



# SAFEGUARDING POLICY

<b>Approval and oversight</b>
Governors (designated Lead Tina Pagett)
<b>Responsibility</b>
Principal
<b>Designated safeguarding lead</b>
Tim Clench (Vice Principal)
<b>Strategic monitoring of safeguarding procedures</b>
Cross UTC Safeguarding Team
<b>Operational management</b>
Teaching and support area leaders
<b>Implementation</b>
All staff

This version: 1.1

Originator: Gordon Aitken, Principal

First drafted: 28 February 2015

Approved by Governing Body: 16 March 2015

Signature of Clerk to Governors:

Signature of Principal

Record of minor variations with this version:

- (1) Section 7 and Appendix 1 updated on 8 May 2015 by the Principal to include links to latest versions of cited publications.
- (2) Appendix 2 updated on 8 May 2015 by the Principal to include contact details for the Social Care Team and the Local Authority Designated Officer for Allegations (LADO).
- (3) Statement of linkage to Policy 6 (Activities outside the UTC) added 8 May 2015.

Frequency of revision: Annual

Next due for revision: February 2016

## **1. Introduction**

South Wiltshire UTC is committed to prioritising and promoting safeguarding and protecting children, young people and vulnerable adults from harm. “Safeguarding” embraces both child protection and a preventative approach to keeping young people and vulnerable adults safe. A linked policy (P06) describes safeguarding in the specific context of activities outside the UTC.

Safeguarding in the context of this policy encompasses:

- student health and safety;
- preventing and dealing with abuse, bullying and harassment (including by use of electronic media);
- meeting the needs of those with medical conditions and providing first aid;
- security (including e-safety);
- safeguarding from drugs, substance and alcohol abuse; and
- all other reasonable actions that prevent students from immediate physical or emotional harm and promote behaviours that promote long-term promotion of physical and emotional well-being and that ensure optimum life chances.

South Wiltshire UTC has clearly defined responsibilities under the Children Act 1989 for students aged under 18. The UTC extends these responsibilities, within the scope of this policy, to students with learning difficulties, irrespective of age, if they are vulnerable to abuse as a result of their learning difficulty or where the UTC has accepted a responsibility for care.

This policy applies to all groups regardless of age, disability, gender (including transsexual), marital status, parental responsibilities, sexuality, race or religion and it is the duty of all staff, governors, students, visitors and contractors to follow it.

## **2. Aims**

The aims of this Policy are:

- to support the development of all students in ways that will foster security, confidence and independence;
- to provide an environment in which students feel safe, secure, valued and respected;
- to help students to feel confident, knowing how to approach staff within the UTC if they are in difficulties and believing they will be listened to;
- to raise the awareness of all staff of the need to safeguard young people and vulnerable adults and of their responsibilities in identifying and reporting possible cases of abuse;
- to provide a systematic means of monitoring young people and vulnerable adults known or thought to be at risk of harm and ensure that the UTC contributes to assessments of need and support packages for them;
- to emphasise the need for good communication between all members of staff and establish a structured procedure within the UTC followed by all members of the staff in cases of suspected abuse;
- to develop and promote effective working relationships with other agencies, especially the Local Authority, the Local Safeguarding Children Board, the Youth Offending Team, the Police and Social Care; and
- to ensure that all staff working within the UTC who have substantial access to children and vulnerable adults have been checked as to their suitability, including verification of their identity, qualifications, and a robust vetting policy aligned to the DBS process and supported by a single central record.

### **3. Key principles**

The following principles underpin all of our work with young people and vulnerable adults. Our approach will:

- be supported by safer recruitment processes including Disclosure & Barring Service (DBS) checks for all relevant staff including staff employed by agencies or sub-contractors (complying with the Code of Practice and explanatory Guide for Registered Persons and other recipients of Disclosure Information, issued by the DBS which requires employers to complete the DBS application for all employees who regularly come into contact with children and vulnerable adults);
- be student centred, actively involving students, their families and/or caring networks including early intervention strategies put in place as soon as possible using information shared as part of the transition process or flagged up on enrolment;
- support the achievement of best possible outcomes for students;
- be holistic in approach as a continuing process, not a set of events;
- be informed by evidence;
- promote equality of opportunity;
- be multi/inter-agency in approach, identifying actions that support the wider development of all students;
- encourage vigilance and pro-activity in identifying new risks to student safety; and
- be monitored to determine its impact on students' developmental progress.

The UTC premises will have tightly controlled access, with electronic swipe card entry for all students and DBS-screened staff. Approved visitors will be logged in at a single entry point and accompanied throughout their visit by a member of staff.

### **4. Helping students to keep themselves safe**

Students will be advised about UTC procedures in relation to safeguarding as part of their induction into the UTC. UTC documentation including the online Student Handbook will provide students with reminders about who to contact should they have a safeguarding concern.

Students will be advised about health and safety procedures to ensure that they know how to stay safe within:

- each area of the UTC environment;
- whilst undertaking practical activities;
- whilst undertaking activities and visits off-site; and
- when on placement.<sup>1</sup>

Students will be provided with guidelines about keeping themselves safe online as part of their induction into using the UTC's ICT network. In addition, the UTC's tutorial and personal development programme will encourage students to participate in activities and discussions designed to raise their awareness of issues and concerns that may impact on their ability to keep themselves safe.

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<sup>1</sup> For activities off-site including placements see P06 Safeguarding and Promoting the Health and Safety of Pupils on Activities Outside the UTC.

The tutorial and personal development programme will include, but not be limited to, discussion of threats, safe behaviour and the legal context in respect of:

- the development of character and values;
- online and communications activity;
- sexual understanding and activity (including sexual health, exploitation and the concept of consent);
- specific risks, for example female genital mutilation;
- drugs and alcohol awareness;
- domestic and relationship violence;
- crime;
- safe road usage;
- bullying;
- advocacy, self-advocacy and whistleblowing; and
- equality and diversity.

Discussion of these aspects will be appropriate to age and context and will take account of each student's level of understanding.

#### **5. Promoting the welfare of children, young people and adults at risk**

We recognise that because of the day to day contact with young people, staff are well placed to observe the outward signs of abuse. South Wiltshire UTC will therefore:

- make all staff aware through induction and ongoing training of their legal responsibilities to report specific concerns;
- establish and maintain an environment where students feel secure, are encouraged to talk, and believe they will be listened to;
- ensure that students know who they should approach if they are worried (either for themselves or a fellow student); and
- ensure through our tutorial programme and all relevant curriculum opportunities that students develop the skills they need to recognise, and stay safe from, abuse.

#### **6. Definitions of abuse and neglect**

Abuse is a form of maltreatment. A student may be abused or neglected by having harm inflicted on them or by a person failing to act to prevent harm. Students may indirectly or directly witness, or be subject to such forms of abuse.

The UTC recognises the following definitions with regard to abuse, neglect and harm:

- **Physical abuse** that may cause harm and may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may also include female genital mutilation (FGM) and the results of child sexual exploitation (CSE).
  - It may be done deliberately or recklessly or be the result of failure to prevent injury occurring.
  - It can also occur when a parent or carer fabricates the symptoms of ill health or deliberately causes ill health to the child, young person or vulnerable adult who they are looking after.
- **Emotional abuse** which is persistent emotional ill-treatment such as to cause severe and persistent adverse effects on emotional development.



- It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.
  - It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
  - It may feature age or developmental inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capacity as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
  - It may involve the deliberate manipulation of beliefs and perceptions in order to radicalise.
  - It may involve seeing or hearing the ill treatment of another.
  - It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
  - Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse** which involves a child, a young person, or vulnerable adult being allowed, forced or coerced into participating in or watching sexual activity (including online).
    - It is not necessary for the child to be aware that the activity is sexual and the apparent consent of the child is irrelevant.
    - This may involve physical contact including penetrative or non-penetrative acts.
    - It may involve non-contact activities such as involving children in looking at or in the production of pornographic material, watching sexual activities or encouraging children to behave in a sexually inappropriate way including grooming a child in preparation for abuse (in person or via the internet).
    - Sexual abuse may be perpetrated by any gender and by other children/vulnerable adults as well as by adults.
  - **Neglect** is the persistent or severe failure to meet basic physical or psychological needs in a manner likely to result in a physical impairment of the individual's health or emotional well-being.
    - It may involve a failure to provide adequate food, clothing or shelter, failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment.
    - A child going missing from education (failing to attend with no reason given) is a potential indicator of neglect or abuse especially on repeat occasions.

UTC staff should take proactive steps to report their concerns if they observe or are made aware of any evidence of abuse or neglect or if a student displays a sudden or significant change in their behaviour. Perceived confidentiality is not a reason to prevent proactivity.

The UTC will actively encourage good communication links with all relevant partner agencies and where specific safeguarding issues arise, expert and professional organisations will be contacted to provide up to date guidance and practical support.

These agencies will include, but not be limited to, relevant police and local authority services, the NSPCC (whose advice can be obtained on [www.nspcc.org.uk](http://www.nspcc.org.uk)) and recognised expert charitable bodies.

## **7. Raising staff awareness**

South Wiltshire UTC is committed to providing suitable and adequate information for staff on issues relating to safeguarding including, but not limited to, the recognition of abuse and

neglect. This information will be provided through staff induction, staff development sessions, personal advice and the provision of hard copy and online guidelines. All staff should familiarise themselves with recent guidance contained in [Keeping Children Safe in Education \(2015\)](#) and [What to do if you are worried a child is being abused \(2015\)](#).

Staff will be expected to recognise, understand and know how to respond to, signs of any of the following (and other issues that may be judged from time to time to threaten student safety):

- bullying including cyberbullying;
- child sexual exploitation;
- domestic violence and relationship abuse (including teenage relationship abuse);
- drug, alcohol and substance abuse including legal products likely to impact adversely on health and well-being;
- fabricated or induced illness;
- faith abuse;
- female genital mutilation;
- forced marriage;
- gang activity and youth violence;
- gender-based violence;
- homophobia;
- mental health abuse;
- issues arising from private fostering (as defined by the Children Act 1989);
- racism and racially motivated abuse;
- radicalisation;
- self-harm including self-neglect;
- sexting including the retention and malicious transmission of personal images; and
- trafficking and forced relocation.

We acknowledge that within a policy of pro-active intervention physical interventions may be required where a student, staff member or visitor may be at risk (including from self-harm). We will ensure that staff recognise that physical intervention of a nature that causes injury or distress could lead to disciplinary procedures or vulnerability to civil or criminal action.

## **8. Student behaviour**

South Wiltshire UTC recognises that young people/vulnerable adults who are abused or witness abuse may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. The UTC may be the only stable, secure and predictable element in the lives of young people at risk but the impact of external issues may lead to them presenting difficult or challenging behaviour at the UTC including behaviour that may be defiant or withdrawn.

Staff at the UTC will endeavour to support the young person by:

- exploring the causes of challenging behaviour;
- engaging in dialogue with the young person using the UTC's values-based personal development programme and the Behaviour Policy;
- ensuring that the UTC ethos promotes a positive, supportive and secure environment and gives students a sense of being valued;
- liaising proactively with other agencies that either work with the student or provide support that could assist the student; and

- regularly monitoring and considering statutory policies and guidelines from Government agencies and charities relevant to safeguarding and promotion of the safeguarding and well-being of young people.

## **9. Confidentiality**

We recognise that all matters relating to child protection need to be handled sensitively but confidentiality cannot be promised in all circumstances. All staff will be made aware that they have a professional responsibility to share information with other agencies in order to safeguard children, young people and vulnerable adults and cannot promise a young person to keep secrets that might compromise the young person's safety or wellbeing or that of others who may be at risk.

The Designated Safeguarding Lead, (DSL) will disclose any sensitive or personal information about a student to other members of staff on a 'need to know' basis only. The UTC undertakes to share any intention to refer a young person to Social Care with their parent/carers unless to do so could put the young person at greater risk of harm, or impede a criminal investigation.

## **10. Supporting staff**

We recognise that staff working in the UTC who support a young person who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and/or their immediate line manager, and to seek further support as appropriate.

## **11. Students who may pose a risk**

Where a student's history indicates that they may pose a risk to other students/staff, a risk assessment will be undertaken by appropriate professionals. This will establish whether the UTC is an appropriate environment for that person, and if so, what arrangements can be put in place to support that person to ensure their safety and that of others. This will usually be undertaken at a Safeguarding Team meeting who will have the responsibility to engage professional advice, as deemed appropriate given the profile of the individual concerned.

## APPENDICES

### APPENDIX 1. Policy Framework

This policy has been developed in accordance with the principles established by:

- the Academies Acts 2010 and 2011;
- the Children Acts 1989 and 2004;
- the Education Act 2002; and
- the Counter-Terrorism and Security Act 2015.

It has also been designed in line with the following publications:

- Safeguarding Children and Young People (2014);
- Working Together to Safeguard Children (2015);
- Framework for the Assessment of Children in Need and their Families (2000);
- What to do if you are Worried a Child is Being Abused (2015);
- Keeping children safe in education (2015);
- Information Sharing (2015); and
- Wiltshire Safeguarding Children Board (WSCB) safeguarding procedures.

The UTC undertakes to adhere to the principles and practices of the [Common Assessment Framework](#) (termed 'Early Help' and 'Signs of Safety' 2014) when referring students in need of multi-agency support.

The Children Act 1989 defines a child as a person under the age of 18 years. The UTC works with students from the age of 14 years. A vulnerable adult is defined (under the Protection of Vulnerable Adults Regulations 2002) as:

“A person aged 18 or over who is receiving services of a type listed ... below and in consequence of a condition of a type listed ... below has a disability of a type listed ... below.”

The services are:

- (a) accommodation and nursing or personal care in a care home;
- (b) personal care or nursing or support to live independently in his/her home;
- (c) any services provided by an independent hospital, independent clinic, independent medical agency or National Health Service body;
- (d) social care services; or
- (e) any services provided in an establishment catering for a person with learning difficulties.

The conditions are:

- (a) a learning or physical disability;
- (b) a physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs; or
- (c) a reduction in physical or mental capacity.

The disabilities are:

- (a) a dependency upon others in the performance of, or a requirement for assistance in the performance of, basic physical functions;
- (b) severe impairment in the ability to communicate with others; or
- (c) impairment in a person's ability to protect himself (herself) from assault, abuse or neglect.

## APPENDIX 2: Responsibilities

### Governing Body

The Governing Body of South Wiltshire UTC recognises that under section 175 of the Education Act 2002, it has a statutory duty to make arrangements to ensure all its functions are discharged with regard to safeguarding and promoting the welfare of young people. The Governing Body also recognises that the Local Authority and the Local Safeguarding Children Board has a statutory responsibility to monitor schools'/UTCs' compliance with the statutory guidance.

In order to ensure compliance with its duties under legislation, the Governing Body will nominate a Lead Governor for Safeguarding and Child/Vulnerable Adult Protection. The current Lead Governor is Dr Tina Pagett who can be contacted via the Clerk to Governors at [fionamlarkin2@gmail.com](mailto:fionamlarkin2@gmail.com). The Governing Body, through the Lead Governor will:

- ensure that South Wiltshire UTC has a safeguarding policy and procedures that are updated annually and satisfy statutory requirements;
- work with the Designated Safeguarding Lead (DSL) to ensure that, through regular updates and training, fellow governors have a clear understanding of their duties with regard to safeguarding;
- ensure that the Governing Body executes its duty to ensure that safeguarding policies, procedures and training at South Wiltshire UTC are effective and comply with the law at all times;
- monitor the arrangements by which the Board delegates operational responsibility to the Principal for the purpose of safeguarding and promoting the welfare of students at South Wiltshire UTC;
- give scrutiny to regular reports provided by the Safeguarding Committee and ensure that any deficiencies or weaknesses in safeguarding arrangements are rectified without delay;
- ensure that South Wiltshire UTC has a staff code of conduct that provides staff (including volunteers) with clear guidelines about expected behaviour and handling of allegations made against staff/volunteers; and
- ensure that the Governing body commits adequate resources to safeguarding.

The Chair of Governors will be responsible for liaising with partner agencies, as appropriate, in the event of any allegation of abuse being made against the Principal.

### The Principal

The Principal will ensure, through the Senior Leadership Team and the Safeguarding Team that:

- policies and procedures are fully implemented and followed by all staff;
- sufficient resources and time are allocated so that the DSL and other relevant staff can attend strategy discussions, inter-agency meetings, assessments etc. as appropriate;
- a culture of safeguarding is established in which staff feel able to raise concerns about poor/unsafe practices, addressing these sensitively and effectively in a timely manner in accordance with whistleblowing policies;
- safe recruitment is adhered to and checks on new staff and volunteers carried out; and
- cases are reported to the Disclosure and Barring Service (DBS) if a person ceases to work in an education setting and there are grounds for believing he/she may be unsuitable to work with children, or may have committed misconduct.

The Principal will ensure that a set of procedures is developed and regularly reviewed covering:

- safer recruitment and employment;
- DBS registration of staff including contractors/self-employed people;
- responding to an allegation/disclosure of abuse;
- responding to an allegation/disclosure against a member of staff;
- responding to an allegation/disclosure of bullying;
- responding to a concern regarding self-harm; and
- responding to concerns about risky behaviour including use of alcohol and drugs.

### **Designated Safeguarding Lead (DSL)**

The UTC will follow the guidelines set out by relevant Government agencies and the Wiltshire Safeguarding Children Board including the appointment of a Designated Safeguarding Lead (DSL). The DSL will be a Vice Principal nominated by the Principal and supported through appropriate training and development. The current nominee is [Tim Clench](#) (Vice Principal), whose deputy will be the UTC Special Educational Needs Co-ordinator (appointment pending). Their role will include:

- ensuring that all staff are aware of the Safeguarding Policy (and of linked policies relating to Radicalisation Prevention, Health and Safety and Activities outside the UTC) and their individual responsibility for the protection of children and vulnerable adults in their care and that they are aware of the name and the role of the DSL;
- arranging basic training for all staff in safeguarding issues, including what to do if they are worried about a child or vulnerable adult and how to respond to a child or vulnerable adult who tells them about abuse;
- ensuring systems are in place for necessary liaison with external agencies in respect of any student currently with a child protection plan;
- ensuring that the UTC records include accurate monitoring of all students about whom concerns have been expressed, whether or not these concerns lead to a child protection referral (these records will be held electronically in a secure drive, with access limited to the DSL and specifically identified staff with safeguarding responsibility);
- ensuring that records are kept confidentially and securely, separate from student records, until the young person's 25th birthday and are copied on to their next education provider when a young person leaves South Wiltshire UTC and progresses or transfers to an educational establishment;
- ensuring that clearance is received from the Disclosure and Barring Service (DBS) for all staff who may, in the course of their work, be alone with a student;
- ensuring, in conjunction with the Principal, that the UTC establishes and maintains effective links with relevant external agencies (including Social Services and the police) and contributes to inter-agency enquiries, child protection conferences;
- ensuring that this policy and other relevant information is easily available to all students, parents and relevant external agencies;
- referring cases of suspected abuse or allegations to the relevant investigating agencies;
- ensuring that child protection concerns or allegations against adults working in the UTC are referred to the local Social Care Team on 0300 4560108 (out of hours: 0845 6070 888) and/or the Local Authority Designated Officer for Allegations (LADO) on 01722 327551 for advice and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service for consideration for barring, following the conclusion of due procedures; and
- convening and chairing the Safeguarding Team.

### **Role of Safeguarding Team**

The Safeguarding Team will be chaired by the DSL and attended by the Principal and the Special Educational Needs Co-ordinator and will include such other members of staff as they deem appropriate. It will meet at least three times a year and be convened urgently if a serious safeguarding issue is identified. The role of the Safeguarding Team will be:

- to monitor the effectiveness of the Safeguarding Policy and its associated procedures and of linked policies relating to Radicalisation Prevention, Health and Safety and Activities outside the UTC;
- to provide regular updates to the Governing Body, via its designated lead governor, that update the UTC's safeguarding action plan and details numbers and types of incidents and concerns which have arisen;
- raise awareness of developments in safeguarding good practice;
- ensure the quality assurance of provision of safeguarding information, advice and guidance;
- ensure compliance with national standards and local/national guidance through annual audits;
- monitor the staff training records in respect of safeguarding issues;
- receive and review an annual Safeguarding Report prepared by the DSL prior to presentation to Governors; and
- develop initiatives that maintain a high profile for safeguarding in the UTC and its partners.

### **Role of all staff and duty of care**

All staff must:

- prioritise safeguarding and adopt a preventative approach to engagement;
- promote a safe environment for students and promote their welfare;
- identify students who are experiencing or are likely to experience significant harm;
- seek assistance from the DSL when appropriate including promptly sharing any concerns with the DSL in a written format on which the DSL will advise (all staff submitting such a form will as soon as is practical confirm its safe receipt with the DSL);
- ensure that UTC students feel secure, valued and listened to;
- promote student health and safety and access relevant support when required;
- recognise students experiencing distress and to act to support them; and
- challenge inappropriate behaviour.

All staff will receive training and guidance from the DSL on this policy and the obligations it places on them as part of their induction and at least annually thereafter.

Under their Duty of Care, staff are accountable for the way in which they exercise authority, manage risk, use resources and actively protect children from discrimination and avoidable harm. Staff should develop respectful, caring and professional relationships between themselves and young people. Staff behaviour should actively demonstrate the values of the UTC.

### **Role of Local Safeguarding Children Boards (LSCBs)**

The role of the LSCBs such as the Wiltshire Safeguarding Children Board (WSCB) is to coordinate local work to safeguard and promote the welfare of children, including the protection of children from harm and to ensure the effectiveness of that work. The scope of LSCBs' role is set out in Chapter 3 of 'Working Together' and includes safeguarding and promoting the welfare of children in three broad areas of activity.

1. Activity that affects all children and aims to identify and prevent maltreatment, or impairment of health or development, and ensure children are growing up in circumstances consistent with safe and effective care, e.g. mechanisms to identify abuse and neglect wherever they may occur.
2. Proactive work that aims to target particular groups, for example work to safeguard and promote the welfare of groups of children who are potentially more vulnerable than the general population, such as children living away from home, children in custody or disabled children.
3. Responsive work to protect children who are suffering, or at risk of suffering, harm including children abused and neglected within families and children abused outside families by adults known to them.

### **Counsellors' discretion**

The UTC may provide students with access to independent counsellors where this is deemed appropriate. Counsellors have a duty of confidentiality to students/clients (British Association for Counselling and Psychotherapy, Ethical Framework 2002 pp 3-7). Where the first person to become aware of a case of physical, sexual, emotional abuse or neglect is a professional counsellor, the counsellor will exercise her/his professional judgement and discuss the situation with the DSL (if necessary in anonymity) after initial discussions with the student.

**APPENDIX 3: Policy and Guideline Linkage**

All UTC policies and guidelines are connected. However some are very closely linked and should therefore be applied in conjunction with each other. This grid gives an overview of the closest connections.

Green = very closely linked (operate in conjunction). Amber = close links and reinforcement.	
	Allegations of abuse against staff Anti-bullying Assessment, recording & reporting Behaviour for progress Single Central Record and Vetting Child Protection Complaints procedure Curriculum Policy Data protection Education of looked after children Equality & diversity Exclusions Freedom of information Health & safety Home UTC agreement Inclusion Offsite & residential safeguarding Radicalisation prevention Safeguarding & student welfare Safe online & social media behaviour Sex education Special Educational Needs Staff discipline, conduct & grievance Teaching, learning & reinforcement UTC website Values and citizenship Whistleblowing Staff handbook Student handbook
Allegations of abuse against staff	Green
Anti-bullying	Green
Assessment, recording & reporting	Green
Behaviour for progress	Green
Single Central Record and Vetting	Green
Child Protection	Green
Complaints procedure	Green
Curriculum Policy	Green
Data protection	Green
Education of looked after children	Green
Equality & diversity	Green
Exclusions	Green
Freedom of information	Green
Health & safety	Green
Home UTC agreement	Green
Inclusion	Green
Offsite & residential safeguarding	Green
Radicalisation prevention	Green
Safeguarding & student welfare	Green
Safe online & social media behaviour	Green
Sex education	Green
Special Educational Needs	Green
Staff discipline, conduct & grievance	Green
Teaching, learning & reinforcement	Green
UTC website	Green
Values and citizenship	Green
Whistleblowing	Green
Staff handbook	Green
Student handbook	Green