

GOVERNORS' COMPLIANCE CHECKLIST



Association of Governing Bodies of Independent Schools

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INTRODUCTION

Background

This document has been designed to assist Governors to determine whether their school is compliant with the Education (Independent School Standards) Regulations 2014 (ISSR) and Standards for British Schools Overseas (2017), noting that for the latter local regulations may militate these requirements. Schools which fall under other regulatory authorities might care to use this document as a guide to good practice but will need to ensure compliance with their own regulators' requirements. AGBIS takes the view that, whilst compliance is a core responsibility of Governors/Proprietors, the task of ensuring day-to-day compliance is one that should largely be delegated to the Head and senior team. Nevertheless, in order to be successful in the compliance elements of inspections, Governors will need to be able to demonstrate appropriate oversight of all regulations and provide evidence of this. It should be noted that ISI periodically issue 'Updates to Schools' which explain any changes to how regulations are interpreted at inspection. AGBIS recommends that Governors should see ISI updates and may, on occasions, also wish to access their own School's ISI online portal in order to view other inspection documentation.

General Approach

AGBIS has observed a range of successful approaches to the oversight of compliance; this document aims to support this work by recommending a number of specific areas that Governors should review and by providing guidance on how to obtain appropriate evidence to be able to demonstrate their oversight at inspection. The degree to which scrutiny is necessary remains an issue for individual governing bodies to determine. In certain situations, for example in a school with an experienced senior team, a well-established culture of compliance and a good track record of compliance at inspections, Governors may feel that a briefing from an appropriate member of staff is sufficient. In other instances, Governors may decide that a more detailed scrutiny of certain policies, and the underlying practices, is required. In some areas, notably safeguarding / safer recruitment and health and safety, or when there is a change in the law or regulations, the degree of scrutiny needed is more prescriptive and guidance must be followed closely. Where Governors decide to undertake a detailed review of policies themselves, AGBIS would always recommend that the school's own policy is compared with a template/model policy, usually those produced by the ISBA, which will have been written by experienced legal advisors and usually checked by them against current official guidance, but noting that these must be modified to meet the school's individual circumstances.

Planning

For some time AGBIS has advocated that the key to successful Governor oversight of compliance is to have a clear plan of which committees / individual Governors oversee which policy areas and that the plan should record when these areas have been reviewed and when they are next due to be scrutinised - the checklist below reflects this tried and tested methodology.

Using This Document

In line with the comments in the 'general approach' section above, governing bodies may wish to use this document in different ways. In some areas, governing bodies may decide to seek direct evidence from staff and have this recorded on the checklist. In other areas, Governors might delegate this task to members of the senior team, who could be invited to produce evidence and record this in the table themselves and brief Governors later, say at an appropriate committee meeting. Whatever approach is taken, to be effective the document should be seen as a tool for both Governors and management and should be treated as a 'living document' and updated regularly. The document has been formatted so that the left hand column lists those checks that Governors should ensure are being undertaken; the remainder of the table is designed to record evidence of this. The text in red provides an example of how Governors might obtain evidence of oversight – this text should be overwritten by your own evidence. It should be noted that the terms Governor(s) and Governing Body has been used throughout this document to mean the person(s) listed as the official proprietor of the school.

Specific Requirements

The requirements relating to schools with EYFS setting are incorporated into the main table below 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 special requirements relating to the National Minimum Standards (NMS) for Boarding are at Appendix 3 to this document as they will not apply to all schools.

Corrections and Amendments

Whilst every effort has been made to ensure that the checklist covers all areas that Governors need to oversee, it is possible that some elements may have been overlooked. If, when using this document, you think that it could be improved then please inform AGBIS by emailing RO1@agbis.org.uk. All comments will be gratefully received and any changes required will be incorporated into regular updates.

It is worth noting that the ISI Commentary on the Regulatory Requirements from September 2019 includes references to the new DfE non-statutory guidance *“The Independent School Standards - Guidance for Independent Schools 2019.”* This is written in purple text under each area of regulation in the Commentary.

AGBIS would like to thank Martin Ayres of Lordenshaw Consultancy, the Harrison Clark Rickerbys Education Team and ISI Consultancy for their assistance in producing this guide. Please note that ISI Consultancy operates separately to the Independent Schools Inspectorate (ISI) and its views and advice do not in any way indicate or predetermine inspection judgements made by ISI.

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QUALITY OF EDUCATION PROVIDED (ISSR Standard 1)				
Committee / Governor Providing Oversight		Insert details		
	Y	N	Date	Comments / Evidence
Does the School have a written policy on the curriculum supported by plans and schemes of work?				<ul style="list-style-type: none"> - 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. (Part 1 2(a). - Confirmation that the Curriculum Policy is made available to parents (usually on the School's website) - Confirmation that the Curriculum Plan is uploaded to the School's ISI portal
When was the Curriculum Policy last updated?			Date	- Insert details of review
Date of next review			Date	<ul style="list-style-type: none"> - Date of next review (see Appendix 1) - Information on any specific actions required as part of next review
What evidence is there that an effective process is in place to monitor the quality of lessons?			Date Checked	- Discussion with Head, Director of Studies and Heads of Departments regarding processes to monitor the quality of teaching and lesson plans
Does the written policy on the curriculum, teaching plans and schemes of work take full account of the ages and aptitudes of all pupils including those with additional needs such as an EHC plan?			Date Checked	<ul style="list-style-type: none"> - Confirmation from Head that the curriculum, schemes of work and teaching plans are age-appropriate and are adapted to meet different needs and aptitudes - Confirmation as to how the written policy, plans and schemes of work take into account those pupils with an EHC plan - Check that Pupils of senior school age receive career guidance and help so they can make informed choices about subjects and future training options - Have all references to "statements of educational needs been removed as the switch over to EHC plans should now be complete.
Can the School demonstrate its promotion of fundamental British values (FBV)?			Date Checked	- Confirmation that suitable attention is given to the promotion of FBV through teaching, PSHEE, extra-curricular activities and school displays (this is linked to Part 2)
Does the School have a PSHEE policy?				<ul style="list-style-type: none"> - Confirmation from Head that a PSHEE policy is up-to-date, being implemented and supported by suitable records - Confirmation that PSHEE scheme of work has been uploaded to the School's ISI portal
When was the PSHEE policy last updated?			Date	- Insert details of review
Date of next review			Date	<ul style="list-style-type: none"> - Date of next review (see Appendix 1) - Information on any specific actions required prior to next review

What evidence is there that the School promotes personal, social, health and economic education reflecting the School aims and ethos?			Date Checked	<ul style="list-style-type: none"> - Confirmation from Head that a policy for PSHEE is in place and being implemented - Appropriate evidence to be recorded
Does the School have a behaviour / discipline / sanctions / exclusions policy?				<ul style="list-style-type: none"> - Confirmation from Head that a suitable policy has been produced and is up-to-date and underpins practice throughout the school
When were the policies above last updated?			Date	<ul style="list-style-type: none"> - Insert details of review
Date of next review			Date	<ul style="list-style-type: none"> - Date of next review (see Appendix 1) - Information on any specific actions required as part of next review
What evidence is there of an effective system for dealing with behavioural issues and sanctions?			Date Checked	<ul style="list-style-type: none"> - Confirmation from Head of an effective system and examples of how it is applied in practice
What evidence is there that there is an effective system in place to assess and monitor pupil progress?			Date Checked	<ul style="list-style-type: none"> - Confirmation from Head / Heads of Department that pupil progress is being tracked using a suitable system and examples of how this is applied in practice - Confirmation as to how the pupil performance framework is evaluated by reference to the school's own aims as provided to parents or national norms, or to both. - Confirmation that action is taken as a result of tracking to improve outcomes for pupils of all ages and abilities.
What evidence is there to show that the work of Governors/Proprietors promotes pupils' achievements and learning skills?			Date Checked	<ul style="list-style-type: none"> - Discussion with senior staff to collate evidence of the impact of the work of Governors on pupils' achievements - Note this is a question on the pre-inspection Self Evaluation Form (SEF); it is usually the Head that completes the SEF but it is prudent for the Chair of Governors to be aware of the detail in the document particularly regarding the additional two sections (2017) that request evidence of the Governing Body's effectiveness
Do the Governors receive reports that all the other detailed requirements of Standard 1 are being met (e.g. career guidance, that teaching does not breach the Equality Act, that partisan views are not being expressed etc.)?			Date Checked	<ul style="list-style-type: none"> - Report from Head and Director of Studies as to how they check / confirm that the detailed requirements on Standard 1 are being monitored appropriately - Evidence that governors have ensured that there is no inappropriate gender inequality or gender segregation

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF PUPILS (ISSR Standard 2)

Committee / Governor Providing Oversight	Insert details			
	Y	N	Date	Comments / Evidence
What evidence is there that the School actively promotes FBVs of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs?			Date Checked	<ul style="list-style-type: none"> - Confirmation from Head that suitable attention is given to the promotion of FBV through teaching, PSHEE, extra-curricular activities and school displays (this is linked to Part 1) - Confirmation that spiritual, social, moral and cultural evidence has been uploaded to the School's ISI portal - Confirmation that the School has a suitable Equal Opportunities Policy
What opportunities are made available to enable pupils to consider and discuss social, health and moral issues?			Date Checked	<ul style="list-style-type: none"> - Confirmation from Head / Heads of Department that all dimensions of PSHEE are considered in a wide range of ways across the School pertinent to pupil age
That there is evidence that pupils are provided with opportunities to develop: <ul style="list-style-type: none"> - Self-esteem, self-worth and self confidence - To accept responsibility for their own behaviour and contribute positively to the lives of others - Respect others paying particular regard to protected characteristics of the Equality Act. 			Date Checked	<ul style="list-style-type: none"> - Confirmation from Head / Heads of Department that all these points are considered in a wide range of ways across the School pertinent to pupil age and ability.
Do pupils participate in appropriate extra-curricular activities?			Date Checked	<ul style="list-style-type: none"> - Confirmation and records of school activities - Confirmation that the extra-curricular activities list has been uploaded onto the School's ISI portal
What evidence is there to show that the work of Governors/Proprietors promotes pupils' personal development?			Date Checked	<ul style="list-style-type: none"> - Record of discussion with senior management to collate evidence of the impact of the work of Governors on pupils' personal development - Note this is a question on the pre-inspection Self Evaluation Form (SEF) which is usually completed by the Head – it would be prudent for the Chair of Governors to be aware of the detail in the document particularly the sections relating to evidence of the Governing Body's effectiveness

WELFARE, HEALTH AND SAFETY OF PUPILS (ISSR Standard 3)

Committee / Governor Providing Oversight	Insert details			
	Y	N	Date	Comments / Evidence
Policies				
Is there an up-to-date Child Protection (Safeguarding) Policy in place across the whole school?				<ul style="list-style-type: none"> - Briefing from DSL and Head that the policy meets current KCSiE and other statutory and regulatory requirements and is compliant with current regulations (ISSR and NMS for Boarding Schools and EYFS if these apply) - Annual review of policy implementation and effectiveness by full Governing Body - Testing of understanding and implementation (through visits / checks) - Sign-off arrangements are explicit and based on evidence of compliance and effective implementation - If the School includes EYFS – confirm that the policy meets additional early years requirements
When was the Child Protection (Safeguarding) policy last reviewed / updated?			Date Checked	<ul style="list-style-type: none"> - Insert details of review
Date of next review (must be within a year of last review)			Date Checked	<ul style="list-style-type: none"> - Date of next review - annual and/or interim (see Appendix 1) - Information on any specific actions to be taken by Head or DSL
Was the full Governing Body involved in the review?			Date Checked	<ul style="list-style-type: none"> - Evidence of review process and who was involved (e.g. recorded in Governing Body minutes) - Evidence of information and data used to test compliance and implementation
Has the policy been updated to include the national system changes from Local Safeguarding Children’s Boards to Safeguarding Partners from 30 th September 2019			Date Checked	<ul style="list-style-type: none"> - Evidence that references to Local Children’s Safeguarding Boards have been amended. - Evidence that all references to the National College for Teaching and Learning (NCTL) have been replaced by Teaching Regulation Agency (TRA) now that the NCTL has ceased to exist.
How do Governors know the policy meets regulatory standards and complies with current statutory guidance (latest versions of Keeping Children Safe in Education and Working Together to Safeguard Children)			Date Checked	<ul style="list-style-type: none"> - Confirmation from DSL that compliance standards are met (including for Boarding and EYFS where applicable) and that the policy accords with current statutory guidance (latest versions of KCSiE and Working Together to Safeguard Children) - Confirmation that DSL tests compliance and keeps records of staff/volunteer understanding of policy requirements - Comparison of policy with ISBA template policy

How do Governors ensure the Child Protection (Safeguarding) policy is being consistently applied across the School?			Date Checked	<ul style="list-style-type: none"> - Nominated Safeguarding Governor review with Head / DSL - Record details of review process and discussion (including any specific actions required before the next review) - Produce evidence of the material used to conduct the review (data, complaints, training, LA/LADO Liaison) - Discussion with staff and volunteers during school visits - Maintaining records of visits and actions taken to enhance consistent policy implementation - Look at the annual child protection and safeguarding audit/return (s.175)
How is the Child Protection (Safeguarding) policy used in staff training?			Date Checked	<ul style="list-style-type: none"> - Child Protection and safeguarding Governor review with Head / DSL - Discussion with staff and volunteers during school visits - Maintaining records of visits and actions taken to enhance consistent policy understanding
How are volunteers, contractors and supply staff briefed on the key principles and requirements of the Child Protection (Safeguarding) policy?			Date Checked	<ul style="list-style-type: none"> - Access to records that volunteers and contractors are routinely briefed on child protection and safeguarding expectations - Information and reports from DSL on briefing opportunities and processes - Evidence that identity checks are carried out on visitors to the school
Does the Child Protection (Safeguarding) policy make reference to other associated policies (IT Acceptable Use, Anti-Bullying, Safer Recruitment, Peer on Peer abuse, Complaints, Whistle-Blowing, Staff Code of Conduct / Staff Behaviour Policy)?			Date Checked	<ul style="list-style-type: none"> - Examination of policy alongside DSL to examine cross-referencing to other relevant policies - Confirmation that the Recruitment Policy is made available to parents (usually on the School's website) - Highlight the importance of policy and staff guidance on peer on peer abuse including use of electronic media
Is there evidence that the Child Protection (Safeguarding) policy clearly identifies the additional harms to children, such as FGM, honour-based crimes, radicalisation, domestic violence, child sexual exploitation, missing children, homelessness, the Prevent duty, forced marriage, peer-on-peer abuse, and up-skirting (as introduced in KCSiE 2019 (see Annex A of KCSiE)			Date Checked	<ul style="list-style-type: none"> - DSL to demonstrate testing of safeguarding policy against Annex A of current version of KCSiE - Testing understanding of Annex A - through Governors' visits/discussions with staff
Is there evidence that the Child Protection (Safeguarding) policy supports any children			Date Checked	<ul style="list-style-type: none"> - Scrutiny of the Safeguarding policy - Discussion with DSL / staff on how this is applied

with additional needs (i.e. those identified as vulnerable) and those requiring early help?				
Is there evidence that the Child Protection (Safeguarding) policy considers the risks of peer-on-peer abuse as part of the whole school safeguarding approach?			Date Checked	<ul style="list-style-type: none"> - Scrutiny of the Safeguarding policy - Discussion with DSL / staff on how this is applied
Is there evidence that the Child Protection (Safeguarding) policy requires children to be taught to stay safe, including on-line through the school curriculum and other means.			Date Checked	<ul style="list-style-type: none"> - Scrutiny of Safeguarding Policy - Discussion with Head/DSL
Is the Admissions Register printed on a monthly basis?			Date Checked	<ul style="list-style-type: none"> - Confirmation from staff that there is a monthly printout (if electronic) and that it is kept for three years - Confirmation that the Admissions Policy is made available to parents (usually on the School's website)
Is there evidence of new admissions and leavers' destinations being sent to the Local Authority?			Date Checked	<ul style="list-style-type: none"> - Check that there is evidence of documentation forwarded to the LA with the name, UPN Number, date, destination etc. for each pupil (within the regulatory timeframe).
Procedures				
What evidence exists to show that staff/volunteers receive regular training on Child Protection and safeguarding in accordance with statutory requirements set out in the latest version of KCSiE and that they are competent to carry out their duties including the need to safeguard and promote the welfare of children?			Date Checked	<ul style="list-style-type: none"> - Examination of training records - Check that training corresponds with requirements (DSL usually requires Level 3 training every 2 years / Staff require Level 2 training every 3 years) – all staff are required to have annual updates - Discussion with DSL - Testing policy understanding through Governor visits - Evidence that safeguarding knowledge and practice is considered as a part of the staff performance management process
Are volunteers being briefed on Child Protection and safeguarding processes and expectations?			Date Checked	<ul style="list-style-type: none"> - Discussion with DSL - Examination of training plans and records - Testing through discussion with volunteers on Governor visits

Is there a 'Prevent' lead for the School?			Date Checked	<ul style="list-style-type: none"> - Confirmation and information from Head - Check on effectiveness of Prevent work through discussion with DSL and access to training records - Is there a separate Prevent policy or is it combined with the Child Protection Policy? (see Appendix 1)
Is there a member of staff responsible for training staff and supporting children in relation to Child Sexual Exploitation (CSE)?			Date Checked	<ul style="list-style-type: none"> - Discussion with DSL - Check that the School has an identified CSE lead
Can the lead Governor for Child Protection and Safeguarding in the School evidence that they have received appropriate safeguarding training?			Date Checked	<ul style="list-style-type: none"> - Insert details or reference Governors Training Record (e.g. AGBIS eLearning course 'Safeguarding for Governors')
Where non-registered EYFS is provided, what are the arrangements for supervising children in the EYFS?			Date Checked	<ul style="list-style-type: none"> - Confirmation that the children in the EYFS setting are always within sight or hearing of staff - Confirmation that details of EYFS Supervision arrangements, the Missing Child Policy and the EYFS Supervision Policy have been uploaded onto the School's ISI portal
Is there are clear process for the reporting of individuals whose behaviour gives cause for concern?			Date Checked	<ul style="list-style-type: none"> - Is the Chair of Governors fully briefed on the role to play and reporting arrangements in the event of an accusation being made against the Head? - Is the governing board fully briefed on the arrangements for reporting to the DBS and the Teaching Regulation Agency (TRA) in the event of a teacher being dismissed because of child protection issues) – i.e. where it is thought an individual has engaged in conduct that harmed or is likely to harm a child, or if a person poses a risk of harm to a child.
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?			Date Checked	<ul style="list-style-type: none"> - Insert details of governor and when appointed and any child protection and safeguarding training received - Include details of the nominated governors skill, qualifications, expertise and experience
Is there a job description for the nominated Governor for safeguarding?			Date Checked	<ul style="list-style-type: none"> - Insert details (template job description available on AGBIS website)
What evidence is available to demonstrate that safeguarding is regularly discussed at Governors' meetings?			Date Checked	<ul style="list-style-type: none"> - Reference to minutes - Reference to, and records of, any special issues that have emerged in the School and actions taken (to demonstrate constant vigilance and amendment to policy if required)

How are data and information provided to Governors to enable them to make informed decisions about the effectiveness of safeguarding across the School?			Date Checked	<ul style="list-style-type: none"> - Summarise evidence of discussions (e.g. minutes of meetings) - Evidence of use of data and information (for example referral rates for child protection, early help, attendance at strategy meetings/conferences by staff, actions taken) - Anonymised examples of the way cases have been handled for child protection, early help and significant staffing issues associated with misconduct towards children
Is there a broad understanding of the concept of 'wellbeing' as defined within Part 8 of the Regulations?			Date Checked	<ul style="list-style-type: none"> - Evidence and reports on discussion on wellbeing and all the outcome areas included under this heading - Examination of curriculum and school displays - Note - wellbeing can be linked to child protection and safeguarding with regard to early help and support but is also a broader concept for the School as set out in Part 8 ISSR. Schools should be able to provide collated evidence of steps to ensure good outcomes as follows: Being Healthy, Staying Safe, Enjoying and Achieving, Positive Contribution and Economic Wellbeing
How do Governors show that the annual review of safeguarding is based on accurate data and is focused on effective policy implementation?			Date Checked	<ul style="list-style-type: none"> - Summarise available evidence to demonstrate previous actions and their completion (e.g. minutes of Governing Body meetings) - Evidence of discussion on report quality and coverage of all aspects of child protection and safeguarding - Evidence of appropriate hyperlinks to other key policies - Inspectors will want to see the information and data used to conduct the annual review and how this satisfied the requirements for 'sign-off'.
What evidence is available to show that the Chair and Nominated Safeguarding Governor understand how to contact the Local Authority Children's Services / LADO if necessary?			Date Checked	<ul style="list-style-type: none"> - Evidence of any Nominated Child Protection and Safeguarding Governor discussions with LA/LADO - The Chair needs to be able to demonstrate that they know how to contact LA/LADO if required and in what circumstances this may be necessary
What evidence is available to show that Governors routinely examine complaints records to identify any problems that may be pertinent to safeguarding?			Date Checked	<ul style="list-style-type: none"> - Evidence that complaints records (informal and formal) have been examined - Record of discussions with Head regarding any significant patterns of concern emerging from complaints records - Is there an up-to-date Complaints Policy in place supported by good records of representations and complaints (see Appendix 1) - Confirmation that the Complaints Policy/Procedure is made available to parents (usually on the School's website)
How are Governors informed, and what is the threshold, for Governors being told about safeguarding/disciplinary issues?			Date Checked	<ul style="list-style-type: none"> - Details of evidence

Designated Leads (DSL and DDSL)				
Is the DSL a member of the senior leadership team (SLT)?			Date Checked	<ul style="list-style-type: none"> - SLT membership check and record - (Note that in proprietorial schools the proprietor or owner cannot be the DSL. Another member of staff who can exercise objectivity and independence must be fully trained in this role (see latest version of KCSIE).
What evidence exists to show that the DSL and DDSLs have received training in safeguarding?			Date Checked	<ul style="list-style-type: none"> - Sighting of evidence of good quality and up-to-date training records
How do Governors ensure there is DSL/DDSLS coverage across the School when children are in the School or are participating in extra-curricular activities?			Date Checked	<ul style="list-style-type: none"> - Confirmation from Head / discussion with DSL - Note <u>the DSL</u> must have oversight of EYFS and boarding - Board consideration of DSL capacity issues taking into account demands and other duties in the School - Consideration must be given to the range of activities on or off the School site for which the School holds responsibility. Where there is a responsibility sufficient DSL coverage and capacity must be considered.
What evidence exists to show that Governors maintain insight into DSL/DDSLS' contacts with Children's Services of the LA?			Date Checked	<ul style="list-style-type: none"> - Discussion with DSL/DDSLS - Provision of anonymised reports and data
Can Governors demonstrate that an effective information-sharing protocol is in place?			Date Checked	<ul style="list-style-type: none"> - Confirmation from Head / DSL that the Child Protection / Safeguarding Policy includes protocols in place for information-sharing (this should be in line with protocols issues by the Local Safeguarding Children Board) - see Appendix 1 - Anonymised examples of the way cases have been handled for child protection, early help and significant staffing issues associated with misconduct towards children
What are Governors' expectations with regard to DSL involvement in staff training and what evidence is available to demonstrate impact?			Date Checked	<ul style="list-style-type: none"> - Discussion with DSL and staff
Do Governors ensure DSL/DDSLS receive good support/supervision?			Date Checked	<ul style="list-style-type: none"> - Discussion with Head, DSL/DDSLS - External advice from LA and/or LADO if appropriate
Are child protection and safeguarding processes properly supported by good			Date Checked	<ul style="list-style-type: none"> - Confirmation from Head and DSL discussion

quality systems to facilitate effective child protection?				- Evidence of advice from the local Safeguarding Partnership in the context of the latest versions of Working Together to Safeguard Children as necessary. Note - Safeguarding Partnerships should have been established by the end of September 2019.
Safeguarding Ethos				
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?			Date Checked	- Records of discussion with Head and DSL staff and volunteers - Feedback information and surveys from pupils and parents
Is there an ethos of 'it could happen here'?			Date Checked	- Records of discussion with Head and DSL, staff and volunteers - Examination of the content of training and briefings
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?			Date Checked	- Record of examination of website - Discussion with, and evidence of, feedback from the Head and DSL, staff, volunteers, pupils and parents
Is appropriate IT monitoring in place (without over-blocking)?			Date Checked	- Brief from Head of IT -
How do Governors show that they know that pupils are able to raise concerns and have them resolved?			Date Checked	- DSL and Head discussion - Evidence of the ways that the School listens to the pupil voice (School Council, complaints)
How do Governors demonstrate effective links with parents in sharing information about safeguarding and any developments?			Date Checked	- Briefing from DSL and Head
Where boarding is provided, what evidence is available to ensure that steps are being			Date Checked	- Evidence of steps being taken by the Head, DSL and Head of Boarding (if applicable) - Confirmation that boarding staff have conducted a full review on National Minimum Standards and that any actions arising from the review have been completed

taken to respond to the additional needs of boarders (selection and vetting of guardians/host families, access to boarding facilities, supervised activities)?				<ul style="list-style-type: none"> - Confirmation that the Boarders' Safeguarding Policy is available on the School's website - Confirmation that the School has a suitable policy on Boarding Aims and Principles if applicable
Where EYFS is provided, what evidence is available to demonstrate that the additional needs of young children are routinely considered (e.g. Disqualification from Childcare checks, use of phones/cameras)?			Date Checked	<ul style="list-style-type: none"> - Evidence of steps being taken by the Head, DSL and Head of EYFS - Separate review of EYFS regulations with Head of EYFS, if applicable. <ul style="list-style-type: none"> - Note - Disqualification by Association has been removed.
Is there adequate evidence of the Anti-Bullying Policy and peer on peer abuse policy being applied appropriately and are records kept, including recording incidents of low-level bullying or harassment including the use of electronic media?			Date Checked	<ul style="list-style-type: none"> - Evidence from DSL and staff - Review of policy - Sighting of records
Other Points				
How do Governors ensure that other groups using the School have appropriate child protection and safeguarding procedures in place and individuals have been properly vetted?			Date Checked	<ul style="list-style-type: none"> - Head, Bursar and DSL discussion / view evidence of groups having: safeguarding policy; appropriate staff checks; risk assessments etc.
Do the Governors receive reports that all the other detailed requirements of Standard 3 are being met (e.g. H&S, fire safety, risk assessments, first aid provision, supervision etc.)?			Date Checked	<ul style="list-style-type: none"> - Report from Head, Bursar, Head of Pastoral that the detailed requirements on Standard 3 are being monitored appropriately

SUITABILITY OF STAFF / SAFER RECRUITMENT (ISSR Part 4)

Committee / Governor Providing Oversight	Insert details			
	Y	N	Date	Comments / Evidence
Policy				
Does the School have a Safer Recruitment Policy?				<ul style="list-style-type: none"> - Record of examination and discussion regarding the safer recruitment policy and its compliance with the latest version of KCSiE. - Evidence that the governing body is fully briefed on the arrangements for reporting individuals who give cause for see (see section 'Safeguarding – Procedures' above)
When was the Safer Recruitment Policy last reviewed?			Date	- Insert details of review
Date due next review			Date	- Insert main date and any intermediate dates (see Appendix 1)
Is the policy compliant with the requirements of the latest version of KCSiE?			Date Checked	<ul style="list-style-type: none"> - Evidence that the policy has been fully tested, including reporting lines where concerns are raised to DBS and the TRA (formerly NCTL) as necessary where criteria set out in KCSiE are met - Discussion with Head and DSL
Procedures				
Are all governors listed on the SCR and are prohibition checks being carried out for teachers, senior leaders and Governors?			Date Checked	- Examination of SCR and recruitment records alongside responsible member of staff (the nominated governor for Safeguarding may do this)
Are staff recruitment and appointment processes robust with regard to promoting the School as a safe place for children and ensuring that relevant vetting checks will always be undertaken before appointments are confirmed?			Date Checked	<ul style="list-style-type: none"> - Examination of SCR alongside responsible member of staff - Sampling recruitment records to ensure entries in SCR can be verified

How are newly appointed staff and volunteers made aware of the DSL role?			Date Checked	- Discussion with DSL and access to training records
Where non-registered EYFS is provided, are appropriate checks being made on volunteers in the EYFS setting?			Date Checked	- Confirmation that the enhanced criminal records checks have been carried out for unsupervised volunteers and supervised volunteers who may provide personal care
Where non-registered EYFS is provided, do the EYFS staff have the required qualifications?			Date Checked	- Confirmation that the senior management have checked the qualifications of the EYFS staff (including Level 2 / 3 child care, level 2 English and Numeracy and Paediatric First Aid (where applicable))? - Is appropriate first aid cover always in place?
Where non-registered EYFS is provided, is there evidence that all staff who have contact with pupils under the age of 8 are not disqualified from childcare?			Date Checked	- Confirmation that checks have been undertaken and documented - note removal of disqualification by association was first referenced in KCSiE 2018.
Is there a clear process for vetting visiting speakers to the School?			Date Checked	- Confirmation that there is an appropriate visiting speaker policy/protocols and records (see Appendix 1)
Is at least one person, trained in safer recruitment, always present in staff appointment interviews and selection?			Date Checked	- Confirmation from Head - Policy check and HR records
What evidence is there that the School is actively promoting Fundamental British Values in the selection processes for new staff?			Date Checked	- Governor to be presented with appropriate evidence by staff, during review / visits - See PSHEE policy requirements (see Appendix 1)

STANDARD OF PREMISES AND ACCOMMODATION (ISSR Part 5)

Committee / Governor Providing Oversight	Insert details			
	Y	N	Date	Comments / Evidence
Site and Security				
Is there an up-to-date H&S Policy in place across the whole school?				<ul style="list-style-type: none"> - Briefing from Head / Bursar – sight of policy / adoption by full Governing Body - Confirmation that the: Health and Safety Policy, Fire Risk Assessment, Fire Procedures and Risk Assessment Policies are made available to parents (usually on the School’s website)
When was the H&S policy last updated?			Date	<ul style="list-style-type: none"> - Insert details of review
Date of next review (must be within a year of last review)			Date	<ul style="list-style-type: none"> - Date of next review (annual and/or interim) (see Appendix 1) - Information on any specific actions to be taken by Head / Bursar
Does the School have an overarching risk assessment policy in place supported by appropriate risk assessments?				<ul style="list-style-type: none"> - Confirmation from Head that an overarching risk-assessment is in place and being routinely updated - Confirmation that the Risk Assessment Policy is made available to parents (usually on the School’s website) - The overarching policy is underpinned by good records and a process whereby all risks are identified and resolved - Confirmation that all additional requirements for the EYFS setting are included in risk assessments as appropriate
Can the school demonstrate strict adherence to Fire Regulation standards including drills, tests and site security (building structures and materials)			Date Checked	<ul style="list-style-type: none"> - Evidence of Governor’s oversight of policy and procedures
What evidence is available to demonstrate Governor oversight of the School’s risk assessments?			Date Checked	<ul style="list-style-type: none"> - Examination of risk assessments with responsible member of staff - Overarching Risk Assessment Policy
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?			Date Checked	<ul style="list-style-type: none"> - Report from Head and DSL - Testing reception arrangements and records for sign-in and checking identities as part of Governor visits (see Appendix 1)

How do Governors maintain oversight of site security arrangements and traffic safety?			Date Checked	<ul style="list-style-type: none"> - Briefings from Head / Bursar - Record of site tour / visits
Is signage clear and purposeful?			Date Checked	<ul style="list-style-type: none"> - Record of site tour/visits by Governor(s)
What evidence is there that Governors ensure effective maintenance of the whole school site?			Date Checked	<ul style="list-style-type: none"> - Record of site tour/visits by Governor(s)
What evidence is available to show that extra-curricular activities and school trips are fully risk-assessed and signed off by the Head?			Date Checked	<ul style="list-style-type: none"> - Examination of records and sign-off by Head - Review of School policy for trips and activities (see Appendix 1)
Are suitable toilet facilities available for male and female pupils?			Date Checked	<ul style="list-style-type: none"> - Report from Head / Bursar - Tour of School to check suitability of toilet facilities if appropriate
Are suitable changing facilities available including showers for pupils aged 11 years or over?			Date Checked	<ul style="list-style-type: none"> - Report from Head / Bursar - Tour of School to check suitability of changing and shower facilities if appropriate
Are suitable medical facilities available including a washing facility and proximity to a toilet?			Date Checked	<ul style="list-style-type: none"> - Report from Head / Bursar - Tour of School to check suitability of medical room and availability of/access to a toilet and washing facility - Review of School policy for first aid and medicines (see Appendix 1) - confirmation that the First Aid Policy is made available to parents (usually on the School's website)
Is school accommodation suitable for pupils with a physical disability?			Date Checked	<ul style="list-style-type: none"> - Appropriate SEND policy - Discussion with Head regarding pupils with special or additional needs and how these are met within the School including issues of access and other accommodation requirements - Confirmation that the Accessibility Plan is monitored and reviewed over the three-year period and made available to parents (usually on the School's website)
Are suitable drinking water facilities provided?			Date Checked	<ul style="list-style-type: none"> - Confirmation that there is suitable drinking water and provision available and in good operating condition
Does H&S monitoring take place supported by good records (drinking water and hot			Date Checked	<ul style="list-style-type: none"> - Confirmation that an H&S policy is in place and being implemented and supported by good records - Review H&S policy (see Appendix 1) and records

water labels, signage, restricted access to science rooms and workshops, chemical stores locked when not in use)?				
How are staff trained in and informed about health and safety issues?			Date Checked	- Confirmation / evidence of training and training records.
What evidence is there of routine health and safety checks?			Date Checked	- Confirmation and evidence that the checks are carried out successfully and in line with regulatory timeframes – to include: PAT testing, Legionella testing, site security, asbestos audits, EYFS play and teaching areas, evacuation drills, acoustics, emergency lighting, minibus training and driver suitability checks etc.)
Where non-registered EYFS is provided, what age-appropriate risk assessments for the environment, both inside and out have been carried out on a regular basis for the setting?			Date Checked	- Confirmation and evidence that the checks are carried out successfully and in line with regulatory timeframes.
Is suitable outdoor space provided?			Date Checked	- Confirmation that pupils have access to suitable outdoor space taking into account their ages and special needs
Where non-registered EYFS is provided, is suitable indoor and outdoor space provided?			Date Checked	- Confirmation that the children have a free-flow learning environment and access to suitable outdoor space taking into account their ages and special needs
Is physical education provided?			Date Checked	- Confirmation of opportunities for physical activities
Where boarding is provided, is accommodation suitable with regard to sleeping, living space, leisure and H&S?			Date Checked	- Where boarding is in place confirmation that sleeping, living and other accommodation is suitable and safe (see Appendix 1)

PROVISION OF INFORMATION (ISSR Part 6)

Committee / Governor Providing Oversight	Insert details			
	Y	N	Date	Comments / Evidence
Are parents able to make contact with the Chair of Governors, Proprietor or Principal?			Date Checked	- Evidence that the names, addresses and contacts are available on the website during school terms
Are the school's aims and ethos and a statement of boarding principles published ?			Date Checked	- Evidence that the school's aims and ethos and a statement of boarding principles are available on the school website
Are details of the school's academic performance, attainments and pupils' progress published?			Date Checked	- Confirmation from Head that information on educational progress, attainments and progress is available to parents for the preceding school year - Confirmation from Head that information is available with regard to additional measures for pupils with an Education and Health Care Plan (EHC) and pupils where English is an additional language
Are all the following policies up to date and included on the school website: <ul style="list-style-type: none"> - Child protection/safeguarding - Behaviour/sanctions and exclusions; - Anti-bullying and peer on peer abuse; - Health and safety; - First aid; - Risk assessment - Complaints? 			Date Checked	- Confirmation that all the policies listed are published to the school's website and are up to date and/or made available to parents on request
Are inspection reports available to parents on the school website?			Date Checked	- Confirmation that the last inspection reports are included on the website in addition to any special directions given by the secretary of State following inspections

THE MANNER IN WHICH COMPLAINTS ARE HANDLED (ISSR Part 7)

Committee / Governor Providing Oversight	Insert details			
	Y	N	Date	Comments / Evidence
Is there a complaints procedure and is it drawn up and effectively implemented? Does this include a three-stage process and specified timescales for responding to representations, informal and formal complaints?				<ul style="list-style-type: none"> - Confirmation that the complaints procedure is up to date, and is accessible to pupils, parents and others with a significant interest - The procedure is understood by staff
When was the Complaints policy last updated?			Date	- Insert details of review
Date of next review			Date	<ul style="list-style-type: none"> - Date of next review (annual and/or interim) - (see Appendix 1) - Information on any specific actions to be taken by Head or DSL
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?			Date Checked	<ul style="list-style-type: none"> - Checking records to ensure that complaints are fully recorded, including representations made at an informal level - Checking any patterns of complaints which may require attention through child protection and safeguarding or HR processes;
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?			Date Checked	- Checking with the Head and Clerk that a protocol exists to establish a panel if required to include two Governors who have not previously been involved in the management of the complaint and one who is independent of the management and leadership of the school.
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?			Date Checked	<ul style="list-style-type: none"> - Routine monitoring of complaints records to ensure standards are met - Discussion with Head and DSL regarding any issues or themes emerging from individual complaints or records - Confirmation that arrangements for record keeping of complaints are maintained - Confirmation that complaints (including all correspondence, statements and records) remain confidential are stored appropriately

Is there a record of the actions taken as the result of complaints, whether or not the complaint is upheld?			Date Checked	- Routine monitoring of complaints records to ensure standards are met - Governor(s) to have sight of the complaints register
Are records and logs maintained to a high standard and available for inspection?			Date Checked	- Routine monitoring of complaints records to ensure standards are met
Are data protection regulations adhered to?			Date Checked	- Look at the implementation of the data protection policy in relation to complaints and associated documentation

LEADERSHIP AND MANAGEMENT (ISSR Part 8)

Committee / Governor Providing Oversight	Insert details			
	Y	N	Date	Comments / Evidence
Are Governors and school leaders (at all levels) active in ensuring that the requirements of the ISSR (as set out above) are consistently met			Date Checked	- Evidence (this document) of oversight of the standards (in accordance with the actions set out above under each heading relating to the ISSR (and NMS for boarding and the framework for EYFS where these apply)); - Record of oversight (this document) – to confirm that there is appropriate evidence that school leaders are active in their oversight. This might include, for example, records of the way that Governors have examined policies, conducted meetings, maintained minutes and triggered necessary actions – as recorded above.
Does the Governing Body actively promote the ‘wellbeing’ of pupils?			Date Checked	- Confirmation that there is clear evidence of Governors’ commitment to pupil wellbeing – e.g. a policy statement / strategic statement. This must be seen as a broad concept not just safeguarding and should include: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic wellbeing. - Governors and leaders should ensure that evidence is available under these headings and that all school staff contribute to the collation of this evidence
What evidence is there that Governors do not prioritise the interests of the institution over the well-being of pupils? How do Governors identify, assess and formally manage any conflicts of interest			Date Checked	- Review the way that the Governing Body identify, assess and manage and conflicts of interest on the board. - How does this process work in practice. Is there a policy on conflict of interest or other process in place?

Required Policies, Review Periods and Publication Requirements

Reference: - ISI Publication 'Documentation Required for Inspections'

Policy	Publication	Review Period	Notes	Last Reviewed	Next Review Due
Child Protection /Safeguarding	Must be on website and made available to parents	Must be fully reviewed at least annually by full Governing Body	The policy must fully reflect statutory guidance (Latest version of KCSiE and Local Safeguarding Partners Procedures)	Insert Date	Insert Date
Admissions	Must be on website and/or made available to parents	Must be reviewed within an agreed schedule or as new guidance is provided by DfE	The policy must reflect current guidance from DfE and accord with the ISSR	Insert Date	Insert Date
Safer Recruitment	Not required on website but may be published in this way if preferred	Must be reviewed within an agreed schedule - best practice would be to be reviewed annually by the full Governing Body as this policy is closely related to the safeguarding policy	The policy must fully reflect statutory guidance (Latest version of KCSiE)	Insert Date	Insert Date
Anti-Bullying	Must be on website and/or made available to parents	Must be reviewed within an agreed schedule or as new guidance is provided by DfE	There should be a hyper-link between this policy and the Child Protection Policy	Insert Date	Insert Date
Curriculum	Must be on website and/or made available to parents	Must be reviewed within an agreed schedule	Must be considered in the context of the School's aims and ethos and ISSR	Insert Date	Insert Date

Behaviour/Discipline and Sanctions/Expulsion	Must be on website and/or made available to parents	Must be reviewed within an agreed schedule	There should be a hyper-link between this policy and the Child Protection Policy	Insert Date	Insert Date
Health and Safety	Must be on website and/or made available to parents	Must be fully reviewed at least annually by full governing board	Must include a review of fire standards and orders	Insert Date	Insert Date
Overarching Risk Assessment Policy and individual Risk Assessments	Not required on website but can be published in this way if preferred	Must be reviewed within an agreed schedule - best practice would be to be reviewed annually by the full Governing Body as this policy is closely related to the Health and Safety Policy	The policy must fully reflect statutory H&S guidance and must contain any special requirement relating to pupil in EYFS, if applicable	Insert Date	Insert Date
Visiting Speakers	Not required on website but can be published in this way if preferred	Must be reviewed within an agreed schedule	There should be a hyper-link between this policy and Child Protection Policy	Insert Date	Insert Date
IT Acceptable Use and Information Sharing Protocol	Not required on website but can be published in this way if preferred	Must be reviewed within an agreed schedule	There should be a hyper-link between this policy and Child Protection Policy	Insert Date	Insert Date
Staff Code of Conduct / Staff Behaviour Policy	Not required on website but maybe published in this way if preferred	Must be reviewed within an agreed schedule - best practice would be to be reviewed annually by the full Governing Body as this policy is closely related to the safeguarding policy	There should be a hyper-link between this policy and Child Protection Policy	Insert Date	Insert Date
Complaints	Must be made available to parents usually via the website or on request from the school office.	Must be reviewed within an agreed schedule - best practice would be to be reviewed annually as this	There should be a hyper-link between this policy and Child Protection Policy	Insert Date	Insert Date

		policy is related to the safeguarding policy			
Whistle-Blowing	Not required on website but can be published in this way if preferred	Must be reviewed within an agreed schedule - best practice would be to be reviewed annually as this policy is related to the safeguarding policy	There should be a hyper-link between this policy and Child Protection Policy	Insert Date	Insert Date
Preventing Extremism	Not required on website but can be published in this way if preferred	Must be reviewed within an agreed schedule - best practice would be to be reviewed annually by the full as this policy is related to the safeguarding policy	There should be a hyper-link between this policy and Child Protection Policy	Insert Date	Insert Date
Children Missing Education	Not required on website but can be published in this way if preferred	Must be reviewed within an agreed schedule - best practice would be to be reviewed annually as this policy is related to the safeguarding policy	There should be a hyper-link between this policy and Child Protection Policy	Insert Date	Insert Date
SEND	Not required on website but can be published in this way if preferred – can also be linked to admissions policy which must be on the website	Must be reviewed within an agreed schedule	The policy must reflect current guidance from DfE and accord with the ISSR	Insert Date	Insert Date
Accessibility Plan	Not required on website but it must be in writing	It should comply with Schedule 10 of the Equality Act 2010	Must be kept under review during the period to which it relates and, if necessary, be updated	Insert Date	Insert Date

Equal Opportunities	Not required on website but can be published in this way if preferred	Must be reviewed within an agreed schedule.	The policy must reflect current guidance from DfE	Insert Date	Insert Date
First Aid and Medicines	Not required on website but can be published in this way if preferred	Must be reviewed within an agreed schedule - best practice would be to be reviewed annually by the full Governing Body as this policy is closely related to the Health and Safety	The policy must reflect current guidance from DfE and accord with the ISSR and must contain any special requirement relating to pupil in EYFS, if applicable	Insert Date	Insert Date
Visitors / Reception	Not required on website but can be published in this way if preferred	Must be reviewed within an agreed schedule - best practice would be to be reviewed annually as this policy is related to the safeguarding policy	There should be a hyper-link between this policy and Child Protection Policy	Insert Date	Insert Date
PSHEE	Not required on website but can be published in this way if preferred	Must be reviewed within an agreed schedule.	The policy must reflect current guidance from DfE and accord with the ISSR	Insert Date	Insert Date
EYFS	Can be stand-alone or incorporated into the above policies with the heading "this is a whole school policy"	In line with specific policy areas as listed above	Reference to national framework for early years provision	Insert Date	Insert Date
Boarding Aims and Principles	Must be available to boarders and their parents/guardians	Must be reviewed within an agreed schedule	Reference to current NMS for Boarding schools	Insert Date	Insert Date

In addition to the listed above for Compliance Inspections, the following documents will need to be ready to be emailed when the inspection is announced:

- Pupil Performance – for Educational Quality Inspections
- Staff induction arrangements
- Annual review of safeguarding (i.e. extract of minutes relating to the most recent review of safeguarding)
- Paediatric first aiders (names of those qualified)
- Details of 'Risky Areas'
- Major Incident Planning (evidence of a plan)
- School teaching timetables
- Where there is EYFS provided, any specific EYFS risk assessments not included in the polices above
- Any boarding documents requested (see below)

National Minimum Standards for Boarding Schools		
Committee / Governor Providing Oversight	Insert details	
Standard	Date	Comments / Evidence
1. Statement of boarding principles and practice		<ul style="list-style-type: none"> - Confirmation that there is an up-to-date statement of principles and practice available - Confirmation that the statement produced in consultation with boarders and staff - Confirmation that the statement is updated in light of any boarding developments or issues - Evidence of how the statement is shared with parents/carers/ guardians
2. Boarders' induction and support		<ul style="list-style-type: none"> - Briefings on who is responsible for arranging induction and support programmes - Confirmation that the programmes are sufficiently individualised depending on boarder age, nationality and special needs - Sight of the handbook for boarders - 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
3. Boarders' health and wellbeing		<ul style="list-style-type: none"> - Confirmation that boarders have access to good quality medical 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 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 (CAMHS for example)
4. Contact with parents/carers		<ul style="list-style-type: none"> - Confirmation that boarders are able to 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
5. Boarding accommodation		<ul style="list-style-type: none"> - Records of visits to boarding accommodation to confirm that: <ul style="list-style-type: none"> - Accommodation is reserved for boarders - That there is good separation between male and female accommodation - Beds are age-appropriate – e.g. bunk-beds not suitable for older boarders - Furniture is safe and compliant with fire standards - There is sufficient space for each boarder to make it feel their own - Accommodation kept clean and hygienic - There are suitable and sufficient washing, showering and toileting facilities

6. Safety of boarders		<ul style="list-style-type: none"> - Confirmation 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 - Note – should be fully reviewed at least annually by full governing board
7. Fire precautions and drills		<ul style="list-style-type: none"> - Confirmation that: <ul style="list-style-type: none"> - Appropriate fire precautions are in place and that these have been approved by a suitable fire agency - Fire drills held at different times so that 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 routinely tested (hair dryers/tongs etc.) - There is a sharp focus on Fire standards, regulations, drills/tests and maintaining accurate records
8. Provision and preparation of food and drinks		<ul style="list-style-type: none"> - Evidence that: <ul style="list-style-type: none"> - Satisfactory arrangements are in place to ensure boarders have access to good quality food and are able to make sensible choices - Boarders can make snacks for themselves as they would in their own homes - Drinks are available and there is sufficient choice
9. Boarders' possessions		<ul style="list-style-type: none"> - Visits to confirm that boarders store their possessions safely and securely – ideally they should have an individual lockable cabinet in their rooms for personal and valuable items
10. Activities and free time		<ul style="list-style-type: none"> - Confirmation that there is a suitable balance between schoolwork and free time - Confirmation that homework managed and facilitated appropriately - Evidence that boarders are able to participate in a range of activities (some organised and some self-arranged depending on age and aptitude) - Evidence that activities are suitably risk assessed – trips for example - Confirmation that activities are available during weekends and that they are sufficiently well supervised
11. Child Protection and promotion of wellbeing		<ul style="list-style-type: none"> - Evidence that governors have checked that the child protection/safeguarding policy includes information to the effect that the policy also covers boarding - Note - the policy must be fully reviewed at least annually by full Governing Body - Confirmation that any additional elements of the policy are specifically focussed on boarding and that they address the particular risks linked to children and young people living away from their homes and families - If appropriate, are guardians suitably checked and has this process been validated by a suitable agency? - Confirmation that the DSL plays an appropriate role in boarding and helping boarding staff with specific issues and concerns - Evidence that there are effective communication systems in place between boarding and the main school - Confirmation that there is an independent person (independent listener) who can be readily contacted by boarders
12. Promoting positive behaviour and relationships		<ul style="list-style-type: none"> - Confirmation that the behaviour and sanctions policy includes reference to boarding and that this is a whole school policy - Confirmation that there is reference to behaviour and conduct in the boarders' handbook – including bullying - Evidence of a clear policy for searching boarder's possessions as appropriate - Evidence that sanctions are implemented and recorded appropriately

13. Management and development of boarding		<ul style="list-style-type: none"> - Evidence of appropriate oversight of boarding by all members of the SLT linked to specific roles and responsibilities - Evidence of boarding being discussed at both SLT and in governors' meetings - Appropriate records to demonstrate forward-planning of boarding, including accommodation and other developmental needs - Evidence that boarders are engaged in discussions about the organisation and development of boarding
14. Staff recruitment and checks on other adults		<ul style="list-style-type: none"> - Confirmation that the safer recruitment policy includes boarding and evidence of consideration of boarding needs in staff selection and development - Note – policy must be reviewed within an agreed schedule - best practice would be to be reviewed annually by the full Governing Body as this policy is closely related to the child protection (safeguarding) policy - Evidence that visitors to boarding are suitably supervised and checked
15. Staffing and supervision		<ul style="list-style-type: none"> - 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 staffing capacity at different times of the day and during activities - Sight evidence that all boarding staff have clear job descriptions (see document requirements below)
16. Equal opportunities		<ul style="list-style-type: none"> - Confirmation that the school's equal opportunities policy includes reference to boarding - Evidence that the policy is being applied and that there is also evidence of use with regard to the different needs of individual boarders - Evidence that governors have ensured that there is no inappropriate gender inequality or gender segregation
17. Securing boarders' views		<ul style="list-style-type: none"> - 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
18. Complaints		<ul style="list-style-type: none"> - Does the complaints policy also cover boarding and is this explicit in the policy? - How are complaints and representations recorded and communicated to relevant senior managers? - The complaints policy must be reviewed annually by governors
19. Prefects		<ul style="list-style-type: none"> - 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? - See document requirements as below
20. Lodgings (Long Stay)		<ul style="list-style-type: none"> - Does the school provide lodgings? - If so, are these organised through an agency or directly by the school? - If provided directly by the school the standards 1 to 19 above must also fully apply and be met

<p>List of boarding policies and documents required for boarding – note: boarding requirements may be incorporated in overarching school policies or in the school’s staff handbook</p>		<ul style="list-style-type: none"> - Policies: <ul style="list-style-type: none"> - Anti-bullying, including cyber-bullying - Child protection/safeguarding - Discipline (including sanctions, rewards and restraint) - Staff disciplinary, grievance and whistleblowing policy - 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 - Safety and supervision on school journeys - Access to school premises by people outside the school - Pupil access to risky areas of school buildings and grounds - Health and safety - Pupil access to a person independent of the school staff group - Provision for pupils with particular religious, dietary, language or cultural needs - Supervision of ancillary, contract and ‘unchecked’ staff - Documents: <ul style="list-style-type: none"> - Staff Handbook/guidance for boarding staff (this document may include many of the policy documents listed above) - Statement of the school’s boarding principles and practice - Requirement for staff to report concerns or allegations of risk of harm to pupils - Complaints procedure - Procedure for enabling pupils to take problems or concerns to any member of staff - Responses to alcohol, smoking and substance abuse - Plans for foreseeable crises - Staff induction, training and development programme - Prefect duties, powers and responsibilities - Key written information for new boarders - Job descriptions for staff with boarding duties
<p>List of boarding records which must be kept and maintained:</p>		<ul style="list-style-type: none"> - Records which must be kept and maintained: <ul style="list-style-type: none"> - Child protection allegations or concerns - Major sanctions - Use of reasonable force - Complaints - Individual boarder’s records (containing personal, health and welfare information)

		<ul style="list-style-type: none"> - Administration of medication, treatment and first aid (kept confidentially) - Significant illnesses - Significant accidents and injuries - Parental permission for medical and dental treatment, first aid and non-prescription medication - Risk assessments (for risky activities and in relation to premises/grounds) - Staff recruitment records and checks (including checks on others given substantial unsupervised access to children or residential accommodation) - Staff duty rotas - Staff supervision, appraisal and training - Fire precautions tests and drills - Risk assessments under the Regulatory Reform (Fire Safety) Order 2005 - Menus - Pocket money and any personal property looked after by staff - Care plans for pupils with special needs (where applicable) - Parental permission for high risk activities - Checks on licensing of relevant adventure activities centres - Assessments of lodgings arranged by the school - Assessment of off-site accommodation used by the school
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