



Department
for Education

Residential special schools

National minimum standards

In force from 1 April 2015

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Summary

About this document

This document contains a statement of national minimum standards (standards) to safeguard and promote the welfare of children for whom residential accommodation is provided by residential special schools¹.

These standards do not override the need for schools to comply with other legislation such as that which sets the standards for independent schools or the conditions of approval for non-maintained special schools, and legislation covering health and safety, fire or planning regulations.

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

This document will next be reviewed in March 2017. In the meantime the Secretary of State will keep the standards under review and may publish amended statements as appropriate.

Who is this document for?

These standards apply in England to special schools providing residential accommodation for any child. For the purposes of these standards a school is considered to be a special school if it is:

- a. a special school within the meaning of section 337 of the Education Act 1996, or;
- b. an independent school not falling within (a) above which is specially organised to make special educational provision for pupils with special educational needs and/or disabilities.

Residential special schools which accommodate or arrange accommodation for any child for more than 295 days a year, or intend to do so, are required to register as children's

¹ This statement is a revision of the statement published in December 2012, which came into force on 1 January 2013.

homes with Ofsted. Such schools are required to comply with legislation and standards set for children's homes² rather than the standards in this document.

There is a separate set of national minimum standards for mainstream schools³ that provide boarding accommodation for pupils.

Main points

- This statement of national minimum standards for residential special 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 residential special schools. They provide the minimum standards below which no school is expected to fall.
- The school will be inspected against the standards in order to determine whether there is satisfactory compliance with the legal obligation to safeguard and promote the welfare of residential children. In carrying out the inspection, the role of the inspectorate is to determine the extent to which the school promotes and safeguards the welfare of all children, rather than its compliance with structures and systems. Where terms such as adequate and suitable are used within the standards, inspectors will need to make judgements based on the adequacy and suitability of arrangements and in relation to the specific needs of the children residing at the school, having regard to their ages, numbers and sex and any special requirements⁴ they may have.
- Inspectorates will take account of the school's admission policy and statement of purpose, and to the views of parents (or those who hold parental responsibility) of children at the school.
- The Secretary of State will refer to these standards in any action s/he may take against a residential independent special school or non-maintained special school that fails to comply with its duty to safeguard and promote the welfare of children in residential accommodation. Local authorities will also take the standards into account in any enforcement action taken in relation to a failure by a maintained

² See [The Children's Homes \(England\) Regulations 2015](#) and the [Guide to the children's homes regulations, including quality standards](#)

³ [National minimum standards for boarding schools](#)

⁴ A child has "special requirements" if he/she 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.

special school, academy or free school to safeguard or promote the welfare of the residential pupils it accommodates.

- Minimum standards do not mean standardisation of provision. The standards are designed to be applicable to the many different types of residential special schools and are intended to support schools in developing their own ethos and approach that meets the needs of individual children.
- Although the standards are issued for use by inspectorates in assessing the quality of provision in residential special schools, they have other uses. They may be used by schools and staff in self-assessing their services; they may provide a basis for the induction and training of staff; they can be used by parents/carers, children and young people as a guide to what they should expect a school to do; and they can provide guidance on what is required when schools set up boarding or residential provision.

National minimum standards for residential special schools

Standard 1 - Statement of principles and practice

1.1 A suitable statement of the school's principles and practice to be known as the Statement of Purpose is available to parents and staff, is made known to children through an appropriate method of communication and is seen to work in practice. The statement describes the overall purpose of the school and describes any theoretical or therapeutic model underpinning the practice of the school. It also explains the ethos and philosophy of the school, and provides an outline of provision for children with special educational needs and/or disabilities.

Standard 2 - Induction, transition and individual support

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

2.2 The school identifies at least one person other than a parent, outside the 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 are informed who this person is, and how to contact them and they are easily accessible. Children are also provided with one or more appropriate helpline(s) or outside contact numbers, including the Office of the Children's Commissioner for England, to ring in case of problems or distress.

2.3 There are appropriate procedures for induction and support for children on admission to the school to ensure that they are familiar with staff, other children, the school's expectations and daily routine.

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

2.5 Arrangements are in place to review how the child is settling following admission to the school. In an emergency admission a review meeting is initiated as soon as possible (and never longer than four school weeks after admission) to consider whether the child should remain at the school, or whether it is in that child's interests to move to a different placement. Such a review meeting may involve (where appropriate) the school, the placing authority, the parents/carers or those with parental responsibility, those with significant involvement with the child (such as social services or health services) and, where possible, the child.

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

2.7 Where a child is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any pathway or other plan for the child before the child leaves school. These arrangements should support that young person's needs, and promote a smooth transition.

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

Standard 3 - Health and wellbeing

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

3.2 Children understand their health needs, how to maintain a healthy lifestyle and to make informed decisions about their own health. They are encouraged to participate in a range of positive activities that contribute to their physical and emotional health.

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

3.4 The school has effective links with health agencies, including specialist services where appropriate, such as child and adolescent mental health services and sexual health services. The availability of such services is taken into account when considering admissions.

3.5 Specific therapeutic techniques are used only:

- where there is a clear and widely accepted theoretical basis or evidence base underpinning their effectiveness;
- with the continuing agreement of the child's responsible authority or a person with parental responsibility, and of the child concerned where the child has sufficient understanding to make an informed decision;
- where specialist professionals (such as medical, legal, educationalists, psychologists, therapists) are professionally qualified and, where applicable, registered by the appropriate professional body.

3.6 The school has, and implements effectively, appropriate policies for the care of children who are unwell, and ensures that children's physical and mental health and

emotional wellbeing⁵ is promoted. These include first aid, care of those with chronic conditions and disabilities, administration of medicines (including controlled drugs) and dealing with medical emergencies. Policies for administration of medication should reflect guidance provided by the [Royal Pharmaceutical Society \(Handling of Medicines in Social Care\)](#).

3.7 Suitable accommodation, including toilet and washing facilities, are provided in order to cater for the needs of children who are sick or injured.

3.8 All medication is safely and securely stored and proper records are kept of its administration. Prescribed medicines are given only to the children to whom they are prescribed. Children allowed to self-medicate are assessed as sufficiently responsible to do so.

3.9 Any treatment received by a child is recorded in a written or electronic school record (separate from NHS records) to which only appropriately designated staff have access.

3.10 Where school staff carry out medical or nursing procedures for a disabled child (e.g. catheter care, administration of oxygen, administration of rectal diazepam, management of prostheses), these are only carried out on the written authorisation of the prescribing doctor or the responsible qualified nurse in relation to the individual child concerned. Staff carrying out these procedures should be authorised and trained to do so, and their training should be kept up to date. Records are kept of all such tasks carried out.

3.11 The confidentiality and rights of children as patients are appropriately respected. This includes the right of a child deemed to be “Gillick Competent”⁶ to give or withhold consent for his or her own treatment.

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

- records of developmental checks;
- health monitoring required by staff;
- intimate care or bodily functions requiring staff help; and

⁵ “wellbeing” means wellbeing within the meaning of section 10(2) of the Children Act 2004

⁶ Gillick competence is used in medical law to decide whether a child (16 years or younger) is able to consent to his or her own medical treatment, without the need for parental permission or knowledge. A child will be Gillick competent if he or she has sufficient understanding and intelligence to understand fully what is proposed.

- the involvement of a child's parents/carers or significant others in health and welfare issues.

Standard 4 - Contact with parents/carers

4.1 Children can contact their parents/carers and families in private and schools facilitate this where necessary. This does not prevent schools from operating proportionate systems to monitor the use of electronic communications in order to detect abuse, bullying or unsafe practice by children. Schools are sensitive and comply with individual children's circumstances such as restricted contact with families. Communication aids should be available for children who need them.

Standard 5 - Residential accommodation

5.1 Suitable sleeping accommodation is provided for children. It is well organised and managed with risk assessments undertaken and the findings acted upon to reduce risk for all children. Where children 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 the purposes of organised and private study outside school hours and for social purposes.

5.3 Suitable toilet and washing facilities are provided for children, 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 children.

5.4 Accommodation is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any children with restricted mobility. The accommodation contains suitable specialist facilities to support children whose disabilities require them.

5.5 Accommodation is suitably furnished and of sufficient size for the number, needs and ages of children accommodated, with appropriate protection and separation between girls and boys, age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm.

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

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

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

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

Standard 6 - Safety of children

6.1 The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy.⁷

6.2 The school premises, accommodation and facilities provided therein are maintained to a standard such that, as far as is reasonably practicable, the health, safety and welfare of children 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 the [Regulatory Reform \(Fire Safety\) Order 2005](#)⁸.

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

Standard 8 - Provision and preparation of food and drinks

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

8.2 Suitable accommodation is provided for the hygienic preparation, serving and consumption of children's main meals. This may be situated in the main school provided it is adjacent to or reasonably accessible from the residential accommodation.

⁷ [Health and safety: advice for schools](#)

⁸ SI 2005/1541 - There are amendments which are not relevant to these standards.

8.3 In addition to main meals, children have access to drinking water and to food or the means of hygienically preparing food at reasonable times. Schools are sensitive to children'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 - Personal possessions

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

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

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

9.4 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 State⁹.

Standard 10 - Activities and free time

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

10.2 Children take part in age appropriate peer activities as would normally be permitted by the parent in relation to their children or as outlined in any placement plan. Suitable risk assessments are in place for any activities which may put children at risk of harm. Decision-making should be undertaken from the perspective of a reasonable parent.

10.3 Children are encouraged and enabled to make and sustain friendships with children outside the school, which may involve friends visiting the school and reciprocal arrangements to visit friends' homes.

⁹ Advice on searching is set out in [Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies](#)

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

Standard 11 - Child protection

11.1 The school ensures that:

- arrangements are made to safeguard and promote the welfare of children at the school; and
- such arrangements have regard to any guidance¹⁰ issued by the Secretary of State.

Standard 12 - Promoting positive behaviour and relationships

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

- measures to combat bullying, including cyberbullying, and to promote positive behaviour;
- school rules;
- disciplinary sanctions;
- when restraint¹¹, including reasonable force¹², is to be used and how this will be recorded and managed; and
- arrangements for searching children and their possessions.

12.2 The policy complies with relevant legislation and has regard to guidance¹³ and is understood by staff and children.

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

12.4 Methods to de-escalate confrontations or potentially challenging behaviour are used wherever appropriate to avoid use of restraint, including reasonable force. Restraint, including reasonable force, is only used in exceptional circumstances, to

¹⁰ [Keeping Children Safe In Education](#); and [Working Together to Safeguard Children](#)

¹¹ In these standards "restraint" means using force or restricting liberty of movement

¹² [Use of reasonable force: Advice for headteachers, staff and governing bodies](#)

¹³ [School and college behaviour and attendance](#)

prevent injury to any person, including the child, or to prevent serious damage to the property of any person, including the child's, or to prevent the child leaving the school's premises where this may lead to the child injuring themselves or others. Restraint in relation to a child must be necessary and proportionate.

12.5 All children and staff are given an opportunity to discuss with a relevant adult (who was not directly involved) within 24 hours incidents of restraint, including reasonable force, they have been involved in, witnessed or been affected by.

12.6 A written record¹⁴ is kept of major sanctions and the use of any reasonable force. Records include the information in Appendix 2 (use of reasonable force). The record is made within 24 hours and is legible. Children are encouraged to have their views recorded in the records. The school regularly reviews any instances of the use of reasonable force and examines trends or issues to enable staff to reflect and learn in a way that will inform future practice.

12.7 These standards do not prevent a child from being deprived of their liberty where that deprivation is authorised in accordance with a court order.

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

Standard 13 - Leadership and management

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 residential and care provision 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.

¹⁴ A written record includes electronic records in formats that cannot later be changed

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

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

13.7 The school follows and maintains the policies and documents described in Appendix 1.

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

13.9 The issues specified in Appendix 3 are monitored, and action 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 in line with the regulatory requirements and having regard to guidance¹⁵ issued by the Secretary of State.

14.2 For all persons over 16 (not on roll of the school) who after April 2002 began to live on the same premises as children but are not employed by the school, an enhanced certificate with a barred list information must be obtained from the Disclosure and Barring Service (DBS).

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

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

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

¹⁵ [Keeping children safe in education](#); and [Working Together to Safeguard Children](#)

14.6 Any guardians¹⁶ appointed by the school are subject to the same safer recruitment procedures as staff, and their care of pupils should be monitored. Guardians appointed by schools do not have parental responsibility. This standard applies where a guardian is appointed for a child under 18 by a school, by a member of staff as part of their work for the school, or by an agency or organisation on behalf of the school. Where a school provides lists of possible guardians, written documents should be clear whether the school or parent is responsible for the appointment of guardians.

Standard 15 - Staff deployment and supervision of children

15.1 There is a sufficient number of competent staff deployed appropriately, both as a staff group and on individual shifts, to fulfil the school's Statement of Purpose and meet the individual needs of all children resident in the school.

15.2 Records of staff working in the school demonstrate sufficient competent staff are deployed and that contingency plans are in place in the event of a shortfall in staffing levels.

15.3 There are clear arrangements for suitably experienced staff to deputise in the absence of the head of care (or school equivalent).

15.4 Staff members who are placed in charge of the school and other staff at particular times (e.g. as leaders of staff shifts) have substantial relevant experience of working in the school and have successfully completed their induction and probationary periods.

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

15.6 The school's procedures are compatible with the local runaway and missing from home and care (RMFHC) protocols and procedures applicable to the area where the school is located. Where children placed out of authority go missing, the head of care (or school equivalent) follows the local RMFHC protocol and complies with and makes staff aware of any other processes required by the placing authority.

15.7 There is continuity of staff such that children's relationships are not overly disrupted. No more than half the staff on duty at any one time by day or night at the

¹⁶ 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.

school are external agency staff or temporary staff who do not know the children very well.

15.8 The arrangements for deploying staff facilitate continuity of care for individual children, and maximise children's choices of staff members to provide their personal care, where appropriate. The school can demonstrate that, as far as is possible, children are able to choose who provides their personal care.

15.9 Where only one member of staff is on duty at any time, a risk assessment has been carried out and recorded in writing, identifying any likely risks to children, staff and members of the public.

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

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

15.12 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 separated¹⁷ from the accommodation and facilities provided for children.

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

Standard 16 - Equal opportunities

16.1 Children are not discriminated against, paying particular regard to the protected characteristics set out in the [Equality Act 2010](#)¹⁸, 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 children, so that care is sensitive to different needs.

¹⁷ 'Appropriately separated' does not mean that the accommodation has to be in a separate building. But separation should mean that facilities are not shared.

¹⁸ The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation.

Standard 17 - Securing children's views

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

17.2 Active steps are taken to enable all children to make their views known, to make everyday choices and to maximise their opportunities to develop independence. The school should not assume that any child is unable to communicate their views and should support children to participate in important decisions about their lives using means appropriate to the child's level of understanding.

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 regulatory requirements.

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

Standard 19 - Staff supervision, training and support

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

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

19.3 A school ensures that new staff undertake an induction programme designed and delivered to enable them to meet the range of needs of children at the school and fully equip them to identify and safely manage safeguarding issues. The programme should begin within 7 working days of starting their employment and be completed within 6 months.

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

19.5 Any social workers and other specialist professionals (e.g. medical, legal, educational, psychologists, therapists) are professionally qualified and, where applicable, registered by the appropriate professional body. They are appropriately trained to work with children and their families, and have a good understanding of residential child care and the policies and purpose of the school.

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

Standard 20 - Monitoring by independent visitors

20.1 The governing body, trustees, partnership, or organisation responsible for carrying on the school arrange for one of their number, or a representative who is independent of the management of the school, to visit the school six times, spread evenly, over the course of a school year and complete a written report on the conduct of the school. Where the school has an individual proprietor, that person may carry out such visits personally if they are not also the head teacher (or school equivalent).

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

- checks on the school's records of attendance, complaints, sanctions, use of reasonable force, risk assessments, and where they exist, individual care plans for children;
- evaluation of the effectiveness of the care provided to children and whether they are safeguarded;
- assessment of the physical condition of the building, furniture and equipment of the school; and
- opportunities for any child or member of staff who wishes to meet the visitor (in private if they wish).

20.3 Written reports of all monitoring visits are provided to the head teacher (or school equivalent) and where applicable the governing body, organisation, or partnership. Reports are also provided to each member of that body (or the appropriate committee of that body), within two weeks and as written by the visitor without amendment or summary. Monitoring reports should be retained by the school and made available during an inspection.

20.4 The head teacher (or school equivalent), governing body, trustees, partnership, or organisation responsible for carrying on the school carries out, and records in writing, once each year:

- a review of the operation and resourcing of the school's welfare provision for boarding pupils, in relation to:
 - its Statement of Purpose;

- its staffing policy;
- the placement plans for individual children; and
- an internal assessment of its compliance with these standards.

Where appropriate such a report may be incorporated within a review of the whole school.

Standard 21- Placement planning and review

21.1 The school produces a written placement plan, agreed as far as is practicable with the child, the child's parents/carers and any placing authority for the child, unless the information is held elsewhere such as in the child's statement of special educational needs or education, health and care plan. The placement plan identifies the needs of that child that the school should meet and specifies how the school will care for the child and promote their welfare on a day to day basis. Where significant changes are made to the placement plan there is appropriate consultation. Where applicable the plan is consistent with the care plan of the placing authority for any child placed by a local authority. The placement plan is regularly reviewed and amended as necessary to reflect significant changes in the child's needs or progress in his or her development. Where feasible, children in the school are aware of the content of their placement plans, and confirm that the school is providing care for them that is consistent with the plans.

21.2 Each child has at least one key worker (or similar person) within the school who provides individual guidance and support to the child. They regularly make time available to the child to enable the child to seek guidance, advice and support on any matter. They monitor the school's compliance on a day to day basis with the child's placement plan.

21.3 The child's wishes are sought and taken into account in the selection of their key worker/s and if they request a change of key worker.

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

Standard 22 - Records

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

22.2 Each child's file includes the information in Appendix 2 (individual records).

22.3 Any individual pupil records are kept by the school for a period of 25 years after the date of birth of the child or are passed to the next school and a receipt obtained. This retention period is the minimum period that any pupil file should be kept.

22.4 The school keeps a register showing:

- For each child resident at the school:
 - the dates of admission and departure of each child
 - who was responsible for their placement in the school
 - where they were living/accommodated prior to arriving at the school
 - where they are living/accommodated on leaving the school, and
 - the placing authority and legal status (if applicable)
- duty rosters recording the identities of the staff and other persons who actually worked at the school or with children from the school, by day and night

The above records are retained for at least 5 years from the date of the last entry.

Appendix 1: List of policies and documents

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

Policies:

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

Documents:

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

Where applicable:

24. Clarification of whether any educational guardians or lodgings are arranged by the school or parents
25. Agreement with any adult providing lodgings to pupils

26. Guidance on welfare to host families accommodating pupils on behalf of the school

Appendix 2: List of records

The following school records are required:

1. Child protection allegations or concerns
2. Major sanctions. Information may include:
 - date and location of the incident which led to the sanction being applied
 - the nature of the sanction; the name of the staff member giving the sanction
 - the effectiveness and any consequences of the sanction
3. Use of reasonable force. Information may include:
 - name of the child
 - details of relevant behaviour
 - details of the reasonable force employed
 - the name(s) of any other staff present
 - the signature of the staff member concerned
4. Complaints
5. Individual children's records (containing personal, health and welfare information)
 - name, gender and date of birth
 - home address
 - name, address and telephone number for emergency contact with parents/carers and for each person with parental responsibility
 - the name and contact details for the person or authority responsible for the placement of the child at the school
 - whether the child is in care and details of any known court orders affecting his or her care
 - dates and details of any unauthorised absences from the school
 - the date of, and reason for, any visit to the child whilst in the school
 - the date and circumstances of any measure of control, reasonable force or discipline used on the child
 - a copy of any statement of special educational needs (under section 324 of the Education Act 1996) or education, health and care plan (under Part 3 of the Children and Families Act 2014) maintained in relation to the child, with details of any such needs
 - special dietary, health and dental needs, if any
 - contact arrangements, and any restrictions on contact or communication, with parents/carers and others
 - current and past placements or other plans
 - the name and address of the general practitioner with whom the child is registered, and of the child's registered dental practitioner
 - details of any accidents, injuries or serious illnesses of the child while accommodated by the school

- immunisations, allergies, medical, health or developmental tests or examinations carried out while accommodated by the school
 - medication (both prescribed and non-prescription) given to the child by staff and medication controlled by the child itself
 - deposit or withdrawal of money or valuables given to the school for safekeeping, with dates and details
6. Administration of medication, treatment and first aid (kept confidentially)
 7. Significant illnesses
 8. Significant accidents and injuries
 9. Parental permission for medical and dental treatment, first aid and non-prescription medication
 10. Risk assessments (for risky activities and in relation to premises/grounds)
 11. Staff recruitment records and checks (including checks on others given substantial unsupervised access to children or residential accommodation)
 12. Staff duty rotas
 13. Staff supervision, appraisal and training
 14. Fire precautions tests and drills
 15. Risk assessments under the Regulatory Reform (Fire Safety) Order 2005
 16. Menus where applicable
 17. Pocket money and any personal property looked after by staff
 18. Care plans for children with special needs (where applicable)
 19. Parental permission for high risk activities
 20. Checks on licensing of relevant Adventure Activities Centres
 21. Assessments of lodgings arranged by the school
 22. Assessment of off-site accommodation used by the school

Appendix 3: List of issues to be monitored by the school

The following matters and records in relation to children, as described in the standards, must be regularly monitored by the head teacher (or school equivalent) or a senior member of staff, to identify whether review or change in welfare practice is needed:

1. Records of complaints and their outcomes
2. Records of major sanctions
3. Records of any use of reasonable force
4. Systems and management of medical welfare
5. Records of significant accidents
6. Records of all risk assessments carried out
7. Action taken in response to all risk assessments carried out
8. Suitability of any guardianship arrangements made
9. Child protection issues
10. Safeguarding referrals
11. Missing children policy

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

- [Royal Pharmaceutical Society \(Handling of Medicines in Social Care\)](#)
- [Ofsted](#)
- [Boarding Schools Association](#)
- [State Boarding Schools Association](#)
- [National Association of Independent Schools & Non-Maintained Special Schools \(NASS\)](#)

Other relevant departmental advice and statutory guidance

- [National minimum standards for boarding schools](#)
- [Guide to the children's homes regulations, including quality standards](#)
- [Health and safety: advice for schools](#)
- [Keeping Children Safe In Education](#)
- [Working Together to Safeguard Children](#)
- [Use of reasonable force: Advice for headteachers, staff and governing bodies](#)
- [School and college behaviour and attendance](#)
- [Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies](#)

Other resources

- [The Children's Homes \(England\) Regulations 2015](#)
- [The Regulatory Reform \(Fire Safety\) Order 2005](#)
- [Children Act 1989](#)
- [Equality Act 2010](#)
- [Special educational needs and disability code of practice: 0 to 25 years](#)



Department
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