

Askham Bryan College

Monitoring visit report

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Type of provider: General further education college

Address: Askham Bryan
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Monitoring visit: main findings

Context and focus of visit

Inspectors from the further education and skills and social care remits carried out a one-day visit to the college as a result of information that Ofsted received. The visit considered leaders' and managers' implementation of their safeguarding procedures, including the residential provision. Inspectors met with staff and learners, and reviewed documentation and systems relating to safeguarding. At the previous further education and skills short inspection in 2017, inspectors judged safeguarding to be effective. At the previous social care inspection in 2019, inspectors graded safeguarding as outstanding. Following this visit, a social care inspection report will publish the judgements about the safety and well-being of learners in residential accommodation.

Themes

How does the college ensure that it complies with the relevant safeguarding requirements, and how effectively are safeguarding policies and procedures applied to ensure that all learners are kept safe?

The college's systems and procedures for keeping learners safe are effective. Leaders, governors and managers give safeguarding a high priority, and systems for identifying and reporting on safeguarding concerns are thorough. Comprehensive safeguarding and risk assessment policies are in place. Learners' understanding of safe working practices on the college sites and in workplaces is particularly good. Learners understand the risks in their specific practical tasks and work closely with colleagues until they are competent to perform independently.

Leaders and managers apply safe recruitment practice effectively for all staff, volunteers and on-site contractors to ensure that learners are safe. All staff and governors have enhanced checks prior to starting work with learners. Leaders and managers ensure that they meet the requirements of the 'Prevent' duty guidelines and the safety of work-based learners. Employers receive a helpful guidance document and are clear about the expectations for their role in keeping learners safe.

The safeguarding officers and well-being staff provide good advice and support. Leaders identified an increase in concerns about learners' mental health and emotional resilience. In response, they increased the number of safeguarding officers and well-being staff significantly to ensure that learners quickly receive the support that they need. The safeguarding officers have appropriate training and a good understanding of safeguarding, which they use well to support learners and families to overcome personal barriers. Following the recent restructure, leaders are right to recognise that the new designated safeguarding leads need to refresh their training for the role.

Leaders and managers have an effective 'Prevent' duty action plan for managing the risks associated with radicalisation and extremism across all sites. Learners receive useful information at the start of their programmes and frequent training about the risks in their local contexts. They consider topics such as extremist political views, online safety, county lines and sexual harassment and victimisation. Consequently, learners have a good understanding of the risks to their personal safety and how to keep themselves safe.

How well does the college respond to safeguarding complaints and concerns?

Leaders and managers have established a rigorous system to monitor and report on safeguarding complaints and concerns. Staff use this system well. They discuss safeguarding frequently at all levels, including at board meetings. Board members use their skills well to provide effective challenge to leaders to intervene in order to protect learners from harm. For example, board members made suggestions to amend safeguarding policies following child protection training. They swiftly approved leaders' requests to invest significantly in mental health resources and the training required. They ensure that learners receive appropriate health and well-being support to keep them safe from the risk of harm.

Leaders and managers analyse safeguarding concerns effectively and take prompt action to keep learners safe. For example, leaders took decisive action when concerned about the local risks near to where learners study in West Yorkshire. They temporarily moved learners, as a precautionary measure, until they sourced a more appropriate site. Leaders and managers recognise that although learners use discussions with staff to help them to identify their concerns, they do not use the 24-hour referral helpline sufficiently well. Consequently, leaders and managers have plans in place to further promote this useful service to learners.

Leaders and safeguarding leads have strong links with external agencies and use these well to respond to safeguarding incidents and to deal effectively with all the logged concerns. Staff make referrals to external agencies, such as the police, the regional 'Prevent' coordinator, local authority safeguarding teams and the social justice and mental health charities, to maintain a safe learning environment and college community. Learners and staff know whom to contact if they have concerns.

Managers in the human resources department monitor effectively the safety and well-being of apprentices employed by the college. Most apprentices who work with local employers receive frequent visits from staff to monitor their progress at work. However, changes in staffing mean that a small proportion of apprentices do not receive sufficient visits from staff to assess their practical safety at work. Leaders are right to recognise that this is an area they should address quickly.

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