Summary	4
Expiry or review date	4
Who is this publication for?	4
Key points	4
Background and Context	5
Standards for inspection of British schools overseas – Interpretation of standards	6
Part 1: Quality of education provided	7
Part 2: Spiritual, moral, social and cultural development of pupils	9
Part 3: Welfare, health and safety of pupils	10
Part 4: Suitability of staff, supply staff and proprietors	11
Part 5: Premises of and accommodation at schools	15
Part 6: Provision of information	17
Part 7: Manner in which complaints are handled	19
Part 8: Quality of leadership in and management of schools	20
Part 9: Minimum standards for boarding	21
Standard 1 – Statement of boarding principles and practice	21
Standard 2 – Boarders' induction and support	21
Standard 3 – Boarders' health and wellbeing	21
Standard 4 – Contact with parents/carers	22
Standard 5 – Boarding accommodation	22
Standard 6 – Safety of boarders	23
Standard 7 – Fire precautions and drills	23
Standard 8 – Provision and preparation of food and drinks	23
Standard 9 – Boarders' possessions	24
Standard 10 – Activities and free time	24
Standard 11 – Child protection	24
Standard 12 – Promoting positive behaviour and relationships	24
Standard 13 – Management and development of boarding	25
Standard 14 – Staff recruitment and checks on other adults	25
Standard 15 – Staffing and supervision	26
Standard 16 – Equal opportunities	27

Standard 17 – Securing boarders’ views	27
Standard 18 – Complaints	27
Standard 19 – Prefects	27
Standard 20 – Lodgings (long-stay)	28

Summary

This is departmental advice from the Department for Education. This advice is non-statutory, and has been produced to help British schools overseas understand the Department standards required to be met under the British Government's voluntary inspection scheme.

Expiry or review date

This advice will be updated when any changes are implemented to the standards and regulations relating to independent schools in England.

Who is this publication for?

This guidance is for:

- Schools overseas and school staff interested in undergoing inspection under the British Government's inspection scheme.
- Parents and prospective parents.

Key points

This advice outlines the standards for accreditation of British schools overseas which approved inspectorates will use as a benchmark. The standards measure up against the standards that apply to independent schools in England.

Background and Context

Overseas schools describing themselves as “British” are subject to recognition by the British government under the voluntary inspection scheme. The Department for Education (DfE) has put in place arrangements for inspection against a common set of standards that British Schools Overseas can choose to adopt.

The intention is to inform parents of pupils in British Schools Overseas how standards measure up against the standards that apply to independent schools in England. Inspectorates approved by the DfE and monitored by Ofsted are available to inspect British schools overseas and produce inspection reports which are made available to parents and prospective parents. These reports will inform parents and prospective parents about the quality of provision within the inspected school, and its compatibility with independent schools in England. 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 UK inspection based approval, participating schools will be able to demonstrate that they provide a British education that has similar characteristics to an education in an independent school in England.

Standards for inspection of British schools overseas – Interpretation of standards

- We recognise that schools in different countries may have to produce and implement policies, or take action, in accordance with local regulations. It is not the purpose of these standards to ensure compliance with local regulation. However, the expectation is that the standards implemented by schools will ensure policies and procedures of a quality at least as high as those required in independent schools in England.
- Schools must provide evidence to their inspectorate body that each standard has been met, and confirm to the inspectorate that to the best of their knowledge and belief, the school complies with all local regulatory requirements, and that there is no information available to them that indicate that the school would have to close in the foreseeable future. Where there is a conflict between these standards and local requirements, the requirements of the host country take precedence. Any departures from the standards due to host country requirements should be notified to inspectors so that they can be noted in inspection reports.
- Where the standards require a school to make available information or a document the requirement is satisfied by placing a copy on the school's website (if a website exists), or placing a copy in the school for examination and informing parents of the availability of the information or document, or supplying an electronic (email) or paper copy to parents on request.

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.

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; and
- (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.
- (j) does not discriminate against pupils because of their protected characteristics as set out in Part 6 of the Equality Act 2010.

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 national norms, or to both, is in place.

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; 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
 - (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 local context.

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 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 compliance with fire standards which are at least as stringent as in the UK, for example as set out in the Regulatory Reform (Fire Safety) Order 2005.

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 local regulatory requirements.

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) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act;
- (b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the Education and Skills Act 2008 or section 142 of the Education Act 2002, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction or any equivalent order made in the host country or overseas;
- (c) 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;
 - (iv) where appropriate, the person's qualifications; and
- (d) the proprietor ensures that, where relevant to any such person, checks are made, to the extent possible, on the person's suitability to work with children. This could include (for example) checks in the host country and any overseas countries where the person has lived (such as certificates of good conduct from the relevant embassies or police forces or a suitable criminal records check) and these are taken into account before confirming the appointment; and
- (e) in the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters specified in paragraphs (a) to (d), the proprietor checks that Standard 14 of the Minimum Standards for Boarding Schools, is complied with,

and in the light of the information from the checks referred to in paragraphs (c) to (e) 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 (2)(c)) must be completed before a person's appointment.

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

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

- (a) all reasonable steps have been taken, within the context of local requirements, to ensure that no person offered for supply by an employment business to the school

begins to work at the school unless the proprietor has received written notification from the employment business in relation to that person that the checks have been made in respect of the person's identity, right to work in the host country, qualifications, and suitability to work with children (as required for staff employed by the school) to the extent relevant to that person;

- (b) a person offered for supply by an employment business 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 offered for supply by an employment business begins work at the school the person's identity is checked by the proprietor of the school (irrespective of any such check carried out by the employment business before the person was offered for supply);

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

(2) Sub-paragraph (3) relates to the suitability of the proprietor where the proprietor is an individual.

(3) The standard in this paragraph is met if—

(a) the individual—

- (i) is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and
 - (ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the Education and Skills Act 2008 or section 142 of the Education Act 2002 or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; or any equivalent order made in the host country or overseas; and
- (b) each individual proprietor of the school, or where appropriate the chairperson of the proprietorial body, can demonstrate that he/she has met all local requirements (if there are any), and in addition has been subject to checks confirming his/her identity, right to work in the host country, suitability to work with children (including any criminal records check where appropriate); and
 - (c) where appropriate, certificates of good conduct are obtained, wherever practicable, from the relevant embassies or police forces of all countries in which the proprietor has resided.
 - (d) The chairperson has checked the other members of the proprietorial body (where these exist) to confirm they meet all local requirements, their identity, right to work in the host country and suitability to work with children. Where appropriate, certificates of good conduct or where applicable a criminal record check should be obtained whenever practicable, from the relevant embassies or police forces of all countries in which they have resided.

(4) Sub-paragraph (5) relates to the suitability of the proprietor where the proprietor is a body of persons corporate or unincorporate.

(5) The standard in this paragraph is met in relation to an individual who is the Chair of the school if—

(a) the individual—

(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and

(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the Education and Skills Act 2008 or section 142 of the Education Act 2002 or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and

(b) the chairperson can demonstrate that they meet all local requirements, confirm their identity, right to work in the host country and suitability to work with children, including where applicable an enhanced criminal record check. Where appropriate, certificates of good conduct should be provided whenever practicable, from the relevant embassies or police forces of all countries in which they have resided

(6) The standard in this paragraph is met in relation to a person who, not being the Chair of the school, but who is a member of a body of persons corporate or unincorporated named as the proprietor of the school if—

(a) The individual—

(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and

(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the Education and Skills Act 2008 or section 142 of the Education Act 2002 or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and

(b) the Chair of the school carries out checks that they meet all local requirements, confirms their identity, right to work in the host country and suitability to work with children, including where applicable an enhanced criminal record check. Where appropriate, certificates of good conduct should be provided whenever practicable, from the relevant embassies or police forces of all countries in which they have resided

21. — The standard in this paragraph is met if the proprietor keeps and makes available to inspectors a comprehensive register of all staff (including the proprietor, or Chair or member of a proprietorial body) and volunteers who currently work in the school, or who have worked in the school since the last inspection, showing the dates when they

commenced and ceased working in the school and the suitability and other checks which have been made, and the information obtained.

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 Standard 5 of the Minimum Standards for Boarding Schools.

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 and any special requirements they may have; 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 registered pupil;
- (e) an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise;
- (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 31, 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 which has regard to local regulatory requirements and circumstances 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 local legal requirements 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.

Standard 1 – Statement of boarding principles and practice

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

Standard 2 – Boarders' induction and support

2.1 There is an appropriate process of induction and guidance for new boarders.

2.2 Each boarder has a choice of staff to whom s/he can turn for personal guidance or for help with a personal problem.

2.3 The school identifies at least one person other than a parent, outside the staff, and those responsible for the leadership and governance of the school, who boarders may contact directly about personal problems or concerns at school. Boarders are informed who this person is, and how to contact them and they are easily accessible. Boarders are also provided with one or more appropriate helpline(s) or outside telephone numbers to contact in case of problems or distress.

Standard 3 – Boarders' health and wellbeing

3.1 The school has, and implements effectively, appropriate policies for the care of boarders who are unwell and ensures that the physical and mental health, and emotional wellbeing of boarders is promoted. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies.

3.2 Suitable accommodation, including toilet and washing facilities, is provided in order to cater for the needs of boarding pupils who are sick or injured. The accommodation is adequately staffed by appropriately qualified personnel, adequately separated from other boarders and provides separate accommodation for male and female boarders where this is necessary.

3.3 In addition to any provision on site, boarders have access to local medical, dental, optometric and other specialist services or provision as necessary.

3.4 All medication is safely and securely stored and proper records are kept of its administration. Prescribed medicines are given only to the boarders to whom they are

prescribed. Boarders allowed to self-medicate are assessed as sufficiently responsible to do so.

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

Standard 4 – Contact with parents/carers

4.1 Boarders can contact their parents/carers and families in private and schools facilitate this where necessary. This does not prevent schools from operating proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders.

Standard 5 – Boarding accommodation

5.1 Suitable sleeping accommodation is provided for boarders. It is well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all boarders. Where boarders are aged 8 years or over, sleeping accommodation for boys is separate from sleeping accommodation for girls.

5.2 Suitable living accommodation is provided for boarders for the purposes of organised and private study outside school hours and for social purposes.

5.3 Suitable toilet and washing facilities are provided for boarders, which are reasonably accessible from the sleeping accommodation. Separate toilet facilities are provided for boys and girls unless each toilet facility is provided in a separate room intended for use by one pupil at a time, the door to which is capable of being secured from inside. Toilet and washing facilities provide appropriate privacy for boarders.

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

5.5 Accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between genders, age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm or cool as appropriate to the climate.

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

5.7 Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of

organised groups using school facilities) substantial and unsupervised access to pupils, or to boarding accommodation while occupied by pupils.

5.8 Any use of surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes does not intrude unreasonably on boarders' privacy.

Standard 6 – Safety of boarders

6.1 The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy.

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

6.3 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.

Standard 7 – Fire precautions and drills

7.1 The school complies with fire standards which are at least as stringent as the Regulatory Reform (Fire Safety) Order 2005.

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

Standard 8 – Provision and preparation of food and drinks

8.1 All boarders, 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 Suitable accommodation is 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.

8.3 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 boarder's individual needs in this respect.

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

Standard 9 – Boarders’ possessions

9.1 Adequate laundry provision is made for boarders’ clothing and bedding. Boarders’ clothing is satisfactorily stored and issued to the right boarder following laundering.

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

9.3 Reasonable protection is provided for boarders’ personal possessions and for any boarders’ money or valuables looked after by the school.

9.4. Any search of boarders’ personal belongings should be carried out in accordance local regulations, where these exist.

Standard 10 – Activities and free time

10.1 There is an appropriate range and choice of activities for boarders 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.

10.2 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.

10.3 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.

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

Standard 11 – Child protection

11.1 The school ensures that arrangements are made to safeguard and promote the welfare of pupils at the school.

Standard 12 – Promoting positive behaviour and relationships

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

- measures to combat bullying, including cyberbullying, and to promote positive behaviour;
- school rules;

- disciplinary sanctions;
- when restraint, including reasonable force, is to be used and how this will be recorded and managed; and
- arrangements for searching pupils and their possessions.

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

Standard 13 – Management and development of boarding

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

13.2 There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff.

13.3 The school's leadership and management demonstrate good skills and knowledge appropriate to their role.

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

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

13.6 Senior boarding staff have an adequate level of experience and/or training.

13.7 The school follows and maintains relevant policies.

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

13.9 Relevant issues are monitored, and action is taken to improve outcomes for children as appropriate.

Standard 14 – Staff recruitment and checks on other adults

14.1 Schools operate safe recruitment and adopt recruitment procedures

14.2 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 pupils, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with pupils. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence.

14.3 All persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation.

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

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

Standard 15 – Staffing and supervision

15.1 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.

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

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

15.4 Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced.

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

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

15.7 There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house.

15.8 Boarders have a satisfactory means of contacting a member of staff in each house at night.

15.9 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.

15.10 Any boarder access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders.

Standard 16 – Equal opportunities

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

Standard 17 – Securing boarders' views

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

Standard 18 – Complaints

18.1 The school has, and follows, an appropriate policy on recording and responding to complaints that is compliant with the relevant standards.

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

Standard 19 – Prefects

19.1 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 20 – Lodgings (long-stay)

20.1 Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked before use, and are monitored by the school during use including checks at least yearly.

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

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

20.4 The school visits all potential lodgings it may arrange, and interviews any adult who will be responsible for the accommodation of the pupils in each lodging, takes up references, and has recorded a satisfactory assessment, before any pupil is placed there.

20.5 The school ensures that all adults providing lodgings for pupils on its behalf have undergone 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.

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

20.7 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.

20.8 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.



Department
for Education

© Crown copyright 2016

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00283-2016



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk