The British Muslim School

Latifiah Fultali Complex, Lodge Road, West Bromwich, West Midlands B70 8NX

Unique reference number (URN): 135792

Emergency inspection report:	7 September 2026

Overall outcome	The school does not meet all of the independent school standards that were checked during this inspection
Boarding provision	The school does not meet all of the national minimum standards that were checked during this inspection

This inspection was commissioned by the Department for Education (DfE), which is the registration authority for independent schools. It was commissioned because of significant concerns raised by the previous inspection in June 2026.

Part 8. Quality of leadership in and management of schools

When we carry out emergency inspections of independent schools, we report on the school's compliance with part 8 of the independent school standards (ISS) first. Under part 8, the proprietor is required to ensure that the school meets all of the independent school standards consistently. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

We carried out this inspection because of concerns about pupils' welfare and safety. The previous inspection in June 2026 identified serious shortcomings in aspects of the school's work. The school assured the DfE that it had voluntarily closed on 15 June 2026. However, the school continued with online and after-school provision for the rest of the term. The proprietor reopened the school on 1 September 2026 despite having not mitigated many risks to pupils' health, safety and wellbeing identified at the previous inspection.

The proprietor has not ensured that the ISS are met consistently. Leaders and the proprietor were aware of significant weaknesses identified at the previous emergency inspection. While they have taken some action, many of these

weaknesses remain. In some cases, leaders have introduced additional risks by reopening the school before remedial work was fully completed.

Leaders do not demonstrate the knowledge, skills and understanding needed to identify risks promptly and take effective action to reduce them. Inspectors found a considerable difference between leaders' evaluation of the school's effectiveness and the weaknesses identified during the inspection. For example, leaders have not ensured that safeguarding, health and safety, and risk-management arrangements are implemented effectively in practice.

The proprietor's oversight is ineffective. Leaders and the proprietor do not demonstrate the capacity to ensure that the independent school standards are met consistently or that pupils' wellbeing is actively promoted.

As a result of weak proprietor oversight, weaknesses in leadership and the continued risks of serious harm to pupils in the school, the school does not demonstrate the capacity for improvement or ensure that the ISS are met consistently.

The proprietor has not ensured that the standards in this part are met.

Part 3. Welfare, health and safety of pupils

Safeguarding

Leaders have not ensured that there is an open and positive culture around safeguarding that adequately protects pupils from harm.

Leaders have not prioritised improvements to safeguarding since the previous emergency inspection in June 2026. At the time of the inspection, safeguarding policies were outdated and did not reflect current statutory guidance, despite leaders' assurances that these policies had been reviewed and updated. As a result, staff do not have sufficiently accurate guidance and knowledge to carry out their safeguarding responsibilities effectively.

Safeguarding records are not maintained effectively. Inspectors found that pupils' and staff's accounts did not consistently align with leaders' records. Inspectors found a considerable difference between leaders' evaluation of the school's effectiveness and the weaknesses identified during the inspection.

Leaders do not demonstrate a secure understanding of safeguarding practice. Those with responsibility for safeguarding leadership lack the knowledge and understanding required to fulfil this role effectively. Although staff have received recent online safeguarding training, they do not have a sufficiently secure

understanding of key safeguarding messages or how this training informs their practice.

The proprietor has not ensured that the requirements linked to safeguarding in paragraphs 7, 7(a) and 7(b) are met.

Behaviour and supervision of pupils

The school has a written behaviour policy. It keeps records of the sanctions imposed for poor behaviour. These arrangements meet the requirements of paragraphs 9(a) and 9(c) of the standards. However, it is too soon after the previous inspection to see whether the policy is being implemented effectively.

At the previous emergency inspection, inspectors identified concerns about bullying, intimidation and inappropriate interactions between older and younger pupils. During this inspection, leaders were unable to demonstrate that the very recent changes to behaviour and boarding arrangements had been implemented consistently or had secured sustained improvement. Records also show that pupils continue to experience difficulties in their relationships with other pupils. As a result, the standards in paragraphs 9 and 9(b) continue to be unmet.

Supervision arrangements are not effective. Leaders' records and discussions with staff do not provide sufficient assurance that pupils are consistently supervised or that concerns are identified and addressed promptly. Leaders do not demonstrate secure oversight of pupils' experiences in boarding or of incidents affecting pupils' welfare.

As a result, the proprietor has not ensured that the requirements regarding behaviour, bullying, and supervision are met.

Anti-bullying

The proprietor has not ensured that bullying is prevented, so far as reasonably practicable, through the effective implementation of the school's anti-bullying strategy. Leaders' records and safeguarding information show that pupils continue to report concerns about their relationships with other pupils.

Inspectors found evidence that bullying concerns are not always followed up effectively and that leaders do not consistently evaluate whether actions taken have resolved issues or prevent them from recurring. As a result, leaders cannot demonstrate that pupils are consistently protected from bullying or that concerns are addressed effectively when they arise.

The proprietor has not ensured that the requirement in paragraph 10 is met.

Health and safety, fire and first aid

Leaders have not ensured that health and safety, fire safety and first-aid arrangements are implemented effectively. Although they have taken some action since the previous emergency inspection, the weaknesses identified at that inspection remain.

Since the last inspection, the proprietor has commissioned a fire risk assessment from a competent person. However, fire safety arrangements remain ineffective because the proprietor has not ensured that the findings and recommendations of this risk assessment are addressed.

Leaders have not implemented key aspects of the school's fire policy. For example, inspectors found that fire escape routes were obstructed by items that could hurt anyone leaving the building, including a large piece of sharp wood with nails protruding from it, commercial bins on wheels at the top of steep staircases, bin bags and building materials. Leaders cannot demonstrate that fire safety systems are monitored effectively or that known risks are addressed promptly.

First-aid arrangements are also ineffective. Although the school has a first-aid policy, the medical room identified within it is wholly unfit for purpose.

The proprietor has not ensured that the requirements in paragraphs 11, 12 and 13 are met.

Risk assessment

The proprietor has not ensured that the school's risk assessment policy is implemented effectively.

Leaders have commissioned external professional advice, including a fire risk assessment, following the previous emergency inspection. However, they have not completed the identified actions. Inspectors found that several risks identified in external reports remained present at the time of the inspection.

Leaders do not effectively identify, monitor and reduce risks. In several instances, risks were either not recognised by leaders or had not been addressed despite being known. For example, there is a broken electrical hand drier in a wet area for pupils that poses an electrocution risk, and a broken electrical heater near to beds in the boarding area presenting a fire risk. This means that risk assessment arrangements do not provide assurance that pupils and boarders are protected from avoidable harm.

As a result, leaders cannot demonstrate that risk assessment processes are effective in practice or that identified risks are acted upon promptly.

The proprietor has not ensured that the requirements in paragraph 16 are met.

Part 5. Premises of and accommodation at schools

Water supply

Inspectors found that pupils and boarders have access to an adequate supply of drinking water. Drinking water was readily available across the school, and leaders have ensured that suitable arrangements are in place for pupils to access it throughout the school day.

The proprietor has ensured that the requirements in paragraphs 28(1), 28(1)(a) and 28(1)(b) are met.

Medical room and accommodation for pupils' therapy needs

The proprietor has not ensured that suitable accommodation is provided for the short-term care of pupils who are ill or injured. Although a designated medical room is available, it is not maintained to an appropriate standard. Inspectors found that the room was unclean and contained heavily stained bedding, damaged surfaces, signs of damp and other hazards that do not support pupils' health, welfare or dignity. Leaders had not identified or addressed these shortcomings effectively.

The condition of the accommodation means that pupils who are unwell would not receive care in a safe, hygienic and fit-for-purpose environment. As a result, leaders cannot demonstrate that appropriate facilities are available to support pupils' medical and welfare needs.

The proprietor has not ensured that the requirement in paragraph 24(1) is met.

Maintaining school premises to safeguard the health, safety and welfare needs of pupils

The proprietor has not ensured that the school premises are maintained to a standard that safeguards pupils' health, safety and welfare. Inspectors found that parts of the school were poorly maintained and were not kept in a sufficiently safe, secure or hygienic condition.

Building works remained incomplete after the school's reopening. Leaders had not identified or addressed several maintenance and safety concerns in areas used by pupils and boarders. These included damaged fixtures and fittings, poor standards of cleanliness and hazards arising from unfinished repair work. In addition, both school and boarding areas contained tall, heavy shelves and cabinets that were

not anchored to walls, presenting a serious crush risk to pupils and boarders across the school.

The condition of the premises demonstrates that leaders do not maintain effective oversight of the school environment or promptly address identified hazards. As a result, pupils and boarders remain exposed to avoidable risks to their health, safety and welfare.

The proprietor has not ensured that the requirement in paragraph 25 is met.

Lighting conditions

A main fire escape serving all floors was unlit throughout the inspection. This posed a trip hazard for pupils and other building users using the staircase.

The proprietor has not ensured that the standards in paragraphs 27 and 27(a) are met.

Boarding provision

Part A: Governance, leadership and management

Management and development of boarding and statement of boarding principles and practice

Leaders' monitoring systems for the boarding provision are ineffective. They do not have effective systems to monitor the experiences of boarders. Their oversight is weak. This means that concerns about boarders' experiences are not sufficiently identified or addressed promptly.

The standard relating to the management and development of boarding is not met.

Part B: Boarding provision

Boarding accommodation

Leaders and staff have failed to ensure that the boarding environment is maintained to a suitable standard. There are heavily stained mattresses and pillows in boarding rooms. Bathrooms have unpainted areas and flooring that are poorly maintained and wires hang from windows. Walls throughout the boarding provision are chipped and damaged, creating an unwelcoming environment. Inspectors found damaged electrical appliances in dormitories and wet rooms

posing an electrocution and fire risk. Tall, top-heavy cabinets are not anchored to the walls, presenting a serious crush risk to boarders.

Arrangements for the cleaning of boarding areas remain ineffective. Most bins in dormitories were full, with further bin bags being stored in the communal space outside of boarding rooms. Hallways required vacuuming at the time of inspection, and some bedrooms were in poor condition. Bedrooms continue to be poorly ventilated and do not meet hygiene standards. These conditions do not support boarders' comfort, welfare or wellbeing.

The standard relating to boarders' accommodation is not met.

Part D: Safeguarding

Safeguarding arrangements in the boarding provision are not effective. Boarding staff do not have a suitable knowledge of safeguarding. Staff were unable to recall key aspects of their recent safeguarding training. This does not provide confidence that staff have understood and implemented the training they have received. As a result, boarders may be at increased risk of harm.

Leaders do not consistently demonstrate a suitable understanding of all incidents in boarding. On occasion, safeguarding leaders' understanding of incidents does not match the understanding of other leaders or the information contained in safeguarding records. These inconsistencies mean that leaders cannot demonstrate secure oversight of safeguarding incidents in boarding.

Leaders have failed to ensure that the environment remains safe for all boarders. In the shower area there is a wire which is used to hang clothes. Leaders have not considered the potential risks this may pose to vulnerable boarders. As a result, leaders cannot demonstrate that environmental risks are identified and managed effectively.

The standard relating to safeguarding is not met.

Part C: Health and wellbeing and Part E: Health and safety

Boarder's health and wellbeing

Leaders do not demonstrate a secure understanding of accidents involving boarders. Inspectors found that, on occasion, understanding of key safeguarding information related to an accident differed between members of staff and accident records. These inconsistencies mean that leaders cannot demonstrate secure oversight of incidents affecting boarders' welfare.

Medication management systems are now better structured. The recording of new medication in boarding is clear. However, at the time of the inspection the boarding provision had been open for only 4 days. This does not provide a suitable length of time to assess the effectiveness of the new systems.

This standard relating to boarders' health and wellbeing, and health and safety, are not met.

Part F: Boarder's rights, advocacy and complaints

Complaints

Since the last inspection, leaders have discussed the complaints and concerns procedure with boarders. However, it is not clear whether boarders are yet confident sharing concerns with staff because boarding has been open for only a short period of time.

The standard relating to complaints is not met.

Part G: Promoting positive behaviour and relationships

Promoting positive behaviour

Sometimes, when boarders raise concerns about bullying, staff do not follow up these concerns. It is not apparent what takes place to support boarders to learn from these behaviours. This demonstrates that leaders do not consistently respond appropriately to boarders' behaviours.

The standard relating to promoting positive behaviour is not met.

Promoting good relationships

Relationships between boarders are not managed well. Leaders were unable to provide assurance about how boarders were supported to get on with each other following bullying concerns. Inspectors found an example of a resolution that did not promote a positive experience or support relationship building between boarders.

The standard relating to the promoting of good relationships is not met

Part I: Staffing and prefects

Staff recruitment and checks on other adults, staffing and supervision

New staff are safely onboarded before starting in their roles. Leaders have ensured that the most recent boarding staff have relevant experience before taking up their posts.

There has been an improvement in boarders' understanding of the support available to them during the evening. Leaders have discussed at a recent boarders' meeting which staff are available to support them. Boarders said that they now understand how many staff stay in boarding during the evening.

The standard relating to staffing and supervision is met.

Prefects

New prefects have been appointed in September 2026. Due to the short amount of time which boarding has been open, it is not evident whether there has been any improvement in this area.

The standard relating to prefects is not met.

About this inspection

The Inspectors carried out this inspection under sections 109(1) and (2) of the Education and Skills Act 2008, at the request of the registration authority for independent schools. Inspectors checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

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.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

This inspection was carried out because of concerns raised with the Department for Education about pupils' welfare, health and safety following a previous emergency inspection.

This school is registered as having an Islamic religious ethos.

The school does not use any alternative provision.

This inspection was conducted without notice.

Inspectors spoke with leaders, the designated safeguarding leader, staff, pupils, boarders, representatives of the proprietor body and those responsible for premises management. Inspectors scrutinised safeguarding, behaviour, health and safety and boarding records. They reviewed policies and other documentation, toured the premises and boarding accommodation, and considered the actions taken since the previous emergency inspection.

Inspectors also considered the school's safeguarding arrangements, including the single central record of pre-employment checks and whether the school's safeguarding policy is available to parents and carers.

The inspector was aware during this inspection that concerns about pupils' safety and welfare had previously been raised with the Department for Education and considered these alongside the other evidence gathered during the inspection.

Lead inspector	
Dan Owen	His Majesty's Inspector
Team inspectors	
Chris Pollitt	His Majesty's Inspector
Chanel Bryant	Social Care Regulatory Inspector

About this school

Proprietor	Latifiah Fultali Complex
Chair of the proprietor body	Misbhaur Rahman
Headteacher	Muhammad Kadir Al Hasan
Type of school	Other independent school
Capacity	150
Number of full-time pupils of compulsory school age on roll	63
Number of boarders on roll	23

Age range of pupils	11 to 16
Gender of pupils	Boys
Annual fees for day pupils	£2,700
Annual fees for boarders	£5,000
Social care unique reference number	1267532
Email address	principal@thebritishmuslimschool.co.uk
Telephone	01215162264
Website	www.thebritishmuslimschool.co.uk

Annex. Independent school standards and national minimum standards

Independent school standards that the school does not meet

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.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
  - 9(b) the policy is implemented effectively; and

- 10 The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
- 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 5. Premises of and accommodation at schools

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including-
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 27 The standard in this paragraph is met if the proprietor ensures that–
  - 27(a) the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein; and

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.

National minimum standards for boarding schools

Standard 2 – Management and development of boarding

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

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

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

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

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

Standard 4 – Boarding accommodation

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

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

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

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

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

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

Standard 7 – Boarders' health and wellbeing

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

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

- 7.6 All medication is stored safely and securely, and accurate records are kept of its administration. Staff are properly trained to provide the support that pupils need when administrating medicines. Prescribed medicines are given only to the boarders to whom they are prescribed. Boarders allowed to self-medicate are assessed as being sufficiently responsible to do so. Where applicable, schools have regard to government guidance16.

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

Standard 8 – Safeguarding

- 8.1 The school should ensure that: • arrangements are made to safeguard and promote the welfare of pupils at the school; and • such arrangements have regard to any guidance issued by the Secretary of State.

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

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

- 8.4 Keeping children safe in education sets out that boarding schools have additional factors to consider with regard to safeguarding. As such it will be important that the boarding school's child protection policy (and/or other policies if appropriate) reflect:
  – the school's policy on sexual relationships between children (and importance of boarders understanding this policy);
  – the school's approach to child-on-child abuse, reflecting the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation;
  – the approach to protecting children where there is a significant gender imbalance in the school; and
  – the approach to harmful online content and how boarders' devices are managed in terms of bringing a device into the school, and harmful content that may already be downloaded on to them, and the opportunity to download harmful content via 3,4 and 5G that will bypass the school's filtering and monitoring systems.

Standard 9 – Safety of boarders

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

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

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

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

Standard 11 – Boarders' induction and individual

- 11.1 There is an appropriate process of induction and guidance for new boarders and that process includes information covering the standards

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

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

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

- 11.6 Boarders are provided with appropriate advocacy support where necessary and are made aware of what advocacy services are available, how they may access such support and any entitlement they may have to advocacy provision, and that advocacy provision adheres to the National Standards 20.

Standard 14 – Complaints

- 14.1 The school has and follows an effective policy on recording and responding to parental complaints that is compliant with the following relevant regulatory standards - The Education (Independent School Standards) Regulations 2014. The policy is clear on how to make a complaint, how it will be dealt with and the timescales for a response.

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

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

Standard 15 – Promoting positive behaviour

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

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

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

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

Standard 17 – promoting positive relationships

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

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

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

Standard 21 – Prefects

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

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