

Rikkyo School in England

Inspection report for boarding school

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| Inspector | Mike Stapley |
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| Nominated person | Roger Munechika |
| Date of last inspection | 4 October 2006 |

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About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

The inspection judgements and what they mean

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| Outstanding: | this aspect of the provision is of exceptionally high quality |
| Good: | this aspect of the provision is strong |
| Satisfactory: | this aspect of the provision is sound |
| Inadequate: | this aspect of the provision is not good enough |

Service information

Brief description of the service

The Rikkyo School in England was first established in 1972 and is situated on the West Sussex/Surrey border, close to the village of Rudgwick. The school is set in its own extensive and well-maintained grounds.

Rikkyo is an independent, co-educational school acknowledged by the Department of Education in Japan and is registered as a charitable trust in the United Kingdom. The pupils are children of Japanese nationals, most of whom are living and working abroad. At the time of the inspection there were 128 students boarding at the school.

The school does not employ dedicated boarding staff; the Japanese teachers employed by the school have responsibility for both teaching and boarding duties.

Summary

This was a key announced inspection that focused upon the key national minimum standards for boarding schools. The inspection team comprised two inspectors, one from Ofsted and one boarding school additional inspector. In addition the inspection team were supported by a Japanese translator as this is the language of the students. Information on which to assess the school's performance was gathered in a variety of ways. These included the examination of documentary information that was supplied by the school, discussions with the students, student-guided tours of the dormitories, school and recreational areas, as well as discussions with a wide range of school staff.

The senior management team at the school have a wealth of knowledge and experience to support the students in their academic work. However, there is not an overarching senior member of staff solely responsible for the development of boarding and this has had an impact on the welfare of the students at the school.

The school is effective at ensuring that the students who board receive the appropriate support from staff to help them achieve academic progress.

The staff team are good at updating all of the relevant information needed to make students' time at the school academically successful. However, students are not given the opportunity of many social experiences and while many of them praise the academic nature of the school, many complain about the lack of care afforded to them. The staff team work very hard in preparing students for university but many students feel they are very restricted while at Rikkyo School and indicated that they are very unhappy at the school. While the staff attempt to gain the trust of the students, many of them spoke in very negative terms about some teachers.

There are a number of key areas that require improvement. There are major concerns with regard to the school's medical centre and issues regarding the safeguarding of young people. In addition, there is an inconsistent approach to discipline and sanctions within the school. Staff practice in the dormitories is inconsistent and students lack of privacy. Young people have limited social opportunities. Students say they are not permitted to have mobile telephones except in an emergency situation and that it is difficult to contact external agencies due to lack of privacy when making telephone calls and not knowing who to contact at any given time.

Recommendations have therefore been made to address shortfalls identified during the course of this inspection.

The overall quality rating is inadequate.

This is an overview of what the inspector found during the inspection.

Improvements since the last inspection

The last full social care inspection of the school in 2003 resulted in five detailed recommendations and three advisory recommendations. These could be grouped together under the following broad themes: food; support to individual young people; safeguarding procedures and safe recruitment; the physical condition of the boarding accommodation; and health and safety. The school submitted a comprehensive action plan to address these recommendations satisfactorily.

Helping children to be healthy

The provision is inadequate.

The school has a syllabus for physical health education, which is called hoken; it has not changed or been developed over the last ten years. Although it covers some of the core topics of this standard, students do not receive age-appropriate advice or guidance on smoking or alcohol. Students are taught that smoking damages the lungs during biology lessons. The school has very strict rules about smoking, alcohol, drugs and relationships, which students and staff are all aware of.

The school medical centre is staffed by a qualified nurse and a Japanese assistant who, although is qualified in Japan, is not registered in the UK. Boarders do not feel confident about the health care they receive and there is some evidence of delays in them seeing the doctor and of their concerns not being taken seriously. Some of the students say that they are unaware that they can choose to see either a male or female doctor. Records are kept in the surgery of medication given to boarders although the dosage is not always recorded or signed by the member of staff giving the medication. The school has developed a homely remedy protocol, although the school has not secured qualified medical advice regarding this protocol. Overnight duty staff have not received any first aid or administration of medication training and no members of staff are trained in the use of epi-pens, although some boarders are prescribed them. Records are not monitored and sporting injuries are not recorded in the accident books. Translations of parental consent forms are not accurate in all aspects. Clearly such issues could have a detrimental effect on the health and well-being of the students at the school if they are not appropriately managed.

Food sampled was tasty and filling and menus seen reflect that nutritious, healthy food is provided. Japanese food is served at two meals each week. There is no choice of meals and boarders are required to eat everything on their plate. Meals are very regimented, with every pupil waiting so everyone can start and finish each course together. This means meals are often lukewarm but there is ample time. There are no outstanding environmental health issues and inspectors were told that all catering and kitchen staff have food handling and hygiene certificates.

Boarders have snacks three times a day in the dining hall, as well as their main meals. Boarders complained that they are not allowed to bring snacks, sweets or fruit juice into school and that these will be confiscated if brought in. They are only allowed tuck from the school's tuck shop,

open once a week. Boarders can have fruit at both breakfast and dinner but are not allowed to take any out of the dining hall. There are no kitchens in the dormitory areas and no facilities for boarders to store and prepare food in order to make themselves hot or cold snacks or drinks. The school does not provide basic provisions, such as milk, bread and spreads, for boarders in the dormitories. Therefore students are not able to prepare a snack or have a hot drink with other boarders prior to going to their dormitories for the night.

Records about individual boarders are kept in a filing cabinet which is not locked, within a surgery which is never locked. Information includes identification of parental responsibility, parental contact details and emergency contact arrangements. Any member of staff or boarder could therefore enter the surgery and remove any record causing a breach of confidentiality. Information about boarders is only shared with the headteacher and one class teacher. Minutes seen for some female students were inadequate in relation to welfare issues. The nurses are not always informed about emotional problems. Teachers informed the inspector that they would only tell the nurse about physical problems, not 'mental' ones and that information would be given to the class teacher. The lack of sharing of information, particularly regarding issues of a social or emotional nature, could lead to boarders not getting the appropriate support they need. Staff meeting minutes included information about which boarders have been to see the nurse and why. Catering staff know about allergies and this information is provided for those taking boarders out. Homestay hosts are given all the medical information they require about individual boarders to ensure appropriate treatment is given as and when necessary.

The accommodation for sick boarders is clean but very sparse and the beds are too close together. There is no designated room for the isolation of sick boarders, with its own washing and toilet facilities. There is nothing for recovering boarders to do.

Boarders in the bed in the examination room are able to be checked on by the nurse in the adjacent surgery. Boarders in the sick bays in the dormitories are a significant distance from the surgery, do not have access to a phone to contact a nurse readily and rapidly and are not checked often enough during the day, when the dormitories are empty. This is clearly a cause for concern as a boarder may not be able to summon support in the event of an emergency. The girls' sick bay is next door to the overnight duty staff's bedroom but the boys' sick bay is not. Boarders are not allowed visitors and food is brought to them by other students.

No welfare plans are formulated for boarders with medical, emotional or psychological problems. There is some evidence that significant health and personal problems of boarders are not being identified and managed properly. Boarders who are homesick are given support by staff. Information about pupils undergoing times of personal stress is not always made available to the nurses or to staff, which is a cause for concern as they may not receive the appropriate support they need.

Washing, drying and folding of boarders' clothes is done at the school. No ironing is done except as a favour. Washing is done weekly in school and bedding is done off site. No complaints were received about laundry.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

The school has anti-bullying policies and procedures that are known to students and parents alike. Such policies embrace the school, applying equally to all students. This is further reinforced

through assemblies and regular discussions with class teachers. The students have a clear idea of what constitutes bullying and intimidating behaviour and feel the staff address issues associated with bullying in a firm and proactive manner. Students spoken with are unanimous that they all support one another and are part of the 'Rikkyo School family'. All of the students are full boarders and they all receive a 'Boarders Handbook' when they first start boarding at the school. This is an informative document although it does not make any reference to bullying and what a student should do if they feel they are being bullied. However, students do not feel that bullying is an issue at the school although they do not feel comfortable raising such issues with teachers.

The school encourages very high standards of behaviour and this was evident throughout the course of the inspection. Negative or inappropriate behaviour is usually addressed in the first instance by the class teacher, who plays a pivotal role in the day-to-day life of the students at the school. Many of the students feel that the disciplinary sanctions imposed by the school are unreasonable and out of proportion. Some students feel that a number of staff are over zealous and very punitive, preferring to sanction students for minor misdemeanours rather than praise them by recognising positive behaviour. While the school has laid down guidelines for managing the students' behaviour, these are not always fairly applied or interpreted. Students complained that some staff are very rigid and difficult to talk to while others are seen to be more nurturing. This is clearly an issue of concern as it was a theme that ran through discussions with students.

The school has two members of staff that are designated as child protection officers and have received appropriate training. However, at the time of the inspection not all staff had been given a briefing or training on responding to suspicions or allegations of abuse and some were unsure of what action they should take if such an incident occurred. In addition, none of the boarders on the school council had been briefed on what action they should take should they receive any allegations of abuse. The school has a child protection policy although this is not in line with that of the national minimum standards or the Local Safeguarding Children Board. The policy does not state that any referral will be made to the local safeguarding agency within 24 hours; in addition the policy states that a student may only be interviewed by an outside agency if the parents consent.

Boarders' privacy is for the most part respected. However, some of the boys say that it is impossible for them to take a shower in private as there is no shower curtain and that this is an intrusion of their privacy. Clearly this is a major concern given that the school's child protection policy states that 'bathing must always be overseen by two members of staff working together'.

The school has a policy for searching for and, if necessary, reporting any boarders that are missing.

The school addresses fire safety and works closely with the local fire safety service. There are no outstanding recommendations from the fire service. Students clearly know how to evacuate from the dormitories when the alarm sounds. There are regular drills including during the hours of darkness which are for the most part promptly responded to, although it was noted that on one occasion staff had told the students not to leave the dormitories as a false alarm had occurred. Clearly this may well not have been the case and all staff who undertake boarding duties must have an understanding of what to do when the fire alarm is sounded during day and night hours. The servicing of fire equipment is contracted out and routine tests are carried

out on emergency lighting to ensure the health and safety of students and staff alike. Arrangements are in place for maintenance and kitchen staff to undertake fire training. Fire risk assessments are monitored at regular health and safety meetings. The school is planning to ensure these meetings take place twice each half term to ensure the monitoring complies with the guidance in the national minimum standards.

The school has two different complaints procedures; one for parents and another for students. The school attempts to deal with any issues or complaints in an informal manner as much as possible and at the time of the inspection there were no outstanding complaints. However, many students feel there is little point in complaining as they are not listened to by many of the staff at the school. This was an emerging theme throughout the course of this inspection, with students clearly feeling that they are not listened to and that they have little opportunity of being involved in boarding life.

The school has an excellent and robust recruitment system and all staff employed at the school have all the required checks under current legislation and guidance. Staff who are responsible for recruitment have completed the National College for School Leadership safer recruitment training through attending a workshop or by e-learning. Security throughout the school is high; during the daytime all visitors to the school are monitored by maintenance and other staff members. The school gates are closed during the evening and are then operated on an automatic locking system until early morning. The school does not undertake high risk activities for students and risk assessments for local trips and outings are of a high standard.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Boarders say for the most part that they do not have anyone to turn to apart from their friends. Most students enjoy positive friendships at the school but many are extremely unhappy and would prefer to be at home in Japan. Students say they value the friendship from their peers as really positive. They feel uncomfortable talking to many of the teachers and the school nurse although they would seek medical advice if necessary.

The school has a Japanese independent listener and her telephone number is on notices by the telephones. Boarders know about her but say they cannot access her, or any helpline, privately as the telephones are public and near the staff room, so they can be overheard by staff. They also have to pay £5 for a phone card to use the public telephones. Boarders have heard of ChildLine but given that most of them have limited English, it would be very difficult for them to have such a conversation. Information relating to other independent advocacy services and Ofsted is not displayed or known to the students.

All the boarders are Japanese and many are from a Christian background so there is no discrimination on the grounds of religion, race or linguistic ability and no identifiable minority group within the school. Boarders attend a chapel service most mornings and every Sunday. Students say that the services, particularly on Sunday, last a long time and they would prefer to be studying. However, attendance at chapel is seen as an important part of life at Rikkyo School and some students comment that it is a time for reflection. In addition great emphasis is placed by universities on spiritual and moral values and attendance is seen as something very positive and is recorded on school records.

Boarders' welfare is compromised by excessive work loads. Apart from breaks for meals and free time between 3.45pm and 6pm, boarders study in classrooms until 20 minutes before going to bed. Depending on their age, students often work until 11.40pm; this was confirmed by the school who say that it is part of Japanese culture for students to work very long hours. Given that students awake at 7am to prepare for the day, this is clearly an excessive timetable. In addition, students study on Saturday morning. Students say they are often very tired due to excessive workloads. It is evident that although students have very long days they have little time for themselves. The expectation is that study brings rewards which for the students is going to the university of their choice. The nursing staff express concern about the very long hours the students are expected to work and the lack of rest for individuals.

Boarders say that for the most part activities are very limited at weekends. There is a trip to the local village each Saturday which is not very popular as boarders are only given £3 each to spend and have limited free time. Students also have to wear school uniform when going to the village which clearly makes them stand out. Other outings are arranged to Guildford and Wimbledon but these are the exception and not the norm. While there are some excellent sports facilities at the school, there are no common rooms or kitchen areas within the dormitories, that are also very basic. In addition there is no television in the boys' or girls' living areas for students to watch. Students occasionally watch television in the teacher's room or a classroom that is very institutional. Overall students feel they are being monitored on a daily basis with little free time. Relationships with those of the opposite sex are frowned upon and students are penalised if they are just holding the hand of a fellow student. This could result in receiving a detention or being suspended and therefore being sent home to Japan.

Helping children make a positive contribution

The provision is inadequate.

Boarders have very little opportunity to contribute their views about the operation of the boarding provision. There is a School Council, which has no power and can only effect very small changes, for example, an additional flavour of yoghurt. There is an opinions box in which boarders can put comments; it is opened every day by the School Council. They can pass on comments but do not always get a verbal response and very few changes are made.

Boarders are not able to contact families or friends easily in private. They are not allowed to have their mobile phones during term time at all. The public phones in the school are in the staff room or immediately outside. The Japanese independent listener's phone number is posted by the public telephones but the issue of privacy remains. Boarders believe that their emails are read by staff. Staff have fostered that belief to ensure students write responsibly. Class teachers said they contact parents about any significant welfare concerns relating to their child.

There is no appropriate process of induction and guidance for new boarders. Staff said that boarders are given all necessary information at orientation at the start of each term. Boarders said that they are not given accurate information about the school, the rules, or the dormitories, before they accept a place at the school, and that rules in place at the school are not in writing anywhere. Rules seen by inspectors only related to hair. Boarders said they get information and advice from older boarders.

Boarders have very limited access to information about events in the outside world and access to local facilities, as is age appropriate. Boarders are not allowed outside the school grounds at all unless supervised by staff. Educational school trips take place twice a year, as well as a

trip to Guildford and a whole school outing to Wimbledon. The school organises a minibus trip to Cranleigh each Saturday but this is limited to 10 boarders. Boarders take part in community life in the form of singing and playing musical instruments. They are always accompanied by staff.

Boarders have access to Japanese and English newspapers in the staff room. The headteacher said they have access to the school's televisions but boarders said that they did not. They have access to the internet for a limited time each day but say that some sites they would like to access are blocked and that requests to unblock are refused.

There is a considerable difference of opinion between the staff who think staff/boarder relationships are good and the boarders who think they are not. Staff are seen as very oppressive and mainly concerned with discipline. The headteacher said that the main responsibility of the overnight duty teacher is to get the boarders to bed. There is no sense of the importance of pastoral care at the school and no one employed or qualified to be responsible for boarders' pastoral care. Relationships between boarders and staff are very poor. Staff spoken to during the course of the inspection informed the inspectors that the majority of students at the school are very happy and contented. However this was not evident throughout the inspection. Boarders for the most part feel there is no one they can talk to about the day-to-day issues that concern them, including the lack of privacy and inappropriate favouritism or antipathy from some members of staff.

Achieving economic wellbeing

The provision is inadequate.

Boarders have nowhere secure to keep their personal possessions. They have their own lockers in the classroom and dormitory but they are not lockable. Boarders do not have any pocket money, although the headteacher said they are allowed to spend small amounts of money in the school tuck shop, which is open once a week and has a limited range of stock. School staff conduct searches of boarders' lockers in the classrooms and the dormitories. Medication is removed and sent to the surgery. If boarders get caught with snacks, these are confiscated and boarders are punished and everyone gets searched.

The accommodation is clean, well lit, heated and adequately maintained but it is not satisfactory. It consists solely of dormitories and sick bays. There are separate areas for the boys and girls, and boarders are separated by age. The boarding accommodation for girls comprises small rooms for between two and six students while accommodation for boys is generally in larger rooms which sleep up to a maximum of fourteen students. The dormitories are light, clean and warm but sparsely furnished and impersonal. Both the girls' and boys' dormitories have recently been decorated and refurbished and new mattresses have been provided. However, the furnishing is sparse, with only a bed and narrow wardrobe for each boarder. All the bedding is the same colour and boarders cannot personalise their rooms. Boarders can request a change of dormitory. Staff, who are on a rota for overnight duty, sleep in a single room within the dormitory area; they have a separate toilet and washroom.

There are no common rooms or kitchens for boarders' recreational use or for making snacks. The accommodation is not noisy as it is really only used for a limited time each day and boarders are not allowed in each others dormitories. Minor maintenance issues are dealt with quickly and maintenance tasks are prioritised. Major projects are carried out in the holidays.

There are a sufficient number of bathrooms, showers, toilets and hand basins. Those seen were clean and well lit but there are no curtains to the boys' showers and girls complain that the showers are often cold and need frequent repairs. Boarders are only allowed to shower in their free time in the afternoon.

Organisation

The organisation is inadequate.

The school's main objectives are to educate students to the standards required for entry into universities in Japan, while taking 'advantage of the unique geographical location of the school through extra-curricular activities, both academic and sporting'. The school's aims are to provide a quality education within a happy, challenging, supportive and caring atmosphere, which encourages young people to use their initiative, be inquisitive and creative and develop responsibility and independence. The school has a strong Christian ethos but welcomes students from a range of religious, ethnic and cultural backgrounds. The school has a clear statement of boarding principles and practice although this is not contained in the information made available to the parents.

The school has developed a crisis management plan which includes procedures to follow in the event of a fire, accident, serious allegation, illness and complaints.

Rikkyo School does not have a 'house' system and students reside in two separate dormitory areas. The school does not have a head of boarding or dedicated boarding staff; all of the teaching staff share responsibility for boarding duties on a rota basis and are, in turn responsible to the headteacher. Hence a different member of staff is on duty at any given time. Students commented that this causes difficulty as each member of staff responds to any given situation in a different manner. The responsibility for the students' welfare is that of the class teacher and deputy, one of whom is available seven days a week during the normal school day.

The school keeps appropriate records of risk assessments, major punishments and complaints. However, such records are not monitored on a regular basis, although risk assessments are reviewed by the health and safety consultant and are of a very high standard. It was difficult to monitor records of accidents including sporting injuries as for the most part these were not available.

The number of staff available for the supervision of boarders is sufficient for the number of boarders during waking hours although there are only two night duty teachers; one for the boys' dormitory and one for the girls. Although the staff-to-pupil ratio during such time is low, inspectors were informed that many of the staff live on the campus and are available in the event of an emergency. Boarders report that they can find a member of staff when they need to and boarders know which member of staff is on duty in the evening and how to access duty staff sleeping-in overnight. Staffing for organised trips away from the school is reasonable.

The school ensures that all new teachers receive induction training before they start work at the school, although this relates to education rather than social welfare. The teachers at the school who undertake boarding duties have an opportunity to undertake various training courses, although such courses do not relate to boarding practice or welfare. In addition, boarding staff do not have supervision or have their performance regularly reviewed. This means there is no formal opportunity for discussing staff training and development.

All staff with boarding duties have access to the staff handbook and policies and procedures that relate to boarding. Many of these documents are available on the school's intranet which all staff have access to. Some of these policies are out of date, however.

The promotion of equality and diversity is satisfactory. The school works hard to promote equality within the student population. Boarders who have different religious or cultural beliefs are enabled to pursue them.

What must be done to secure future improvement?

Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

| Standard | Action | Due date |
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Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that a personal, social and health education programme provides age-appropriate advice and guidance on alcohol, illegal substance and solvent abuse, smoking, sex education, HIV infection, hepatitis and sexually transmitted diseases and protecting oneself from abuse (breach of national minimum standard 6)
- ensure so far as possible the school enables boarders to see either a male or female doctor as the boarder chooses (breach of national minimum standard 15)
- ensure that the school has secured, and follows, qualified medical or nursing advice in a written protocol on the provision of non-prescription 'household' medicines to boarders (breach of national minimum standard 15)
- ensure that a written school record is kept of all medication, treatment and first aid administered to boarders, giving, name, date, medication/treatment, reason for administration (if not prescribed) which is signed by the responsible member of staff and is regularly monitored by an appropriate designated senior member of staff (breach of national minimum standard 15)
- ensure a written record is kept of all significant illnesses, accidents or injuries to boarders (either as part of the school medication and treatment records or separately (breach of national minimum standard 15)
- ensure that first aid and minor illness treatment are given at school by competent designated staff e.g. by or under the supervision of a qualified nurse or first aider (breach of national minimum standard 15)
- ensure that the title of 'nurse' is not used for staff not registered with the Nursing and Midwifery Council (breach of national minimum standard 15)
- ensure that significant health and personal problems of individual boarders should be identified and managed appropriately (breach of national minimum standard 17)

- ensure that boarders are given a choice of meals and that a vegetarian option is available at every meal (breach of national minimum standard 24)
- ensure that the surgery and the filing cabinet containing medical records are kept locked when nursing staff are not in the surgery (NMS 7)
- ensure that information about welfare needs and any special provision to be made for individual boarders are effectively made known to those staff with a need to know that information (NMS 7)
- ensure confidentiality of personal information about boarders is protected (breach of national minimum standard 7)
- ensure that boarders who are ill are regularly checked and adequately looked after by a member of staff, and are able to summon staff assistance readily and rapidly where necessary (breach of national minimum standard 16)
- ensure an appropriate staff member prepares and works to a written and agreed individual 'welfare plan', agreed with a parent, for any boarder with special welfare needs, significant emotional or behavioural difficulties, or who does not see his or her parent or legal guardian at least three times a year (breach of national minimum standard 17)
- ensure that boarders with medical difficulties, disabilities, or requiring special treatment or management because of health, emotional or welfare needs, are given suitable support and activities are adapted as appropriate (breach of national minimum standard 17)
- ensure that there is a designated room or rooms for the isolation of sick boarders, with its own toilet and washing facilities nearby (breach of national minimum standard 48)
- ensure that older boarders have facilities to store appropriate food and prepare their own hot and cold snacks and drinks hygienically (breach of national minimum standard 25)
- ensure that all staff, including newly appointed and ancillary staff, receive a briefing or training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations (breach of national minimum standard 3)
- ensure where appropriate, senior pupils given positions of responsibility over other pupils are briefed on appropriate action to take should they receive any allegations of abuse (breach of national minimum standard 3)
- ensure the school's policy on child protection and response to allegations or suspicions of abuse is consistent with local safeguarding board procedures and is known to staff and as appropriate to older boarders in position of responsibility (breach of national minimum standard 3)
- ensure the school policy on child protection includes a requirement to make a referral within 24 hours to the local safeguarding authority (breach of national minimum standard 3)
- ensure that there is a written and appropriate policy on discipline, punishments and any rewards for good behaviour, which includes a statement of policy on the use of restraint, which is available to all staff and parents and made known to boarders (breach of national minimum standard 4)

- ensure that the school's disciplinary practice is consistent with a fair and appropriate policy and that any variations are formally sanctioned by the school (breach of national minimum standard 4)
- ensure that there are no unacceptable, excessive or idiosyncratic punishments used by boarders or staff (breach of national minimum standard 4)
- ensure that the school has and follows an appropriate policy on responding to complaints from boarders and parents (breach of national minimum standard 5)
- ensure that the complaints procedure is available to all staff, parents and boarders alike (NMS 5)
- ensure that boarders and their parents are informed by the school of how they can contact Ofsted regarding any complaint concerning their welfare (breach of national minimum standard 5)
- ensure that pupils are not penalised for making a complaint in good faith (breach of national minimum standard 5)
- ensure that the school ensures privacy for all boarders while showering, washing and changing (breach of national minimum standard 37)
- ensure that that boarders' privacy is not compromised by CCTV or excessive supervision by staff (breach of national minimum standard 41)
- ensure boarders have sufficient and suitably timed free time each day (breach of national minimum standard 11)
- ensure the school provides a satisfactory range and choice of activities for boarders out of class time throughout the year, both indoor and outdoors as appropriate (breach of national minimum standard 11)
- ensure that where there are unusual or especially onerous demands on boarders these do not unacceptably affect boarders welfare (breach of national minimum standard 27)
- ensure that the school provides a range and choice of common rooms or other recreational areas available to boarders outside school time during the week and at weekends, enabling the separation of genders, age groups and activities as boarders wish, and including provision for quiet relaxation and quiet activities (breach of national minimum standard 46)
- ensure that there are safe areas at school where boarders can be alone if they wish (breach of national minimum standard 46)
- ensure that the school provides formal opportunities (e.g. school councils, meetings, surveys) for boarders to express views on relevant aspects of boarding provision, either directly or through representatives. These views are taken into account in the development and practice of boarding (breach of national minimum standard 12)
- ensure that boarders have access to a telephone to contact parents in private at reasonable times without having to seek permission from, or inform staff (breach of national minimum standard 19)
- ensure that boarders are able to write letters and send emails home without such messages being read or censored by staff or others (breach of national minimum standard 19)

- ensure that boarders are provided, either in writing or on notices by public telephones, with one or more appropriate helpline or outside contact numbers to ring in case of problems or distress (breach of national minimum standard 19)
- ensure there is an appropriate process of induction and guidance for all new boarders (breach of national minimum standard 21)
- ensure that new boarders are given suitable information about boarding routines and rules, including key information in writing (breach of national minimum standard 21)
- ensure that the school reviews its procedure of not allowing boarders outside the school unless under staff supervision (NMS 30)
- ensure that the view of boarders is that staff look after them fairly, and that communication between staff and boarders is positive (breach of national minimum standard 36)
- ensure that there are sound staff/boarder relationships (breach of national minimum standard 36)
- ensure that there is no inappropriate favouritism or antipathy of staff towards individuals or groups (breach of national minimum standard 36)
- ensure that boarders have a suitably, secure, accessible place to keep personal possessions and valuables; such place to be lockable (breach of national minimum standard 20)
- ensure that boarding houses and other accommodation provided for boarders is appropriately lit, heated and ventilated, suitably furnished and adequately maintained (breach of national minimum standard 40)
- ensure that boarders can if they wish personalise an area of their dormitory with suitable posters and personal items (breach of national minimum standard 42)
- ensure that the curtains in the boys' showers are replaced (breach of national minimum standard 44)
- ensure that the girls' showers are maintained to a satisfactory standard which removes the need for frequent repairs (breach of national minimum standard 44)
- ensure that the school keeps a record of risk assessments, major punishments, complaints and accidents and that this is monitored by the head or a designated senior member of staff at least twice each term (breach of national minimum standard 23)
- ensure that all members of staff with boarding duties have job descriptions that reflect such duties and receive induction in boarding when newly appointed (breach of national minimum standard 34)
- ensure that the school has a staff appraisal system which includes boarding duties (breach of national minimum standard 34)
- ensure that all members of staff with boarding duties are provided with written up-to-date guidance on the school's boarding policies and guidance (breach of national minimum standard 35)
- ensure that the school reviews its boarding policy and procedure to ensure that boarders are looked after by permanent, qualified staff (NMS 8)
- ensure that there is clear management and leadership of the practice and development of boarding (NMS 8)

- ensure that the school has systems in place to monitor the welfare provision for the boarders.
(NMS 8)