

# **The University of Manchester**

## **Safeguarding Children Policy and Guidance**

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# CHILD SAFEGUARDING POLICY

## EXECUTIVE SUMMARY

### General principles

A child is defined as anyone who has not yet reached their 18<sup>th</sup> birthday<sup>1</sup>. 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 Safeguarding Leads 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 safeguarding 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 safeguarding 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.

### Advice and guidance

Further advice is available from the Compliance and Risk Office. The Director of Compliance and Risk is the University's Designated Safeguarding Lead.

### Contact Details

Dr David Barker, University Designated Safeguarding Lead	Email: <a href="mailto:david.barker@manchester.ac.uk">david.barker@manchester.ac.uk</a> tel:55798
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<sup>1</sup> *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children: July 2018*  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)

## SECTION 1

### 1.1 CHILD SAFEGUARDING 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 18<sup>th</sup> birthday should be considered as a child<sup>2</sup>;
- 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.

#### CHILD SAFEGUARDING 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 to ensure child safeguarding risks are identified and addressed;
- 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 Safeguarding 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 Safeguarding 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 safeguarding 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 robust procedures in place for dealing with allegations of abuse against University staff 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 sets out the principles underlying the policy. The accompanying guidance provides definitions to help assist those staff interacting with children and seeks to provide practical guidance to members of University staff<sup>3</sup> and students working with children. The policy is presented in three distinct sections (policy and statement, practical guidance and specific guidance) and is supported by a number of appendices.

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<sup>2</sup> (*Working together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children: July 2018*)

<sup>3</sup> 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.

## 1.2 DEFINITION OF A CHILD

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

Please note that this guidance 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:

Process of admitting minors (March 2014)

<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>

### 1.3 **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* July 2018<sup>4</sup>.

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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children.

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 them. 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 interactions. 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 such as masturbation, kissing, rubbing and touching outside clothing. 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

#### **Child sexual exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation doesn't always involve physical contact; it can occur through the use of technology.

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<sup>4</sup> Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children: July 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard_Children.pdf)

## **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 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.

## **Extremism**

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the role of law in our society.

## **Bullying**

In addition to the definitions given above, it is important to recognise the impact and extent of bullying in the lives of children.

Bullying is most often defined in terms of three components:

- it must occur over time, rather than being a single aggressive act;
- it involves an imbalance of power, the powerful attack the powerless;
- it can be psychological, verbal, or physical in nature.

In an NSPCC study the most common experiences of bullying and discrimination reported by young people were at the hands of other young people:

- being called names, insulted or verbally abused;
- being deliberately embarrassed and humiliated;
- being made to feel different or like an outsider;
- being lied about;
- being physically assaulted or threatened with violence;
- being ignored;
- having any possessions or equipment stolen or messed with by others.

Boys were more likely to experience physical bullying or threats and to have property stolen or damaged. Girls were more likely to be ignored or not spoken to.

## 1.4 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 2.4) regarding:

- 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 someone else confided in you regarding a particular child or is it a gut feeling that you have?

## SECTION 2:

### **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 and Risk Office for advice.

#### **2.1 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 any risks.

The University's risk assessment form and notes are at:  
<http://www.healthandsafety.manchester.ac.uk/toolkits/ra/>.

#### **2.2 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:

Always work in an open environment (eg avoiding private or unobserved situations and encourage an open environment ie no secrets).	Treat all children equally and with respect and dignity. Do not have favourites and do not give presents.
Maintain a safe and appropriate distance from children <sup>5</sup> .	Build balanced relationships based on mutual trust which empowers children to share in the decision-making process.
Involve teachers, parents/carers wherever possible and ensure that parents/carers/schools/colleges are aware of the activities that their child/children will be involved in at the University. Secure appropriate consent for these activities including for the administration of emergency first aid and/or other medical treatment (wherever such prior permission seems appropriate).	Ensure that during residential events adults don't enter children's rooms or invite children into their rooms unless there are exceptional reasons for doing so (and in those circumstances the adult should ensure they are accompanied by another DBS checked staff member).
Be an excellent role model – this includes wearing appropriate clothing, not smoking or drinking alcohol in the company of children or using inappropriate language.	Be generally aware of children while they're at the University or are involved in University-related activities and be mindful of your own behaviour around children.

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<sup>5</sup> 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 social media accounts.

### 2.3 PRACTICES NEVER TO BE SANCTIONED

The following should never be sanctioned:

Spending excessive amounts of time alone with children away from others.	Taking children to your home where they will be alone with you.
Allowing a child to travel on their own with you in a vehicle.	Engaging in rough, physical or sexually provocative games, including horseplay.
Sharing a room with a child.	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].
Allowing or engaging in any form of inappropriate contact.	Allowing or encouraging abusive peer activities (eg any game/activity where an individual may be held up to ridicule).
Allowing children to use inappropriate language unchallenged.	Making sexually suggestive comments to, or within the hearing of, a child, even in fun.
Reducing a child to tears as a form of control.	Allowing allegations made by a child to go unchallenged, unrecorded or not acted upon.
Doing things of a personal nature for children that they can do for themselves eg dressing/undressing a child.	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.

### 2.4 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 explain that information would need to be passed on on 'a need to know' basis.
- 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 as the Compliance and Risk Office has a small timescale for advice and referral.

## 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 Safeguarding as soon as possible.

***The Data Protection Act 2018 and GDPR does not prevent or limit the sharing of information to keep children safe. Fears about sharing information MUST NOT be allowed to stand in the way of the need to promote the welfare and promote the safety of children.<sup>6</sup>***

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<sup>6</sup> *Keeping children Safe in Education – September 2019*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/830121/Keeping\\_children\\_safe\\_in\\_education\\_060919.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf)

**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 by a member of University staff or volunteer (“recipient of the disclosure”).



The recipient of the disclosure (or their manager) informs the child(ren), [and parent(s) if appropriate or teachers (if present)], of the next steps in the procedure. **[Note that if the disclosure concerns the teacher or parent then it might not be appropriate to inform without input from a member of staff responsible for safeguarding]**



The recipient of the disclosure completes a ‘disclosure of information’ form (Appendix 1) as soon as possible, taking care to record factual information.



The recipient of the disclosure immediately consults the Local Safeguarding Lead and the University Designated Safeguarding Lead is also informed. The Local Safeguarding Lead will liaise, if applicable, with the manager with responsibility for child safeguarding at the child’s school/college.



The University Designated Safeguarding Lead, together with appropriate consultation and risk assessment, will make a decision regarding necessary actions to be taken and inform the relevant personnel.

*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 safeguarding for that particular area of activity/event and the University Designated Safeguarding Lead.
- c) If an allegation of bullying is made by a child against another child, you are required to follow the above procedure.
- d) 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.

**iv) If there is no disclosure but you suspect abuse or 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 while 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 Local Safeguarding Lead for that event (eg it is usual practice within some areas of the University to nominate an individual to be responsible for child safeguarding 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 safeguarding 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 manager responsible for child safeguarding for an external organisation should be made available to University staff and students prior to their attendance at the external setting.

## **2.5 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 check. The risk assessment process (Section 2.1) will inform any member of University staff regarding this and, where necessary, the level of disclosure required. The Disclosure and Barring Service has issued guidance on which roles are eligible for a DBS check<sup>7</sup>. 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 with a barred list check 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.

If a member of staff or student has spent a period of time living outside the UK in the last five years then they would also need to supply a document with equivalent status in their home country to the DBS disclosure, such as a Certificate of Good Conduct<sup>8</sup> from the relevant foreign embassy or police department (in addition to a DBS check). Staff and students who are unable to provide supporting documentation should not be allowed to work in regulated activity with children as this would place them and the children in an unnecessarily vulnerable position.

## **2.6 GUIDANCE WHEN DEALING WITH SOCIAL MEDIA<sup>9</sup>**

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 don't 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.

<sup>7</sup> <https://www.gov.uk/government/collections/dbs-eligibility-guidance>

<sup>8</sup> <https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

<sup>9</sup> See also UoM Social Media Policy <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=42150>

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 2.4).

Increasing numbers of University staff are using 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 are under the age of 18 therefore staff should be aware of the risks involved and adhere to good practice guidance (Section 2.2). Staff must not under any circumstance use their personal email address or allow a minor access to their personal social media accounts. Staff **MUST** always use their University email address and/or social media accounts. **Any member of staff who is responsible for on-line forum moderating should undergo an enhanced with child barred list DBS check for that role.**

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, personal phone numbers or access to social media.**

## **2.7 INFORMATION SHARING**

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people<sup>10</sup>. The key points to remember are:

The General Data Protection Regulation (GDPR). GDPR is not a barrier to information sharing but ensures that it is done appropriately. We should seek consent where possible but understand that the appropriate action is to share regardless of whether or not consent is obtained. Therefore we will need to explain to the individual making the disclosure and encourage them to 'agree' that we need to share the information. We should also note that for younger children (indicatively under 13) they may not have capacity to provide valid consent in any case. Under the GDPR and Data Protection Act 2018 we may share information without consent if we decide that safety may be at risk.

We must be clear from the outset regarding how the information will be shared and keep a record of decisions made and the reasons for it.

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<sup>10</sup> *Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

## **SECTION 3: SPECIFIC GUIDANCES AND APPENDICES**

### **3.1 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 safeguarding, and will help you to find the appropriate documents.

<b>Have you....</b>	<b>Website link to forms/documents</b>
Read and understood the Child Safeguarding Policy and Guidance document?	<a href="http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=4287">http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=4287</a>
Read your local policies and procedures and know who the Local Safeguarding Lead is?	
Ensured all appropriate staff have been DBS checked?	Contact HR Reception, 2 <sup>nd</sup> floor, Simon Building, Email: <a href="mailto:HRServices@manchester.ac.uk">HRServices@manchester.ac.uk</a> or tel 54499.
Identified the party leader/manager to whom child safeguarding issues should be reported? This would include out of hours contact details for relevant personnel if the University is hosting school parties out of hours.	
Completed a risk assessment form?	<a href="http://www.healthandsafety.manchester.ac.uk/toolkits/ra/example-ras/">http://www.healthandsafety.manchester.ac.uk/toolkits/ra/example-ras/</a>
Identified the First Aider for the area and how to contact them?	<a href="http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=11029">http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=11029</a>
Located Accident Report forms, and know what steps to take should an accident occur?	<a href="http://www.healthandsafety.manchester.ac.uk/topic_a-z/">http://www.healthandsafety.manchester.ac.uk/topic_a-z/</a>
Familiarised yourself with fire equipment and evacuation procedures? For schools and departments working with under 18 years olds regularly a local contingency plan needs to be put in place.	<a href="http://www.healthandsafety.manchester.ac.uk/toolkits/fire/">http://www.healthandsafety.manchester.ac.uk/toolkits/fire/</a>
Sent out information to the children and/or their party leader attending, giving directions, agreed ratio of adults to children, event details etc?	
Sent out consent forms for the children attending?	See Appendix 5 for an example consent form
Prepared housekeeping instructions to brief the attendees and included time to deliver the briefing?	
Co-ordinated travel and/or car park arrangements?	
Informed other relevant University staff?	
<b>If you are working with children at a venue off campus, have you...</b>	
Visited the venue to carry out / organise the points above?	
Identified the Designated Safeguard Lead or named contact, and also those responsible for first aid and reporting, accidents, fire, etc.?	

### **3.2 GUIDANCE FOR STUDENTS WHO COME INTO CONTACT WITH CHILDREN AS PART OF A VOLUNTEERING ROLE (WITH AN EXTERNAL ORGANISATION)**

#### **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 must undergo child safeguarding 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 safeguarding training or a verbal briefing regarding child safeguarding would be required depending on a number of factors eg frequency of work, level of supervision etc.

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 2 in the general guidance section specifically:

- Section 2.1 Risk assessments;
- Section 2.2 General conduct when working with children;
- Section 2.3 Practices never to be sanctioned;
- Section 2.5 Disclosure and Barring Service (DBS) Checks.

### **3.3 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 etc. 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 2.1 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 5) 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/pubns/indg364.pdf>

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

Please also refer to Section 2 in this general guidance section, specifically:

- Section 2.1 Risk assessments;
- Section 2.2 General conduct when working with children;
- Section 2.3 Practices never to be sanctioned;
- Section 2.5 Disclosure and Barring Service (DBS) checks.

### **3.4 GUIDANCE ON UNACCOMPANIED MINORS ON UNIVERSITY PREMISES**

This guidance will apply to the Whitworth, Manchester Museum and Jodrell Bank Discovery Centre.

The Whitworth, 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 that 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.

Where an unaccompanied child is already in the building there are a number of considerations:

#### **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 while 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.

#### **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 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) The behaviour of the child is cause for concern to staff members, for example if the child:**

- uses threatening, abusive or violent behaviour or language of any kind while on the premises, to staff or other visitors;
- causes intentional damage to the site or exhibits;
- enters areas that are cordoned off.

Staff members should ask the child to refrain from inappropriate behaviour. They should also identify the child to other front of house staff so that reasonable steps can be taken to ensure their wellbeing. If a parent/guardian 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 and Risk Office should also be informed, especially in the case of an unaccompanied child being taken to hospital.

**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.

Child's surname.....

Forename(s) .....

Date and time of disclosure.....

Child's home address.....

.....  
.....

Child's date of birth.....

Your observations

.....  
.....  
.....  
.....

Child's account of what happened (if given)

.....  
.....  
.....  
.....

**Please note that you must inform the child of the next steps in the procedure.**

Steps you took following the disclosure

.....  
.....  
.....  
.....

Print full name.....

Your signature..... Date .....

*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

### **ROLE OF THE DESIGNATED SAFEGUARDING LEAD<sup>11</sup>**

The University of Manchester has a Designated Safeguarding Lead (DSL). The DSL is responsible for:

- providing support and advice to staff and students
- acting as a contact point for safeguarding enquiries
- reviewing the University's Child Safeguarding Policy and Guidance on a regular basis
- ensuring that the University child safeguarding policy and guidance is made available to staff and that safeguarding training is available for staff working with children
- ensuring that any safeguarding concerns are responded to appropriately and in a timely manner including referral to the appropriate agencies where necessary
- understanding that information sharing is essential for effective safeguarding both within the University and with other agencies as necessary, and that accurate and secure records are kept.

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<sup>11</sup> <https://learning.nspcc.org.uk/research-resources/templates/role-description-child-protection-lead/>  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## APPENDIX 3

### **ROLE OF THE LOCAL SAFEGUARDING LEAD<sup>12</sup>**

The University of Manchester has a number of local Safeguarding Leads in schools and departments where there is regular engagement with children. The local safeguarding Lead (LSL) will have received training in the University child safeguarding policy and guidance.

The LSL is responsible for

- providing support and advice to staff and students in the relevant school or department
- ensuring that the University child safeguarding policy and guidance is made available to staff and that child safeguarding training is available for staff working with children
- contacting the Designated Safeguarding Lead if a disclosure or concern is raised.
- informing the Designated Safeguarding Lead if a member of staff or student is dismissed or has left due to risk/harm to a child

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<sup>12</sup> <https://learning.nspcc.org.uk/research-resources/templates/role-description-child-protection-lead/>  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## **APPENDIX 4: 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 and ensure that you stand on the pavement and not the cycle lanes while waiting for the lights to change.

### **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. Before moving between activities it is important that you have all the members of your group with you.

*(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 to if they encounter any problems.)*

### **FIRE ALARMS**

If the fire alarm sounds while 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.

*(Staff: It is your responsibility to familiarise Student Ambassadors with the fire evacuation procedures for the building(s) in which the activities are taking place. You should always check the fire notice inside the building.)*

### **ACCIDENTS**

You must report any accidents immediately to the Activity Coordinator. This includes accidents involving yourself. If you suffer an accident while working for a particular School or department, you will need to complete an accident report log which the Activity Coordinator will inform you of after the event.

### **FAULTY EQUIPMENT**

You must report any faulty equipment to the Activity Coordinator immediately and don't 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. All University Security staff are first aid trained. The number for Security is on your student and staff card and is +44 (0)161 306 9966. From an internal phone, Security can be contacted on 69966. You must also keep trying to reach the Activity Coordinator to inform them of the emergency/accident.

In case of emergency, contact Security in the first instance – +44 (0)161 306 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 SAFEGUARDING**

All young people under the age of 18 are defined as a 'child' for the purpose of child safeguarding 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 Safeguarding 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 University-led programme which is monitored by a member of University staff.

*(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 University 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 among 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 while 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 5: 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**

First Name:	
Surname:	
Address:	
Postcode:	
School / College Attending:	
Address:	
Post Code:	
Contact name of teacher at School:	
Contact number of School:	

**2. EMERGENCY CONTACT DETAILS**

1st Contact Name:	
Relationship:	
Contact Number:	
2 <sup>nd</sup> Contact Name:	
Relationship:	
Contact Number:	

**3. MEDICAL INFORMATION**

Doctor's Name:	
Doctor's Telephone Number:	
Medical conditions/special requirements:	
Current medication:	

**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 UK data protection law. The information will be kept securely and will not be supplied to any third party unless a request is received from an official body and there is a lawful basis to do so.

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 6: REFERENCES AND ADDITIONAL INFORMATION

<b><u>Disclosure and Barring Service</u></b> <a href="https://www.gov.uk/government/organisations/disclosure-and-barring-service">https://www.gov.uk/government/organisations/disclosure-and-barring-service</a>
<b><u>Working Together to Safeguarding children</u></b> <a href="https://www.gov.uk/government/publications/working-together-to-safeguard-children">https://www.gov.uk/government/publications/working-together-to-safeguard-children</a>
<b><u>Keeping children safe in education</u></b> <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education">https://www.gov.uk/government/publications/keeping-children-safe-in-education</a>
<b><u>Manchester Safeguarding Childrens Board</u></b> <a href="http://www.manchesterscb.org.uk/">http://www.manchesterscb.org.uk/</a>
<b><u>NSPCC</u></b> <a href="https://www.nspcc.org.uk/">https://www.nspcc.org.uk/</a>
<b><u>Child Exploitation and on-line Protection Centre</u></b> <a href="http://www.ceop.police.uk/">http://www.ceop.police.uk/</a>
<b><u>Think u Know: Guide to internet Safety</u></b> <a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a>

### University Contact Details

Dr David Barker, University Designated Safeguarding Lead	Email: <a href="mailto:david.barker@manchester.ac.uk">david.barker@manchester.ac.uk</a> tel:55798
Karen Morgan Tallents, Compliance and Risk Officer	Email: <a href="mailto:karen.morgantallents@manchester.ac.uk">karen.morgantallents@manchester.ac.uk</a> tel: 58913

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Policy/ Procedure Title	University of Manchester Child Safeguarding Policy and Guidance
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Author	(Adapted from Manchester Museum Child Protection Policy)
Other versions	<ul style="list-style-type: none"> <li>• Manchester Museum Child Protection Policy (June 2004) and University of Manchester Child Protection Policy Version 1.2</li> <li>• University of Manchester Child Protection Policy and Guidance document V1.5 (June 2009)</li> <li>• University of Manchester Child Protection Policy and Guidance document V1.6 (October 2010)</li> <li>• University of Manchester Child Protection Policy and Guidance document V1.7 (October 2015)</li> </ul>
Related guidance and procedure	<p>Five related Child Safeguarding procedure and guidance documents:</p> <ul style="list-style-type: none"> <li>• Health and Safety procedure on safeguarding children on University premises</li> <li>• HR policy and procedures: <a href="http://www.staffnet.manchester.ac.uk/employment/policies-procedures/">http://www.staffnet.manchester.ac.uk/employment/policies-procedures/</a></li> </ul>
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