



Department
for Education

National Minimum Standards for boarding schools

May 2026

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Summary

About this document

This document contains a statement¹ of national minimum standards (standards) to safeguard and promote the welfare of all children, for whom accommodation is provided by boarding schools.

These standards do not override the need for schools to comply with other relevant legislation, such as that which sets the standards for independent schools, and legislation covering the likes of health and safety, fire or planning regulations.

These standards are additional to the requirements in statutory safeguarding guidance, [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk) which all boarding schools must have regard to.

In these standards, 'have regard to' means that the school should be able to demonstrate that it either complies with the guidance or has considered the guidance and has good reason for departing from it.

Expiry or review date

The Secretary of State will keep the standards under review and may publish amended statements as appropriate. A table of substantive changes, compared to the 2015 version of the standards, is provided at Appendix D.

Who this publication is for

The standards apply in England to all mainstream boarding schools:

- for all age groups of pupils under 18², including any lodging arrangements organised by the school for residential pupils (referenced in this guidance as 'boarders');
- any boarders aged 18 or over on the roll of the school who live in the same accommodation as those who are under 18; and
- children accommodated at the school, other than boarders³.

¹ This statement is a revision of the statement which came into force on 1 April 2015.

² Including schools where all boarders are 16 or over

³ The school accommodates children other than its own boarders if the school, or any member of its staff as part of their work for the school, is responsible for looking after them during their stay at school. Visiting pupils staying in school accommodation, even accompanied by their own staff, should be regarded as temporary boarders. ⁴ [S1\(6\) of the Care Standards Act 2000](#)

These standards do not apply to:

- Children's homes. Boarding schools which accommodate or arrange accommodation for any child for more than 295 days a year (38 weeks)⁴ or intend to do so. Such schools are required to register as children's homes with Ofsted and are required to comply with legislation and standards set for children's homes⁴ rather than the standards in this document.
- Further Education Colleges funded by the Education and Skills Funding Agency. There is a separate set of [national minimum standards for Further Education Colleges which accommodate under 18s](#).
- Residential Special Schools. There is a separate set of [standards for residential special schools](#).
- Boarders aged 18 and over who live in separate accommodation to pupils under the age of 18.
- Those aged 18 and over who are not pupils but are being educated by the school. These students should not be in the same accommodation as pupils.
- Instances where another organisation is responsible for the children, such as when the premises are let during the school holidays. In such cases the organisation is responsible for their welfare rather than the school.
- The children of staff working at the school and living in their household.

Main points

- This statement of national minimum standards for boarding schools is published by the Secretary of State for Education under [section 87C \(1\) of the Children Act 1989](#) as amended by the [Care Standards Act 2000](#) and the [Education Act 2011](#).
- These standards contain arrangements to safeguard and promote the welfare of children for whom accommodation is provided by boarding schools. They provide the minimum standards below which no school is expected to fall.
- The school will be inspected against the standards to determine if there is satisfactory compliance with the legal obligation to safeguard and promote the welfare of boarders. In carrying out the inspection, the role of the inspectorate is to determine the extent to which the school promotes and safeguards the welfare of all boarders, rather than its compliance with structures and systems. Inspectorates will take account of the school's admission policy and statement of purpose, and the views of parents and carers.

⁴ See [The Children's Homes \(England\) Regulations 2015](#) and the [Guide to the children's homes regulations, including quality standards](#)

- 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, having regard to their ages, numbers, sex, and any special requirements⁵ they may have. Where the term ‘good’ is used within the standards, the quality of provision should be such that a reasonable person would consider it to be good in relation to the specific needs of the boarders residing at the school, having regard to their ages, numbers, sex and any special requirements they may have. It does not necessarily mirror the term ‘good’ within inspection quality judgements.
- The Secretary of State will refer to these standards in any action she may take against an independent boarding school or academy (including free school) that fails to comply with its duty to safeguard or promote the welfare of boarding pupils. Local authorities and the Secretary of State will also take the standards into account in any enforcement action taken in relation to a failure by a maintained school to safeguard or promote the welfare of boarders.
- Minimum standards do not mean standardisation of provision. The standards are designed to be applicable to the many different types of boarding schools and are intended to support schools in developing their own ethos and approach that meets the needs of individual pupils.
- Although the standards are issued for use by inspectorates in assessing the quality of provision in boarding schools, they have other uses. They may be used by schools and staff in self-assessing their services; they may provide a basis for the induction and training of staff; they can be used by parents/carers, children and young people as a guide to what they should expect a school to do; and they can provide guidance on what is required when schools set up boarding provision.

Document history

- May 2026 – Technical updates

⁵ A student has “special requirements” if the student 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.

National minimum standards for boarding schools

Part A: Governance, leadership, and management

Aim: The leadership, management and governance of the school enabling 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 statement⁶ of the school’s boarding principles and practice is available to parents, carers, and staff, is known to and understood by boarders, and is seen to work well in practice.

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 take 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.

⁶ Individual schools will be best placed, on a case-by-case basis, to ensure the statement is accessible to those for whom English is not their first language.

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 the policies and documents described in Appendix A.

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

Standard 3 – Inclusion, equality, and diversity

3.1 Boarders are not discriminated against, paying particular regard to the legally protected characteristics and requirements set out in the [Equality Act 2010](#)⁷. In addition, boarders are not discriminated against because of their cultural background, linguistic background, special educational needs, or academic or sporting ability (the list is not intended to be all encompassing, the 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.

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

⁷ The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Guidance is available at: [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](#).

children share a bedroom, they are able to express a preference about whom they share with.

4.2 Good quality living accommodation and equipment, including appropriate internet⁸ 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 take into account sex, age and any special requirements.⁹

4.4 Boarding houses and other accommodation provided for boarders are well lit, heated and ventilated, cleaned, and maintained, and reasonable adjustments are made to provide accessible accommodation for any boarders with disabilities.

4.5 Accommodation is well furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between boarder accommodation and staff accommodation. Bedding is warm, clean, and comfortable.

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

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) unsupervised¹⁰¹¹ access to boarders, or to boarding accommodation while occupied by boarders.

4.8 Any use of [biometric data/technology](#)¹¹ or surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes¹² does not intrude unreasonably on boarders' privacy. Any schools¹³ which use biometric technology and/or CCTV should set out the rationale for its use in the school's [security](#)

⁸ Part 2 of [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#) sets out requirements for appropriate filtering and monitoring.

⁹ Separate toilet facilities for boys and girls aged 8 years or over must be provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time. The School Premises (England) Regulations 2012,- <https://www.legislation.gov.uk/uksi/2012/1943/regulation/4/made> and [The Education \(Independent School Standards\) Regulations 2014 \(legislation.gov.uk\)](#)

¹⁰ Part 3 of [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#) sets out supervision requirements.

¹¹ Biometric data means personal information resulting from specific technical processing relating to the individual's physical, psychological, or behavioural characteristics which allow or confirm the unique identification of that person, such as facial images, voice recognition or fingerprints.

¹² Policies should be clear where surveillance is used for security purposes- it should not be used to compensate for inadequate staffing levels.

¹³ [Data protection in schools - GOV.UK \(www.gov.uk\)](#)

[policy](#). In addition, schools using [CCTV](#) must be registered with the [Information Commissioner's Office \(ICO\)](#)¹⁴ and comply with relevant [data protection legislation](#) including the [UK General Data Protection Regulations](#), the [Data Protection Act 2018](#) and the [Protection of Freedoms Act 2012](#).

Standard 5 – Boarders' possessions

5.1 Good and regular laundry provision is made for boarders' clothing and bedding. Boarders' clothing is stored safely while in the process of being laundered and returned to the right boarder following laundering.

5.2 Boarders are able to obtain personal and stationery items whilst 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 - [School food standards: resources for schools - GOV.UK \(www.gov.uk\)](#).

6.2 Good quality facilities are provided for the hygienic preparation, serving and consumption of boarders' main meals. These may be situated in the main school building 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.

¹⁴ [Amended Surveillance Camera Code of Practice \(accessible version\) - GOV.UK \(www.gov.uk\)](#)

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, ensures that the physical and mental health and emotional wellbeing¹⁵ of boarders are promoted and prompt action is taken when health concerns are identified. The policies include [first aid](#), care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of both prescription and non-prescription medication (including controlled drugs). Policies for administration of medication should reflect, where appropriate, guidance provided by the [Royal Pharmaceutical Society](#) and the [Royal College of Nursing](#).

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 staffed appropriately 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 and optometric services and provision. In addition, the school engages effectively with health agencies, including specialist services (such as CAMHS, sexual health services and those providing support for victims of sexual abuse) when appropriate, responding in a timely manner to boarders' needs.

7.5 The school facilitates access to all relevant health, counselling, and support services (set out above) as required. It should be clear who is responsible for making emergency and routine health care appointments for children, including where consultation between parents/carers and staff is necessary - [Healthy Child Programme: 5 to 19 years old - GOV.UK \(www.gov.uk\)](#).

¹⁵ "wellbeing" means wellbeing within the meaning of section [10\(2\) of the Children Act 2004](#)

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 being sufficiently responsible to do so. Where applicable, schools have regard to [government guidance](#)¹⁶.

7.7 Boarders' confidentiality, rights, privacy, and dignity as patients is fundamental and is appropriately protected. This includes the right of a boarder deemed to be '[Gillick Competent](#)'¹⁷ to give or withhold consent for their own treatment.

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; and
- such arrangements have regard to any guidance issued by the Secretary of State¹⁸.

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.

¹⁶ [Supporting-pupils-at-school-with-medical-conditions](#)- statutory guidance for maintained schools, PRUs and academies, and non-statutory guidance for independent schools and [Promotingthehealth-and-wellbeing-of-looked-after-children](#)

¹⁷ Gillick competence is used in medical law to decide whether a child (16 years or younger) is able to consent to his or her own medical treatment, without the need for parental permission or knowledge. A child will be deemed to be Gillick competent, if he or she has sufficient maturity and understanding of the treatment being proposed and the nature of the consent required. Further guidance is provided in the NHS consent to treatment – children and young people advice: <https://www.nhs.uk/conditions/consenttotreatment/children/>. Young people aged 16 and over are assumed to have sufficient capacity to decide on their own medical treatment, unless they are deemed not to have capacity under Section 2 of the Mental Capacity Act 2005, or where the decision in relation to their medical treatment is deemed to be against their best interests. Fraser guidelines apply specifically to advice and treatment about contraception and sexual health- [Gillick competence and Fraser guidelines | NSPCC Learning](#)

¹⁸ [Keeping Children Safe In Education](#); and [Working Together to Safeguard Children](#)

8.3 It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school's approach to online safety should be reflected in the child protection policy, having regard to the Department's [Keeping children safe in education](#) guidance.

8.4 Keeping children safe in education sets out that boarding schools have additional factors to consider with regard to safeguarding. As such it will be important that the boarding school's child protection policy (and/or other policies if appropriate) reflect:

- 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 them, 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 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 standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured, and they are provided a safe environment in which they can live and learn.

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

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 the [Regulatory Reform \(Fire Safety\) Order 2005](#)¹⁹ 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 taken into account by the school.

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

¹⁹ [SI 2005/1541](#) - There are amendments which are not relevant to these 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 the school. This person may be known as the ‘independent person’. Children know who this person is, know how to contact them and feel comfortable talking to them. The person is easily accessible.

11.5 Boarders are also provided with details of two or more child specific support services, such as [Childline](#) or the [Children’s Commissioner’s Help at Hand service](#), to contact in case of problems or distress.

11.6 Boarders are provided with appropriate advocacy support where necessary and are made aware of what advocacy services are available, how they may access such support and any entitlement they may have to advocacy provision, and that advocacy provision adheres to the [National Standards](#) ²⁰.

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.

²⁰ Further guidance on advocacy for children and young people with SEND is set out in [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#). The Code re-states the statutory requirement in s19 Children and Families Act 2014 for local authorities to have regard to the views, wishes and feelings of children and young people and ‘advocacy should be provided where necessary’.

Standard 13 – Securing boarders’ views

13.1 Boarders are actively encouraged to contribute their views to the operation of boarding provision. There should be clear and easily accessible systems for boarders to provide their views and raise concerns. Boarders’ views are considered in decisions about the running of the school and boarding provision and boarders are provided with feedback about their expressed views. Boarders are not penalised for raising a concern in good faith.

Standard 14 – Complaints

14.1 The school has and follows an effective policy on recording and responding to **parental** complaints that is compliant with the following relevant regulatory standards - [The Education \(Independent School Standards\) Regulations 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk) and <http://www.legislation.gov.uk/ukpga/2002/32/section/29>. 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

15.1 The school has and consistently implements a written policy to promote good behaviour amongst pupils, including boarders. The following DfE guidance for maintained schools and academies may also be helpful for independent schools is here: [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk). 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 role of designated staff in maintaining consistent behaviour expectations, including the responsibilities of school leaders, any resources allocated, and the involvement of governors or trustees;
- 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, including the roles and responsibilities of designated staff 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 restraint²¹, including reasonable force²², 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 [section 550ZA of the Education Act 1996](#) and with regard to any guidance issued by the Secretary of State.

15.2 The policy complies with relevant legislation and has regard to guidance, and is accessible, clear, and easily understood by staff, pupils, parents, and carers.

15.3 Senior leaders should monitor the use of restraint, take appropriate action to prevent the inappropriate use of restraint, and take effective action when inappropriate restraint has been used.

²¹ In these standards "restraint" means using force or restricting liberty of movement

²² [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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. Through regulations made under [section 34 of the Children and Social Work Act 2017](#), boarding schools are required to teach relationships education to primary school pupils and relationships and sex education to secondary school pupils.

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

17.3 Staff understand and help boarders to understand what makes a healthy, nurturing relationship. Staff are trained²³ 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 concern²⁴.

²³ The regular safeguarding and child protection training (as required in [Keeping children safe in education](#)) could be one useful avenue.

²⁴ Annex B of [Keeping children safe in education](#) provides information on teenage relationship abuse, exploitation and child on child abuse.

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

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 regulatory requirements²⁵ and having regard to relevant guidance²⁶ issued by the Secretary of State.

19.2 For all members of staff households who are aged 16 and over (not on the roll of, nor employed by, the school) and who live on the same premises as boarders, an Enhanced certificate with a check of the Children’s Barred List must be obtained from the [Disclosure and Barring Service](#) (DBS). For all other persons aged 16 and over, not on the roll of, nor employed by the school, who live on the same premises as boarders, an Enhanced certificate with a check of the Children’s Barred List must be obtained. The same premises would include, for example, an abbey or teacher housing on the same grounds as the school, requiring the use of the same entry and exit points.

19.3 There is a written agreement between the school and any person aged 16 and over not employed by the school but living in the same premises as children (for example, members of staff households). This specifies the terms of their accommodation, guidance, and expectations on contact with pupils, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with children. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence.

19.4 All persons visiting boarding accommodation or staff accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining unsupervised access to boarders or their accommodation²⁷.

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.

²⁵ Part 4 of [The Education \(Independent School Standards\) Regulations 2014 \(legislation.gov.uk\)](#) and [The School Staffing \(England\) Regulations 2009](#)

²⁶ Part 3 of [Keeping children safe in education](#)

²⁷ Part 3 of [Keeping children safe in education](#) provides advice on visitors, contractors and volunteers and supervision.

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 separated²⁸ from the accommodation and facilities provided for boarding pupils.

20.10 No boarders have access to staff residential accommodation²⁹, other than in exceptional circumstances. Where this occurs, a one-to-one situation should be avoided

²⁸ "Appropriately separated" does not mean that the accommodation has to be in a separate building. But separation should mean that facilities are not shared.

²⁹ 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.

with boarders with another adult always present. There is no inappropriate favouritism or inappropriate one-to-one contact between staff and boarders.

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 school³⁰ 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 agencies³¹.

22.5 Under no circumstances should school staff be appointed as an educational guardian for boarders³².

³⁰ This standard applies where a guardian is appointed for a child under 18 by a school, by a member of staff as part of their work for the school, or by an agency or organisation on behalf of the school. Where a school provides lists of possible guardians, written documents should be clear as to whether the school or parent is responsible for the arrangements made and thus the welfare of the child. Guidance for schools on educational guardians is available in the 'Boarding Briefing' series published by the [Boarding Schools' Association](#), [QEG](#) and [AEGIS](#)

³¹ Steps to take where a concern about an educational guardianship arrangement relate to the harm (or likely harm) of a boarder are set out in Part 1 of [Keeping children safe in education](#)

³² Note- this does not prevent school staff supporting a child in an emergency situation where that support has been risk assessed and arranged through consultation with senior managers (and where possible the designated safeguarding lead and SENCO as appropriate).

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 lodgings³³ 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, before any boarder is placed there. Unless the host family is in a family relationship with the boarder, the school can demonstrate that all members of the host family aged 16 and over, who will be living at the lodgings whilst the boarder is staying, obtain an Enhanced DBS check, with check of the Children's Barred List, with satisfactory outcomes known, before any boarder is placed.

23.5 The school ensures that all adults providing lodgings for boarders on its behalf have undergone suitable safeguarding training at least every three years, and that they understand the school's policy in relation to boarders going missing and their role in implementing that policy.

³³ School arranged lodgings are those provided or arranged for a pupil under 18 by the school, or any member of its staff as part of their work for the school, or by an agent or organisation acting for the school, rather than by the pupil's parent or an organisation (including educational guardian) other than the school acting on the parent's behalf. They include term-time use of lodgings instead of on-site boarding accommodation, holiday lodgings arranged for pupils by the school, pupils lodging with staff members during holidays, and accommodation during either term or holiday time with school-arranged educational guardians. This standard does not apply for school trips.

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

23.7 At least once per school term a member of staff discusses their lodgings separately with each boarder accommodated by or on behalf of the school in lodgings, recording the boarder's assessment in writing and taking action on any concerns or complaints.

23.8 The school provides satisfactory written guidance to host families accommodating boarders on behalf of the school, covering the school's policy and practice for lodging pupils. This might include clear advice on risks such as passive smoking, medicine management, access to the lodging's wifi, access to and the showing of age restricted material, such as films etc with restricted content (e.g. certificate18) and access to alcohol to children living in lodgings.

23.9 Schools alert the local authority to any arrangements that may constitute [private fostering](#).

Appendix A: List of policies and documents

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

Policies:

1. Countering bullying, including cyberbullying and initiation/ hazing type violence and rituals
2. Child protection and safeguarding
3. Discipline (including sanctions, rewards, and restraint)
4. Staff disciplinary, grievance and whistleblowing
5. Care of boarders who are unwell, including first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of prescribed and non-prescribed medication
6. Safety and supervision on school journeys
7. Access to school premises by people outside the school
8. Pupil access to risky areas of school buildings and grounds
9. Health and safety
10. Pupil access to a person independent of the school staff group
11. Provision for pupils with particular religious, dietary, language or cultural needs
12. Supervision of 'unchecked' staff

Documents:

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

Where applicable:

24. Clarification of responsibilities of any educational guardians and homestays
25. Agreement with any educational guardians and homestays
26. Clarification of responsibilities of school for lodgings arranged by the school
27. Educational guardianship agreement
28. Agreement with any adult providing lodgings, on behalf of the school, to pupils

Appendix B: List of records

The following school records are required:

1. Child protection allegations or concerns
2. Major sanctions
3. Use of reasonable force
4. Complaints and their outcomes
5. Individual boarder's records (containing personal, health and welfare information)
6. Administration of medication, treatment and first aid (kept confidentially)
7. Significant illnesses
8. Significant accidents and injuries
9. Parental permission, where required, for medical and dental treatment, first aid and non-prescription medication
10. Risk assessments, and action taken in response to risk assessments
11. Staff recruitment records and checks (including checks on others given unsupervised access to children or residential accommodation)
12. Staff duty rotas
13. Staff supervision, appraisal, and training
14. Fire precautions tests and drills
15. Risk assessments under the Regulatory Reform (Fire Safety) Order 2005
16. Menus
17. Pocket money and any personal property looked after by staff
18. Care plans (where applicable)
19. Parental permission for high-risk activities
20. Checks on licensing of relevant adventure activities centres
21. Assessments of lodgings arranged by the school
22. Assessment of off-site accommodation used by the school
23. Suitability of any guardianship arrangements

All of the above records should be regularly monitored by the Head or a senior member of staff, to identify whether review or change in welfare practice is needed. The records should contain on appropriate level of information to support monitoring, reviewing and changing policy and process.

Appendix C: Further information

This is not an exhaustive list of useful resources and organisations but is intended as a guide for users.

Useful resources and external organisations

- [Ofsted](#)
- [Boarding Schools Association](#)
- [Independent Schools' Council](#)
- [Independent Schools' Inspectorate](#)
- [AEGIS](#)
- [QEG](#)

Other relevant departmental advice and statutory guidance

- [Guide to the children's homes regulations, including quality standards](#)
- [National minimum standards for residential special schools](#)
- [Health and safety: advice for schools](#)
- [Keeping children safe in education](#)
- [Working Together to Safeguard Children](#)
- [Use of reasonable force in schools](#)
- [School and college behaviour and attendance](#)
- [Searching, screening and confiscation at school](#)

Other resources

- [The Children's Homes \(England\) Regulations 2015](#)
- [National minimum standards for FE Colleges which accommodate under 18s](#)
- [Regulatory Reform \(Fire Safety\) Order 2005](#)
- [Equality Act 2010](#)

Appendix D- Table of substantive changes

Where	What
Part A	Governance, Leadership and Management
Aim	Aim added to provide context to the standards in Part A.
Standard 1	Statement of boarding principles and practice
1.1	Footnote added to reflect individual schools are best placed to consider on a case by case basis how to ensure the statement is accessible for those where English is not their first language.
Standard 2 (was 13)	Management and developing of boarding
2.2 (was 13.3)	Added governing body and that the leadership, management and governing body should undertake training, as required, appropriate to their role.
2.6 (was 13.6)	Added that training for boarding staff should be in the management and practice of boarding and used to ensure that boarders' welfare is safeguarded and promoted.
Standard 3 (was 16)	Inclusion, equality, and diversity
3.1 (was 16.1)	Added a note to confirm the list is not supposed to be all encompassing and the key factor is protecting children from discrimination. Added additional line to reflect importance of considering discrimination when creating an inclusive environment.
Part B	Boarding Provision
Aim	Aim added to provide context to the standards in Part B.
Standard 4 (was 5)	Boarding accommodation
4.1 (was 5.1)	Moved to 'good' quality sleeping accommodation from 'suitable'. Made clear risk assessments should be documented. Moved from age-based separation on accommodation to a process considering privacy, sex, age, and special requirements. Added a line setting out children should be able to express a preference about whom they share accommodation with.
4.2 (was 5.2)	Moved to 'good' quality living accommodation from 'suitable'. Included appropriate internet access.

4.3 (was 5.3)	Updated to reflect that fixtures and fittings should be good quality and hot water should be available. Links provided to legal obligations that exist in terms of boarders aged 8 and over and toilet facilities.
4.4 (was 5.4)	Updated to reflect 'disabilities' rather than 'restricted mobility'.
4.5 (was 5.5)	Moved from 'suitably furnished' to 'well furnished'.
4.7 (was 5.7)	Removed 'substantial' to reflect it wouldn't be acceptable to allow members of the public unsupervised access to boarders or boarding accommodation whilst in use by boarders (in line with Part 3 of Keeping children safe in education).
4.8 (was 5.8)	Added additional information on biometrics and additional hyperlinks to guidance and legislation to help schools meet their legal obligations.
Standard 5 (was 9)	Boarders' possessions
5.1 (was 9.1)	Moved from 'adequate laundry provision' to 'good'.
5.3 (was 9.3)	Moved from 'reasonable' protection to 'good'.
Standard 6 (was 8)	Provision and preparation of food and drinks
6.1 (was 8.1)	Moved from 'adequate' meals to 'good' meals. Added footnote to school food standards resources for schools.
6.2 (was 8.2)	Moved from 'suitable accommodation' to 'good quality facilities'.
Part C	Health and Wellbeing
Aim	Aim added to provide context to the standards in Part C.

Standard 7 (was 3)	Boarders' health and wellbeing
7.1 (was 3.1)	Added 'prompt action is taken when health concerns are identified'. Added 'prescription and non-prescription medication' to be included in relevant policies. Added guidance from Royal Pharmaceutical Society and Royal College of nursing to be reflected where appropriate.
7.2 new	New line to reflect importance of linking education to health and wellbeing.
7.3 (was 3.2)	Updated to align with similar standards and ensure 'good' quality accommodation is provided and takes into account sex, age and special requirements.
7.4 (was 3.3)	Updated to provide additional context on what other specialist services might look like.
7.5 new	New line to reflect importance of having a clear understanding on who is responsible for booking health appointments for boarders.

7.6 (was 3.4)	Link to government guidance, which is statutory for maintained schools and academies, but should be useful reference tool for independent boarding schools.
Part D	Safeguarding
Aim	Aim added to provide context to the standards in Part D. Changed name of section to safeguarding to reflect broader scope of safeguarding in the context of Keeping children safe in education and move beyond narrower term of 'child protection'.
Standard 8 (was 11)	Safeguarding
8.1-8.4 (was 11.1)	Reflecting feedback from NMS and Keeping children safe in education consultation exercises and the Ofsted review into sexual abuse in schools we have added additional context to reflect the unique nature of boarding over and above day schools- the updated standard aligns with requirements as set out in Keeping children safe in education.
Part E	Health and Safety
Aim	Aim added to provide context to the standards in Part E.
Standard 9 (was 6)	Safety of boarders
9.1 (was 6.1)	Added line to reflect importance of training.
9.2 (was 6.2)	Linking into updates to other standards, added a line to be clear the output of ensuring the health and safety of pupils will be a safe environment where they can live and learn.
9.4 new	New line setting out contingency arrangements should be part of the health and safety policy.
9.5 new	New line setting out importance of arrangements for boarder safety when off-site but under the care of the school (in line with existing health and safety requirements).

Standard 10 (was 7)	Fire precautions and drills
10.1 new	New line directly linking to existing standards to be clear staff and boarders should know what to do in an emergency.
10.2	Added a line to ensure alerting systems are accessible for all children subject to their needs.
10.3 (was 7.2)	Added importance of an overnight drill (unless an assessment has been carried out that shows this would be detrimental to boarders' welfare).
10.4 new	New line added to ensure flexi boarders are considered.
Part F	Boarders' rights, advocacy, and complaints
Aim	Aim added to provide context to the standards in Part F.
Standard 11 (was 2)	Boarders' induction and individual support

11.1 (was 2.1)	Added a line to link induction to 11.2-11.6
11.2	Drawing on experience from COVID added a new line to reflect importance of clear arrangements on how boarders get to and leave the boarding school.
11.3 (was 2.2)	Updated to reflect importance of boarders being able to approach any staff with concerns and equally important is that all staff know what to do if a boarder approaches them with a concern.
11.4 (was 2.3)	Added clarity that the person in this standard may be known as the 'independent person'.
11.5 (was 2.3)	Split old standard to be clear this is separate and additional information to the 'independent person' Also increased from 'one or more' to 'two or more' and added hyperlinks.
11.6 new	New line to be clear advocacy is separate (but can be related to) 11.4 and 11.5.
Standard 12 (was 4)	Contact with parents/carers
12.1 (was 4.1)	Adding to the standard to reflect the importance of finding a time suitable to both boarder and their parents- especially important for international boarders and considering time zone differences. And to be considerate of individual family circumstances and if there are any restrictions on parent/carer/boarder contact.
Standard 13 (was 17)	Securing boarders' views
13.1 (was 17.1)	Updated to reflect the importance of having systems that are clear and easily accessible where boarders are able to contribute their views and to make clear the importance of giving feedback. Removed complaints from this standard and reflected in standard 14.
Standard 14 (was 18)	Complaints

14.1 (was 18.1)	Updated to be clear this is 'parental complaints' as they have regulatory underpinning.
14.2 new	New line. As above in standard 13 splitting out boarders' views and concerns and adding separate line for complaints.
14.3 (was 18.2)	Added best practice, to keep any patterns under review.
Part G	Promoting positive behaviour and relationships
Aim	Aim added to provide context to the standards in Part G.
Standard 15 (was 12)	Promoting positive behaviour

15.1 (was 12.1)	Included link to guidance. Added additional areas to include in behaviour policy (in line with DfE behaviour and restraint guidance)- making links to other standards and wider duties in relation to safeguarding and promoting the welfare of boarders.
Standard 16 (was part of 12)	Preventing bullying
16.1 (was part of 12.1)	Added line to reflect the importance of any bullying strategy including accessible and effective systems to report bullying.
16.2 new	New line to be clear staff should be trained to identify bullying and also know where to go for help on dealing with bullying if required.
16.3 new	New line emphasising the unique nature of boarding schools and implications for children who are being bullied offline when they are unable to go home and therefore have no escape from the perpetrators.
Standard 17 (new)	Promoting good relationships
17.1-17.3 new	Building on the introduction of statutory RSHE and updated Keeping children safe in education guidance, a new standard reflecting the important role of school staff in supporting children to develop good relationships and be able identify harmful relationships.
Part H	Boarders' development
Aim	Aim added to provide context to the standards in Part H.
Standard 18 (was 10)	Activities and free time
18.1 new	New line to provide overarching framework for 18.2-18.5.
18.2 (was 10.1)	Added line to be clear the risk assessments should be proportionate, and they don't stop children having experiences that provide challenge and adventure.
Part I	Staffing, guardians, and prefects
Aim	Aim added to provide context to the standards in Part I.

Standard 19 (was 14)	Staff recruitment and checks on other adults
19.2 (was 14.2)	Updated to be clear this includes members of staff households and all other people living on the premises (aged 16 and over).
19.4 (was 14.4)	Updated to reflect requirements as per Part 3 of Keeping children safe in education- removed reference to 'substantial' and provided hyperlink to Keeping children safe in education.
Standard 20 (was 15)	Staffing and supervision

20.4 (was 15.4)	Line added to reflect importance of, as far as reasonably possible, creating some continuity of staff to help build relationships with boarders.
20.7 (was 15.7)	Updated to be clear whilst one is the minimum it should also be a 'suitable number'.
20.8 (was 15.8)	Added to be clear whilst means of contacting staff is important it's also important boarders know how to do it.
20.10 (was 15.10)	Updated so boarders accessing staff residential accommodation is only in exceptional circumstances. Footnote added to provide further clarity on this standard.
Standard 22 (was part of 14)	Educational guardians
22.3 new	New line reflecting importance of schools taking appropriate steps to ensure guardianship arrangements are promoting the welfare of boarders.
22.4 new	Linked to 22.3 a new line reflecting existing requirement as per Keeping children safe in education to act on any concerns about a child.
22.5 new	New line to be clear school staff should not be appointed as educational guardians for their boarders. Footnote makes clear this does not prevent school staff providing support in an emergency.
Part J	Children accommodated off site
Aim	Aim added to provide context to the standards in Part J.
Standard 23 (was 20)	Lodgings and host families
23.1 new	New line to reflect importance of being clear if the school or parents/carers are responsible for any lodging arrangements.
23.2 (was 20.1)	Moved from 'satisfactory' accommodation to 'good'. Moved from 'yearly' checks to 'termly'.
23.4 (was 20.5)	Updated to reflect all family members (aged 16 and over), living at the premises, should obtain Enhanced with barred list check.
23.8	Updated to reflect what the written guidance may include.
23.9 (was 20.3)	Removed reference to 'arrangements the school made' as schools should be alerting the local authorities to any arrangements that may constitute private fostering Hyperlink to guidance added .
Appendix 3	List of issues to be monitored by the school
Whole Appendix	Removed as bullets reflected in what is now Appendix B.



Department
for Education

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