International School of Creative Arts

Boarding Policy

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Boarding Principles

ISCA is committed to boarding, with an emphasis on community values and on developing responsibility, teamwork and independence. We are a small school of around 80 students aged 15 to 19, the vast majority of whom are boarders. To achieve these aims we understand that pupils need to feel happy and secure in the boarding environment. Above all they need to feel comfortable and at home in the place they live.

Boarding Staff have a vital role to play in supporting these principles. They do so by fostering good values, promoting opportunities for teamwork and self-improvement, and by encouraging pupils to take responsibility and develop independence.

Boarding Staff also focus on developing the following four attributes of the ten outlined in our Student Profile:

> *Respectful of Others*
> *You value your own culture and traditions but you also appreciate and respect the values and traditions of others. You are also kind and aware of the feelings of others, committed to showing empathy and compassion and contributing positively to harmonious community living.*
> *Trustworthy & Reliable*
> *You are trustworthy, honest and have a strong sense of fairness and justice, not just towards yourself but towards the community as a whole. You take responsibility for your actions and for the consequences of those actions. You can be counted on to do the right thing even if an adult is not present.*
> *Communicators*
> *Though English may not be your first language, you are committed to learning to express yourself confidently and fluently. You know how to work together in a team and listen carefully to try and understand the viewpoint of others.*
> *Self-disciplined*
> *You think about your words and actions and then make choices that are right for you and for the community. You accept that things 'don't always go your way' and quickly move on rather than dwell on problems. You always finish work before you play.*

A fundamental task of boarding staff is also to ensure that the general climate of the boarding environment is distinct from that of being 'at school'. On the one hand, students are encouraged to engage with the public spaces and activities available to them. However, they are also left free to retire to the privacy of their rooms if they so wish, or to go out and experience life outside the strict confines of the school.

A minimum of two boarding staff are always on-site at any given moment of the evenings, nights and weekends.

Boarding Practice

Quality Control

Boarding policies and protocols are reviewed regularly against the backdrop of the National Minimum Standards for Boarding Schools. There are opportunities for all staff with boarding responsibilities to make a contribution to this process, through the Continuing Professional Development programme, weekly boarding meetings and the Annual Review meetings.

There is a regular pattern of meetings at which boarding and pastoral issues are raised and discussed.
- Weekly Boarding Staff meetings
- Weekly Cause for Concern meetings involving the whole teaching staff, boarding staff and any other member of staff who wishes to participate.
- Weekly Welfare and Safeguarding meetings involving the DSL and senior tutors.
- Weekly Senior Management Team meetings at which student welfare is a fixed item on the agenda
- Annual Review meetings

Facilities

Students are housed in free-standing accommodation blocks, which can only be accessed using a special pass code. Each student has their own room with ensuite bathroom and toilet. Preferably, each floor of the accommodation block is allocated to a specific sex in order to ensure the privacy and personal dignity of male and female students. Where this is not possible, a 'barrier' is created between the male and female sections of the corridor; usually in the form of a member of boarding staff occupying the room between the two sections. Facilities are modern, set in a beautiful natural environment and include a common room, dining room, gym and sports hall, swimming pool and extensive grounds and playing fields. They provide comfortable personal space, while simultaneously generating opportunities for developing a strong sense of communal living and nurturing self-reliance and resourcefulness.

Staffing

The School is both home and a workplace for all pupils during their school years. It is a place where long-term friendships are forged, where successes and disappointments can be shared and where tolerance and consideration for others is encouraged. Boarding staff are carefully selected to oversee this and assume collectively responsibility for the welfare of each student in their care; they live alongside their charges ensuring ready, natural and easy contact.

The Boarding Staff team is made up of:
- Resident Academics
- House Mother
- Boarding Supervisors

Resident Academics are also tutors in the School.

The boarding team is deliberately made up of both academic and non-academic staff. The role of non-academic staff (House Mother and Boarding Supervisors) is principally pastoral and domestic, while academic staff are also able to provide students with support and guidance with their studies and to help them find an appropriate balance between leisure time and self-directed study. We believe that this combination of academic and non-academic staff brings a complementary mix of skills to the boarding team that widens the scope of support offered to students, and is central to the success of ISCA's educational mission.

The Head of School takes an overview of all matters and works to ensure effective communication between the academic and non-academic communities within the School. Academic monitoring, reporting and administration are dealt with by tutors and Heads of Department who provide students with advice and support on issues as varied as subject choices and university applications to extra-curricular activities and relationships. Staff are expected to nurture supportive relationships not just with and among students, but also among each other, irrespective of their role in the School. They are role models who must lead by example.

Weekends

No lessons are scheduled for the weekend, although students are periodically expected to attend tutorials aimed at giving them one-to-one support in different areas according to need and circumstance. A programme of sports fixtures and cultural activities are organized at the weekends which students can opt in or out of. There is no restriction on how often students may go off site over the weekend, as long as they have met all their commitments and responsibilities toward their studies and the school community. Students are actively encouraged to take advantage of the rich, cultural heritage offered by our proximity to London. Irrespective of how many students decide to go out or remain on campus, the school continues to operate as usual and a full weekend programme is in place to provide opportunities for social activity at the weekends.

Day Students

The School has a limited number of day students and they are welcomed on an understanding that they are supportive of the school's boarding ethos.

National Minimum Standards (NMS) - Whole School Approach

The NMS are a statement of national minimum standards required to safeguard and promote the welfare of children for whom accommodation is provided by boarding schools. NMS do not expect standardisation of provision across schools rather they support schools in developing their own ethos and approach that meets the needs of all boarders. The important thing is that the NMS are applied and applied to a sufficient degree.

In applying NMS 'have regard to' means that the school should be able to demonstrate that it either complies with the guidance, or has considered the guidance and has good reason for departing from it. The policy for this School is that there will be a whole school approach to NMS and will not operate to a standard below NMS.

Best practice will be shared between staff. The Boarding Inspection Programme will ensure best practice is identified and disseminated.

Boarding Inspections

The clear focus of the inspection in on evaluating and evidencing the impact of the care and support in boarding on the experiences and progress of students and the methodology closely mirrors Ofsted's, to their SCCIF, case sampling techniques and NMS compliance. Inspections are generally led by senior staff and include at least one other member of staff and also a member of the Governing Body.

The inspection may include house visits, tours and talking to, and discussions with, a whole range of people including the House Mother, Boarding Supervisors, other boarding staff and students.

The findings of the inspection are fed back to the House team and used to determine action plans that then feed into the operational and strategic plans for boarding, either in general or in a house/houses, as appropriate.

The findings are shared in the wider boarding community as evidence of best practice or where things can be learned by others and actions implemented on a wider scale. They are also reported to the Governing Body.

Meeting National Minimum Standards

The Governing Body's policy on boarding expects:
- That the School will meet NMS in all respects and aim to exceed them wherever it is possible to do so.
- That all appropriate staff will be fully aware of NMS standards, that they understand them and their importance and that they ensure the systems and procedures put in place to meet them are implemented, adhered to and monitored.
- All staff to be responsible for bringing to the attention of Head of School any matters which might require attention, adjustment or updating so that the School can continue to meet or better the minimum standards.
- All staff to be responsible for reporting to the Head of School where any matters are not meeting or operating at the stated minimum standard and that they will also notify the Head of School if the breach or shortcoming is of a serious nature.
- The School to regularly audit the boarding provision across the boarding house and as whole.
- The School to use the standards in self-assessing the boarding provision.
- Staff induction to include reference to, and training in, these standards.
- The Boarding Inspection Programme will demonstrate how the School meets NMS. The inspection team will include a representative, or representatives, of the Governing Body.
- Reports on various aspects of boarding and the boarding community will be made to the Governing Body periodically.
- As boarding is integral to the whole school community, many of the reports will be on a whole school basis.

Appendix A: How ISCA meets National Minimum Standards

NMS for Boarding Schools 2022	How ISCA meets the standard
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	
1.1 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.	The statement of ISCA's boarding principles and practice is published on our website. They are also presented to students as part of their induction and reviewed annually by the boarding team as part of the annual review of boarding.
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.	ISCA's Inspection Programme includes a representative of the Governing Body. Regular reports to the Governing Body are scheduled.
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.	ISCA recruits suitably qualified and experienced staff which is reviewed annually and appropriate training provided 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.	ISCA has a management structure that clearly defines leadership. There is a crossover of staff between boarding and education which promotes understanding of all parts of a students' day.
2.4 The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met.	Boarding meetings, cause for concern meetings and tutor meetings which are minuted. Information is fed upwards to SMT meetings. The Head of School is present in all meetings. The School and Boarding Administrator is a part of CfC meetings, boarding meetings and SMT meetings. All meetings take place on a weekly basis.
	SMT will also action any issues arising. Any SMT actions to be implemented are fed down to be implemented. SMT will feed upwards to Board of Directors if necessary.
2.5 The school's leadership and management and governance actively promote the wellbeing of pupils.	Safeguarding and welfare are always an item on SMT and governing body meeting agendas. Policies reviewed and approved at least once a year. It is the direct responsibility for SMT to execute implementation and to report back on delivery.
2.6 Senior boarding staff are knowledgeable and experienced and have undertaken appropriate training in the management and practice of	All senior boarding staff are recruited according to ISCA's Safer Recruitment policy which ensures only staff of adequate level of experience / training can fulfil roles. Current staff meet this standard and are supported with ongoing CPD training and receive

NMS for Boarding Schools 2022	How ISCA meets the standard
boarding. They use this to ensure that boarders' welfare is safeguarded and promoted.	first aid and safeguarding training as well as all boarding guidance.

2.7 The school follows and maintains the policies and documents described in Appendix A.
 	
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 policy
5. Care of boarders who are unwell, including first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of prescribed and non-prescribed medication
6. Safety and supervision on school journeys
7. Access to school premises by people outside the school
8. Pupil access to risky areas of school buildings and grounds
9. Health and safety
10. Pupil access to a person independent of the school staff group
11. Provision for pupils with particular religious, dietary, language or cultural needs
12. Supervision of ancillary, contract and 'unchecked' staff
 	
Documents:
13. Staff Handbook/guidance for boarding staff
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 assessments 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
	Policies
	1. Anti-Bullying Policy
	2. Child Protection Policy
	3. Student Behaviour Policy
	    Staff Code of Conduct
	4. Staff handbook
	    Whistleblowing Policy
	5. Health and Safety Policy
	6. School Trips Policy
	7. Access to school premises by people outside the school
	    Security Protocol
	8. Pupil access to risky areas of school buildings and grounds Policy
	9. Health and safety
	10. Pupil access to a person independent of the school staff group Policy (see Appendix B)
	11. Health and Safety
	    Student Handbook
	    Equal Opportunities Policy
	12. Supervision of ancillary, contract and 'unchecked' staff Policy
	
	Documents
	13. Staff Handbook
	Guide for Boarding Staff
	14. Boarding Principles and Practice
	15. Child Protection Policy
	16. Complaints Procedure
	17. Overview of Welfare Provision
	    Student Handbook
	18. Smoking, Alcohol and Drugs Policy
	    Student Handbook
	19. Child Protection Policy
	    Health and Safety Policy
	    Fire Safety and Lockdown Procedure
	20. Staff Induction Pack
	    ISCA Staff Training Record
	21. Not applicable
	22. Student Handbook
	    Welcome Letter
	    Induction timetable
	23. Job Descriptions for House Mother, Boarding Supervisors and Resident Academics.
	
	24 to 28
	Not applicable - ISCA only offers its own residential boarding accommodation.

NMS for Boarding Schools 2022	How ISCA meets the standard	
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		
2.8 The records specified in Appendix B are maintained and monitored by the school and action taken as appropriate.	Reviewed and checked:	
	How often	**Who**
1. Child protection allegations or concerns 2. Major sanctions 3. Use of reasonable force 4. Complaints 5. Individual boarder's records 6. Administration of medication, treatment and first aid 7. Significant illnesses 8. Significant accidents and injuries 9. Parental permission for medical and dental treatment, first aid and non- prescription medication 10. Risk assessments for risky activities and in relation to premises/grounds 11. Staff recruitment records and checks including checks on others given substantial unsupervised access to children or residential accommodation 12. Staff duty rotas 13. Staff supervision, appraisal and training 14. Fire precautions tests and drills 15. Risk assessments under the Regulatory Reform (Fire Safety) Order 2005 16. Menus 17. Pocket money and any personal property looked after by staff 18. Care plans for pupils with special needs 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 of change in welfare practice is needed. The records should contain an appropriate level of information to support	1. Termly 2. Termly 3. Termly 4. Termly 5. Termly 6. Weekly 7. Termly 8. Termly 9. Annually 10. Annually 11. Termly 12. Monthly 13. Annually 14. Termly 15. Annually 16. Termly 17. n/a 18. Termly 19. Annually 20. Annually 21. n/a 22. n/a 23. Annually	Head of School Head of School Head of School Head of School Registrar School & Boarding Admin. Head of School Head of School Housemother School & Boarding Admin. Head of Administration School & Boarding Admin. Line Managers School & Boarding Admin. School & Boarding Admin. School & Boarding Admin. - Head of School Registrar School & Boarding Admin. - - Head of School

NMS for Boarding Schools 2022	How ISCA meets the standard	
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.	ISCA adheres to its statutory obligations. ISCA has an Equal Opportunities policy and a SEND policy as well as an accessibility plan which fulfils this requirement.	
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 meal times and feel that their belongings and personal possessions are protected.*		
Standard 4 – Boarding accommodation		
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.	Boarders are allocated private, single rooms with ensuite bathroom and toilet facilities. Where possible males and female are allocated rooms on separate floors. Where not possible, a member of staff sleeps on the same floor and an alarmed sensor is installed between the boys and the girls section. Students under 16 are always placed on the same floor as and close to the House Mother. Students who have difficulty with mobility are always placed on the ground floor, for easy access. Friendship and personality taken into account where possible. Rooms and toilets are cleaned daily by professional cleaners, who monitor for and report on maintenance issues. Rooms are inspected by boarding staff at least once a week (more often if necessary) to ensure students keep them tidy and in good order.	

NMS for Boarding Schools 2022	How ISCA meets the standard
	Room conditions are recorded in the Weekly Room Check register and action taken as necessary.
	In adherence to health and safety and fire precautions the rooms undergo risk assessments and audits.
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.	Boarders are allocated private, single rooms where they can get privacy if they need it or socialize out of school hours if they choose.
	All rooms are provided with a desk and chairs for students to study at.
	All rooms have Wi-Fi and LAN internet access.
	A common room is also available to students with TV, comfortable chairs and tables and a selection of games and activities.
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.	Boarders are allocated private, single rooms with ensuite toilet and washing facilities.
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.	Accommodation provided for boarders is appropriately lit, heated and ventilated. All rooms have lighting and windows and heating.
	Boarding accommodation is audited once a year and appropriate repairs and redecorating carried out.
	There is an onsite maintenance team who can respond to any maintenance issues as they arise on a daily basis.
	There is a professional team of cleaners who clean the rooms on a daily basis.
	Rooms are available on the ground floors for boarders with restricted mobility. Any reasonable adjustments required would be made in accordance with ISCA's accessibility plan and Equal Opportunities policy
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.	Students and staff members each have private, individual rooms what are furnished with: - A desk - Two chairs - A bed - A wardrobe - Two chests of drawers Bedding is provided and sheets are changed once each week.
4.6 Boarders can personalise an area of their accommodation with suitable posters and personal items if they wish.	Boarders can personalise their rooms with suitable posters and personal items if they wish.
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	All boarding accommodation areas are closed off by locked doors which can only be opened with a specific combination number.

NMS for Boarding Schools 2022	How ISCA meets the standard
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.	The combination number is only issued to students and authorized staff (cleaners, boarding staff etc.) Members of the public may only access the accommodation blocks if supervised by an authorized member of staff. Parents may enter the accommodation block without a member of staff present, but only if accompanied by their child.
4.8 Any use of biometric data/technology or surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes 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 Regulations, the Data Protection Act 2018 and the Protection of Freedoms Act 2012.	Use of surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes does not intrude unreasonably on boarders' privacy. CCTV cameras are positioned so as not to have a direct view into students' rooms. Ground floor rooms are all equipped with net curtains (in addition to ordinary curtains) to prevent people from looking in from the outside. CCTV is managed by the Landlord, Teikyo Foundation, who is registered with the Information Commissioner's Office (ICO) and complies with relevant data protection legislation including the UK General Data Protection Regulations, the Data Protection Act 2018 and the Protection of Freedoms Act 2012.
Standard 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.	Students are responsible for their own laundry, except for bedding provided by the school which is sent to the school laundry weekly. Every floor has 2 washing machines and two driers, a ratio of roughly 1 d for every 10 students.
5.2 Boarders are able to obtain personal and stationery items whilst accommodated at school.	Basic Art and Design materials can be ordered through the school. Otherwise, students can order online or visit the local shops after school on weekdays and day time over the weekend.
5.3 Good protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.	In order to ensure good protection is provided for boarders' personal possessions and for any boarders' money or valuables students live in single, private rooms with doors that can be locked.
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.	ISCA has catering facilities. All food provisions follow the national guidelines on catering for schools with a specific focus on boarding provision and to meet all dietary requirements.
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	Kitchen meets healthy and safety standards. There is an accessible dining hall for students.

NMS for Boarding Schools 2022	How ISCA meets the standard
reasonably accessible from the boarding accommodation.	
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.	Main meals and regular snacks should be taken in the dining hall but provision is maintained at reception sufficient for boarders to obtain small, healthy snacks. Fruit is freely available to students throughout the day.
6.4 Boarders with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice.	Appropriate provisions have been in line with SEND policy and accessibility plan. The dining hall is wheelchair accessible.

<table>
<tr><td colspan="2" align="center">Part C: Health and Wellbeing</td></tr>
<tr><td colspan="2">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.</td></tr>
<tr><td colspan="2">Standard 7 – Boarders' health and wellbeing</td></tr>
<tr>
<td>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 <u>Royal Pharmaceutical Society</u> and the <u>Royal College of Nursing</u>.</td>
<td>ISCA has robust policies and procedures in ensuring the health and wellbeing of students. ISCA's Guide for Boarding Staff sets out measures. The Guide is set in conjunction with Child Protection Policy, First Aid Policy, Health and Safety Policy, SEND Policy.

The broader remit of boarding staff is to contribute to a sense of well-being that we aim to nurture in our students while they are at ISCA. Student wellbeing naturally relies of students being healthy, safe and secure, all of which we have dealt with above. However, wellbeing also rests on our ability to create a sense of community and belonging that everyone feels able to buy into.

Some of the ways boarding staff can help do this are:
1. Treating students as individuals
2. Creating time and space for them to talk to you
3. Ensuring that there are a range of leisure activities and events on offer on the school campus, especially over the weekend
4. Helping students find things to do in London and near the School in their free time
5. Managing student behaviour and discipline judiciously
All staff who administer medication receive training on the administration of medication, which contains statutory and non-statutory guidance on the operation of such a system and the responsibilities of staff.</td>
</tr>
<tr>
<td>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.</td>
<td>All students participate in a PHSE programme that teaches the importance of a work-life balance, a health, balanced diet and regular exercise.</td>
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<tr>
<td>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</td>
<td>ISCA provides single rooms to every student with ensuite toilet and washing facilities.</td>
</tr>
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NMS for Boarding Schools 2022	How ISCA meets the standard
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.	Male and female boarders occupy separate floors of the accommodation wings. Where this is not possible, males and females will be allocated rooms at opposite ends of the corridor, with one room in the middle occupied by a member of staff. There is a sick bay to treat students if they are ill or injured and to disburse medicines as needed. The sick bay is appropriately supervised and medications are locked away. All students are registered with the local GP and many also have access to private healthcare. At least two members of boarding staff are on duty at all times in the evenings after school, overnight and during the weekend. On-duty boarding members of staff have a private room with ensuite bathroom and toilet available to them.
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.	All students are registered with the local GP who can refer them for specialist services, including CAMHS, and sexual health services. Students are also provided with information about access to private doctors, including dentists and psychotherapist.
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.	Information about health, counselling and support services, including contact numbers and addresses, is provided to students in the Student Handbook and on virtual and physical student noticeboards. The House Mother is responsible for making emergency and routine health care appointments for children, including where consultation between parents/carers and staff if necessary. In her absence this responsibility is covered by the School and Boarding Administrator and/or the senior member of boarding staff on duty.
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 administrating 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.	Medication management is overseen by the House Mother, who works with a limited group of appropriately trained boarding staff. The list of people authorised to administer medication is published on the noticeboard in the School Office. Identifying Students on Medication The House Mother and a limited group of appropriately trained boarding staff are responsible for monitoring and supervising the taking of medication by students. Students are required to inform the School at enrolment if they are on any medication (prescription and non-prescription) and hand in their medicines to the House Mother for safe keeping. The House Mother liaises with Registry at the start of the year and ensures this information is accurately

NMS for Boarding Schools 2022	How ISCA meets the standard
	transferred from the students' enrolment documentation to each students' Medical File in the daybook on the School SIMS (Engage) and in the Medical Log on the shared drive (J:\5. HEALTH & SAFETY\8. First Aid-Accidents-Medication\Medication), which she keeps up-to-date on an ongoing basis.
	Given that many students do not declare health conditions or that they are on medication, boarding staff are required to be vigilant and, if they suspect this is the case, ensure it is addressed quickly. The House Mother should be informed so that the SIMS can be updated.
	<u>Administering Medication</u>
	Medication is kept in *two* dedicated, locked cupboards in the School infirmary:

	A. Prescription Medication Cupboard (the smaller of the two) containing:
	• Individual students' prescription drugs in labelled plastic bags
	• A lockable interior cabinet for *controlled drugs*
	• Prescription Medication Folder with **two** sections:
	1. Long-term Prescription Medication Logs containing:
	▪ A list with the names of students on long-term prescription medication and whether or not they are authorised to administer medications autonomously.
	▪ A cover sheet for each student on prescribed medication, recording:
	  ✓ Whether non-prescription meds can be given
	  ✓ Whether the student is on prescription medication
	  ✓ If this involves any 'controlled drug'
	  ✓ Frequency / Type / Dosage / Timeframe for the medication
	  ✓ Whether a student can Administer their own medication
	  ✓ A summary of any ailments
	  ✓ A summary of any special dietary needs
	  ✓ Whether or not the student suffers from allergies
	  ✓ A space for other relevant medical notes
	  ✓ Medication Administration Register (MAR)*
	2. Short-term Prescription Medication Logs containing:

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	▪ The time and date when medication was issued signed off by student
	* the MAR and the cover sheet are renewed every time there is a change to the medication regime. Old MARs and coversheets are scanned and filed in the student's folder on the school's shared drive.
	B. Non-prescription Medication Cupboard (the larger of the two) containing: • The School main supply of non-prescription medication • Students' personal supplies of non-prescription drugs that they have brought with them and handed in to the School for safekeeping
	A *third*, dedicated, locked cupboard is kept in the back room of the School Office:
	C. Non-prescription Medication Small Supply Cupboard containing: • A small stock of non-prescription medication • Non-prescription Medication Book that logs each time non-prescription medication is issued to students • A list on the back of the door with the names of students who are not allowed to be given non-prescription medication
	Students who are 18 or older may administer their own prescription medication (as long as they are not 'controlled drugs'), but are not exempt from informing the School of what they are taking, the dosage and the timeframe. The House Mother checks that these students are keeping their medication locked in their room, in a place that other students cannot readily identify or access. This information must be registered on Engage (the school's student information management system).
	Any changes in the medication of a student (type, dosage, frequency etc.) must be passed on to the House Mother as soon as possible. It is her responsibility to share this information with relevant members of staff and ensure it is cross-referenced to the student's individual Medical File on Engage.
	It is the responsibility of the House Mother to regularly check if there are patterns in the taking of non-prescription medication that might give cause for concern.
7.7 Boarders' confidentiality, rights, privacy and dignity as patients is fundamental and is appropriately protected. This includes the right of a	We always encourage students to tell their parents about the decisions they are making about any medical treatment or intervention. If they don't want to do this, we will explore why and, if appropriate,

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boarder deemed to be 'Gillick Competent' to give or withhold consent for their own treatment.	discuss ways we might help them inform their parents, for example by talking to the young person's parents on their behalf.
	If the student still wants to go ahead without their parents' knowledge or consent, and they are under the age of 16, we will assess their Gillick competence.
	While we recognise that there is no set of defined questions to assess Gillick competency, we will consider several things when assessing a child's capacity to consent, including:
	- the child's age, maturity and mental capacity - their understanding of the issue and what it involves - including advantages, disadvantages and potential long-term impact - their understanding of the risks, implications and consequences that may arise from their decision - how well they understand any advice or information they have been given - their understanding of any alternative options, if available - their ability to explain a rationale around their reasoning and decision making.
	We will not consider consent to be valid if a young person is being pressured or influenced by someone else.
	Children's capacity to consent may be affected by different factors, for example stress, mental health conditions and the complexities of the decision they are making. The same child may be considered Gillick competent to make one decision but not competent to make a different decision.
	If we don't think a child is Gillick competent or there are inconsistencies in their understanding, we will seek consent from their parents or carers before proceeding.
	The child's safety and wellbeing is paramount. If we have any concerns about the safety of the student, we will check whether previous child protection concerns have been raised, and explore any factors that could put them at risk of abuse.
	We will always share child protection concerns with the relevant agencies, even if this goes against a child's wishes.

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.*

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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.	ISCA has a child protection policy which encompasses all relevant statutory guidelines. The policy is reviewed at least annually and more frequently if the need arises. ISCA has a Designated Safeguarding Lead and nominated deputy. In addition all staff have received training in safeguarding children which provides additional surety that there is a depth and spread of safeguarding knowledge underpinning the day to day operations of the school.
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 staff, academic and non-academic, must complete safeguarding training at induction, and thereafter updated at least annual, which clarifies that safeguarding and promoting the welfare of children is everyone's responsibility throughout the school and the boarding facilities.
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's Child Protection policy and E-safety policy have regard to the KCSiE document and outline the School's approach to online safety.
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 School does not allow sexual relationships between students and this is made clear in the School Rules, outlined in the Student Handbook and on the Student Behaviour policy. The risk of child-on-child abuse is mitigated by providing students with their own private rooms with en suite bathroom and toilet. More generally, our approach is outlined in our Anti-bullying policy. A 4:1 ratio of girls to boys. The gender imbalance is addressed by providing boys (and girls) with their own floor in the accommodation block where they can retreat to respectively. All students are required to read, understand and sign off on an ITC Acceptable Use contract, underpinned by the School E-safety policy. In order ensure compliance with the KCSiE 2023 requirement to offer more effective monitoring and filtering systems to protect students online, ISCA works with Smoothwall, a leading provider of digital safeguarding solutions for educational institutions in the UK. Filtering Smoothwall provides a real-time, content-aware web filtering solution that assesses and permits web pages at the moment of request, ensuring inappropriate or harmful content is blocked as soon as it appears. This approach minimizes overblocking, allowing students to access valuable educational

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	resources while staying protected. The filter offers intelligent bandwidth management, enabling media and file sharing in class with minimal impact on existing services. It is compatible with Chrome OS, Windows, macOS, and iOS devices, ensuring consistent protection across various platforms. Additionally, it provides detailed reporting features, allowing educators to monitor user activity and generate tailored reports for pastoral care and administrative purposes. ISCA's IT service provider (TSI) is responsible for maintaining and managing the filtering system in collaboration with the DSL. Monitoring Smoothwall's digital monitoring solution combines innovative technology with in-house, expertly trained human moderators to identify potential risks in real-time. If a student types or accesses content suggesting they may be at risk, Smoothwall Monitor evaluates the activity and, if necessary, alerts the school's DSL promptly, sometimes within minutes for the most serious concerns. This proactive approach ensures that potential issues are addressed swiftly, enhancing student safety. The DSL is also able to access Smoothwalls' monitoring portal in order to generate regular reports on patterns of online behaviour that might pose a risk of harm to students and/or staff.

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.*	

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.	ISCA has a Health & Safety Policy which is implemented, adhered to and monitored. All staff receive health and safety training at induction, updated on an annual basis.
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.	ISCA has a lease agreement with Teikyo, the Landlord, to provide full time cleaning and maintenance staff responsible to for the upkeep and cleanliness of the school and its facilities. The School premises, accommodation and facilities meet Health and safety and Fire Safety standards.
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.	ISCA has a written Risk Assessment Policy which is reviewed at least annually. Risk assessments ae also reviewed annually (or whenever there is a significant change in circumstances) to ensure they are been appropriately implemented and to check that they do not require updating or adjusting.

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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.	The School's Lockdown procedure and Fire Safety Policy outline 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.
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.	All trips and outings organised by the School are fully risk assessed beforehand and appropriate measures put in place, as required.
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.	All staff and students at induction are shown what to do in an emergency and how to evacuate the School buildings. All staff receive regular general fire-safety training and, at least half are trained as Fire Wardens.
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.	We work with our landlord to ensure: • carry out a fire-risk assessment identifying any possible dangers and risks; • consider who may be especially at risk; • get rid of or reduce the risk from fire as far as is reasonably possible and provide general fire precautions to deal with any possible risk left; • take other measures to make sure there is protection if flammable or explosive materials are used or stored; • create a plan to deal with any emergency; and • review the plan periodically. Evacuation routes are clearly visible around the School campus, explained to students at induction reinforced during regular fire drills. Personalised Emergency Evacuation Plans (PEEPs) are put in place for students who need one.
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.	Fire drills are regularly (at least once per term) carried out in 'boarding time'. At least one drill per year is carried out overnight. A log of fire drills is kept and any failures or areas for improvement are recorded and shared with staff and students as necessary.
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.	A live Fire Log is kept in the School office and kept in a 'grab-bag' for use in case of emergency. The Fire Log is a real-time record of students who are on site at any given moment. The evacuation procedure is the same for all boarders, flexi or otherwise.
Part F: Boarders' rights, advocacy and complaints	

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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.*	
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.	Induction programmes are designed to suit, and be implemented for, each year of entry.
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.	The school liaises with parents and guardians directly regarding any travel arrangements of students, including international students. A Departures register is kept at the start and end of every term detailing where and when students are going and where they will be staying. An Arrivals register is also kept to record when and how students will be getting to school.
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.	It is a fundamental principle that students may turn to anyone they trust. Students can approach members of staff informally or they can book an appointment at set times every day through the School Office.

Staff receive training and guidance on what to do if a boarder approaches them with a concern. |
| 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. | The school has identified an 'independent person' who students may contact directly about personal problems or concerns at the school.

The name and contact details of this person is published in the Student Handbook and on the virtual and physical School noticeboards. They can also be found in the School policy covering 'Student access to a person independent of the School'.

At the beginning of the academic year the 'independent person' meets students face-to-face, explains their role and how they can be contacted. |
| 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. | Helpline numbers, including the Office of the Children's Commissioner, are displayed around the school and students are aware of where they can find this information.

This information is also available in the Student Handbook and on the Common Room noticeboard. |
| 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. | Advocacy support will normally be provided to students by their parents and guardians.

ISCA does not normally work with looked after children, who have the right under the Children Act 1989, to make representations and complaints regarding their care arrangements.

Should a situation arise where a child required formal advocacy, ISCA will ensure it is provided. |
| **Standard 12 – Contact with parents/carers** | |

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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.	All boarders have their own personal devices that they use to communicate with their parents. However, there is also provision for boarders to have use of both telephone and electronic communication in school for the purposes of contacting parents if they need to do so. All students sign up to an ITC Acceptable Use contract in order to mitigate the risk of misuse of electronic communication by raising student awareness. Online safety and behaviour is also a subject of the PHSE curriculum.
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.	Student views are secured through: • The election of student reps for each year group • Regular student forum meetings • Student questionnaires Management reviews the information received through these channels. It is made clear to students are induction and in the student handbook that they will not be penalised for raising a concern or making a complaint in good faith. Records are kept of the actions taken resulting from student feedback.
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 standards. The policy is clear on how to make a complaint, how it will be dealt with and the timescales for a response.	ISCA has a parental complaints policy and procedure
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.	The procedure for dealing with student complaints is outlined in a policy document, as well as in the Student Handbook. The procedure makes it clear how the School will respond to complaints and reassures students that they will not be penalised for raising a complaint in good faith.
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.	Complaints are logged centrally on a customised, school database (Access) and include a log of actions taken by the school (regardless of whether they are upheld). Complaints that are made but later withdrawn are kept on the register for reference. Each term the complaints register is reviewed by the Head of School to identify emerging patterns.
Part G: Promoting positive behaviour and relationships	

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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	ISCA complies with this through the development, implementation and enforcement of Behaviour Policy which takes account of statutory guidance. It is underpinned by the idea that we should be slow to punish, seeking first to understand, counsel and advise before giving ample warning of the consequences of not changing the offending behaviour. Staff are made aware of this policy and receive training on how to implement it effectively. Our SEND Policy underlines that students may have additional needs that affect their behaviour. Guidance on restraint, the use of reasonable force and searches of students' rooms and belongings is provided in the Staff Code of Conduct. Our Child Protection policy underlines the risks of child-on-child abuse and the needs for staff to be vigilant. The Behaviour Policy and School Rules are made more digestible for students in the Student Handbook, including a Student Profile, describing the attributes and behaviour ISCA students aspire towards. All school rules, policies and procedures must promote the development of these attributes.

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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.	
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.	The Behaviour policy complies with guidance for school leaders and staff on developing a school behaviour policy. It is communicated to students at induction and summarised in the Student Handbook. A copy of the Student handbook is sent to all parents.
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.	Guidance on restraint and the use of reasonable force is provided in the Staff Code of Conduct. A written report is sent to the Senior Management Team for all incidents of restraint and the use of reasonable force. The SMT will investigate and take effective action when inappropriate restraint has been used.
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.	Every member of staff is given an annual training plan. The Head of School will decide 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.
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.	ISCA complies with this through the development, implementation and enforcement of an Anti-Bullying Policy which takes account of statutory guidance.
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.	The Anti Bullying Policy includes sections on strategies for dealing with bullying and the reporting procedure. Staff training on this is provided at induction and on an ongoing basis as part of our INSET programme.
16.3 The school's anti-bullying strategy should reflect that unlike at day schools, boarders who are being bullied (off line) cannot escape their bullies for long periods of time as they are not going home as often.	ISCA recognised how the unique nature of a boarding school has implications for children who are being bullied offline when they cannot escape from bullies simply by going home. It therefore implements a policy of zero tolerance and quick intervention. Where possible, ISCA will seek a solution that promotes reconciliation, where the interests of both the victim and the bully can be safeguarded. Where this is not possible, the wellbeing and the safety of the victim will be treated as paramount.
Standard 17 – Promoting good relationships	

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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.	Our PHSE programme includes modules on healthy relationships and health education.
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.	The vast majority of students at ISCA are boarders with only one or two day students (if at all) in any given year. ISCA also shares its campus with Teikyo School, another independent school. ISCA students are encouraged and enabled to make and sustain respectful friendships within and outside their own boarding community. For example, both schools invite the other's students to events and activities they organise during the school year. Friendships are allowed and encouraged, with students often staying overnight at day student homes, or socialising n campus in their free time.
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.	As part of our ongoing safeguarding training, staff are encouraged to develop and deepen their understanding of the signs that children might be a risk of abuse and learn what action to take if they have a concern. Details can be found in our Child protection Policy and our individual staff training plans.
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.	Enrichment activities are arranged to facilitate the full and rounded development of each student as an individual. Whether they are academic, social or personal, enrichment activities offer the knowledge and skills needed for students to lead balanced and responsible lives as confident individuals and responsible members of society. The aim of the enrichment policy at ISCA is to support students across both their academic and personal life. It promotes an awareness and responsibility in students about the whole school community, society as a whole and as citizens of the world. The enrichment programme complements the creative focus of the school and values the rich cultural diversity established with our international intake and promotes both dialogue and debate. Involving all students, the enrichment programme encourages students to:

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	• Develop self-respect and an understanding of others and their differences. • Grow and develop their talents fully with motivation and a sense of purpose. • Learn to live safely. • Develop an informed set of values and attitudes within a moral code. • Value themselves as individuals that are open to spiritual, moral and intellectual development. Sample Enrichment activities • Induction to boarding life – life skills • Activities and clubs written into the school timetable • University presentations • Visits to University degree shows • Academic visits to galleries, lectures, workshops etc. • Guest speakers on a range of topical themes • Life drawing sessions • Alumni presentations • Sessions on how to complete university application forms (UCAS, UAL and university applications abroad) • Interview skills/ mock interviews • Visa Workshops • School community activities organised by boarding staff and/or led by students e.g. regular film evenings, table tennis competitions and weekend yoga, nail art) • Parties organised by staff and/or led by students (decorating common room with decorations made by students) • Sports activities organised by staff and/or led by students (badminton, football, yoga, circuit training, gym) • Charity events and volunteer work organised by staff and/or led by students, such as raising money for worthy causes, volunteering to help the elderly etc.) Students are encouraged to contribute to the enrichment programme by becoming involved in leading or supporting staff in the delivery of activities. Every year, students join one of four committees (Events, Culture, Charity and Sports) which creates a forum in which they can discuss and plan student-led activities.
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.	School finishes at 3:30 pm each weekday. Between 3:45 and 5:15 students engage in self-directed study or take part in timetables activities and sports. The rest of the evenings students are free to socialise and manage their time as they wish, making use of the school many facilities.

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	School trips and outings are usually organised during the week on school days. At weekends and activities are set up for students to take part in if they choose. Otherwise they are free to socialise and manage their time as they wish, making use of the school facilities.
	All activities are suitably risk assessed and measures put in place to minimise the risk of harm without preventing children having experiences that provide challenge and adventure.
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.	ISCA campus provides a range of facilities. These are made available to boarders as much as possible but within reasonable hours.
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.	ISCA feels it does not place any unusual or onerous demands on boarders. The welfare of boarders is of paramount importance in the day to day activities of ISCA staff.
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.	Boarders have a common room with TV and access to the internet.
	ISCA promotes events outside through posters and arranging event participation, e.g. trips, visits etc.
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.	There are sufficient members of senior staff with safer recruitment qualifications to ensure that all recruitment is to those standards.
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.	ISCA meets this requirement by obtaining an up to date list from Teikyo School, of all their staff who share the campus, residents and non-residents, and evidence that they have an enhanced DBS.
	ISCA, as a matter of policy, does not allow anyone to live on site who is not an employee.
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	Neither ISCA nor Teikyo School (which also complies with the NMS for boarding schools) allows people aged 16 or over who are not employed by them to live in the same premises as students. Should any exception to this rule arise, Teikyo/ ISCA will

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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.	immediately inform the other party arrange for an appropriate written agreement to be put in place as per NMS standard 19.3.
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.	Rules for the supervision of ancillary, contract and unchecked staff are laid out in a dedicated policy document. In addition, rules around students receiving visitors are explained to students in Section C3 of the Student Handbook. Their purpose is to safeguard the students by ensuring that, aside from direct family members and registered guardians, no one is allowed unsupervised access to the student accommodation area unless they are known to the School and are DBS checked. It is the responsibility of on-duty boarding staff to help students understand that while they are welcome to have visitors, this must happen within the framework of the School rules so that safety and security of the school can be ensured. All visitors must display their visitor badges at all times.
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.	ISCA follows its Safer Recruitment policy and procedures.
20.2 Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear.	Spouses, partners and/ or other adult households members of boarding staff do not live on site and are subject to the same rules governing visitors to the school.
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.	Outside of teaching time there are always at least 2 adult members of staff supervising boarders. Boarding supervisors with less experience will always be paired with the House Mother or a Resident Academic (i.e. a tutor with boarding duties). All members of boarding staff have been inducted into the School's boarding processes and procedures and have received as a minimum training in first aid and safeguarding.
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,	There is a monthly boarding rota under the responsibility of the School and Boarding Administrator which ensures that there are always

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such that boarders' relationships with staff are not overly disrupted.	at least two suitably qualified (see 15.3) members of boarding staff on duty out of school hours.
	As far as possible all staff are required to commit to their boarding responsibilities at least for a year.
20.5 Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times.	ISCA operates attendance registers, biometric finger printing for students daily to ensure they know boarders are onsite. There is a permission slip process used to keep track of where students are when they are off site, their departure and return times and how to contact them while they are away. It is mandatory for every student wishing to go off site to complete an online Permission Slip on Google Forms and get it authorised before leaving.
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.	As part of their induction training boarding staff learn implement the school's policy in relation to boarders going missing and their role in implementing that policy. It is also documented in the Attendance policy There is a 4-step process to follow: 1. Immediately attempt to phone and/ or send a message on the student's number; 2. If the student fails to answer the phone or messages, call the numbers given on the Permission Slip; 3. If step 2 fails to establish contact with the student, call the Emergency Contact person for the student; 4. If, after step 3, the whereabouts and the safety of the student cannot be established, inform the School's DSL or Deputy DSL of the situation whatever the time of day or night. The DSL (or Deputy DSL in his absence) will decide if it is appropriate to involve the police.
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.	Student rooms are located in a single accommodation block on the same campus as the school. There are four floors and each floor houses 20 single rooms with ensuite bathrooms. There are always two, on-duty members of staff who each occupy a room on different floors.
20.8 Boarders are able to contact a member of staff easily in each building at night and know how to do this.	The School boarding phone is the normal channel of communication between students and staff during the day and night. At night one of the two members of staff on duty keep the boarding phone with them in their room. The rooms occupied by boarding members of staff are clearly labelled and students know they are able to knock on their doors at any time if there is a need.
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	Boarding staff are provided with their own room with ensuite toilet and washing facilities. They are provided with three meals a day in the school canteen.

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residential staff. This accommodation is appropriately separated43 from the accommodation and facilities provided for boarding pupils.	
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 boarders with another adult always present. There is no inappropriate favouritism or inappropriate one-to-one contact between staff and boarders.	Boarding staff are not allowed to host students in their room. All contact with student must happen in shared spaces such as the school office, common room and classrooms. Any one-to-one contacts between staff and boarders must never happen behind closed doors.
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.	Not applicable: ISCA does not appoint prefects (or equivalents)
Standard 22 – Educational Guardians	
22.1 All educational guardians appointed by the school are subject to the same safer recruitment procedures as staff.	Not applicable: ISCA does not appoint guardians.
22.2 Where the school is responsible for appointing educational guardians it regularly monitors the suitability of its arrangements.	Not applicable: ISCA does not appoint guardians; this is the responsibility of students' parents.
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.	ISCA interacts regularly with Guardians and so can monitor their suitability as they act as intermediary between ISCA and parents; especially where there is a language barrier. Guardians and parents are required to declare that the educational guardian: • Has the right to reside in the UK for the whole academic year • Is at least 25 years' old • Lives in the UK, within 2 hours' travel from ISCA • Is fluent in both English and the language of the parents They must also acknowledge and accept that the guardian is responsible for: • helping with quick, effective communication between the school, student and parents • making necessary arrangements when a student is in the UK but not at school, such as during holidays or weekend leave (e.g. accommodation, transport, etc.). • if necessary, taking pupils to appointments outside of school e.g. the doctor, the dentist, the bank etc. • providing care and accommodation in exceptional circumstances until a return to school is possible; for example, if a student cannot stay on campus due to infectious illness, injury, self-harm (or

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	credible threat of self-harm), exclusion from school etc. • maintaining regular contact with a student, as a parent would, with an onsite visit at the school at least once a term • attending meetings with the school to help the student achieve academic success and meet the expected standards of behaviour In addition, all educational guardians are asked to attend a workshop at the start of the school year where they have the chance to get to know the school and the staff they will be interacting with and to check they are clear about their responsibilities.
22.4 Any concerns about an educational guardianship arrangement should be acted upon immediately and referred to any relevant agencies.	Any concerns about an educational guardianship arrangement will be acted up in line with our Child Protection policy.
22.5 Under no circumstances should school staff be appointed as an educational guardian for boarders.	No ISCA staff are allowed to be appointed as an educational guardian for boarders.
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.*	
Standard 23 – Lodgings and host families	
23.1 It is clearly stated to parents/carers whether any lodgings accommodating pupils are to be arranged by the school or by parents/carers themselves.	ISCA does not make arrangements to accommodate students other than in its own halls of residence on the school campus. In the event this were to change, arrangement would be put in place to meet this standard.
23.2 Any lodgings arranged by the school to accommodate pupils provide good quality accommodation and supervision, are checked before use, and are monitored by the school during use including checks at least termly.	ISCA does not make arrangements to accommodate students other than in its own halls of residence on the school campus. In the event this were to change, arrangement would be put in place to meet this standard.
23.3 Any lodgings provided or arranged by the school are of a comparable standard to accommodation provided by the school.	ISCA does not make arrangements to accommodate students other than in its own halls of residence on the school campus. In the event this were to change, arrangement would be put in place to meet this standard.
23.4 The school visits all potential lodgings it may arrange, and interviews any adult who will be responsible for the accommodation of the pupils in each lodging, takes up references, and has recorded a satisfactory assessment, before any boarder is placed there. Unless the host family are in a family relationship with the boarder, the school can demonstrate that all members of the host family aged 16 and over, who will be living at the lodgings whilst the boarder is staying, obtain an Enhanced DBS check, with check of the Children's Barred List,	ISCA does not make arrangements to accommodate students other than in its own halls of residence on the school campus. In the event this were to change, arrangement would be put in place to meet this standard.

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with satisfactory outcomes known, before any boarder is placed.	
23.5 The school ensures that all adults providing lodgings for boarders on its behalf have undergone suitable safeguarding training at least every three years, and that they understand the school's policy in relation to boarders going missing and their role in implementing that policy.	ISCA does not make arrangements to accommodate students other than in its own halls of residence on the school campus. In the event this were to change, arrangement would be put in place to meet this standard.
23.6 The school has a satisfactory written agreement with each adult providing lodgings for boarders on its behalf.	ISCA does not make arrangements to accommodate students other than in its own halls of residence on the school campus. In the event this were to change, arrangement would be put in place to meet this standard.
23.7 At least once per school term a member of staff discusses their lodgings separately with each boarder accommodated by or on behalf of the school in lodgings, recording the boarder's assessment in writing and taking action on any concerns or complaints.	ISCA does not make arrangements to accommodate students other than in its own halls of residence on the school campus. In the event this were to change, arrangement would be put in place to meet this standard.
23.8 The school provides satisfactory written guidance to host families accommodating boarders on behalf of the school, covering the school's policy and practice for lodging pupils. This might include clear advice on risks such as passive smoking, medicine management, access to the lodging's Wi-Fi, access to and the showing of age restricted material, such as films etc. with restricted content (e.g. certificate18) and access to alcohol to children living in lodgings.	ISCA does not make arrangements to accommodate students other than in its own halls of residence on the school campus. In the event this were to change, arrangement would be put in place to meet this standard.
23.9 Schools alert the local authority to any arrangements that may constitute private fostering	Under normal circumstances, the School does not allow private fostering arrangements i.e. for a child under the age of 16 (or 18 if disabled) to be looked after for 28 days or more by someone who is not their parent or a relative. In the event such an arrangement were necessary or came to the schools attention, it would immediately alert the local social services through the Education Safeguarding Advisory Service (tel: 01296 382912)