



## - the inspection experience

### Recommendations from the Team

Ensure that the college nominee is familiar with the safeguarding agenda, what should be in place, what is actually in place, where further evidence will be found.

Prepare the nominated Governor for the inspection of safeguarding and how it will be conducted.

Inform external agencies who may be contacted that the inspection is to take place.

Ensure that all staff are totally familiar with the latest safeguarding systems in the college, update names on posters and paperwork if staff have moved on or left, and ensure that job descriptions and responsibility charts are all up-to-date.

Ensure all the CRB checks are properly undertaken and recorded centrally, and risk assessments are in place for contractors

Collate and present accurate and complete records on all occurrences, even those that are not deemed to be an issue, or are proved to be unfounded.

Have copies of any newly released legislation and guidelines to hand and if possible plans to ensure that relevant staff are aware of these and trained on their content.

Keep records of all case conferences with local Social Services for any college students

Ensure that staff have reported everything, even if it seems to be of low or no importance, to ensure that nothing has fallen through the net

Be honest about strengths and areas of improvement

### Before Inspection

Dawn Brown is the College Secretary and the Senior Safeguarding Officer.

She says, “We self-assessed our safeguarding provision carefully and decided we should be Grade 2. We had to evidence this to the Deputy Principal Business Support justifying our grade using the inspection criteria & legislation and guidance and the grade was agreed.

This self-assessment grade was an assessment of our normal practice and we didn’t do anything extra to prepare for Inspection. However we did spend time with the college nominee, making sure that she was familiar with the safeguarding requirements, our policy and procedures and how these translate into practice.

We took her round the college pointing out the various posters aimed at staff and those that are aimed at students.”

## During the Inspection

The inspector for Leadership and Management was also the inspector for Safeguarding.

He asked for evidence of:

- Our safe recruitment processes including the centrally held records and CRB checks for all staff and Governors [from HR]
- Our staff training system and the records of those who had been trained and when that training had been refreshed
- Agendas and minutes of our safeguarding team meetings
- Our attendance at conferences and similar events
- Our partnership working with relevant local agencies and records of meetings attended

He collected further evidence from meetings with:

- The Governor with special responsibility for supporting the Senior Safeguarding Officer
- The Corporation and the Senior Management Team
- Teaching staff, students and business support staff particularly those with frequent contact with students
- Other Inspectors on the team

He observed:

- The on-line training scheme
- Poster in every classroom and corridor reminding staff who to contact if they have any concerns about a student
- The credit card sized reminder that is given to all staff
- Posters all over the college to remind students about safeguarding issues such as bullying and harassment
- Reports to the Corporation on safeguarding

## Particular strengths

### **Staff training Scheme**

The inspector was particularly interested to see the online safeguarding training that all staff and governors undertake. This has been developed by the college as a voice-over PowerPoint presentation that can be accessed anywhere in the college at any time. Staff are taken through anonymous successful case studies from social services to show that safeguarding is both necessary and worthwhile.

### **The secure area of the network**

The college keeps an area of the network dedicated to safeguarding. This is only accessible to the 3 people with particular responsibility for safeguarding but is a particularly useful way of sharing good practice, identifying issues and maintaining up to the minute information on developments and ongoing cases. It demonstrated that the team were working closely together across sites and were always aware of upcoming issues.

### **Staff understanding**

The staff all demonstrated a detailed knowledge of the policies and procedures, that the training had prepared them to act appropriately, and that they knew who had responsibility for all safeguarding in the college.

## Extracts from the Report

### Main Findings

Learners feel particularly safe around the college and show mutual respect for one another. Relationships between learners and staff foster respect and build confidence.

Safeguarding procedures are good and the college has good links with relevant external agencies. Recruitment checks have been completed on college staff and detailed policies and procedures are in place to deal with issues such as bullying and harassment. Staff have received appropriate training and understand their safeguarding responsibilities.

### Outcomes for learners

16. Learners report that they enjoy college life and feel very safe in the harmonious environment. They are confident that any concerns they raise are taken seriously and are effectively addressed. Learners are well informed about risks and have the knowledge and understanding to make informed choices about their safety, health and well-being. They have a good understanding of their rights and responsibilities. Learners make a good contribution to the community and through a wide range of activities within the curriculum develop skills and knowledge that improve their economic and social well-being.

### Leadership and Management

29. Arrangements for safeguarding are good. The college provides good training for all staff and enhanced training for designated child protection officers and key staff. Good links have been established with the relevant external agencies, including the local children's safeguarding board. The college's policies and procedures for safeguarding are detailed and appropriate. Learners feel safe and there are good examples of safeguarding issues being dealt with swiftly and professionally. The college has good arrangements to address bullying, including cyber-bullying, and sound arrangements for criminal record bureau checks for all staff, governors, and volunteers. A single central register records the relevant details of all staff and the college assures itself that the necessary checks have taken place for agency and contracted staff.

### Key findings

Safeguarding arrangements are good. Posters on bullying and harassment are prominently displayed in corridors and learners report that they feel safe in the college.

## The Experience

Dawn describes the whole experience as *'exactly what she had expected'*.

"I met with both the Safeguarding Inspector and the Residential Accommodation Inspector on the first of the 5 days.

I presented the evidence to support the self assessment report and answered any questions about his plans to check the evidence and who held other data he wished to see.

I discussed the college case reviews, anonymously of course, showing the range of issues that we have dealt with, the other agencies we had contacted regarding safeguarding the student, and ways in which we had worked with tutors and other college support workers to support the student."

There was no further contact from the Inspector during the Inspection and the feedback from the nominee was that there were no issues that were causing concern, nothing that needed to be dealt with, and no requests for information or other evidence.

Dawn attended the feedback meeting on the Friday afternoon. "The inspector was really positive about safeguarding, he agreed with our grade 2 assessment, agreed with the strengths and areas of improvement that we had identified and agreed that our improvement targets and action plan were appropriate.

The whole experience was very positive because we had been confident in our own assessment, and that was confirmed by the final Grade 2."