

# Hull College

Monitoring visit report

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**Unique reference number:** 130579

**Name of lead inspector:** Sarah Stabler, HMI

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**Type of provider:** General further education college

**Address:** Queen's Gardens  
Wilberforce Drive  
Hull  
HU1 3DG

## Monitoring visit: main findings

### Context and focus of visit

Inspectors carried out a one-day visit to the college as a result of information gathered in relation to safeguarding at the previous monitoring visit. The visit considered leaders' and managers' implementation of their safeguarding policies and procedures. Inspectors met with staff, learners and apprentices, and reviewed documentation and systems relating to safeguarding. At the previous full inspection in May 2019, inspectors judged safeguarding to be effective.

### Themes

**How do leaders and managers ensure that they comply with the relevant safeguarding requirements, and how effectively do they apply safeguarding policies and procedures to ensure that all learners and apprentices are kept safe?**      **Reasonable progress**

The college's systems and procedures for keeping learners and apprentices safe are effective. Leaders and managers have successfully implemented comprehensive policies and procedures that help staff to understand the key risks posed and how to deal with incidents. Consequently, learners and apprentices feel safe in the college and know how to report concerns.

Staff undertake appropriate mandatory safeguarding training that is updated regularly. Designated safeguarding officers are knowledgeable about local risks and participate effectively in local strategy groups to share intelligence. However, managers do not provide training to develop the understanding of staff about local issues so they can identify and deal with potential risks to learners and apprentices with confidence.

Managers and staff plan useful tutorial and induction programmes alongside thematic events that develop learners' and apprentices' understanding of how to look after themselves. They recognise that some events need to be repeated so that learners benefit from reinforcement of their learning. When sequencing topics, staff do not take sufficiently into account the times when the learners may be most at risk of drug and alcohol misuse and domestic abuse.

Staff follow up attendance concerns to ensure that learners and apprentices are safe. Support workers keep in frequent contact with learners and apprentices when they are absent to understand why they miss lessons and to work with them to improve their attendance.

Managers have improved the oversight of apprenticeship provision to ensure that it is more aligned to local priorities. They meet frequently with subcontractor partners to

review contract performance. However, they do not conduct a detailed enough review of subcontractors' responses to safeguarding concerns to assure themselves that the subcontractors' approach is rigorous.

### **How well do staff respond to safeguarding concerns?**

### **Reasonable progress**

Learners and apprentices are provided with helpful support from their tutors and staff and they are confident about reporting any concerns. Many learners experience issues at home, and they make use of the extensive college services to help with counselling, finance, and drug and alcohol misuse support. However, managers do not have enough information about the impact of this support on learners' well-being.

Managers and staff work effectively and successfully with the police, social workers and the local authority to provide supervision for, and monitoring of, learners who are at risk. For example, learners who are looked after are monitored during their time in the college and between sessions, with reference to strict reporting protocols involving foster carers and the local authority. This enables staff to track the whereabouts of learners effectively, including those who are at risk of being trafficked.

Learners on full-time provision for 14- to 16-year-olds benefit from access to a dedicated health and well-being worker who provides specialist support and guidance. For example, every morning staff meet with learners who display behaviours that put them at risk. Learners are given the opportunity to discuss any incidents from the previous night so that staff can address concerns before learners begin their lessons. Learners also attend a follow-up meeting at the end of the day, when staff provide them with useful advice on how they can manage their behaviour overnight to protect themselves until the next day at the college.

A comprehensive 'Prevent' duty action plan is in place that identifies activities to support learners with their understanding of the risks posed by radicalisation and extremism. However, there are no specific actions that identify how local risks are being addressed with learners. Consequently, a few learners do not have a thorough enough understanding of the risks posed by radicalisation and extremism and are unable to articulate local issues that are relevant to them in their college and everyday lives.

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