

# Queen Elizabeth Sixth Form College

Monitoring visit report

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<b>Unique reference number:</b>	130662
<b>Name of lead inspector:</b>	Linnia Khemdoudi, Her Majesty's Inspector
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<b>Type of provider:</b>	Sixth-form college
<b>Address:</b>	Vane Terrace Darlington DL3 7AU

## Monitoring visit: main findings

### Context and focus of visit

This was an unannounced monitoring visit focused on safeguarding arrangements and was undertaken with reference to the 'Further education and skills handbook'.

### Themes

#### **How effectively do leaders and managers support and respond to learners' safeguarding disclosures, including any sexual harassment concerns?**

#### **Reasonable progress**

Leaders have ensured that members of their large team of staff with safeguarding responsibility are trained well. All team members receive training at a level that enables them to fully understand their roles as safeguarding officers. A team of progress tutors works closely with students to provide effective support for any well-being and safeguarding concerns. The senior designated safeguarding lead is well informed about local safeguarding concerns, such as county lines and extremist far-right political activity.

Progress tutors teach students about safeguarding topics, including peer-on-peer abuse and violence, through frequent and effective tutorials. As a result, most students have an appropriate understanding of a range of relevant topics. Most students know to whom to report concerns, and are confident that prompt action would be taken if they disclosed any concerns.

Tutors successfully help students to understand how to stay safe in their personal and social lives. Students explore issues such as consent and sexual harassment in tutorials. This helps them to relate to their own lives the case studies that tutors use to illustrate scenarios. For example, they understand that being pestered for sexual activity until they agree is not reciprocal consent. Tutors and teachers support students extremely well when dealing with concerns that arise.

Most tutors plan opportunities effectively for students to discuss sensitive topics such as healthy relationships with their peers in tutorials. In these sessions, students develop a deeper and better understanding of what constitutes acceptable and unacceptable behaviour. However, in instances when tutors do not enable this valuable discourse to take place, students only develop a superficial view of these topics. Most tutors provide individual sessions for students who feel uncomfortable in attending group tutorials. However, a few tutors do not ensure that students attend these additional sessions.

Leaders have created a calm, orderly and safe environment. Most students wear their face coverings and their identity badges in and around the college. Those who

are not wearing them respond well to requests from staff to do so. Leaders have put a range of security measures in place to check that the entry and exit points to the college buildings are secure. As a result, students feel very safe in the college and the surrounding areas.

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