

POLICY – Governance, Leadership and Management

Education Universal

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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.



Andrew Sutherland
Representative, Proprietor- Cambian Group
February 2026



Sean Di Sora
Headteacher
February 2026

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
‘Establishment’ or ‘Site’	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment's location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Purpose

Across our settings, children and young people should experience the same steady, reliable care—whoever they meet and wherever they learn. This policy turns that promise into daily practice. It sets out our non-negotiable universal standards and the few areas where sites will add local detail to reflect their nation's safeguarding arrangements and inspection frameworks. We also take an organisation-wide approach to certain procedures where a single, safe way of working benefits learner.

This policy sets out our **non-negotiable universal standards** for:

- safeguarding and child protection;
- behaviour, relationships and safety;
- inclusion and additional needs (**SEND**)
- curriculum quality and self-evaluation;
- data protection and information governance; and
- health, safety and risk.

It enables us to keep children safe, provide high-quality education that stands up to inspection, and handle personal data lawfully—in line with the frameworks of the nation where each site operates (see Appendices A–C).

2. Scope

This policy applies everywhere we educate, care for, or interact with learners, and to everyone who works with or for us. It sets the standards for how we keep learners safe, uphold dignity, protect information, and deliver high-quality education—whether learning happens on our premises, off-site, or online.

2.1 Who this policy binds

- **All staff:** permanent, fixed-term, part-time, sessional, agency, supply, peripatetic, apprentices, and those on probation.
- **Senior Leaders/Proprietors:** including any person acting with delegated authority.
- **Volunteers and placement students:** including mentors and coaches working with learners.
- **Contractors and third-party providers:** on-site or remote (e.g., IT support, catering, security, cleaning, alternative providers, tutoring platforms, external clubs).
- **Visitors:** professionals and partner agencies while engaged in activities with our learners.

2.2 Where this policy applies

- **On-site:** all buildings, grounds, residential areas, specialist spaces (e.g., workshops, labs), and any temporary accommodation.
- **Off-site activity:** trips/visits, residentials, sporting fixtures, alternative provision, work experience/internships, and community placements.
- **Transport and transitions:** minibuses, contracted transport, supervised travel between sites, and arrival/departure points when we are responsible.



- **Digital environments:** remote/blended learning, online platforms, school-managed devices/accounts, and any digital space used for learning, support, or assessment.

2.3 What the policy covers

- **Safeguarding and child protection** for learners under 18, and parallel safeguarding approaches for adult learners, including recognition, recording, escalation, multi-agency working, and safer recruitment/allegations processes.
- **Behaviour, relationships and safety**, including routines, de-escalation, proportional responses and, where necessary and lawful, searching, screening and confiscation undertaken by authorised staff in line with our organisational procedure.
- **Inclusion and additional needs** (SEND), equality and accessibility duties, and the design and review of reasonable adjustments and learning plans.
- **Curriculum quality and self-evaluation**, assessment, improvement planning, and how evidence is gathered and presented.
- **Data protection and information governance**, including personal data relating to learners, families, and staff; secure handling of records; subject access; DPIAs; and incident/breach response.
- **Health, safety and risk**, including educational visits, individual risk management, contractor controls, and post-incident learning.

2.4 Linked policies and hierarchy

This policy should be read alongside our safeguarding/child protection policy, behaviour policy, inclusion/equality and accessibility plans, curriculum and assessment guidance, data protection and information security policies, educational visits procedures, health and safety arrangements, and complaints/whistleblowing procedures. Where there is any conflict, the following order applies:

1. **Law and nation-specific statutory guidance,**
2. **This policy,**
3. **Supporting procedures and guidance,**
4. **Local operating instructions.**

2.5 Accountability and assurance

- **Leaders** ensure this policy is implemented, resourced, and evidenced; governance provides oversight and challenge.
- **Everyone** is responsible for following the standards in their daily practice and for seeking guidance when unsure.
- **Assurance activity** (monitoring, dip-samples, audits, and self-evaluation) checks that practice is safe, consistent, and inspection-ready.

2.6 Scope limits and escalation

If a scenario falls outside the detailed procedures but sits within the spirit of this policy (e.g., a new digital platform or novel off-site activity), staff must:

1. apply the principles in Section 4,

2. consult the relevant lead (e.g., safeguarding, data protection, health & safety), and
3. record decisions and rationale so actions are transparent and reviewable.

3. Legal and Regulatory Context

This policy is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in **Appendices A–C**, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

4. Our principles

Everything we do should feel human, fair and safe. That means we act early, explain our decisions, and leave a clear evidence trail. We respect children's rights; we use the least intrusive intervention that keeps everyone safe; and we document actions in a way that stands up to external scrutiny. Our approach reflects the spirit and letter of national frameworks and inspection handbooks across the three nations, while using an organisation-wide standard for searches so dignity and proportionality are never compromised.

- **Learner/child-centred, rights-respecting and early help-minded**—we act in learner's best interests, involve them and their families/cares, and intervene early.
- **Kind and clear**—warmth in tone, clarity in expectations, fairness in follow-through
- **Evidence-led and inspection-ready**—we know what good looks like and can show it
- **Privacy by design**—we collect only what we need, protect it carefully and use it lawfully.

5. Roles and accountability

Learners notice what adults consistently do. Roles are therefore defined so that accountability is clear, training is targeted, and evidence is always where the work lives. Leaders set tone and tempo; designated leads provide expert coordination; all staff carry the everyday responsibility to notice, record and act—including following our organisation-wide search procedure where a search is necessary and lawful.

- **Governing Body** — set the tone, ensure resources, monitor compliance and impact; hold leaders to account (inspection frameworks expect clear governance oversight).
- **Headteacher** — owns delivery on site; appoints/designates key leads (DSL, SENCo, EVC lead) ensures training, supervision and evidence readiness.
- **Designated Safeguarding Lead** — leads referrals and multi-agency work; maintains secure records and chronology; guides staff; ensures learning from cases. [\[gov.uk\]](https://www.gov.uk)

- **All staff and regular volunteers** — notice, record and share concerns promptly; follow behaviour and data procedures; complete training; uphold equality duties.
- **Data Protection Officer** — advises on lawful processing, DPIAs, incidents and SARs; maintains accountability artefacts (ROPA, breach log, notices).
Our **DPO** is contactable via data.protection@caretech-uk.com / 01707 601800

The company has also appointed a **Senior Information Risk Officer, Amanda Sherlock** (amanda.sherlock@caretech-uk.com). Report any suspicious activity to cyber.incident@caretech-uk.com

7. Universal standards

7.1 Safeguarding and child protection

Our promise: *If something worries you, you act. Learners are heard, seen, and supported. Records are timely and factual; decisions are defensible and kind.*

- Recognise, record, report concerns promptly and follow the site's national multi-agency pathway.
- Maintain safer recruitment, induction, supervision and allegations/concerns about adults processes.
- Keep secure, accurate records and a chronology of significant events; evidence timely decisions and rationale. (National guidance expects timely, coordinated action.)

7.2 Behaviour, relationships and safety

Our promise. We build a calm, safe culture through respect, fairness and belonging. Expectations are taught, not assumed. When behaviour dips, we respond promptly, proportionately and with dignity, repairing harm and restoring learning.

What this looks like every day

- Respect in every interaction — calm language, listening first, consistent follow-through.
- Clarity and fairness — routines are visible, corrections are explained, consequences match context.
- Belonging before boundaries — positive relationships and predictable norms so learners feel safe to learn.
- Restore and learn — we repair where there's harm, teach the behaviour we expect, and move forward.
- Act when safety requires it — authorised staff may use searching, screening and confiscation; always lawful, proportionate and recorded.

7.3 Relationships, Behaviour and Safety

Our promise: *We build safe, calm classrooms and environments through routines, relationships and clarity. Sanctions are proportionate; support is thoughtful; everyone's dignity is intact.*

- Run a whole-setting behaviour culture with clear routines and staged responses



- Searching, screening and confiscation—by authorised staff, when lawful and necessary, with recorded outcomes and appropriate parent/carer communication.

7.4 Inclusion, equity and additional needs (SEND)

Our promise: *Every learner belongs; support is early, practical and reviewed. We speak about strengths, not labels.*

- Identify needs early; plan and review support with learners and parents/carers; ensure reasonable adjustments and accessibility in line with the Equality Act/PSED.
- Follow the nation-specific statutory systems:

7.5 Curriculum, quality and self-evaluation

Our promise: *Our curriculum is ambitious and accessible; we know our impact and keep improving.*

- Deliver curriculum and assessment in line with national frameworks:
- Maintain a live improvement plan informed by self-evaluation

7.6 Data protection and information governance

Our promise: *We only collect what we need, protect it carefully, and explain it clearly.*

- Comply with UK GDPR and Data Protection Act 2018: lawful bases, data minimisation, storage limitation, integrity/confidentiality, accountability; conduct DPIAs for higher-risk processing; maintain breach response and privacy notices. Follow ICO guidance.
- Train staff; test understanding in practice (secure sharing, SAR handling, password hygiene, emailing safely). (ICO training and accountability resources).

7.7 Health, safety and risk

Our promise: *We take sensible, proportionate precautions so that learning can be joyful and safe.*

- Maintain risk assessments for activities, individuals and off-site visits; ensure first aid, contractor controls, and learning from incidents.

8. Training and induction

Mandatory for all:

- Safeguarding/child protection (induction + regular refresh) in line with national guidance (England: *KCSIE*; Wales: *Keeping Learners Safe*; Scotland: *GIRFEC* principles and local child protection procedures).

- Positive Behaviour Support
- Searches
- Data protection essentials (UK GDPR/DPA; ICO).

Role-specific: DSLs/deputies; SEND, educational visits coordinators; first aiders; positive handling where required.

Maintain a **training matrix** at each site.

9. Monitoring, assurance and review

- **Monthly (light-touch):** safeguarding case dip-sample; behaviour/search record check (England); DPIA/breach/ SAR spot-check; equality and accessibility progress note.
- **Termly:** evidence map refresh; improvement plan progress review; curriculum/self-evaluation check against national frameworks.
- **Annual:** governance report; Equality information/objectives publication; Accessibility Plan review; whole-policy review (or sooner if national guidance changes—e.g., new versions of KCS/E materials).

10. Records and evidence (keep where the work lives)

Have these ready—and make sure they're the records you use:

- **Safeguarding:** local pathway; DSL rota; case chronology; referrals and outcomes; training logs; safer recruitment checks; lessons-learned notes.
- **Behaviour & safety:** walkthrough notes; search authorisation list and records, removals/suspensions analysis with support actions.
- **Inclusion:** Accessibility Plan; Equality information/objectives; representative learner plans IEP and reviews.
- **Quality:** concise self-evaluation; improvement plan; sampling; stakeholder voice.
- **Data protection:** privacy notices; ROPA; DPIAs; breach log; SAR tracker and responses; training records.

11. Standard operating procedures (SOPs)

SOP 1 — Safeguarding Concern → Action

1. **Notice & listen.** Keep the Learner's words intact; don't promise confidentiality.
2. **Record immediately** on the agreed system (facts, times, who said what).
3. **Tell the DSL (or deputy) the same day.** If immediate danger, follow emergency route.
4. **DSL triages** and consults; make the **referral** per local pathway; record outcomes and next steps; **update chronology**.

SOP 2 — Behaviour & Searching

1. **Relationships first:** consistent routines, calm language, staged response.

2. **Search** only if authorised, necessary and lawful; follow national guidance (who, where, how); keep a written record and inform parents appropriately.

SOP 3 — Data Incident / Subject Access Request

1. **Contain & notify** the DPO/lead at once; log the incident.
2. **Assess risk**; if required, notify ICO and affected individuals within legal timeframes.
3. **SARs**: acknowledge promptly, verify identity, locate data, apply exemptions narrowly, respond within time limits. (*UK GDPR/DPA 2018; ICO guidance.*)

12. Local procedures & contacts

Each site completes and keeps current:

- DSL and deputies; safeguarding partners/CPC; social care and police contacts; local Early Help/Family Help offer. (Nation frameworks expect clear local routes.)
- Authorised search list and search record form
- SEND leads; LA/health panels; mediation/tribunal links (as applicable).
- DPO/IG contacts; incident mailbox; retention schedule; privacy notices. (UK GDPR/ICO).
- Emergency procedures and off-site visit approvals.

13. Measures that matter (how we know it's working)

Leading indicators (shaping day-to-day):

- % staff completing safeguarding/behaviour/data refresh on time (KCSIE & national guidance expect all-staff awareness).
- Time from “concern noticed” → “recorded” → “decision/referral” (national guidance prioritises timeliness).
- % searches recorded with parent comms within expected timeframe.
- % IDPs/CSPs reviewed to schedule (Wales/Scotland).
- % high-risk processes with current DPIA (UK GDPR).

Lagging indicators (confirm the story):

- Trends in referrals/Early Help; behaviour/removals; attendance; parent feedback; breach/SAR volumes and timeliness (ICO's accountability lens)

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access,



safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

This policy will be reviewed by the Headteacher every year.

At every review, the policy will be approved by the Richard George, Regional Lead.

This policy will be due for renewal in April 2027.

Appendix A – England

Legislation, guidance and regulatory frameworks underpinning Governance, Leadership and Management in England.

Education inspection framework (EIF) – Ofsted (Updated 9 September 2025; for use from 10 November 2025)

- **Means:** The EIF sets how Ofsted inspects education and skills providers (including non-association independent schools and further education & skills) and frames judgements on leadership, governance and continuous improvement.
- **Requires:** Providers must evidence effective leadership and governance, robust safeguarding, clear improvement planning, and accurate self-evaluation aligned to EIF evaluation areas and remit toolkits.
- **Our stance:** We align School/College self-evaluation and board reporting to the EIF leadership/governance expectations and FE remit methodology.
- **Implementation example:** Sites keep a single **Leadership & Governance Evidence Set** (SEF, improvement plan, risk register, safeguarding assurance, board minutes) mapped to EIF prompts.
- **Links:** <https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-use-from-november-2025>

The Education (Independent School Standards) Regulations 2014 – England (In force 5 January 2015; current)

- **Means:** Statutory minimum standards independent schools must meet; includes leadership & management (Part 8), provision of information (Part 6) and complaints (Part 7).
- **Requires:** Proprietors/boards ensure effective leadership and governance, publish required information, operate compliant complaints procedures, and maintain welfare and safety systems.
- **Our stance:** We treat Parts 6–8 as the governance backbone for all School/College sites, with FE sites mirroring these controls where equivalent.
- **Implementation example:** Sites maintain an **ISS compliance grid** (Parts 6–8) cross-referenced to policies, website disclosures, complaints logs, and governance records.
- **Links:** <https://www.legislation.gov.uk/ukSI/2014/3283>

Keeping children safe in education (KCSIE) (Statutory guidance, in force 1 Sep 2025)

- **Means:** Statutory safeguarding guidance for **schools and colleges**; Part 2 sets management of safeguarding duties for leaders and governance.
- **Requires:** Governing body/proprietor ensure policies, DSL leadership, safer recruitment, training, online safety, and robust oversight; applies to sites with under-18s in FE too.
- **Our stance:** Headteacher/Principal and DSL provide a standing KCSIE compliance update each term to proprietorial governance.
- **Implementation example:** Annual KCSIE read/brief record for all staff and governors; DSL file audit and SCR spot-checks logged to the board.

- **Links:**

[https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping children safe in education from 1 September 2025.pdf](https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf)

Working together to safeguard children (WT 2023) (Statutory multi-agency guidance, 12 Jun 2025 page; Dec 2023 guidance)

- **Means:** Sets national multi-agency safeguarding standards and leadership/accountability across partners, including education settings.
- **Requires:** Leaders embed the national child protection standards, information-sharing and multi-agency escalation; governance assures compliance and partnership working.
- **Our stance:** Sites use WT 2023 to test thresholds, escalation routes, and audit inter-agency casework from a leadership lens.
- **Implementation example:** Annual safeguarding partnership audit (WT 2023 standards) with actions tracked in the leadership improvement plan.
- **Links:** [WT 2023 landing \(DfE\)](#)

Further education & skills inspection — toolkit/operating guides (Guidance, 9 Sep 2025; updates 5 Nov 2025)

- **Means:** Ofsted's FE/skills inspection toolkit and operating guides set evaluation areas including **leadership and governance** and **safeguarding** at provider level.
- **Requires:** FE leaders demonstrate impact of systems, quality assurance, safeguarding and compliance; used for self-evaluation and inspection.
- **Our stance:** Colleges use the FE toolkit as the leadership checklist alongside the EIF.
- **Implementation example:** FE leadership dashboard aligned to toolkit headings (leadership/governance; safeguarding) with evidence packs for inspection.
- **Links:** [FE/skills toolkit & guides landing](#)

Legislation, guidance and regulatory frameworks underpinning Governance, Leadership and Management in Wales.

Independent School Standards (Wales) Regulations 2024 (In force 14 February 2024)

- **Means:** Welsh statutory standards for independent schools covering quality of education, welfare/health/safety, suitability, premises, information, and complaints; assigns compliance to the proprietor.
- **Requires:** The proprietor/board must evidence effective governance and leadership, publish specified information, and run compliant complaints procedures; inspection tests compliance against these standards.
- **Our stance:** We map School/College governance controls and website disclosures to the 2024 Standards and test them in termly assurance cycles.
- **Implementation example:** Sites hold a **Standards Assurance Pack** (governance scheme, training, DBS assurance, website checks, complaints register) aligned to the 2024 schedule.
- **Links:** <https://www.legislation.gov.uk/wsi/2024/27/made>

Independent schools: registration and operational guidance – Welsh Government (First published 8 April 2024; last updated 23 August 2024)

- **Means:** Government guidance on registering and operating independent schools, explaining obligations to meet the 2024 Standards and governance expectations for proprietors.
- **Requires:** Proprietors ensure leadership capacity, policies, information duties and complaints meet the 2024 Standards; compliance is monitored through inspection and regulatory oversight.
- **Our stance:** We use this guidance as the working manual for proprietor-level governance and pre-inspection readiness.
- **Implementation example:** Sites keep a **Proprietor Compliance File** (registration particulars, governance scheme, policy index, material change log) for inspection access.
- **Links:** <https://www.gov.wales/independent-schools-registration-and-operational-guidance-html> [\[gov.wales\]](#)

Estyn inspection framework – Independent schools & FE (Current arrangements from 2024)

- **Means:** Estyn's inspection arrangements set out 'What/How we inspect' across sectors, including independent schools and further education; leadership and improvement are a core area.
- **Requires:** Providers evidence honest self-evaluation, clear improvement planning, effective governance, safeguarding assurance, and impact monitoring under the 2024 model.
- **Our stance:** We align site SEF and governance minutes to Estyn's 'leading and improving' expectations; FE sites use the FE "How we inspect" approach.

- **Implementation example:** Sites maintain an **Estyn Inspection Room Pack** (SEF, improvement plan, safeguarding triage, stakeholder evidence) ready for upload.
- **Links:** <https://estyn.gov.wales/inspection-guidance-resources/>

Keeping learners safe (KLS) (Statutory guidance, last updated 1 Apr 2022)

- **Means:** Sets safeguarding duties for all sites local authorities, governing bodies and proprietors of independent schools under the Education Act 2002.
- **Requires:** Leaders ensure robust safeguarding arrangements, DSL leadership, training, policies, and multi-agency working across all sites.
- **Our stance:** Termly KLS compliance assurance reported by the Headteacher/Principal and DSL to the proprietor.
- **Implementation example:** Annual staff/governor KLS module completion, DSL case file dip-samples and action logs to governance.
- **Links:** [Keeping learners safe \(Welsh Gov\)](#) [gov.uk]

Education Act 2002 — Section 175 (Legislation, ongoing)

- **Means:** Imposes a duty on **governing bodies and proprietors** to make arrangements to **safeguard and promote** children's welfare in education in Wales.
- **Requires:** Leadership/governance ensure compliant safeguarding arrangements and oversight across the School/College.
- **Our stance:** Governance schedule includes an annual s.175 review and declaration.
- **Implementation example:** Board minute trail evidencing s.175 checks, policy approvals, and DSL reports.
- **Links:** [Education Act 2002 s.175 \(legislation.gov.uk\)](#)

Social Services and Well-being (Wales) Act 2014 — Part 7 Safeguarding (Legislation, in force 2016)

- **Means:** Establishes national safeguarding duties, including duties to report **children at risk** and multi-agency Safeguarding Boards affecting education leaders' responsibilities.
- **Requires:** Site leaders engage with local safeguarding arrangements and ensure duty-to-report processes interface with education policies.
- **Our stance:** KLS procedures are cross-checked to SSWBA Part 7 reporting and governance oversight.
- **Implementation example:** Multi-agency case mapping (SSWBA thresholds) reviewed termly by the Headteacher/Principal and proprietor.
- **Links:** [SSWBA 2014 — Part 7 \(legislation.gov.uk\)](#) | [Welsh Gov safeguarding guidance under the Act \(2016\)](#) [gov.uk]

Appendix C – Scotland

Legislation, guidance and regulatory frameworks underpinning Governance, Leadership and Management in Scotland.

Appendix C – Scotland (independent schools only)

HM Inspectorate of Education (HMIE): Independent school inspections (Last updated 4 February 2026)

- **Means:** HMIE explains arrangements for inspecting independent schools and applying the national inspection framework proportionately to each school's context.
- **Requires:** Schools evidence effective leadership, informed self-evaluation, and capacity to improve; inspection draws on HGIOS4 quality indicators.
- **Our stance:** We base School/College self-evaluation and governance reporting on HMIE expectations and inspection briefings.
- **Implementation example:** Sites keep a Headteacher/Principal Brief (self-evaluation summary, evidence map to QIs, improvement impact) for HMIE day-one.
- **Links:** <https://educationinspectorate.gov.scot/inspection-guidance/school-and-elc/independent-school-inspections/>

How good is our school? (HGIOS4) – Education Scotland (Framework introduced 2015; in current national use)

- **Means:** National self-evaluation framework for schools; sets the QIs HMIE uses (e.g., **Leadership & Management**) to assess and drive improvement.
- **Requires:** Schools run continuous self-evaluation against HGIOS4 QIs, link findings to improvement planning, and evidence impact on learners.
- **Our stance:** We use HGIOS4 as the core standard for leadership/governance evaluation across Scottish sites.
- **Implementation example:** Sites operate a termly HGIOS4 QI 1.3/1.5 review cycle with actions, timelines, and evidence of impact.
- **Links:** <https://educationinspectorate.gov.scot/inspection-frameworks/>

Registration of independent schools (guidance for applicants, proprietors, parents) – Scottish Government (Published 19 March 2021)

- **Means:** Government guidance on registering and operating independent schools; clarifies proprietor responsibilities for education quality, welfare, and governance.
- **Requires:** Proprietors must demonstrate fit governance, qualified staff, suitable accommodation, and policies ensuring learners' welfare and quality of education.
- **Our stance:** We keep proprietor-level governance evidence aligned to registration conditions and inspection follow-up.



- **Implementation example:** Sites maintain a Registration & Conditions Dossier (governance, staffing qualifications, premises compliance, policies) for Registrar/HMIE scrutiny.
- **Links:** <https://www.gov.scot/publications/registration-independent-schools-scotland-guidance-applicants-proprietors-parents/pages/2/>

Getting it right for every child (GIRFEC) – National policy (Policy page; refreshed materials 2022–2023)

- **Means:** Scotland's national framework for wellbeing, multi-agency working and children's rights that underpins leadership responsibilities for safe, effective support.
- **Requires:** Schools evidence coordinated planning (e.g., Child's Plan), information-sharing practice and partnership working that enable governance oversight of wellbeing.
- **Our stance:** We integrate GIRFEC into governance dashboards (wellbeing assurance, multi-agency team actions, information sharing controls).
- **Implementation example:** Sites keep a GIRFEC Assurance Set (Child's Plan quality samples, information-sharing checks, multi-agency review notes) for inspection.
- **Links:** <https://www.gov.scot/policies/girfec/>

National Guidance for Child Protection in Scotland 2021 — updated 2023 (Guidance, 31 Aug 2023)

- **Means:** Describes responsibilities/expectations for all involved in protecting children; frames multi-agency child protection practice for education leaders.
- **Requires:** Leaders ensure local procedures align with national guidance, uphold children's rights, and deliver robust multi-agency working and escalation.
- **Our stance:** Site child-protection procedures are audited annually against the national guidance and local CPC procedures.
- **Implementation example:** Headteacher report to proprietorial governance tracking CP conference outcomes and inter-agency work vs national standards.
- **Links:** [Gov.scot — National Guidance \(updated 2023\)](#)

Child protection learning & development — National Framework 2024 (Guidance, 1 Mar 2024)

- **Means:** Sets multi-agency learning standards for child protection, aligning with the updated national guidance and **GIRFEC** expectations.
- **Requires:** Leaders implement workforce learning aligned to role-specific competencies and evaluate impact on practice.
- **Our stance:** Annual DSL/staff CPD plan mapped to the National Framework and logged for inspection.
- **Implementation example:** Training matrix and post-training impact reviews presented to governance.
- **Links:** [Gov.scot — National CP Learning & Development Framework \(2024\)](#)