

HCQM REPORT

UTC Plymouth



Please find below a summary of your setting's HCQM evidence and recommended areas of development, using the HCQM Criteria to guide scrutiny. Your HCQM Officer/s have produced this snapshot of your setting's provision, policy and achievements. Please review this document, which not only acts as a tool for development, but a useful overview of your setting's good/best practice.

Please remember evidence is:

- What we observe (College tour, web site, classroom practice, C&YP or staff behaviour),
- What we read (policies, plans, newsletters, assessments, reports, C&YP's work),
- What we are told (staff information on provision and practice, C&YP's views & knowledge and other professional' comments).

COLLEGE DETAILS

COLLEGE CONTACTS:
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HCQM OFFICERS:
Michael House (Michael.House@plymouth.gov.uk) and Kate Maidment (Kate.Maidment@plymouth.gov.uk)
Meeting Dates:
Meeting One: 13/02/19 – College Visit Day: 28/06/19 – Meeting Three: 15/07/19

SUMMARY

Please find below a very positive summary of educational and welfare provision at UTC Plymouth. UTC Plymouth displays a professional and aspirational ethos as soon as learners enter the site. This is a setting where students are challenged and supported to achieve personally and academically. The college have a range of enriching, healthy and positive activities available for students. The college strives to provide students with the tools, support and guidance, to be ready to take on life in the working world. The college has built strong relationships with local industry organisations who support the college and students to achieve their best. It is evident though talking with students that they respect and feel respected by college staff who take the time to listen to each individual's needs (and go above and beyond to support them achieve their ambitions). The college also provides a range of support for families and targeted groups. Regarding student welfare and aspiration, the college is well placed to receive a greater number of students over the next academic year and beyond.

THEME ONE: HEALTHY AND ACTIVE BODY

HEALTHY FOOD

THE SETTING IS A PLACE WHERE LIFELONG HEALTHY EATING HABITS ARE DEVELOPED AND ENCOURAGED.

1. How does the setting **provide and promote healthy College prepared food** (including food provided at times other than lunch-time and food brought into College)?

EVIDENCE:

The setting promotes college prepared food through various means, supporting the uptake of FSM and encouraging healthy eating. The college follows the Government Food Standards Guidelines. Students use a cashless online payment system. College food is provided and managed by the onsite college Chef (Jess McCarron). The canteen menu is displayed on a white board in the dining hall, on the college website, on the rolling TV screen and within the Principals Blog. Good quality drinking water is available at all times. Healthy choices are promoted and nudge tactics employed (e.g. Students are permitted to have only one milkshake per day and are able to make tea/coffee, however sugar is limited). Energy and carbonated caffeine drinks are not allowed on site. The college has a kitchen manager who promotes healthy food choices and implements activities including themed events (e.g. Christmas lunch day, Taco Tuesday, Chinese New Year, National Fish and Chips Day, World Food Day). The college provides a meal deal (grab and go) option which can include a wrap, fruit pot and drink. During a French exchange the chef held an English food day for the students which included a 'Scone Off' and provided a French food menu during their weeks stay. Canteen staff are approachable and happy to discuss food ingredients with regards to student and staff allergies and intolerances. Allergy and intolerance information is on display along with a food chart detailing what ingredients food includes. Jasmin Chapple holds a hygiene certificate that enables her to help out in the kitchen during busy times and serve when required. Students are able to have a free breakfast from 8.15am if they help and work with staff to prepare for the day ahead. During transition and open days students and parent/carers are able to sample the food menu. Food is provided for staff, students and parents/carers during college award ceremonies and events (e.g. end of term BBQ).

The lunchtime journey is pleasant, safe and sociable, with an environment and compliment of staff members that promote healthy eating and a positive dining experience. Lunch time is informal and relaxed with students and staff dining together. The canteen has a good atmosphere and mobile phones are not permitted during lunchtime. Students clear up after themselves and there is good quality furniture. Students are also able to eat outside, when the weather permits.

DEVELOPMENT OPPORTUNITIES:

N/A

2. How do C&YP (children and young people) **learn about healthy food choices**, the benefits of good nutrition and the risks associated with a poor diet, (including **planning, preparing, growing and cooking**)?

EVIDENCE:

The College provide learning opportunities relating to healthy food and lifestyle choices, the benefits of good nutrition and the risks associated with poor diets. This learning takes place across a range of subject areas and enrichment activities (e.g. *growing and the environment is discussed within the science curriculum; the importance of eating regular healthy meals is discussed during drop down days*). The college canteen promotes healthy eating and have a range of healthy food on offer (including toast, cereal, water, fruit juice, Paninis and a range of healthy meals). There is a range of outdoor cooking facilities including a pizza oven, cob oven and BBQ facilities. The college chef has recently sent a survey to all students asking them what healthy changes to the menu they would like to see implemented. Surveys were returned and changes implemented immediately. Also the college recently changed their milk supplier, now purchasing milk from one of their student's family dairy farm. The college held a 'Bake Off' competition where students baked at home and brought in their cakes to be judged in college. A growing area is currently under development, however there are currently no growing opportunities for students.

DEVELOPMENT OPPORTUNITIES:

- **To increase timetabled opportunities to grow healthy food across the whole college.**
- **To consider providing regular, planned opportunities to develop cooking skills across the whole college.**
- **Following a discussion with Jasmin Chapple, Please find information regarding Plastic Bottle Greenhouses: Example information can be found here: http://www.reapscotland.org.uk/wp-content/uploads/2011/04/Plastic_Bottle_Greenhouse_Instructions_2004.pdf And here: <https://www.youtube.com/watch?v=k9NnRnAQdml> (also Ford Primary School and Victoria Road Primary School both currently have a bottle greenhouses).**

PHYSICAL ACTIVITY

THE SETTING PROMOTES LIFELONG PHYSICAL ACTIVITY THROUGH ITS PROVISION, FACILITIES AND ENCOURAGEMENT

3. How does the setting **develop and promote physical activity** (including knowledge of the benefits of daily exercise and the risks associated with inactivity), through its leadership, curriculum, facilities and support for **targeted groups**?

EVIDENCE:

The College promotes physical activity and healthy lifestyles through its Policy, leadership and ethos, utilising its use of funding, facilities and its staff to provide a range of physical activity opportunities for all children and young people. The college provides 2 hours of physical activity per week made up of curriculum time, after-college and lunch/break time activities. Year 10 students requested P.E. to be included within the curriculum for all Year groups. P.E. activities include dodgeball, circuits, football and futsal. Staff go for regular walks around the local area and students are permitted to join them. A college MUGA is currently under development. The College removes barriers to participation and utilises targeted provision. An example of this includes - one student with a lifelong illness strives to join in with P.E. lesson although at times struggles to do so. The college fully support the student in joining in but when unable to do so is given other tasks to support the lesson whilst still being involved. Students are placed in college 'Houses' which are allocated in Year groups.

DEVELOPMENT OPPORTUNITIES:

- **To develop the College P.E. curriculum, ready for the arrival of Key Stage Three students, from September 2019 onwards:**
 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239086/SECONDARY_national_curriculum_-_Physical_education.pdf
 - http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/uploads/QCA-07-3342-p_PE_KS3_tcm8-407.pdf
 - <http://www.afpe.org.uk/physical-education/wp-content/uploads/NCfinalprogressionmapoverview-1.pdf>

4. How does the setting **promote lifelong physical activity, extra-curricular activity and competitive sport**?

EVIDENCE:

The College encourages lifelong physical activity and provides a range of extra-curricular physical activity opportunities (and encourages achievement in competitive sport). A variety of clubs and activities are available during and after College (e.g. futsal, rugby). The college runs a popular Combined Cadet Force which regularly undertakes physical activity. There is a college field gun group who recently took part in the Junior Leaders Field Gun competition. Students have the opportunity to gain a P.E. Leadership Award. There is an 18 space cycle rack on the college site for use by students and staff.

DEVELOPMENT OPPORTUNITIES:

- **To increase opportunities (and support) for students to participate in competitive sport.**

ORAL HEALTH

THE SETTING ADVOCATES AND SUPPORTS THE IMPORTANCE OF MAINTAINING GOOD ORAL HEALTH.

5. How do children and young people learn about the **benefits of dental/oral hygiene, visiting the dentist, brushing teeth twice a day and limiting sugary foods/drinks to meal times**?

EVIDENCE:

The College provide planned opportunities to learn about oral hygiene, the importance of visiting a dentist regularly, brushing teeth twice a day and limiting sugary food/drinks to meal times. The college has regular informal discussions with students regarding oral health and teaching takes place during drop down days and 'To consider the promotion of 'ONEYOU' Website <https://oneyouplymouth.co.uk/> for staff.' sessions. Energy and carbonated caffeine drinks are not permitted on site. Students are limited to one sachet/spoon of sugar per hot drink and only one milkshake is permitted per day.

DEVELOPMENT OPPORTUNITIES:

- **To consider the 'Dental Champion' Training Course for a member of staff - <http://wellconnecteduk.org/section-training/> (Well Connected - Unit 18, Scott Business Park, Beacon Park Road, Plymouth, PL2 2PB, (01752) 981071, info@wellconnecteduk.org**

6. Does the College use **confectionary or other food as rewards**?

EVIDENCE:

The College supports good oral health by not using confectionary as a reward or incentive. Students are limited to one sachet/spoon of sugar per hot drink and only one milkshake is allowed per day.

DEVELOPMENT OPPORTUNITIES:

N/A

SUN SAFETY

THE SETTING ENSURES THAT C&YP UNDERSTAND THE BENEFITS AND POTENTIAL DANGERS OF SUN EXPOSURE.

7. How do children and young people learn about the **benefits and potential dangers of exposure** to the sun (and **how to reduce the risk of sun damage** - including skin cancer) and does the **setting's environment and procedures** support this?

EVIDENCE:

The College provides opportunities to learn about the benefits and dangers of exposure to the sun and how to reduce the risks associated with exposure. The college educates students on sun safety during drop down days and informal verbal reminders (e.g. prior to trips and outdoor activities). Information is communicated to students, parents and carers via newsletters sent home. Public Health 'Stay Safe in Hot Weather' information is displayed in the main college corridor and sun safety information is displayed on the rolling TV screen in reception. The College's facilities and practices serve to protect children & young people from the harmful effects of exposure to the sun (e.g. there are several covered areas within the college grounds and natural shade provided from trees).

DEVELOPMENT OPPORTUNITIES:

N/A

SLEEP

THE SETTING ENSURES THAT C&YP UNDERSTAND THE BENEFITS OF GOOD QUALITY SLEEP.

8. How does the setting teach children and young people about the **importance of sufficient, good quality, sleep** (and that a lack of sleep can affect weight, mood and ability to learn)?

EVIDENCE:

The College provides opportunities to learn about the importance of having good quality sleep (e.g. through the curriculum – 'why is sleep important?'). The importance of sleep, rest and how the brain works is discussed informally during college drop down days.

DEVELOPMENT OPPORTUNITIES:

N/A

GENERAL HEALTH

THE SETTING PROMOTES HEALTH AND WELLBEING THROUGH ITS ETHOS, FACILITIES AND LEARNING OPPORTUNITIES.

9. How does the setting provide opportunities for children and young people to learn about **personal hygiene and germs** (including bacteria and viruses), **how they are spread and the importance of handwashing (communicating local and National public health messages)**?

EVIDENCE:

The setting promotes various public health messages (e.g. 'Staying Safe in the Sun' - leaflets). The setting provides opportunities for C&YP build awareness and learn how to keep themselves clean (The importance of personal hygiene is discussed during college drop down days, verbal reminders and informal one to one conversations). The college also utilise a Nurse, from the Livewell Team, to talk to students about personal hygiene and the importance of keeping clean. Students are able to talk to the Nurse in private, when required.

DEVELOPMENT OPPORTUNITIES:

- *To consider developing a structured/planned programme of communicating health and wellbeing messages and campaigns – e.g. a 'Wellbeing Area / Display / Newsletter / App / Webpage etc.*

10. How does the setting make **adequate and sensitive arrangements** to help girls **manage menstruation and requests for sanitary protection**?

EVIDENCE:

The college ensures that sanitary protection is available and accessible, preserving the dignity of all C&YP, through its curriculum, pastoral support provision and facilities. There are currently four female students attending the college. The college has a supply of menstrual related items available. Students are permitted to help themselves and staff act discreetly. Sixth form students provide mentor support to their younger peers (students are able to talk openly with female staff). The college is signed up to the Red Box Project Plymouth which aims to support young people throughout their periods by providing free products to local Colleges.

DEVELOPMENT OPPORTUNITIES:

N/A

INDIVIDUAL CARE

THE SETTING PROVIDES SAFE, ROBUST AND APPROPRIATE CARE FOR ALL C&YP.

11. Does the setting have **responsible and confident staff, that receive appropriate training** (at least every three years) and **on-site facilities** that are safe and protect the dignity of pupils (and offer appropriate protection processes for staff) when receiving care. Are **robust systems for recording incidence and formulating care plans** in place?

EVIDENCE:

The setting provides a good level of care for all Children & Young People. Robust procedures are in place to record instances of accidents incidents and to plan for care and the administration of medicines. The college's 'Supporting Pupils With Medical Conditions' Policy is in place (last reviewed – May 2019). This policy also refers to allergies and incidents. The college's First Aid Policy is in place (last reviewed – June 2019). There is a dedicated Medical Room with a bed available (A medicines cabinet and locked refrigerator is situated in the medical room). First Aid kits contain relevant stock relating to the nature of the college's curriculum - including eye wash, burns items and chemical kits (contents observed are all in date). A member of staff is Epi Pen trained, ADHD trained and has completed the Safe Administration of Medicines training. Trained staff administer medicine, support students and provide First Aid. Students and staff know who the trained First Aiders are. There is a good level of communication between the college, its students and parents/carers. Staff log incidents on the college's online system (accessible by staff only - the college uses CPOMS and Arbour for the recording of safeguarding related incidents).

DEVELOPMENT OPPORTUNITIES:

- **To make the 'Supporting Pupils with Medical Conditions' Policy, available on the schools website (for this Policy to make reference to best practice guidance – 'The Spotty Book' (<https://www.england.nhs.uk/south/wp-content/uploads/sites/6/2017/09/spotty-book-2018.pdf>)).**
- **To consider rewording the statement 'A male first-aider should never be alone with a female student in the first aid room. He should ensure that there is always a female member of staff present' (page 10 of the college's First Aid Policy). The male / female distinction may be considered as secondary to the potential practice of any member of staff being alone with a student – The college may wish to review this aspect of the provision of First Aid, regarding the safety, dignity and protection of any student, member of staff or visitor to the college.**

THEME TWO: HEALTHY MINDS

EMOTIONAL AND MENTAL HEALTH

THE SETTING'S PROVISION, POLICIES AND ETHOS SUPPORT GOOD EMOTIONAL AND MENTAL HEALTH FOR ALL.

12. How does the setting **maintain and promote good emotional and mental health** (demonstrating that this is supported through all aspects of College provision and that emotional and mental health is a normal part of daily life, in the same way as physical health, **reducing stigma and encouraging a supportive environment**)?

EVIDENCE:

C&YPs emotional wellbeing and mental health is supported through various aspects of the setting's curriculum, pastoral support provision and whole College procedures. This forms part of PSHE delivered throughout the year (e.g. *Wellbeing, understanding and managing stress, professional relationships*). The college actively promoted 'Mental Health 10-A-Day' and '10 Things to Make You Happy'. The Student Support Team help students and their families with a range of issues including behaviour, illness and also travel. The Student Support team have undertaken a wealth of training (For example recently - Mental Health First Aid, STORM and Safeguarding CPD). The college Wellbeing Coordinator (Sophie Wood) is available throughout the day. Staff and students have strong respectful relationships where students are able to talk to any member of staff about any issue that may be worrying them. The college provides enhanced support regarding emotional health and wellbeing on an individual targeted basis (e.g. Educational Psychologist, Wellbeing Recovery Action Plan). Mental health information is cascaded down through Jasmin Chapple. Emotional wellbeing and Mental Health is addressed and supported on a par with physical health. There are quite areas situated throughout the college. There is a dedicated counselling room which has signposting information including Mental Health, Dementia information, Plymouth Options and Family Friends. KOOTH visited the college and held a briefing for all students. KOOTH information is available on the college website. Students are aware of their peer's mental health and provide peer to peer support. All students are allocated an Industry Mentor and Mentor within the college who provides support and guidance on an individual basis. The setting provide a range of activities that create a supportive ethos. The college gives a wide range of responsibilities to students (e.g. College Council, students have the opportunity to experience real working situations in real local organisations). Positive mental health (MIND, KOOTH, Be Kind) and positive messages are displayed on the inside of toilet doors for staff and students. The '10 keys to happier living' poster (actions for happiness) is displayed throughout the college. Students report that they can approach any member of staff and Jasmin Chapple is able to signpost to other organisations if necessary. Students have a healthy and respectful bond with staff who all know what is going on in each student's lives. Students have received assemblies from KOOTH, Young Devon and The Zone. During drop down days students have discussions regarding healthy body, healthy mind and the importance for sleep, managing exams stress, revision, men's mental health and emotional wellbeing. Students have discussions during Oracy sessions, focusing on mindfulness and emotional intelligence. Achievements from within (and outside of) college are recognised and celebrated verbally and within the Principals weekly blog. Students have chosen to support a mental health charity within the City. Jasmine Chapple has attended Progeny CPD - A whole school approach to supporting emotional health and wellbeing across school communities.

DEVELOPMENT OPPORTUNITIES:

N/A

13. How does the setting provide opportunities for children and young people to **manage and recognise emotions**, (**developing emotional literacy**), **develop simple self-care techniques** (including the impact of relaxation, 'Mindfulness', time spent with friends and family and the benefits of hobbies, interests and participation in their own communities) and **managing exam stress**?

EVIDENCE:

The setting provides a range of structured opportunities for C&YP to develop their emotional literacy, wellbeing and resilience (e.g. through the curriculum: *professional relationships, wellbeing, understanding and managing stress, healthy body/healthy mind, how not to stress about revision, fitness Friday*). Positive confidence and building up messages are displayed on the back of toilet doors and information is displayed around the college site (e.g. *What is anxiety?*). The setting provides a range of activities and support, to help C&YP manage own emotions and develop self-care techniques. During drop down (focus) days students have discussions around (healthy body, healthy mind and the importance for sleep, managing exams stress, revision, men's mental health and emotional wellbeing). Students have discussions during 'Oracy' focusing on mindfulness and emotional understanding. The college delivered a 'Wellbeing Week'

and it promotes 'Mental Health 10 a Day' and the '10 Activities to make you happy'. KOOOTH ran an assembly for all students and information is available on the college website. There are many quite areas situated throughout the college site. The setting supports and builds positive mental health through its procedures and support provision. Staff and students strong relationships enables students to feel comfortable to approach a member of staff to discuss any worries they may have. Staff have resources available to signpost students to gain support for young people's mental health. The setting encourages C&YP to take part in positive hobbies, interests and past-times (including physical, vocational and explorative activities). Students are congratulated for achievements and awards gain in and outside of college. Students are congratulated verbally, during Year group briefings and within the Principals weekly blog. The college values are *Discipline, Respect, Professionalism, Resilience, and Dedication*. Jasmine Chapple has attended Progeny CPD - A whole school approach to supporting emotional health and wellbeing across school communities.

DEVELOPMENT OPPORTUNITIES:

N/A

14. How does the setting ensure that **children and young people know where (and how) to gain support and guidance** regarding their own (or other's) wellbeing?

EVIDENCE:

The setting promotes its own support services to all C&YP / Parents / Carers. The college has a strong Student Support Team which includes Jasmin Chapple (SENCO, INCO, Lifeworks Inclusion Coordinator, Access Arrangements Coordinator and HLTA) who is available throughout the day for students. Student Support run various activities including attending parents evenings open days, support with student travel, signposting and providing support to targeted groups (e.g. service families, traveller and families experiencing illness). All students are allocated a mentor, via the college's premium mentoring programme providing support throughout their time at college. Jasmine Chapple has attended Progeny CPD - A whole school approach to supporting emotional health and wellbeing across school communities. The setting provides targeted and general sign-posting information, through its provision and support for all C&YP. There is a variety of signposting information available to view on the college website and in reception and the college hub area (e.g. Plymouth Gateway, Dementia, Mental Health, Family Friends and KOOOTH). The college provides support for students wellbeing, linking and working with outside support agencies such as CAHMS, Encompass, Young Devon (targeted Wellbeing and Emotional Support) and The Zone (stress-free support). The Student Support team feel that relationships with students and parents/carers are strong and students feel comfortable to approach members of staff to discuss any problems they are experiencing and share issues or incidents that may have taken place in college or at home.

DEVELOPMENT OPPORTUNITIES:

- ***To consider displaying NSPCC/Childline related posters on the inside of toilet doors as this area can often be a place of refuge.***

15. How are **specific groups of children and young people supported** (e.g. Young Carers, Children Experiencing Abuse, Bereavement, Illness, Traveller Families, Service Families etc.)?

EVIDENCE:

The setting has in place, measures and procedures to target specific interventions that support the wellbeing of their C&YP. This is managed through ongoing consultation, assessment and planning. Student Support (Jasmin and Mike) work with teachers and parents/carers to support targeted groups and pupils requiring further intervention. Targeted interventions are designed, delivered and assessed to support specific or groups of children with similar needs. The setting has implemented planned support, within college and at home, to ensure the student is able to take part in all activities where possible (during the student focus group session, the student confirmed that they are very well looked after by the college and is provided with support to enable them to take part in all aspects of college life). Targeted students learn about self-harm and suicide, complete an 'Assessing Self-injury Worksheet' as part of their learning journey. The setting have staff with specific training and experience to support the needs of their C&YP. The college works with experienced organisations to provide support to students and parents/carers of specific groups. For example ('Young Devon' provided support to a traveller family). Staff with personal experience, support forces families (the college have also supported refugee families, with English as a second language, gain links within the local community).

DEVELOPMENT OPPORTUNITIES:

N/A

DEVELOPMENT OF THE WHOLE CHILD

THE SETTING IS AN INCLUSIVE LEARNING ENVIRONMENT, DRIVING PROGRESS AND ENGAGEMENT FOR ALL C&YP.

16. How does the setting's **rewards and sanctions policy and provision**, support the promotion of **good emotional and mental health**?

EVIDENCE:

The setting employs a positive and consistent policy regarding rewards and sanctions (that is understood across the college community). The Behaviour for Learning Policy (last reviewed – May 2019). is in place and available on college website (the policy states its aims, positive reinforcement and rewards, UTC Plymouth Code of Conduct, Disciplinary Sanctions, Monitoring, Support and Intervention). Behaviours information is available on the website for parents/carers and students. Students follow the college ICT rules and Lab Rules. Students and staff respect each other, follow the same rules (e.g. healthy food/drinks and no fast food, no smoking on site) and refer to each other on first name terms. The college promotes Effective Learning Points (ELP) during every lesson. ELP States *'I will show RESPECT, RESILIENCE and DEDICATION to my learning. I will have a high level of DISCIPLINE and show I am PROFESSIONAL.* The college seeks to praise and notice positive behaviour at every occasion (e.g. tidying up, politeness), celebrating achievements publically and within the Principals weekly blog. The college holds an end of term awards ceremony (Good Eggs Rewards Celebration) and celebrates achievements (e.g. brilliant 'Oracy' skills, exceptional behaviour). Students are rewarded with a celebration event following mock exams, with a BBQ for students, parents/carers and staff. Students can gain weekly golden time by achieving 4's and 5's throughout the week for upholding these values in all respects of college life. Golden time allows students to leave one hour early on a Friday. Students who consistently gained weekly golden time are praised further and rewarded. Students confirmed they gain golden time points which, if outstanding, results in being permitted to leave one hour early on a Friday. Students state the college holds an end of term awards celebration which celebrates attendance and behaviour. Students are rewarded stars (bronze, silver or gold) for positive good behaviour. The setting promotes an ethos of positive self-management of behaviour, engagement and emotions. Jasmine Chapple has attended Progeny CPD - A whole school approach to supporting emotional health and wellbeing across school communities. Students are regularly praised for consistent positive behaviour and achievement and are encouraged to share achievements and awards gained outside college. These achievements are also recognised and celebrated in the weekly Principals blog. Year 10 students took part in a Professional Development Day with all staff, looking at and reviewing the UTC Plymouth values *Discipline, Respect, Professionalism, Resilience, Dedication*) and what they really mean to everyone. Also reviewed was the college rewards and sanctions policy. All students have an Industry Mentor (adult could be from an outside agency linked to the college e.g. royal navy) who supports the student to make positive choices. The choice of mentor can be targeted for the student.

DEVELOPMENT OPPORTUNITIES:

N/A

17. How does the setting utilise the **expressive arts and therapeutic activity to support wellbeing**?

EVIDENCE:

The setting promotes engagement, participation and wellbeing through a range of expressive and therapeutic activities (structured, reactive and targeted). The college strives to improve students' lives physically and mentally and are currently in the process of introducing music and art as part of the curriculum for all students. Photographs of students working and studying are displayed throughout the college. The college took part in and celebrated 'World Book Day'. The setting celebrates artistic expression and encourages group and individual expressive performance to support wellbeing. Informal guitar playing takes place during break and lunchtimes. At Christmas students and staff play guitars and keyboards and sing Christmas karaoke songs.

DEVELOPMENT OPPORTUNITIES:

N/A

18. How does the setting provide a **safe and equitable environment** that aims to **prevent all forms of bullying or violence** (and actively work to combat stigma and discrimination)?

EVIDENCE:

The setting has policies that support equality, prevent bullying and challenge discrimination. An Anti-bullying Policy is in place and available on the College website (April 2013). The college states that *'We all have different tolerance levels but, as a college, we try to ensure that all students understand that we all have different needs at different times of our lives.'* The college also has a UTC - Harassment and Anti-

Bullying Policy (last reviewed – March 2017) that is displayed on it's web-site. These two policies appear to have been superseded by a 'Reach South Academy Trust' Harassment and Anti-Bullying Policy (last reviewed – June 2019), not yet available on the college's web-site, which combines the college's policy regarding staff and students.

The setting undertakes activities that raise awareness of equality, challenge prejudice and encourage positive relationships, working with C&YP to create an equitable learning environment. Anti-bullying is explored with all students throughout the curriculum. This includes regular teacher/class discussions during 'Oracy' sessions. Staff teach students what constitutes bullying and each morning students are reminded to be respectful to staff and peers. The college took part in Anti-bullying week with information advertised in the weekly Principals Blog. Students are spoken to on a one to one basis if the need arises, to remind students that bullying is not tolerated in the college (parents/carers are invited in if an incident of bullying takes place). Students report that they can go to any member of staff to discuss bullying issues and if an incident of bullying takes place, those involved are brought together for mediation immediately.

DEVELOPMENT OPPORTUNITIES:

- ***The college's Anti-Bullying Policy (on the school web-site) is rather old and also refers to Primary pupils, thus would benefit from review. This can now be replaced with the newer 'Reach South Academy Trust –Harassment and Anti-Bullying' Policy.***

19. How does the setting **actively express the 2010 Equality Act** (regarding its inclusive ethos and policies)?

EVIDENCE:

The settings relevant policies express the requirements of the 2010 Equality Act. The college's Equality Statement and Objectives (last reviewed - Nov 2014) are available on the College website. An ethos of equality and equity is expressed throughout the College and understood by all. Through the curriculum students learn about equality and difference (e.g. *Discussions about LGBT and diversity take place during 'Oracy' sessions*). Jasmin Chapple has completed training on Non-Binary Awareness, LGBT and Gender Stereotyping. All members of staff have received CPD on Non-Binary Awareness. The college has gender neutral student toilets. Students report that the college is a supportive and equal place to learn. Staff and students communicate respectfully to each other on a first name basis and adhere to the same dress code. College rules apply to both staff and students (e.g. one sugar sachet per hot drink, one milkshake per day).

DEVELOPMENT OPPORTUNITIES:

- ***Please insert '2010' regarding the Equality Act, referred to on page 1, Objectives section.***

20. How does the setting **work with other agencies and parent/carers etc. to support wellbeing?**

EVIDENCE:

The setting develops partnerships with supporting agencies to support the wellbeing and development of its children and young people. Jasmin Chapple (SENCO, INCO, Student Support and Inclusion Coordinator) is available in college daily. Student Support (including Jasmin and Mike) work together in supporting students, parents and carers. Partner that support the college include KOOTH, Young Devon, SHARP and The Zone (From the Zone, Jasmine Chapple has attended Progeny CPD - A whole school approach to supporting emotional health and wellbeing across school communities). Students recently received a KOOTH student briefing. The setting furnishes strong relationships with parents and carers to support the wellbeing of its children and young people. Relationships between staff and students is strong and mutually respectful. Students are able to approach staff for support and guidance at any time. The college holds regular parents evenings and open evenings where the Student Support team are in attendance to provide support if required. The Head Teacher shares her weekly blog online and letters are sent home containing specific information. The college has a well populated and easy to navigate website with various signposting to support organisations.

DEVELOPMENT OPPORTUNITIES:

N/A

21. How does the setting **encourage prompt and full attendance?**

EVIDENCE:

The setting employs a range of strategies to encourage prompt and full attendance. Student Attendance and Absence guidelines are in place and available on College website. Information includes (*how to log absence, absence for what?*). Informal discussions between staff and students take place reiterating the importance of attending college and that being late has consequences. At the end of each term students can gain awards for good attendance. Attendance forms part of the 'Home UTC Plymouth Agreement'.

DEVELOPMENT OPPORTUNITIES:

N/A

THEME THREE: PSHE, SMSC, RSE(H) & RISK TAKING BEHAVIOURS

DELIVERY & PROGRESSION IN PSHE, SMSC & RSE(H)

THE SETTING HAS PROGRESSIVE PSHE RELATED PROGRAMMES WHICH MEET THE CHANGING NEEDS OF ITS C&YP.

22. How does the setting's wellbeing related **policies and leadership drive the development of PSHE, SMSC and RSE(H)?**

EVIDENCE:

The setting's policies that influence and support wellbeing are in place, describing provision, support, incident management and education content/strategies. PSHE is fully embedded throughout the college curriculum and is delivered predominantly during 'Oracy' sessions (delivered by all members of staff). The UTC -Sex and Relationships Education Policy is in place and on the college website (last reviewed – March 2017). This policy appears to be superseded by the 'Reach South Academy Trust – Sex and Relationships Policy (last reviewed – May 2019). The college employs The Zone to deliver lessons in relationships and sex education. Including positive relationships and sex education, condoms, consent and the law, relationships safety, what is positive what is negative, domestic violence, porn, STI's and Coercive behaviours. Guests are invited in (on a Friday) on a planned and reactive basis to deliver lessons for targeted areas. The college has developed a PSHE calendar and PSHE is discussed in briefing time with all students.

DEVELOPMENT OPPORTUNITIES:

- **To make available the 'Reach South Academy Trust Sex and Relationships' Policy on the college's web-site and to review the policy, to express Government Guidance within the Relationships Education, - Relationships and Sex Education (RSE) and Health Education – Statutory Guidance – DfE 2019.**

Note: Relationships Education, Relationships and Sex Education (RSE) and Health Education – Extract: "The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges⁷, although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE."

23. How does the setting provide a **planned and progressive PSHE/SMSC programme of learning** - linking into and permeating throughout the whole College curriculum (What is covered within these programmes, including the setting's Statutory Relationships, Sex and Health Education provision), expressing the Ten principles of Good PSHE Education (PSHE Association - <https://www.pshe-association.org.uk/curriculum-and-resources/resources/ten-principles-effective-pshe-education>).?

EVIDENCE:

The setting has a planned and progressive PSHE / SMSC programme. The PSHE programme is reactive to the needs for its students and works to deliver a cross-curricular dimension to the delivery of PSHE/SMSC. PSHE is fully embedded throughout the college curriculum and is delivered predominantly during 'Oracy' sessions (delivered by all members of staff). SMSC is delivered within a whole college approach giving students a variety of experiences through 'Oracy' sessions and pastoral activity (e.g. *Diversity briefing, in our community briefing*). Assemblies support the delivery of SMSC/PSHE and British Values, allowing student's time to reflect on issues facing their ever changing world. The current KS4 curriculum includes: *daily briefing, PSHE including ethics, personal safety, careers, financial education, healthy living and Oracy, combined cadet force including outdoor activities, first aid, British values and leadership*. The setting has a good understanding of the needs of its children and young people and continually develop their PSHE/SMSC curriculum. Example PSHE curriculum - PSHE/SMSC/SRE/BV (e.g. *Respect one another, Wellbeing and life skills, Personal safety, Anti-bullying, Online safety, Positive relationships, Healthy Body/Healthy Mind*). The college welcomes a wide range of visitors to enrich the curriculum (e.g. Stephen Seki, Royal Navy, Rittal, Wrigley's, Fire Department and Police).

DEVELOPMENT OPPORTUNITIES:

N/A

24. How is the **PSHE/RSE(H)/SMSC programme tailored to meet the needs of the setting's children and young people** (how does the College ensure progression through **Baselining, Assessment for Learning and Assessment of Learning**)?

EVIDENCE:

The settings PSHE/SMSC programme is flexible and meets the needs of its children and young people, through continual development informed by insight (Consultation). Students are undertake a 'visible learning journey'. PSHE is fully embedded throughout the college curriculum and is delivered predominantly during 'Oracy' sessions (delivered by all members of staff).

DEVELOPMENT OPPORTUNITIES:

- **To make available the 'Reach South Academy Trust Sex and Relationships' Policy on the college's web-site and to review the policy, to express Government Guidance within the Relationships Education, - Relationships and Sex Education (RSE) and Health Education – Statutory Guidance – DfE 2019.**

Note: Relationships Education, Relationships and Sex Education (RSE) and Health Education – Extract: "The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges⁷, although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE."

25. How does the setting provide opportunities for children and young people to **develop and maintain a variety of healthy relationships, within a range of social/cultural contexts**, understand and recognise positive and negative aspects of relationships / friendships (including an age related understanding of various abusive behaviours/acts e.g. abuse, child sexual exploitation, neglect, F.G.M. etc.)?

EVIDENCE:

Through its R.S.E. curriculum the setting provides opportunities for children to develop positive relationships and recognise and develop resilience regarding negative relationships, in a range of social/cultural contexts. The college PSHE curriculum demonstrates progression and coverage of RSE(H) related learning. Through the curriculum students learn about healthy relationships and how to maintain positive relationships (e.g. *Families; Respectful relationships including friendships; Being safe; Intimate and sexual relationships including sexual health*). Learning is built on, in classroom sessions and through informal discussion. Students and staff have formed positive, respectful relationships where mutual respect is given. Staff lead by example and communicate with students in the same way as with other members of staff.

DEVELOPMENT OPPORTUNITIES:

- **To make available the 'Reach South Academy Trust Sex and Relationships' Policy on the college's web-site and to review the policy, to express Government Guidance within the Relationships Education, - Relationships and Sex Education (RSE) and Health Education – Statutory Guidance – DfE 2019.**

Note: Relationships Education, Relationships and Sex Education (RSE) and Health Education – Extract: "The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges⁷, although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE."

RISK TAKING BEHAVIOURS

THE SETTING PROVIDES OPPORTUNITIES FOR C&YP TO DEVELOP RELEVANT RISK MANAGEMENT AND LIFE SKILLS.

26. How do children and young people develop their understanding of the range of **influences on their own, and others, decision making**

EVIDENCE:

The college provides opportunities for students to explore and understand a range of influences on their behaviour and decision making during 'Oracy' sessions and informal discussions. Staff are reactive to risk management and respond accordingly (e.g. Reactive discussion around safety on train tracks in reaction to an incident of someone being seen walking on nearby tracks (not from the college).

DEVELOPMENT OPPORTUNITIES:

- **To provide further opportunities for pupils to explore peer influence through the college's curriculum.**

27. How are children and young people given opportunities to explore and **manage age appropriate, potential risks**?

EVIDENCE:

The setting provides opportunities for children and young people to explore and manage a range of potential risks (for example within the curriculum students learn about safety in the engineering lab). Students participate in a range of learning activities through the curriculum including working within a variety of locations and engineering environments experiencing real working conditions. Students learn to use equipment and tools safely (e.g. building furniture for the college out of reclaimed crates and pallets). Lab safety rules are displayed on the wall including First Aider information. Non-residential trips include Plymouth food bank, BTEC industry visit (Year 12), CFF students visited Heles College, HMS Raleigh in Cornwall (Year 10), CCF Visit to Britannia Royal Naval College in Dartmouth, Plymouth University (Year 10) and Devonport Dockyard (Year 10 and Year 12). Residential trips include a Year 10 visit to Portsmouth to stay on-board HMS Bristol and a visit to La Rochelle.

DEVELOPMENT OPPORTUNITIES:

N/A

28. How are children and young people given opportunities to **manage emergency situations** (e.g. How to make a clear and efficient **call to emergency services**, if necessary? The concepts of **basic first-aid**, for example dealing with common injuries, including head injuries and **basic life-saving skills**)?

EVIDENCE:

The setting provides opportunities for children and young people to develop confidence in personal risk management of emergency situations and basic life-saving skills. The Combined Cadet Force crew undertook their swimming tests at HMS Drake in Devonport. The cadets were required to swim two full lengths of the pool and then tread water for a full three minutes. The local Fire Service ran a session looking at driving and road safety and staged a pretend crash and rescue situation.

DEVELOPMENT OPPORTUNITIES:

- ***To consider providing further opportunities to develop basic life-saving skills.***

29. How does the setting provide opportunities for pupils / students to explore the consequences and make informed decisions regarding the taking of **legal and illegal substances**?

EVIDENCE:

The setting provides a range of age specific opportunities to explore the consequences of the misuse of drugs. There is a UTC Drugs Policy (including medical, alcohol and Smoking) in place and available on College website (last reviewed – March 2017). This appears to be superseded by at 'Reach South Academy Trust' Drugs Policy (including medical, alcohol and smoking). Staff are aware of the procedures should illegal drugs be found on the premises. There are no smoking signs displayed on the entrance of the college building. The college has a Smoking Policy (last reviewed – April 2013), which not only states that the site is a no-smoking site but also indicated how students are supported if they disregarding this policy. Through the curriculum and drop down days students learning about (*Health, disease and medicines, the effects of alcohol and legal and non-legal drugs, county lines and consequences including criminal charges and prison*). Shane from SHARP delivered a session on the dangers of drugs and alcohol to students across the college. Targeted support from SHARP and referrals to Harbour can be arranged for students should the need arise. Students have strong relationships with staff and are comfortable to approach staff for advice and guidance. Students understand they can be bag searched at any time. A member of staff has recently attended Drug Education training provided by an outside agency. Students report that they have received lessons on illegal drugs (including county lines, the dark web) and have had training from The Zone.

DEVELOPMENT OPPORTUNITIES:

- ***To replace the current UTC Drugs Policy with the Reach South Academy Trust Drugs Policy, within the school's web-site.***

30. How does the setting ensure its **children and young people develop digital resilience** (and that students have a good level of age specific, **online and social media safety awareness / skills**) and how does the College ensure its **own procedures manage the safety of its students and staff**?

EVIDENCE:

The setting ensures that children and young people develop digital resilience and understand who to keep themselves safe on-line. Each student is issued with their own personal Chrome Book which they are allowed to use in college and at home. The use of the Chrome Books are monitored by staff. Students received learning opportunities regarding Internet safety, social media and wellbeing (and recently had a demonstration to show how pictures uploaded online remain online even after being removed by the

publisher. The college took part in a recent E-Safety Day. The setting has procedures and policies in place that manage the use of I.T. and keep children and young people safe. The college's ICT Suite is designed and set to allow the class teacher to view all screens, at once. The IT Teacher receives notifications from the setting's IT system, when inappropriate searches are made from PC's and chrome books. The College has an E-Safety Policy in place (last reviewed – April 2015) and available on their website, however this policy has been superseded by a Reach South Academy Trust E-Safety Policy (last reviewed – June 2019). The college has an IT Acceptable Use policy (2014) available on College website. The policy states it 'Provides info on security and privacy (i.e. don't send personal info, password work, don't send images), internet use (i.e. educational purposes only, only suitable material, people on internet not always who they seem), email use (polite, not aggressive, if violent, racist, dangerous email received report it)'. The setting also have a Mobile Phones Policy in place and available on the web-site (last reviewed – April 2015). There is a recently appointed a teacher whose role is to manage social media and e-safety throughout the college. Students report that they are taught to stay safe online through various means (e.g. quizzes on e-safety and cyberbullying). Students confirmed that the college WiFi is restricted and certain sites are blocked.

DEVELOPMENT OPPORTUNITIES:

- **To consider undertaking a 360° review. Please contact Simon Wainwright for further information (simon.wainwright@plymouth.gov.uk).**
- **To update the college's web-site to include the Reach South Academy Trust E-Safety Policy.**

31. How does the setting ensure that children and young people have a good level of (age specific) **road safety awareness / skills**?

EVIDENCE:

The setting provides age specific opportunities to develop road safety skills, for pedestrians, vulnerable road users and emerging drivers (through the college's curriculum and via discussions during 'Oracy' sessions (e.g. *Road Safety; behaviour for driving, dangerous driving and anger management on the road*). Students received a visit from Devon and Somerset Fire & Rescue Service who worked with sixth form students on driver safety. The Fire Service set up a staged crash which included fire engines and a person rescued from a crashed car. Drink driving was discussed during the session. On the first day of college students are collected from and escorted back to the train station. Behaviour on the way to the station and at the station is monitored by staff. The college has a one way system for vehicles and CCTV is positioned throughout the College site. Students reported they have received discussions around road safety from the Deputy Head Teacher and Mike Bluett. Mike Hall facilitated a 'learn to drive' discussion which focused on anger management on the road.

DEVELOPMENT OPPORTUNITIES:

N/A

32. What opportunities are in place for children and young people to explore the drivers and consequences of **crime, anti-social behaviour, gang related crime, use of weapons and violence**?

EVIDENCE:

Through the college's curriculum and via focus days, students learning about (*Crime, anti-social behaviour, country lines and knife crime*).

DEVELOPMENT OPPORTUNITIES:

N/A

33. How does the setting provide opportunities for children and young people to **develop life-skills** (e.g. **responsibility, leadership, parenting, hazards in the home**)?

EVIDENCE:

The setting provides opportunities for children and young people to take on various responsibilities and leadership roles and explore and develop a wide range of life skills. The college encourages students to join the College Council where students deliver their manifesto and are elected by their peers and staff to make real decisions with real impact on the life of students in the college. A student from the Combined Cadets attended HMS Raleigh and completed and undertook a Junior Leadership Course with other students from across the country. Students take part in the Employer Mentoring programme and recently worked with their mentors to look at a job applications and employability skills, including how to apply for employment. The college invites visitors in to provide students with information on staying safe (e.g. Fire Safety Team talked about road safety).

DEVELOPMENT OPPORTUNITIES:

N/A

ECONOMIC WELLBEING

THE SETTING DEVELOPS ECONOMIC WELLBEING AND INSPIRES POSITIVE PROGRESSION INTO ADULT LIFE.

34. How does the setting provide opportunities for children and young people to learn about the **management of money and the world of work** (including financial literacy, enterprise, economic and business understanding, employability skills, value for money, wages and the Government's use of resources)?

EVIDENCE:

The setting provides opportunities for children and young people to develop their understanding of money and the world of work (including taking part in raising money for charity, Bowel Cancer Southwest, Children in Need, Macmillan Cancer Relief, Water Aid and Plymouth Food Bank). Through the curriculum ('Oracy' sessions and visiting expertise) students learn about bank accounts, debt, credit history, shared ownership, mortgages, Help-to-buy schemes and have discussions around tax. Visitors are invited in to compliment the curriculum (e.g. Barclays providing financial advice, Next Steps Southwest targeting students to discuss university packages, Santander lead a two hour session on financial sessions, Money Skill Lessons and Stephen Seki visited the college to talk about financial situations across the world). Sixth form students have received an 'understanding money' session which looked at saving ideas to help to pay for driving lessons. The college is signed up to 'Young Money' and state their aim is to *'ensure all students realise their ambitions in engineering whilst paying careful attention to preparing young people for their financial future in both work and life'*.

DEVELOPMENT OPPORTUNITIES:

N/A

35. How does the setting **support students progression to further education**, vocational development and **employment**, encouraging aspiration and achievement?

EVIDENCE:

The college demonstrates an ethos that promotes and supports aspiration and progress. The college has links with various industry organisations across the City (including Rittal, Princess Yachts, Royal Navy, Devonport Dockyard and Plymouth Manufactures Group - PMG). The College welcomes guests into the College to enrich the curriculum (e.g. Field Gun No 1 trainer, WO1 Andy Welch; Visit from Institute of Civil Engineers (ICE), Princess Yachts, Oceansgate, Marine Business Technology Centre and Stephen Seki). Peter Bragg from the Royal Navy is the college Careers and Employer Engagement Lead. Mr Bragg leads a variety of activities for students to broaden their aspirations and understanding of employment. For example Year 13 BTEC students visited the UK Universities and an Apprenticeship Fair at Ashton Gate Stadium in Bristol. The College Employer/Industry Mentoring programme links students with a mentors working in the engineering industry, providing support, guidance and opportunities to experience real work situations. Students gain knowledge of how to behave within the industry, CV and job applications and how to prepare for future careers. Year 10 students recently visited the University of Plymouth's Science and Technology showcase where they had the opportunity to get a flavour of University life by attending lectures followed by engaging in a variety of interactive STEM activities. The college hosted the 'Fourth Annual Employer Breakfast' as Industry and higher education professionals set up shop at UTC Plymouth which is a good networking opportunity for the students. The college took part in the annual 'Employability Month' and have gained many industry awards (e.g. The Eight Gatsby Benchmarks of Good Career Guidance, the STEM challenge gold in Portsmouth, The Big Bang Competition and the Employer Engagement Award Silver). A student recently achieved an Innovation Award as part of the Engineering Education Scheme. The College holds a UTC Plymouth Job Shop every Tuesday which provides students with career advice. The Employability Skills programme targets students who are expected to achieve lower grades at GCSE. Year 10 and 12 students have recently completed work experience placements. The college welcomes visits from past students who share updates with staff and current students on how they are getting on in their training and careers. The college displays an abundance of aspirational and career information throughout the site including Women in STEM posters, Giants of Science poster, 10 reasons to be a scientist poster, UTC Plymouth Sports Hall of Fame, Tomorrows Engineers and Target careers information, Construction information, University and apprenticeship information and Year 11 girls in Engineering Pathway information. The Pearson' Film crew visited the college to film part of their national campaign on attracting more girls into STEM qualifications. The female students showcased their amazing contributions to college life and the wider community. Sixth Form students can gain a leadership award for supporting their peers.

DEVELOPMENT OPPORTUNITIES:

N/A

THEME FOUR: INTERACTING WITH THE WORLD AROUND US

CITIZENSHIP AND STUDENT VOICE

THE SETTING DEVELOPS C&YP'S KNOWLEDGE, SKILLS AND UNDERSTANDING TO PLAY A FULL PART IN SOCIETY AS ACTIVE AND RESPONSIBLE CITIZENS.

36. How are children and young people consulted, given the opportunity to express their own views and how do they make a positive contribution?

EVIDENCE:

The setting provides opportunity for children to contribute and demonstrate their voice, by running an active College Council (Student Leadership Improvement Group) where members are elected by their peers and staff. College Council meet every Thursday and is made up of students from all year groups. The College is part of the Vote for Colleges Scheme, a resource which provides a weekly Vote-Pack with resources for SMSC, British Values, Prevent, Pupil Voice and supports PSHE and Citizenship teaching. Students attended the Plymouth City Youth Parliament where the students voted for their favoured priorities across the City (which were Mental Health Awareness, ending knife crime, suicide prevention and recycling). Children and young people have opportunities to make meaningful contributions in college. Student's voice is acted upon (e.g. healthy changes to canteen menu). Year 10 students recently took part in a Professional Development Day with all staff. During the day staff and students looked at the UTC Plymouth values, and also college rewards and sanctions. Students have received a Student Survey asking for their views on their experience at the college and a separate survey from the college chef asking for feedback and ideas for the canteen menu. Students reported that their views and opinions are listened to and taken seriously by staff. Students requested changes to the menu which were implemented immediately (and requested to wear combat shorts, which was approved by the college).

DEVELOPMENT OPPORTUNITIES:

N/A

37. How are children and young people given the opportunity to **explore and understand 'Modern British Values'**, within the context of their College and the wider community (democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) and develop own understanding of in modern life?

EVIDENCE:

The setting provide opportunities to explore and understand Modern British Values, that permeate through the curriculum and wider College provision (e.g. Remembrance Day celebration, Remembrance Parade in Devonport Park). Other examples include the College Council, attending the Plymouth City Youth Parliament Assembly and Voting session. A British Values Statement in place and available on College website. Staff and students are on first name terms and there is mutual respect between all those within the college. Through the curriculum students learn about online grooming, PREVENT and county lines. Staff have received a range of CPD to support their teaching of Modern British Values. Training includes PREVENT and Police training on range of relevant issues. Staff are aware of students who could be vulnerable and the signs to look out for regarding potential radicalisation and grooming). Students can gain weekly golden time by achieving 4's and 5's throughout the week for upholding UTC Plymouth values in all respects of college life. Golden time allows students to leave one hour early on a Friday.

DEVELOPMENT OPPORTUNITIES:

N/A

38. How are children and young people provided with opportunities to **debate, develop empathy, pluralistic and critical thinking skills**, to further interrogate historical, immediate and developing issues in own lives and apply learning to wider issues?

EVIDENCE:

Children are given opportunities develop their thinking and decision making skills, through various activities and apply these skills in their own lives and when approaching wider issues. Through 'Oracy' sessions and informal discussions, students have the opportunity to explore and debate issues that arise in the UK e.g. issues affecting the country including the Government, recent bombings etc. The setting has an active College Council who hold regular meetings where pupils have the opportunity to discuss and debate with their peers and College staff. Strong, respectful relationships between staff and students enable students to be able to comfortably discuss any topic with a member of staff.

DEVELOPMENT OPPORTUNITIES:

- ***To consider introducing further opportunities to develop critical thinking skills and debating activities.***

GLOBAL CITIZENSHIP

THE SETTING PROVIDES OPPORTUNITIES FOR C&YP TO LEARN ABOUT AND UNDERSTAND THE WORLD AROUND THEM.

39. How are children and young people given opportunities to **understand and interact with the world around them**, including other parts of the world, **other cultures, faiths, beliefs and viewpoints**?

EVIDENCE:

The setting provides a range of opportunities to learn about and understand the world around them. The college website is viewable in many choices of languages. The College provides opportunities for students to learn about and celebrate other countries and the world around us through the curriculum (e.g. *themed taster days, discussion during 'Oracy' sessions*). The College welcomed Stephen Seki who ran a workshop to compliment the curriculum. The College has achieved the International College Award 'Intermediate' and has links with a College in Lycée Romsay, La Rochelle, France. Mutual exchange visits have taken place. The college is part of Camps International and support pupils in Peru.

DEVELOPMENT OPPORTUNITIES:

N/A

ENVIRONMENTAL CITIZENSHIP

THE SETTING PROVIDES OPPORTUNITIES FOR C&YP TO UNDERSTAND THE IMPACT OF HUMAN LIFE ON THE PLANET.

40. How do children and young people **develop an understanding about their individual and collective impacts on the environment** (How does **the College**, through its provision, procedures and ethos)?

EVIDENCE:

The setting ensures that its children and young people understand the impact of human life on their own and wider environment. Through the curriculum students learn about land and marine eco-systems and environmental protection. Students received a briefing from Plymouth Marine Labs (they presented a session focusing on: *Plastic product life-cycles and the impact on marine ecosystems, food webs and subsequently micro-plastics in our food*). Surfers Against Sewerage held an environmental assembly for all students. Students competed in the 'Green Power' Event. This charity encourages young people enthusiastic about science and engineering by challenging them to design, build and race an electric car. The setting employs measures to reduce its impact on the environment, modelling good practice regarding 'Reduce – Recycle – Reuse'. The college have sensor lights throughout the site and staff and students are verbally reminded to turn off PC's etc. There are solar panels installed with plans for further panels to be fitted shortly. Students have upcycled crates and pallets by designing and building furniture for outside use. The college models good practice throughout the building and outdoor areas (e.g. recycling bins are accessible throughout the college and the canteen is working towards becoming plastic free). The college displays a range of posters and information leaflets around the site (e.g. Coastal Plastic Waste and Recycle Smart).

DEVELOPMENT OPPORTUNITIES:

N/A

THEME FIVE: ADULT HEALTH AND WELLBEING

PARENT / CARER COMMUNICATION

THE SETTING ENCOURAGES PARENT / CARER ENGAGEMENT TO SUPPORT THEIR C&YP'S WELLBEING AND PROGRESS

41. What systems are in place to support parents / carers and **develop the College/parent/child triangular partnership?**

EVIDENCE:

The setting has in place measures to develop the College/parent/child partnership, to aid the development, wellbeing and achievement of each student. The 'Principals Blog' is uploaded weekly onto the college website (this displays a wealth of information including the celebration of pupil achievements and news of recent and upcoming events). Curriculum information is available to view in the college website along with a college calendar. There is a parents section on the college website providing information on support and guidance available (and sharing useful links). There is a dedicated Parent Meeting Room. Parents are invited to attend regular 'Parent Evenings' and meet with the college staff. Staff have one to one meetings with parents and students prior to the child starting at the college. The Colleges Twitter/Facebook pages are linked to college website. Live Chat is available on the website at certain times of the day. When off-line, parents can fill out a form and the College will get back to them as soon as they can. The College is a Dementia Friendly Site (and supports a child that has a parent with dementia - during parents evening staff cover mirrors and made black items brighter (improving the experience for dementia sufferers).

DEVELOPMENT OPPORTUNITIES:

- *To consider introducing a Parent Council to work with the college and College Council students and having an input on changes and improvements taking place throughout the college and local community.*

PROMOTING ADULT WELLBEING

THE SETTING PROMOTES HEALTH AND WELLBEING TO C&YPS' PARENTS AND CARERS.

42. How does the College actively **promote wellbeing and healthy lifestyles to its wider community?**

EVIDENCE:

The setting employs activities to promote wellbeing to its wider community. Jasmin Chapple and Mike (the Student Support Team), are available in college every day. The Student Support Team helps parents, carers and students in a variety of ways (e.g. behaviour, illness and travel). There is a parent section on the college website providing information and signposting. College office staff can be contacted via telephone, email, live chat on the website or parents/carers can drop into the college. The College has invited parents, carers and students into the college for an end of term BBQ and celebration.

DEVELOPMENT OPPORTUNITIES:

- *To consider the promotion of the 'ONE YOU' website <http://www.oneyoplymouth.co.uk/> for Parents and Carers.*

STAFF WELLBEING

THE SETTING SUPPORTS THE PHYSICAL, MENTAL AND EMOTIONAL HEALTH OF ITS STAFF.

43. How does the setting actively **promote wellbeing and healthy lifestyles to its staff** (supporting physical, emotional and mental health through its ethos, activities and procedures)?

EVIDENCE:

The setting's staff are supported well, regarding wellbeing and healthy lifestyles are promoted regularly. Staff are regularly praised and thanked in the Principals Weekly Blog. The Principal and SLT have an open door policy and welcome staff to talk to them about anything (work or personal) with the Principal always asking staff how they are. All staff attend a briefing every Monday and the college holds 'Wellbeing Friday' where all teachers are invited. Activities include a run with Pete and his dogs, rugby, football, LEGO, Xbox, computing or a walk around the local park. There are cycle storage facilities available. Students report that staff eat healthily and model good practice. The same rules apply for staff and students (e.g. one sugar sachet, no fast food). Staff talk to students about diets that could help specific illnesses. Students report that teachers take part in P.E. along with students. Some staff members smoke outside of College hours but never on or around the premises. The College advertises and promotes 'Mental Health 10-A-Day' and '10 Activities to make you happy'.

DEVELOPMENT OPPORTUNITIES:

- *To consider inviting CSSC representatives to promote their service to all College staff <https://www.cssc.co.uk/>*
- *To consider the promotion of 'ONEYOU' Website <https://oneyouplymouth.co.uk/> for staff.*

44. How does the setting **consult its staff to develop emotional and mental health** (e.g. communication, work/life balance, decision making, College improvement, facilities and personal development)?

EVIDENCE:

The setting employs regular consultation with its staff, leading to staff that feel valued, supported and positive. Staff are consulted with regards to changes that take place across the college and Reach Southwest MAT. Reach Southwest occupy offices within the college grounds. Staff decided as a whole to give up their staffroom for 6th form students however, there are good facilities for staff with access to unlimited tea/coffee and refreshments. Staff socialise outside work and all staff are invited to take part in Wellbeing Fridays where activities include running, football, LEGO, rugby, just dance and walking in the local park. Staff receive regular in-house and external training CPD opportunities (including recently; County Lines, PREVENT, Mental Health First Aid) and take part in joint drop down days with students. Staff recently attended training at the Royal Britannia Naval College in Dartmouth as part of the Combined Cadet Force Officer in Charge Training (CCF OIC). The College hires out it's hall to outside agencies and the community during evening hours. Money earned helps to fund improvements within the college and for students.

DEVELOPMENT OPPORTUNITIES:

N/A

**HCQM Criteria are used to aid development in all Colleges (Infant, Primary, Junior and Secondary phases) and interpreted appropriately by your HCQM Officers.*

CHILDREN AND YOUNG PEOPLE CONSULTATION QUESTIONS

HEALTHY FOOD

Q1. Are you consulted, regarding what is included in College dinners?

*Jess emails students about what they want on the menu.
Menu is individualised and chef will support dietary requirements and allergies.*

Q2. How does your College teach you about healthy eating choices and what are your opportunities to grow, prepare and cook healthy food?

*Restricted sugar, 1 milk shake per person, vegetarian option.
Visitor to assembly to talk about food, hygiene, health.
Calories displayed on canteen wall.
In 'Oracy' discuss health, improves brain function and helps you be ready to learn.*

Q3. Are there any aspects of College life that are less healthy (regarding food)?

*Fry up on Fridays (brunch).
Everything else pretty healthy.
Occasional pizza day.*

PHYSICAL ACTIVITY

Q4. What opportunities are there to engage in physical activity when in College (and how often do you take part)?

*Mike – PE teacher, PE Tuesday afternoon, Friday Wellbeing (PE).
After college clubs, rugby team, futsal.
CFF – map reading/physical (swim, shoot, boating)*

Q5. What physical activity is available after College and in holidays (and how do you know this)?

*Two week adventure trip – NCS.
We will probably get a letter after mocks about holiday activities.*

HEALTH

Q6. How does your College help you to understand and maintain your general health (oral health, sun safety, hygiene, vaccinations, sleep etc.)?

*Posters – soap/wash hands, leaflets on sun screen.
Rest/sleep info – when we started college, sleep routines discussed at induction.
If someone seems tired staff will talk to students.
One student was sleep deprived (self-inflicted) and was allowed a week off to recover.*

Q7. How are you cared for, and how do you help others when incidents/accidents happen (e.g. when you hurt yourself)?

*Leaflet home to care for yourself.
First aid kits around the college and in workshops.
Signposting.
Through EHL programme for engineering side includes basic first aid learning.
Taught risk management. COSHH H&S information on lab walls.
Staff have radios/walkie talkies.*

WELLBEING

Q8. How does your College support your emotional and mental health (and who provides this support)?

*Go to Jasmin, she can signpost.
Healthy bond with teachers.
Teachers know what is going on in students' lives.
You can go to anyone in the college.
Assemblies from KOOTH, young Devon, The Zone.*

Q9. How does the College congratulate/praise you on making positive choices or achievements?

*ELP points 1-5(outstanding).
Added up over week = golden time where you get to go home early.
End of term awards celebration for attendance and good behaviour.
Mentors for all students.
Time for information chats with teachers.*

PSHE

Q10. Is your College an equal and inclusive place to learn?

*Yes. E.g. call teachers by first name.
Teachers have same dress code as students and follow the same rules e.g. one sugar sachet per drink, respectful talking to each other.*

Q11. How does your College reduce bullying?

*Go to Jasmin or another teacher.
Explain, get the other pupil immediately and have a conversation (mediation).*

Q12. How does your College help you to remain safe (e.g. taking risks, road safety, drug & alcohol and negative behaviours)?

*Road safety – talk from Jasmin/Mike – common sense.
Drugs – Oracy – country lines, The Zone, assembly.
Simon talked about the dark web and gave warning.
College shares links to KOOTH, Young Devon.
After a threat to College, teachers walked pupils to the train and bus stop.*

Q13. How does your College use the natural environment to support learning?

*Recycle bins – information reminders and at induction.
Litter pickers.
Told about artificial environment – graffiti, where you work/live.*

Q14. How do you learn about positive relationships (and sex education)?

The Zone – every term.

Q15. How does your College help you to stay safe on-line?

Equipment – linked to Impero and monitored.

Restricted WiFi, sites blocked and no mobiles during day to mimic work day and encourage more social and talking.

Quizzes on cyberbullying.

Cyber safety day.

Simon led session that showed if you post a picture online it doesn't go away.

Q16. How does the College teach you about the management of money and your journey to adult life (including education, training and employment)?

Barclay's, UniFrog – online CV builder, Industry mentors (Babcock, MOD, Princess Yachts).

Banking work – how to read statements.

Working towards being interview ready.

CITIZENSHIP

Q17. How is your voice heard and taken seriously in your College?

Opinions are listened to by teachers.

Menu changed after consultation.

Student Council – asked for toast, new combat shorts for summer.

Q18. How does your College help you to understand and celebrate difference?

Not many pupils.

Trips to food bank to contribute.

Celebrated Chinese New Year.

Dementia Aware College (had assembly).

Q19. How does your College help you to understand your (and others) impact on the environment?

Talk about in science.

Alternative energy/renewable. I

n briefings/lessons – talk about what can happen in the environment.

Lights across building have sensors.

ADULT WELLBEING

Q20. How healthy are your teachers and why?

Range.

Teachers eat pretty healthy.

Not much chocolate.

Some teachers are on diets (Keto) and talk to pupils about the diet.

Teachers help students with diets what could help with illness.

Teachers do sports with pupils and are quite active in general.

Staff follow same rules as students (e.g. one sugar sachet per drink, no fast food on site).

Some teachers smoke outside College hours but never on site.