**Professional Development Programmes (CEL) Safeguarding**

**Introduction and Definitions**

*UCL recognises that it has social, moral and legal obligations to safeguard the wellbeing and safety of children and adults at risk involved in any UCL activities, whether they are conducted in person or online.*

*A child is defined as anyone under the age of 18. In this policy we also use the term 'young person', 'young worker' or 'young people' to refer to children aged 16 or 17 years old.*

*An adult at risk is someone aged 18 or over who receives or may need community care services because of a disability, age or illness and as a result of those needs is unable to take care of themself or is unable to protect themself against significant harm or exploitation. This can relate to physical, mental or psychological wellbeing or the potential to be drawn into sexual, financial or criminal exploitation and activity.*

*Welfare concerns include but are not limited to risk of suicide, self-harm, untreated mental health needs, going missing, domestic abuse, exploitation, serious self-neglect, risk of homelessness, or sexual abuse.*

(Extracts drawn from UCL [Safeguarding Children and Adults at Risk Policy](#) [and Procedure](#), shown in italics.)

This CEL-specific policy recognizes that safeguarding extends beyond children and adults at risk when delivering professional development programmes.

**UCL Safeguarding Procedures**

UCL believes that we can demonstrate that our safeguarding procedures are effective, as follows.

- All new UCL staff have to declare any unspent convictions. Any convictions are handled on a case-by-case basis according to our [Criminal Convictions](#) policy.

- We have robust, industry leading Safeguarding policies and practices:

https://www.ucl.ac.uk/human-resources/policies/2021/jul/safeguarding-policies. They were highly commended by our insurer Axis (2021), who undertook an audit of our safeguarding arrangements, audit report available on request.

● We have a designated named Safeguarding Lead (Stephen Calladine-Evans) for the Institute of Education and each Delivery Partner as detailed in our Safeguarding Policy and procedure.

● We have designated Safeguarding Leads for staff as detailed in our Safeguarding Policy and procedure.

● In addition, we have a network of Safeguarding staff who are trained in this area.

● We have a sector-leading policy on Prevention of Bullying, Harassment and Sexual Misconduct.

● We have the Report and Support system for staff and participants to disclose any issues: https://report-support.ucl.ac.uk/

● We have an Interim Measures Panel to deal with any claims of bullying, harassment or sexual misconduct.

● We have a Third Party Notification Group to inform third parties of any complaints against staff of wrongdoing

**Safeguarding expectations.**

The participants on professional development programmes are not under 18 and are very rarely adults at risk. However, UCL and our delivery partners do have a duty of care towards the participants that includes a number of features intended to promote a secure, inclusive, and conducive learning environment, enabling adult learners to focus on their education without worrying about their safety or wellbeing. These features include:

1. Protection: It ensures the physical, emotional, and psychological safety of adult learners (Tamers: 2020[1]). This encompasses protection from abuse, harm, discrimination, and neglect.
2. Creating a safe environment: Adults learn best in environments where they feel safe and supported. Safeguarding measures foster such an environment, encouraging adult learners to engage more actively in the learning process.

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[1] Tamers, S.L et al (2020). Envisioning the future of work to safeguard the safety, health, and well-being of the workforce: A perspective from the CDC's National Institute for Occupational Safety and Health. American Journal of Industrial Medicine 63/12, pp1065-1084

3. Building trust: Safeguarding efforts demonstrate a commitment to the wellbeing of learners, fostering trust between facilitators and learners. This trust is fundamental for effective learning and growth.

4. Legal and Ethical Responsibility: Educational institutions have a legal and ethical responsibility (KCSIE: 2023) to ensure the safety and wellbeing of their participants and the children or vulnerable adults that they teach. Adhering to safeguarding policies and procedures helps institutions fulfill these obligations.

5. Supporting Vulnerable Learners: Some adult learners might be more vulnerable due to various reasons such as disabilities, mental health issues, or past trauma. Safeguarding measures provide specific support to these individuals, ensuring they have equal access to professional learning and are protected from harm.

6. Preventing and Responding to Issues: Safeguarding policies include procedures for preventing potential issues and responding effectively if concerns arise. This might involve ensuring that participants are aware of the expectations of the venue, reporting mechanisms and clear protocols for handling safeguarding incidents.

**CEL Professional Development Programme safeguarding procedures**

Within the English system we expect that, as professionals in education, participants and facilitators are DBS checked and receive safeguarding training. The majority of facilitators are practicing teachers and therefore also hold DBS certificates and have been trained in safeguarding. Some facilitators are not practicing teachers and may not hold current DBS certificates. The delivery partner is then responsible for commissioning a DBS check, ensuring that they receive safeguarding training and work according to the Department for Education statutory guidance 'Keeping Children Safe in Education'.

Non-UK based professionals in education are expected to adhere to the safeguarding practice of the institution within which they are employed.

All participants are expected to follow the safeguarding procedures of the host venue of the training event. If the training event is online, facilitators are expected to adhere to the six safeguarding expectations detailed in this document (above).

Professional development training activities fall within the following category of the UCL safeguarding policy:

*Staff, students or volunteers who work with children or adults at risk in another organisation whilst representing UCL should follow the host organisation's safeguarding policy and procedures.*

In this context a facilitator on a UCL provided programme may also be considered to be representing UCL.

This is detailed in Section 20 of the Policy that states:

*20.1  UCL may work with other organisations to deliver activities either on UCL premises or the premises of the other organisation. As part of these activities UCL will agree which organisation will take lead safeguarding responsibility. When planning to work with an external organisation UCL representatives ensure that they:*

*·      Have access through the UCL IOE DSL to  the name and contact details of the other organisation's safeguarding lead*

*·      Agree the process for reporting safeguarding concerns*

*·      Agree responsibility for any risk assessments to be carried out*

*·      Agree the responsibility for gaining consent and other permissions relating to confidential data*

*·      Ensuring that staff have the appropriate training, qualifications and DBS clearance to work with children or adults at risk.*

*20.2  Where a UCL employee is accused of abuse the Designated Safeguarding Lead for staff will inform Camden Local Authority Designated Officer who will advise on who else should be informed if the employee also works somewhere else.*

**Safeguarding provision**

UCL will:

- Provide a named contact as the lead provider safeguarding lead, accessible through a contact form on the CEL website https://www.ucl.ac.uk/ioe/departments-and-centres/departments/learning-and-leadership/early-career-framework

- Maintain a single list of Delivery Partner safeguarding leads
- Provide Delivery Partners with a process for reporting safeguarding concerns
- Provide training that introduces the key concepts of safeguarding for facilitators.
- Liaise with a Delivery Partner who requests collaboration in formulating a risk assessment if this is deemed necessary

- Ensure that a Privacy Policy including data protection and Safeguarding Policy is consented to by all participants using UCL Extend

- When visiting for QA purposes, follow the safeguarding requirements of the school, college or other educational setting

The Delivery Partner will:

- Provide a named contact as the Delivery Partner safeguarding lead
- Maintain a single list (including DBS details or alternative in the case of international programmes) of facilitators employed by or contracted to the Delivery Partner

- Require all facilitators to hold current, valid DBS certification (UK-only)
- Provide participants with a process for reporting safeguarding concerns
- Formulate a risk assessment if this is deemed necessary
- When visiting for QA purposes, follow the safeguarding requirements of the school, college or other educational setting

The school safeguarding leads will:

- Have in place a safeguarding policy ratified by their Governing Body or Board of Trustees
- Provide the Delivery Partner with a named designated safeguarding lead
- Carry out DBS checks (or equivalent process for internation programmes) on serving staff participating in professional development programmes
- Maintain a single list that includes staff participating in professional development programmes

**Reporting safeguarding concerns.**

All reporting from disclosure must, wherever possible, occur on the working day of disclosure or as soon as practicable from that point. All parties to this policy must ensure that documentation is securely stored and only accessible to the respect safeguarding leads.

In the event of a participant disclosing a safeguarding concern to a facilitator, Delivery Partner representative or UCL representative:

- The facilitator or representative must inform the participant that they cannot promise confidentiality and may need to report the disclosure.
- The participant should be heard in a manner that is not interrogatory, does not lead the account and does not offer a judgement.
- The facilitator or representative should complete a safeguarding referral as soon as possible after the disclosure.
- The referral should be sent to the Delivery Partner safeguarding lead named contact.
- The referral must not be retained or otherwise communicated by the facilitator or representative.
- The Delivery Partner safeguarding lead named contact should communicate the referral to the school designated safeguarding lead. The referral should be actioned in accordance with the school safeguarding policy. The two leads should agree a follow-up meeting to review the actions, which may include a risk assessment, taken by the school in response to the referral.
- The Delivery Partner safeguarding lead should notify the Lead Provider safeguarding lead that a referral has been generated, the name of the participant and their school. The two leads should agree an update meeting for a point after the Delivery Partner and school lead follow-up meeting.
- The referral and subsequent updates should be held by the Delivery Partner safeguarding lead only for so long as the matter remains open. When the school designated

safeguarding lead confirms that that concern is closed only the school should retain the relevant documents.

In the event of a participant exhibiting behaviour or disclosing information that causes a facilitator, Delivery Partner representative or UCL representative to have cause for concern.

- The facilitator or representative should complete a safeguarding referral as soon as possible after cause for concern occurs.
- The referral should be sent to the Delivery Partner safeguarding lead named contact.
- The referral must not be retained or otherwise communicated by the facilitator or representative.
- The Delivery Partner safeguarding lead named contact should communicate the referral to the school designated safeguarding lead. The referral should be actioned in accordance with the school safeguarding policy. The two leads should agree a follow-up meeting to review the actions, which may include a risk assessment, taken by the school in response to the referral.
- The Delivery Partner safeguarding lead should notify the lead provider safeguarding lead that a referral has been generated, the name of the participant and their school. The two leads should agree an update meeting for a point after the Delivery Partner and school lead follow-up meeting.
- The referral and subsequent updates should be held by the Delivery Partner safeguarding lead only for so long as the matter remains open. When the school designated safeguarding lead confirms that that concern is closed only the school should retain the relevant documents.

In the event of a participant disclosure or concern regarding a facilitator or representative of the Delivery Partner.

- The referral should be completed by the Delivery Partner safeguarding lead as soon as possible after the incident.
- The disclosure or concern should be actioned in accordance with the safeguarding policy of the school in which the Delivery Partner is based.
- · The Delivery Partner safeguarding lead should notify the lead provider safeguarding lead that a referral has been generated. The two leads should agree a follow-up meeting

to review the actions, which may include a risk assessment, taken by the Delivery Partner in response to the referral.

- The Delivery Partner safeguarding lead should retain the relevant documents.

In the event of a participant or Delivery Partner representative disclosure or concern regarding a representative of the lead provider.

- The referral should be completed by the lead provider safeguarding lead as soon as possible after the incident.
- The disclosure or concern should be actioned in accordance with the safeguarding policy of UCL.
- The Lead Provider safeguarding lead should notify the Delivery Partner safeguarding lead that a referral has been generated. The two leads should agree a follow-up meeting to review the actions, which may include a risk assessment, taken by the lead provider in response to the referral.
- The Lead Provider safeguarding lead should retain the relevant documents.

**Prevent**.

*19.	The Counter-Terrorism and Security Act 2015 (CTSA) created a statutory duty for specified public authorities to 'have due regard to the need to prevent people from being drawn into*

*terrorism'. Prevent is one of four strands of the government's counter-terrorism strategy. Compliance with the duty in England is monitored by the Office for Students. The UCL approach to Prevent is primarily one of safeguarding the welfare of our students and staff. This is balanced against our commitment to freedom of speech and other key legislation*

UCL requests that Delivery Partners inform the named lead provider safeguarding lead if they have had cause to raise a Prevent-related concern with the school of participant or have acted on a Prevent-related concern regarding a person contracted or employed by the Delivery Partner in relation to the programme.

Documents associated with this policy.

- Safeguarding risk assessment template
- Safeguarding referral form