

National Minimum Standards for Residential Special Schools

January 2018 review

March 2018 – Standards 1 – 9 reviewed

March 14th 2018 – Standards 10 – 15 reviewed

March 22nd 2018 – Review completed for this term

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.

[In line with requirements](#)

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.

[In line with requirements](#)

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.

[Chris Bonser, OFSTED number, Childline number, Childrens Commissioner number](#)

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.

Induction checklist, key-work allocation. Link's with peers recognised and encouraged/supported where possible.

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.

Yellow folder info, at the very least, telephone conversations with parents prior to attending to gain relevant info on risks etc. Where possible, a meeting with the parent is arranged.

Referral papers are gained on admission and a summary "praisie" is produced by a senior member of staff.

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.

Annual review, key-work sessions. Communication with parents.

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.

Planned discussions with parents may be had when a boarder is due to move fully back in to the family home or to a new placement if relevant.

Moving on transition for year 11's to be looked at in more detail over the coming months, this will possibly need to take in to consideration college placements etc. This may be especially important if a young person is going to be transitioning to a residential college placement which could be the case for some of our more vulnerable pupils.

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.

N/A

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.

Living skills programme, ASDAN programme, positive role-modelling by staff, pupil meeting's giving information regarding aspects such as e-safety. Cooking sessions.

Standard 3 - Health and wellbeing

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

Activities, key-work, group work, one-to-one work

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.

Pupil meetings, educational display boards, ASDAN programme, activity programme, food systems and cooking. Support/information given for CAMHS meetings. Pupils medication needs supported by appropriately trained staff who manage medication in a sensitive and professional way. Health care plans are in place. Personal hygiene information available and supported by staff. Healthy eating information.

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.

Frequent key-work meetings, feedback/reflection from major activities. EHCP'S are in place and reviewed appropriately. Placement plans are in place and are reviewed regularly.

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.

Managed via home and through school based social worker who can sign post parents, make referrals and coordinate/communicate with agencies and/or parents and carers. Information posters and leaflets are available and displays are in place in the boarding provision.

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.

Therapeutic services are accessed off-site from providers who are adequately qualified. For example, art therapy sessions are used at the Corn Loft with a qualified art therapist.

If deemed necessary, the school may make a referral to a specific service such as bereavement counselling for example if a need has been highlighted.

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 9 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 . 10

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

Policy, First Aid training, medication awareness training, safe storage and administration procedures. Medical consent forms. EHCP if relevant may include a specific health care plan.

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.

The use of visual charts, cues, signage etc is available for use when required. The pupils have access to a hands free phone that they can use to contact family in privacy and they can also use the communal phonebox if they wish to use the phone without having to ask staff for the hands free phone.

Contact information is stored within the pupils folders and placement plans.

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.

In line with requirements

Risk assessment for the independent house is in place and includes additional safeguards.

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

Access to computer stations with internet access. Desks are provided in bedrooms and desks are accessible around the living accommodation.

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.

In line with requirements

Do we need to look at the “small” sink mentioned in the report? Decision made that this is the only “small” sink in the residential block and does not lead to, in any way, a reduced opportunity for the successful completion of hygiene routines. This is an issue that has never been brought up by any of the young people that actually use the sink. (Dec 2017)

Action plan in place for refurbishment of the shower rooms in Summer 2018. This has been mentioned in Jan 2018 OFSTED report.

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.

In line with requirements

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.

Communal wall art has been added. New sofas have been ordered to replace the downstairs sofas that have become worn and tatty.

Additional re-decoration and refurbishments have taken place since the last inspection.

Peeling paintwork on the bathroom pipes is being re-painted and improved in the October half-term 2017. Now Complete (Nov 2017).

Proposal for “door art” was put together and put forward by DH in January 2018.

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

Personalisation of bedrooms is encouraged with items such as posters, pictures and personal bedding/sheets.

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.

In line with requirements

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.

In line with requirements

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.

In place

Lone working policy and risk assessment in place to account for the independence house.

Risk assessments are of a high standard and are reviewed regularly.

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.

Boarding house staff health and safety rep as well as pupil health and safety rep. Frequent visual inspections as well as formal health and safety checks.

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.

Safeguarding, child protection, physical intervention, prevent, radicalisation, Health and safety policy and procedures, frequent training for staff. Frequent conversations and direct work, where appropriate, with pupils.

Standard 7 - Fire precautions and drills

7.1 The school complies with the Regulatory Reform (Fire Safety) Order 20058.

In line with requirements.

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

Half-termly fire drills completed and recorded at varying times of the evening/morning. We have implemented "scenario based" drills where a certain area/exit route may be blocked to try and better simulate a more realistic situation.

Risk assessments

Hydrants checked

Staff fire marshal trained

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.

Fresh and wholesome food is available and we access this through the fareshare food charity. Fruit bowls are accessible at all times and snacks are also available. Special dietary options are made available to any pupil with a need/requirement. Alternatives are made available during meal periods.

This is the case for the school day as well as residential time.

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. 12

Main kitchen areas with equipment in-line with food and hygiene requirements. This is externally checked by the environmental agency who currently rate us with the maximum 5 star rating. Dining areas are equipped with sufficient, comfortable dining furniture. Food temperature checks. Food storage temperature checks. Staff are Food hygiene level 2 trained.

Environmental health inspection (Feb 2018) again gave the boarding house a 5 star food hygiene rating.

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.

Water dispensers, snacks available (fruit, cereal, toast etc). Hygienic food preparation areas accessible at reasonable times.

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

N/A

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.

Laundry system in-place and in-line with requirements. We have access to an on-site school laundry room that pupils can access (with staff support) and learn the skills required to complete laundry tasks.

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

Yes

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

Rooms are lockable from the outside and the pupils can have access to their own bedroom key. Staff can also lock away personal possessions including money.

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.

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

Searches carried out in-line with guidance. A log is kept of any searches that have been carried out and a valid and justifiable reason is required to carry out any search.

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.

Yes – Varied and enjoyable activities are on offer. Children are frequently asked for their input on these activities. Residential trip at least once, often twice per year to Brean, Wales etc.

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.

Yes. Risk assessments in place.

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. 13

Possible opportunities to join external clubs if appropriate. BF army cadets in 2016/2017.

Integr8 Dance studios as of Feb 2018 – this is a community based project.

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.

Yes

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.

Safeguarding policy. Child protection policy. DSL training. Child protection training. HAYS. Prevent. WRAP training. Key updates including KCSIE part 2 etc. In house social worker. My Concern in place and all staff have access to it.

Student social workers

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.

Room searches policy and room searches log. New physical intervention record in place. Team Teach training. Sanctions records now include a distinction between major and minor sanctions. Behaviour management system and policy in place. E-Safety discussion in boys meetings and tutor periods. ICT. Anti-bullying rep. Policies in place.

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.

Team Teach training. Diploma training.

Additional mental health awareness training (level 2 qualification) started in Dec 2017 for care staff.

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 14

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.

Team Teach training. Physical intervention records show de-escalation used during an incident. Excellent relationships built around mutual trust and respect between staff and pupils. This is captured by conversations with pupils and is shown by the absolute minimal amount of physical interventions that are having to be carried out. A huge amount of time is dedicated to getting to know the pupils and figuring the most effective ways of working with them. This is then documented in placement plans.

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.

Debrief opportunity is given/offered and facilitated for both staff and the young person involved. The new physical intervention record book allows for a more comprehensive de-brief for the child than previously.

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.

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

Physical intervention records include a review of the incident by the young person involved.

Major sanctions are recorded as a separate form in the sanctions log. These are reviewed regularly by staff.

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.

N/A

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.

Staff are made aware of this protocol. We also have a school policy in place. We also have local authority guidance and policies for any young person from other local authorities. These are made available to staff.

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.

The governing body includes a named person with responsibility for the boarding provision. This person carries out an un-announced visit to the boarding provision once every half-term and meets with pupils and staff. A report is then produced which looks at records, sanctions, physical intervention records etc. The head of care is also given targets through this process which are created with the intention of increasing the effectiveness of the boarding provision. A residential report is made available by the head of care for each governing body meeting to ensure governors are kept up to date with residential. An annual report is also produced which monitors the compliance of the provision against the national minimum care standards.

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.

The head of care is involved with the residential and the academic provision and works as a great link between the provisions. The Head of care receives line management from a senior manager and each of the key senior managers have a responsibility to be "on-call" one night a week during residential hours.

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

Senior Care Worker 1 – Designated safeguarding lead training to be looked at (LH)

Head of Care –Designated safeguarding Lead training, Level 5 diploma in residential care management, Level 3 diploma in children and young people's workforce, IOSH qualified, Team Teach tutor

Senior care worker 1 – Level 3 diploma in children and young people's workforce

Senior care worker 2 – Level 3 diploma in children and young people’s workforce

13.4 The school’s leadership and management consistently fulfil their responsibilities effectively so that the standards are met. 15

Yes

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

This is done through the appropriate training of staff. Healthy staffing levels and deployment. The use of systems such as the school council, pupils meetings etc. Physical intervention is closely reviewed and monitored. Excellent child protection and safeguarding practices.

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.

Senior manager – Designated safeguarding lead training

Head of Care –Designated safeguarding Lead training, Level 5 diploma in residential care management, Level 3 diploma in children and young people’s workforce, IOSH qualified, Team Teach tutor

Senior care worker 1 – Level 3 diploma in children and young people’s workforce

Senior care worker 2 – Level 3 diploma in children and young people’s workforce

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

All are in place

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

All are in place

13.9 The issues specified in Appendix 3 are monitored, and action taken to improve outcomes for children as appropriate.

All are in place

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.

15 Keeping children safe in education; and Working Together to Safeguard Children

In place

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).

N/A

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.

N/A

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.

Yes

14.5 The school regularly monitors the suitability of any arrangements it makes for the appointment of guardians. ¹⁶

N/A

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.

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.

N/A

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.

Staffing levels are very good and healthy and allow for a good range of activities to be carried out and the young people to be adequately supported to successfully access these activities and opportunities.

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.

Staffing levels are very good and healthy and allow for a good range of activities to be carried out and the young people to be adequately supported to successfully access these activities and opportunities.

We have also gained support from education support staff during times when residential staff have been on training or off sick. Support staff are able to do this on a claims basis and this offers a more consistent and less disruptive option than for example using agency staff who are not known at all to our pupils and vice versa.

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

Senior care worker (LH). Linda has a wealth of experience and worked alongside the current Head of Care for approximately 4 years. Senior managers remain on call throughout the evening.

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.

Senior care worker (LH). Linda has a wealth of experience and worked alongside the current Head of Care for approximately 4 years. Senior managers remain on call throughout the evening. LH has completed her induction and probationary period.

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.

This is in place

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.

This is in place.

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 17

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

Yes. We do not use agency staff and staff retention is very good.

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.

Personal care is not necessarily delivered by the care staff as the pupils currently boarding are able in this area. Staff continuity and consistency in a small staff team, allow for relationships to be effectively built and developed.

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.

Lone working risk assessment has been carried out and is in place. Particular attention has been paid to the independence house where lone working may be more common and higher levels of risk may be associated with this.

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.

In line with regulations

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

N/A

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.

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.

Single, separate bedrooms for residential staff with en-suite toilet, shower and basin. Lockers for personal belongings are also provided.

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.

In line with regulations

Standard 16 - Equal opportunities

16.1 Children are not discriminated against, paying particular regard to the protected characteristics set out in the Equality Act 2010¹⁸, 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. 18

[Equal opportunities policy, staff handbook, whistle blowing policy](#)

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.

[Weekly boys' meeting, key-work meetings, school council meetings. Minutes of which are made available to the residents. OFSTED questionnaires.](#)

[Complaints policy. Grumbles and gripes forms.](#)

[Evening reflections are completed with certain activities \(Dec 2017\).](#)

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.

[Weekly boys' meeting, key-work meetings, school council meetings. Minutes of which are made available to the residents. OFSTED questionnaires. Pupil views recorded in placement plans, IBMP'S etc.](#)

[Activity lists include a visual guide. Visual timetables available. Boys are given an option during activity selection where possible.](#)

[Evening reflections are completed with certain activities \(Dec 2017\).](#)

[Independent house used to develop independent living as much as possible.](#)

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.

[Complaints policy. Grumbles and gripes added as an appendix. Complaints policy on the schools website.](#)

What to do when things go wrong crib sheet made available throughout the house.

Key numbers for establishments such as Child-line, OFSTED and the office for the child commissioner available and put up around the houses.

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).

Yes, in place

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.

Yes, all in place

Level 3 diplomas

Legislation / guidance updates where appropriate

Training, inset days

IPP process, performance management processes in place.

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.

Yes currently in place.

New member of staff (MB) due to start on Monday 8th Jan 2018. Safeguarding induction has been booked for the same day.

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.

HCC induction programme is in place. In addition to this, new staff are also working on CWDC induction programme to enhance their knowledge base.

19.4 The learning and development programme is evaluated for effectiveness at least annually and is updated if necessary. 19

This is done through supervision and IPP appraisal systems. Targets are set and reviewed termly in consultation with the member of staff.

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.

Yes, in place

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.

Supervision on a half-termly basis. Performance management appraisals at least termly. Line managers in place to offer guidance and support where needed.

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).

Yes, all covered within the monitoring report that is carried out now un-announced by the responsible governor on a half-termly basis. A written report is carried out including targets moving forward. These are made available to residential staff and are reviewed every half-term.

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).

Yes, all covered within the monitoring report that is carried out now un-announced by the responsible governor on a half-termly basis. A written report is carried out including targets moving forward. These are made available to residential staff and are reviewed every half-term.

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.

Yes, all covered within the monitoring report that is carried out now un-announced by the responsible governor on a half-termly basis. A written report is carried out including targets moving forward. These are made available to residential staff and are reviewed every half-term.

Additional independent visitor reports are completed half-termly and are available to the governors, SMT.

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.

NMS compliance check carried out by the Head of Care annually.

This will be reviewed at least termly (Dec 2017)

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.

Placement plans are contained within the child's files and are updated half-termly (or when changes occur) by the allocated key-worker. When information has been gained from a professional (for example an educational psychologist's report) then this information will inform the placement plan. The pupils have the opportunity to go through the placement plan with their key-workers regularly and can request that this is done when they so wish.

Referral papers are gained on admission.

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.

Key-workers are in place. Regular key-work meetings are held and these are recorded. The key-worker communicates regularly with parents/carers.

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.

Pupil can request a change of key-worker. The pupils' wishes are also taken into consideration when key-workers are allocated.

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.

Annual reviews, TAF meetings, CIN meetings.

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.

Yellow folders. Placement plans. Children's views are sought and recorded. Pupil can ask to read their files at any time. Comments can be added by the pupils.

22.2 Each child's file includes the information in Appendix 2 (individual records). 21

Yes, in place

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.

Yes

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

All of the above records are in place

The above records are retained for at least 5 years from the date of the last entry. 22

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 23

26. Guidance on welfare to host families accommodating pupils on behalf of the school 24

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

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- 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 26

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 27

- Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies