

Institute of Islamic Education

South Street, Savile Town, Dewsbury, West Yorkshire WF12 9NG

Inspection dates

24 and 25 November 2021

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Boarding provision outcome

The school does not meet all of the national minimum standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1)(a), 2(1)(b)

- At the previous inspection, inspectors found that curriculum plans were not completed for all subjects and that some teachers did not have the knowledge to teach each subject. There was insufficient time for the teaching of the secular curriculum for pupils in key stage 3.
- Since the beginning of this academic year, an external consultant, brought in by the executive board, has supported staff to develop their curriculum plans. These are being assimilated into one place electronically, so that they are available to all. All curriculum plans are written to at least meet the requirements of the national curriculum.
- There is now a clear curriculum policy. It sets out the aims of the school, stating, 'they are nurturing young people to become responsible leaders within our British society'.
- Teachers spoken with during this inspection talked about the professional development they had for both subject knowledge and teaching. This is helping them to continually develop the curriculum and their teaching methods.
- From January 2022, the curriculum is set to change so that there is an additional lesson per day for pupils to be taught the national curriculum. This proposal is currently with the executive board for approval.

Paragraph 2(1)(b)(ii), 2(2)(d)(ii), 3(i)

- Leaders have carried out checks on the books that are in the library. As an additional measure, pupils are required to be accompanied by staff when they access the library that contains Islamic books. During this inspection, inspectors found no books with inappropriate content during this inspection while in the library.

- There is a range of books including fiction and non-fiction, available to pupils. There is a system for signing these books out and returning them. These books are in a separate area to the Islamic library.
- These standards in part 1 are now met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(a), 5(b)(vi)

- During the previous inspection, the inappropriate book that inspectors found in the school library undermined fundamental British values and the requirements of the Equality Act 2010.
- During this inspection, inspectors did not come across any material that goes against fundamental British values or undermines the Equality Act 2010.
- Leaders, teachers and pupils are highly aware of fundamental British values. Leaders are determined that pupils become active leaders in British society in the future. It is clear to see, in personal, social, health and economic education plans, where these values are addressed. Pupils are aware of the protected characteristics identified in the Equality Act 2010, and they are able to talk about each group. Pupils are respectful and clear about the makeup of British society. Pupils talk confidently about mutual respect and individual liberty.
- Pupils are clear about the rule of law, and they take part in democratically electing members to the student council. Pupils learn about attitudes to same sex relationships from both Islamic and Christian religious viewpoints, as well as life in modern Britain.
- Evidence that leaders shared during the inspection shows a wide range of curriculum coverage and enrichment activities that support pupils' personal development and well-being.
- These standards are now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 8, 8(a), 8(b)

- At the previous inspection, inspectors found that arrangements for safeguarding were not effective, and there was a weak culture of safeguarding. They found parts of the school not to be secure and that the necessary checks had not been made on all staff and volunteers who work with pupils. They found that the implementation of safeguarding procedures was poor, including in the boarding area of the school.
- At this inspection, inspectors found that leaders are still not implementing safeguarding procedures. This means that pupils are at risk because leaders, despite their recent training, do not recognise when there is a serious safeguarding concern. This means that referrals to the local authority's children's services are not made when they should be. Members of the inspection team identified a serious and significant safeguarding concern during this inspection. The school's leaders had not linked readily available pieces of safeguarding intelligence together. The inspectors asked the school's leaders to refer this extremely serious safeguarding concern to the local authority's children services and to the police. Several pupils' needs, both of a safeguarding and well-being nature, were unidentified and unmet prior to this inspection. Pupils' complaints indicated that they did not feel safe in school. Some pupils struggled to sleep. Their mental health was

compromised. Some leaders are too concerned about the views of parents, rather than prioritising the child's needs.

- Weak systems in analysing pupils' attendance mean that some pupils can fail to attend the setting for a period of time without leaders taking action. This is not effectively challenged or considered as a safeguarding concern. There are no records of when phone calls have been made to parents to check why pupils are not attending. This means that leaders are unaware of when pupils' attendance becomes a concern. These pupils are not safeguarded effectively.
- There has been additional staff training relating to safeguarding delivered by the executive headteacher and one of the external consultants, as well as online courses. Staff are now more aware that a small piece of information they hold may be part of a bigger picture, and so they know to pass on any concerns. They are more open to 'it could happen here'. Although staff say the right things, it is too soon to see the impact of the training and whether they are identifying concerns accurately and in a timely manner.
- Some systems relating to safeguarding have been much improved. The single central record is now compliant, and the safeguarding policy is up to date with the latest guidance from the Secretary of State. There has been an improvement in safer recruitment practice, and files checked for staff recently recruited to the school show that the right checks have been made and recorded. The executive board has made the decision to implement a new system for recording safeguarding concerns. The board intends that this brings all information together to enable safeguarding to be acted on quickly. At the time of this inspection, this had been ordered and training arranged, but it was not in place.
- These standards were not met at the previous inspection and remain unmet.

Paragraph 11

- In May 2021, inspectors found that the health and safety policy had not been implemented successfully. There were exposed electrical wires that posed a danger to pupils.
- At this inspection, inspectors found health and safety on the school site to be improved. Repairs needed at the previous inspection have been carried out. There were some repairs needed this time, and they were carried out quickly. Leaders stated in their interim action plan, from July 2021, to the Department for Education (DfE) that they will carry out daily health and safety checks. This began on the second day of the inspection.
- This standard is now met.

Paragraph 15

- Previously, inspectors found that the school did not have a legally compliant admissions register. Leaders were unaware of the legal requirements for maintaining the admissions register. Inspectors also found that the electronic register was pre-populating pupils' attendance. This meant that leaders could not be sure that the record of attendance was accurate.
- There is a new member of staff who has overhauled the admissions register. This was found to be compliant with legal requirements. There are no pupils from overseas who have joined the school since the previous inspection. The executive board is aware of the requirements of holding a licence to sponsor migrant students.

- The school no longer pre-populates registers. Registers are taken at four points during the day and recorded electronically. The system used is basic and does not support analysis of attendance but meets requirements. There is a check after each session to make sure registration has been completed.
- This standard is now met.

Paragraph 16, 16(a), 16(b)

- At the inspection in May 2021, inspectors found that risk assessments did not adequately cover potential risks to pupils, for example the risk associated with being on a site shared with the mosque. There were also risks to pupils from live wires that were exposed.
- Leaders have carried out some work to improve the risk assessment policy. They have completed risk assessments for areas identified at the previous inspection, such as the outdoor area and risks associated with the shared site between the school and the mosque.
- However, leaders have not thought beyond this. They have not ensured that they have fully considered all of the risks that pupils may face. Risks for pupils who require medication have not been assessed and no risk assessments are in place, for example if a pupil has an allergic reaction or an asthma attack.
- These standards were not met at the previous inspection and remain unmet.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 18, 19, 20, 21 – all standards

- At the previous inspection, it was found that recruitment checks on staff and adult students who volunteer to work with younger pupils were not robust. Leaders were unclear about the checks they needed to make, and about the documentation required for them. The single central record did not list qualifications and section 128 checks had not been carried out on all staff who required them.
- A new member of staff has been employed to ensure that recruitment checks are undertaken on staff and that all checks are recorded on the single central record. This member of staff is knowledgeable about all requirements and takes responsibility for the upkeep of the single central record. Inspectors found that the checks recorded aligned with the information in staff files.
- The school does not use supply staff. The single central record, however, is set up with the appropriate columns to record the necessary checks should supply staff be required at the school.
- The school is awaiting an enhanced disclosure and barring services check (DBS) for a member of staff who is due to start. School leaders have decided that until this is returned, the member of staff will not begin work.
- Enhanced DBS checks have been carried out to ensure that all students over the age of 18 who work in regulated activity with pupils below the age of 18 in the school are safe to do so.
- The standards in this part are now met.

Part 5. Premises of and accommodation at schools

Paragraph 25

- During the last inspection, inspectors found that the site was not adequately maintained. There were missing ceiling tiles, exposed pipes and wires, and rubbish and rubble at the back of the school.
- This time, inspectors found that the maintenance of the site was better. Rubbish and rubble have been cleared away. The missing ceiling tiles have been replaced and when repairs are identified, they are fixed more quickly.
- During this inspection, repairs were made to a toilet and a sink that inspectors noted were broken.
- This standard is now met.

Paragraph 29(1), 29(1)(b)

- At the previous inspection, the school field was closed to pupils meaning that they did not have anywhere to play outside. The grass was overgrown, the area was waterlogged, and there was rubbish in places.
- Leaders have acted to improve the school field. The grass has been cut and the ground levelled off. Daily checks take place on the field to determine whether it is safe for pupils to use. The action plan that leaders submitted to the DfE stated that the field would be fenced off. This has not been possible at this stage as the school is waiting for the legal entitlement to do this. Negotiations are taking place with Kirklees Council.
- This standard is now met.

Paragraph 30

- At the previous inspection, the school failed standard 5.4 of the national minimum standards for boarding schools. This was because the maintenance of some areas of the boarding provision was poor.
- At this inspection, inspectors found that this had been improved.
- This standard is now met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- The previous progress monitoring inspection found that leaders did not fulfil their statutory responsibilities and that many of the school's policies and procedures remained ineffective. There was a disconnect between what trustees thought was happening and what was actually happening. Leaders did not keep up to date with the DfE's statutory guidance. There was a lax attitude towards safeguarding and an urgent need for staff to attend safeguarding training. There was a lack of clarity about the school's governance structures.
- This inspection found that the employment of additional staff and external consultants is beginning to improve systems and structures in the school. However, it is too soon to say whether these changes mean that school leaders and staff have improved their knowledge to such an extent so as to enable independent school standards and national minimum standards for boarding to be met consistently.

- Safeguarding failures remain stark and show a clear disconnect between staff having been trained and applying their knowledge to identify and swiftly act on any safeguarding concerns. Leaders do not always act in the best interests of the pupils. Designated safeguarding leads do not fulfil the role well enough. At times, pupils are at risk.
- There is now greater clarity with regard to the school's governance structures. There is an executive board consisting of four members plus the executive headteacher and the proprietor. Each member of the board has specific responsibilities, and they are recruiting for more members to support and challenge the school.
- Some systems are much improved, for example admissions and the single central record. There is further work to do, for example in ensuring that there is a close eye on pupils' attendance.
- These standards were not met at the previous inspection and remain unmet.

The national minimum standards that were assessed during this inspection

Standard 3.4

- At the previous inspection, records of administration of medication were poor and did not identify the time medication was given or who administered it.
- During this inspection, it was found that medication is safely stored in the medical room. Records are kept of its administration. However, for children who hold their own rescue medication, there are no records kept. Some medication held by pupils was found to be out of date. Once identified by the inspectors, the medication was replaced. There are no effective risk assessments or health care plans in place to guide staff in the event of an emergency.
- This standard was not met at the last inspection and remains unmet.

Standard 5.4, 6.2

- At the last inspection, areas of the boarding provision were poorly maintained. There were missing ceiling tiles and exposed wires.
- The oversight of the boarding provision is now improving. As a result, the boarding environment is better maintained. A programme of repairs is ongoing and is being overseen by the head of care. The issues of one broken toilet and toothbrush storage were addressed during this inspection. A new daily checklist has been implemented during the inspection. It is too soon to assess the impact of this new regime.
- These standards were not met at the last inspection and are now met.

Standard 10.2

- Previously, inspectors identified that pupils had no access to safe recreational areas outside because the school field was out of use. The grass was overgrown, it was waterlogged and there was rubbish around the edges.
- This inspection found that pupils are enjoying a new range of indoor leisure activities. New activities include table tennis and table football. Efforts have been made to level the school playing field. There are areas where children can now play. Some areas are littered with rubbish, but this is cleared before children play outside.
- This standard was not met at the last inspection and is now met.

Standard 11

- At the previous inspection, it was identified that safeguarding arrangements were not robust. Risk assessments did not provide suitably detailed actions to keep pupils safe. Records of safeguarding concerns were not adequate, and boarders' safety was at risk due to door locking systems not working.
- Leaders still do not take sufficient action in response to safeguarding concerns. They are not effectively following the guidance set out in Keeping Children Safe in Education (2021). Improved processes are being introduced and leaders have undertaken some training. However, this has not been translated into practice. Leaders fail to promote the welfare of all pupils and identify wider risks. As a result, children could continue to suffer harm for longer. Because leaders do not recognise the impact of these issues, other children have not been given the care and support they need.
- This standard was not met at the previous inspection and remains unmet.

Standard 12.1

- In the previous inspection, it was found that leaders could not provide sufficient information to inspectors about restraint training. The restraint policy was also inaccurate as it referenced behaviour management techniques that the school did not use.
- Staff, including boarding staff, have now undertaken training on the use of physical intervention with children. Staff speak confidently about the forms of restraint that they are allowed to use and those they are not. This is an improvement on the previous position.
- This standard was not met at the previous inspection and is now met.

Standards 13.1, 13.3, 13.4 and 13.5

- Leaders, at the previous inspection, were found to have limited oversight and knowledge about boarding. Leaders were found to not actively promote the well-being of pupils.
- There is a new executive board, which is supporting leaders to make improvements. New arrangements to ensure safe recruitment are in place, and staff have had more safeguarding training. Even with this, leaders have not ensured that children are consistently being kept safe.
- Some changes have been made to the boarding provision that are welcomed by children. There are additional activities, such as table football, that are now available in the evenings. Members of the executive board have a clear vision of the improvements they want to make. This journey has just started. It is too soon to say if the changes will be sustained.
- Leaders' knowledge and skills are not sufficient to ensure that they consistently identify and act on risk. This leaves some children at risk of harm. Other children are left without the support that they need.
- Standards 13.1, 13.4 and 13.5 were not met at the previous inspection and remain unmet.
- Standard 13.3 was met at the last inspection but is now unmet.

Standard 14.1

- Staff who have been employed since the last inspection have been subjected to safe recruitment processes in line with statutory guidance. Processes are far more rigorous,

and these arrangements are being embedded. This is an improvement on the previous inspection, where safe recruitment practices were not followed.

- This standard was not met at the previous inspection and is now met.

Standard 15.1

- Students who are over the age of 18 years have a voluntary supervisory role with the younger pupils. They are therefore working in regulatory activity with these pupils. All these older students are subject to DBS checks. This helps to provide assurance that young adults do not pose a known risk to younger pupils. This has improved from the previous inspection.
- A new appraisal system is in place to be tested in practice. Training is provided for students supporting younger students. There are plans to improve this further.
- This standard was not met at the previous inspection and is now met.

Standard 16.1

- At the previous inspection, an inappropriate book was found on the school site which presented views contrary to the Equality Act 2010.
- Since then, leaders have undertaken a review of books available to children. There is no material that would hamper children's understanding of fundamental British values. Staff and children speak positively about other faiths, sexuality and gender issues.
- This standard was not met at the previous inspection and is now met.

Standard 18.1, 18.2

- Leaders do not consistently apply the school's complaints policy. Several children have made complaints, but no written record is made. Concerns are therefore not fully understood in relation to their impact on children, and so leaders do not take effective action to resolve them.
- These standards were met at the previous inspection but are now not met.

Compliance with regulatory requirements and national minimum standards for boarding schools

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards'), the national minimum standards for boarding schools and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	107791
Social care unique reference number	SC041298
DfE registration number	382/6013
Inspection number	10213383

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	Other independent school
School status	Independent boarding school
Age range of pupils	11 to 25
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	244
Of which, number on roll in sixth form	98
Number of part-time pupils	0
Number of boarders on roll	173
Proprietor	Sabir Ahmed Ebrahim Daji
Chair	Ashfaque Choudary
Headteacher	Yusuf Seedat
Annual fees (day pupils)	£1,400
Annual fees (boarders)	£3,000
Telephone number	01924 455762
Website	Under construction
Email address	school@jaamia.org
Date of previous standard inspection	11 to 13 February 2020

Information about this school

- The Institute of Islamic Education is an independent boarding and day school for Muslim boys and young men between the ages of 11 and 25 years. The school is located within the grounds of Makazi Mosque.
- Since the previous inspection, an executive board has been established. There is also a new executive headteacher. These changes took place at the beginning of this academic year. A member of staff has been employed to improve procedures and records, such as the single central record, safer recruitment practices and the admissions register.
- The executive board has also contracted two external consultants. Both are experienced professionals who are supporting and training staff. One is working on the quality of education, and one is working on the independent school standards, the national minimum standards and safeguarding.
- The school does not use any providers of alternative education.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This is the second progress monitoring inspection that has been carried out since the previous standard inspection in February 2020. The previous boarding inspection took place at the same time. The previous integrated progress monitoring inspection took place in May 2021.
- The inspection was conducted without notice.
- The school submitted an interim action plan to the DfE, which was considered during this inspection.
- Inspectors met with the executive headteacher, head of boarding, the deputy headteacher, the chair of the executive board, and held a telephone conversation with the proprietor. Inspectors also spoke with members of the leadership team, staff and pupils. Inspectors also spoke with the local authority designated officer prior to the inspection.
- The inspectors had a tour of the school site and the boarding areas. They reviewed documents and systems in relation to the independent school standards and the national minimum standards for boarding. They held meetings about safeguarding and reviewed safeguarding documents, including the school's safeguarding policy and the single central record. Social care inspectors spent time with pupils in their free time.

Inspection team

Debbie Redshaw, lead inspector	Her Majesty's Inspector
Alison Aitchison	Her Majesty's Inspector
Jamie Richardson	Social Care Regulatory Inspector
Jane Titley	Social Care Regulatory Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 8 Where section 87(1) of the 1989 Act[11] applies in relation to a school the standard in this paragraph is met if the proprietor ensures that-
 - 8(a) arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
 - 8(b) such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Students under Eighteen by Further Education Colleges.
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) 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
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

The school now meets the following requirements of the independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-

- 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught.

Part 3. Welfare, health and safety of pupils

15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].

Part 4. Suitability of staff, supply staff, and proprietors

- 18(2) The standard in this paragraph is met if-
 - 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person-
 - 18(2)(c)(ii) the person's medical fitness;
 - 18(2)(f) in the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters specified in paragraphs (a) to (e), the proprietor checks that Standard 14 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 14 of the National Minimum Standards for Residential Special Schools, is complied with.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is-
 - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether-
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e).

Part 5. Premises of and accommodation at schools

- 30 The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 5 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 5 of the National Minimum Standards for Residential Special Schools.

The school does not meet the following national minimum standards for residential special schools

Standards that were not met at the previous inspection and remain un-met at this inspection

- 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. (NMS 3.4)
- The school ensures 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. (NMS 11)
- The schools 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. (NMS 13.1)
- The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met. (NMS 13.4)
- The school's leadership and management and governance actively promote the wellbeing of pupils. (NMS 13.5)

Standards that were met at the previous inspection, but are now judged to not be met at this inspection

- The school's leadership and management demonstrate good skills and knowledge appropriate to their role. (NMS 13.3)
- The school has, and follows, an appropriate policy on recording and responding to complaints that is compliant with the relevant regulatory standards. (NMS 18.1)
- 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). (NMS 18.2)

The school now meets the following national minimum standards for residential special schools

- 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. (NMS 5.4)
- The school premises, accommodation and facilities provided there in are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured. (NMS 6.2)

- Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at the school where boarders can be alone if they wish. (NMS 10.2)
- The school has and consistently implements a written policy to promote good behaviour amongst pupils: This policy includes:
 - measures to combat bullying, including cyberbullying, and to promote positive behaviour;
 - schools rules;
 - disciplinary sanctions;
 - when restraint, including reasonable force, is used and how this will be recorded and managed; and
 - arrangements for searching pupils and their possessions. (NMS 12.1)
- 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. (NMS 14.1)
- 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 continued professional development. (NMS 15.1)
- 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. (NMS 16.1)

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