



HAZLEGROVE

Deo Juvante

NATIONAL MINIMUM STANDARDS

IMPORTANT INFORMATION:

These standards must be met from the 3rd September 2025. If not, the school must be able to show what they are doing to try and meet these standards – be able to demonstrate that they are aware of them and trying to meet them.

THE STANDARD ON GUARDIANS:

We need to make sure that children are safe and happy with their guardians. Houseparents will be making sure that they ask their boarders how they are feeling re: their guardians and pupils will complete a short questionnaire after each visit with guardians. This questionnaire is primarily feedback about how the stay went. If there are any problems Houseparents will let relevant staff know. Houseparents will also have a Teams call with each guardian at the start of the year, which will be recorded (where possible) or they will meet them in person.

This is reviewed after exeats, half terms and holidays.

PART A: GOVERNANCE, LEADERSHIP, AND MANAGEMENT

Aim: The leadership, management and governance of the school enables a culture to thrive which is child-centred, safeguards children’s wellbeing and is ambitious for the progress of every child. Monitoring and accountability is strong and adds value.

STANDARD 1: STATEMENT OF BOARDING PRINCIPLES AND PRACTICE

A suitable statement of the school’s boarding principles and practice is available to parents, carers and staff, is known to and understood by boarders, and is seen to work well in practice.

- Boarding Governor regularly visits Hazlegrove throughout the year. (Robin Badham Thornhill has retired and the school has appointed Alastair Speers as the new boarding governor as of Spring Term 2026) Alastair was the former Headmaster of Sandroyd School, still an active inspector and now works for the Radley Group of Schools.
- Governor invited to attend the Christmas and /or Easter Feast.
- Children discuss core / central values in House Meetings and AF discusses these with Prefects and Monitors.
- Aims and values are communicated to the Boarding Reps who filter this through to our parents; and these are available in the Guidebook, called *Guide for Boarding Families*.
- Boarding is on the Governor’s Agenda. Examples of items discussed: Updates, Accommodation, New Initiatives, NMS.
- AF is part of SLT and able to raise any issues or ideas for discussion in the weekly meetings.
- The *Boarding Principles and Aims* are displayed in each Boarding House, and a copy of these is on the website and the Parent Portal. AF and Head of Admissions ensure that this is accessible to all parents – using Agencies and Guardians to assist those parents who may not speak English as a first language. To make it accessible for EAL students, pupils to go through these in one of their first EAL lessons.
- The *Hazlegrove Guide for Boarding Families* is sent to each parent, and hardcopies are available in the Houses.
- The Houses do not have individual Handbooks, instead the Hazlegrove Guide for Boarding Families is used.

STANDARD 2: MANAGEMENT AND DEVELOPMENT OF BOARDING

2.1

The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school and takes appropriate action where necessary.

- Records of training are kept with the Head's PA and on Teams (HZG Boarding)
- Boarding staff do training. AF monitors this training log.
- Governing Body monitors effectiveness of leadership and management and the delivery of boarding and welfare provision.
- The Foundation Bursar (KSB) visits the school regularly and is a part of the SLT at the school.
- Clear *job descriptions* are available and made known to relevant people – these can be found in Teams (HZG Boarding).
- High level of accountability in management roles. AF and MB make expectations clear to duty staff, and matrons and Gaps / Grads.
- Most of the members of the senior management have had experience in Boarding schools / environments; the Headmaster and Deputy Head have worked in boarding schools previously.

2.2

The school's leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required.

- Head and deputy both have been Houseparents at previous school and HZG respectively.
- Head and Director of Boarding meet bi-weekly (at least)
- Deputy Head and Director of Boarding meet weekly
 - Induction training for new gaps and staff takes places at the beginning of the year and this is organised and led by the Deputy Head. Gaps are also trained by Ken James from Letzlive before they arrive. Gaps are also trained by the BSA and receive a certificate for this training.
 - AF regularly emails the BSA, asking about training for Gaps and Grads.
 - High levels of accountability in management roles.
 - Leadership and Management including Governors, demonstrate good skills and knowledge. Training as appropriate.

2.3

There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff.

- Director of Boarding meets with Head every other week.
- Boarding is on the SLT Agenda – weekly meeting.
- My Concern and iSAMS and emails encouraged and used between Houseparents / Matrons.
- The Director of Boarding and Deputy Head, meet weekly.
- Director of Boarding is on the Pastoral Leadership Team – who meet twice weekly.
- Section meeting minutes are sent to Houseparents.
- All information pertaining to a child is sent to both the tutor and the Houseparents.
- Boarding minutes are sent to all boarding staff, and residents.

2.4

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

- Director of Boarding ensures that the NMS are reviewed and updated when necessary.
- The NMS document is regularly reviewed and sent to Boarding Governor and the Headmaster. Boarding Staff are encouraged to read the handbook and familiarise themselves with the NMS.

2.5

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

The school actively promotes the wellbeing of pupils through the following:

- Tutor time: children meet with their tutors twice a day.
- Assemblies and Chapel.
- Girls on Board: a pastoral programme designed at supporting the emotional needs of girls.
- PLT are rolling out training for "Boys on Board": a similar programme as the one mentioned above, but for boys.
- The nurture room with the school psychologist is available.
- PSHE lessons: PSHE staff sends topics to all tutors.
- Well-being garden.
- ELSA programme.
- Nurture Groups in the Lower and Middle School.
- Super Prep slot.
- Leadership and Management and Governance actively promote the well-being of pupils. This standard is also met by the Governor's discussions with AF and visiting the school.
- Safe spaces around the school.
- Pastoral 1:1 with the school psychologist.
- Some children are referred to external counsellors.

2.6

Senior boarding staff are knowledgeable and experienced and have undertaken appropriate training in the management and practice of boarding. They use this to ensure that boarders' welfare is safeguarded and promoted.

- There is a clear understanding and awareness, by Leadership and Management, of how training contributes to the wellbeing, welfare and safeguarding of the boarders.
- Director of Boarding – 20 years boarding experience
- Girls Houseparents - 20 years boarding experience
- Boys Houseparents – 6 years boarding experience
- Headmaster and Deputy have both been HPs at Prep Schools before.
- Matrons all first aid trained and many years of experience.
- Recent training: we encourage all boarding staff to undergo training and encouraged to attend CPD courses – often BSA ones.
- Staff all have Job descriptions and have attended BSA courses when suitable and available.
- Induction training takes places – organised and led by the Deputy Head.

2.7

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

- The school follows and maintains the policies and documents described in Appendix A. Plus we ensure that the policies listed in the ISI supporting evidence document, is posted and available on the portal.
- Staff read and are aware of the policies; and the Management and the Leadership of the school ensure that staff are familiar with the policies.
- The various Governing committees monitor the policies and with regard to boarding, through the Education Committee. Boarding is always an item on the Agenda for both schools of the Foundation.
- The headmaster briefs the Governors and answers any questions.

2.8

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

- The school follows and maintains the policies and documents described in Appendix A. Plus we ensure that the policies listed in the ISI supporting evidence document, is posted and available on the portal.
- Staff read and are aware of the policies; and the Management and the Leadership of the school ensure that staff are familiar with the policies.

- The various Governing committees monitor the policies and with regard to boarding, through the Education Committee. Boarding is always an item on the Agenda for both schools of the Foundation.
- The headmaster briefs the Governors and answers any questions.

LIST OF POLICIES AND DOCUMENTS

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

Policies:

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

Documents:

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

Where applicable:

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

LIST OF RECORDS

The following school records are required:

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

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

STANDARD 3: INCLUSION, EQUALITY AND DIVERSITY

3.1

Boarders are not discriminated against, paying particular regard to the legally protected characteristics and requirements set out in the Equality Act 2010. In addition, boarders are not discriminated against because of their cultural background, linguistic background, special educational needs, or academic or sporting ability (the list is not intended to be all encompassing, the key factor is protecting boarders from discrimination). These factors are taken into account in the care of boarders, so that care is sensitive to different needs and an inclusive environment is promoted within the school.

- Staff consider inclusivity in the broadest of terms.
- Staff encouraged to think about inclusivity in this manner: the needs of each and every boarder are considered – we think of individuals when thinking about the boarders.
- We consider discrimination; as well as regularly asking (critically and reflectively) if we discriminate as a community. This is done in PSHE lessons and tutor times, as well as Assemblies.
- We discuss topics such as “Unconscious bias” for adults and children – and this topic is covered in PSHE.
- We embrace diversity, and below are examples of inclusivity at HZG and in the boarding community:
 - Documents are available about boarders with special needs (LS/EAL) – these documents are kept by the LSU and EAL Departments;
 - We have themed lunches and evenings (For example: Chinese New Year) and theme days in the School, like French Day, Spanish Day and World Languages day.
 - Last year, we introduced theme dinners on a Saturday evening (celebrating different cultures) - American night, Chinese, Spanish and Australian evenings.
 - We promote diversity in the news which is posted on the News Boards in each House;
 - We watch educational documentaries that embrace diversity and tolerance.
 - We regularly discuss neurodiversity and highlight the importance of difference
 - We also mark neurodiversity week.
 - Promote gender equality by giving parity to female and male boarders. E.g. Equal opportunities for public speaking - prayers in boarders' breakfast; 'thank you's' at termly feasts; boarding monitors etc.

PART B: BOARDING PROVISION

Aim: The school provides a homely and welcoming environment in which boarders feel safe, secure and comfortable, and where their privacy is respected. Boarders enjoy their accommodation and mealtimes and feel that their belongings and personal possessions are protected.

4.1

Good quality sleeping accommodation is provided for boarders. It is well organised and managed with ongoing assessments of risk (which should be documented) and findings acted upon to reduce risk for all boarders. Accommodation gives boarders appropriate privacy, taking into account sex, age and any special requirements. Where children share a bedroom, they are able to express a preference about whom they share with.

- Pupils have a choice / express their preferences re: dorms and dormmates – children do this through the Suggestion box, speaking to staff (or monitors) and their weekly House meetings. Some parents email HPs on their children’s behalf too.
- Staff are aware that Risk Assessments are now not only about the physical world but also about the children and their relationships.
- Risk Assessments from Estates Bursar – these are kept with the Estates Bursar.
- Evidence of children being asked – usually recorded in a weekly house meetings. HPs to keep evidence, where possible of children being asked about preferences – this needs to be an item on the Agenda in House meetings, at the start and end of every term. Children have the opportunity to raise this with HPs, matrons, Gaps and Grads, in the “Children’s Voice” section in meetings or use the Suggestion Box too.
- All three boarding Houses are equipped with Intruder alarms, which are set when duty staff / matrons / gaps leave the building at 9:45pm.
- Signage is clear in all houses – boys and girls only; separate boys and girls boarding houses.
- Risk assessments for each House are completed and kept by the Estates Bursar.
- The children have their own space (side cubby and pin board); and they are encouraged to personalise this area with photos and nik naks from home) and they have their own bedding and soft toys.
- Boarders (and all children at HZG) are encouraged to respect each other’s personal space and belongings.
- Boarders are given the opportunity to express who they would like to share a dorm with – for example, they are asked to tell us which friend they would like *and* they express which bed (single or bunk and location) and dorm they would like.
- The Houses all have intruder alarms, and the children are made aware of these – this makes them feel safer too.
- The doors have combination locks too and the doors are all fire-doors, many have mechanisms which close automatically when the fire alarm goes off.

4.2

Good quality living accommodation and equipment, including appropriate internet access, is provided for boarders for the purposes of organised and private study outside school hours and for social purposes.

- Filtering is monitored by the IT Dept, Houseparents and Heads of Section get a daily report which covers trigger words and suspicious searches.
- The Governing Body is fully aware of this too; and this is an item discussed in the various Governance committee meetings.
- Staff are aware that this standard has changed to “Good” quality instead of “suitable”
- Appropriate internet access – filters are in place, and a report is sent to staff / tutors daily and email time slots are noted.

The following are available:

- House computers
- iPADS
- Teams devices
- Telephones

Areas for study:

- Fitzjames
 - EAL room
 - Meeting room
 - Library
 - Common rooms
-
- Boarders are able to use the Library if they wish to study privately.
 - Boarders can use classrooms (in the Fitzjames or Hervey Room) if they wish to study during prep times
 - Children can also use the EAL room in the Fitzjames
 - On Weekends, we make sure that there is at least one revision / homework slot for the children

4.3

Sufficient toilet and washing facilities with good quality fixtures and fittings and access to hot water are provided for boarders, are readily accessible from the sleeping accommodation and take into account sex, age and any special requirements.

- Designated bathrooms
- Showers all have curtains / doors
- All toilet doors can be locked and secured – this is checked regularly
- Girls and boys have separate bathroom facilities

- This standard is regularly checked by AF and the Head, who do a walkthrough of the Houses, at least once a term.

4.4

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

The following are checked by Maintenance and the Bursar (as well as HPs):

- Lighting.
- Windows.
- Doors.
- Latches on loos..
- Disability? This is not possible in the Boys Houses as both have stairs; this is something that we are considering when refurbishments are done to Blackford and School House.
- Passageways and dorms are well lit, all windows are able to open
- Matrons and cleaners clean in the Houses every day except for Sundays; Houseparents check the dorms and loos / bathrooms on a Sunday if they need cleaning.
- If a child has restricted access, we would encourage him / her to go home, due to health and safety, as none of the boarding houses, without possibly, the exception of the ground floor of the Girls' House would be able to accommodate a child with restricted access. We need to consider a lift or some sort of wheelchair access for the future.

4.5

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

- Signage is important here and HPs ensure that signage is clear and visible.
- Children are also made aware of this by AF and MB in meetings and assemblies.
- Staff are aware that this standard has moved from “suitably” to “well furnished” .
- Each boarder has their own bed, side cubby and drawers for clothing as well as a pinboard (which may be shared) – which the children are encouraged to personalise.
- Each dorm has a mirror.
- Boy and girl Houses are separate.
- Adults have separate accommodation – HPs have flats in the Houses; Gaps in School House have signs on their dorms – PRIVATE.
- Bedding is changed once a week – sheets, pillowcases and duvets.
- Flexi children strip their beds every morning.
- Children have access to extra blankets (or portable heaters) if they are cold; and there is central heating in all the Houses; and portable fans in the summer.

4.6

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

- Where possible, all boarders have their own pinboard near their beds and they are encouraged to personalise their areas.
- Parents are sent a reminder at the start of term to help children to personalise their areas.

4.7

Boarding accommodation is reserved for the use of those children designated to use it and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) unsupervised access to boarders, or to boarding accommodation while occupied by boarders. (*Note this is PART 3 of KCSIE*).

- Signs in the Houses and reminders from Head in correspondence with parents.
- Parents are reminded of this, in keeping in line with Part 3 of KCSIE.
- School rules and boarding rules state that day children are not allowed into the Houses, without the permission of the Houseparents / Matrons.
- There are signs in each House telling parents that they need permission to enter dormitories and should be accompanied by an adult.
- To add to the abovementioned point, the headmaster sends out a reminder telling parents not to come into the Houses without permission and adult supervision – these are the children’s bedrooms after all. We stress the Safeguarding importance.
- Collection: when children are collected (for example: exeats, half terms or end of term), the parents are told to wait in designated areas outside the Houses and HPs and Matrons meet them when handing over their children. Children are signed out by HPs and Matrons.
- Members of the public who use school facilities like the tennis courts and gym hall, only have permission to do so once all the children have gone into their Houses, approximately 8pm (after late suppers) – this is monitored and organised by the Deputy Head.
- All Houses have access code on entrance doors, and these numbers are regularly changed.
- All Houses have Intruder Alarms that are set by adults once children are in bed / lights out.

4.8

Any use of biometric data/technology or surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes¹³ does not intrude unreasonably on boarders’ privacy. Any schools which use biometric technology and/or CCTV should set out the rationale for its use in the school’s security policy. In addition, schools using CCTV must be

registered with the Information Commissioner's Office (ICO) and comply with relevant data protection legislation including the UK General Data Protection Regulations¹⁷, the Data Protection Act 2018 and the Protection of Freedoms Act 2012.

- Resident staff patrol the school until the boarders are in their Houses and then the resident duty ends – no staff walking around once children are in the Houses.
- The only CCTV that we have is on the main access points at the school and in the change room corridor in Dolphin Hall and the Maintenance shed area.
- The outer doors of the school buildings all have electronic keypads;
- Security lights are in the shared / common areas and the corridors / walk-ways around the school.
- Paperwork is kept to a minimum and when lists are printed out, they are shredded once used for their purpose. Paperwork is kept in the House offices – locked; and this is the same as the medical information about the children.

5: BOARDERS' POSSESSIONS

5.1

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

- The children have a rota and take laundry down to the laundry room, in the mornings and evenings
- Laundry is done at KSB and there is a laundry on site at HZG too
- Matrons pack children's clothing away – clean clothes are stored in beds / drawers or placed on beds for changing
- Underbed checks are done regularly; motivation to keep these tidy and organised by using a reward system (run by matrons and HPs)
- Games kit can be popped into the laundry daily – as can any laundry if necessary
- All kit is clearly marked with the child's name

5.2

Boarders are able to obtain personal and stationery items whilst accommodated at school.

- Boarding Houses have a modest stock of stationery and toiletries for the children if they need anything
- If boarders need something from the shops, the matrons or houseparents go to town or order online – an email to parents to let them know that this will be charged to their account is sent

5.3

Good protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.

- Record of pocket money and personal property is taken by the HPs and / or matrons.
- The register is kept with the personal belongings in the House safe.
- Children sign their personal belongings out or in the presence of a matron or HP.
- Children are encouraged to hand in all valuable belongings like wallets, money, electronics, passports, sunglasses.
- Passports are kept by HPs and stored in the House safe.
- VISA details are completed after arriving after holidays / exets and half terms by either a Matron or HP.

STANDARD 6: PROVISION AND PREPARATION OF FOOD AND DRINKS

6.1

All boarders, including those with special dietary, medical or religious needs, are provided with good quality, nutritionally balanced meals with choice and variety and of sufficient quantity.

- All boarders who may have allergies or specific dietary needs are highlighted in the kitchen, on an Allergy Board.
- Medical information / children with specific needs is shared with all boarding staff by the Nurses.
- Care Sheets for children with specific medical needs are kept in the offices in the Houses, in the medical folder or on the surgery home page.
- Medical information is at hand in each of the boarding Houses and on isams which all matrons and Houseparents can access.
- Religious needs are made known and we try to cater for the needs of the child, for example: Ramadan: the kitchen and HPs work together to provide meals before sunrise and after sunset – food will be available in the Common Room.
- Late suppers provided for the Year 7s and 8s.
- There is fresh fruit on offer in the Houses every day.

6.2

Good quality facilities are provided for the hygienic preparation, serving and consumption of boarders' main meals. These may be situated in the main school building provided it is adjacent to or reasonably accessible from the boarding accommodation.

- Houseparents and Gaps have all completed an online Food preparation course / certificate: copies of these are kept by the Bursar.
- All meals are prepared and eaten in the school Dining hall and are prepared by the Catering staff.
- Exeats and half terms, HPs prepare meals in the boarding Houses – toasted sandwiches or something similar. Girls make theirs in annexe area of dining room.

6.3

In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. Schools are sensitive to boarders' individual needs in this respect.

- There are drinking fountains placed around the school.
- Blackford has a water dispenser and School House and Lankester have a sink in their common rooms
- All taps in the school supply drinking water.
- Children are encouraged to have their own water bottle.
- Children have the following meals:
 - Breakfast

- Snack at first break
- Lunch
- Snack at 4pm
- Supper
- Late suppers (if in Year 7 and 8)
- Fruit bowl in the Houses

6.4

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

- Presently, we do not have any children with disabilities that would require appropriate assistance to eat, in a manner which promotes dignity and choice – this isn't just a case of listing a room or a "quick fix" solution but we would certainly be sensitive to this and take the child and the other children into consideration.
- AB discusses disability in PSHE related to our school community.
- Special dietary needs, we adapt the menu for children with difficult food issues.

PART C: HEALTH AND WELLBEING

Aim: Boarders' health needs are fully met, and their physical, emotional and social wellbeing and mental health are promoted and supported. Any health care provided is in the best interests of the child.

STANDARD 7: BOARDERS' HEALTH AND WELLBEING

7.1

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

- AF, HP's, the Matrons and the Nurses have discussed this standard, and a clear plan of action has been agreed upon. They are all well aware of who needs to do what when a child needs medical attention. For example, phoning the medical centre, hospital visits and taking children to the doctors / A and E.
- *Medical Policy (CM)* is reviewed and updated by the Nurses.
- School Nurse meets with HPs or Matrons every morning and evening to ensure that medical information is shared daily; as well as at the end of each day (6pm).
- Children are aware of who they go to if feeling unwell during the day or night and are aware of the location of the Sick Bay.
- The local doctor (GP) visits the school once a week
- HPs / Matrons check the medical folder and isams every day.
- HPs and Matrons are all First Aid Trained.
- Some Hp's and resident staff also have First Aid and Pool Safety training.

7.2

Boarders are supported and educated to understand their health needs, how to develop and maintain a healthy lifestyle and to make informed decisions about their own health.

- PSHE, PE and RSE promote good health in the boarding setting too.
- We focus on the importance of linking education to health and wellbeing and this is done through Games, Food Tech, Science lessons and PSHE.
- As well as tutor time; and in House meetings.
- There are plenty of opportunities for the children to keep fit and healthy – promoted by many activities on offer.

- There are always healthier food options available too.
- Children's voice children have a say on food.
- Boarders' food committee feedback suggestions on food.
- Opportunities for discussion and private space to talk about homesickness and mental health related issues.
- Measures to build resilience eg current affairs talks, boards and opportunities to discuss global issues.

7.3

Effective arrangements are made to care for boarding pupils who are sick or injured. Boarders are accommodated away from other children where this is necessary to care for the child in question or to protect other boarders (e.g. from contagious conditions). Where boarders need to be cared for away from their usual accommodation, they are provided with good quality accommodation, including toilet and washing facilities. The accommodation is staffed appropriately and provides boarders with appropriate privacy, taking into account sex, age and any special requirements.

In the event of children being ill and needing to be housed in Sick Bay / separate from the other children:

- In the case of a girl boarder, she will be kept in one of the Girls' Common Rooms on a camp bed overnight.
- If the child can be sent home, then that would be preferable. If the Sick Bay in School House is not occupied, then a girl will be sent across to the Sick Bay during the day.
- The nurse would then use signage to indicate that a girl is housed in that room and the loos / bathroom opposite would become GIRLS ONLY. The boys would use the loos along the corridor, near Hood and the showers upstairs.
- In the case of a boy boarder: in the Jnr House, the boy can be housed in a spare dorm or in the Common Room for the night, It may be that the child will be sent across to the Sick bay in School House and this too would be where Snr boys would be sent if feeling unwell. Again, if the child can be collected by parents / guardians, then this would be the preferred option. There is a loo nearby and a sign is put up, restricting access – allowing only the unwell child to use this.
- It is encouraged, to send an unwell child home to their guardians – a list of guardians is available from Admissions.

7.4

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

- Boarders are registered with local clinic when joining the school – this is part of the information pack sent to parents.

- The local GP visits the school every Thursday for boarders.
- Matrons and Houseparents take children to appointments such as optometrists / dentist etc. (Parents informed and consent obtained).
- Appropriate staff are aware of CAMHS; we also have a proactive Safeguarding Team who send regular updates to the Governors and SLT.

7.5

The school facilitates access to all relevant health, counselling and support services (set out above) as required. It should be clear who is responsible for making emergency and routine health care appointments for children, including where consultation between parents/carers and staff is necessary.

- We have a clear understanding of who is responsible for booking health appointments for boarders – See 7.1
- The Nurse and Director of Boarding are the line managers and ensure that children are taken to the doctor, dentist etc.

7.6

All medication is stored safely and securely, and accurate records are kept of its administration. Staff are properly trained to provide the support that pupils need when administering medicines. Prescribed medicines are given only to the boarders to whom they are prescribed. Boarders allowed to self-medicate are assessed as being sufficiently responsible to do so. Where applicable, schools have regard to government guidance.

- Medical administration recorded including First Aid and kept confidentially in Surgery.
- All records are now kept centrally on isams.
- Matrons and Hp's administer medication.
- Medicine is locked away securely in the medical cupboard in the House office in each boarding house.
- When we have Flexi boarders in for the night, we ask that the parents inform the Nurse and HPs of any medical conditions / medication needed – and send this medicine in to school.
- If we have children with asthma, we have a spare pump in each House and if they need an EpiPen, then the HPs will collect their one from the Staff Room, in the evening.

7.7

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

- Staff are aware that children aged 16 and younger can consent.
- Staff consider privacy and dignity of the boarders.
- Gillick competency is taught in PSHE lessons to all Year 7s and 8s.
- As a community, we encourage boarders' rights as well as the British values – this is promoted through tutor time, assemblies, chapel, House meetings, in PSHE and prayers in the dining hall.

PART D: SAFEGUARDING

Aim: Boarders are safe, including in the school's boarding accommodation and away from the school's premises. Effective measures are taken to manage safeguarding risks and protect children from harm, and to manage well any incidents that do occur.

- All staff at HZG are aware and have read the school policies on *Acceptable IT Use*, *KCSIE* and "*Working Together to Safeguard Children*".

STANDARD 8: SAFEGUARDING

8.1

The school should ensure that:

- arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - such arrangements have regard to any guidance issued by the Secretary of State.
- All staff at HZG have Safeguarding Training.
 - One resident member of staff is a part of the Safeguarding Team - Miss Milne.
 - Gaps undergo an online Safeguarding Course before starting in the Houses; as well as Prevent training and they are trained by Letzlive before they arrive at school.
 - Director of Boarding has done Advanced Child Protection Safeguarding Training.

8.2

The school should ensure that all staff are aware that safeguarding and promoting the welfare of children is everyone's responsibility throughout the school and the boarding facilities.

- All HZG staff are Safeguarding Trained, including all Gaps – who cannot start working here before online training is completed.
- Records are kept of all staff training (by KSB and the School Secretary).

8.3

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

- The school has a filter system which protects the children.
- The children cover online safety in their IT lessons as well as PSHE.
- Parents are sent information about online safety too.
If children make an inappropriate search, notifications are sent to HPs and the Heads of Section, who follow this up.

- Children are read the *Acceptable Use policy* in tutor time as well as in PSHE and IT lessons.
- Correct use of iPads is monitored by tutors, Hps and the IT team.

8.4

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

the school's policy on sexual relationships between children (and importance of boarders understanding this policy);

- the school's approach to child-on-child abuse, reflecting the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation;
- the approach to protecting children where there is a significant gender imbalance in the school; and
- the approach to harmful online content and how boarders' devices are managed in terms of bringing a device into the school, and harmful content that may already be downloaded on to it, and the opportunity to download harmful content via 3,4 and 5G that will bypass the school's filtering and monitoring systems.

The following policies are discussed with staff and children:

- School's policy on sexual relationships between children – boarders need to understand this; this is covered in PSHE lessons.
- The school's approach on child-on-child abuse is also covered by tutors and in PSHE lessons.
- Policy to protect children where there is a gender imbalance in the school – this is covered in PSHE lessons in the school.

PART E: HEALTH AND SAFETY

Aim: Boarders are safe while at school, including in the school's boarding accommodation and when away from the school's premises, but under the care of the school, on an educational visit for example. Effective measures are taken to manage risk and protect children from harm, and to manage well any incidents that do occur.

- The key focus here: training, safe environments, flexi boarders and overnight fire drills.
- And importantly, we still have a duty of care when the children are off site.

STANDARD 9: SAFETY OF BOARDERS

9.1

The school ensures compliance with relevant health and safety laws by drawing up and effectively implementing a written health and safety policy. Staff undertake sufficient training to ensure the policy is followed in practice.

- Training is important – training modules are sent to staff by Gary Stoker (using SmartLog and / or the TES website).
- Risk Assessments for each House as well as RAs for activities and residential trips are kept with the school bursar and copies of RAs for residential trips are given to the Deputy Head – prior to the trip.
- RAs are reviewed annually.
- See the *Health and Safety Policy*: kept with Gary Stoker (Estates Bursar).

9.2

The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured, and they are provided a safe environment in which they can live and learn.

- Healthy and Safety Officer, in this case the Bursar, maintains the school premises, facilities and accommodation to ensure H&S and welfare of the children.
- Minutes of H&S meeting – with the Bursar at HZG and KSB.

9.3

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

- Welfare of boarders is safeguarded and promoted: please refer to the school's *Safeguarding Policy*.
- Members of the Safeguarding Team are displayed around the school.

9.4

The school, as part of its health and safety policy, has written procedures setting out the contingency arrangements in case of a major incident, including what happens in the case of an overnight emergency where the premises need to be evacuated.

- Contingencies for a major incident and what to do if the premises need to be evacuated are available with Gary and are in a folder at the Fire Control Panel
- This is from the Estate's Bursar, Summer 2022:

'All three boarding houses have a folder by the main fire panel, which includes a risk assessment (this is part of the boarding house policies), I also added a document which covers locations to move to in the event that you are unable to return to the house. Main house moves to Lankester, if safe to do so, once a local decision has been made after an incident has been called'.

9.5

Schools should have procedures to ensure boarders' safety when off site, but under the care of the school, including when on organised visits. These procedures should be proportionate and focus on managing assessed risks.

- Safety of boarders when off site is risk assessed.
- All RAs are sent to the Deputy Head for approval prior to each trip, for authorisation.

STANDARD 10: FIRE PRECAUTIONS AND DRILLS

10.1

Boarders and staff know what they would need to do in an emergency and can be evacuated safely.

- We have whole school fire drill practices once a term.
- The boarders, and any flexi-boarders, are walked through and explained what to do in the event of hearing the alarm or seeing a fire in their House meetings – at the start of each term.
- HPs ensure that each child visiting, is explained this procedure too.
- We do our practice drills before wake-up: to ensure that the children are still in their beds (sleeping).
- Signs are displayed in the Houses.

10.2

The school complies with the Regulatory Reform (Fire Safety) Order 2005 and ensures alerting systems are accessible and there are clear evacuation plans for all children subject to their needs.

- This is monitored and checked by Gary Stoker (School Compliance).
- We also had a system in place when needed for a Year 8 girl who was hearing impaired – she had a system that vibrated under her pillow.

10.3

In addition, fire drills are regularly (at least once per term) carried out in ‘boarding time’. At least one drill per year should be carried out overnight, unless the school has assessed that this would be detrimental to boarders’ welfare.

- Record sheets of fire drills are kept by the Estate’s Bursar.
- We carry out one each term, within the first two weeks of each term, in the early morning (The school and the Boarding community agree on a test date – within the first two weeks of each term).
- Records of fire precaution tests and drills are kept the Estate Bursar, after being completed by AF and shown to the Estates bursar after each drill.

10.4

Schools with ‘flexi’ boarders may (this will be based on their own risk assessment) need to carry out additional fire drills to ensure pupils with flexible boarding arrangements know what to do in an emergency.

- All flexi and occasional boarders (taster days) are made aware of the fire drill / precautions when they arrive for the first time.

- Houseparents / matrons make sure that all new children, including flexis and children on “taster days” are walked through the fire drill (or at least shown and explained to them) on their stay.
- We walk through the evacuation route at the start of each term and when we have a new boarders (or flexi boarders) joining us – we may decide to walk through the child on their own and make them familiar with the procedures and Assembly point.
- We had a girl in Year 8 with a hearing impediment (2021-2022); she could hear and function normally with her hearing aids. When sleeping, and having removed her hearing aids, she had a buzzer under her pillow to alert her if the Fire Alarm went off and there was a designated member of staff who made sure that she has left the room and building.

PART F: BOARDERS' RIGHTS, ADVOCACY AND COMPLAINTS

Aim: Boarders are enabled to communicate, and develop positive relationships with staff, make their views known and maintain a good relationship with their family or carers (unless precluded by law). Boarders' views, wishes and feelings about their boarding experience are sought and taken into account by the school.

- The “Independent Listener” is now called the “Independent Person” but we don't have to change this as we feel that it is not necessary; we have decided to keep the name “Independent Listener”.
- The Independent Listener visits the school at the beginning of the year and she is introduced to the school during an assembly; as well as joining us for supper with the boarders and has a tour of the Houses.
- HPs and Matrons consider time zones with our overseas children – our boarders phone in the mornings or over lunch time, if their parents live in the Far East.

STANDARD 11: BOARDERS' INDUCTION AND INDIVIDUAL SUPPORT

11.1

There is an appropriate process of induction and guidance for new boarders and that process includes information covering the standards 11.2 through 11.6.

- Written induction documentation is available to all new boarders regardless of the start time (eg. mid-term) – sent by Admissions.
- The Boarding Guidebook is sent to new children and their families – a hard copy is also made available on the notice board as well as the Hazlegrove A to Z.
- Parents receive a Guide to Boarding before starting.
- Houseparents show new children (and their parents, where possible) around the boarding house and walk through the fire procedure on the first day / night in the house.
- Matrons help the new children unpack and new pupils are introduced to the School Nurse.
- The HPs, with the child's Tutor, will assign each new child with a Buddy / Guide to help them around the Boarding community and the School – it may be that they have two guides – one school and one boarding.
- Parents are emailed Notices at exets and half terms and end of term – useful information for both them and the children.
- Houses have a House Meeting within the first two days to welcome new children, or at the weekly meeting in the House – or the Dining Hall (supper or breakfast).
- HPs go through a “Checklist” with the children at least once a term – at the start of each term and gentle reminders throughout the term / year.
- New children are welcomed publicly into the boarding community at the first meal in the Dining Hall.
- All staff are sent a list of new children with information about the last school, family, interests, and hobbies.

- All new boarders are sent welcome cards from Houseparents before starting in the Houses.
- Parents are emailed within the first few days by the HPs to let them know how their children have settled in.
- Sometimes the HPs might send a more general update to all parents too; with links to photos.
- EAL pupils have extra support from head of EAL. She spends time with them in the first few days, helping to show them key areas around the school, explaining different systems and differences, such as food etc .

FLEXI BOARDERS:

- A Guide to Flexi Boarding is sent to new parents.
- Parents are invited by HPs to have a tour of the House and familiarise themselves with the routine of the House (children join the parents if possible).
- HPs show the flexi boarder around the House – with children from the dorm they will be sleeping in.
- The first night: HPs will explain routine again as well as what happens if the Fire Alarm goes off.

11.2

The school should make arrangements, with parents and carers, which are clear about who is responsible for the collection and transport of boarders (including arrangements for international pupils) at the start and end of the school term and where there is any temporary absence from school.

- HPs and Matrons are aware of where our boarders are to and from home – collection and drop off; this is done through a centralised form, which all parents fill out before an exeat, half term, end of term. HPs can also share this information with the tutors. We need to have a clear understanding and record of the movements of our boarders.
- AR also sends VISA reminders to HPs.
- HPs, Ali Hunter and the Admissions office include each other in any email correspondence regarding travel arrangements for our boarders.
- HPs are reminded (on Teams) to complete a spreadsheet for exeats, half terms and holidays for our international boarders.

11.3

Boarders are able to contact any member of staff with personal, academic or welfare concerns. All staff should know what to do if a boarder approaches them with a concern.

- All boarders are able to contact all staff – this can be done through emails / Teams or contact during the school day.

- All staff are aware of what to do when contacted by a boarder. It is important that we keep channels open too – between staff, tutors and HPs.
- Staff are invited and encouraged to visit the Houses.
- Pupils are made aware of the following *All round care* at Hazelgrove.



- Children are encouraged to take their problems to any of the above-mentioned options. This poster is displayed around the school and the boarding Houses
- Children meet with their tutors every morning as well as after lunch, every day. Boarders can speak to their tutors, Houseparents, or boarding staff – or any member of staff at school.
- If children wish, they can contact the *Independent Listener* or they can fill in a *Worry Sheet*. The sheets / cards can either be handed in to their tutors or in the Houses.



INDEPENDENT LISTENER:

- If you would like to speak to the Independent Listener, Mrs Susan Fone, her number is: 01963 – 548967 (this is displayed at every telephone). She is invited to come to a school assembly at the start of each academic year.
- Children can also voice their concerns / problems in their Weekly House meetings or share it with the Boarding Monitors, who meet once a week with the Director of Boarding. The Boarding Monitors are encouraged to “keep their ears to the ground” and share anything that they have heard.
- The Director of Boarding and the Deputy Head meet with the Gaps / Grads every Monday morning – and children are discussed – we find that they provide valuable information and insight into the lives of the children.
- If the problems / concerns are of a medical nature, we have a nurse on site from 8:30am to 6pm and we have a local doctor who visits once a week.
- Boarders have tutors who are copied in to all correspondence about a child - using My Concern or iSAMS.

11.4

The school identifies at least one person other than a parent, outside the staff, and those responsible for the leadership and governance of the school, who children may contact directly about personal problems or concerns at the school. This person may be known as the 'independent person'. Children know who this person is, know how to contact them and feel comfortable talking to them. The person is easily accessible.

- This is very important that the children know who this person is and how they can contact him / her. The children meet them in a school assembly at the start of the academic year.
- These details are available on the "All Round Care" sheet – displayed around the House.

11.5

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

- These details are available on the "All Round Care" sheet – displayed in the House
- We ensure that the following numbers are displayed in the Houses:

Childline

Children's Commissioner's Health at Hand Service

11.6

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

- This standard is more for the children who do not have advocacy rather than the ones who do – they have parents, guardians, staff.
- One way that we show this / find evidence – is that we use PSHE lessons and questionnaires – to assess whether the children feel that they have someone to turn to and someone who would support them. (Bullying Survey)
- Children are made aware of Advocacy services – this is done in House meetings and the Questionnaire.
- Children are provided with appropriate advocacy support where necessary and made aware of what advocacy services are available and how to access them.

STANDARD 12: CONTACT WITH PARENTS / CARERS

12.1

Schools facilitate arrangements so boarders can contact their parents/carers and families in private, at a time that is suitable for both parties, considering relevant time zones for international pupils. Schools should operate proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders. Schools are sensitive and comply with individual children's circumstances such as restricted contact with families.

- Children can use the landlines – of which there are three in each House.
- Two are in public space and one is in a secure “cupboard” - in School House. All three phones in Blackford are in private spaces.
- If these are not suitable, then the child can use the House office and the door can be closed.
- Teams can also take pace in the privacy of the House office – each House has several devices.
- Children may sometimes use mobile phones – this is arranged between the Houseparents and the parents.
- Children write a letter home every Sunday.
- Overseas children call at break times in the House Office: to help with time zones
- Computers in each House where children can email family. Y6 – 8 can access emails from their school iPads too.

STANDARD 13: SECURING BOARDERS' VIEWS

13.1

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

- Children's voice is very important – this is an item on the Agenda of House meetings as well as the weekly Boarding Meeting.
- Feedback is given the following week's House meeting – it is vital to make sure that the children feel that they are taken seriously.
- We have a weekly House meeting where the children can either ask for an item to be added to the Agenda or they can share their views in AOB.
- There is a standing item of the Weekly Boarding Meeting for "Children's Voice".
- The Director of Boarding meets with the Boarding Monitors each week and they have the opportunity to share their views and the views of other boarders who have shared views with them.
- At meal times, duty staff ask if there are any questions / comments: children know that they can speak up then too.
- Children can be representatives on the School Food Committee.
- We start off with 4 to 6 Boarding Monitors who represent the children and voice their views and concerns and we add monitors every term - at the Feast evenings, by the Headmaster.
- Director of Boarding takes suggestions from boarders to SLT meeting once a term for consideration.
- Boarding monitors are announced at the Christmas Feast
- In the Weekly Boarding Meetings, HPs and Matrons can share the views of children under the Pupil Concerns for each House or "Children's Voice".

STANDARD 14: COMPLAINTS

14.1

The school has, and follows, an effective policy on recording and responding to **parental** complaints that is compliant with the relevant regulatory standards³². The policy is clear on how to make a complaint, how it will be dealt with and the timescales for a response.

- It is important to note that a complaint is not only when parents use the words “official complaint” – staff are aware of this.
- The process for children and parents needs to be very clear and made available for all to see – the complaints procedure is available on the School website.
- Records are kept including the steps taken to try and resolve the complaint / concern by either the Deputy or Head.
- Parental complaints policy is available on the Portal.

14.2

The school should also have a clear and easily accessible process for **boarders** to raise their own complaints about boarding provision. The school’s procedures should be clear about how it will respond to complaints from boarders. Boarders are not penalised for raising a complaint in good faith.

- It is important to focus on the feedback.
- We have Weekly House Meetings – children have an opportunity to share their views.
- Weekly meetings with Boarding Monitors.
- The children can fill in “Worry Sheets” (these are in the tutor rooms too) and hand these into staff, Boarding Monitors or the House office
- Children are encouraged to share their concerns or complaints with HPs, boarding monitors, matrons, Gaps or their Tutors or raise them in the weekly meetings.

14.3

The school’s written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld). The school should keep a record of complaints made but later withdrawn. The school should keep under review any emerging patterns arising from complaints.

- The school needs to look for patterns. This is done by MB and Heads of Section; My Concern has been a powerful tool for this.
- Official complaints are held by the Headmaster.
- If complaints are made to Houseparents, matrons, Gaps, these are to be forwarded to Director of Boarding or the Deputy Headmaster, which in turn are sent to the Headmaster.

PART G: PROMOTING POSITIVE BEHAVIOUR AND RELATIONSHIPS

Aim: Boarders behave well and develop healthy and respectful relationships with fellow pupils and staff. Positive behaviour and respectful relationships are encouraged and praised. Any sanctions for misbehaviour are well understood and implemented fairly and consistently.

STANDARD 15: PROMOTING POSITIVE BEHAVIOUR

15.1

The school has and consistently implements a written policy to promote good behaviour amongst pupils, including boarders. The school's approach to behaviour is easily apparent to anyone joining or visiting the school and is evident in the actions and messages from all staff and pupils, including boarders. The school behaviour policy includes detail on:

- the underlying objective to create a safe environment in which all pupils, including boarders, can learn and reach their full potential and to reflect the values and ethos of the school;
 - the role of designated staff in maintaining consistent behaviour expectations, including the responsibilities of school leaders, any resources allocated, and the involvement of governors or trustees;
 - the behaviour expected of pupils (including boarders), including treating others with dignity, kindness and respect, and the measures to promote positive behaviour, including positive reinforcement and reward and consequence systems;
 - how the needs of all pupils, including boarders, and staff are met so members of the school community feel safe knowing that bullying, physical threats or abuse are not tolerated, and that they belong;
 - school systems and social norms, including rules, routines and consequences systems for pupils, including boarders' behaviour when in the charge of the school and including when outside of the school premises and online;
 - pupil (including boarder) support, including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
 - measures to prevent child-on-child abuse and the response to incidents of such abuse, including disciplinary action;
 - when restraint, including reasonable force, is to be used and other physical contact and how this will be managed; and arrangements for searching and screening children and their possessions and how this relates to safeguarding policies. Any search of boarders' personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State.
- These policies can be the same for both day and boarders.
 - Children are interviewed (as appropriate), to test if they are aware of these policies and that the school deals with them appropriately; this is done more informally in House meetings and discussions with children.

- It is important to remember that the school has an over-arching responsibility for the children, even when at home.
- The Use of Restraint - this is recorded on My Concern and the Deputy is made aware of this.
- Incidents and bad behaviour are recorded on My Concern and iSAMS. Actions and Sanctions are recorded on My Concern and iSAMS.
- Sanctions are also discussed at the HOS meeting and Boarding Meetings as well as the PLT meeting – all are held weekly.
- HPs email concerns to Director of Boarding and children are raised at the above mentioned meetings (or from the weekly Boarding Meeting).
- We no longer have a “Handover” book – resident staff are encouraged to use emails and My Concern/iSAMS to record any information about children, when they are on duty. HPs and Matrons check emails before coming back on duty. Also, HPs are back in the Houses before resident staff leave so if in the case of an emergency, a face-to-face hand-over can be done.
- HPs each have a folder in Outlook for each child, which saves all correspondence from staff, parents and My Concern/iSAMS entries.
- The removal of free time and treats are sanctions used by all Houseparents and matrons – this works effectively and we try not to create a culture where punishment takes places too often and too harshly in the houses – Houses / dorms should be a place of refuge from school in some ways.
- These methods work effectively but if alternative sanctions are sought, the Houseparents bring the incident to the Boarding Meeting as well as to the Pastoral Leadership Team for advice and a way forward – the Deputy Head will become involved at this stage. When children lose free-time they sit in the Library or in the Common Rooms in their respective Houses.
- Whole school assembly during National Anti-Bullying Week.
- The presentation deals with the types of bullying, the ways to deal with bullying, what to do if a child feels bullied.
- Children are made aware of who they can talk to – Houseparents, Matrons, GAPS, Tutors, HZG staff and parents. As well as the Independent Listener and the “All Round Care” poster / information.
- We explain what steps / procedures we take.
- PSHE lesson on cyberbullying and Peer-on-Peer abuse as well as in IT lessons
- PSHE, House Meetings in Houses, Tutor time and Assemblies, Chapel promote positive behaviour.
- Alleged Peer-on-Peer Abuse details, are kept by the Deputy Head.
- Tutors go through School Rules with pupils.
- Boarding House rules (Expected Behaviour by Adults, Staff and Children) are displayed in Boarding houses and discussed regularly in the weekly House meetings
- As Houseparents / Matrons, we record any incidents on iSAMS/My Concern and discuss children at our weekly Boarding meetings; these children are also discussed at the weekly HOS and PLT meetings. This helps us to be fair and consistent in our sanctions across the Houses and across the genders; more serious incidents are referred to the Deputy Headmaster.

- When restraint is used, it is recorded on My Concern/iSAMS and brought to the Boarding Meetings (and subsequent HOS meeting) and the PLT meeting.
- All adults follow the advice and guidelines as stated in the Positive Handling Policy (Physical Contact).
- Adults do not search a child and their possessions without permission from the child and the parents. The child is present during searches and / or at least two adults are present.
- Dormitory points system is run daily in each House.
- We allow / encourage each House to run a system that works for them and is uniquely tailored to their House. We discuss our systems in the Boarding Meeting so that we can ensure that they are fair and comparable.
- We think this is important – to have our own take on rewarding but we are acutely aware that it needs to be fair and proportionate. Below are some examples used in the Houses:
 - Weekly rewards for the best boarder in each dorm.
 - Dorm of the week
 - Kindness nominations
 - Best table in the dining room, for manners etc
 - Another example: on Mondays, if the children make their beds well and tidy their dorms, they are allowed to have a treat from their own tuck.
 - Every Friday in celebration assembly we have a ‘trophy’ for Boarder of the Week.
- We also use weekly House Meetings to promote and celebrate positive behaviour.
- Restraints are recorded on My Concern/iSAMS
- The policy can be found in the Policies folder, under Physical Contact.

15.2

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

- Policies are clear and made available to staff, pupils, parents and carers.
- The policies are available on the school website and portal.

15.3

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

- The head decides on who needs training and all of this needs to be documented – noting why the person has been chosen.
- The use of restraint is monitored by the senior leaders / SLT.

15.4

The headteacher should consider whether members of staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

- Head monitors this and considers if any staff need extra training.
- Restraint Policy: reviewed and training considered by SLT.

STANDARD 16: PREVENTING BULLYING

16.1

The school ensures that all forms of bullying (including cyberbullying, prejudice-based and discriminatory), at the school, are prevented in so far as reasonably practicable, by the drawing up and implementation of a proactive and effective anti-bullying strategy. The strategy should include accessible and effective systems for children to report bullying.

- School assemblies, chapel, tutor deal with this issue.
- Worry Sheets in the school and boarding houses that the boarders can fill in anonymously.
- All round care poster highlights who children can talk to.
- Anti-Bully week – the issue is raised in Assembly that week *plus* in PSHE lessons – making sure that each one is age-specific and relevant.
- Anti-bullying posters in each House – a “what to do” poster.
- Bullying survey to gather pupils views and how to act on it.
- Bullying is discussed more widely in PSHE lessons.
-

16.2

Any instances of bullying are dealt with effectively. Staff take steps to help pupils to overcome the impact of bullying. All school staff are trained to recognise bullying and know who to go to, if required, in order to ensure bullying is dealt with.

- Staff are aware of the school’s Anti-Bullying Policy – display posters.

16.3

The school’s anti-bullying strategy should reflect that unlike at day schools, boarders who are being bullied (offline) cannot escape their bullies for long periods of time as they are not going home as often.

- The school’s anti-bullying policy reflects that the boarders, unlike day-children cannot go home (like day children) and escape their bullies.
- AF and MB , together with the PLT are constantly looking at ways to improve this policy and the implementation of the policy.

STANDARD 17: PROMOTING GOOD RELATIONSHIPS

17.1

Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Through regulations made under section 34 of the Children and Social Work Act 2017, boarding schools are required to teach relationships education to primary school pupils and relationships and sex education to secondary school pupils.

- Boarders are supported to develop good relationships – encouraged at Family Service mealtimes, chapel, House Meetings and general activities.
- RSE is taught in PSHE – the school implements the JIGSAW programme.

17.2

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

- This is challenging as the boarders do not have phones / social media however, we have as a boarding community worked hard on making day children feel welcome and many more children flexi board or spend the evenings at school or even weekends.

17.3

Staff understand and help boarders to understand what makes a healthy, nurturing relationship. Staff are trained to think curiously about and recognise the signs of children at risk of or involved in damaging relationships with others, including teenage relationship abuse, criminal exploitation, sexual exploitation and child-on-child abuse, and take appropriate action when they have a concern.

- The staff have the following training: Safeguarding Training; KCSIE, “Everyone’s invited”, Child on Child abuse, Prevent Training.
- The focus is now on CONSENT: this is very much a theme in PSHE lessons in the school.
- Again, this is encouraged through assemblies, chapel, tutor time, House meetings and talks with children at meal times – and when we say grace.
- This is covered in PSHE lessons across the school.

PART H: BOARDERS' DEVELOPMENT

Aim: The boarding experience aids and enhances boarders' development and helps them to develop social skills, living skills and resilience in line with their age and needs.

STANDARD 18: ACTIVITIES AND FREE TIME

18.1

Schools should create and make accessible a stimulating environment to encourage boarders to develop their emotional, intellectual, social, creative and physical skills in an age-appropriate way taking account any special requirements.

- We create an environment that is stimulating and encourages development in the areas of the following skills, through:
 - Emotional
 - Intellectual
 - Social
 - Creative
 - Physical
- Activities on offer in the evenings, ranging from free time, ART and DT activities, free swim, sports hall, football, the woods and the adventure playground
- Weekend programme is similar but would add dance, arts and craft, educational gaming and the Sunday programme is equally stimulating and varied
- A varied Sunday programme – these are posted on the Parent Portal, including photos, on a Monday morning.

18.2

All boarders are able to access a good range and choice of activities outside teaching time, including sufficient and suitably timed free time each day. Suitable risk assessments are in place and followed for any activities which may put boarders at risk of harm. These should not prevent children having experiences that provide challenge and adventure.

- AF supplies staff duty lists and emails staff, reminding them of expectations.
- AF ensures a varied Saturday afternoon programme and MB oversees the Wednesday boarders' activities post 4pm.
- There are either generic RAs for all the school / boarders' activities on the system or new ones are done and sent to MB.
- Children are offered a range of activities during the week; the children are made aware of the activities each evening at the end of supper time, and the staff who are on duty and where they will be.

- In terms of the weekends, Saturday activities are arranged by a rota of staff every Saturday afternoon and the activities are made visible outside the Dining Hall – the children know where the staff are too.
- On Sundays, activities are published on the Parent Portal by Thursday evening and emailed out to boarding staff.
- Duty rotas are monitored by the Director of Boarding to ensure that there is always sufficient staff and the range and variety of activities are also considered. For example, art and craft, outdoor, age and gender appropriate.
- Risk Assessments are sent to the Deputy head.
- After the weekend, a Sunday Write up and photographs are placed in the school website for the parents to read.

18.3

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

- Children are made aware of the boundaries by AF and MB **and** make sure to include that children are not allowed access to staff accommodation.
- Children can “opt out of activities” and have free time – we had enough staff on to run organised activities plus be on “around duty” – where children opting to play on their own or in small groups, can be supervised from a distance.
- The library and the reading area in the Fitzjames are good quiet spaces.

18.4

Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders’ welfare.

- There are not especially onerous demands on the boarders but if we have a busy week (or few days) for our children, this is discussed at the Boarding meetings and the PLT meeting.
- Quiet reading and earlier bedtimes are used if we feel that children need this – or quieter activities in the House or on offer in the boarding community.

18.5

Boarders have access to information about events in the world outside the school, and access to local facilities which are appropriate to their age.

- Children have the television on for the news.
- We have a “News board” in each House.
- The children can access news on the school iPads or on the computers in the Houses.

PART I – STAFFING, GUARDIANS, AND PREFECTS

Aim: Boarders are supervised by well-trained, experienced and skilled staff who have been vetted to ensure their suitability. There are sufficient staff to provide care for each child, and good continuity of staff. Any use of prefects is appropriate and well-managed.

STANDARD 19: STAFF RECRUITMENT AND CHECKS ON OTHER ADULTS

19.1

Schools operate safer recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State

- All of this is held and controlled / checked by the HR dept at KSB.
- AF, and MB are trained in Safer-Recruitment.

19.2

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

- It is important to note that this standard includes all resident staff children not just the children who are attached to a House, or who live in the boarding House.
- All DBS checks are done by KSB / HZG.
- Gaps students do not live in the boarding houses until their DBS clearance has arrived and they have completed their online Safeguarding Training.
- Risk Assessments are done for the GAPS / new staff and signed off by the Headmaster and Head of Boarding – these are kept by the Bursar; this RA covers the Gaps working at the school – they do not sleep in the boarding houses until their DBS check has arrived.
- Children of staff, living on site, over the age of 16 undergo DBS checks.

19.3

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

regular contact with children. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence.

- Written Agreements are sent by HR Dept at KSB to families living on site with children over the age of 16
- At present, we have several children over the age of 16, living on site – in staff accommodation (Staff children). KSB monitors this and DBS checks are carried out.

19.4

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

- All persons visiting the school are signed in at the School Office and given a visitors' badge.
- No adults, even parents of boarders, are allowed access into the Houses and dormitories without the permission of Houseparents and being accompanied by an adult – Houseparent / Matron or Gaps.
- There are notices on display in the Houses.
- Doors are locked – access doors to Houses.
- Headmaster sends regular updates, reminding parents that they are not to enter Houses without permission or staff supervision.

STANDARD 20: STAFFING AND SUPERVISION

20.1

Any staff member or volunteer employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding.

- Job descriptions are all available on the Boarding Teams.
- Induction training is done by:
 - MB: Staff
 - AF: Matrons
 - AF and MB: Gaps and Grads
- Appraisal system is ongoing.

20.2

Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear.

- See above.

20.3

The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and individual needs of boarders, and the locations and activities involved.

- Lists are supplied by AF and MB and shared via email.
- Duty lists are displayed in the Houses.

20.4

Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced. There is continuity of staff, as far as is reasonably possible, such that boarders' relationships with staff are not overly disrupted.

- We endeavour where possible to use the same staff in the Houses for continuity – sharing regular duties.
- Again, see the duty lists supplied by AF.
- Staff duty rotas are drawn up with the view of providing the most effective provision of care possible.
- These duty lists are made visible around the Houses for the children to see – and the children are reminded at supper time of which staff are on duty and where they can find duty staff, Matrons and HP.

- Duty lists are visible in the Boarding Houses.
- Boarders are aware (using the house Notice Boards) who is on duty and where they can be found.
- The staff member on duty says announcements at the end of supper and informs the children of their activities and the staff in charge. There is a list each night of staff and activities stuck on the door by the dining room so children can check what is on and where to find staff.

20.5

Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times.

- Staff are aware of the activities on offer and therefore know where children are – importantly, children are aware of what activities there are and the school boundaries and where they are allowed to play.
- We take register 4 times a day plus an informal one at supper and prep – that is 6 registrations a day (not including the three done at school).

20.6

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

- Staff are aware of the Missing Child policy and the Staff Handbook is read by staff – staff have to sign to confirm that all relevant policies have been read.

20.7

Schools should ensure that they have a suitable number of staff (and at least one) sleeping or on duty in each building, who is responsible for the boarders and available to meet boarders' needs during the night.

- See duty lists produced by AF.
- Duty Lists are displayed in the Houses.

20.8

Boarders are able to contact a member of staff easily in each building at night and know how to do this.

- We make sure that all children are aware of the procedures and who they can contact in the night – this is done in House meetings and face-to-face
- Who to turn to in the Houses:
School House: Houseparents

Blackford and Lankester: Houseparents and a sleep-in matron

In summary:

- In the girls house, there is a Matron 5 nights a week and the houseparents.
- In the Jnr boys, there is a live in matron and the houseparents.
- In the Snr Boys, there are 5 Gaps / Grad students and the Houseparents – who the children report to when needed help or feeling unwell.
- Boarders knock on the HPs door, or use the door bell.
- Boarders can also go to Gaps if they need to but are encouraged to come to their HPs or Matrons, as the first port of call.

20.9

Suitable accommodation (consisting of accommodation in which meals may be taken, living accommodation, and sleeping accommodation) and suitable toilet and washing facilities are provided for residential staff. This accommodation is appropriately separated from the accommodation and facilities provided for boarding pupils.

- Residential staff have their own suitable and appropriate accommodation

20.10

No boarders have access to staff residential accommodation, other than in exceptional circumstances. Where this occurs a one-to-one situation should be avoided with pupils with another adult always present. There is no inappropriate favouritism or inappropriate one-to-one contact between staff and boarders.

- **Important to note:** It is probably best that boarders never enter HPs houses or resident staff houses but if they do, we will need to be able to explain why this happened. If HPs for whatever reason, need to have a boarder in their flat, they need to let a member of the SLT know immediately. (We need to note the use of the words “in exceptional circumstances”).
- Residential staff are not permitted to have boarders in their accommodation at any time.
- Boarders are made aware of this at the start of the year and whenever we feel they need reminding .
- Houseparents and matrons do not take individual children into their Houses, without permission from Director of Boarding – who would in turn speak to the Head.
- The head and his wife have Year 8s over for supper. This is done in groups of 8 to 10 children. Parents are written to, children formally invited, and permission is sought from them. This is publicised to all staff and lists are given to HPs.

STANDARD 21: PREFECTS

21.1

Any prefect system (or equivalent) gives prefects (or equivalent) appropriate specific duties and responsibilities that are appropriate for them, with adequate staff supervision, training and measures to counter possible abuses of the role.

- Director of Boarding meets with Boarding Monitors once a week and offers an induction.
- We only appoint monitors at the end of the first term – children first get a better understanding of what is expected before making appointments.

Examples of duties and responsibilities:

- Being good role models
- Helping younger boarders
- Reading to the Jnr boarders in the evenings
- Saying Grace on Saturdays
- Saying “Thank you” at special occasions
- MB is in charge of school prefects, of which there are always boarders – they meet weekly and are given training / an induction.

STANDARD 22: EDUCATIONAL GUARDIANS

IMPORTANT:

Many schools ask parents to organise their own guardians so much of this Standard is not relevant BUT we do need to monitor all guardians, although we do not need to visit them.

22.1

All educational guardians appointed by the school are subject to the same safer recruitment procedures as staff.

- HZG does not appoint any guardians for boarders 22.2

22.2

Where the school is responsible for appointing educational guardians it regularly monitors the suitability of its arrangements.

- The Admissions Office are in contact with parents and Guardian Agencies re: suitability of guardian.
- HPs are in regular contact with guardians and HPs share this information with parents too.

22.3

Whether an educational guardian is appointed by the school or a parent/carer the school takes appropriate steps to ensure that the guardianship arrangement is promoting the welfare, physical wellbeing and emotional wellbeing of the boarder.

- As a school, we need to consider how we vet the guardians; we will ensure (or at the very least mention and encourage) that the guardians are BSA accredited.
- The key thing here is that if we are aware that a boarder is unhappy with their guardian, then we need to act on this – we need to contact parents or the guardians / agencies. HPs check with children and make sure that parents are made aware of how the children are feeling about their guardians.
- HPs and tutors ask the boarders if they are happy, feel safe with their guardians. After each visit to a guardian children fill in a short questionnaire. At the start of the year, Houseparents have a Teams call with each guardian, or meet them in person or have a telephone call with them.

22.4

Any concerns about an educational guardianship arrangement should be acted upon immediately and referred to any relevant agencies.

This is Part 1 of KCSIE

22.5

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

- If this is ever considered, the HPs need to raise this at the weekly boarding meeting and it will then be shared with the SLT.

PART J: CHILDREN ACCOMMODATED OFF-SITE

Aim: Boarders accommodated off-site, placed by the school in the care of a third-party, are kept safe and protected from harm at all times.

Note for our school:

This standard is only if we, as a school, makes the arrangements for the boarders instead of their parents.

Signed: A.Forbes

Alistair Forbes

Director of Boarding

Date: 1.09.2025.

Signed: A SPEERS

Alastair Speers

Boarding Governor

Date: 05.02.26.