

# COBIS Accreditation and Compliance Standards

Revised Summer 2024







# COBIS Accreditation and Compliance Standards

## Revised Summer 2024

**Welcome to our newly revised COBIS Accreditation and Compliance Standards. Following its launch in April 2017, over 230 British international schools worldwide have engaged with the COBIS Accreditation and COBIS Compliance scheme, a key route to COBIS membership.**

Our standards are fully aligned with the **COBIS vision** “to reach and connect all British international school communities in order to support them in developing students who will have a positive impact on society.” This quality assurance process is based on our guiding principles of collaboration and partnership with each school and rooted in school improvement. The process was established after extensive research and consultation to be a supportive, non-judgmental process that celebrates and draws upon the best British and international practices. The process is also inspired by the UN Convention on the Rights of the Child.

Our Standards are clear and intentionally high, yet our approach is differentiated and tailored to the context and stage of development of each school we visit. The process begins with self-evaluation and preparatory discussion with the COBIS Accreditation Team, leading to extensive, supportive dialogue with a COBIS-trained Lead Improvement Partner for 4-6 months in advance of a validation visit. This approach supports our mission to support and empower all British international schools in their provision of high-quality education.

The school visit itself provides an opportunity to assess not only how effectively the COBIS Standards are met, but also how closely observed daily practice aligns with the school's own core aims and values. A detailed written report is produced with ‘Priority Next Steps’, commendations and other recommendations informing further school development. Regular check ins with COBIS take place across the 5-year quality assurance cycle.



Feedback from our schools reveal high levels of satisfaction on our promise to provide a collaborative approach to meet rigorous standards and demonstrate that COBIS Quality Assurance has had a profoundly positive impact on their ongoing development. There are some recent case studies on the impact of Accreditation and Compliance on our [website](#).

Each year we review our Standards and may make revisions following feedback received from schools, our visiting teams, or after wider developments in education. In 2020, for example, we added much greater weight to safer recruitment and safeguarding, which of course continue to be foremost in our thinking. Around the same time, the challenges of the Covid-19 pandemic encouraged everyone to think even more about mental health, and we added further emphasis to well-being to our Standards.

Over the course of 2023-24 we have been involved in many discussions around our guiding principle of inclusion and encouraging diversity, equity, inclusion, justice and belonging (DEIJB) in schools particularly, how COBIS can further support this. We use the term DEIJB but are aware that some schools may refer to it as EDI or DEI. We have developed a thread across multiple different Standards to help schools develop their thinking and celebrate their achievements in this area. As always, we are mindful that more attention can be given to this in some COBIS schools and locations than others, but believe that a commitment to belonging and inclusivity should be an aspiration for all COBIS Member Schools.





Elsewhere, minor changes have been made to individual Standards to add clarity or avoid repetition. Close observers will also note that we have removed Standard 5c completely and incorporated aspects of it into 5a. We are confident that our revised Standards offer British international schools an excellent benchmark to aspire to and to measure their own practice against while working with us collaboratively on their future development.

For this 2024 review of the COBIS Standards we are grateful for the support of the Safeguarding Alliance (TSA), feedback from our Lead Improvement Partners and for the guidance of the COBIS DEIJB working group who reviewed and contributed to the revisions.

### **QAA Endorsement of the COBIS Accreditation Service**

As part of our commitment to quality and continual improvement, in 2023 COBIS invited the UK Quality Assurance Agency for Higher Education (QAA) to engage in a comprehensive and intensive review of the Accreditation and Compliance scheme. COBIS welcomes external scrutiny and embarked on this nine-month review as a chance to be independently validated and quality assured, but also as an opportunity to identify any areas for potential development and enhancement.

In summary, the QAA found that the distinctive approach to rigorous testing against standards in alignment with the development of a trustful supportive relationship is a key strength of the COBIS approach. The COBIS QA process with QAA is ongoing in a five-year cycle.

To see full details of the QAA Report, go to:

**<https://www.cobis.org.uk/services/accreditation/qaa-review>**

# The Standards

## Compliance

### Standard 1:

Safeguarding and  
Safer Recruitment and  
Equal Opportunities

### Standard 2:

Student Welfare

### Standard 3:

Facilities

### Standard 4:

Governance

### Standard 5:

Ethos and Values

### Standard 6:

Boarding

**Accreditation:** also includes  
Compliance Standards 1-5(6)

### Standard 7:

Learning and Teaching

### Standard 8:

Leadership in the School

### Standard 9:

Communication

### Standard 10:

Extra-Curricular, Enrichment  
and Engagement



# Standard 1 - Safeguarding and Safer Recruitment and Equal Opportunities

The school places a high priority on the safeguarding of students and staff, including child protection, and the safe recruitment of appropriately qualified and experienced staff.

STANDARD	EXAMPLES OF EVIDENCE TO PROVIDE
<p><b>1A</b></p> <p><b>The school recruitment process is fair and transparent and ensures that appropriate staff and volunteers are appointed. This applies to all staff, teaching and non-teaching and governors.</b></p>	<p><b>Evidence in this section MUST include:</b></p> <ul style="list-style-type: none"> <li>• Safer Recruitment Policy</li> <li>• Equal Opportunities Policy</li> <li>• Safeguarding and Diversity Equity Inclusion Justice and Belonging (DEIJB) commitment statements in advertisements, application forms and reference request forms. These statements should be displayed on the school's website and recruitment materials</li> <li>• Application forms</li> <li>• Advertisement examples</li> <li>• Reference request form</li> <li>• Examples of interview questions that are related to promoting DEIJB and safeguarding</li> <li>• Interview notes</li> <li>• Letters of appointment / contract examples</li> <li>• The Single Central Record (SCR) covering all staff, temporary staff, volunteers and governors</li> <li>• Staff files containing all required verification evidence for cross reference with SCR (please see School Handbook for the full list)</li> <li>• Proof that appropriate checks are carried out on any volunteers, temporary workers, or other personnel, including those externally employed where work is contracted out e.g. cleaning, catering, security and recorded on the SCR</li> <li>• Evidence of regular review of recruitment policies and practices to consider alignment with best practices in DEIJB</li> </ul> <p><b>Useful evidence in this section is likely to include:</b></p> <ul style="list-style-type: none"> <li>• A Diversity Equity Inclusion Justice and Belonging (DEIJB) policy</li> <li>• DEIJB training such as bias training particularly for those on interview panels</li> <li>• Link to relevant sections of a whistleblowing or complaints policy referring to safer recruitment</li> </ul>

STANDARD	EXAMPLES OF EVIDENCE TO PROVIDE
<b>1B</b> All staff within the school, including volunteers and supply staff, meet high standards of child protection and the safeguarding of students.	<p><b>Evidence in this section MUST include:</b></p> <ul style="list-style-type: none"> <li>• Safeguarding / Child Protection Policy and procedures</li> <li>• Clear methodology in place for reporting concerns and handling potential disclosures which is known by all in the school community, including during times when the school may be fully, or partially closed</li> <li>• Assistant Designated Safeguarding Lead (ADSL) in post (not the proprietor / CEO / Principal) with clear job descriptions</li> <li>• Child protection records are maintained, and securely backed up, by the DSL and stored safely and locked</li> <li>• The DSL, ADSL and Designated Governor for Safeguarding (DGS) are all known to the school community: see also Standard 4a</li> <li>• Certificates of high-level training for DSL / ADSL which enable them to deliver training for staff, governors, externally contracted staff and volunteers</li> <li>• Certification of enhanced training for other staff eg safer recruitment, Level 3 (or equivalent) safeguarding, appropriate to their role: interviewers, senior leaders, pastoral leaders, Designated Governor for Safeguarding (DGS)</li> <li>• Regular (termly) meetings between the DSL / ADSL and the DGS</li> <li>• Programme of regular – annual at least – staff training on safeguarding and child protection, including online safety, tailored to the school's context</li> <li>• An induction schedule for all new staff, new governors and volunteers which includes safeguarding training as a compulsory element.</li> <li>• Where work is contracted out – catering, security, cleaning, for example – staff receive appropriate safeguarding and child protection training, with the option for it being delivered in other languages to the same standard</li> <li>• Appropriate checks are carried out on external providers operating on, and away from, the school site who may come into contact with children (e.g. extra-curricular activities, any outside individual or group providing an activity)</li> <li>• Contractual and liability issues where people not employed by the school may come into contact with students (e.g. LSA support paid for by parents/caregivers; peripatetic music staff)</li> <li>• Ensure that child protection and safeguarding policies explicitly address the needs of diverse student populations</li> </ul>



STANDARD	EXAMPLES OF EVIDENCE TO PROVIDE
	<p><b>Useful evidence in this section is likely to include:</b></p> <ul style="list-style-type: none"> <li>• Evidence of suitable support for the DSL / ADSL to carry out their roles effectively</li> <li>• Mental Health and Well-Being Lead in post with a clear role description</li> <li>• Evidence of information sessions on safeguarding for students, and parents/caregivers (e.g. assemblies, PSHE, tutorial programme, parent meetings)</li> <li>• Evidence of effective liaison with external agencies, where they exist</li> <li>• Some evidence of alternative support, or liaison where these agencies are not available</li> </ul>





## Standard 2 - Student Welfare

The school provides a safe and supportive environment for all young people.

STANDARD	EXAMPLES OF EVIDENCE TO PROVIDE
<p><b>2A</b> The school provides a pastoral structure that meets the needs of all students and promotes their personal development.</p>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Policies and practice underpinning and providing pastoral support for all aspects of student wellbeing including celebrating diversity, promoting cultural awareness and understanding, and addressing issues such as safety, identity, belonging, and inclusion</li> <li>• Clarity of pastoral roles and responsibilities and their effectiveness in practice</li> <li>• Ensure that the pastoral structure includes effective crisis intervention and response protocols that are sensitive to the diverse needs of students experiencing personal crises or mental health challenges</li> <li>• Appropriate Continuous Professional Learning and Development (CPLD) and a whole school commitment to pastoral support and development including trauma-informed care, suicide prevention/ suicide safer and other relevant areas</li> <li>• Effective leadership, communication and co-operation between all elements of student support and within pastoral teams: e.g. counselling; provision and support for students from English as an Additional Language (EAL); Additional Educational Needs (AEN) including disability; and medical staff</li> <li>• Appropriate time and support for effective tutoring and mentoring of students</li> <li>• Effective communication with staff, other professionals and outside agencies</li> <li>• Measures for recognising and recording child protection, welfare and learning issues</li> <li>• Examples of positive and effective intervention to support students and how parent/caregivers are involved</li> <li>• Effective house and/or vertical pastoral system, where applicable</li> <li>• The effectiveness of the induction process for new students at whatever time they begin during the school year</li> </ul>

STANDARD	EXAMPLES OF EVIDENCE TO PROVIDE
<b>2B</b> The school has effective provision for the physical and mental health, and safe care of all students, allowing them to flourish in the school environment.	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Adherence to local regulations in respect of health and safety</li> <li>• Methods of reporting health and safety concerns which are effective both in terms of communication and actions</li> <li>• Appropriate and effectively implemented policies, procedures and protocols for health and safety, including minutes of meetings</li> <li>• Policies, procedures and facilities demonstrating an appropriate level of qualified medical and first aid support for all students which respects diversity and privacy e.g. gender, and demonstrates cultural awareness</li> <li>• Relevant policies, initiatives, activities and programmes to encourage and support mental and physical health and wellbeing: e.g. healthy eating; guidance about safe and responsible use of IT, mobile devices and social media; support for students on long-term absence, or those learning at a distance</li> <li>• Safe and appropriate supervision before, during and after the school day to discharge the school's duty of care and supported by relevant policies</li> <li>• Student perceptions which demonstrate they feel safe, secure and included whilst at school</li> <li>• Student voice and student involvement in policy and procedure review</li> <li>• Assembly and tutorial programme</li> <li>• PSHE programme</li> <li>• How the school addresses all forms of bullying and communicates this to the whole school community</li> </ul>
<b>2C</b> The school has clear and effective policies and procedures to support positive behaviour for all students.	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• A positive behaviour policy and practices that are fair, equitable, and free from bias and discrimination</li> <li>• Code of behaviour, rewards and sanctions</li> <li>• Exclusion Policy and records of related incidents and actions</li> <li>• Case examples of positive and effective behavioural interventions</li> <li>• Policies and procedures for attendance, school dress and punctuality</li> </ul>



STANDARD	EXAMPLES OF EVIDENCE TO PROVIDE
<p><b>2D</b> The school ensures that offsite activities are appropriate and safe.</p>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Off site visits / trips policy</li> <li>• Trips are inclusive and accessible to the full range of students including the careful planning of support for individual needs both physical and emotional</li> <li>• Risk assessments and review procedures</li> <li>• Procedures for taking students off-site such as parental approval/ contacts and relevant medical information</li> <li>• Appropriate staffing and medical/first aid cover</li> <li>• Suitably trained Educational Visits Co-ordinator in post</li> <li>• Provision for contact, support and communication during trips and visits with senior leader(s)</li> <li>• Evidence of emergency procedures, communication protocols, and contingency plans that prioritise participant safety and comfort in the event of unforeseen circumstances</li> </ul>



## Standard 3 - Facilities

The school provides all students with access to an environment conducive to learning and that keeps them safe

STANDARD	EXAMPLES OF EVIDENCE TO PROVIDE
<p><b>3A</b> Buildings, facilities and resources support the learning needs of all students.</p>	<p><b>Evidence in this section MUST include:</b></p> <ul style="list-style-type: none"> <li>• All learning/meeting spaces have windows or doors with clear visibility panels to meet safeguarding requirements</li> </ul> <p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Provision of water supply, drainage, access to drinking water</li> <li>• The safe construction of buildings in compliance with local regulations</li> <li>• The classrooms and other learning areas and spaces, corridors, lighting, the ambient temperature, acoustics, quality of ventilation and air and the sufficiency of space are appropriate to the age of the student, the curriculum and specific individual needs</li> <li>• Quality and suitability of specialist teaching and learning areas, including AEN / EAL</li> <li>• Indoor and outdoor cleaning and maintenance schedules and the safe storage of materials and equipment</li> <li>• How food provision and catering facilities are managed in compliance with local hygiene standards, special dietary needs and healthy eating requirements</li> <li>• Effective protection in outdoor areas from the weather</li> <li>• Furniture, flooring, and fittings conducive to creating an environment which meets the needs of all students and staff. e.g. age/height appropriate furniture</li> </ul>



STANDARD	EXAMPLES OF EVIDENCE TO PROVIDE
<b>3B</b> The site(s) provides a secure environment for students, staff and visitors.	<p><b>Evidence in this section MUST include:</b></p> <ul style="list-style-type: none"> <li>For emergencies it is critical that there must be at least two entrances/exits to buildings and individual floors. One of these may be an external emergency fire exit/staircase</li> </ul> <p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>Security of the site</li> <li>Entrance and exit procedures for visitors and vehicles</li> <li>Access to emergency exits should be well signposted and clear of obstacles</li> <li>Fire evacuation and lockdown procedures and how regularly these are practised and reviewed and include consideration of specific individual needs</li> <li>Critical incident policies and protocols, including the outbreak of serious infection and global pandemics and include consideration of specific individual needs</li> <li>Arrangements for the beginning and end of the school day</li> <li>Clear provision for the regular review and revision of all policies and procedures and for ensuring records are accurate and up to date</li> <li>Implementation of health and safety procedures especially in high-risk areas: e.g. science labs, science prep rooms, technology rooms, sports hall, swimming pool</li> <li>Clear incident reporting process both internally and externally where appropriate</li> </ul>
<b>3C</b> The school environment is learning-centred, inclusive and reflects core values.	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>Tangible evidence of the values/guiding statements of the school in displays, signage etc.</li> <li>How the school environment reflects the diversity of its student body. Evidence could include diverse representation in posters, curriculum materials featuring diverse perspectives, and multicultural events or celebrations</li> <li>The library resources are representative of all members of the school community</li> <li>Spaces that have been developed to inspire and engage students in their learning and interests e.g. book corners, sensory rooms, buddy benches etc.</li> <li>Displays which celebrate student work</li> <li>Learning spaces/classrooms that create an environment where students are engaged and motivated</li> <li>Understanding of the need to work towards more sustainable practices around facilities eg recycling, use of solar panels, more efficient energy usage etc.</li> </ul>

STANDARD		EXAMPLES OF EVIDENCE TO PROVIDE
3D	Overall facilities meet the needs of all students including those with learning needs or physical disability.	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Access to suitable toilet and washing facilities appropriate to the age, needs, gender, privacy and safety of students</li> <li>• Appropriate separation of staff /adult toilet facilities from student</li> <li>• Provision of disabled toilet facilities</li> <li>• AEN &amp; EAL policies and provision in the school</li> <li>• Appropriate, or necessary adaptation of, access for all students and staff</li> <li>• Adaptation of accommodation, facilities, resources and equipment to provide suitable access to the curriculum and activities for all students</li> <li>• Provision to support students with a temporary disability, or long-term illness</li> </ul>





## Standard 4 - Governance

The school's governors work to support students and to provide strategic direction for the school

STANDARD	EXAMPLES OF EVIDENCE TO PROVIDE
<p><b>4A</b> All governors or proprietor(s) meet all the requirements for staff with access to young people, reinforcing the importance of safeguarding within the school.</p>	<p><b>Evidence in this section MUST include:</b></p> <ul style="list-style-type: none"> <li>• Identity and police checks which are recorded on the SCR</li> <li>• Evidence of up-to-date safeguarding training for all governors</li> <li>• Designated Governor for Safeguarding (DGS) appointed with role and responsibilities description (see Standard 1b)</li> <li>• Regular – at least termly – meetings between DGS and DSL</li> <li>• DGS reports to the Board at each meeting on any child protection outcomes</li> <li>• Higher level safeguarding training for the DGS</li> <li>• Evidence that governors/proprietor(s) have an overview of safeguarding and the health and safety of students</li> <li>• Evidence that governors/proprietor(s) understand and support the school's commitment to DEIJB</li> <li>• Safer recruitment training for governors who will take part in interview panels, usually for senior leadership posts</li> <li>• Governor with oversight for Health and Safety appointed with description of role and responsibilities (See Standard 4C below)</li> </ul>
<p><b>4B</b> Measures are in place for governors / proprietor(s) to either register interests and/ or manage conflicts of interest.</p>	<p><b>Evidence in this section MUST include:</b></p> <ul style="list-style-type: none"> <li>• Up-to-date and regularly maintained register of interests</li> <li>• A registration of interests' form signed by all governors</li> </ul> <p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• A protocol for the resolution of disputes / conflicts of interest exists and is available</li> <li>• Evidence of provision for how the Board, and any sub-committees, handle disputes / conflict of interest issues in meetings</li> </ul>

STANDARD	EXAMPLES OF EVIDENCE TO PROVIDE
<b>4C</b> There are written procedures/protocols for the remit of the work of governors/ proprietor(s).	<p><b>Evidence in this section MUST include:</b></p> <ul style="list-style-type: none"> <li>• Terms of reference for the Board</li> <li>• Terms of reference for sub-committees</li> <li>• Clear governor recruitment, tenure and off-boarding process in place</li> </ul> <p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• A Board of Governance constitution which covers all sub-committees and responsibilities and procedures for the conduct of the work of governors</li> <li>• Handbook for Governors regularly updated</li> <li>• Annual Board of Governors report to parents</li> <li>• Governor recruitment that aligns with the school's Equal Opportunities policy</li> </ul>
<b>4D</b> There is appropriate induction for new governors.	<p><b>Evidence in this section MUST include:</b></p> <ul style="list-style-type: none"> <li>• Appropriate safeguarding training as a priority on appointment for new governors</li> </ul> <p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Governor induction programme across the first year</li> <li>• New governor mentors</li> <li>• Handbook for Governors includes information and guidance for new governors</li> <li>• Governor training on DEIJB in line with that undertaken by teachers in line with school policy</li> </ul>

STANDARD		EXAMPLES OF EVIDENCE TO PROVIDE
<b>4E</b>	<b>Governors or proprietor(s) have a commitment to training or development.</b>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Annual refresher safeguarding, safer recruitment and child protection training</li> <li>• Annual strategic workshops</li> <li>• Examples of training undertaken as part of a group of schools, or company</li> <li>• Training on equitable recruitment and DEIJB</li> <li>• Other evidence of individual / collective training</li> </ul>
<b>4F</b>	<p><b>The governors or proprietor(s) provide records of meetings and decisions which show evidence of active and committed governance.</b></p> <p><b>The contact details for the governors/ proprietor(s) are made available to parent/ caregivers along with key policies.</b></p>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Evidence of full Board meetings and sub-committees (where they exist) at least termly</li> <li>• Agendas and minutes of Board and sub-committee meetings which record attendance and which exemplify the work of governors around the strategic direction of the school and their critical friendship</li> <li>• Safeguarding and Health and Safety as standing items on the Board agenda</li> <li>• Up to date profiles of governors/ proprietor(s) and their roles and responsibilities are available to all staff</li> <li>• Parent/caregivers and staff know how to contact governors / the proprietor(s)</li> <li>• Relevant policies are openly available and accessible to parent/ caregivers</li> <li>• As well as the records of meetings, any other evidence of active involvement in the life of the school: e.g. supporting major events, performances and activities, or where governors are linked to specific areas</li> </ul>



## Standard 5 - Ethos and Values

The school has an evident **British educational ethos**, is **outward-looking** and promotes **international mindedness**

STANDARD	EXAMPLES OF EVIDENCE TO PROVIDE
<p><b>5A</b></p> <p><b>British educational ethos and values are at the heart of a holistic approach to learning and to the development of learner qualities.</b></p>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• A statement of the school's core values and/or qualities it wishes to develop in students; that may be part of the guiding statements, vision, mission or learner profile</li> <li>• A holistic curriculum where values/or qualities such as resilience; care; respect for, and acceptance of, others; and open-mindedness are promoted and explored in the classroom and wider curriculum.</li> <li>• An inclusive educational approach where the needs of all learners are met through the use of adaptive teaching</li> <li>• Samples of curriculum maps or teaching plans which highlight how the curriculum has been designed to take into account aspects of DEIJB and respect for a diverse student community.</li> <li>• Appropriate and effective AEN and EAL provision</li> <li>• Use of common UK-style models of assessment including public examinations (where applicable), moderation feedback and reporting recognised in the UK</li> <li>• Staff trained in UK methodologies and approaches to learning</li> <li>• Students able to effectively transition to UK, or other British international schools</li> <li>• Quality of guidance for students applying to higher education</li> <li>• Staff have fair and reasonable access to Continuous Professional Learning and Development (CPLD)</li> <li>• Majority of subjects taught in English (or parity of English with an additional language if in a bilingual school context.)</li> </ul>
<p><b>5B</b></p> <p><b>The school has an outward-looking perspective, promoting its values via a wide curriculum and through opportunities to develop awareness of other cultures and global issues as far as this is permissible within the host country.</b></p>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• How school values are demonstrated in commitment to international-mindedness, inter-cultural learning and developing responsible global citizenship in an interconnected world including diverse perspectives from around the world, offering students opportunities to explore different cultures, histories, and global issues</li> <li>• Raising awareness of global issues such as tackling the climate emergency, poverty, human rights, and sustainability, and encouraging students to engage in discussions and actions to address these issues</li> <li>• The effectiveness of the student voice and active leadership</li> <li>• As appropriate, celebration and support for other first languages and cultures within the school community.</li> <li>• Respect for, and teaching of, the language and culture of the host country</li> <li>• DEIJB Framework/ Policy</li> </ul>

## Standard 6 - Boarding

The school in its provision of boarding provides a high level of care for students promoting their health, emotional well-being and educational progress

STANDARD	EXAMPLES OF EVIDENCE TO PROVIDE
<p><b>6A</b> The school has taken appropriate measures to ensure the health, safety and wellbeing of boarders.</p>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Boarding provision is age appropriate and considers the varying needs of all students</li> <li>• A boarding policy or sections in relevant school policies covering boarding</li> <li>• Medical provision and first aid both within, and outside, the school day for boarders</li> <li>• Suitable and appropriate access to external sources of medical care, including dentistry, counselling and mental health support</li> <li>• Medical information, accurate and up-to-date records, including contact with parents / caregivers</li> <li>• Policy and procedures in place for isolating and caring for students in the event of an outbreak of a highly infectious disease, or pandemic</li> <li>• The safe storage and dispensing of medicines</li> <li>• Appropriate safety procedures to ensure the boarding environment is safe from hazards</li> <li>• Evacuation and lockdown procedures are in place, are practised regularly and reviewed appropriately to refine protocols</li> <li>• Measures to prevent and deal with intruders onto the site</li> <li>• The provision of services to meet the needs of all students in the boarding environment: such as toilets, washing facilities, light, noise, heating, ventilation, storage space, sleeping accommodation, cleaning, laundry, meals and privacy, including the space and means to worship comfortably</li> <li>• Appropriately qualified and trained staff to meet the needs of boarders appointed according to Safer Recruitment procedures in school policies, with close reference to requirements and guidance contained in Standard 1a and the Handbook for Schools</li> <li>• Evidence of regular and appropriate staff training, including safeguarding to a high level</li> <li>• Appropriate arrangements are made to ensure the safety of boarders during weekends, exeats and holidays, where the parents/caregivers themselves are not responsible: e.g. guardians, or host families</li> <li>• Policy and procedures around appropriate use of mobile devices in line with the wellbeing policy</li> <li>• Clear and regular communication between school and home linked to pastoral care and celebration of achievements, specifically linked to boarding</li> </ul>

STANDARD		EXAMPLES OF EVIDENCE TO PROVIDE
6B	<b>Staffing and facilities are designed to allow boarders to flourish educationally.</b>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Sections in relevant school policies covering boarding</li> <li>• Appropriate communication between academic and boarding staff to support boarders' learning</li> <li>• Arrangements for study and access to learning materials in free time, including provision for online and distance learning</li> <li>• Study / prep time is appropriately timetabled and supervised</li> <li>• Suitable and easy access to technology for learning</li> <li>• Students with EAL / AEN needs have access to support</li> <li>• Relevant DEIJB training to ensure that staff are able to meet the needs of all students</li> </ul>
6C	<b>Boarders are able to communicate with parents/caregivers.</b>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Sections in relevant school policies covering boarding</li> <li>• Access to postal services, computers, telephones to send or receive communications</li> <li>• Provision in place to regulate and monitor the use of mobile devices in line with the school's related policies</li> </ul>
6D	<b>New boarders are inducted and supported as they join the boarding community.</b>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Sections in relevant school policies covering boarding</li> <li>• Procedures for the induction of new boarders which take into account the specific backgrounds and needs of each student to develop their sense of belonging</li> <li>• Evidence of pastoral support meetings involving boarding house staff</li> </ul>



STANDARD		EXAMPLES OF EVIDENCE TO PROVIDE
6E	Meals meet the needs of boarders.	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>Sections in relevant school policies covering boarding</li> <li>All boarders, including those with specific dietary, medical or religious needs, are provided with meals which are adequate in nutrition, quantity, quality, choice and variety served in an appropriate environment</li> <li>Availability of drinking water</li> <li>A mechanism for boarders to provide feedback regarding meals and snacks</li> </ul>
6F	There is an appropriate range and choice of activities for boarders outside teaching time, including sufficient and suitably timed free time each day.	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>Sections in relevant school policies covering boarding</li> <li>Staffing ratios/experience and risk assessments are completed</li> <li>A range of activities/resources/equipment are available to boarders for leisure time that cater to different interests, abilities, and developmental stages of boarders, providing opportunities for exploration, skill development, and personal growth and fun supported by appropriate levels of supervision</li> <li>Maintain records of extracurricular activities offered, participation rates, and feedback from boarders and staff which are regularly evaluated to inform future planning and improvement</li> </ul>



# Accreditation Standards 7-10

## Standard 7 - Learning and Teaching

The school recognises that its core business is learning and teaching and that the quality of this helps to define the school. The school celebrates and supports the development of high- quality learning and teaching for all students and encourages positive attitudes to learning

STANDARD	EXAMPLES OF EVIDENCE TO PROVIDE
<p><b>7A</b></p> <p><b>The curriculum meets the needs of all students</b></p> <p><b>The curriculum should be broad and balanced and aspire to develop learner qualities and skills</b></p> <p><b>The curriculum offers broad opportunity and choice for all students at all stages.</b></p>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• A statement of philosophy regarding the curriculum and relevant policies: e.g. Learning and Teaching; Curriculum; EAL; AEN; Equal Opportunities; Assessment and Reporting; Transition; Homework; Technology for Learning</li> <li>• Evidence of consideration of a culturally responsive curriculum.</li> <li>• Description of how the curriculum is designed to foster the development of learner qualities and skills, such as critical thinking, creativity, collaboration, communication, and problem-solving alongside development of knowledge and understanding</li> <li>• Samples of lesson plans, projects, or activities that explicitly target the development of these learner qualities and skills across various subject areas</li> <li>• Timetables, curriculum maps and programmes of study</li> <li>• Arrangements for mixed ability groups and classes, banding and setting</li> <li>• Evidence of appropriate course offerings and pathways available to students at different stages of their education, allowing them to pursue their interests and aspirations including choices for 14-18 students</li> <li>• How the school ensures learning continuity and curriculum links at the main points of transition</li> <li>• Organisation of online learning and use of digital platforms and resources in, and beyond, the school</li> <li>• Provide evidence of diverse representation and inclusivity in learning materials, including textbooks, literature, and resources, to reflect the backgrounds, identities, and experiences of all students</li> <li>• Highlight curriculum content and activities that address social justice issues, promote empathy, and empower students to become advocates for positive change in their communities and beyond</li> </ul>

STANDARD	EXAMPLES OF EVIDENCE TO PROVIDE
<b>7B</b> Teaching consistently encourages students to make progress.	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Statements of educational/ teaching philosophy: relevant policies; handbooks; school literature; website; admissions policy; programmes of study and curriculum maps</li> <li>• The effective use of a range of teaching and learning strategies (including online and for distance learning) that challenge and support all students to enable their progress</li> <li>• Effectiveness and nature of challenge and support for AEN/EAL students in and out of the classroom</li> <li>• How year teams / departments coordinate their teaching to ensure students have equal and consistent access to quality teaching, including during periods when the school is fully or partially closed during term time</li> </ul>
<b>7C</b> The quality of learning and teaching is monitored effectively across the school to ensure improvement and to identify best practice which can be shared and celebrated.	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Evidence of how learning and teaching that meets the needs of all students is monitored by senior and middle leadership</li> <li>• Approaches to quality assurance in teaching that tackle underperformance, celebrate excellence and promote best practice</li> <li>• Purposeful and effective peer observation</li> <li>• How the school celebrates the quality of teaching and shares good practice across the school</li> <li>• Continuous Professional Learning and Development programme which ensures that effective and inclusive approaches to learning are addressed, developed and shared</li> <li>• Feedback from students on their learning and how that information is used</li> <li>• The use of data to improve learning outcomes, including affective and attitudinal data from students</li> <li>• How the quality of learning and teaching is monitored when the school is partially, or fully closed during term-time</li> </ul>



STANDARD	EXAMPLES OF EVIDENCE TO PROVIDE
<b>7D</b> <b>Marking, assessment and feedback supports students making progress. The school meets the learning needs of the full range of students.</b>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Policies: e.g. Assessment and Reporting; Equal Opportunities; EAL; AEN; Examinations</li> <li>• Range and effectiveness of formal and informal assessment across the school</li> <li>• The way in which the school meets the EYFS principles for young learners</li> <li>• Evidence from students' work that demonstrate the consistency of processes and effectiveness of marking, assessment and feedback, appropriate to the age and stage of the student</li> <li>• The use and effectiveness of different approaches to feedback</li> <li>• How data is used by the school to analyse progress, inform learning and teaching and reflect on assessment and examination outcomes</li> <li>• The systems and interventions to support students attitudinally and/or those who either do not meet, or who exceed expectations</li> <li>• Range, quality, accessibility and effectiveness of enrichment and extension opportunities for all students</li> <li>• Provision for monitoring and recording progress when the school is partially, or fully closed during term-time</li> </ul>
<b>7E</b> <b>Student attitudes to learning.</b>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• A student learner profile and evidence of learner qualities in action</li> <li>• Students' high expectations of themselves and their ambitions</li> <li>• Opportunities for students to learn independently and interdependently</li> <li>• Learning relationships between students and teachers</li> <li>• Student views and feedback on their learning from observations, surveys, attitudinal data, focus groups, action research and meetings</li> <li>• Feedback mechanisms specifically focused on DEIJB, gathering input from students, parents, and staff on the inclusivity of the learning environment, opportunities for representation and cultural responsiveness, and efforts to address equity gaps in academic outcomes</li> <li>• Enthusiasm for, and participation in, enrichment and extension opportunities offered by the school</li> </ul>

## Standard 8 - Leadership in the School

The high quality of leadership, at all levels and different areas, guided by the educational ethos and values of the institution, creates the conditions in which students, staff and the school can thrive and develop

STANDARD		EXAMPLES OF EVIDENCE TO PROVIDE
<b>8A</b>	<b>The school's leadership at all levels actively promotes the well-being of students and staff.</b>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Ways in which senior and pastoral leaders monitor, promote and intervene to support the well-being of all students</li> <li>• School leadership promotes and supports the well-being of all staff</li> <li>• School leaders are informed about, and involved in all, safeguarding and welfare issues as appropriate</li> <li>• How student success in all respects is celebrated in a variety of ways</li> <li>• Examples of initiatives or activities that affirm students' cultural identities, languages, and lived experiences, fostering a sense of belonging and pride in their heritage within the wider school community</li> <li>• How the school actively promotes student mental health and wellbeing: for example: healthy eating, exercise, advice about screen time, alleviation from stress, the dangers associated with modern technology and social media</li> <li>• The school has member/s of staff with specific responsibilities for creating a whole school approach to support Mental Health and Well-Being</li> <li>• The PSHE curriculum and enrichment activities along with assemblies, the tutorial programme and special events, including information sessions for parents/caregivers to involve them in the promotion of well-being</li> </ul>
<b>8B</b>	<b>The leadership at all levels has high expectations and works to improve and enrich the educational experience of all students.</b>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• How the school uses feedback from students and staff to improve the learning experience and inform teaching</li> <li>• Academic attainment and student achievement are features of the school's development plan</li> <li>• How the leaders evaluate and review attainment and progress outcomes and work with teachers, students, and governors accordingly to encourage and plan for improvement</li> <li>• How high expectations for all students operate through daily interaction</li> </ul>

STANDARD	EXAMPLES OF EVIDENCE TO PROVIDE
<b>8C</b> Leadership gives clear direction and vision for the improvement of the school.	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• A clear written expression of vision, mission, values or guiding statements that shape the direction of the school and are understood by the head, senior and middle leaders, staff, governors and wider school community</li> <li>• Examples of inclusive decision-making processes where diverse perspectives, voices, and experiences are actively sought and valued in shaping the school's direction and vision for improvement</li> <li>• School and team development plans</li> <li>• The effectiveness of work with the board in supporting the school's strategic direction (see Standard 4)</li> <li>• Opportunities for middle leaders and other staff to take part in whole school development planning as part of a collaborative culture</li> <li>• Quality and range of leadership training opportunities, including cultural competency training or professional development to enhance understanding of diversity, equity, and inclusion issues, equipping leaders with the knowledge and skills to lead effectively in diverse environments</li> <li>• Opportunities for staff and, where appropriate, students to take part in projects and action research</li> <li>• Opportunities for staff to present and share good practice, ideas and research findings</li> </ul>
<b>8D</b> Student leadership and the student voice contribute to the development of the school and the quality of the students' experience.	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Opportunities that exist for formal and informal feedback from students: e.g. through student councils, interviews, feedback from lessons, projects and surveys</li> <li>• The influence of student leadership at all stages on the nature of their educational experience and learning opportunities, including active participation in decision-making processes related to their learning experiences, such as curriculum design, classroom expectations, and school policies</li> <li>• How student leadership opportunities are supported and generated by the school leadership</li> <li>• The extent to which students are actively involved in the promoting and raising awareness of well-being</li> <li>• Student opportunities to engage actively, ethically and purposefully with the local community and outside world (see Standards 5b and 10b)</li> </ul>



## Standard 9 - Communication

The school communicates effectively with parents/caregivers to keep them informed and to support the progress of their children. Parents/caregivers have the opportunity to be actively engaged in the life of the school.

STANDARD	EXAMPLES OF EVIDENCE TO PROVIDE
<p><b>9A</b> Parents/caregivers are aware of the school's aims and ethos and regularly receive news relevant to their children and about the development of the school.</p>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• The vision, mission, values or guiding statements that shape the direction of the school are communicated and understood by parents/caregivers</li> <li>• Showcase evidence of parents/caregivers communication and engagement events such as open houses, information sessions, or workshops across the school</li> <li>• Induction for parents/caregivers welcome for new families which may include a buddy system or opportunities to engage with other families</li> <li>• Newsletters, communications, meetings and information that help to keep parents/caregivers informed. This could include social media, the website and school portal(s)</li> <li>• Parent/caregiver survey data</li> <li>• Information from the parents' and friends' association and their activities in the school community</li> </ul>
<p><b>9B</b> Parents/caregivers are suitably informed about their child's progress and pastoral welfare as well the curriculum, wider opportunities and important transition stages as their children move through the school.</p>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Any relevant curriculum information sent to parents/caregivers, or on the website or parents/caregivers portal</li> <li>• The frequency and format of reporting, either verbal or written</li> <li>• Triangular, age-appropriate dialogue between teachers, parents/caregivers and students (e.g. progress days and evenings)</li> <li>• Any other communication or feedback on the progress, or pastoral welfare of students</li> <li>• Transition, curriculum and well-being information sessions: e.g. options and higher education meetings; arrangements for transition between stages; and initiatives and workshops which reflects the pastoral curriculum: e.g. well-being, responsible use of technology or healthy eating</li> <li>• Programme for extra-curricular, enrichment and curriculum enrichment opportunities, including trips and provision for boarders, where applicable</li> <li>• Involvement of the parents'/friends' association in helping to promote student opportunities and health and well-being</li> </ul>

STANDARD	EXAMPLES OF EVIDENCE TO PROVIDE
<b>9C</b> Parents/ caregivers know how to contact key personnel and how to raise issues, or seek advice and information.	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Clear and reasonable procedures for contacting staff and arranging meetings</li> <li>• Contact details for parent representatives and/or committee members from the parents'/friends' association</li> <li>• The school complaints policy and procedures are openly available to parents: e.g. via parent portal</li> <li>• Parents/caregivers know how to contact the DSL / ADSL with any safeguarding concerns or the appropriate staff for any wellbeing concerns</li> </ul>
<b>9D</b> Parents/caregivers are aware of admission arrangements and have open access to relevant school policies.	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>• Admissions Policy which is transparent regarding entry requirements and the admissions process</li> <li>• Tailored information and resources specifically designed for parents/ caregivers of children with AEN, including details on how the school supports students with diverse learning needs, adjustments available during the admissions process, and information on specialised programmes or services</li> <li>• Induction for new families</li> <li>• Policy and procedures regarding behaviour or exclusions</li> <li>• Records of suspensions and exclusions</li> <li>• Parental survey data</li> <li>• Parent/caregiver portal for evidence of access to policies such as Safeguarding, Positive Behaviour, Exclusions, Admissions and Equal Opportunities, DEIJB (See Standard 4F)</li> <li>• Arrangements for the positive induction of new students whenever they start during the academic year</li> </ul>



# Standard 10 - Extra Curricular, Enrichment and Engagement

The school offers a wide range of clubs and activities and charitable, community and global opportunities which exemplify and strengthen its educational ethos and values, promote good health and well-being and, through the active, ethical and purposeful engagement with the outside world, enriches learning and the development of learner and human qualities.

STANDARD		EXAMPLES OF EVIDENCE TO PROVIDE
<b>10A</b>	<b>The school provides a broad range of extra-curricular and enrichment opportunities for all students.</b>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>Information about the range and accessibility of extra-curricular and enrichment opportunities on offer</li> <li>Opportunities to celebrate excellence or participation in areas of extra-curricular life or, for example, in COBIS competitions, or other external activities</li> <li>Opportunities for play or leisure appropriate to the context of the school</li> <li>Policy and procedures for recruiting and supporting extra-curricular and enrichment staff (e.g. coaches), where applicable, to ensure extra-curricular activities conform with best practice as outlined in Standards 1a and 1b</li> <li>Risk assessments and safeguarding procedures followed as appropriate taking into consideration the diverse needs of students.</li> <li>Payment plans, where appropriate, as an option for parents/caregivers when paying for trips/events</li> </ul>
<b>10B</b>	<b>There are a range of opportunities for all students to engage with the world beyond their school - locally, regionally and internationally - which support and promote the school's educational ethos and values and provide rich learning experiences.</b>	<p><b>Evidence in this section is likely to include for example:</b></p> <ul style="list-style-type: none"> <li>Consideration of how opportunities align with the school's educational ethos and values, such as promoting diversity, fostering empathy and compassion, and encouraging social responsibility and global awareness</li> <li>Projects and events around fund and awareness-raising</li> <li>Student groups and initiatives</li> <li>Participation in relevant student events: e.g. Model United Nations, student conventions on global issues, debate competitions and so on</li> <li>Links with, and activities and projects in, the local community: e.g. service learning, volunteering</li> </ul>