



IOE, UCL's Faculty of Education and Society Suitability and Safeguarding Policy for Initial Teacher Education (ITE) 2024-5

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1. Scope of document

- a) All adults working in initial teacher education (ITE), both at UCL and on placement, have an important role to play in ensuring that all learners are protected from student teachers who might put them at risk of harm. However, there are particular roles, responsibilities and processes in relation to section C1.3 of the ITT and EYITT criteria that this guidance seeks to clarify.
- b) As part of this, IOE has a responsibility to ensure that anyone enrolled on our ITE programmes has the ability and overall capacity to train to teach and will not put children and young people at risk of harm.
- c) We also have a responsibility, alongside our partners, to ensure that the health, wellbeing and rights of student teachers on our programmes, whether at IOE or on placement, are protected.
- d) This document complements the regulations set out in the UCL Academic Manual and the Initial Teacher Education (ITE) Regulations, Policies and Procedures that are updated each year. Where there are differences, this document takes precedent.
- e) This document is updated annually to take account of minor changes and updates

3. This document draws on the following key statutory guidance and UCL regulations

- Keeping Children Safe in Education (September 2024)
- Initial Teacher Training (ITT): criteria and supporting advice (September 2024)
- Early Years Initial Teacher Training (EYITT): criteria and supporting advice (September 2024 to be published)
- Disqualification Under the Childcare Act 2006 Statutory Guidance (August 2018)
- Home Office Criminal Records Checks for Overseas Applicants
 - 1 <https://www.ucl.ac.uk/academic-manual>
- 1 E Regulations and Policies (<https://www.ucl.ac.uk/ioe/student-helpdesk/learning-and-teaching/initial-teacher-education>)
- Teacher Misconduct: the prohibition of teachers (February 2022)
 - 1

8. References

- a) References are an important part of the recruitment process to check that applicants are suitable to work with children or young people.
- b) Applicants are required to submit two references after accepting offers.
- c)

9.

sexual activity;
voyeurism (including upskirting);
revenge pornography (sharing private, sexual materials, either photos or videos, of another person without their consent);
sexual communication with a child¹;
any activity involving viewing, taking, making, possessing, distributing or publishing any indecent photograph or image or indecent pseudo photograph or image of a child, or permitting any such activity, including one off incidents;

- Applicants not holding an offer will be informed by Admissions that their application cannot be progressed. A decision not to accept an applicant because of their conviction(s) should be clearly documented on ITE Select.
 - Applicants who hold an offer will be informed by Admissions that their offer has been withdrawn. A decision not to accept an applicant because of their conviction(s) should be clearly documented on ITE Select.
 - Enrolled student teachers will receive notification from the IOE that they will be withdrawn from the course by PSM. A note is recorded on Portico.
- h) All DBS checks initiated via Atlantic Data will show when the certificate has been issued with the certificate number stated and whether any information was disclosed.
- i) Where DBS certificates contain information, the offer holder/student teacher will need to present their DBS certificate in person to LPSL who will check that the information on the certificate matches that stated on the self-declaration form. If the offer holder/student teacher has not completed the self-declaration, the LPSL will also need to consider the offences in line with guidance. Once this has been completed, LPSL will inform Admissions and Data and Compliance Coordinator. The offer holder/student teacher can then proceed.
- j) **Should an applicant not declare a conviction during the admissions process that comes to light prior to, or following, enrolment, then an offer of admission should be withdrawn.**

10. Overseas police checks (OPC)

- a) Offer holders are required to upload a five-year address history to the applicant portal. Where applicants have spent six months or more in any one overseas country in the last five years, they need to obtain OPCs from each country.
- b) Where an offer holder is still in an overseas country, the OPC will need to be applied for within one month of departure date to ensure that the police certificate issued covers the period they were in the country.
- c) The applicant/offer holder/student teacher is responsible for applying for an OPC and will send Admissions evidence of this application. Applicants upload their evidence to the applicant portal.
- d) Offer holders must upload the Certificate of Good Conduct to the applicant portal as soon as this becomes available.
- e) Where an OPC has still to be issued, the LPSL will contact the student teacher to check progress of these applications and to ask them to check progress with the bodies processing applications.
- f) If an OPC has not been issued **at least two weeks before** the start of a placement, the LPSL will seek alternative methods of checking suitability so that they can make an informed decision on whether the student teacher can proceed with the placement whilst the OPC is in progress. This will involve drawing on a range of evidence and will include:
 - a. asking the student teacher for details of the time spent overseas (i.e. dates, locations, purpose of visit);
 - b. speaking with the Programme Leader or Subject Leader to confirm that they have no concerns about the student teacher¹ ; and
 - c. performing an online search (This is important as non-UK countries have different policies relating to the types of offences on a criminal record, and how long they are stored for).
- g) If the LPSL is satisfied with the explanation from the student teacher and has received agreement from the

11. **Childcare disqualification process**

- a) As a provider of ITE, IOE needs to ensure that student teachers who work in relevant childcare provision are not disqualified from doing so.
- b) The Childcare Act 2006 and associated regulations state that it is an offence for a person who is disqualified from working in early years childcare or later years childcare to do so or to be directly involved in the management of such provision.
- c) Early years childcare includes any supervised activity for a young child which takes place on a setting's premises during or outside of the normal day. A child is considered a 'young child' for the period up to 1 September after their 5th birthday. Any teaching positions in nursery and reception classes will be covered by this.
- d) Later years childcare includes provision by a school for children who are not in early years but who are under the age of eight, which takes place on a school's premises outside of the normal school day (referred to as later years wraparound childcare). This includes wraparound care before and after the school day, such as breakfast clubs and after school care, but does not include teaching during the school day or extended school hours for co-curricular activities such as sports activities.
- e) As part of our compliance checks, IOE needs to ask student teachers/offer holders/applicants who will work in relevant childcare provision to read relevant documentation relating to childcare disqualification and to complete a declaration. This is as follows:

Mathematics and Primary non-specialist applicants are subsequently placed in an early years setting, they will be asked to complete an additional declaration form (as per Primary EYFS/KS1 applicants) by the Primary Programme Services Coordinator.

- g) If a salaried student teacher is disqualified from childcare, settings should inform the IOE of this. Where student teachers are not on a salaried programme, it is the responsibility of IOE to conduct the relevant checks to ensure that student teachers placed in settings are not disqualified from childcare or that they have obtained a waiver from Ofsted.
- h) **If any of the disqualification criteria apply to an applicant then they will not be able to enrol on the affected ITE programme at IOE unless they have a waiver from Ofsted before the commencement of the programme.**

12. **Fitness to train to teach assessment and Occupational Health**

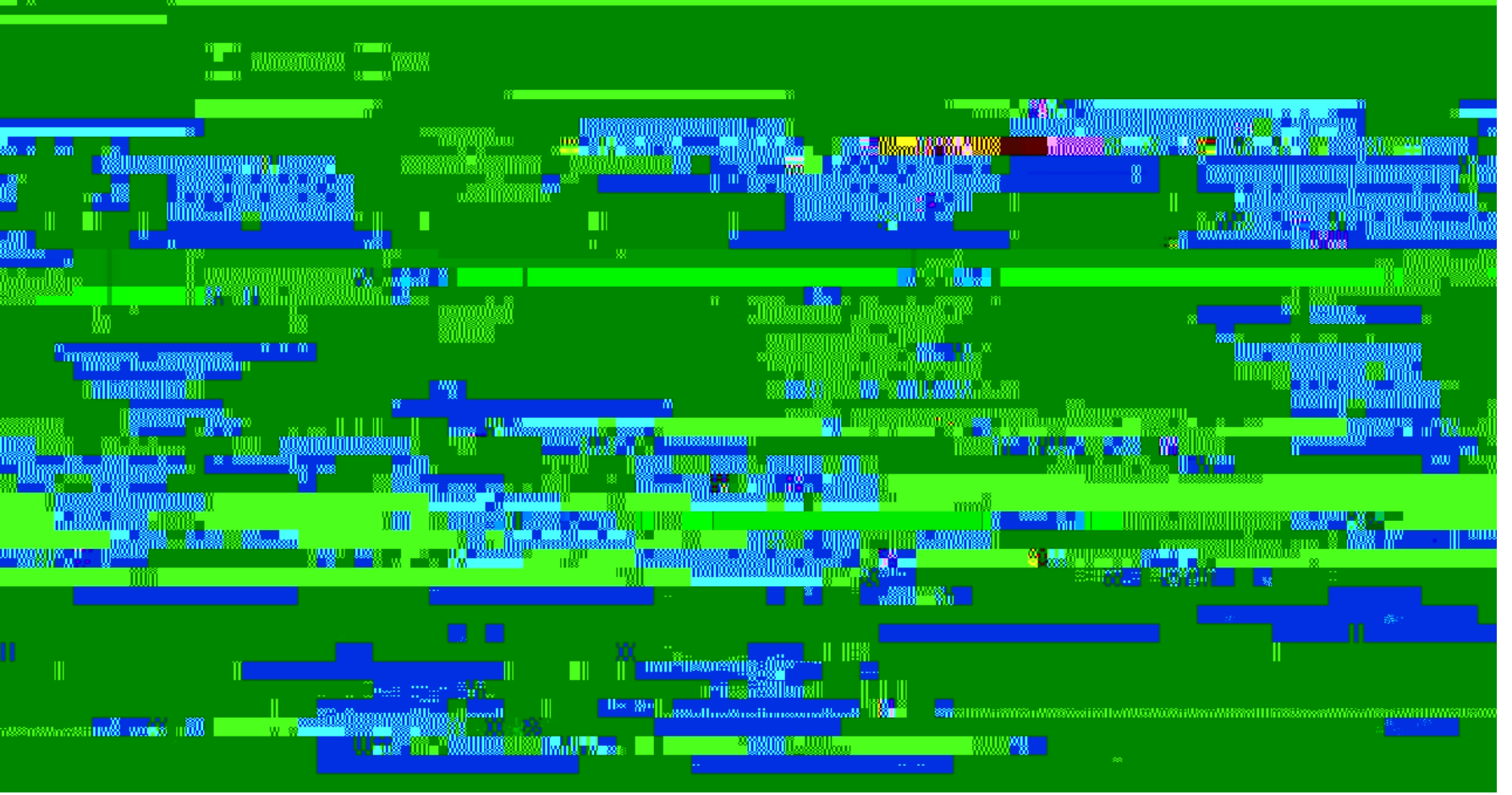
a)

- g) The LPSL receives OH password protected reports and requests permission from the applicant/offer holder/student teacher to share the report with the Programme or Subject Leader and the student teacher¹
- h) On receipt of this permission, the OH report and password are passed separately to the relevant person with a request to confirm support. At this stage, there may be queries about the adjustments recommended in the report before the Programme or Subject Leader confirms that they can support the student teacher. These queries may result in further clarification of what the adjustments entail or in changes to the recommended adjustments.
- i) At times, interim OH reports are issued where workplace health is waiting for GP or specialist reports. The LPSL will monitor this, e.g. asking OH and the student teacher to contact GPs/specialists to check progress.
- j) The Programme or Subject Leader will inform the Placements team if the OH report includes any adjustments about commuting to placements (e.g. journey length or mode of transport).
- k) Confirmation is subject to review in the light of the student teacher¹ and the ability of IOE and Placements staff to support that progress.
- l) [Referrals should be made to OH](#) if the student teacher¹s health or circumstances change and/or give rise to concern.
- m) When student teachers have been assigned to University Tutors and near the start of term 1, University Tutors and students need to review the adjustments recommended in OH reports to check that they have been, or can be, put into place.
- n) Student teachers are routinely advised to seek support from Student Support and Wellbeing (SSW). The University Tutor should check whether this has taken place, what support has been agreed and if a SORA is being applied for. Although the SORA is for academic adjustments, some of these adjustments might be applicable when on placement. SSW ensures that the wide range of student support is available outside normal office hours so that student teachers can access this when on placement.
- o) Once on placement, it is the responsibility of student teachers to decide whether to share details of support needs (including their SoRA) with their Lead Placement Mentor/ Placement Mentor in order to ensure that the placement is aware of the support needed. If s

13. ITE compliance communications with placements

- a) Data and Compliance Coordinator (DCC) will keep an up-to-date spreadsheet (Outstanding Compliance Tracker) that outlines what checks, if any, student teachers are missing and what, if any, communication has taken place between the LPSL and the placement setting.
- b) DCC will produce monthly snapshot reports of compliance against the statutory checks (number and percentage of applicants who have met each requirement up to that date). These reports will enable Head of ITE, PSM, LPSL and ITE Academic Group colleagues to track overall progress during the recruitment and enrolment cycle.
- c) Compliance meetings are scheduled to coincide with the key dates in the enrolment cycle and escalation plan. Admissions, LPSL, DCC, PSM, Placements Coordinator and Programme Services Coordinators (all phases) are expected to attend these meetings. The Head of ITE will be invited to meetings at the most pivotal times (i.e. the final meeting taking place before the de-registration date and the final meeting taking place before the placement start date). These meetings provide opportunities to look at outstanding compliance checks and to

14. In-year support and safeguarding concerns, including on placement or at IOE



- h) If the behaviour reported in (g) relates to behaviour on placement the Partner should deal with any concerns in accordance with their own respective policies, regulations and procedures, always in co-operation with IOE.
- i) **In line with Keeping Children Safe in Education, if a student teacher is the subject of any allegation and/or investigation it is important that IOE and placement staff offer welfare support throughout the process. For example, through the University Tutor and by signposting specialist help through UCL's**

15. **Returning student teachers**

- a) Student teachers that interrupt or are away from the programme for a sustained period of time are required to complete new safeguarding and suitability checks as part of the Return to Study Process. The requirements for the return to study checks are determined by the length of the interruption. Student teachers will be advised about the relevant requirements (i) before they go on interruption by their University Tutor or Subject/Programme Leader when they meet to complete a Return to Study Plan and (ii) during the Return to Study Process.
- b) Student teachers that interrupt for a period of less than six months will be required to submit a self-