**GOVERNORS’ COMPLIANCE**

**GUIDE**



Association of Governing Bodies of Independent Schools

The Grange, 3 Codicote Road, Welwyn, Herts AL6 9LY

Tel: 01438 840730 [www.agbis.org.uk](http://www.agbis.org.uk) Email: [enquiries@agbis.org.uk](mailto:enquiries@agbis.org.uk)

**CONTENTS**

3 Introduction

8 Section 1 Leadership and Management, and Governance

17 Section 2 Pupils’ Education, Training and Recreation

19 Section 3 Pupils’ physical and mental health and emotional wellbeing

30 Section 4 Pupils’ social and economic wellbeing, and contribution to society

32 Section 5 Safeguarding

41 Appendix 1 Documentation Required

Appendix 2 Sample List of Policies

Appendix 3 What to record on the Single Central Register (SCR)

Appendix 4 Mapping of Standards

**INTRODUCTION**

**Background**

All independent schools in England must adhere to the Independent School Standards (ISS) Regulations 2014 and, where applicable, the National Minimum Standards for boarding schools (NMS) (<https://www.gov.uk/government/publications/boarding-schools-national-minimum-standards>). They must also adhere to the Early Years requirements, currently to be found in Early Years Foundation Stage (EYFS) Statutory Framework (<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>). Collectively, these will be referred to in this compliance guide as ‘the Standards’.

The Independent Schools Inspectorate (ISI) provides a helpful link to the Department for Education (DfE) advice to school proprietors, governors and leaders to support their understanding of the Standards (<https://www.isi.net/inspections/the-independent-school-standards>). The guidance states that it is not the intention of the DfE to tell schools how to govern or manage their provision; proprietors, governing bodies and leaders of independent schools exercise their independence in the choices they make to educate their pupils, whilst ensuring compliance with the Standards and other relevant regulations.

A new framework for inspection, published in September 2023, sets out ISI’s principles and method of inspection. In the publication ‘Framework for the inspection of association independent schools, including residential (boarding) schools and registered early years settings’ (<https://www.isi.net/framework-2023/inspection-framework/downloadable-version/>), ISI states that school leaders may choose to use the structure of the proposed framework to inform the school’s own quality assurance of its provision and its impact, which in turn could inform the assurance process for governance (p.5 para 2). ISI inspections evaluate and report publicly on the extent to which each school meets the Standards.

This guide has therefore been structured using the new framework’s sections under which compliance will be reported:

Section 1: Leadership and management, and governance

Section 2: Pupils’ education, training and recreation, to include pupils’ outcomes

Section 3: Pupils’ physical and mental health and emotional wellbeing

Section 4: Pupils’ social and economic wellbeing and contribution to society

Section 5: Safeguarding

Although the task of ensuring day-to-day compliance is one largely delegated to the executive leadership and management of the school, the framework emphasises that leadership and management refer to leadership throughout the school as required by the Standards and does not refer only to senior leadership in a school. Inspectors understand the distinction between the roles and responsibilities of governance and those of executive leadership/management (ISI Framework 2023, p.8 para 28). The degree of scrutiny by governors (person/s listed as the official proprietor of the school) remains a decision for individual governing bodies to determine. However, there is a duty for governors to provide, and have the evidence of, appropriate oversight of the school’s provision and outcomes in meeting the Standards and to ensure that the persons with leadership and management responsibility at their school:

(a) demonstrate good skills and knowledge appropriate to their role so that the Standards are met consistently

(b) fulfil their responsibilities effectively so that the Standards are met consistently; and

(c) actively promote the wellbeing of pupils

The definition of ‘wellbeing’ is clearly articulated by statute, incorporated in the Standards and defined by section 10(2) of the Children Act 2004; evidence of pupil wellbeing will be found in all aspects of school life. ISI Inspectors will want to see the school operating as it usually does, to evaluate what is typically experienced by pupils and will consider how what they see, read and hear relates to the Standards. ISI Inspectors will:

• report whether Standards are met consistently or are unmet

• identify and report on any significant strengths of areas of the school

• where all the Standards are met, discuss and report recommended next steps

• where Standards are not met, identify and report improvements that must be made through areas for action and report on any specific and serious and/or multiple failings in provision.

The DfE provides guidance for schools on the processes that the DfE will follow if a school is non-compliant ([Independent schools: regulatory and enforcement action policy statement](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809551/Ind_schools_enforcement_policy_statement_post_consultation_130619.pdf)). Ultimately, non-compliance that leads to a failure to meet the Standards can result in de-registration of a school.

**Specific Requirements**

The requirements relating to schools with EYFS setting are incorporated, but please note this document does not cover all the specific regulations that apply to **registered** EYFS settings (the latter being regulated by Ofsted). The latest Standards for British Schools Overseas are also not specifically referenced in this guide. Schools which fall under other regulatory authorities, including British Schools Overseas, might care to use this document as a guide to good practice with the caveat that these schools will need to ensure compliance with their own regulators and local requirements.

**Planning**

It is crucial that the leadership of the school have knowledge and understanding of the following documentation and platforms, and that governors are cognisant of the content of the Standards and associated guidance, to fulfil their duty to ensure compliance with the Standards, hold the leadership of the school to account and encourage appropriate challenge. This document is designed to be used in conjunction with the following documentation and provides a starting point for the systematic checking of evidence for each Standard. The leadership, management (throughout the school), and governance must ensure that the Standards are met consistently, with that consistency typical and rooted in the school culture. Whatever approach is taken by governing bodies to fulfil this duty, AGBIS recommends that there is a clear plan as to which committees / individual governor(s) oversee which sections/areas of the Standards.

* The ISI Inspection Framework 2023 <https://www.isi.net/framework-2023/inspection-framework/downloadable-version/>
* ISI Handbook <https://www.isi.net/framework-2023/inspection-handbook/>
* The Independent School Standards <https://www.isi.net/inspections/the-independent-school-standards>
* How ISI Inspects <https://www.isi.net/inspections/how-we-inspect/>
* Draft ISI Report Template https://www.isi.net/framework-2023/inspection-report/report-template
* Keeping Children Safe in Education <https://www.gov.uk/government/publications/keeping-children-safe-in-education-->2
* Working Together to Safeguard Children https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
* National Minimum Standards for Boarding Schools https://www.gov.uk/government/publications/boarding-schools-national-minimum-standards
* Statutory Framework for EYFS <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
* EYFS Profile Handbook https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook
* Get Information About Schools <https://get-information-schools.service.gov.uk/> **GIAS must be kept up-to-date**
* ISI issues of ‘Updates to Schools’
* ISI’s Safeguarding Policy Checklist
* Health and Safety: Responsibilities and Duties for Schools <https://www>.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools
* School policies and other information provided for or made available to parents
* School website
* School’s ISI portal
* School’s previous inspection reports, recommendations and/or action points
* School’s development plan and/or internal self-evaluation document(s)

**Policies**

AGBIS would always recommend that schools use ISI’s Safeguarding Checklist when reviewing the school’s safeguarding policy and, for all policies compare their version with a template or model policy produced by one of the ISC associations. It is essential that the school modifies the content to meet its own unique context and circumstances.

**Corrections and Amendments**

This guide has been written with reference to the above publications. Whilst every effort has been made to ensure that the guide covers all areas that governors need to oversee, it is possible that some elements may have been overlooked in the guide. If, when using this document, you think that it could be improved then please inform AGBIS by emailing [training@agbis.org.uk](mailto:training@agbis.org.uk). All comments will be gratefully received.

**Section 1 Leadership and Management, and Governance**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ISSR | Sources of Evidence | Date | Reviewed by | Comments/Evidence/Further Action |
| Part 3 Risk Management |
| 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 | Evidence that there is:   * a culture of risk management * a written risk assessment policy with evidence of its implementation * an understanding of the breadth of risk management which may include checking, management/assessments/audits in relation to: safeguarding pupils, the Prevent duty, pupils’ wellbeing, e-safety/internet access, the premises, grounds, risky areas, security, public access, staff recruitment, transport, data management, activities, clubs, catering, allergens, vulnerable groups, boarding provision, early years provision, visiting speakers, residential trips, educational trips, first aid etc.) * a check of risks associated with online/internet access, filtering software including checking of blocked internet sites and tracking of unblocking of sites for pupils staff/school * action to reduce risks that are identified * a regular review of risk assessments, signed and dated * a check that the leadership of the school have the skills, knowledge and understanding to actively promote the wellbeing of all pupils through taking a strategic, comprehensive and inclusive approach to identifying and managing the risk of harm to pupils’ wellbeing. Governors have access/involvement with the school’s self-evaluation process, school development plan and/or improvement plan and risk matrix * a regular check of records to show that pupils’ (including any boarders’ if applicable) health needs are met, and their physical and emotional wellbeing actively promoted. |  |  |  |
| Part 6 Provision of Information |
| The information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and on request, to the Chief Inspector, the Secretary of State or an independent inspectorate. | Evidence of the following information is on the school website:   * the school’s address and telephone number and the name of the head teacher. * either where the proprietor is an individual, the proprietor’s full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted, or where the proprietor is a body of persons, the address and telephone number of its registered or principal office. * where there is a governing body, the name and address for correspondence of its Chair. * a statement of the school’s ethos and aims (including any religious ethos). |  |  |  |
| The information specified in sub-paragraph (3) is made available\* to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate | Evidence that the following two policies are published on the school website.  • Relationships and Sex Education  • Safeguarding /Child Protection Policy  Evidence that the following policies/arrangements are up-to-date and made available to parents:   * the school’s policy on and arrangements for admissions, misbehaviour, behaviour, sanctions and exclusions * particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language (including if funded by the LA) * the curriculum policy - confirmation from Head that a suitable policy has been produced, is up-to-date and underpins the provision of the curriculum, schemes of work and lesson plans for all required areas of the curriculum * the anti-bullying strategy * particulars of the school’s academic performance during the preceding school year, including the results of any public examinations * details of the complaints procedure and the number of complaints registered under the formal procedure during the preceding school year * a copy of the report of any inspection carried out under sections 108 or 109 of the 2008 Act or section 87(1) of the 1989 Act.   Evidence that the following are up-to-date and provided to parents:   * Health and Safety Policy * First Aid Policy |  |  |  |
| Part 7 Complaints |
|  | Is there a complaints procedure and is it effectively implemented? Does it include a three-stage process and specify timescales for responding to representations, informal and formal complaints?  Where a parent is not satisfied with an informal response to their representations is there an established formal procedure for the complaint to be made in writing?  Is there a process in place to establish a governor’s panel at stage three including the involvement of an independent person for parental complaints?  Does the school maintain a written record of all complaints, including correspondence, statements, and other records and whether these have been resolved following a formal process or have proceeded to a panel hearing?  Is there a record of the actions taken as the result of complaints, whether or not the complaint is upheld?  What evidence is there to show that the school addresses any concerns that pupils and parents may have about any negative aspects of culture that may exist i.e. the complaints process working in practice?  Do governors know the number of complaints registered under the formal procedure during the preceding school year and how parents locate this information? Do governors know how many complaints were received by the school that did not reach stage 3 and how they were resolved? |  |  |  |
| Part 8 Leadership |
| Governors ensure that persons with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently, and actively promote the well-being of pupils | Is there evidence that the Governors have checked the effectiveness of the school’s arrangements to safeguard and promote the welfare and wellbeing of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State (including guidance in the latest versions of KCSIE, Working Together to Safeguard Children, Relationships and Sex Education (RSE) and Health Education (may be covered in the PSHE curriculum), the Prevent Duty and the use of social media for on-line radicalisation)? |  |  |  |
| Other legislation |
|  | Where does it state that the school rejects the use of corporal punishment? Any contrary evidence/indications? |  |  |  |
| Boarding | NMS 1 (Statement of boarding)  Evidence of the following (possibly from reports from the leadership of boarding, governors’ visits, check of the school website and discussions with boarders):   * Is there a statement of boarding principles and practice that is available to parents, carers (on the school website) and staff and is accessible to those for whom English is not their first language? * Does the statement reflect the culture of boarding at the school? Is the culture child-centred, safeguards pupils’ wellbeing and enables pupils’ progress? * Do the boarders know of the statement and confirm that it reflects daily practice? |  |  |  |
| NMS 2 (Management of boarding)  Is there evidence of:   * appropriate oversight of the effectiveness of the leadership with evidence of action taken as necessary? * governors having the skills and knowledge to evaluate the leadership and management of boarding, and do members of the leadership of the school demonstrate the skills and knowledge to fulfil their role(s) in relation to boarding? * reviewing the training records for evidence of training in the management and practice of boarding? * effective communication between academic and residential staff (promoting boarders’ wellbeing and supporting their academic progress/achievement)? * boarding being discussed at both senior leadership level and in governors’ meetings (minuted) * appropriate records to demonstrate forward-planning of boarding, including accommodation and other developmental needs? * boarders being engaged in discussions about the organisation and development of boarding? * boarders’ welfare being safeguarded and promoted? |
| NMS 9.3 (Risk management)   * Check the risk assessment policy and the management of risk in practice to be sure that the welfare of boarders is safeguarded and promoted by effective implementation of a written risk assessment policy which references boarding and appropriate action taken to reduce risks identified? |
| NMS 9.4 (Risk management - major incident)  Evidence that:   * the Health and Safety policy is up to date and that it includes specific references to boarding and the particular safety needs of boarders * contingency arrangements are set out in case of a major incident |
| NMS 9.5 (safety off-site)   * Is there evidence of risk management for all off-site visits |
| NMS 14 (Complaints)   * Does the complaints policy effectively record and respond to parental complaints relating to boarding provision – is boarding included, and explicit, in the school’s complaints policy? * How are complaints and representations recorded and communicated to the leadership of the school by the boarding staff? Are governors informed? * Is there evidence that boarders understand the process for raising their own complaints about boarding provision? Are the school’s procedures for boarders’ complaints clear about how their complaint will be responded to? Can governors be confident that no boarder will be penalised for raising a compliant in good faith? * Is there evidence of complaints (by pupils, parents) log, action taken by the school as a result of complaints (regardless of whether they are upheld) including those withdrawn? * Is there evidence of a review by the leadership of boarding and senior leaders of emerging patterns arising from complaints? |
| List of boarding policies – these may be incorporated in overarching school policies | Policies that must be kept by the school:   1. Countering bullying/anti-bullying, including cyber-bullying and initiation/hazing type violence and rituals 2. Child protection/safeguarding 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 prescribed and non-prescribed medication 6. Safety and supervision on school journeys 7. Access to school premises by people outside the school 8. Pupil access to risky areas of school buildings and grounds 9. Health and safety 10. Pupil access to a person independent of the school staff group 11. Provision for pupils with particular religious, dietary, language or cultural needs 12. Supervision of ancillary, contract and ‘unchecked’ staff |  |  |  |
| Boarding  List of boarding documents required | 1. Staff Handbook/guidance for boarding staff 2. Statement of the school’s boarding principles and practice 3. Requirement for staff to report concerns or allegations of risk of harm to pupils 4. Complaints procedure 5. Procedure for enabling pupils to take problems or concerns to any member of staff 6. Responses to alcohol, smoking and substance abuse 7. Risk Assessment and plans for foreseeable crises 8. Staff induction, training and development programme 9. Prefect duties, powers and responsibilities 10. Key written information for new boarders 11. Job descriptions for staff with boarding duties   Where applicable:   1. Clarification of responsibilities of any educational guardians and homestays 2. Clarification of responsibilities of school for lodgings arranged by the school 3. Educational guardianship agreement (agreement with any adult providing lodgings, on behalf of the school, to pupils)   Under no circumstances should school staff be appointed as an educational guardian for boarders |  |  |  |
| List of boarding records which must be kept and maintained:  Note - all the records listed should be regularly monitored by the leadership and management of the school (and evidence of this monitoring seen by governors) to identify whether review or change in welfare practice is needed | * 1. Child protection allegations or concerns   2. Major sanctions   3. Use of reasonable force   4. Complaints and their outcomes   5. Individual boarder’s records (containing personal, health and welfare information)   6. Administration of medication, treatment and first aid (kept confidentially)   7. Significant illnesses   8. Significant accidents and injuries   9. Parental permission for medical and dental treatment, first aid and non-prescription medication   10. Risk assessments, and action taken in response to risk assessments   11. Staff recruitment records and checks (including checks on others given 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   17. Pocket money and any personal property looked after by staff   18. Care plans for pupils 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  1. Suitability of any guardianship arrangements |  |  |  |
| EYFS (non-registered settings)  Please refer to the 4 September 2023 version of the statutory framework for early years for the specific Learning and Development requirements (Section 1), Assessment (Section 2) and safeguarding and welfare arrangements (Section 3) | All sections and specifically:  1.17 (work force)  2.15 (EYFS profile results to LA)  3.19 (staff and medications etc.)  3.20-3.23, 3.26 (qualifications, training and support)  3.28 – 3.42 (ratios)  3.49 (food hygiene training)  3.65 (risk assessment)  3.68 (provision for SEND)  3.64 (insurance)  3.75-3.76 (complaints)  3.69-3.74 (information and records)  3.77 (information about the provider)  https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 |  |  |  |

**Section 2 Pupils’ Education, Training and Recreation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ISSR | Sources of Evidence | Date | Reviewed by | Notes/Further Action |
| Curriculum  Evidence to understand and evaluate the school’s curriculum provision, teaching and learning for all ages at the school, aptitudes and needs of pupils, including those pupils identified as SEND, EAL, the more able and those with an EHC plan. | Is there evidence:   * of a programme of activities that are appropriate to pupils’ needs in the areas of linguistic; mathematical; scientific; technological; aesthetic and creative; and speaking, listening, literacy and numeracy (e.g. as seen in curriculum planning, schemes of work, timetables and described in a written policy on the curriculum)? * of well-planned lessons and effective teaching methods, activities and management of class time? * that the school does not discriminate against pupils contrary to Part 6 of the Equality Act 2010? |  |  |  |
| Is there evidence:   * that the leadership and management have taken action to address any underperformance of any pupils? * of school support for pupils with SEND, EAL and the more able and how it measures the impact of any support on the progress of pupils. Evidence of pupils making progress according to their ability; this may be gained from lesson observations, learning walks, analysis of tracked data and documented interventions as a result of tracking to improve outcomes for pupils of all ages and abilities, etc? |  |  |  |
| Boarding | NMS 18 (Activities and free time)  Evidence that:   * the school has created and made accessible a stimulating environment to encourage boarders to develop their emotional, intellectual, social, creative and physical skills in an age-appropriate way considering any special requirements * boarders have access to a range and choice of safe recreational areas, both indoors and outdoors including safe areas where boarders can be alone if they wish * boarders can participate in a range of activities (some organised and some self-arranged depending on age and aptitude) * activities are suitably risk assessed – trips for example. * activities are available during weekends and that they are sufficiently well supervised. * boarders have access to information about events in the world outside school |  |  |  |
| EYFS  Please refer to the 4 September 2023 version of the statutory framework for early years for the specific Learning and Development requirement (Section 1), Assessment (Section 2) and safeguarding and welfare arrangements (Section 3) | 1.3-1.5 (prime and specific areas of learning)  1.6 (areas of learning)  1.7-1.10 (ELGs)  1.11-1.16 (other learning and development considerations)  2.1-2.3 (assessment)  2.4-2.6 (two-year old check)  2.9-2.14 (EY profile)  3.68 (SEND provision and outcomes)  https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 |  |  |  |

**Section 3 Pupils’ physical and mental health and emotional wellbeing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ISSR | Sources of Evidence | Date | Reviewed by | Notes/Further Action |
| PSHE (personal, social, health and economic education) and Physical Education | Is there evidence that the PSHE curriculum reflects the school’s aims and ethos and encourages respect for other people as set out in the 2010 Act? |  |  |  |
| What evidence is there for the provision for Physical Education and recreation time? |
| Relationships Education and Relationships and Sex Education (RSE) | Is there:   * evidence of all-year round assessment of Relationships Education?   Undertake open conversations with pupils and staff on the ground rather than relying on the leadership in meetings to gather information relating to delivery of RSE and associated assessment. Is it working for the pupils? |  |  |  |
| Is there evidence that staff have been trained so that they are confident to deliver a well-planned and assessed RSE curriculum, including to pupils with SEND? |  |  |  |
| Review the records of when parent requests that their child is wholly or partly excused from sex education provided as part of relationships and sex education and how such requests are (or would be) managed by the leadership of the school. Relationships Education, Relationships and Sex Education and Health Education (may be covered in the PSHE curriculum) is compulsory as follows:  • Relationships education – for pupils receiving primary education (essentially age 5 to the end of Year 6). There is no parental right to withdraw pupils  • Relationships and sex education – for pupils receiving secondary education (essentially Year 7 and above), subject to a limited parental right to withdraw pupils  Governors and the leadership of the school should read the full text of the statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education to ensure that they comply with the regulations. |  |  |  |
| Behaviour  Effective strategies for managing behaviour and encouraging pupils to act responsibly. | Is there evidence that pupils are developing confidence and self-esteem, are creative and can reflect on their experiences? |  |  |  |
| Are there logs of incidents of poor behaviour, and sanctions for bullying including racist, homophobic and misogynistic bullying and records of sexual harassment and sexual violence and the school’s evaluation of these? A document should be kept of each, even if there are no cases to log, to show awareness and to identify trends and document actions to mitigate issues. |  |  |  |
| What are the supervision arrangements (during the school day in and out of the classroom)? |  |  |  |
| Has pupil leadership, including evaluation of any ‘prefect’ system or equivalent to consider roles and responsibilities, training and impact, been effective in countering any potential abuse of positions of responsibility? |  |  |  |
| Premises  An appropriate standard of premises and accommodation, with reference to Part 5 of the ISSR and related NMS and early years requirements. | What evidence is there for assuring that the implementation of the Health and Safety Policy is effective? |  |  |  |
| Is there evidence of remedial action in relation to premises and grounds checks and snags lists? Is there restricted access to science rooms and workshops, chemical stores locked when not in use)? |  |  |  |
| Is there:   * evidence of compliance with the Regulatory Reform (Fire Safety) Order 2005 and that safe evacuation systems are in place? * evidence of remedial action in relation to the Fire Risk Assessment (FRA) action plan? * a record of fire extinguisher maintenance, training of staff in fire prevention, evacuation and use of fire extinguishers? * check of signage about school? |  |  |  |
| Health and Safety  Compliance with relevant health and safety legislation. | Evidence of logs of H & S checks, audits and H & S tours which may include (amongst other checks as detailed in https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools):   * maintenance (and/or installation) of firefighting systems and equipment * fire alarm call point testing regime * emergency lighting maintenance and testing regime * evacuation logs * fire drill logs (with additional drills for boarders) * staff training including fire marshal training * PAT testing records * electrical (fixed wiring) checks and maintenance * gas appliances checks and certificates * lift maintenance logs * asbestos surveys * legionella checks * water testing * drinking water facilities * traffic safety and management of vehicle movement * security arrangements including public access * medical facilities – are they suitable, near a toilet and include a wash basin? * changing room and toilet facilities * administration of medications * accommodation for pupils with physical disabilities and protected characteristics * hazardous substances and chemicals storage * risks associated with potential areas for trips, falls and injury * play equipment maintenance * kitchen environmental health certificate * tree maintenance and survey report * allergen management * management of contractors * management of off-site visits * accident records for pupils and staff – any trends or RIDDOR * H & S training logs * cleaning regimes * lightning conductor check * swimming pool rescue equipment and water checks (if applicable) * risk assessments for ‘risky areas’ of the school premises (shooting range, stables etc.), sports facilities, as applicable   Further questions:   * How do Governors ensure the school’s reception arrangements are sufficiently robust in checking visitors in and out of the school, checking identities and providing identity badges? * Is signage clear and purposeful? * What evidence is there that Governors ensure effective maintenance of the whole school site? * Are suitable toilet facilities available for all genders? * Are suitable changing facilities available, including showers for pupils aged 11 years or over? * Is school accommodation suitable for pupils with a physical disability or other protected characteristic? * How are staff trained in and informed about health and safety issues? |  |  |  |
| First Aid  First Aid including management of the catering provision. | * Is there evidence of logs of appropriate first aid training and the administration of medications? * Who monitors the catering provision including the risk management of allergens and what evidence is there that those pupils with allergies are safe? |  |  |  |
| Evidence that school complies with its duties under schedule 10 of the Equality Act 2010 by meeting the requirement for disability access plans. | * Is there evidence of an up-to-date SENDA Plan (Accessibility Plan) with implementation of actions and developments dated. |  |  |  |
| Boarding | NMS 4 (Accommodation)  Records of visits to accommodation should confirm the following:   * Accommodation is reserved for boarders * Risk assessments are documented * Sleeping accommodation is of good quality * That separation in sleeping accommodation considers privacy, sex, age, and any special requirements * That pupils can express a preference about whom they share accommodation with * That living accommodation is of good quality, well-furnished clean and hygienic and inclusive of appropriate internet access * Fixtures and fittings are of good quality * That there is no unsupervised access to boarders by members of the public * Beds are age-appropriate – e.g., bunkbeds not suitable for older boarders * Furniture is of good quality, safe and compliant with fire standards * There is sufficient space for each boarder to make it feel their own * There are good quality and sufficient washing, showering and toileting facilities with hot water available |  |  |  |
| NMS 5 (Boarders’ possessions)  Meetings with staff and pupils demonstrate that:   * Good and regular laundry provision is made for boarders’ clothing and bedding. Boarders clothing is stored safely and returned to the right boarder following laundering * Boarders can obtain personal stationary items as required * Visits to confirm that good protection is provided for boarders’ personal possessions and for any boarders’ money or valuables looked after by the school. |  |  |  |
| NMS 6 Food and Drink  Evidence that:   * Satisfactory arrangements are in place to ensure boarders, including those with special dietary, medical or religious needs, are provided with good quality, nutritionally balanced meals with choice and variety and of sufficient quantity. * In addition to main meals, boarders have access to drinking water and to food at reasonable times. * Boarders with disabilities are provided with appropriate assistance. * Good quality facilities are provided for the hygienic preparation, serving and consumption of boarders’ main meals. |  |  |  |
| NMS 7 (Boarders health and wellbeing)   * Boarders are supported and educated to understand their health needs, how to develop and maintain a healthy lifestyle and make informed decisions about their own health. * Prompt action is taken when health concerns are identified. * Effective arrangements are made to care for boarding pupils who are sick or injured and provided with good quality accommodation including toilet and washing facilities. `the accommodation is staffed appropriately and provides appropriate privacy considering sex, age and any special needs. * Confirmation that boarders have access to good quality medical, dental and optometric advice and support tailored to individual needs. * Confirmation that arrangements are in place for boarders to access health support (including advice on sensitive matters such as drugs, contraception) * Confirmation that individual health records are maintained to a good standard (note medical in confidence) and are shared appropriately across the school on sensitive matters (within confidentiality requirements) * Evidence that there is sufficient sensitivity to boarders who may have mental health needs (including depression, suicidal thoughts) and that there is good access to external help, advice and support. * Confirmation that there is a clear process and understanding of who is responsible for booking health appointments for boarders |  |  |  |
| NMS 9.1-9.2  Visit the boarding houses to see in practice that the health and safety, and welfare of boarders is ensured and there is a safe environment in which they live and learn. |  |  |  |
| NMS 10 Fire Safety  Confirmation that:   * Appropriate fire precautions are in place and that these have been approved by a suitable fire agency. * Fire drills held at different times including overnight so that all boarders (including flexi boarders) are fully aware of procedures to be followed. * Suitable records of drills maintained (See policies and documents below) * There are suitable arrangements in place to safely charge phones and other devices without overloading electrical systems * Portable electronic devices are routinely tested (hair dryers, hair straighteners etc.) |  |  |  |
| NMS 11.1 – 11.3 (Induction, travel and staff support)   * Check the boarders’ induction process and guidance for new boarders, particularly the arrangements for collection and transport of boarders at the start and end of term, and where there is any temporary absence from school. * Check that boarders know how to raise a concern and that staff know what to do if they receive a concern from a boarder. * Check on who is responsible for arranging induction and support programmes. * Confirmation that the programmes offered in boarding are sufficiently individualised depending on boarder age, nationality and special needs. * Have sight of the handbook for boarders and confirmation that the handbook is up to date and covers key issues such as health, contact numbers, emergency procedures, safeguarding, complaints. * Briefing on how new boarders receive written advice and guidance |  |  |  |
| NMS 12 (Contact with parents)   * Confirmation that boarders can make unfettered contact with their parents, carers and families * Evidence that arrangements for contact are sufficiently private * Confirmation that staff are available to parents to talk through any worries or issues |  |  |  |
| NMS 13 (Securing boarders’ views)   * Confirmation / evidence that there are formal and informal opportunities for boarders to make their views known on their boarding experiences * Evidence that actions have been taken as a result of expressed boarders’ views * Evidence that boarders have been engaged in the development and revision of boarding principles and practice |  |  |  |
| NMS 15 (Behaviour)   * Confirmation that the behaviour and sanctions policy include reference to boarding and that this is a whole school policy * Check that the behaviour policy sets out clear roles for designated boarding staff and sufficient resources are allocated. It should also set out the role of governors in the process * Check that measures are in place to prevent child-on -child abuse, and that the response to incidents is set out clearly in the behaviour policy including any disciplinary action. * Confirmation that there is reference to behaviour and conduct in the boarders’ handbook – including reference to bullying * Evidence that there is a clear policy for searching boarder’s possessions as appropriate. * Evidence that sanctions are implemented fairly and recorded appropriately (evidence from discussions with boarders, surveys (if available) and records |  |  |  |
| NMS 16 (Bullying)   * Implementation if a proactive and effective anti-bullying strategy is in place and understood by all concerned. This includes accessible and effective systems to report bullying * All staff are trained to recognise bullying and know where to go to for help to ensure bullying is dealt with * Recognition for pupils who are being bullied offline when they have no escape from the bullies by going home |  |  |  |
| NMS 17 (Promoting good relationships)  Evidence that:   * Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect and receive relationships education for primary school pupils and relationships and sex education to secondary school pupils * Staff are well trained to understand and help pupils to understand what makes a healthy and nurturing relationship * Staff are well trained to identify children at risk or involved in damaging relationships with others and take appropriate action when they have a concern |  |  |  |
| NMS 20 (Staffing and supervision)   * Confirmation that staff are suitably trained and experienced to work in boarding. * Evidence of ongoing training for staff * Confirmation that staff are appropriately supervised by senior managers. * Confirmation that there is sufficient and appropriate staffing capacity at different times of the day and during activities. * Confirmation that boarders are always under the responsibility of an identified member of staff who is suitably qualified and experienced and that there is continuity of staff, as far as is reasonably possible, such that boarders’ relationships with staff are not overly disrupted. * Pupils know how to contact staff at all times day and night. * Suitable residential accommodation is made available for residential staff which is appropriately separated from accommodation for boarders. Boarders accessing this accommodation would be in exceptional circumstances only! * Do all boarding staff have a job description? |  |  |  |
| NMS 21 (Prefects or equivalent leadership role)   * Does the school encourage prefects to play a positive role within boarding? * Are prefects suitably supported and trained in this role? * Are prefects well versed on safeguarding expectations and know how to report any concerns? |  |  |  |
| NMS 22.3 (Guardianship promotes boarders’ wellbeing)   * All educational guardians appointed by the school are subject to the same safer recruitment procedures as staff * Arrangements for the appointment of educational guardians are monitored for suitability * The school takes appropriate steps to ensure that guardianship arrangements promote the welfare, physical wellbeing and emotional wellbeing of the boarder   NB Under no circumstances should school staff be appointed as an educational guardian for boarders |  |  |  |
| EYFS  Please refer to the 4 September 2023 version of the statutory framework for early years for the specific Learning and Development requirement (Section 1), Assessment (Section 2) and safeguarding and welfare arrangements (Section 3) | 1.3 (aspects of physical development) including personal and emotional development (understand own feelings; manage emotions; develop positive sense of self; set simple goals; confidence in own abilities; wait for what wanted; direct attention as necessary; look after own bodies (healthy eating); manage personal needs.  3.25 (PFA qualifications)  3.27 (key person)  3.45-3.47 (health/medication)  3.48 (food and drink)  3.51 (accident/injury)  3.53-3.54 (managing behaviour)  3.55-3.63 (premises/smoking)  3.66-3.67 (outings)  https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 |  |  |  |

**Section 4 Pupils’ social and economic wellbeing, and contribution to society**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ISSR | Sources of Evidence | Date | Reviewed by | Notes/Further Action |
| Governors assure themselves that leaders and managers are fulfilling their responsibilities to ensure that the Standards and other regulations relating to pupils’ social and economic wellbeing, and contribution to society are met. | Check for evidence that the school promotes age-appropriate understanding of the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sex) and demonstrate knowledge and respect of the different groups. |  |  |  |
|  | Check for evidence that pupils are offered a balanced presentation of opposing views of political issues, and the promotion of partisan political views is precluded |  |  |  |
| Check the visiting speaker protocol to ensure vetting of speakers’ presentations |  |  |  |
| Check for:   * evidence of the school’s careers’ guidance, and for pupils receiving secondary education, how they access accurate, up-to-date careers information and experiences * How younger pupils are prepared for senior school and begin to gain an understanding of careers and subject choices |  |  |  |
|  | * Is there evidence of local community engagement and to society more widely, that enables pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England * Check how pupils acquire an appreciation of and respect for their own and other cultures |  |  |  |
| Boarding | NMS 3 (Inclusion, equality and diversity)  Check that:   * the school’s equal opportunities policy includes reference to boarding * the policy is being applied and that there is also evidence of use with regard to the different needs/ protected characteristics of individual boarders * there is no inappropriate gender inequality or gender segregation * appropriate action is taken to establish and maintain a culture of equality in which pupils with protected characteristics do not experience unlawful discrimination; direct or indirect |  |  |  |
| EYFS  Making sense of the physical world  Please refer to the 4 September 2023 version of the statutory framework for early years for the specific Learning and Development requirement (Section 1), Assessment (Section 2) and safeguarding and welfare arrangements (Section 3) | Understanding the world (make sense of their physical world and community).  Monitoring should include reviewing the provision for social development (understand the feelings of others; how to make good friendships; social skills of cooperation and conflict resolution; appropriate behaviour in groups)  https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 |  |  |  |

**Section 5 Safeguarding**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ISSR | Sources of Evidence | Date | Reviewed by | Notes/Further Action |
| Governors must assure themselves that leaders and managers of their school are fulfilling their responsibilities to ensure that the Standards and other regulations relating to safeguarding are met which implies checking that they:  safeguard and promote the welfare of pupils.  work effectively with partnerships and agencies to safeguard pupils and protect them from harm.  have effective measures in place to manage risk and protect pupils from harm, and to manage well any incidents that occur.  Ensure pupils know how to stay safe while online | KCSIE requires all members of the governing body to have sufficient training for safeguarding including for online safety in order to be able to challenge and support arrangements effectively.  Check:   * leadership and management teams’ and DSL/DDSLs’ knowledge of KCSIE, Working Together to safeguard children, local agencies’ procedures, timeframes and documentation for referrals and the Prevent Duty * the DSL and deputies are working productively with all agencies involved in safeguarding * is there evidence of discussions with the DSL/DDSLs regarding local partnership contact and referral procedures? * is there a school culture that includes the possibility that ‘it could happen here’ and ‘to think the unthinkable’ and the commitment to putting the needs of children first? * evidence of the annual (or more frequent) safeguarding report(s) to Governors. * the nominated Safeguarding Governor monitors the work of the DSL and deputies to safeguard all pupils (including record keeping, timeframes of referrals, training logs, their contact with the LADO, liaison with/referrals to the Local Authority Children’s Social Services, Early Help and completion of the safeguarding audit/return (s.175) (if available). * the DSL/deputies understand the difference between children missing education and children absent from education. * DSL understands the multi-agency principles |  |  |  |
| Conduct a review of the school’s safeguarding policy using the ISI Safeguarding Policy Checklist |
| Review the logs of safeguarding training to recognise and report safeguarding concerns |
| Does the school’s induction process include safeguarding training specific to the school’s context and child protection arrangements? |
| Evidence of systems and processes that work to protect pupils and that exercise urgency in referring to appropriate agencies where there are concerns |
| Evidence of clear and effective record keeping in accordance with statutory guidance including (amongst other logs):   * Low Level Concerns * Evidence of Child-on-Child Abuse * Sexual harassment * Pupil behaviour * Radicalisation * Child-on-child abuse * Bullying records * Sanctions |
| * Check for records of training of pupils in how to keep themselves safe online including monitoring of the effectiveness of the school’s IT filtering system.   Online safety should be reflected in the child protection policy which, amongst other things, should include appropriate filtering and monitoring of school devices and school networks. The groups of issues have been categorised into four areas of risk in KCSIE:   * Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism * Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or purposes * Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and * Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/) |
|  |
| Check of the single central register (SCR) to check the effectiveness of the system to ensure safer recruitment checks are completed for adults. | * Is the SCR checked? Check it against the ISI chart in Appendix 3 which explains the recruitment checks on adults that must be completed. Those in bold need not be recorded on the Single Central Register (SCR). All checks (where indicated ‘yes’) must be completed, whether or not they are recorded on the SCR * Check the SCR with the School’s HR folder/files. Does the Nominated Safeguarding Governor routinely check the accuracy of the SCR and annotate the document to show evidence of the check? |  |  |  |
| Nominated Safeguarding Governor | * Is there a nominated governor for child protection and safeguarding and does she/he have the required knowledge, skills/qualifications and expertise/experience? * What evidence is available to demonstrate that safeguarding is regularly discussed at full governors’ meetings? |  |  |  |
| What evidence is there that all governors have undertaken appropriate safeguarding training, including for online safety at induction and regularly updated, in order to be able to challenge and judge the effectiveness of safeguarding procedures? |  |  |  |
| How is data and information provided (and how often) to governors to enable them to make informed decisions about the effectiveness of safeguarding across the school? |  |  |  |
| How do governors show that the annual review of safeguarding is based on accurate data and is focused on effective policy implementation? |  |  |  |
| Is there a broad understanding of the concept of ‘wellbeing’ as defined within the Standards? |  |  |  |
| What evidence is available to show that the Chair and Nominated Safeguarding Governor understand how to contact the Local Authority Children’s Social Services / LADO, as necessary? |  |  |  |
| How are governors informed, and what is the threshold for governors being told about safeguarding/disciplinary issues? |  |  |  |
| What evidence is available to show that governors routinely examine complaints records to identify any problems that may be pertinent to safeguarding? |  |  |  |
| Governors may wish to see an anonymised example of the way cases have been handled for child protection, early help and significant staffing issues associated with misconduct towards children – paying particular attention to dates/timeframes of referrals to the Local Authority Children’s Social Services, and/or in seeking guidance from partnerships/agencies. |  |  |  |
| Are child protection and safeguarding processes properly supported by good quality systems to facilitate effective child protection? |  |  |  |
| DSL and Deputies (DDSLs) | * Is the DSL a member of the senior leadership team? * What evidence exists to show that the DSL and DDSLs have received appropriate level training in safeguarding by the local authority? * How do governors ensure there is DSL/DDSL coverage across the school when children are in the school or are participating in extra-curricular activities? |  |  |  |
| * What evidence exists to show that governors maintain insight into DSL/DDSLs’ contacts with Local Authority Children’s Social Services? * Is effective information-sharing with agencies in place (this should be in line with protocols issued by the Local Safeguarding Partner Arrangements)? |
| Check the transfer of safeguarding records - there is a specific time frame required for the sharing of safeguarding records with destination schools of five days for an in-year transfer or within 5 days of term starting to allow the new school to have systems in place. |
| What are governors’ expectations with regard to DSL involvement in staff training and what evidence is available to demonstrate impact? |
| Does the DSL, immediately and without delay, refer to the Local Authority Children’s Social Services and/or seek guidance when a child has disclosed and is at risk of harm? Check timeframes in records. |
| Do governors ensure that parents are kept informed about risks to their children? |
| Check the protocols for absence of pupils? |
| Check the protocols for collection of pupils from school – how are pupils safeguarded |
| School Culture | * What evidence is there that governors test the school’s culture with regard to: keeping children safe and promoting equality, including the notion that safeguarding is ‘everyone’s responsibility’ and that there are no exceptions for any individuals or groups to this? * A check that the safeguarding arrangements reflect the context of the school and local authority safeguarding protocols. * Do governors check the school website to ensure that there are clear messages regarding the school’s commitment to effective child protection and safeguarding and safer recruitment? * Is appropriate IT filtering and monitoring in place (without over-blocking)? * Are appropriate safeguards in place to ensure that pupils are kept safe if learning remotely and/or online? * How do governors show that they know that pupils are able to raise concerns and have them resolved? * How do governors demonstrate effective links with parents in sharing information about safeguarding and any developments? |  |  |  |
| Suitability of Staff | * Is the school’s Recruitment Policy up-to-date and does it reflect the requirements in KCSIE and the Standards?   It is essential that the policy reflects the Standards as detailed in Part 4 17-21 and NMS 19, in ISI’s Handbook and that the SCR and HR files tally and are compliant with the Standards. Check the policy, SCR and HR files against the Standards and the requirements/guidance in the latest version of KCSIE.  Are all the vetting checks undertaken before appointments are confirmed? A late DBS certificate (assuming that a barred list check and all other checks have been completed) is the only check that can be late if a suitable risk assessment is in place.  Is at least one person, trained in safer recruitment, always present in staff appointment interviews and selection? |  |  |  |
| Boarding | NMS 8 (Safeguarding)   * Evidence that governors have checked that the child protection/safeguarding policy includes information to the effect that the policy also covers boarding - specific references to boarding and that they address the particular risks linked to children and young people living away from their homes and families * Confirmation that guidelines to ensure that children are safeguarded from potentially harmful and inappropriate online material are in place and boarders’ devices are managed effectively to prevent downloading of harmful content via 3, 4 and 5G that would bypass the school’s filtering and monitoring systems. * Confirmation that the DSL plays an appropriate role in boarding and helping boarding staff with specific issues and concerns |  |  |  |
| NMS 11.4 – 11.6 (Independent listening, contact and advocacy)   * Confirmation that there is an independent person (independent listener) who can be readily contacted by boarders |  |  |  |
| NMS 19 (Recruitment and checks on adults)   * Confirmation that the safer recruitment policy includes boarding and evidence of consideration of boarding needs in staff selection and development * Evidence that visitors to boarding are suitably supervised and checked * All members of staff households aged 16 and over or other persons who live in the same premises as boarders have an enhances DBS certificate including a check of the Children’s Barred List. * Written agreements between the school and persons living on site aged 16 and over set out the specific terms for occupying their accommodation |  |  |  |
| NMS 22 (Educational guardians)  Governors should assure themselves that the leadership and management are ensuring that:   * all educational guardians appointed by the school are subject to the same safer recruitment procedures as staff. * if appointed by the school, arrangements are monitored to assure suitability. * for all guardian arrangements (whether or not appointed by the school) appropriate steps are taken to ensure arrangements are in place to assure the welfare, physical wellbeing and emotional wellbeing of each boarder. * any concerns about an educational guardianship arrangement should be acted upon immediately and referred to any relevant agencies. * under no circumstances should school staff be appointed as an educational guardian for boarders. |  |  |  |
| NMS 23 (Lodgings and host families)   * Does the school provide lodgings? Is it made clear to parents/ carers whether any lodgings accommodating pupils are to be arranged by the school or parents/carers themselves? * If so, are these organised through an agency or directly by the school? * If provided directly by the school the relevant Standards must also fully apply and must be met * Any lodgings arranged by the school provide good quality accommodation and supervision, are checked before use and are monitored at least termly. * All members of the host family aged 16 or over have an enhanced DBS check. * All adults providing lodgings will undertake safeguarding training updated every three years. * The school provides appropriate written guidance for host families covering the school’s policy and practice to include advice on risks such as passive smoking, medicine management, access to Wi-Fi, age restricted material and access to alcohol * School will alert the local authority to any arrangements that may constitute private fostering. |  |  |  |
| EYFS  Safeguarding  Please refer to the 4 September 2023 version of the statutory framework for early years for the specific Learning and Development requirement (Section 1), Assessment (Section 2) and safeguarding and welfare arrangements (Section 3) | 3.1-3.3 (safeguarding and welfare)  3.27 (key person)  3.4-3.8 (child protection)  3.9 and 3.11-3.14 (suitable people)  https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 |  |  |  |

**Appendix 1 Documentation Required**

The leadership and management of the school do not need to produce documentation specifically for inspection. However, the following documentation will need to be made available to inspectors at the start of an inspection. Please note that ISI no longer require schools to input attainment data onto the ISI data portal. Inspectors will review documentary evidence of the school’s evaluation of pupils’ progress and attainment during the inspection.

* details of the aims, characteristics and context of the school
* confirmation of the name of all proprietors of the school
* teaching timetables that teachers use and have available  a list of staff of the school
* details of any relevant staff absence
* the number of pupils with special educational needs and or disabilities (SEND) and the nature of their needs and the number of pupils with a EHC plan
* the number of pupils who may speak English as an additional language and their level of English acquisition  the regulatory audit tracker (if available)

During the pre-inspection call with the school, the reporting inspector will request that the school make available the following information:

* details of the aims, characteristics and context of the school
* confirmation of the name of all proprietors of the school
* teaching timetables that teachers use and have available  a list of staff of the school
* details of any relevant staff absence
* the number of pupils with special educational needs and or disabilities (SEND) and the nature of their needs and the number of pupils with a EHC plan
* the number of pupils who may speak English as an additional language and their level of English acquisition
* the regulatory audit tracker (if available)

Other information that is likely to be required during an inspection includes:

* plans of the school premises
* curriculum plans and schemes of work
* the school’s analysis of the progress and attainment of pupils
* current self-evaluation/school development planning information (if available).
* any reports from external evaluation of the school
* the school’s records of behaviour incidents and records of suspensions or exclusions
* records and analysis of bullying and discriminatory behaviour
* the school’s record of complaints
* safeguarding information including the single central register, a list of referrals to the designated person for safeguarding and to local authority or other services
* Records of child-on-child sexual harassment and sexual violence
* Health and safety certificates and records

**Appendix 2 Sample List of Policies**

|  |  |  |
| --- | --- | --- |
| Policy | Last Reviewed | Next Review Due |
| Accessibility Plan |  |  |
| Admissions |  |  |
| Anti-Bullying |  |  |
| Arrangements for supervision |  |  |
| Behaviour/ Sanctions/Exclusion |  |  |
| Careers guidance (Year 7 upwards) |  |  |
| Child Protection /Safeguarding |  |  |
| Children Missing Education |  |  |
| Complaints |  |  |
| Curriculum |  |  |
| EAL |  |  |
| Equal Opportunities |  |  |
| E-safety (if not included in the safeguarding policy |  |  |
| Fire Prevention |  |  |
| First Aid and Administration of Medicines |  |  |
| Health and Safety |  |  |
| Overarching Risk Assessment/Management Policy and individual Risk Assessments |  |  |
| PSHE (including approach to FBV and SMSC) |  |  |
| Recruitment |  |  |
| Relationship and Sex Education |  |  |
| Risk Assessment |  |  |
| SEND |  |  |
| Staff Code of Conduct / Staff Behaviour Policy |  |  |
| Staff Induction |  |  |
| Visiting Speakers |  |  |
| Visitors / Reception |  |  |
| Whistleblowing |  |  |

**Appendix 3 What to Record on the Single Central Register (SCR)**

All checks marked ‘yes’ must be completed, whether or not they are recorded on the SCR. All checks marked ‘yes’ in bold must be recorded on the SCR.

A screenshot of a computer

Description automatically generated

A screenshot of a computer

Description automatically generated

**Appendix 4 Mapping of Standards**

There is a thematic approach to Framework 2023 and some overlapping of standards. ISI provide this very useful table as a guide to the Standards. Reference: Framework for the inspection of association independent schools, including residential (boarding) schools and registered early years settings: Mapping Standards to framework (2023)**.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **ISSR Part/Paragraph** | **NMS** | **EYFS** |
| **Section 1**  **Leadership, management, and governance** | All parts and specifically:  Part 3, paragraph 16 risk  Part 6 all paragraphs provision of information  Part 7 all paragraphs complaints  Part 8, paragraphs 34 (1)(a), (b) and (c) and 34 (2) leadership  Other legislation: Does the school reject the use of corporal punishment? | NMS 1 (Statement of boarding principles and practice)  NMS 2 (Management of boarding)  NMS 9.3–9.5 (Risk assessment and major incident)  NMS 14 (Complaints) | All sections and specifically:  1.17 (work force)  2.15 (EYFS profile results to LA)  3.19 (staff and medications etc.)  3.20-3.23, 3.26 (qualifications, training and support)  3.28 – 3.42 (ratios)  3.49 (food hygiene training)  3.65 (risk assessment)  3.68 (provision for SEND)  3.64 (insurance)  3.75-3.76 (complaints)  3.69-3.74 (information and records)  3.77 (information about the provider) |
| **Section 2**  **Pupils’ education, training and recreation to include pupils’ outcomes** | Part 1, paragraphs 2(1)(a) and (b), (curriculum stem)  Part 1, paragraphs 2(2)(a), (b)(c),(f),(g) and (h) curriculum  Part 1, paragraphs 3(a),(b),(c),(d),(e),(f),(g),(h),(i),(j) teaching  Part 1, paragraph 4 assessment | NMS 18 (Activities and free time) | 1.3-1.5 (prime and specific areas of learning)  1.6 (areas of learning)  1.7-1.10 (ELGs)  1.11-1.16 (other learning and development considerations)  2.1-2.3 (assessment) 2.4-2.6 (two-year old check)  2.4-2.6 (two-year old check)  2.9-2.14 (EY profile)  3.68 (SEND provision and outcomes) |
| **Section 3**  **Pupils’ physical and mental health and emotional wellbeing** | Part 1, 2(1)(a) and (b), (curriculum stem)  Part 1, paragraphs 2A(1),(a)(b),(d),(e),(f) and (g) RSE  Part 1, paragraph 2(2)(d) personal and health only  Part 1, paragraph 2A(2) and 2(A)(3) RSE consent  Part 2, paragraphs 5(b)(i), spiritual and moral only (self)  Part 3, paragraphs 9, 10, 11, 12, 13, 14, 15 behaviour, bullying, H&S, fire, first aid and attendance  Part 5 all paragraphs premises and accommodation  Other legislation: Does the school fulfil its duties under schedule 10 of the Equality Act 2010? | NMS 4 (Boarding accommodation)  NMS 5 (Boarders’ possessions)  NMS 6 (Food and drink)  NMS 7 (Boarders’ health and wellbeing)  NMS 9.1, 9.2 (Health and safety)  NMS 10 (Fire safety)  NMS 11.1 – 11.3 (Induction, travel and staff support)  NMS 12 (Contact with parents)  NMS 13 (securing boarders’ views)  NMS 15 (behaviour)  NMS 16 (bullying)  NMS 17 (promoting good relationships)  NMS 20 (staffing and supervision) NMS 21 (prefects)  NMS 22.3 (guardianship promotes boarders’ wellbeing) | 1.3 (aspects of physical development)  1.3 Personal and emotional development (understand own feelings; manage emotions; develop positive sense of self; set simple goals; confidence in own abilities; wait for what wanted; direct attention as necessary; look after own bodies (healthy eating); manage personal needs.  3.25 (PFA qualifications)  3.27 (key person)  3.45-3.47 (health/medication) 3.48 (food and drink)  3.51 (accident/injury)  3.53-3.54 (managing behaviour)  3.55-3.63 (premises/smoking)  3.66-3.67 (outings) |
| **Section 4**  **Pupils’ social and economic wellbeing and contribution to society, to include careers education** | Part 1, 2(1)(a) and (b), (curriculum stem)  Part 1, paragraphs 2(2)(d), social and economic only  Part 1, 2(2)(e) and (i) career and preparation for British society  Part 2, paragraphs 5(a),(b)(ii),(iii),(iv)(v),(vi),(vii) social and cultural (self and society)  Part 2, paragraphs 5(c) and (d) partisan views | NMS 3 (inclusion, equality and diversity) | Understanding the world (make sense of their physical world and community).  Social development (understand the feelings of others; how to make good friendships; social skills of cooperation and conflict resolution; appropriate behaviour in groups) |
| **Safeguarding** | Part 3, paragraphs 7(a)and (b) safeguarding  Part 3, paragraphs 8(a) and b)  Part 4 all paragraphs suitability. | NMS 8 (safeguarding)  NMS 11.4 – 11.6 (independent listener, contacts and advocacy)  NMS 19 (recruitment and checks on adults)  NMS 22 (educational guardians) (N.B 22.3 included in Section 3)  NMS 23 (lodgings and host families) | 3.1-3.3 (safeguarding and welfare)  3.4-3.8 (child protection)  3.9 and 3.11-3.14 (suitable people)  3.27 (key person) |