The University of Manchester

Child Protection Policy and Guidance

Date of Policy: April 2015
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CHILD PROTECTION POLICY

EXECUTIVE SUMMARY

General principles

A child is defined as anyone who has not yet reached their 18th birthday. As part of its normal activities, the University engages with children regularly on and off its premises. The University is committed to ensuring that children remain safe in all their dealings with the University.

This policy should be used as a framework for defining the steps that you take in planning and managing any activity where children are involved. This is separate and distinct from the University’s comprehensive family friendly policy provision for its staff, which is aimed at ensuring that parents working at the University can access a range of support. In some areas of the University where interactions with children are frequent, more detailed local policies and local Child Protection Officers may exist and these should be used to guide your approach. A risk assessment for any activity involving children, using the guidance in this document, will be necessary.

A Disclosure and Barring Service (DBS) check may be a component of your risk assessment and guidance is given in this document on when, and how, to use this approach.

The policy recognises that child protection can be a difficult and emotional area and so also provides advice to staff so that they may avoid placing themselves in an unnecessarily vulnerable position. It also provides the contact details of staff in the Compliance and Risk Office who can be contacted for guidance and advice.

Child abuse

Definitions of child abuse in common usage are given in this document. Information and guidance is given on what to do if abuse is suspected or you have any concerns that may lead you to believe that abuse has occurred. This document outlines the University policy on child protection and also provides a general guidance overview designed to be used in all the University’s interactions with children. Specific guidance has been provided for the following areas:

- checklist for staff working with children on or off campus;
- guidelines for students who come into contact with children as part of a volunteering role;
- procedure for staff when dealing with children attending a work experience placement;
- guidance on unaccompanied minors on University premises;
- Health and Safety procedure for safeguarding children on University premises.

Advice and guidance

Further advice is available from the Compliance and Risk Office. The Director of Compliance and Risk is the University’s Child Protection Officer and also the University’s Lead Counter-Signatory for the Disclosure and Barring Service.

Contact Details

<table>
<thead>
<tr>
<th>Dr David Barker, University Child Protection Officer</th>
<th>Email: <a href="mailto:david.barker@manchester.ac.uk">david.barker@manchester.ac.uk</a> Tel No:55798</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Morgan Tallents, Compliance and Risk Officer:</td>
<td>Email: <a href="mailto:karen.morgantallents@manchester.ac.uk">karen.morgantallents@manchester.ac.uk</a> Tel No: 58913</td>
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1 Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children: March 2015
A. CHILD PROTECTION POLICY

Every child who takes part in an activity organised by The University of Manchester should be able to participate in a stimulating and safe environment and be protected from neglect and physical, sexual and emotional abuse.

KEY PRINCIPLES & DEFINITIONS

The key principles that underlie this policy are that:

- anyone who has not reached their 18th birthday should be considered as a child\(^2\);
- all children have the right to protection from abuse;
- all allegations of abuse will be taken seriously and responded to swiftly and appropriately;
- University of Manchester staff and students are aware of best practice and know where to go to for advice and guidance so that children in their care can be protected and that staff/students themselves do not place themselves in an unnecessarily vulnerable position.

SAFEGUARDING CHILDREN - CHILD PROTECTION POLICY STATEMENT

The University of Manchester is committed to safeguarding and promoting the welfare and safety of children. We will:

- adhere to University procedures to recruit staff and select students;
- carry out appropriate Disclosure and Barring Service checks;
- take all reasonable steps to ensure that staff and students are aware of The University of Manchester Child Protection policy and related procedures, and that training in these procedures is made available to staff and students;
- provide information to all interested parties regarding The University of Manchester Child Protection policy and procedures for working with children;
- provide this policy and guidance to teachers, group leaders, service providers and any other interested parties on The University of Manchester’s expectations regarding child protection responsibilities when visiting the University and when our staff and students are involved in activities on premises external to the University;
- work closely with other organisations to safeguard children;
- have procedures for dealing with allegations of abuse against University staff members and students.

This policy will be reviewed every two years by the Compliance and Risk Office in consultation with key University contacts with advice from the NSPCC.

This policy document sets out the principles underlying the policy. The accompanying guidance documents provide definitions to help assist those staff interacting with children and seek to provide practical guidance to members of University staff\(^3\) and students working with children. The policy is presented in three distinct sections (policy, general guidance and specific guidance) and is supported by a number of appendices.

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\(^2\) (Working together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children: March 2015)

\(^3\) For the purposes of this document the term ‘University staff’ encompasses both staff employed by the University and also those external representatives who represent the University in relation to any activities involving contact with children.
B: CHILD PROTECTION GUIDANCE

SECTION 1

1.2 DEFINITION OF A CHILD

Anyone under the age of 18 years should be considered as a child.

[PLEASE NOTE THAT THIS GUIDANCE DOCUMENT DOES NOT REFER TO UNIVERSITY OF MANCHESTER STUDENTS WHO ARE UNDER THE AGE OF 18 OR TO EMPLOYEES OF THE UNIVERSITY WHO ARE UNDER THE AGE OF 18. FOR THE FORMER, PLEASE REFER TO THE PROCESS OF ADMITTING MINORS DOCUMENT (October 2012).

http://documents.manchester.ac.uk/DocuInfo.aspx?DocId=4388

FOR GUIDANCE ON EMPLOYING CHILDREN AND YOUNG PEOPLE WHO ARE UNDER THE AGE OF 18, PLEASE REFER TO THE FOLLOWING LINK:

http://www.hse.gov.uk/youngpeople/law/index.htm
SECTION 2

2.1 DEFINITIONS OF CHILD ABUSE

The following definitions of abuse and neglect are drawn from the government document, Working Together to Safeguarding Children: A guide to inter-agency working to safeguard and promote the welfare of children March 2015.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults or another child or children.

These types of abuse include:

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, an illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the 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 developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capacity, as well as overprotection and limitation of exploration and learning, or preventing a child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children to frequently 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, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (eg rape or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may incur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of

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4 Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children: March 2015
inadequate care-givers); ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

2.2 IDENTIFYING CHILD ABUSE

The following list outlines ways in which abuse may be identified. It is not intended to be an exhaustive list and it is not the University staff member or volunteer’s responsibility to determine if abuse is occurring, but to report their concerns (Section 3.4):

- changes in behaviour; immediate or over a length of time;
- injuries that do not reflect the activity the child is involved in and where the explanation does not conform with the injuries, also injuries on parts of the body where a child is unlikely to sustain an accidental injury;
- fear of certain adults;
- covering of arms and legs, even in hot weather and when there are no religious or cultural reasons to do so;
- use of sexually explicit language and actions;
- the child tells you that they are being abused;
- a third party tells you that the child is being abused;
- a child who seems to be a ‘loner’ and does not integrate with the group;
- a child whose appearance deteriorates hygienically and/or physically.

Some disabled and young children may feel more vulnerable in making others aware of abuse due to their relying on the abuser.

In all cases, it is important to be clear why you have concerns: has a child confided in you, has somebody else confided in you regarding a particular child or is it a gut feeling that you have?
SECTION 3: PRACTICAL GUIDANCE FOR UNIVERSITY STAFF AND VOLUNTEERS

This section offers practical guidance to those engaged in University activities that involve contact with children to ensure that they and the children with whom they are working are protected. If you are unclear regarding any aspect of this guidance or have particular issues to discuss, then you can contact the Compliance & Risk Office for advice.

Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email</th>
<th>Tel No</th>
</tr>
</thead>
<tbody>
<tr>
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<td>58913</td>
</tr>
</tbody>
</table>

3.1 RISK ASSESSMENTS

A risk assessment needs to be undertaken prior to any activity involving children. The aim is to assess any risks that might occur during the activity, the likelihood of their occurrence and the steps that can be taken to manage the risk. University staff and volunteers participating in the event should be made aware of the risks.

The University’s risk assessment form and notes are at:

http://www.healthandsafety.manchester.ac.uk/toolkits/ra/.

3.2 GENERAL CONDUCT WHEN WORKING WITH CHILDREN

University staff and volunteers should demonstrate exemplary behaviour in order to protect themselves from allegations of abuse. Included below are the standards of behaviour required of University staff and volunteers to ensure that a positive culture and climate is created during all University activities involving contact with children:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Example</th>
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<tbody>
<tr>
<td>Always work in an open environment (eg avoiding private or unoberved</td>
<td>Treat all children equally and with respect and dignity. Do not have favourites and do not give</td>
</tr>
<tr>
<td>situations and encourage an open environment ie no secrets).</td>
<td>presents.</td>
</tr>
<tr>
<td>Maintain a safe and appropriate distance from children⁵.</td>
<td>Build balanced relationships based on mutual trust which empowers children to share in the</td>
</tr>
<tr>
<td></td>
<td>decision-making process.</td>
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<tr>
<td>Involve teachers, parents/carers wherever possible and ensure that</td>
<td>Ensure that during residential events adults do not enter children’s rooms or invite children</td>
</tr>
<tr>
<td>parents/carers/schools/colleges are aware of the activities that their</td>
<td>into their rooms unless there are exceptional reasons for doing so (and in those circumstances</td>
</tr>
<tr>
<td>child/children will be involved in at the University. Secure appropriate</td>
<td>the adult should ensure they are accompanied by another DBS checked staff member).</td>
</tr>
<tr>
<td>consent for these activities including for the administration of</td>
<td></td>
</tr>
<tr>
<td>emergency first aid and/or other medical treatment (wherever such prior</td>
<td></td>
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<td>permission seems appropriate).</td>
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<tr>
<td>Be an excellent role model – this includes wearing appropriate clothing,</td>
<td>Give enthusiastic and constructive feedback rather than negative criticism.</td>
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<tr>
<td>not smoking or drinking alcohol in the company of children or using</td>
<td></td>
</tr>
<tr>
<td>inappropriate language.</td>
<td></td>
</tr>
<tr>
<td>Be generally aware of children whilst they are at the University or</td>
<td>Be mindful of your own behaviour around children. It is important to keep yourself safe too.</td>
</tr>
<tr>
<td>are involved in University related activities</td>
<td></td>
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</table>

⁵ It is recognised that a number of the volunteers working on behalf of the University may be very close in age to the children with whom they are working or may know the child in question. It is still important that they maintain a professional distance and it is not appropriate for them to establish a close relationship with any of the children with whom they work and under no circumstances exchange personal email addresses or access to their social media eg Facebook.
3.3 PRACTICES NEVER TO BE SANCTIONED

The following should never be sanctioned:

<table>
<thead>
<tr>
<th>Practice</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spending excessive amounts of time alone with children away from others.</td>
<td>Taking children to your home where they will be alone with you.</td>
</tr>
<tr>
<td>Allowing a child to travel on their own with you in a vehicle.</td>
<td>Engaging in rough, physical or sexually provocative games, including horseplay.</td>
</tr>
<tr>
<td>Sharing a room with a child.</td>
<td>Entering a toilet with children unless another adult is present or gives permission (this may include parent, teacher or group leader). [Some toilets on University premises are public toilets eg visitor areas. In these cases ensure that groups with children are made aware that toilets are for general public use and that they have responsibility for the children they accompany].</td>
</tr>
<tr>
<td>Allowing or engaging in any form of inappropriate contact.</td>
<td>Allowing or encouraging abusive peer activities (eg any game/activity where an individual may be held up to ridicule).</td>
</tr>
<tr>
<td>Allowing children to use inappropriate language unchallenged.</td>
<td>Making sexually suggestive comments to, or within the hearing of, a child, even in fun.</td>
</tr>
<tr>
<td>Reducing a child to tears as a form of control.</td>
<td>Allowing allegations made by a child to go unchallenged, unrecorded or not acted upon.</td>
</tr>
<tr>
<td>Doing things of a personal nature for children that they can do for themselves eg dressing/undressing a child.</td>
<td>Physically restraining a child unless the restraint is to: - prevent the physical injury of the child/other child/visitors or staff/yourself; - prevent damage to any property; - prevent or stop the commission of a criminal offence.</td>
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</tbody>
</table>

3.4 RESPONDING TO COMPLAINTS AND ALLEGED OR SUSPECTED INCIDENTS

The following guidelines should be used when a disclosure is made by a child to a member of University staff and/or volunteers. For disclosures made within an external setting, see Section vi below on ‘Disclosures made on External Premises’ for specific guidelines.

i) Listen and reassure

- Even if you are busy do not delay dealing with a child’s disclosure as they have chosen this time to tell you and may not wish to tell you anything at a later stage.

- Maintain confidentiality but do not make promises you cannot keep, and explain that the information will have to be passed on and what action you will be taking in this regard.

- Be calm and reassuring and make it clear that you are glad that the child has told you.

- Show that you are taking the child seriously and that you understand and believe them.

- Listen and keep questions to a minimum; if you have to ask questions keep them open and not leading (in order to clarify). You may wish to repeat back the words that the child has used.
Important points to remember when dealing with a disclosure:

- Try not to display any sign of shock or disapproval when the child is making a disclosure.
- Do not jump to conclusions and avoid criticising the alleged perpetrator.
- The child may not regard the experience as either bad or painful, they may not feel guilty or angry.
- Be aware of your own feelings which may be different to those of the child.
- Take care of yourself by making sure that you have an opportunity to discuss your feelings confidentially with someone at a later stage.
- Initial disclosure, even if retracted, must still be recorded as described below.

ii) Recording Information

It is essential that the details of the alleged abuse be recorded factually and legibly, as this will be critical later on in any proceedings. As much as possible, note the actual words that the child has used. A disclosure of information form is available (see Appendix 1) as a guide to show the type of information that should be recorded. This should be done immediately and certainly within 24 hours.

iii) Informing the appropriate authorities

If abuse has been disclosed to you or you suspect that it is happening, you must inform the designated member of staff responsible for Child Protection as soon as possible.
Procedure for members of University staff and/or volunteers dealing with allegations of abuse or staff and/or volunteers who have a concern that abuse is occurring

A disclosure of abuse is received (or abuse is suspected) by a member of University staff or volunteer.

↓

The recipient of this information informs the child(ren), [and parent(s) if appropriate or teachers if present], of the action to be taken.

↓

A ‘disclosure of information’ form is completed as soon as possible by the original recipient of the information (Appendix 1), taking care to record factual information.

↓

The designated member of University staff responsible for Child Protection is consulted immediately and the University Child Protection Officer is also informed. The designated person will liaise, if applicable, with the Child Protection Officer at the child’s school/college.

↓

The University Child Protection Officer, together with appropriate consultation, will make a decision regarding necessary actions to be taken.

**Important points to note:**

a) If there is an emergency situation or if a child is in immediate harm then you should call 999 and then, if on University premises, inform Security.

b) It is not the University staff member and/or a volunteer’s responsibility to determine if abuse is occurring, but to report their concerns to the designated member of University staff responsible for Child Protection for that particular area of activity/event and the University Child Protection Officer.

c) If an allegation of abuse is made against a member of University staff or a volunteer, this will be fully investigated in accordance with the appropriate University procedure.

d) If an allegation of bullying is made by a child against another child, then the guidance above should be followed.

A ‘disclosure of information’ form is completed as soon as possible by the original recipient of the information (Appendix 1), taking care to record factual information.
iv) If there is no disclosure but you have concerns

If there is no disclosure but there are suspicions of abuse, make a record of this by completing the form in Appendix 1 and follow the same procedure and flow chart as in Section iii.

v) If you have concerns regarding a member of staff or volunteer

If you have concerns regarding a staff member or volunteer behaving in an inappropriate manner whilst working with children, in the first instance you should try and talk, calmly and confidentially, with the staff member/volunteer concerned. If this is not possible, then you should indicate your concerns, confidentially, to your line manager or the designated member of University staff responsible for Child Protection for that event (eg it is usual practice within some areas of the University to nominate an individual to be responsible for Child Protection for organised events).

vi) Disclosures made on external premises

If an allegation is disclosed by a child to a University staff member or student during a meeting/placement on school or other external premises, section i) of the above guidelines should be followed. However, documentation of the disclosure should be kept to a minimum and the staff or student should report the allegation to the appropriate person responsible for Child Protection within the external setting. Careful consideration needs to be made regarding who needs to be informed, as it is a confidential matter.

Where possible, the contact details of the designated child protection officer for an external organisation should be made available to University staff and students prior to their attendance at the external setting.

3.5 DISCLOSURE AND BARRING SERVICE (DBS) CHECKS

It is the role of the member of University staff with responsibility for running activities or research projects involving children to determine whether any staff or volunteers involved in these activities need to undergo a DBS disclosure check. The risk assessment process (Section 3.1) will inform any member of University staff regarding this and, where necessary, the level of disclosure required (basic, standard or enhanced level with or without the checking of the barred lists). The Disclosure and Barring Service has issued guidance on which roles are eligible for a DBS check\(^6\). Please also contact the University’s Compliance and Risk Office if further guidance is required.

All members of University staff working with children in regulated activity must have obtained a DBS enhanced disclosure and they will have responsibility for deciding whether others involved in the activities they are leading are also required to apply for a DBS check.

All home students\(^7\) who engage in University activities working with children in regulated activity will have undergone an enhanced disclosure from the DBS and appropriate child protection training. Occasionally a student volunteer may begin working on a University-run activity whilst the outcome of their application for a disclosure is unknown. Where this is the case, the member of staff responsible for leading the activity will ensure that this situation is brought to the attention of the relevant teachers, parents/carers, careers advisers or other adults who are responsible for looking after the children involved in the activity.

International students\(^8\) who engage in University activities that involve working with children in regulated activity will have undergone an enhanced DBS disclosure and appropriate training in respect of child protection. However, such students also need to supply the member of University staff overseeing the event with a document with equivalent status in their home country to the DBS disclosure, such as a Certificate of Good Conduct\(^9\) from the relevant foreign embassy or police department. International students who are unable to provide supporting documentation should not be included in any events.

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\(^6\) [https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance]

\(^7\) The vast majority of students studying at The University of Manchester are over 18 years old. For the purposes of this document it is assumed that student volunteers are adults.

\(^8\) For the purposes of this document, the term ‘international’ refers to all countries outside England, Scotland, Wales and Northern Ireland (as these are the only countries for which a DBS disclosure can be obtained).

\(^9\) [https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants]
involving contact with children as this would place them and the children in an unnecessarily vulnerable position.

If an international student is already resident in the UK then a DBS check should be requested, as well as a Certificate of Good Conduct from their home country if they have been resident in the UK for less than five years.

3.6 ADDITIONAL INFORMATION FOR UNIVERSITY STAFF AND VOLUNTEERS

When planning activities, University staff responsible for those activities should always consider the potential risks and the ways in which these can be eliminated or minimised. The following guidelines have been produced to assist those planning such activities:

Employers and Public Liability

The University has cover in accordance with the relevant legal liability statutes for injury to employees and injury to third parties. If you require any further details, contact the University’s Insurance Officer on 0161 275 2207.

http://www.staffnet.manchester.ac.uk/services/insurance/

Health and Safety

These guidelines cover many of the aspects of health and safety that should be considered when organising activities involving children to ensure their safety from abuse. However, there are other areas that need careful consideration when planning events. These include:

- fire procedures
- first aid
- laboratory work
- machinery workshops
- field trips/external visits
- transportation

http://www.healthandsafety.manchester.ac.uk/

External Visits

If a member of University staff is organising a visit to another venue, a preparatory visit to the venue should be arranged in order to:

- undertake a risk assessment. The University’s risk assessment form and notes are at: http://www.healthandsafety.manchester.ac.uk/toolkits/ra/;
- get to know the venue prior to the visit;
- ensure the venue is suitable for children;
- make sure the venue is suitable for the aims and objectives of the planned activity.

Mobile Phones

University staff and students should not give out their own personal mobile phone number or personal non-University email address to children involved in an activity. If a contact/emergency number needs to be provided it should be from a University-owned mobile phone or a University landline.

University students and staff should not send messages or make calls to children from their personal telephones.
Responsibilities of University staff and volunteers

University staff and volunteers should ensure that children are aware that they should not take unnecessary risks. They must follow instructions given, and behave in a sensible manner. Any child whose behaviour may be considered as a danger to themselves or the group, should be excluded from the activity.

Any child who appears to be under the influence of alcohol, drugs or illegal substances should immediately be referred to the local Child Protection Officer.

3.7 GUIDANCE WHEN DEALING WITH OVERSEEING CHILDREN ON VISITS

For any event at the University involving a large group of children there should be a designated Child Protection Officer at a local level and this information should be included on any associated printed documentation.

When the University is host to a group of children on University campus the following guidance will apply:

A Health and Safety briefing will be delivered to the group at the start of the visit by a member of University staff. An example of a briefing is contained in Appendix 3.

The group will have been provided with the ratio of staff/child and MUST adhere to this ratio whilst on University premises.

Each child should be provided with either an A5 sheet (recommended for age 11+) or badge (recommended for age 10 and under) with contact details to use in the event of an emergency.

Please also refer to the University's arrangements regarding fire safety:

http://www.healthandsafety.manchester.ac.uk/toolkits/fire/

3.8 GUIDANCE ON CHILDREN AND THE INTERNET

In today’s world of internet culture and social media it is reasonable to assume that most children have access to some form of electronic communication eg via a mobile phone, iPad or similar tablet device. Children now engage with social media as an everyday form of communication, whether to research homework or to contact friends. Children are more inclined to take risks on-line with people they do not know than if they were interacting with them in the real world.

The term “stranger danger” is very applicable in the digital world. Increasingly children are sharing personal information and communicating with people on-line whom they do not know. To try and prevent children from using social media or to heavily supervise this is impractical. The University should instead communicate a strong on-line safety culture and be aware of the risks which on-line usage brings.

There are many types of activity that children engage in on-line. The key areas are listed below:

Social Networking

There are a large number of social networking sites with two of the largest being Facebook and Twitter. It is recognised that it is impractical to supervise children’s engagement with these sites, but many sites including Facebook offer privacy settings which should be employed. A child needs to be 13 or over to be using certain social media sites but it is important to note that some children like to pretend they are older therefore there are now children under the age of 13 with a profile on these sites.

Instant messaging

This allows users to communicate in real time and can be done via mobile phone.
Webcams

Many phones now have webcams built in therefore increasing the opportunity for children to record and then either send or upload content onto the internet.

The key risks that children need to be made aware of are:

- Giving out personal information;
- Making their location known (via tagging their real location on-line);
- Making “friends” on-line with people they do not know.

Other risks to be aware of:

- On-line grooming which is a practice involving an adult collecting personal information from a child, building up their trust and confidence (often by pretending to be a child) and offering gifts;
- Cyber bullying is bullying through an on-line forum and can be done in a variety of ways e.g. by spreading rumours on-line and posting messages on social networking sites. Bullies can also be anonymous on-line and it is easier to be a bully on-line as many on-line forums are unmonitored;
- Sexting which involves children taking and sending an indecent image of themselves or sharing them on-line or via a mobile phone. Quite often sexting is linked to bullying as many children feel pressured to send a picture of themselves. Also it is important to understand the legal implications of sending an indecent image of a person under the age of 18 or a child being in possession of an indecent image of another child.

Children should be encouraged to tell an appropriate adult about any concerns they have while using the internet and adults should also watch for any changes in behaviour which might indicate a problem. If there are any concerns or a child discloses information then the procedures for dealing with allegations of abuse should be followed (Section 3.4).

It is recognised that a number of the volunteers working on behalf of the University may be very close in age to the children with whom they are working or may know the child in question. It is still important that they maintain a professional distance and it is not appropriate for them to establish a close relationship with any of the children with whom they work and under no circumstances exchange personal email addresses or access to their social media eg Facebook.

Increasing numbers of University staff are using the internet and social media to engage with people, eg using on-line forums and social media as part of undergraduate admissions. Often, the people they are engaging with on-line are under the age of 18 therefore staff should be aware of the risks involved and adhere to good practice guidance (Section 3.2). Any member of staff who is responsible for on-line forum moderating should undergo an enhanced DBS check for that role.
C: SPECIFIC GUIDANCES

CHECKLIST FOR STAFF WORKING WITH CHILDREN ON OR OFF CAMPUS

This checklist is designed to ensure that you have undertaken all your responsibilities with regard to child protection, and will help you to find the appropriate documents.

<table>
<thead>
<tr>
<th>Have you….</th>
<th>Website link to forms/documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read your local policies and procedures?</td>
<td></td>
</tr>
<tr>
<td>Ensured all appropriate staff have been DBS checked?</td>
<td>Contact HR Reception, 2nd floor, Simon Building, Email: <a href="mailto:HRServices@manchester.ac.uk">HRServices@manchester.ac.uk</a> or Tel No: 54499. If a staff member requires a DBS check then this MUST be administered by a HR counter-signatory.</td>
</tr>
<tr>
<td>Identified the party leader/manager to whom child protection issues should be reported?</td>
<td></td>
</tr>
<tr>
<td>Completed a risk assessment form?</td>
<td><a href="http://www.healthandsafety.manchester.ac.uk/toolkits/ra/example-ras/">http://www.healthandsafety.manchester.ac.uk/toolkits/ra/example-ras/</a></td>
</tr>
<tr>
<td>Located Accident Report forms, and know what steps to take should an accident occur?</td>
<td><a href="http://www.healthandsafety.manchester.ac.uk/topic_a-z/">http://www.healthandsafety.manchester.ac.uk/topic_a-z/</a></td>
</tr>
<tr>
<td>Familiarised yourself with fire equipment and evacuation procedures?</td>
<td><a href="http://www.healthandsafety.manchester.ac.uk/toolkits/fire/">http://www.healthandsafety.manchester.ac.uk/toolkits/fire/</a></td>
</tr>
<tr>
<td>Sent out information to the children and/or their party leader attending, giving directions, agreed ratio of adults to children, event details etc?</td>
<td></td>
</tr>
<tr>
<td>Sent out consent forms for the children attending?</td>
<td>See Appendix 4 for an example consent form</td>
</tr>
<tr>
<td>Prepared housekeeping instructions to brief the attendees and included time to deliver the briefing?</td>
<td></td>
</tr>
<tr>
<td>Co-ordinated travel and/or car park arrangements?</td>
<td></td>
</tr>
<tr>
<td>Informed other relevant University staff?</td>
<td></td>
</tr>
</tbody>
</table>

If you are working with children at a venue off campus, have you…

| Visited the venue to carry out / organise the points above? |  |
| Identified the person on site responsible for first aid and reporting, accidents, fire, etc? |  |
GUIDANCE FOR STUDENTS WHO COME INTO CONTACT WITH CHILDREN AS PART OF A VOLUNTEERING ROLE

DEFINITION OF A VOLUNTEER

Volunteering is an unpaid activity with a charity or not-for-profit organisation that makes a difference to the wider community. It involves doing something that improves the environment or helps members of that community.

These community activities are arranged regularly by the University and may involve working in a number of settings where children are present.

BEFORE THE VOLUNTEERING PROGRAMME COMMENCES

Where appropriate, volunteers undergo Child Protection training, and demonstrate that they have understood the training, before commencing volunteering work. The University staff member responsible for volunteers would make a judgment regarding whether child protection training or a verbal briefing regarding child protection would be required depending on a number of factors eg frequency of work, level of supervision.

Where the University is directly responsible for the volunteer placement arrangements, it will also arrange for each volunteer to be DBS checked.

Safety Guidance

Please refer to Section 3 in the General Guidance section specifically:

- Section 3.1 Risk Assessments;
- Section 3.2 General conduct when working with children;
- Section 3.3 Practices never to be sanctioned;
- Section 3.5 Disclosure and Barring Service (DBS) Checks;
- Section 3.6 Additional information for university staff and volunteers.
PROCEDURE FOR STAFF WHEN DEALING WITH CHILDREN ATTENDING A WORK EXPERIENCE
PLACEMENT

BEFORE WORK PLACEMENT

INITIAL ENQUIRY STAGE

At the initial stages of the work placement enquiry, staff should be encouraged to discuss it with their line manager to see if the work placement is feasible.

It must be noted that for some schools/departments it may not be suitable to accept work experience students due to the nature of their work eg confidentiality concerns, workplace risk. A generic letter stating this information can be produced in advance of any enquiry.

WORK PLACEMENT AGREED

If an under 18 year old makes contact independently, the University must request a letter from a parent or school providing permission for this placement.

The following points should also be observed:

- A risk assessment must be carried out before the child starts the placement. A standard risk assessment form is available (details are provided in Section 3.1 in the general guidance).

- A risk assessment will inform the need for a Disclosure and Barring Service (DBS) check on any staff involved with the work experience placement.

- If the child is undertaking the work placement as part of school work then also ask the school if they have any documentation/guidance relating to work experience placements.

- Make sure that a timetable is drawn up in advance of the placement and that the child is aware of this. This should include details of relevant work contact information for the staff member(s) who will be supervising the child during the work experience placement.

- A consent form (Appendix 4) and disclaimer should be sent to the student to include the request for information regarding medical conditions/medications/disability which may affect their placement. It is advisable to provide the student with the contact details of Student Occupational Health if any additional information or advice is required.

- Staff who have accepted a work experience placement student are also advised to contact Student Occupational Health for advice if they have any concerns regarding a student who applies for a placement or who is on placement.

DURING WORK PLACEMENT

The person managing the placement must carry out an induction on the first day of placement which will include details of when fire alarms take place, meeting points for fire alarms, risk assessment, details of local first aider and office hours.

It is recognised and accepted that schools and colleges expect these students undertaking such work experience placements to develop independence, responsibility and the ability to make their own decisions and to apply learning.

It is also recognised that it is not always practical to have two or more members of University staff working with one child at any given time during their work experience placement for a variety of reasons. However, it is appreciated that the welfare of the child must be paramount. Therefore, to enable both University staff concerned and the work experience student to have a positive experience the points outlined below should be noted.
If you are spending time alone with a student:

- always ensure that another staff member knows your location and the proposed activity;
- ensure that a door is left ajar, where possible, or that there is a clear view into the room through a window.

Please also refer to the guidance from the Health and Safety Executive regarding risk assessments which need to be provided to the school and parents/guardian through the links provided below:

http://www.hse.gov.uk/youngpeople/workexperience/index.htm

Please also refer to Section 3 in this general guidance section, specifically:

- Section 3.1 Risk Assessments;
- Section 3.2 General conduct when working with children;
- Section 3.3 Practices never to be sanctioned;
- Section 3.5 Disclosure and Barring Service (DBS) checks.
GUIDANCE ON UNACCOMPANIED MINORS ON UNIVERSITY PREMISES

This guidance will apply to The Whitworth Art Gallery, Manchester Museum and Jodrell Bank Discovery Centre.

Whitworth Art Gallery, Manchester Museum and Jodrell Bank Discovery Centre are child-friendly environments and manage a number of family-friendly activity programmes. All staff are committed to ensuring that visitors have a safe and enjoyable visit and part of that commitment is to ensure the health and safety of all visitors, including children.

It is recognised these services deal with a variety of different and challenging issues involving children, all of which cannot be addressed in this document. There will be occasions where a solution to an issue is not obvious and in these circumstances staff should confer with colleagues.

At the point of entry onto the premises

a) An unaccompanied child between the ages of 11-18 will be allowed into the building.
b) An unaccompanied child who appears to be under the age of 11 can reasonably be questioned regarding their status.

An unaccompanied child already on the premises

Where an unaccompanied child is already in the building there are four areas of consideration:

a) The child is on the premises unaccompanied

*Discretion must be used on the part of staff members regarding both the duration and situation. For example, it is reasonable that a teenager may wish to spend a day in the Museum whilst studying for a school project. However, there will be occasions when a child has been on the premises for an unacceptable period of time and steps should be taken to establish the reasons for their extended and unaccompanied visit.*

If a child under the age of 11 is on the premises staff members must talk with the child and try and establish if there is a parent due back soon to collect him/her. If a parent is due back shortly then staff should make contact with the parent/guardian and outline the regulations of the premises. If it is not possible to contact the parent/guardian then the child should be taken to a designated safe area and the police should be contacted.

Brief details should be recorded on an incident form and University staff responsible for child protection locally informed. Appropriate steps must be taken to ensure the child’s welfare during their time on site, following the good practice guidelines in the child protection policies.

If any unaccompanied child has spent a significant period of time on a premises for a number of consecutive days then, after other reasonable measures have been taken, staff should contact the police ensuring that appropriate records have been maintained.

Staff must not handle a situation alone but must liaise with a colleague regarding action to be taken and where possible, the child should be approached by two staff members when enquiry is being made about their unaccompanied status.

b) An unaccompanied child injures him/herself

If an unaccompanied child injures him/herself a trained first aider should assess the injury. In case of emergency, an ambulance should be called and also the police. If the police have not arrived by the time the ambulance leaves for the hospital then a DBS checked staff member may also need to travel separately to the hospital. The responsibility of the staff member is to ensure a proper handover to the police.
c) An unaccompanied child appears upset or distressed

If a child appears upset or distressed and will not talk when approached by staff members then staff should contact the police ensuring that appropriate records have been maintained.

d) The behaviour of the child is cause for concern to staff members eg:

- uses threatening, abusive or violent behaviour or language of any kind whilst on the premises, to staff or other visitors;
- causes intentional damage to the site or exhibits;
- enters areas that are cordoned off;
- accesses an inappropriate website via the premises Wifi system (on their own mobile or laptop – see Section 3.6 and 3.8 for further details).  

Age 11 and over: Staff members should ask the child in question to refrain from inappropriate behaviour. If the behaviour does continue then the child will be asked to leave the premises and two staff member(s) will accompany them off the premises to ensure that they have left the building.

Age under 11 years: Staff members should ask the child to refrain from inappropriate behaviour. They will also identify the child for other front of house staff so that reasonable steps can be taken to ensure their wellbeing. If a parent is due back shortly then staff should make contact with the parent/guardian and outline the regulations of the premises. If it is not possible to contact the parent/guardian then the child should be taken to a designated safe area and the police should be contacted.

A pattern of unaccompanied visits

Where a pattern of unaccompanied visits emerges, colleagues in other areas should be informed. The Compliance & Risk Office should also be informed, especially in the case of an unaccompanied child being taken to hospital.

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10 Staff will be vigilant with regard to any misuse of the internet in these circumstances, whether by an adult or child.
HEALTH AND SAFETY PROCEDURE FOR SAFEGUARDING CHILDREN ON UNIVERSITY PREMISES
(in relation to staff bringing their children onto campus)

Introduction

For the purposes of this procedure, the legal definition of “child” in health and safety legislation is used. A child is someone under school leaving age (generally under 16 years of age).

This document sets out University procedure and provides guidance on ensuring the safety of children on University property. University property includes all University buildings and grounds that are occupied by staff for purposes connected with the activity of the University. It should be read in conjunction with the suite of documents dealing with all aspects of child protection at the University. It is in addition to the general health and safety policy and procedures which deal with the University’s duty of care to staff, students and visitors including children, and the range of health and safety statutory responsibilities, including the need for risk assessments. Children are known to be vulnerable to accidental injury because of their lack of experience and knowledge of working environments. This is recognised in common law and statute, and the duty of care towards children is consequently greater.

Exemptions to this procedure

- This procedure is not intended for buildings where children are normally present or invited as visitors such as Jodrell Bank, Manchester Museum, Whitworth Art Gallery and Firs Botanical Grounds or for halls of residence or catering outlets used by the public.
- It does not apply to circumstances where children are brought onto premises as part of a structured and supervised visit (e.g., work experience, public lectures, clinical purposes, or degree and other open days, etc).
- However, in all cases exempted from this policy, a risk assessment must be carried out and recorded under the Management of Health & Safety at Work Regulations 1999. The risk assessment must address the vulnerability of children in unfamiliar circumstances.
- The University’s risk assessment form and notes are at http://www.healthandsafety.manchester.ac.uk/toolkits/ra/
- The HR website provides links to various policies on family friendly working arrangements and support, at http://www.staffnet.manchester.ac.uk/employment/leave-work-arrangements/

Arrangements

- The University of Manchester welcomes and encourages supervised visits by young people to a higher education environment and provides a wide range of educational activities for children and young people, most notably at Manchester Museum, Whitworth Art Gallery, Firs Botanical Grounds and Jodrell Bank.
- However, many University buildings have not been designed with children in mind and do not comply with current building regulations applicable when the presence of children is anticipated. There are physical hazards (such as widely spaced guarding on stairwells and mezzanine floors, or open loading bays) and places of work which require awareness of specific hazards of all kinds (such as laboratories, workshops, etc). Also, staff and students do not expect to encounter children whilst moving a variety of goods around common parts and corridors, and vision panels are seldom full door height.
- For these reasons, in order to comply with common law and the University’s duties under the Health & Safety at Work etc Act 1974 and other statutes, it is neither advisable nor appropriate for anyone to bring children into University buildings.

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11 Within Health & Safety legislation the definition of a child is someone who is under school leaving age (16 years). Between the ages of 16-18 an individual is defined as a young person.
• If a child is brought onto campus for a short and informal visit, for example a parent calls into their office on the way home to collect a forgotten item, the child must be accompanied and appropriately supervised by their parent / guardian at all times. The University discourages staff from requesting work colleagues to supervise their children, as asking others to fulfil a supervisory role may not be welcomed by the other person and/or may trigger the requirement for a DBS check.

• For young (and particularly, for mobile) children, the supervision must be very close and continuously attentive. For older children, more discretion may be exercised, but in any case, the degree of supervision should be based on a risk assessment carried out before the visit. A competently completed risk assessment will normally exclude children from laboratory and workshop environments, and from other areas where awareness and understanding of hazards and their controls is required.

• Depending on their local hazards and arrangements, individual HOSs and managers may wish to make additional stipulations covering issues such as:
  • approval of risk assessments (for example, requiring them to be submitted for their own approval);
  • preparation of generic risk assessments;
  • the option of allowing staff to work at home, where this is compatible with work commitments
  • signing in/out procedures and informing key personnel;
  • prohibiting the presence of children in specific areas of high risk.

• All members of staff have a general duty of care towards children who could be at risk of injury, and should take action if they observe children who are not appropriately supervised. Normally, observations should be reported to the Head of School or their nominee, or to the school safety advisor.
APPENDICES
# APPENDIX 1: DISCLOSURE OF INFORMATION OR RECORD OF ALLEGATIONS OR SUSPICIONS OF ABUSE

When completing this form, record what the child has said and/or your concerns legibly and accurately.

<table>
<thead>
<tr>
<th>Child's Surname</th>
<th>………………………………………………………………………………………………………………………………………………………………</th>
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</thead>
<tbody>
<tr>
<td>Forename(s)</td>
<td>…………………………………………………………………………………………………………………………………………………………………</td>
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<table>
<thead>
<tr>
<th>Address</th>
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<table>
<thead>
<tr>
<th>Date of Birth</th>
<th>…………………………………………</th>
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</table>

**Your Observations (eg change in behaviour)**

| ………………………………………………………………………………………………………………………………………………………………………………………|
| ………………………………………………………………………………………………………………………………………………………………………………………|
| ………………………………………………………………………………………………………………………………………………………………………………………|
| ………………………………………………………………………………………………………………………………………………………………………………………|

**Child's account of what happened (if given)**

| ………………………………………………………………………………………………………………………………………………………………………………………|
| ………………………………………………………………………………………………………………………………………………………………………………………|
| ………………………………………………………………………………………………………………………………………………………………………………………|
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Please note that you must inform the child of the action that you propose to take.

**Action that you took as a result of this disclosure**

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**Please ensure that this form has been filled out correctly, because in the event of a disclosure being made, it is the person to whom the disclosure is made that the relevant authorities will come to for an account of what was said.**
APPENDIX 2: EXAMPLE OF HEALTH AND SAFETY BRIEFING TO STUDENT AMBASSADORS
EVENTS ON CAMPUS

ROAD SAFETY

The University of Manchester is situated on both sides of a major city centre road which has a high volume of traffic running through the middle of the campus throughout the day.

This means that you must take extra care when moving your groups of pupils to and from buildings and crossing roads. Make sure you use pedestrian crossings when taking pupils across the road.

MISSING PERSON

Make sure your group is with you at all times. In the event that you lose a member of your group, you must report this to the Activity Coordinator immediately.

(Staff: please ensure that Student Ambassadors have a means of contacting you throughout the activity. There are work mobile phones for use during activities. It is also useful to have a designated base room where Student Ambassadors can report if they encounter any problems.)

FIRE ALARMS

If the fire alarm sounds whilst you are in a building, you must escort your group safely from the building via the emergency routes. If you are taking a campus tour, do not enter any building where the fire alarm is sounding. If your group is not together when the fire alarm sounds (eg you may be working in the library in different areas), do not go looking for your group: leave the building by the nearest fire exit.

ACCIDENTS

You must report any accidents immediately to the Activity Coordinator. If you suffer an accident whilst working for SRID, you will need to complete an accident report log.

FAULTY EQUIPMENT

You must report any faulty equipment to the Activity Coordinator immediately and do not continue to use it.

FIRST AID

If a pupil requires First Aid, you must report this at once to the Activity Coordinator. If the Activity Coordinator is not present eg on a campus tour, do not attempt to administer first aid yourself. If you are unable to reach the Activity Coordinator, there is a list of First Aiders in each University building. You must keep trying to reach the Activity Coordinator to inform them of the emergency / accident.

In case of emergency, contact Security in the first instance – 0161 306 9966

(Staff: A list of first aiders can be found at the link below. The guidance above applies to trainee doctors or Ambassadors who may have undertaken first aid training themselves. It is not expected that an Ambassador would administer first aid unless in an absolute emergency and only if they have received first aid training. http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=11029)

USE OF COMPUTERS

When pupils are using computers and the internet as part of the activity, they should only be using programmes and/or websites appropriate for the task. If pupils are accessing content via the internet or any other software which is deemed inappropriate, you should ask them to close down the programme immediately and report it to the Activity Coordinator.
CHILD PROTECTION

All young people under the age of 18 are defined as a ‘child’ for the purpose of child protection legislation. It is therefore very important that all staff and students working with young people under the age of 18 follow the best practice set out in the University’s Child Protection Policy. Key points to remember are:

- Avoid being on your own with a young person.
- If a student discloses information which means they could be at risk, you must report this immediately to a member of staff. You must not make any promises to keep such information confidential.
- Do not under any circumstances give out your personal details (email, telephone etc) to an attendee. This also extends to making contact via social media during or outside of an event, unless this is part of an organised programme eg MAP Facebook group.

(Staff: The main points here are to emphasise that Ambassadors should as far as possible ensure they are not on their own with a pupil. If they do find themselves in this situation and a student discloses information to them which they feel means the pupil is at risk, they need to record this immediately and give it to the Activity Coordinator. You must also emphasise the importance of not sharing personal information or having contact with attendees via social networking).

SMOKING

As the majority of people attending Student Recruitment and WP events will be under 18, smoking is not permitted. If you have any questions about the no-smoking policy for a particular event due to the age of attendees, please ask the Activity Coordinator. If anyone is breaking the no-smoking policy, please report this to the Activity Coordinator.

GENERAL CONDUCT

(Staff: below are some points you may wish to cover with your Ambassadors before the activity).

As Ambassadors, you are a role model for the pupils visiting. Therefore you play a vital role in helping staff throughout the day, and particularly when facilitating in sessions. Please:

- do not talk when staff are talking;
- sit amongst the students, to encourage engagement and monitor behaviour. If any students are continuously disruptive or problematic on your table, then report them to the lead member of staff;
- use your initiative and do not be passive. If you see that a group of students are not engaged or are talking whilst the staff leader is, then tell them to be quiet – don’t be afraid to show leadership;
- do not smoke during events.

You are a bridge between us and the learners – you are not necessarily the pupils’ friend, but a mentor/facilitator, and should be friendly and approachable. Try not to directly answer questions, but encourage pupils to answer.
APPENDIX 3: EXAMPLE OF HEALTH AND SAFETY BRIEFING (PROVIDED TO VISITING GROUPS OF CHILDREN ON CAMPUS) FROM STUDENT RECRUITMENT AND INTERNATIONAL DEVELOPMENT DIVISION

ROAD SAFETY

The University of Manchester is situated on both sides of a major city centre road which has a high volume of traffic running through the middle of the campus throughout the day.

This means that you must take extra care when crossing the roads. Make sure you use pedestrian crossings where possible.

FIRE ALARMS

If the fire alarm sounds whilst you are in a building, you will need to leave the building quickly but calmly. Please follow the members of University staff and Student Ambassadors, who will direct you from the building to the safe meeting point.

(Staff: it is your responsibility to familiarise yourself and Student Ambassadors with the fire evacuation procedures for the building(s) in which the activities are taking place.)

IF YOU ARE LOST

You should remain with your designated group and Ambassador whilst taking part in the different activities.

(Staff: it is good practice to provide pupils with a number to contact in case they get lost or in an emergency, particularly if the activity involves moving around campus. If this is not possible, there should be a designated meeting point which could be a room or the Visitors' Centre. Below is an example of the information that should be provided to attendees.)

Each child should be provided with either an A5 sheet (recommended for age 11+) or badge (recommended for age 10 and under) with contact details to use in the event of an emergency. Badges may take the form of, for example, adhesive labels or lanyards, according to local wishes and arrangements.

Emergency Information

In the event of an emergency please contact any of the following:-

Event Organiser: Tel No:
Assistant Event Organiser: Tel No:
University Security – 0161 306 9966

If you are lost or separated from your group, go to the Visitors’ Centre in University Place, this is the round building on Oxford Road or if on North Campus, to the Security Lodge on Sackville Street.

Alternatively, if you notice someone is missing (and they cannot be found at the Visitors’ Centre), please alert the Event Organisers or Security immediately.
APPENDIX 4: EXAMPLE CONSENT FORM FOR WORK EXPERIENCE STUDENT

Work Experience Information and Consent Form

Please can you complete and sign this form. This form will also need to be signed by your parent/guardian and returned to The University of Manchester at the address below.

PLEASE WRITE CLEARLY IN BLOCK CAPITALS

1. YOUR PERSONAL DETAILS

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
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<tbody>
<tr>
<td>First Name</td>
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<td>Surname</td>
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<tr>
<td>Address</td>
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<td>Postcode</td>
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<tr>
<td>School / College Attending:</td>
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<td>Address</td>
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<tr>
<td>Post Code</td>
<td></td>
</tr>
<tr>
<td>Contact name of teacher at School:</td>
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<td>Contact number of School:</td>
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2. EMERGENCY CONTACT DETAILS

<table>
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<th>Field</th>
<th>Details</th>
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<tbody>
<tr>
<td>1st Contact Name:</td>
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<td>Relationship:</td>
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<td>Contact Number:</td>
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<td>2nd Contact Name:</td>
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<td>Relationship:</td>
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<td>Contact Number:</td>
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3. MEDICAL INFORMATION

<table>
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<th>Details</th>
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<tr>
<td>Doctor’s Name:</td>
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<tr>
<td>Doctor’s Telephone Number:</td>
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<tr>
<td>Medical conditions/ special requirements:</td>
<td></td>
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<tr>
<td>Current medication:</td>
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</table>
Data Protection: The University of Manchester will use the information you have supplied for the purpose of administering this work experience placement only. It will treat this information in accordance with the Data Protection Act 1998. The data will be kept confidential and will not be supplied to any third party.

The data will only be seen by those individuals within the University who need to see it and will be destroyed when it is no longer needed.

4. SIGNATURE

| Your Name: |                      |
| Signature: |                      |

5. PARENTAL CONSENT

- All the information supplied on this form is correct to the best of my knowledge.
- I give consent for my son/daughter to undertake work experience with the
  ........................................................................ (Name of School) from ..............................
  (start date) to ............................... (end date).
- I consent to my son/daughter receiving treatment by a qualified First Aider if required.
- I acknowledge and agree that, in the unlikely event of any serious accident or medical incident involving my son/daughter, the University will act on medical advice received in relation to my son/daughter and I consent to this.
- I acknowledge that, in the unlikely event of any serious accident or medical incident involving my son/daughter, the University will try and contact me as soon as possible.

Signed .................................................................................. Date ........................................

Print Name ........................................................................... Relationship .................................

Please return to (insert address)
### APPENDIX 5: ADDITIONAL INFORMATION

<table>
<thead>
<tr>
<th><strong>Disclosure and Barring Service</strong></th>
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<table>
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<tr>
<th><strong>Working Together to Safeguarding children</strong></th>
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<tr>
<th><strong>Keeping children safe in education</strong></th>
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<tr>
<th><strong>Manchester Safeguarding Childrens Board</strong></th>
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<th><strong>NSPCC</strong></th>
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<tr>
<th><strong>Child Exploitation and on-line Protection Centre</strong></th>
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<tr>
<td><a href="http://www.ceop.police.uk/">http://www.ceop.police.uk/</a></td>
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<table>
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<tr>
<th><strong>Think u Know: Guide to internet Safety</strong></th>
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<tbody>
<tr>
<td><a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a></td>
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</tbody>
</table>
The current version (V1.7) of this document has been adapted from the Manchester Museum Child Protection Policy (June 2004), and the most recent version of this policy (V1.6). Version 1.7 has undergone a review process with the assistance of the following University staff: Stephanie Lee, Tim David, Karen Varty, Imogen Greatbatch, Lindsay Gilbert, Melanie Taylor, Iram Kiani and Menaka Munro.