

International School of Creative Arts

# **Boarding Policy**

March 2020

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## Control Page

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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 16 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 2 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 two, 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 is 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: Meeting National School Minimum Standards

NMS Standard	How ISCA meets the Standard
<b>1. Statement of boarding principles and practice</b>	
1.1 A suitable statement of the school's boarding principles and practice is available to parents and staff, is made known to boarders, and is seen to work in practice	The statement of boarding aims forms part of this Policy. It is included in the boarding staff handbook and published on the School's website. The Boarding Policy, along with all school policies, are available to all staff in hard copy in the School Office and on the shared area of the School's computer network.
<b>2. Boarders' induction and support</b>	
2.1 There is an appropriate process of induction and guidance for new boarders.	Induction programmes are designed to suit, and be implemented for, each year of entry.
2.2 Each boarder has a choice of staff to whom s/he can turn for personal guidance or for help with a personal problem.	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.
2.3 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 boarders may contact directly about personal problems or concerns at school. Boarders are informed who this person is, and how to contact them and they are easily accessible. Boarders are also provided with one or more appropriate helpline(s) or outside telephone numbers, including the Office of the Children's Commissioner, to contact in case of problems or distress.	Refer to Appendix B.  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.
<b>3. Boarders' health and wellbeing</b>	
3.1 The school has, and implements effectively, appropriate policies for the care of boarders who are unwell and ensures that the physical and mental health, and emotional wellbeing, of boarders is promoted. These include first aid, care of those with chronic conditions and	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.

NMS Standard	How ISCA meets the Standard
<p>disabilities, dealing with medical emergencies and the use of household remedies</p>	<p>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</p> <p>Some of the ways boarding staff can help do this are:</p> <ol style="list-style-type: none"> <li>1. Treating students as individuals</li> <li>2. Creating time and space for them to talk to you</li> <li>3. Ensuring that there are a range of leisure activities and events on offer on the school campus, especially over the weekend</li> <li>4. Helping students find things to do in London and near the School in their free time</li> <li>5. Managing student behaviour and discipline judiciously</li> </ol>
<p>3.2 Suitable accommodation, including toilet and washing facilities, is provided in order to cater for the needs of boarding pupils who are sick or injured. The accommodation is adequately staffed by appropriately qualified personnel, adequately separated from other boarders and provides separate accommodation for male and female boarders where this is necessary.</p>	<p>ISCA provides single rooms to every student with ensuite toilet and washing facilities. 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.</p> <p>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.</p>

NMS Standard	How ISCA meets the Standard
<p>3.3 All medication is safely and securely stored and proper records are kept of its administration. Prescribed medicines are given only to the boarders to whom they are prescribed. Boarders allowed to self-medicate are assessed as sufficiently responsible to do so</p>	<p>ISCA has specific guidelines set out on the Guide for Boarding.</p> <p>There logs for storing administration of all medication Prescribed medication is securely locked away in Sick Bay with only authorised staff access.</p> <p><u>Prescription Medication Log</u></p> <p>Boarding Staff are required to keep a Prescription Medication Log, located in the medication cupboard/drawer in the Sick Bay. The log should have a Personal Medication Record for every student who is known to be on prescription medication, including those students who self-administer. Each individual log must state:</p> <ul style="list-style-type: none"> <li>• If the student is self-administering or not</li> <li>• Where the medication is kept</li> <li>• What medicines they are taking</li> <li>• What the medicines are for</li> <li>• The dosage and frequency</li> <li>• How long the student needs to remain on the medication</li> </ul> <p>Every time a student takes some medicine, it must be recorded in their Personal Medication Record.</p> <p><u>Non-prescription Medication Book</u></p> <p>The School keeps a stock of non-prescription medication (e.g. paracetamol, Lemsip, Rennie's etc.) in a locked cupboard/drawer in the Sick Bay, separate from where the prescription drugs are kept. Boarding staff must ensure that the Non-prescription Medication Book is kept up-to-date and records every time a student asks for and is allowed to take some medicines from the stock. How much was given and when should also be recorded.</p>
<p>3.4 The confidentiality and rights of boarders as patients are appropriately respected. This includes the right of a boarder deemed to be "Gillick Competent" to give or withhold consent for his/her own treatment</p>	<p>We always encourage a 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, discuss ways we might help them inform their parents, for example by</p>

NMS Standard	How ISCA meets the Standard
	<p>talking to the young person's parents on their behalf.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• the child's age, maturity and mental capacity</li> <li>• their understanding of the issue and what it involves - including advantages, disadvantages and potential long-term impact</li> <li>• their understanding of the risks, implications and consequences that may arise from their decision</li> <li>• how well they understand any advice or information they have been given</li> <li>• their understanding of any alternative options, if available</li> <li>• their ability to explain a rationale around their reasoning and decision making.</li> </ul> <p>We will not consider consent to be valid if a young person is being pressured or influenced by someone else.</p> <p>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.</p> <p>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.</p> <p>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</p>

NMS Standard	How ISCA meets the Standard
	<p>explore any factors that could put them at risk of abuse.</p> <p>We will always share child protection concerns with the relevant agencies, even if this goes against a child's wishes.</p>
<p><b>4. Contact with parents/carers</b></p>	
<p>4.1 Boarders can contact their parents/carers and families in private and schools facilitate this where necessary. This does not prevent schools from operating proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders</p>	<p>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.</p>
<p><b>5. Boarding accommodation</b></p>	
<p>5.1 Suitable sleeping accommodation is provided for boarders. It is well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all boarders. Where boarders are aged 8 years or over, sleeping accommodation for boys is separate from sleeping accommodation for girls.</p>	<p>Boarders are allocated private, single rooms with ensuite bathroom and toilet facilities.</p> <p>Where possible males and female are allocated rooms on separate floors.</p> <p>Boys and girls placed on separate floors where possible. Where not possible, a member of staff sleeps on the same floor, between male and female allocated rooms.</p> <p>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.</p> <p>Friendship and personality taken into account where possible.</p> <p>Rooms and toilets are cleaned daily by professional cleaners.</p> <p>Rooms are inspected at least once a week (more often if necessary) to ensure students keep them tidy and in good order.</p>

NMS Standard	How ISCA meets the Standard
	<p>Room conditions are recorded in the Weekly Room Check register</p> <p>In adherence to health and safety and fire precautions the rooms undergo risk assessments and audits.</p>
<p>5.2 Suitable living accommodation is provided for boarders for the purposes of organised and private study outside school hours and for social purposes.</p>	<p>Boarders are allocated private, single rooms where they can get privacy if they need it or socialize out of school hours if they choose.</p> <p>A common room is also available to students with TV, comfortable chairs and tables and a selection of games and activities.</p>
<p>5.3 Suitable toilet and washing facilities are provided for boarders, which are reasonably accessible from the sleeping accommodation. Separate toilet facilities are provided for boys and girls unless each toilet facility is provided in a separate room intended for use by one pupil at a time, the door to which is capable of being secured from inside. Toilet and washing facilities provide appropriate privacy for boarders</p>	<p>Boarders are allocated private, single rooms with ensuite toilet and washing facilities.</p>
<p>5.4 Boarding houses and other accommodation provided for boarders is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility.</p>	<p>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.</p> <p>There is an onsite maintenance team who can respond to any maintenance issues as they arise on a daily basis.</p> <p>There is a professional team of cleaners who clean the rooms on a daily basis.</p> <p>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</p>
<p>5.5 Accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between genders,</p>	<p>Students and staff members each have private, individual rooms what are furnished with:</p> <ul style="list-style-type: none"> <li>• A desk</li> <li>• Two chairs</li> </ul>

NMS Standard	How ISCA meets the Standard
<p>age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm.</p>	<ul style="list-style-type: none"> <li>• A bed</li> <li>• A wardrobe</li> <li>• Two chests of drawers</li> </ul> <p>Bedding is provided and sheets are changes once each week.</p>
<p>5.6 Boarders can personalise an area of their accommodation with suitable posters and personal items if they wish.</p>	<p>Boarders can personalise their rooms with suitable posters and personal items if they wish.</p>
<p>5.7 Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) substantial and unsupervised access to pupils, or to boarding accommodation while occupied by pupils.</p>	<p>All boarding accommodation areas are closed off by locked doors which can only be opened with a specific combination number. The combination number is only issued to students and authorized staff (cleaners, boarding staff etc.)</p> <p>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.</p>
<p>5.8 Any 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.</p>	<p>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.</p>
<p><b>6. Safety of boarders</b></p>	
<p>6.1 The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy.</p>	<p>ISCA has a Health &amp; Safety Policy which is implemented, adhered to and monitored</p>
<p>6.2 The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably</p>	<p>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.</p>

NMS Standard	How ISCA meets the Standard
practicable, the health, safety and welfare of pupils are ensured	The School premises, accommodation and facilities meet Health and safety and Fire Safety standards.
6.3 The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified.	ISCA has arrangements in place to safeguard and promote the welfare of students. To name a few: Safeguarding Policy, Behaviour Policy, Health & Safety Policy, medical protocols and Educational Visits Policy which will be followed at all times.
<b>7. Fire precautions and drills</b>	
7.1 The school complies with the Regulatory Reform (Fire Safety) Order 2005.	The Head of School will ensure that the School is fully compliant in respect of both precautions and drills
7.2 In addition, fire drills are regularly (at least once per term) carried out in 'boarding time'	Fire drills are regularly (at least once per term) carried out in 'boarding time'. A log of fire drills is kept and any failures or areas for improvement are recorded and shared with staff and students as necessary.
<b>8. Provision and preparation of food and drinks</b>	
8.1 All boarders, including those with special dietary, medical or religious needs, are provided with meals which are adequate in nutrition, quantity, quality, choice and variety	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.
8.2 Suitable accommodation is provided for the hygienic requirements. preparation, serving and consumption of boarders' main meals. This may be situated in the main school provided it is adjacent to or reasonably accessible from the boarding accommodation.	Kitchen meets healthy and safety standards. There is an accessible dining hall for students.
8.3 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 boarder's individual needs in this respect	Main meals and regular snacks should be taken in the dining hall but provision will be maintained at reception sufficient for boarders to obtain small, healthy snacks. Fruit is freely available to students throughout the day.

NMS Standard	How ISCA meets the Standard
8.4 Pupils 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
<b>9. Boarders' possessions</b>	
9.1 Adequate laundry provision is made for boarders' clothing and bedding. Boarders' clothing is satisfactorily stored and issued to the right boarder following laundering.	Students are responsible for their own laundry, except for bedding provided by the school which can be 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.
9.2 Boarders are able to obtain necessary personal and stationery items while accommodated at school.	Basic Art and Design materials are provided by the school shop. Otherwise, students can visit the local shops after school on weekdays and day time over the weekend.
9.3 Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school	In order to ensure reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables students live in single, private rooms for which only they have the key.
9.4 Any search of boarders' personal belongings should be carried out in accordance with section 50ZA of the Education Act 1996 and with regard to any guidance issued by the State Secretary of State.	<p>ISCA Adheres to the 50ZA of the Education Act 1996 and with regard to any guidance issued by the State Secretary of State. Staff are made aware of this guidance through the Guide for Boarding Staff.</p> <p>Subject to authorisation from the Head of School, school staff can search students' rooms and/or lockers for alcohol, drugs or substances without their consent if it deems there are reasonable grounds to suspect possession or use of alcohol, drugs or other illicit substances. It is a condition of having a room and/or locker on the school campus that students consent to have these searched for any item or substance banned by the school rules, whether or not they are present.</p> <p>With their consent, school staff may ask students to empty their pockets, bags and other possessions they have with them, if there are reasonable grounds to suspect they are carrying alcohol, drugs or other illicit substances. If a</p>

NMS Standard	How ISCA meets the Standard
	<p>student refuses consent, the School will be entitled to draw inferences from this response and disciplinary action may be taken in accordance with the School's Behaviour Management Policy.</p>
<p><b>10. Activities and free time</b></p>	
<p>10.1 There is an appropriate range and choice of activities for boarders outside teaching time, including sufficient and suitably timed free time each day. Suitable risk assessments are in place for any activities which may put boarders at risk of harm</p>	<p>It is the responsibility of boarding staff to organise and promote activities and events for students over the weekend, from board games and film nights to sports activities. Staff also draw on the ideas of students and on their own personal skills and talents when thinking of things to do. They encourage students not just to participate but also to help set up and manage some of the events, such as parties, competitions and so on.</p> <p>Boarding staff also assume responsibility for identifying and promoting at least one event every weekend in London or nearby the School which could be of interest to and within the reach of students.</p>
<p>10.2 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.</p>	<p>ISCA campus provides a range of facilities. These are made available to boarders as much as possible but within reasonable hours.</p>
<p>10.3 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</p>	<p>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.</p>
<p>10.4 Boarders have access to information about events in the world outside the school, and access to local facilities which are appropriate to their age.</p>	<p>Boarders have a common room with TV and access to the internet.</p> <p>ISCA promotes events outside through posters and arranging event participation, e.g. trips, visits etc.</p>
<p><b>11. Child protection</b></p>	
<p>11.1 The school ensures that:</p>	<p>ISCA has a child protection policy which encompasses all relevant statutory guidelines.</p>

NMS Standard	How ISCA meets the Standard
<ul style="list-style-type: none"> <li>• arrangements are made to safeguard and promote the welfare of pupils at the school; and</li> <li>• such arrangements have regard to any guidance issued by the Secretary of State</li> </ul>	<p>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.</p>
<p><b>12. Promoting positive behaviour and relationships</b></p>	
<p>12.1 The school has and consistently implements a written policy to promote good behaviour amongst pupils. This policy includes:</p> <ul style="list-style-type: none"> <li>• measures to combat bullying, including cyberbullying, and to promote positive behaviour;</li> <li>• school rules;</li> <li>• disciplinary sanctions;</li> <li>• when restraint, including reasonable force<sup>7</sup>, is to be used and how this will be recorded and managed; and</li> <li>• arrangements for searching pupils and their possessions.</li> </ul>	<p>ISCA complies with this through the development, implementation and enforcement of Behaviour Policy which takes account of statutory guidance. Staff are made aware of this policy. Guidance on restraint and the use of reasonable force is provided in the Staff Code of Conduct.</p>
<p>12.2 The policy complies with relevant legislation and has regard to guidance, and is understood by staff and pupils</p>	<p>The policy complies with guidance for school leaders and staff on developing a school behaviour policy. The school behaviour policy is communicated to students at induction and summarised in the Student Handbook. A copy of the Student handbook is sent to all parents.</p>
<p><b>13. Management and development of boarding</b></p>	
<p>13.1 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</p>	<p>ISCA's Inspection Programme includes a representative of the Governing Body. Regular reports to the Governing Body are scheduled.</p>
<p>13.2 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</p>	<p>ISCA has a management structure that clearly defines leadership. There is a crossover of staff between boarding and education which</p>

NMS Standard	How ISCA meets the Standard
	promotes understanding of all parts of a students' day.
13.3 The school's leadership and management demonstrate good skills and knowledge appropriate to their role.	ISCA recruits suitably qualified and experienced staff.
13.4 The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met.	Boarding meetings, cause for c 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 Head of Operations regularly is a part of 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.
13.5 . 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.
13.6 Senior boarding staff have an adequate level of experience and/or training	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 first aid and safeguarding training as well as all boarding guidance.
<p>13.7 The school follows and maintains the policies and documents described in Appendix 1.</p> <p>Appendix 1 Policies:</p> <ol style="list-style-type: none"> <li>1. Countering bullying, including cyberbullying</li> <li>2. Child protection</li> <li>3. Discipline (including sanctions, rewards and restraint</li> <li>4. Staff disciplinary, grievance and whistleblowing policy</li> <li>5. Care of boarders who are unwell, including</li> </ol>	<p>Policies</p> <ol style="list-style-type: none"> <li>1. Anti Bullying Policy</li> <li>2. Child Protection Policy</li> <li>3. Student Behaviour Policy</li> <li>Staff Code of Conduct</li> <li>4. Staff handbook</li> <li>Whistleblowing Policy</li> <li>5. Health and Safety Policy</li> <li>6. School Trips Policy</li> <li>7. Access to school premises by people outside the school</li> <li>Security Protocol</li> </ol>

NMS Standard	How ISCA meets the Standard
<p>first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies</p> <ol style="list-style-type: none"> <li>6. Safety and supervision on school journeys</li> <li>7. Access to school premises by people outside the school</li> <li>8. Pupil access to risky areas of school buildings and grounds</li> <li>9. Health and safety</li> <li>10. Pupil access to a person independent of the school staff group</li> <li>11. Provision for pupils with particular religious, dietary, language or cultural needs</li> <li>12. Supervision of ancillary, contract and 'unchecked' staff</li> </ol> <p>Appendix 1 Documents:</p> <ol style="list-style-type: none"> <li>1. Staff Handbook/guidance for boarding staff</li> <li>2. Statement of the school's boarding principles and practice</li> <li>3. Requirement for staff to report concerns or allegations of risk of harm to pupils</li> <li>4. Complaints procedure</li> <li>5. Procedure for enabling pupils to take problems or concerns to any member of staff</li> <li>6. Responses to alcohol, smoking and substance abuse</li> <li>7. Plans for foreseeable crises</li> <li>8. Staff induction, training and development programme</li> <li>9. Prefect duties, powers and responsibilities</li> <li>10. Key written information for new boarders</li> <li>11. Job descriptions for staff with boarding duties</li> </ol> <p>Where applicable:</p> <ul style="list-style-type: none"> <li>• Clarification of whether any educational guardians or lodgings are arranged by the school or parents</li> <li>• Agreement with any adult providing lodgings to pupils</li> <li>• Guidance on welfare to host families accommodating pupils on behalf of the school</li> </ul>	<ol style="list-style-type: none"> <li>8. Pupil access to risky areas of school buildings and grounds Policy</li> <li>9. Health and safety</li> <li>10. Pupil access to a person independent of the school staff group Policy (see Appendix B)</li> <li>11. Health and Safety Student Handbook Equal Opportunities Policy</li> <li>12. Supervision of ancillary, contract and 'unchecked' staff Policy (see Appendix D)</li> </ol> <p>Documents</p> <ol style="list-style-type: none"> <li>1. Staff Handbook Guide for Boarding Staff</li> <li>2. Boarding Principles and Practice</li> <li>3. Child Protection Policy</li> <li>4. Complaints Procedure</li> <li>5. Overview of Welfare Provision Student Handbook</li> <li>6. Smoking, Alcohol and Drugs Policy Student Handbook</li> <li>7. Child Protection Policy Health and Safety Policy Fire Safety and Lockdown Procedure</li> <li>8. Staff Induction Pack ISCA Staff Training Record</li> <li>9. Not applicable</li> <li>10. Student Handbook Welcome Letter Induction timetable</li> <li>11. Job Descriptions for House Mother, Boarding Supervisors and Resident Academics.</li> </ol> <p>ISCA only offers its own residential boarding accommodation.</p>

NMS Standard	How ISCA meets the Standard
<p>13.8 The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate.</p> <ol style="list-style-type: none"> <li>1. Child protection allegations or concerns</li> <li>2. Major sanctions</li> <li>3. Use of reasonable force</li> <li>4. Complaints</li> <li>5. Individual boarder's records</li> <li>6. Administration of medication, treatment and first aid</li> <li>7. Significant illnesses</li> <li>8. Significant accidents and injuries</li> <li>9. Parental permission for medical and dental treatment, first aid and non- prescription medication</li> <li>10. Risk assessments for risky activities and in relation to premises/grounds</li> <li>11. Staff recruitment records and checks including checks on others given substantial unsupervised access to children or residential accommodation</li> <li>12. Staff duty rotas</li> <li>13. Staff supervision, appraisal and training</li> <li>14. Fire precautions tests and drills</li> <li>15. Risk assessments under the Regulatory Reform (Fire Safety) Order 2005</li> <li>16. Menus</li> <li>17. Pocket money and any personal property looked after by staff</li> <li>18. Care plans for pupils with special needs</li> <li>19. Parental permission for high risk activities</li> <li>20. Checks on licensing of relevant adventure activities centres</li> <li>21. Assessments of lodgings arranged by the school</li> <li>22. Assessment of off-site accommodation used by the school</li> </ol>	<p>Appendix 2</p> <ol style="list-style-type: none"> <li>1. Child Protection Folder</li> <li>2. Incident Folder</li> <li>3. Incident Folder</li> <li>4. Complaints Folder</li> <li>5. ISCA Centralised Register (database)</li> <li>6. Student Medical History Folder Prescription Medication Log Non-prescription Medication Book</li> <li>7. Student Medical History Folder</li> <li>8. Accident Book</li> <li>9. Healthcare Form</li> <li>10. Risk Assessments</li> <li>11. Staff HR Folders including DBS checks and references</li> <li>12. Boarding Rota</li> <li>13. Staff Training Log Performance Appraisals Minutes of Boarding Meetings</li> <li>14. Fire Drill Logs</li> <li>15. Risk assessments under the Regulatory Reform (Fire Safety) Order 2005 in the Health and Safety Folder</li> <li>16. Menus published on school noticeboard. Records kept by Teikyo (Landlord)</li> <li>17. Not applicable</li> <li>18. Cause for Concern Folder</li> <li>19. Leave Consent Form</li> <li>20. Trips Folder</li> <li>21. Trips Folder</li> <li>22. Not applicable</li> </ol>
<p>13.9 The issues specified in Appendix 3 are monitored, and action is taken to improve outcomes for children as appropriate.</p>	<p>There is an annual review to identify patterns and areas for improvement in the School's processes and procedures, in particular:</p> <ol style="list-style-type: none"> <li>1. Records of complaints and their outcomes</li> </ol>

NMS Standard	How ISCA meets the Standard
<p>Appendix 3</p> <ol style="list-style-type: none"> <li>1. Records of complaints and their outcomes</li> <li>2. Records of major sanctions</li> <li>3. Records of any use of reasonable force</li> <li>4. Systems and management of medical welfare</li> <li>5. Records of significant accidents</li> <li>6. Records of all risk assessments carried out</li> <li>7. Action taken in response to all risk assessments carried out</li> <li>8. Suitability of any guardianship arrangements made</li> </ol>	<ol style="list-style-type: none"> <li>2. Records of major sanctions</li> <li>3. Records of any use of reasonable force</li> <li>4. Systems and management of medical welfare</li> <li>5. Records of significant accidents</li> <li>6. Records of all risk assessments carried out</li> <li>7. Action taken in response to all risk assessments carried out</li> <li>8. Suitability of any guardianship arrangements made</li> </ol>
<p><b>14. Staff recruitment and checks on other adults</b></p>	
<p>14.1 Schools operate safe recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State.</p>	<p>There are sufficient members of senior staff with safer recruitment qualifications to ensure that all recruitment is to those standards.</p>
<p>14.2 For all persons over 16 (not on the roll of the school) who after April 2002 began to live on the same premises as boarders but are not employed by the school, an enhanced certificate with a barred list information must be obtained from the Disclosure and Barring Service (DBS).</p>	<p>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.</p>
<p>14.3 There is a written agreement between the school and any person over 16 not employed by the school but living in the same premises as children (for example, members of staff households). This specifies the terms of their accommodation, guidance 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 pupils. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence</p>	<p>Neither ISCA nor Teikyo School (which also complies with the NMS for boarding schools) allows people over the age who are not employed by them to live in the same premises as students. Should any exception to this rule arise, Teikyo/ISCA will immediately inform the other party arrange for an appropriate written agreement to be put in place as per NMS standard 14.3.</p>

NMS Standard	How ISCA meets the Standard
<p>14.4 All persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation.</p>	<p>Rules around students receiving visitors are laid out 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.</p> <p>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.</p> <p>All visitors must display their visitor badges at all times.</p>
<p>14.5 The school regularly monitors the suitability of any arrangements it makes for the appointment of guardians.</p>	<p>ISCA does not appoint guardians; this responsibility of students' parents. ISCA interacts regularly with Guardians and so can monitor their suitability as they act as intermediate between ISCA and parents; especially where there is a language barrier. Guardians who visit the campus are subject to the same rules and policies as all visitors.</p>
<p>14.6 Any guardians appointed by the school are subject to the same safer recruitment procedures as staff, and their care of pupils is monitored.</p>	<p>Not applicable because ISCA does not appoint guardians.</p>
<p><b>15. Staffing and supervision</b></p>	
<p>15.1 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.</p>	<p>ISCA follows its Safer Recruitment policy and procedures.</p>
<p>15.2 Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear.</p>	<p>Spouses, partners and/or other adult households members of boarding staff do not</p>

NMS Standard	How ISCA meets the Standard
	live on site and are subject to the same rules governing visitors to the school.
15.3 The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved.	<p>Outside of teaching time there are always at least 2 adult members of staff supervising boarders.</p> <p>Boarding supervisors with less experience will always be paired with the House Mother or a Resident Academic (i.e. a tutor with boarding duties).</p> <p>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.</p>
15.4 Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced.	There is a monthly boarding rota under the responsibility of the Head of Operations which ensures that there are always at least two suitably qualified (see 15.3) members of boarding staff on duty out of school hours.
15.5 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.
15.6 Staff working within the school know and implement the school's policy in relation to boarders going missing and their role in implementing that policy. Staff actively search for boarders who are missing, including working with police where appropriate.	<p>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 Guidelines for Boarders.</p> <p>There is a 4 step process to follow:</p> <ol style="list-style-type: none"> <li>1. Immediately attempt to phone and/or send a message on the student's number;</li> </ol>

NMS Standard	How ISCA meets the Standard
	<ol style="list-style-type: none"> <li>2. If the student fails to answer the phone or messages, call the numbers given on the Permission Slip;</li> <li>3. If step 2 fails to establish contact with the student, call the Emergency Contact person for the student;</li> <li>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.</li> </ol>
<p>15.7 There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house.</p>	<p>Student rooms are located in two wings of the same building in easy walking distance from each other. In the main wing (East Wing), four floors are occupied by the majority of students and in the West Wing only the ground floor is used by no more than 10-15 of the more senior students.</p> <p>The two, on-duty members of staff have rooms on different floors of the main wing.</p>
<p>15.8 Boarders have a satisfactory means of contacting a member of staff in each house at night</p>	<p>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.</p> <p>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.</p>
<p>15.9 Suitable accommodation (consisting of accommodation in which meals may be taken, living accommodation and sleeping accommodation) and suitable toilet and washing facilities are provided for residential staff. This accommodation is appropriately separated from the accommodation and facilities provided for boarding pupils</p>	<p>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.</p>
<p>15.10 Any boarder access to staff accommodation is properly supervised and does not involve inappropriate favouritism or</p>	<p>Boarding staff are not allowed to host students in their room. All contact with student must happen in shared spaces such as the school</p>

NMS Standard	How ISCA meets the Standard
inappropriate one-to-one contacts between staff and boarders.	office, common room and classrooms. Any one-to-one contacts between staff and boarders must never happen behind closed doors.
<b>16. Equal opportunities</b>	
16.1 Boarders are not discriminated against, paying particular regard to the protected characteristics set out in the Equality Act 2010 or because of their cultural background, linguistic background, special educational need, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.	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.
<b>17. Securing boarders' views</b>	
17.1 Boarders are actively encouraged to contribute views to the operation of boarding provision, are able to raise concerns and make complaints, and their views are given appropriate weight in decisions about the running of the school. Boarders are not penalised for raising a concern or making a complaint in good faith	<p>Student views are secured through:</p> <ul style="list-style-type: none"> <li>• The election of student reps for each year group</li> <li>• Termly student forums</li> <li>• Student questionnaires</li> </ul> <p>Management reviews the information received through these channels.</p> <p>It is made clear to students at induction and in the student handbook that they will not be penalised for raising a concern or making a complaint in good faith.</p>
<b>18. Complaints</b>	
18.1 The school has, and follows, an appropriate policy on recording and responding to complaints that is compliant with the relevant regulatory standards.	ISCA has a complaints policy and procedure
18.2 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).	There is a complaints register at the front of the complaints folder that lists all complaints with a brief summary of their nature.

NMS Standard	How ISCA meets the Standard
<b>19. Prefects</b>	
19.1 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	ISCA does not have a Prefect system
<b>20. Lodgings (long-stay)</b>	
20.1 Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked before use, and are monitored by the school during use including checks at least yearly.	<p>All rooms are audited every year during the summer break and repairs, refurbishments and redecoration are done as required.</p> <p>During the year there is a full-time team of maintenance staff to deal with any maintenance issues that may arise during the year.</p> <p>Students and staff can request interventions form maintenance staff by filling in a maintenance slip in the School office.</p> <p>There is a resident school warden who can address urgent situations at night or at the weekend.</p>
20.2 Schools alert the local authority to any arrangements made by the school that may constitute private fostering	<p>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.</p> <p>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)</p>

## **Appendix B:**

### **Pupil access to a person independent of the school staff group**

This policy has been written in line with Standard 2.3 (Boarders' Induction and Support) of the National Minimum Standards (NMS) for Boarding Schools (April 2015).

The International School of Creative Arts (ISCA) identifies relevant persons (see below), other than a parent, outside the staff who boarding pupils may contact directly and or have access to.

Boarders are also provided with one or more appropriate helpline(s) or outside telephone numbers to contact in case of problems or distress.

Information is provided to pupils on these people and how to contact them in the Student Handbook and at Induction. The same information is published in the student common room and on notice boards around the campus.

## **Injuries and Health Emergencies**

### Non-Emergencies

If you need to contact a doctor or the police but it is not an emergency:

- Call **111** if it is a non-urgent medical issue
- Call **101** if it is a non-urgent issue for the police

### Emergencies

In a life-threatening emergency: **telephone 999** or **112 from mobile phones** which provides a fast link to fire, police or ambulance services.

## **Healthcare**

### NHS Doctor (*free of charge*)

For physical and mental healthcare problems.

All ISCA Students have free access to National Health Service (NHS) doctors and medical centres.

At the beginning of the year students are registered by the School with a local doctor (GP):

Threeways Surgery

Pennylets Green

Stoke Poges

SL2 4AZ

Telephone: 01753 643 445

Appointments can be booked directly or via the School Office.

### Dentist (*payment required*)

Students can also register with a dentist. Appointments can be booked directly or via the School Office.

Wexham Road Dental Surgery  
208 Wexham Road  
Slough  
SL2 5JP

Telephone: 01753 7766 55

Private Health Care (payment required)

Sometimes it is quicker to go to a private doctor. Appointments can be booked via directly or the School Office.

Dr N Cheese

The Lanes Medical Practice  
Plough Lane, Stoke Poges  
Buckinghamshire  
SL2 4JW

Telephone: 01753 662 244

For mental health problems:

Dr Lesley Wege - UKCP Registered Consulting rooms

The Lanes Medical Practice  
Plough Lane  
Stoke Poges  
Buckinghamshire  
SL2 4JW

tel: 07981 750576

**Numbers outside the school to contact in case of problems or distress**

Organisation and website	Phone number/email
NSPCC <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>	0800 800 5000
Childline <a href="http://www.childline.org.uk">www.childline.org.uk</a>	0800 11 11
Kidscape – Advice Line (bullying) (Mon-Weds from 9:30am to 2:30pm) <a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>	020 7823 5430
Female Genital Mutilation Helpline (NSPCC) <a href="http://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm">www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm</a>	0800 028 3550 <a href="mailto:fgmhelp@nspcc.org.uk">fgmhelp@nspcc.org.uk</a>
Samaritans - Helpline <a href="http://www.samaritans.org">www.samaritans.org</a>	116 123
Forced Marriages Unit - Foreign and Commonwealth Office <a href="http://www.gov.uk/guidance/forced-marriage">www.gov.uk/guidance/forced-marriage</a>	020 7008 0151 <a href="mailto:fmu@fco.gov.uk">fmu@fco.gov.uk</a>
Crimestoppers <a href="https://crimestoppers-uk.org/">https://crimestoppers-uk.org/</a>	0800 555 111

Organisation and website	Phone number/email
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Service <a href="http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=s6vGxOb-8uc">www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=s6vGxOb-8uc</a>	01494 785 552
Child Exploitation and Online Protection <a href="http://www.ceop.police.uk/safety-centre">www.ceop.police.uk/safety-centre</a>	
Kooth - Free, safe and anonymous online support for young people <a href="https://kooth.com/">https://kooth.com/</a>	

## **Appendix C:**

### **Pupil access to risky areas of school buildings and grounds**

#### **Introduction**

All staff and governing body of the International School of Creative Arts (ISCA) are fully committed to ensuring the safety and welfare of all pupils.

#### **Procedures**

- ISCA makes every effort to ensure that all potentially dangerous areas are, wherever possible, made secure by fencing, locking, signage or otherwise physically preventing access to them. Areas temporarily out of bounds are, where possible, fenced or cordoned off and/or appropriate warning notices are placed to describe the danger.
- Traffic control measures, such as speed bumps and speed limitation signs are in place to manage the risks from vehicle movement on site.
- Much of ISCA grounds away from the central buildings are unlit and hence unauthorised access to these areas is prohibited during the hours of darkness.
- The swimming pool, sports hall and gym are locked and inaccessible when not in use by a supervising adult.
- ISCA premises and site are protected by CCTV. There is a security guard on duty at the entrance to the school from 7:00am to 11:00pm every day during term time. Security patrols of the site ensuring the safety of the premises and grounds during the school day and evening.
- Boarding houses can only be accessed through locked doors with combination locks known only to authorised persons. Classroom blocks and the school offices are checked and locked by boarding staff every day before they go off duty.
- Pupils are briefed formally, usually at the start of academic courses and years, about safety measures in classrooms as appropriate. In addition, pupil access to other areas, used primarily on the shared site with Teikyo, such as the dining hall, the gym, sport hall, swimming pool, tennis courts etc. is defined by clear timings and by appropriate staffing deployment.
- A security risk assessment for the School site and areas deemed as potential risks are regularly updated. We ensure that pupils do not have unsupervised access to potentially dangerous areas. In addition, pupils are informed or reminded regularly by Boarding staff and other staff of the dangers of entering risky areas of ISCA. They are made aware that to enter such an area deliberately is regarded as a serious disciplinary offence that will be dealt with in an appropriate manner.

## **Appendix D: Supervision of ancillary, contract and “unchecked” staff**

### **Introduction**

The purpose of this Policy is to keep in place measures which control access to the School, so as to keep pupils and staff as safe as is reasonably practicable without prejudicing the education of pupils. The Policy is therefore directed at protecting people, not property

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

Staff are therefore required to establish the name and purpose of all visitors to the School. Proof of identity will be requested where visitors are unknown to staff. Official ID cards must always be checked for visitors from Agencies or Authorities.

### **The Process**

The process is

- School security is alerted ahead of time if a visitor is expected to the school
- All visitors are required to be ‘signed in’ at the security hut at the school entrance. Their name, company, who they are visiting, their vehicle registration and the date/time are registered. They are then issued with a visitor badge which they should wear whilst on site.
- Security alerts the School Office to the arrival of the guest.
- All visitors are instructed to report to School reception in the first instance, where they must sign in to the visitor book.
- When the visit has ended the visitor signs out in the Visitors Book/Fire Register and puts in the time of leaving. Passes are be handed back at the security gate.

Outside of normal business hours (08:00 to 18:00), when is closed, visitors are to register their presence on campus by in exactly the same way. If the on-duty members of boarding staff cannot be contacted in the School Office, security guards will use channel 8 on the radio transmitter to contact them.

### **Categories of Visitor**

- People making deliveries or collecting dispatches may not proceed beyond reception unless accompanied by a member of staff.
- People visiting the school for work (agents, visiting lectures etc.) may not proceed beyond reception unless accompanied by a member of staff.
- ‘Unchecked’ staff, for example repair or maintenance contractors and ancillary staff will be supervised and not left alone with children. They will be given clear instruction as what to do if an unsupervised child or children enters the area where they are working. They will also be told about the importance of ensuring the security of any tools, equipment or substances they are using. They will also be informed what to do in the event of a fire alarm.
- Parents, relatives, guardians and friends of the student may proceed beyond reception in the company of the student concerned but only to common areas (common room, dining hall etc.) and informing the on-duty member of staff in reception beforehand where they will be.

- Only parents may enter the accommodation block without a member of staff present, but only if accompanied by their child.
- Friends of staff who live on site may proceed beyond reception only in the company of the member of staff who is hosting them but only to common areas (school office, dining hall, school grounds etc.). They may not enter the accommodation block.

### **Challenge Strangers**

All members of staff are encouraged to challenge or report any unrecognised persons on School premises who does not display a School visitor pass

If a person arrives at the School apparently under the influence of alcohol or substances, or displaying threatening or potentially disruptive behaviour, security (an staff in general) will deny admission. The Head of School should be contacted as soon as practicable. The Police will be informed if the situation becomes threatening. In these circumstances an Incident Report will be opened by the Head of School and referred to the Senior Management Team for consideration.

### **Protocol for Security Guards**

Part of the duty of those guards is to regulate the movement of visitors, contractors and deliverymen who come on to School premises. There are always 2 of them on duty from 7:00 am to 11:00pm. At any given moment and the security hut is always manned by at least one of them. The second security guard will periodically patrol the school grounds and building.

### Communication with ISCA

- During school hours communication security guards will call the School office if they need to communicate with ISCA staff.
- After school finishes at 5:15 pm and at the weekends, security guards will use channel 8 on the radio transmitter to contact ISCA staff.
- It is the responsibility of ISCA on-duty staff to ensure the radio is on and set to the correct channel at these times.

### Taxis

- By default, all taxis for students (whether Sovereign or Uber) will be asked to wait outside the barrier for their passenger(s).
- Sovereign taxis will be allowed onto school premises, but only to pick up and drop off members of staff and ISCA's invited guests, or to pick up a student who is going to a medical appointment.
- Student who have heavy luggage to pick up can request that their taxi be allowed onto the premises via the School Office, which will inform the security guards accordingly. Students may not make this request directly to security guards.
- Students arriving with heavy bags or luggage can request that the security guard allow the taxi in to drop them off closer to the school building. Permission will be granted at the discretion of the security guard.
- When taxi drivers are allowed onto the premises, the security guards will take the name of the driver and car number plate, inform the School office of their arrival and check that they leave in reasonable time.

### Visitor Badges

- All visitors to the school campus are given visitor badges by the school guards and asked to wear them. ISCA should inform the guards if they are expecting guests and the guards should inform the School office upon their arrival. This rule applies also to any outside

contractors, including removals companies which may occasionally be contracted in by students to move their things at the start and end of the year.

- Delivery and postal van drivers who routinely make deliveries to the school and are known to security are not required to wear a badge, but their arrival and departure times will be monitored.