Strategic Safeguarding Quality Mark Framework vs Ofsted 'Met' Criteria

This document outlines how the Strategic Safeguarding Quality Mark Framework meets and exceeds the safeguarding criteria set out by Ofsted under the 'Met' category. Each criterion is listed with commentary on how the framework supports and goes beyond expectations.

Leaders have established an open culture in which safeguarding is everyone's responsibility.

The framework embeds safeguarding across seven domains –ensuring all staff, pupils, and parents understand and contribute to a culture of safety. Pupil voice and co-creation of safeguarding practices are central. **Associated Domain within the Framework – Safeguarding Culture**

Multi-agency working is effective.

The framework promotes proactive multi-agency collaboration, with joint planning, evaluation, and strategic partnerships that go beyond compliance to deliver integrated support for pupils. **Associated Domain within the Framework – Working with other agencies**

There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils.

Safeguarding is strategically led and evaluated across all operational areas. Leaders use data, audits, and pupil feedback to inform continuous improvement and ensure accountability. **Associated Domain within the Framework – All Domain and the frameworks principles of – strong relationships, everyone matter and proactive provision.**

Leaders actively try to learn from safeguarding cases and incidents and take any action needed.

The framework includes reflective practice and evaluation of learning which leads to changes in behaviour and outcomes for children and families - **Associated Domain within the Framework – Staff Understanding**

Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site.

Throughout all domains there is focus on child and stakeholder involvement and voice. One of the 3 principles of the Framework is Everyone Matters – which deepens the feeling of belonging. The framework prioritizes emotional safety and inclusion. **Associated Domain within the Framework – All Domains but specifically Safeguarding Curriculum and use of child voice**

Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum.

The safeguarding curriculum is co-designed with pupils and embedded across subjects and ensuring the curriculum has impact on safety and is bespoke to the contextual risks of the pupils within the setting. **Associated Domain within the Framework – Safeguarding Curriculum**

Pupils and parents know who to go to for support.

The is a focus within the Framework for education settings to ensure policies and procedures are communicated to all stakeholders and they are included in their development. Also there is a specific domain which focuses on the support for parents and the evaluating the impact it has. **Associated Domain within the Framework – Supporting Families**

All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. They respond by following the school's systems confidently and consistently.

Staff receive tailored CPD, co-designed with pupils, and are empowered to act. Safeguarding responsibilities are embedded in job roles and monitored through a range of reflective assurance measures. **Associated Domain within the Framework – Staff Understanding**

Leaders fulfil their responsibilities in relation to child-on-child violence. Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, record-keeping and the 'Prevent' duty.

The framework has the children at the heart of the descriptors and has a focus on string relationships, children feeling like they matter and trauma informed practice. Also within the policy domain there is reference to schools evaluating the impact of their policies and procedures. **Associated Domains within the Framework – Safeguarding Culture and Policies and Procedures.**

The school has clear and accessible policies and procedures that keep pupils safe.

Safeguarding policies are co-developed with stakeholders and reviewed regularly. Accessibility is ensured through multiple formats and languages. **Associated Domain within the Framework – Policies and Procedures**

Leaders are receptive to challenge and are reflective about their own practices. Leaders ensure that staff's work is monitored and that they get appropriate supervision and support.

The framework encourages challenge through governance, external moderation, and pupil voice. Leaders engage in reflective supervision and strategic reviews. **Associated Domain within the Framework – Safeguarding Culture and Staff Understanding**

The conduct and behaviour of staff are appropriate. Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults.

Strong Safeguarding Culture focuses on staff feeling safe and also includes a positive low level concerns culture based on mutual respect, challenge and child first practices. **Associated Domain within the Framework – Safeguarding Culture and Policies and Procedures.**

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