



# UNDER 18s SAFEGUARDING POLICY

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**MATTERS RELATING TO SAFEGUARDING ISSUES SHOULD BE ADDRESSED TO THE HEAD OF  
STUDENT WELLBEING, DR MOIRA HELM**

**QUERIES ABOUT, AND COMMENTS ON, THE POLICY SHOULD BE ADDRESSED TO THE  
ASSISTANT UNIVERSITY SECRETARY,  
MR ROBERT MELVILLE**

# CANTERBURY CHRIST CHURCH UNIVERSITY

## UNDER 18s SAFEGUARDING POLICY

### INTRODUCTION

There are important implications of having children and young people on University premises including issues relating to safeguarding, health and safety, negligence, consent and data protection. The law protects those under 18 in different ways depending on the age of the children and young people involved, but all present risks to the University.

The University has a commitment to safeguarding under-18s and vulnerable groups who participate in its organised activities or use its services, including activities on and off campus. The University must take reasonable steps to Safeguard the welfare of children, young people and vulnerable groups and ensure compliance with relevant legislation and guidance.

Children and young people visit University premises for a variety of purposes: for open days, attendance at summer schools, as part of initiatives to generate early interest in Higher Education, accompanying adult visitors, or as trespassers. There are students on programmes who are under 18 for a period of their registration. Researchers may involve under-18s in their research, and funding depend on having procedures for checking staff, a safeguarding policy and ethical approval.

This document draws on the major policy statements relating to safeguarding. In particular, the document draws on the publication [\*Working together to safeguard children; a guide to inter-agency working to safeguard and promote the welfare of children\*](#), together with other advice issued by the Department for Education.

The intention is this is a working document, which provides advice and support for those engaged in programmes and activities with children and young people. For ease of access, there is a summary of the contents and the material is in sections.

Robert Melville  
Assistant University Secretary

#### Document History

Version 1.0	First Edition	11 July 2004
Version 1.1	Second Edition	30 April 2005
Version 1.2	Third Edition	27 July 2005
Version 1.3	Fourth Edition	12 January 2006
Version 1.4	Fifth Edition	8 September 2006
Version 1.5	Sixth Edition	25 November 2009
Version 1.6	Seventh Edition	1 October 2012
Version 1.7	Eighth Edition	16 December 2013
Version 1.8	Ninth Edition	16 January 2015
Version 1.9	Tenth Edition	1 September 2017
Version 1.10	Eleventh Edition	6 September 2018
Version 1.11	Twelfth Edition	3 October 2019
Version 1.11	Thirteenth Edition	9 October 2020

## SUMMARY OF CONTENTS

### Section 1 University Safeguarding Policy

This section sets out the University's commitment to ensuring the safety of children and young people, and outlines the responsibilities of those who work with children and young people. The Policy is as much for an external audience as for staff and volunteers.

*Heads of school/department* are to make this section available to **all staff and volunteers** working with children and young people, and particularly *directors of programmes and activities*.

It is the responsibility of *directors of programmes and activities* to ensure that **all staff and volunteers** understand the Safeguarding Policy in advance of the commencement of the programme or activity.

A copy of the Safeguarding Policy should be given on request to any *parent, guardian, carer, sponsor or partner institution*.

### Section 2 Safeguarding Code of Practice

This section supplements the University Safeguarding Policy, by setting out operational matters of concern to **all staff and volunteers**.

*Heads of school/department* are to make this section available to **all staff and volunteers** working with children and young people and, in particular, *directors of relevant programmes and activities*.

It is the responsibility of *directors of programmes and activities* to ensure that **all staff and volunteers** understand the Code of Practice in advance of the commencement of the programme or activity.

Where necessary or appropriate, *directors of programmes and activities* may supplement this Code of Practice by a statement specific to the programme or activity. Any supplementary statement is to be compatible with the University Code of Practice.

### Section 3 Safeguarding – Guidelines for Staff and Volunteers

This section sets out guidelines for staff and volunteers on the importance of taking steps to avoid any allegations of child abuse and the required action in the event that there are any allegations.

*Directors of programmes and activities* are to make this section available to **all staff and volunteers** working with children and young people, and to ensure that **all staff and volunteers**

understand the Guidelines in advance of the commencement of the programme or activity.

#### Section 4

##### Health and Safety

This section sets out the health and safety issues relating to programmes and activities for under 18s, in particular relating to duty of care, risk assessments, basic safety precautions, accidents, fire safety, activities away from University sites and medication.

*Directors of programmes and activities* are to ensure that

- (a) this section is made available to **all staff and volunteers** working with children and young people on the programme or activity;
- (b) **all staff and volunteers** understand the requirements relating to health and safety in advance of the commencement of the programme or activity;
- (c) all risk assessments are properly completed, recorded, discussed with relevant staff and volunteers, and stored; and
- (d) there are arrangements in place for recording, investigation and reporting all accidents, incidents and near misses.

#### Section 5

##### Insurance

This section sets out the requirements relating to insurance for programme and activities for those under the age of 18 years.

The section is relevant to *Heads of school/department* and *directors of programmes and activities*. Where it is necessary, this section needs making available to **relevant staff and volunteers**.

It is the responsibility of *directors of programmes and activities* to ensure that

- (a) appropriate insurance arrangements are in place in advance of the commencement of the activity.
- (b) **all staff and volunteers** understand the requirements relating to insurance in advance of the commencement of the programme or activity.

#### Section 6

##### Organising Formal Activities for Children and Young People at the University: A Guide for Directors of Programmes and Activities

This section sets out the main issues of a practical nature that need consideration when organising a programme or activity. The practical arrangements will differ. The purpose of the advice is to

prompt those concerned with planning and organization to consider the range of relevant issues.

The section is relevant to *Heads of school/department* and *directors of programmes and activities*. Where it is necessary, this section needs bringing to the attention of *relevant staff and volunteers*.

## **Section 7**

### **Disclosure and Barring Service**

This section sets out arrangement for obtaining a disclosure from the Disclosure and Barring Service.

It is of relevance for those responsible for the engagement of staff and volunteers for programmes and activities for children and young people.

## **Section 8**

### **Work Experience for Children and Young People at the University**

This section sets out the requirements relating to work experience for people under the age of 18 years.

It is of relevance for those members of staff arranging work experience.

## **Section 9**

### **Employment of Children and Young People at the University**

This section sets out the requirements relating to the employment of people under the age of 18 years.

It is of relevance for those members of staff arranging such employment.

## **Section 10**

### **Contracts with Children and Young People**

This section sets out information relating to contracts with children and young people.

It is of relevance to those members of staff responsible for the contracting of services to children and young people.

## **Section 11**

### **Complaints made by Children and Young People, Including Students under the Age of 18**

This section sets out the arrangements should a child or young person wish to make a complaint.

The procedure follows the University complaints procedure for students, with the exception that account needs taking of the parent, guardian or carer.

The section is of relevance to *directors of programmes and activities*.

#### **Section 12 Children and Young People as Research Participants**

This section identifies a number of issues relating to children and young people as research participants.

It is essential for those engaging in research to comply with the requirements of the University Research Ethics Policy relating to children and people.

#### **Section 13 Guidance Relating to Children and Young People on University Site other than for University Programmes and Activities**

This section sets out the policy of the University relating to children and young person on University sites, other than for programmes and activities specifically organised for them.

#### **Section 14 Photographs, Videos, Websites and Webcams**

This section sets out the policy of the University relating to the use of photographic images of children and young person on all University related activities.

The section is relevant to *Heads of school/department* and *directors of programmes and activities*. Where it is necessary, this section needs making available to *relevant staff and volunteers*.

#### **Section 15 Arrangements for Under 18s Arriving at the University from Outside the United Kingdom, Islands and Eire**

This section sets out the policy of the University relating to the arrangement for ensuring the meeting for children from outside the UK, islands and Eire. This is to be at the point of entry to the UK, and include arrangements for transportation to the University campus.

The section is relevant to *heads of Admissions Agencies*. Where it is necessary, this section needs making available to *relevant staff and volunteers*.

#### **Section 16 The Prevent Duty**

This section sets out the University's approach to the Prevent Duty. The statement is as much for an external audience as for *all staff and volunteers*. The Prevent Duty relates to staff, students and visitors. It is important to recognise that children can be particularly subject to grooming, which can lead to radicalisation. With regard to children, this section needs to be read in conjunction with Section 3.

## SECTION ONE

### UNIVERSITY UNDER 18 SAFEGUARDING POLICY

- 1.1 The [Children Act 1989](#) s105(1) defines a 'child' as a person under the age of 18. The [Management of Health and Safety Regulations 1999](#) s 1(2) regard a 'child' as a person who is not over the minimum school leaving age and a 'young person' as a person who has not attained the age of 18.

#### *Statement of Principles*

- 1.2 Canterbury Christ Church University recognises children and vulnerable groups have a right to protection. The University has a commitment to providing, as far as is reasonably practicable, an environment that is safe from harm for those under the age of 18.
- 1.3 All children and young people have the right to protection from abuse, freedom from injury and a safe and healthy environment while in the care of the University.
- 1.4 The University seeks to ensure that appropriate procedures are in place for dealing with allegations of child abuse. The University will respond to any allegation of abuse with all due speed.
- 1.5 Safeguarding depends on all staff and all agencies working together, and overrides confidentiality, relationships with the family and hierarchy.

#### *Managerial Responsibility*

##### **(a) Senior Management**

- 1.6 The responsibility for oversight of the University's Safeguarding Policy rests with the Vice-Chancellor, with delegated responsibility to the relevant members of the University.

##### **(b) University Safeguarding Co-ordinator**

- 1.7 The Vice-Chancellor nominates an appropriate person as the University's Safeguarding Co-ordinator, who will be a person of sufficient seniority in the University. The Safeguarding Co-ordinator is the senior member of staff responsible for safeguarding issues within the University.

**1.8 *The nominated University Safeguarding Co-ordinator is the Director of Student Experience, Dr Moira Helm***

- 1.9 The Safeguarding Co-ordinator may designate other full-time members of the University staff to cover for absences or to act on behalf of the Co-ordinator.

- 1.10 Heads of school/department should identify the University's Safeguarding Co-ordinator to all staff and volunteers organising activities involving children and young people, and draw attention to this Safeguarding Policy and associated documentation. This extends to those engaged in activities such as summer

schools, research, and University programmes of study where there are identified students under 18.

(c) **Admissions**

- 1.11 The University is only to make offers of admission to students who will be under 18 at registration when satisfied the student is equipped to study within a mainly adult, independent learning environment. The University is to notify applicants of the safeguarding policy and procedures and the expectation that there will be compliance with any arrangements to support and safeguard under-18s (for example relating to licensed premises on campus and providing emergency contacts in event of welfare concerns).
- 1.12 It is the responsibility of the relevant Head of School/department or person responsible for recruitment and admissions for a specific programme or activity to engage in the early identification of children and young people, and to notify the appropriate members of staff of these students.

(d) **Director of the Programme or Activity**

- 1.13 The key managerial responsibility for any programme or activity rests with the individual appointed for this purpose by a member of the Senior Management Team or Head of school/department. This individual is termed 'the director of the programme or activity', although the title may differ according to the event.
- 1.14 Where appropriate, the member of the Senior Management Team or Head of school/department may appoint a person ('appointed person') to take responsibility for safeguarding issues for the programme or activity.
- 1.15 The director of the programme or activity is responsible for
- (i) ensuring the programme or activity is planned, organised and delivered in accordance with this policy;
  - (ii) devising the means by which the requirements regarding safeguarding implemented;
  - (iii) providing any safeguarding statement for the programme or activity additional to this policy;
  - (iv) arranging the training, induction and guidance for all staff and volunteers appropriate for the programme or activity concerned, which includes drawing attention to this policy;
  - (v) informing the University Safeguarding Co-ordinator of specific safeguarding measures for the programme or activity, including the name of any appointed person for those safeguarding measures where this is appropriate.



### *Checks on Staff*

- 1.16 Appropriate checks will be made of staff and volunteers having substantial unsupervised contact with children and young people. These checks need undertaking as part of the recruitment process when entering the role. The line manager continues to be responsible for monitoring the individual once in post.

### *Responsibility to Report Allegations of Abuse*

- 1.17 The [Children Act 1989](#) section 1 requires the safety or welfare of the child or young person to be of paramount importance; it overrides all other considerations.
- 1.18 All members of staff working closely with children or young people have a responsibility to be alert to the possibility that a child or young person may have been, or may be at risk of being, abused.
- 1.19 Any member of staff or volunteer having any concern about issues relating to the protection of a child or young person should make direct contact with either the appointed person for safeguarding for the programme activity or the University Safeguarding Co-ordinator (Director of Student Experience) as soon as is reasonably practicable.

### *Scope of the Safeguarding Policy*

- 1.20 This policy extends to all members of the University staff working with children and young people, even if for a temporary period. It also extends to volunteers and contract workers engaged on behalf of the University.

### *Availability of the Safeguarding Policy*

- 1.21 Directors of programmes or activities should inform parents, guardians and carers that this Safeguarding Policy is available on request.

### *Review of the Safeguarding Policy*

- 1.22 The University will review the Under 18s Safeguarding Policy periodically.

## SECTION TWO

### UNDER 18 SAFEGUARDING CODE OF PRACTICE

It is important to read this Code of Practice in conjunction with the University's Safeguarding Policy and other supporting documentation.

#### *University Safeguarding Co-ordinator*

**2.1     *The University Safeguarding Co-ordinator is the Director of Student Experience, Dr Moira Helm.***

- 2.2     The University Safeguarding Co-ordinator will be responsible for the oversight of safeguarding issues within the University.
- 2.3     The University Safeguarding Co-ordinator may designate other full-time members of the University staff to cover for absences or to act on behalf of the Co-ordinator.
- 2.4     The University Safeguarding Co-ordinator is responsible for instituting any investigation into allegations of child abuse. It is the responsibility of the Co-ordinator to determine the means of making an appropriate University response. Depending on the nature of the allegations, such a response may include a recommendation to the Vice-Chancellor suspending from the programme or activity the person against whom allegations are made and consultation with an outside agency, such as the Kent Social Services Department or Kent Police.
- 2.5     The University Safeguarding Co-ordinator will be responsible for informing parents, guardians or carers of any allegations of abuse. In some cases, where there is a need to refer the matter to an outside agency, it will be the responsibility of the outside agency to decide, in conjunction with the Co-ordinator, what information will be conveyed to the parents, guardians or carers and at what stage.
- 2.6     The University Safeguarding Co-ordinator will keep all records relating to safeguarding issues, including allegations of child abuse.
- 2.7     To ensure the University complies with the legal requirements arising from the RIDDOR regulations, the University Safeguarding Co-ordinator shall report to the Central Health and Safety function relevant safeguarding incidents. Please refer to Section 4 on Health and Safety.

#### *Appointed Person for Safeguarding*

- 2.7     The relevant member of the Senior Management Team or Head of school/department must appoint a suitably qualified person ('appointed person') to take responsibility for safeguarding issues for the programme or activity. This may be the Director of programmes or activities or another person

### *Arrangements for Checks on Staff*

- 2.8 Where at the time of appointment the University knows staff will be working with children the University should make appropriate checks regarding the person's past before making an offer of appointment. Where the duties of a member of staff change so that they begin working with children, the checks will be undertaken at that time. Checks must be made before the person begins engaging in regulated activity, and needs making clear in any offer of appointment. This includes taking up references and ensuring that the referees have knowledge of the individual's work, preferably as line manager, and that there is at least one reference obtained from the individual's current or most recent employer.
- 2.9 There should be a specific request to the referee to confirm that the applicant is suitable for the post advertised and as to his or her suitability to work with children. In some cases, it may be appropriate to check on the identity of the referee. There should also be a check of the individual's identity in conjunction with undertaking a check through the Disclosure and Barring Service (DBS) (see Section 7)
- 2.10 All the necessary checks need completing before the commencement of the programme or activity.

### *Suspicion of Abuse arising during Conversations*

- 2.11 If during the course of conversation, a member of staff or volunteer has any reason to suspect that there has been abuse of a child or young person, it is important to listen to the child or young person and ask only the minimum of questions. Staff should take care not to ask questions that are not relevant to their role and responsibility for the child or young person and which may also prejudice any action the police or others may wish to take in connection with any offence someone may have committed.

### *Recording Suspicions of Abuse arising during Conversations*

- 2.12 In any cases of suspected abuse, the member of staff or volunteer involved should make a written report of the details as soon as possible to ensure accuracy in recalling events later if this should be necessary. A record should be made of the adults involved and action taken. Where a report of a conversation is made this should be, as far as possible, verbatim, not summarised. The report should include details of the child or young person concerned, the date and time of any allegations made, conversations reported or action taken. The full name of the member of staff or volunteer making the report needs stating, and the report signed, dated, and passed to the appointed person or University Safeguarding Co-ordinator.

### *Reporting Suspected or Actual Instances of Abuse*

- 2.13 If staff or volunteers, in the course of their work at the University, have a safeguarding issue brought to their attention, observe an incident of abuse themselves, or have cause for concern, they must treat this as a priority over other work and address the issue immediately.
- 2.14 A member of staff, or volunteer, who has any suspicions about any adult working with the child or young person, must immediately convey the concerns to the appointed

person taking responsibility for safeguarding issues. The appointed person must immediately inform the University Safeguarding Co-ordinator. Where it is not possible to inform the appointed person, or there is no appointed person, it is essential to inform the University Safeguarding Co-ordinator.

- 2.15 Where an employee, such as a counsellor, student adviser or tutor, receives information suggesting that child abuse may have occurred, it is essential to ensure that the matter is reported to the appointed person or the University Safeguarding Co-ordinator as soon as is reasonably practicable. This is to enable an immediate response.
- 2.16 Although a recipient of information may owe duties of confidence or confidentiality to the child or young person, or other person, the welfare of the child or young person is paramount and not to pass information on resulting in abusing occurring. For this reason, it is vital for any member of staff to report as soon as is reasonably practicable any actual or suspected cases of child abuse.
- 2.17 The University Safeguarding Co-ordinator will acknowledge receipt of the information from the member of staff or volunteer concerned, even when notified through the appointed person. Any person making a report should notify the Safeguarding Co-ordinator if no receipt arrives within five working days.
- 2.18 There is a referral process to the [Kent Safeguarding Children Board](#) if a concern arises about the safety of a child or young person. Normally, a referral is made through the University's Safeguarding Co-ordinator. The University Safeguarding Co-ordinator is the Director of Student Experience. However, if the child is in immediate danger, call the emergency services using 999. If you need to make contact out of working hours when the University Safeguarding Co-ordinator is unavailable please call the Out of Hours Service on 03000 41 91 91 and make an immediate report to the Co-ordinator.

#### *Confidentiality and Abuse*

- 2.19 When there are any concerns, it is essential to respect the privacy of the child or young person. Only those who need to know should receive information. However, members of staff or volunteers should not promise a child or young person to keep the allegations entirely confidential, since the concerns will require investigation. Staff can reassure the child or young person that only those who need to know will receive information, but not shared unless there is a need to do so.

#### *Bullying*

- 2.20 The director of the programme or activity is to report any instance or allegation of bullying of children or young people to the University Safeguarding Co-ordinator, together with a report of the action taken.

#### *Abuse of Trust*

- 2.21 The [Sexual Offences \(Amendment\) Act 2000](#) section 3 created the offence of abuse of trust. It is an offence for a person aged 18 or over to have sexual intercourse with a person under 18, or to engage in any other sexual activity with, or directed towards

such a person, if in either case that person is in a position of trust in relation to the under 18 year old. This applies even if the relationship is consensual.

- 2.22 A person aged 18 or over ("Person A") is in a position of trust in relation to a person under that age ("Person B") if any of four conditions are satisfied. One relates to the education field and is as follows: "Person A" looks after persons who are under 18 and are receiving full-time education in an institution and "Person B" is receiving such education within that institution. This applies within the University, and includes those in a professional support role and volunteers.
- 2.23 It is a defence to show the person charged did not know, or could not reasonably have known, that the other party was a person in relation to whom he or she was in a position of trust.

#### *Training and Guidance*

- 2.24 Staff and volunteers who have substantial unsupervised contact with children or young people should receive appropriate training and guidance. The director of the programme or activity should ensure that there is provision of suitable training or guidance to all staff and volunteers connected with the programme or activity, as appropriate for the activity concerned.

#### *Kent Safeguarding Children Board*

- 2.25 [Kent Safeguarding Children Multi-Agency Partnership](#) (KSCMP) works to protect and safeguard the children of Kent. Through its website, KSCMP publishes information relating to safeguarding, including training arrangements.

## SECTION THREE

### SAFEGUARDING - GUIDELINES FOR STAFF AND VOLUNTEERS

It is important to read these guidelines in conjunction with the University's Safeguarding Policy and Code of Practice, and other supporting documentation.

#### *Safeguarding Co-ordinator*

3.1	<b><i>The University Safeguarding Co-ordinator is the Director of Student Experience, Dr Moira Helm.</i></b>
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#### *Categories of Abuse*

3.2 The following categories of abuse are recognised by the [NSPCC](#) :

##### Online abuse

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones.

##### Sexual abuse

A child is abused sexually when they are forced or persuaded to take part in sexual activities. This does not have to be physical contact, and it can happen online

##### Physical abuse

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It includes actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child including deliberate poisoning, suffocation and Munchausen's syndrome by proxy.

##### Neglect

Neglect is the ongoing failure to meet a child's basic needs, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive. It is dangerous and children can suffer serious and long-term harm.

##### Emotional abuse

Children who are abused emotionally suffer emotional maltreatment or neglect. It has sometimes been called **psychological abuse** and can cause children serious harm.

### **Child sexual exploitation**

Child sexual exploitation is a type of sexual abuse in which children are exploited sexually for money, power or status.

### **Female genital mutilation (FGM)**

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons.

### **Bullying and cyberbullying**

Bullying can happen anywhere – at school, at home or online. It is usually repeated over a long period and can hurt a child both physically and emotionally.

### **Domestic abuse**

Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.

### **Child trafficking**

Child trafficking is a type of abuse where children are recruited, moved or transported and then exploited, forced to work or sold.

### **Grooming**

A stranger or by someone they know (for example a family member, friend or professional) can groom children and young people online or in the real world.

### **Harmful sexual behaviour**

Children and young people who develop harmful sexual behaviour harm themselves and others.

### **Criminal exploitation and gangs**

Children and young people involved with gangs and criminal exploitation need help and support. They might be victims of violence or pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited and put into dangerous situations.

### **Non-recent abuse**

Non-recent child abuse, sometimes called historical abuse, is when an adult was abused as a child or young person under the age of 18. Sometimes adults who were abused in childhood blame themselves or are made to feel it's their fault. But this is never the case: there's no excuse for abuse.

- 3.3 There are a number of different definitions in use by different sectors/agencies in respect of child sexual exploitation. The [Department of Education](#) introduced a standard definition as follows:

‘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 (a) in exchange for something the victim needs or wants, and/or (b) 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 does not always involve physical contact: it can also occur through the use of technology.’

#### *Avoiding Allegations of Abuse*

- 3.4 All members of staff and volunteers working with children and young people must recognise they are vulnerable to accusations of abuse. Allegations made could be false, malicious or misplaced, and may be either deliberative or innocent of such intent. It is necessary for staff and volunteers to be mindful of the need to minimise the opportunities for such allegations.
- 3.5 To help prevent allegations of abuse, and to help those who work with children and young people, the following guidelines should be followed:
- (a) Avoid one-to-one situations, and conduct all conversations in a public place. Where this is not possible, for instance for counselling and mentoring roles, it is important to draw up a risk assessment.
  - (b) Always be publicly open when working with children and young people, avoiding where possible situations where a member of staff or volunteer and an individual child or young person are left alone.
  - (c) Avoid physical contact. If physical contact is necessary, for the purposes of coaching or instruction, the person is to do this openly. Children and young people, as well as their parents, guardians and carers, are becoming increasingly sensitive about their being touched and this needs respecting.
  - (d) Staff should never over-criticise children or young people or use language that may cause them to lose self-esteem or confidence.
  - (e) A member of staff or volunteer should ***never*** take any individual child or young person to the home of that member of staff or volunteer.
  - (f) Avoid visits to a young person’s accommodation. If a visit is necessary, another adult should accompany the staff member or volunteer.
  - (g) For private car journeys, it is important to obtain in advance written permission from the parent, guardian or carer before the commencement of the journey. Only in exceptional circumstances, should there be a reliance on oral permission. The presence of a further adult in the vehicle should be normal. A child should sit in the rear of the car. The law requires all children travelling in



the front or rear seat of any car, van or goods vehicle must use the correct [child car seat](#) until they are either 135 cm in height or 12 years old (whichever they reach first). After this, they must use an adult seat belt. There are very few exceptions. Information on child seats is available on the Government website: [Child car seats: the law](#). It is essential to check the insurance cover to check the policy covers business **before** using a private car for University business.

- (h) It is not possible to guarantee confidentiality in all conversations with children and young people. Therefore, no member of staff or volunteer should make such a promise.
- (i) Never give any personal details to a student including phone or social network details.

#### *Appropriate physical contact with children and young people*

- 3.6 There are occasions when physical contact with children and young people is necessary or appropriate. It is important, however, that members of staff and volunteers are aware that whenever they touch a child or young person their actions may be misconstrued.
- 3.7 Some examples of when it may be appropriate for staff to touch children or young people are:
  - in an emergency, e.g. to prevent a child from falling
  - to administer first aid
  - to restrain a child, e.g. to prevent injury or damage to property
  - to assist a child with a disability, such as visual or hearing impairment or with mobility difficulties
- 3.8 Staff and volunteers should be aware that some individuals are particularly sensitive about physical contact. If an individual's reaction shows that he or she is uncomfortable with being touched, staff should refrain from making physical contact.

#### *Formal Interviews with a Child or Young Person*

- 3.9 There are occasions when it is necessary to interview a child or young person, or conduct a formal private discussion for tutorial or disciplinary purposes. A person of sufficient seniority should conduct such interviews, and inform another person, preferably in writing, that such an interview is to take place, the location and the expected duration.
- 3.10 Where possible, it is desirable to conduct interviews in a public place, for example in an open office space or a classroom. Those conducting the interviews need to consider who should be present, whether more than one person should be involved in the interviewing of the child, whether a parent, guardian, carer, or other responsible adult should accompany the child and whether the gender of the interviewer is likely to raise issues bearing in mind the children and young people concerned. It is important to take notes of the interview.

### *Protocol for Interviews with Children and Young People*

- 3.11 The following protocols should be adopted when undertaking a formal interview with a child or young person:
- (a) All interviewers working alone should have been subject to an appropriate check with the Disclosure and Barring Service (DBS).
  - (b) A record is to be made of the interview.
  - (c) The child or young person has the right to stop the interview at any time, either to take a break or to terminate the interview.
  - (d) Interviewers will keep all information confidential, except when Safeguarding concerns arise during the course of the interview. Any such concerns need communicating in the first instance to the appointed person, or if this is not possible to the University's Safeguarding Co-ordinator.

### *Interviews Concerning Alleged Abuse*

- 3.12 Only a person appointed by the University Safeguarding Co-ordinator or nominee is to conduct any enquiry into allegations of abuse.

### *Guidelines should abuse be observed or reported*

- 3.13 If you suspect a child is suffering abuse or you receive a disclosure or have concerns about another member of staff's conduct (including volunteers) you must take immediate action.
- 3.14 The reporting of allegations of abuse is a sensitive issue, particularly when made against someone known personally or professionally. The knowledge that a report is likely to involve the police heightens such sensitivities. However, the overriding concern is with the safety and welfare of the child or young person.
- 3.15 The following points are important for those who may be confronted by revelations of alleged abuse:
- (a) Stay calm and do not take hasty or inappropriate action.
  - (b) Listen to what the child or young person is saying to you, rather than engage in questioning. Demonstrate that you take the matter seriously.
  - (c) Do not stop or interrupt a child who is recalling freely significant events.
  - (d) Make it clear to the child or young person that it may not be possible to maintain confidentiality.
  - (e) Make a verbatim note of what the person says, taking care to record the date, time, place and people present. Do not summarise the statements, and do not engage in conjecture.

- (f) Let the person know that you understand how difficult it must have been to confide in you give reassurance, stressing that they are not to blame. **Do not** offer any opinions or solutions to the young person or make any promises
  - (g) **Do not** approach any person about whom there is an allegation of abuse.
  - (h) You must report the matter immediately to the appointed person who takes responsibility for safeguarding issues for a particular programme or activity and the University Safeguarding Co-ordinator.
- 3.16 At the earliest opportunity, you must write an account of the allegation, disclosure, behaviours, observations or the reasons for suspecting the child abuse. Include all details given by the person. It may be necessary to include a description of the observed injuries, particularly if sustained during the event. You need to submit the information to the University Safeguarding Co-ordinator who will retain the document and liaise with the Safeguarding Children Board, parents/carers and other agencies as appropriate. It is essential to store any recorded information in secure/confidential files: password protected computer files or locked storage for physical records.
- 3.17 Careful handling at an early stage can facilitate the reporting and referral process, and may be crucial in winning the confidence of the child or young person.
- 3.18 Any person reporting an allegation may need to assist the competent authorities, including Social Services or the police, with any enquiries.
- 3.19 After any disclosure, you may feel the need to talk. You may also feel shocked, angry, upset or guilty. If this is the case, contact the University Safeguarding Co-ordinator for advice on the appropriate support arrangements.

#### *External Relations*

- 3.20 An allegation of child abuse, or that staff may have criminal convictions likely to affect their suitability to work with children and young people, is likely have a high profile and be widely reported. It is essential that the Director of Marketing or member of the Senior Management Team be engaged in dealing with such matters.
- 3.21 In the event there is an enquiry from the media relating to any allegation, the department, School programme or activity level should not deal with the enquiry. All members of staff or volunteers must refer the journalist to Corporate Communications in the Department of Marketing. No member of staff or volunteer is to make any comment.

#### *Sources of Information*

##### *Department for Education*

##### *Safeguarding children*

##### *Supervision of activity with children*

[Working together to safeguard children; a guide to inter-agency working to safeguard and promote the welfare of children](#)

[Keeping children safe in education](#)

[What to do if you're worried a child is being abused](#)

[NSPCC](#)

[Types of abuse](#)

[Keeping children safe](#)

[Child protection in the UK](#)

## SECTION FOUR

### HEALTH AND SAFETY

#### *Duty of Care*

- 4.1 The University has a duty of care to its students and visitors not to endanger them and do what is reasonably practicable to achieve this. This duty of care extends to uninvited visitors, including trespassers.
- 4.2 Any adult with children and/or young people under their care or control has a duty to take reasonable care to ensure their safety. The level of care is dependent upon the maturity and ability of the child and common law will take into account the size of the group in determining what amounted to reasonable care in the circumstances.
- 4.3 The Occupiers' Liability Act 1957 requires that an occupier anticipates that children and young people are less careful than adults, placing a higher duty of care on the occupier when children and/or young people are on the premises.
- 4.4 A general principle identifies the standard of care for teachers as that of a reasonably prudent parent, taking into account that a teacher has responsibility for a whole class. Teachers are not required to achieve perfection with regard to their supervision; the standard of care expected is the application of the ordinary skills of a competent professional, the skill and care of a reasonable teacher.

#### *Risk Assessment*

- 4.5 All University activities should be subject to suitable and sufficient risk assessment(s) under the University [Health and Safety Policies](#) (intranet access only) to meet its duties under the [Management of Health and Safety Regulations 1999](#).
- 4.6 Heads of School/Department and Directors of programmes are responsible for ensuring that risk assessments involving children and/or young people are in place which consider a higher duty of care and for ensuring that safety precautions detailed in the risk assessments are implemented and complied with at all times by all staff.
- 4.7 There are also statutory restrictions regarding activities that children and young persons may carry out in the workplace; guidance from the [Health and Safety Executive](#) needs consulting for up-to-date information on these restrictions.
- 4.8 The risk assessment(s) should cover:-
  - risks arising from all activities under the School/Department control (whether on campus or off campus) as well as from buildings in order to identify areas where it is necessary to exclude children and young people and/or to implement additional control measures;
  - fire safety, evacuation and arrangements for children and young people requiring further assistance to evacuate within a reasonable timeframe;

- any medical needs and/or medication requirements of a child or young person and include arrangements for supervision by an appropriately qualified specialist, if this is necessary.

4.9 Those with responsibility for undertaking risk assessments should attend the Health & Safety Risk Assessment training and refer to the University [Risk Assessment Policy](#) (intranet access only). Further advice is available in the Health & Safety [web based guidance](#).

#### Work placement/voluntary work/work shadowing

4.10 When a child or young person undertakes a work placement or volunteers at the University, there needs to be a risk assessment covering the activities to be undertaken by the child or young person. The risk assessment need sharing with the parents, guardians and carers of the individual.

4.11 Information regarding the additional risk assessment obligations is in Section 8 of this Policy and on the [Health & Safety website](#)

#### Research Participants

4.12 Section 12, 'Children and young people as research participants', should be referred to when considering additional risks to be assessed when including young people as research participants.

#### Planning a Programme of Study

4.13 Section one of this Policy outlines the responsibility for the early identification and notification of children and young people on a programme of study. Directors of programmes or those with responsibility for activities should carry out risk assessments for all activities undertaken as part of the programme, ensuring that risks are adequately controlled.

#### Local School Visits and Activities

4.14 The activity risk assessment covering visits from a group of children and young people to the University should take into account the guidance given in Section 6 of this Policy and address supervision responsibility at all points of the visit. The risk assessment must form part of the information provided to the visiting organisation, prior to the commencement of the trip and in accordance with timescales agreed between relevant parties.

### *Accidents, Incidents and Near Misses*

- 4.15 All accidents, incidents and near misses need reporting to Health and Safety. The [University Policy and Guidance on reporting accidents and incidents](#) (intranet access only) sets out staff responsibilities.
- 4.16 The reporting of incidents to the Health and Safety Executive (HSE), when required, is the responsibility of the University Health and Safety function.
- 4.17 The Director of the programme or activity should inform the parent, guardian or carer as soon as is reasonably practicable of any injury or hospitalisation
- 4.18 To ensure the University comply with the legal requirements arising from the [Reporting of Injuries, Diseases and Dangerous Occurrences Regulations](#) (RIDDOR), the Safeguarding Co-ordinator shall report to Health and Safety relevant safeguarding incidents related to Under 18s individuals and meet the requirements of these regulations.
- 4.19 The incident reporting requirements cover incidents where the Under 18s individual is
- (a) an employee of the University, including a volunteer, individual on a work placement at the University, apprentice under a university contract of employment)
  - (b) a student or visitor to the University and has sustained an injury arising or connected to a work activity and the person is taken directly to hospital for treatment.

### *Trips and Activities away from the University*

- 4.20 It is the responsibility of the School/Department to ensure that a risk assessment is in place for all external trips and activities, before the event. Where third parties are involved, responsibilities over activities and risk assessment need agreeing when selecting a competent provider. Further information regarding external events is available on the [risk assessment webpages](#) (intranet access only) and guidance is available from the Universities Safety and Health Association (USHA ) on [health and safety in fieldwork and travel](#).
- 4.21 It is essential to check the qualifications and suitability of the supervising staff, when students or young people are undertaking physical and adventurous activities. It is also important to be familiar with the safety arrangements.
- 4.22 The regulation of centres and providers of facilities where children and young people engage in adventure activities falls within the [Activity Centres \(Young Persons Safety\) Act 1995](#) and the Adventure Activities Licensing Regulations 2004.
- 4.23 Student-staff ratios should be determined on the basis of the risk assessment, taking into account the activity to be undertaken, competence and experience of staff involved and the age, gender, maturity and any medical needs of the children and young people. The NSPCC provides [Guidance on appropriate levels of supervision for children and young people](#).

- 4.24 When arranging trips and visits outside the University, Directors of programmes and activities should attend to insurance issues outlined in Section 5 and obtain the consent of the parent, guardian or carer.

### *Emergencies*

- 4.25 The Children Act 1989 section 3(5), empowers a person who has care of a child to do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare. In the event of an emergency where the child is unlikely to be able to give consent to a trespass to the person, staff would be able to rely on the common law defence of necessity in relation to any action taken with a view to diminishing the danger for the child.
- 4.26 The Director of the programme or activity should ensure there is an emergency contact number, and that this number is readily accessible in the event of an emergency. This includes making provision for access when the Director is unavailable or when the programme or activity office is closed.
- 4.27 An appointed member of staff should take charge when someone is injured or ill and summon emergency help when necessary. It is imperative that the Director of programme or those responsible for the activity know the University procedures to follow in case of an emergency.

### *Medication*

- 4.28 Where participants on a programme or activity have medical needs, there will be issues to address regarding responsibility for these children and young people. A source of valuable information is the Department for Education Publication [Supporting pupils with medical conditions at school](#)
- 4.29 Responsibility regarding the medical needs and administering of medicines for children and young people is dependent upon who has responsibility for the individual whilst in attendance at the University or on any associated visits. This should be determined prior to the commencement of the activity and all parties involved aware.
- 4.30 There is a requirement to control and record all medicine administrations. The level of supervision will depend upon the age and ability of the child. Usually secondary school children and above can take care of their own medication and undertake self-administration.
- 4.31 Medication should not be given without the written consent of a parent, guardian or carer. When parents, guardians or carers give consent, they need to provide details and instructions concerning administering medication to the child or young person. Where there is a need for overnight stays, the parents, guardians or carers should provide the responsible person with an appropriate written medical history and details of the child's GP.
- 4.32 It is vital to know of any serious allergies and health problems that may exist. Emergency administration is an area where additional training may be required, such as the use of an 'EpiPen'. Where there are children and young people who need this, it is to be applied only by those trained in their use. The responsible person should have a clear written



plan, shared with the relevant staff and volunteers, of the action to be taken in such circumstances.

4.33 Children and young people with longer-term medical needs should have a health care plan. It is important to request a copy from parents, guardians or carers, together with the consent form. It is important to obtain sufficient information about the child's needs. Directors of programmes and/or activities need to know, and share with the appropriate people:

- details of the condition;
- any special requirements e.g. precautions to be taken before specific activities;
- the medication and any side effects;
- the action to take in an emergency, through a personal emergency plan

4.34 Procedures must be in place for storage and safe administration of medicines. The following are important points:

- do not store large quantities of medication;
- any that are stored must be labelled with the participant's name, the name and doses of the drug and how often it needs administering;
- each drug should be stored in a separate container
- staff should check the name and information on the medicine and match it to the child's details on the consent form before administering
- check that the medication has not exceeded the 'use by' date before each administration
- Medicines should be locked away, unless required to be more readily available to the child or young person, for instance inhalers for asthma; they must not be available to others.

#### *Sources of Information*

(a) University Information (intranet access only)

[Health and Safety](#)

[University Policy and Guidance on reporting accidents and incidents](#)

[Risk Assessments and Risk Assessment Policy](#)

[If you require a first aider](#)

(b) External Information

[Supporting pupils with medical conditions at school](#)

[First Aid in Schools](#)

[Health and Safety Executive \(HSE\) Young people at work](#)

[NSPCC Guidance on appropriate levels of supervision for children and young people](#)

[HSE Guidance on 'Incident reporting in schools'](#)

[The Right Start - Work experience for young people INDG 364](#)

## SECTION FIVE

### INSURANCE

- 5.1 This section is of concern to those responsible for the organisation of any activity that involves children and young people, including Heads of school/department and directors of programmes or activities. It needs reading as a whole, although some sections are more specific in their orientation.
- 5.2 In planning and organising any activity that involves children and young people, it is important **not** to assume that full insurance cover is automatically in place. For this reason, it is necessary to provide the University's Insurance Officer with detailed information.

#### *Roles and Responsibilities*

- 5.3 The Insurance Officer is responsible for all matters relating to University insurance, including activities involving children and young people.
- 5.4 The director of the programme or activity is responsible for notifying the Insurance Officer of all activities taking place, with the exception of students under 18 years of age on University award bearing programmes.
- 5.5 Directors of programmes or activities should ideally give as much notice as possible to Insurance Officer with full details of intended activities (including any off-Campus) so to confirm the appropriate levels of cover before activity starts. If this involves additional premiums, Directors of Programmes will be informed and may be recharged appropriate costs. The University Insurance Officer will report any areas of risk insurers decline to cover, immediately, so that Senior Management Team member(s) can make appropriate decisions.

#### *Insurance Cover*

- 5.6 The University insurance cover portfolio includes:
- (a) **Employer's Liability** policy to cover liabilities arising from accidents suffered by staff, apprentices or volunteers, including children and young people, whether or not caused by them. There are no age restrictions or limitations
  - (b) The **Material Damage** policy covers vandalism and malicious or accidental damage caused by individuals, including children and young people to University property. This is subject to normal University insurance policy excesses.
  - (c) The **Public Liability** policy covers any injuries or damage to the property of third parties including that caused by children and young people when under the University's control, or to children and young people by the University.
- 5.7 Any new programmes or activities involving children or young people the University undertakes need declaring to insurers as this may result in an additional premium.

#### *Information Required by Insurers*

- 5.8 The following information would generally be required by insurers for under 18 activities with the University
- (i) Number, age and sex of under 18s
  - (ii) Indication of any disabilities
  - (iii) Confirmation of Parental/Guardian consent
  - (iv) Risk assessments of proposed activities (on and off campus); duration of time with University; any accommodation provision. Please see section on Health & Safety concerning supervision.
- 5.9 The University does not insure individual personal possessions and will only consider claims for damage/loss caused by the University. Parents & Guardians should be advised by Directors of Programmes so they can ensure that their personal contents insurance cover extends to possessions and valuables (including musical instruments) for their under 18s whilst they are with the University.

#### *Notification of Claims*

- 5.10 The University should notify the insurers of all claims and potential claims, relating to under 18s under University control.
- 5.11 Directors of programmes and activities must notify the Insurance Officer of any potential claim as soon as is reasonably practicable. Claims should be directed to the Insurance Officer immediately, background information for both should include:
- the name of the child or young person
  - the name (and approximate age) of any person who was a witness
  - the nature of the loss, damage or accident
  - the circumstance of the loss, damage or accident
  - the time, date and place the loss, damage or accident took place
- 5.12 Where there is an accident/injury involving a child or young person as well as advising the Insurance Officer, it is vital to complete, and to complete a report on the incident. The Health and Safety Manager may conduct an independent investigation into the accident. For further information, refer to Section 4, Health and Safety.

#### *Employing Young People*

- 5.13 The Employer's Liability policy includes children and young people working for the University.

#### *Young Students*

- 5.14 The University's exposure to claims for injury or loss to any young person registered as a student on a programme due to University actions, property or equipment falls

under the University's Public Liability Insurance cover. Any claim needs referring to the University's Insurance Officer.

- 5.15 In the unlikely event that a child or young person registered as a student is involved in work experience outside the University with a host employer, the Programme Director should ensure the hosts Employer's & Public Liability extends to cover the student. If there are any issues, the Programme Director should contact the University's Insurance Officer.

### *Summer Schools*

- 5.16 The University's liability for injury to Summer School visitors, including under 18s or damage to their property caused by University staff, property or equipment is included under the University's Public Liability cover. Where Summer School activities take place off Campus at recognised establishments (such as outward-bound centres/museums) then during such time the establishment's Public Liability Insurance will cover their visitors including under 18s. Directors of Programmes or Activities are asked to advise the Insurance Officer with relevant details prior to the start of the Summer School so that University's insurers can be put on notice
- 5.17 In the briefing for parents, guardians and carers, it should be made clear that the University cannot be held responsible for the loss of any personal belongings or valuables not caused by the University and that these should be covered as an extension of the parents, guardians and carers own contents insurance policies
- 5.18 Where there is a summer school that entails taking the participants on a trip within the UK away from the campus especially if overnight, it would be advisable for the originating school or college to take out a group (schools) travel policy or for parents, guardians or carers to make suitable travel insurance arrangements. Summer Schools originating from abroad need their own travel insurance and the Director of Programme or activity should satisfy themselves this is in place.

### *Visits outside the UK*

- 5.19 If there is an intention to take summer school participants to another country in the European Union, it is essential to gain specific written consent from the parent, guardian or carer. The arrangements for [European Health Insurance Card](#) will change when the UK leaves the European Union and become much more restricted. However a check should be made if it is still valid.
- 5.20 If there is an intention to travel to countries outside the EU, it is essential to consult the [Foreign and Commonwealth Office advice](#), and follow the advice given.
- 5.21 There is a need to arrange travel insurance cover through the Insurance Office.

### *Research Projects*

- 5.22 The University has to specify to its insurers any new or altered Research projects, to ascertain if insurance protection remains appropriate. Currently the cover under Public Liability Insurance arrangements does not cover clinical trials. Should any proposed research involve Children or Young people, the appropriate Director of programme or activity should advise the Insurance Officer at the earliest

opportunity, including details of insurances held by any external partner involved in such research.

- 5.23 Any extensions required to University's existing insurance cover might result in additional premiums may need recharging to the appropriate department. The University's Insurance Officer is able to provide specific advice.
- 5.24 It is essential to refer to the University's policy on [Research Governance and Ethics](#) (intranet access only)

#### *Sources of Information*

#### University Information

[Insurance web pages](#) (intranet access only)

## SECTION SIX

### ORGANISING FORMAL ACTIVITIES FOR CHILDREN AND YOUNG PEOPLE AT THE UNIVERSITY

#### A GUIDE FOR DIRECTORS OF PROGRAMMES AND ACTIVITIES

- 6.1 When a department arranges activities for groups of children and young people at the University, including any of its campuses and buildings, the Head of school/department, relevant manager or officer of the Students' Union must ensure compliance with the relevant sections of this policy.
- 6.2 Heads of school/department should ensure that the relevant personnel engage in early planning of activities to ensure appropriate contact with the appropriate officers of the University. In particular, it should be noted that it may take up to three months to complete the process where there is a need to recruit, interview, acquire references and satisfactory checks of employment, and DBS clearance of employees and volunteers.
- 6.3 An example of a set of Protocols setting out the requirements for the organising, booking and running of activities for schools and details the responsibilities of all parties appears at the end of this section. It was originally produced by Aimhigher

#### *Director of Programme or Activity*

- 6.4 A key appointment is the director of the programme or activity, who will have specific responsibilities detailed in the various sections of this policy.
- 6.5 The director of the programme or activity is responsible for:
- (i) the safety of the children and young people while in their care;
  - (ii) establishing and implementing health and safety systems to ensure the children and young people are in a safe environment at all times when on University premises;
  - (iii) gaining the appropriate consents from parents, guardians and carers (for instance relating to medication (section 5) and photographs (section 14));
  - (iv) producing a suitable and sufficient written risk assessment, including risks, hazards and appropriate control measures (see Section Four);
  - (v) confirming that there is sufficient insurance cover for the activities;
  - (vi) ensuring that the children and young people have sufficient supervision for the duration of the visit, provided by suitably qualified supervisors.

### *Contact with the child or young person and their family*

- 6.6 When arranging a programme or activity, it is important to consider the nature of the contact making with the participants and the families before the commencement of the programme or activity. The following are important issues that need consideration, although the nature of each will vary according to the programme or activity:
- (a) the application form
  - (b) the parental consent form
  - (c) medical details, and parental consent forms relating to medication
  - (d) any special dietary requirements
- 6.7 It is important to be clear what the child or young person is to bring, and, perhaps more significantly, the person is not to bring.
- 6.8 Families should receive relevant details of the programme and the arrangements for contacting the director of the programme or activity in an emergency. The protocols for early withdrawal need consideration.

### *Handover or Reception Point*

- 6.9 Where a child or young person will be remaining unaccompanied on University premises, there is a need for a clearly defined handover or reception point. It is at this point that the University's duty of care begins.

### *Orientation and Support*

- 6.10 It is important to consider the orientation and induction arrangements. This includes outlining the support arrangements in place.
- 6.11 Consideration should be given to preparing an information pack, including relevant maps and plans, contact names and numbers and roles of adults, 'frequently asked questions', outline programmes, arrangements relating to fire and evacuation, and expected conduct.
- 6.12 It is useful to talk through the planned activities at an orientation session to address any fears and concerns.

### *Code of Conduct*

- 6.13 Where the activity or programme requires a residential element or sustained contact with the University, there should be a Code of Conduct. The form of the Code depends on the nature of the programme or activity.
- 6.14 The Code of Conduct sets out what is expected, and what is unacceptable behaviour. The Code needs writing in a way intelligible to age of the child or young person.
- 6.15 It is essential the child or young person sign a copy once there has been an adequate explanation of the Code and any questions addressed. The child or young

person should receive a copy of the Code. The child or young person should not commence the programme or activity until signing the Code.

- 6.16 There should also be a code of conduct when a child or young person is undertaking work experience (see Section 8).
- 6.17 An example of a code of conduct from a Higher Education Summer Camp appears at the end of this section.

#### *Removal from a Programme or Activity*

- 6.18 As a last resort, it may be necessary to remove the child or young person from the programme or activity for serious misbehaviour. Any Code of Conduct should cover this eventuality.
- 6.19 Removal from University premises can only take place when arrangements are in place for the supervised collection of the child or young person. If such collection is not possible, the child or young person needs escorting home by a suitable support worker.
- 6.20 Once there is a decision for removal, the child or young person must remain under close supervision until the handover is complete.

#### *Accommodation for Residential Programmes or Activities*

- 6.21 The following points need checking:
- (i) separation of male and female sleeping and bathroom facilities for children and young people, and adults
  - (ii) suitability of employees and volunteers for working with children and young people
  - (iii) safety of the accommodation
  - (iv) appropriateness of accommodation for those with disabilities
  - (v) night time supervision arrangements

#### *Procedures in the Event of Emergency or Accident*

- 6.22 The following points need checking, in conjunction with the points outlined in Section Four:
- (i) the emergency and evacuation procedures
  - (ii) the arrangements for reporting and investigation of accidents, incidents and near misses
  - (iii) the arrangements for when someone is injured or taken ill
  - (iv) the arrangements for dealing with any child or young person who has specific medical needs, including medication
  - (v) the arrangements for the storage of any medicines



### *Insurance, Security and Health and Safety*

- 6.23 The following points need checking, in conjunction with the points outlined in Sections Four and Five:
- (i) the production of risk assessments for activities both on and off campus
  - (ii) the arrangements for the chaperoning of the participants
  - (iii) the insurance arrangements for activities both on and off campus
  - (iv) the safe storage of personal possessions
  - (v) the arrangements for the identification of participants and adults (e.g. name badges, sweatshirts), together with visitors.

### *Supervision*

- 6.24 The following points need checking:
- (i) the exercise of control and supervision outside the classroom arena, particularly in relation to:
    - (a) breaks between sessions
    - (b) lunchtime
    - (c) walking between buildings (and sites) unsupervised
    - (d) the responsibility when travelling to and from the University
  - (ii) the arrangements for recording attendance
  - (iii) the procedures when a child or young person is absent from a class or activity

### *Data Protection*

- 6.25 Data protection provisions require owing the duty of confidentiality to the child or young person, and not the parents, guardians or carers. A director of a programme and activity should obtain the consent of the child or young person before releasing information to a parent or other third party.
- 6.26 A director of a programme or activity may consider it prudent to obtain consent from all the participants for the release of specific data to specified third parties.
- 6.27 A director of a programme or activity can obtain advice from the [University Data Protection Officer](#). There is also an on-line [Data Protection Handbook](#) (intranet access only).

### *Training and Induction of Staff and Volunteers*

- 6.28 A director of a programme or activity must make appropriate arrangement for the training and induction of staff and volunteers.
- 6.29 The nature of the training will vary according to the programme or activity and the characteristics of the staff and volunteers. Matters that might be included are:
- (i) issues covered by the Safeguarding Policy and Code of Practice

- (ii) health and safety
- (iii) how to deal with conflict, illness and accidents
- (iv) fire and evacuation procedures
- (v) dealing with breaches of security
- (vi) operating the Code of Conduct

#### *Variation in Teaching Strategies*

- 6.30 Where members of the University staff are *teaching* those under the age of 18, they may need to be sensitive to any particular needs or difficulties such students may have. Teaching style and content needs designing to meet the expectations of younger people. What is acceptable for a nineteen-year-old student may not be entirely satisfactory for a sixteen-year-old.

#### *Sources of Information*

University [Data Protection Handbook](#) (intranet access only).

## EXAMPLE OF AN AGREED PROTOCOL FOR SCHOOLS ACTIVITIES

*This protocol outlines the requirements for the organising, booking and running of activities for schools and details the responsibilities of all parties.*

### **1. General organisation**

#### **1.1 Organisation of schools activities timetable**

- a) Activity providers will be responsible for ensuring that the dates and timings of events that they organise take account of school and FEC term and exam dates. It is important to note differences between school and FEC dates in relation to this.

#### **1.2 Booking events**

##### **1.2.1 General**

- a) All partners agree that full-time staff will respond to phone messages within 48 hours. It is, however, acknowledged that some part-time staff are unable to do this. In the event of a designated contact being unavailable for more than 48 hours, all partners will ensure that there are telephone and email answering services directing contacts to immediate assistance.
- b) The Administration Officer will keep a list of all activity provider contacts. It is the responsibility of partners of any changes to designated contacts.

##### **1.2.2 Attending schools/FECs**

- a) Attending schools/FECs will provide a named contact who will receive and process all schools activities correspondence.

##### **1.2.3 Activity providers**

- a) Activity providers will provide a named contact who will receive and process all schools activities correspondence.
- b) Activity providers agree that they are responsible for ensuring that their list of schools activities is current and any updates.

### **1.3 Cancelling events**

- a) Attending schools/FECs will inform activity providers in writing at least ten working days prior to the event start date should they need to cancel the attendance of any or all of their students booked on the event. This will enable activity providers to recruit target students from alternative schools/FECs to fill places available.

- b) If schools/FECs cancel at short notice, activity providers cannot guarantee the availability of places for students from these schools/FECs on future events organised by the activity provider.

## **2. Communication**

### **2.1 Pre-event communication**

#### **2.1.1 Attending schools/FECs**

- a) Attending schools/FECs agree that they will provide activity providers with the following information at least two weeks prior to an event:
- The year group attending
  - Ages of students attending
  - Number of attending students
  - The subjects being studied by the attending students
  - What the students and teachers expect from the day
  - Any special requirements for attending students and teachers (e.g. disabilities, allergies, dietary requirements)
- b) Attending schools/FECs agree that they will pass any necessary information on individual students to activity providers as soon as it is available and prior to the event. Last minute information has implications for insurance for all parties and is therefore unacceptable. This does not preclude individual arrangements between participating institutions.
- c) Attending schools/FECs agree that they will disseminate information to students and parents as appropriate.

#### **2.1.2 Activity providers**

- a) Activity providers agree that they will provide attending schools/FECs with generic information at the time of booking events. Details of individual events and specific information will be agreed amongst all parties and sent to the attending school/FEC a minimum of two weeks prior to the event. The information must include:
- Risk assessment form
  - A detailed itinerary for the day (see item f) below)
  - Information on which students the event is suitable for
  - A code of conduct (see item 3 below)
  - First aid information
  - Dress code
  - Arrangements for the preparation of invoices, where applicable
  - Activity provider contact details
- b) Activity providers agree that they will include the following information within the itinerary:

- The arrival meeting point and time, including the coach drop-off/pick up point
- The timing of individual activities
- The timing and location of lunch and breaks
- What to do if a student becomes separated from the group
- The university code of conduct

## 2.2 **Transport**

- Attending schools/FECs are responsible for arranging the transport of student to and from events, unless otherwise agreed between participating partners.
- Attending schools/FECs agree that they are responsible for ensuring that the appropriate insurance for the transportation of students is in place.
- Attending schools/FECs will invoice event providers for transport costs. Activity providers will provide schools/FECs with a list of approved suppliers if relevant.

## 2.3 **Feedback**

- Attending schools/FECs are required to ensure that agreed feedback is returned to the activity provider's named contact within one week of the event, according to the requirements of the AHKM Research and Evaluation Manager.
- Activity providers are responsible for feeding back to the school/FEC's named contact on any student behavioural issues on the same or next day.

## **Code of Conduct**

### 3.1 *Activity providers*

- Activity providers will provide a code of conduct, specific to school/FEC students visiting for activities. This will include behaviour during travel to and from the institution.
- Activity providers must send the code of conduct to the school/FEC prior to each event. This must clearly state the following as a minimum:
  - Attending schools/FECs must comply with DCSF guidelines on staff to student ratio
  - School staff are fully responsible for their students and will be present at the event at all times
  - School/FEC staff will discipline their students if necessary
  - Activity provider staff have the right to deal with disciplinary issues if school/FEC staff have not dealt with them adequately, or when school/FEC staff are not able to be with the students for certain periods during the day
- Activity providers agree that they will outline the policy again with the students at the start of the event day.

### 3.2 *Attending schools/FECs*

- a) Attending schools/FECs agree to ensure that the code of conduct is properly understood by attending staff and students, and agree to sign and return the policy prior to the event.

#### **4. The Event Day**

##### **4.1 Logistics**

###### **4.1.1 General**

- a) Attending schools/FECs and activity providers agree to meet each other at a prearranged time and location.

###### **4.1.2 Activity providers**

- a) Activity providers agree that they will organise refreshments and comfort breaks throughout the day.
- b) Activity providers agree that they will advise on general housekeeping at the start of the day.

##### **4.2 Lecturers**

- a) Activity providers agree that all personnel who work with visiting students on the day will be DBS checked and suitably prepared for the event.

Activity providers agree that they will provide contributing lecturers and other staff with information on the age, type, and expectations of attending students in adequate time

- b) before the event. The quality of this information will be contingent upon attending schools/FECs properly following the procedures detailed in point 2.1.1 a).
- c) Activity provider staff delivering activities to students must be able to:
  - Communicate effectively with a younger audience
  - Liaise with school staff to agree on the appropriate level for the lecture
  - Keep lectures generic unless a subject-specific lecture has been requested
  - Keep to agreed times

##### **4.3 Talks**

- a) Activity providers agree that they will ensure that activities (including lectures):
  - Are planned in advance with clear aims and objectives which should be outlined to the school ahead of the day
  - Involve interaction with students
  - Are aspiration raising
  - Are short enough to keep students' attention (max 20-30 minutes for formal lectures)

- Are tailored for specific age groups
- Are stretching but not beyond the students' level
- Meet national curriculum needs where possible
- Involve ambassadors and student mentors where appropriate
- Involve electronic visual aids where possible
- Offer a question and answer session if appropriate

I hereby agree on behalf of ***(insert institution name)*** to abide by the terms and conditions outlined in the above protocol.

Signature:.....

Name: .....

Position: .....

Date:.....

## EXAMPLE OF A CODE OF CONDUCT

For:  PRINT NAME
------------------------

You must read this **Code**, and **you and your parent or carer must sign** in the box overleaf if you intend participating in the Higher Education Summer Camp at Canterbury Christ Church University.

### 1.1 Expected behaviour

Participating in this Summer Camp course for a week will be very different from your experiences at school. The Summer Camp is designed so that you, and all the other students attending, may benefit from the course and enjoy this new experience. In order to do this, you will be expected to show responsible behaviour while attending the Summer Camp. You must also respect the rights of other students and Summer Camp staff, as well as university property.

### 1.2 Rules and regulations

For health and safety reasons, and for **all** students to have the opportunity to benefit and enjoy the Summer Camp, the following rules and regulations will be in operation.

- You must not bring alcohol onto the Summer Camp site, nor must alcohol be consumed at any time during the week of the Summer Camp.
- The purchase or use of any illegal substances is strictly forbidden.
- Smoking is allowed only if you are aged 18, and only in certain designated areas, which will be indicated on the first day of the Summer Camp.
- You are expected to attend all timetabled activities unless there is a valid reason for absence, such as illness.
- You must not leave the Summer Camp site without permission from appropriate Summer Camp staff nor, on supervised visits, must you wander away from the group and the leader.
- You are expected to follow any emergency procedure, such as a fire drill, as directed by Summer Camp staff.
- There will be separate male and female accommodation. You must keep to your own house / dormitory, and not enter any others in the Halls of Residence.
- You are expected to be in your room at specified times; these will be indicated on the first day.

### Serious incidents of misbehaviour

In the event of you being involved in serious incidents of misbehaviour, such as fighting, racial abuse or the use of illegal substances, you will not be allowed to continue on the Summer Camp and arrangements will be made for you to be collected by your parent or carer and taken home.

### 1.3 First day of Summer Camp

On the first day of the Summer Camp, or when undertaking specific activities, staff will explain any additional rules and regulations that will apply to activities you will be choosing.



It is expected that you will adhere to them for your own health and safety, and that of other students and staff.

**DECLARATION**

I have read the information presented in this **Code of Conduct** and agree to adhere to the rules and regulations listed.

I also agree to adhere to any additional rules and regulations explained to me on the first day of the Summer Camp, and when undertaking specific activities.

I understand that I will not be allowed to continue on the Summer Camp course in the event of serious misbehaviour on my part.

**SIGNATURE OF STUDENT:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

I, \_\_\_\_\_ (*Print name of **Parent / Carer***) understand the expectations that have been agreed above.

I agree that a designated member of the Summer Camp may supervise the medication my child has to take (*if appropriate; please give full details on pink medical form*).

I undertake to collect my child without delay if s/he contravenes this agreement.

**SIGNATURE OF PARENT/GUARDIAN:** \_\_\_\_\_

I am the  Mother  Father  Guardian

**DATE:** \_\_\_\_\_

PLEASE RETURN THIS COMPLETED FORM TO: **[NAME, POSITION AND ADDRESS]**

## SECTION SEVEN

### DISCLOSURE AND BARRING SERVICE

- 7.1 There are requirements relating to those who supervise and have substantial regular, unsupervised contact with children and young people. Certain staff across the University will be in regular or significant occasional contact with under-18s or vulnerable adults in the course of their teaching or other work. Many students are required to work or undertake placements that bring them into contact with under-18s or vulnerable adults.
- 7.2 The University maintains robust recruitment practices and take steps to ensure that it complies with the requirements of the Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012. This includes [Disclosure and Barring Service](#) (DBS) checks for staff and students required to work with under-18s or vulnerable groups in regulated activities. The University is committed to ensuring that relevant staff and students have appropriate checks in accordance with accepted practice to ensure their suitability to work with under-18s and vulnerable adults.
- 7.3 The University undertakes checks on both students who have access to the young and vulnerable on placements (which is the responsibility of the Assistant Director (Admissions)) and on staff (which is the responsibility of the Director of Human Resources and Organisational Development). This section concerns only staff.
- 7.4 There are important duties placed on the University, which include:
- (i) The University must not knowingly allow a barred individual to engage in a regulated activity
  - (ii) The University must refer certain information to the DBS where permission is withdrawn for the individual to engage in regulated activity **or** might have done so had the individual not ceased the activity. There is [DBS Guidance on Referrals](#).
  - (iii) There is an increasing emphasis placed on ensuring there is a safeguarding regime within organisations. The oft-quoted example is the person who represents a threat and does not appear in any official record. To this end, DBS checking is not a substitute for ensuring the appropriate recruitment, training and management of relevant employees and students. Day-to-day management is essential in identifying the early identification of unusual or concerning behaviour and taking appropriate action.
- 7.5 The Director of Planning and Academic Administration, as the lead DBS Signatory, undertakes the reporting to the DBS. The Assistant University Secretary provides executive support for this process. Where there is a need to consider whether a referral should be made, the relevant head of school/department must inform immediately the Dean of Faculty (for students) or the Director of Human Resources and Organisational Development (for staff), who will liaise with the Assistant University Secretary.

### *Regulated Activity*

- 7.6 The definition of regulated activity is work that an individual barred from working with vulnerable groups, including children, must not do.
- 7.7 The current [definition of regulated activity in relation to children](#) comprises, in summary:
- 7.7.1 **unsupervised activities**: teach, train, instruct, care for or supervise children, or provide advice/ guidance on well-being, or drive a vehicle only for children
  - 7.7.2 work for a limited range of establishments ('**specified places**'), with opportunity for contact: e.g. schools, children's homes, childcare premises. Not work by supervised volunteers;
- Note: Work covered by the above two sub-paragraphs is regulated activity only if done regularly (see below).
- 7.7.3 **relevant personal care**, e.g. washing or dressing; or health care by or supervised by a professional
  - 7.7.4 **registered childminding**; and
  - 7.7.5 **foster-carers**
- 7.8 The term 'regularly' carries its ordinary meaning as used in common parlance. Regularly could be used to describe the duties that a person carries out every day but not all day; every week but not on every day; every month but only once a month. In this context, regulated activities are those that involve contact with children carried out frequently (at least once a month), intensively (on three or more days in any 30-day period) or overnight.

### *Checks with the Disclosure and Barring Service*

- 7.9 The Disclosure and Barring Service (DBS) enables employers to request information on those who are to work, whether paid or voluntary, with children and young people. Information provided includes 'spent' convictions under the [Rehabilitation of Offenders Act 1974](#).
- 7.10 The University has registered with the DBS and as a condition of registration has in place the required policies on the recruitment of ex-offenders, together with the secure storage, handling, use, retention and disposal of disclosures and disclosure information. There are also procedures for determining the process when a disclosure reveals a criminal offence. These policies are available on application to the Director of Human Resources and Organisational Development. There is a requirement to meet the requirements of the [DBS code of practice](#).
- 7.11 Those responsible for recruitment, both of members of staff and volunteers, should be aware when disclosures need obtaining and what level of disclosure is appropriate.

## *Types of Check*

- 7.12 There are three [types of check](#):
- 7.12.1 The **standard disclosure** details all criminal history; cautions, warnings, reprimands and convictions held on the Police National Computer, with the exception of the DBS filtering rule. **Standard disclosure** is available in respect of positions and professions within the terms of the Exceptions Order under the Rehabilitation of Offenders Act 1974.
  - 7.12.2 The **enhanced disclosure** covers all spent and unspent convictions and other non-conviction information from local police records that a chief police officer thinks may be relevant in connection with the matter in question. **Enhanced disclosure** is available to a subset of those included in the Exceptions Order, in particular those involved in regularly caring for, training, supervising or being in sole charge of those aged under 18 or vulnerable adults.
  - 7.12.3 **Enhanced checks with a check against the children and/or the adults barred list(s)**: This includes all that an Enhanced check does, plus a check of the appropriate DBS Barred List. There are two DBS Barred Lists: one for adults, and one for children. The lists contain information on whether the applicant is barred from working with either of the two groups. There is a check against both barred lists individual only if the job role requires 'Regulated Activity' with children **and** adults.

## *Requesting disclosures*

- 7.13 There is a need to request a disclosure when a member of staff or volunteer has regular contact with children or vulnerable adults.
- 7.14 Human Resources and Organisational Development makes checks with DBS for staff and volunteers where authorised by the Head of School. The director of a programme or activity must not apply for any checks.
- 7.15 It is important for a director of a programme or activity to notify Human Resources and Organisational Development of the need for requesting such checks at the earliest possible opportunity. This is particularly important since there can be a substantial delay on the part of DBS, particularly if there is a query on the information provided on the form.

### *Applicant-only certification*

- 7.16 The DBS issues certificates only to applicants.
- 7.17 The University does not receive a duplicate. There needs to be an effective means of undertaking the necessary checks of certificates. There is a need to align them with the procedures for safer recruitment and monitoring.

### *Portability of DBS checks between employers when individual is in the same role*

- 7.18 There is an [Update Service](#) which allows individuals (if they choose to subscribe to it and pay the requisite fee) to apply for a criminal record check on one occasion only. If they need a similar sort of check again, to reuse their existing certificate, with an organisation checking online to see if it is still up to date. The intention is to avoid unnecessary repeat applications.
- 7.19 The Update Service is accessible only after a new-style check has been undertaken. It means that any checks made before the introduction of the Update Service are not eligible.

### *Sources of Information*

- (a) University Information

[Policy Statement on the Use of DBS Disclosures and Job Applicants with Convictions](#) (Human Resources and Organisational Development)

### *Recruitment (Human Resources)*

- (b) External Information

Department for Education

[Working together to safeguard children; a guide to inter-agency working to safeguard and promote the welfare of children](#)

[Keeping children safe in education](#)

Disclosure and Barring Service

DBS publishes information about its work on its [website](#)

## SECTION EIGHT

### WORK EXPERIENCE FOR CHILDREN AND YOUNG PEOPLE AT THE UNIVERSITY

#### *Health and Safety Requirements: Risk Assessments*

- 8.1 All University activities should be subject to suitable and sufficient risk assessment(s) under the University [Health and Safety Policies](#) (intranet access only) to meet its duties under the [Management of Health and Safety Regulations 1999](#).
- 8.2 The member of staff organising the work experience is responsible for ensuring that risk assessments involving children and/or young people are in place which consider a higher duty of care and for ensuring that safety precautions detailed in the risk assessments are implemented and complied with at all times by all staff. Reference needs to be made to Section Four, Health and Safety, to ensure statutory restrictions regarding activities that can be carried out by children and young persons in the workplace are adhered to.
- 8.3 The [Management of Health and Safety at Work Regulations 1999](#) section 19 require a separate risk assessment, which takes account of:
- (i) the inexperience, lack of awareness of risks and immaturity of young people
  - (ii) the fitting out of the workstation and area of work
  - (iii) the nature, degree and duration of exposure to physical, biological and chemical agents
  - (iv) the form, range and use of work equipment, and the way in which it is handled
  - (v) the organization of processes and activities
  - (vi) the extent of the health and safety training provided or to be provided to young people
- 8.4 Parents, guardians and carers of children and young people under 16 years of age on work experience should receive a copy of any written risk assessment relating to the work experience.
- 8.5 Advice on the production of any risk assessment is available from the University Health and Safety Manager.

#### *Young People on Work Experience with Disabilities, Learning Difficulties or Health Related Matters*

- 8.6 It is particularly important the manager or supervisor identifies any disabilities, learning difficulties or health related matters that a young person has to ensure members of staff are able to provide the appropriate support, and to make reasonable adjustments.

- 8.7 The person arranging the work experience must seek information from the school, University or other sponsor of any disability or other special requirements the child or young person has.
- 8.8 It is important to make clear the University reserves the right to terminate with immediate effect the work experience if this information has not been forthcoming.

#### *Code of Conduct*

- 8.9 It needs to be a condition of the work experience that all participants read and sign acceptance of a Code of Conduct. Where appropriate the member of University staff responsible for the work experience should discuss with, and explain, the content of this Code. If need arises, the Code should also be read to the young person concerned.
- 8.10 A copy of the Code needs to be available to the school, University or other sponsor.

#### *Sources of Information*

External Information

#### **Department for Education**

[16 to 19 study programmes: work experience](#)

#### **Health and Safety Executive**

[Young people and work Experience](#) INDG 364

## SECTION NINE

### EMPLOYING CHILDREN AND YOUNG PEOPLE AT THE UNIVERSITY

#### *Requirements relating to the employment of young people*

- 9.1 There are a number of restrictions affecting the employment of children and young people. Most of the statutory restrictions relate to health and safety, working hours and training.
- 9.2 An employment contract for young people is one of the exceptions to the general rule that contracts with a minor are unenforceable.

#### *Training*

- 9.3 An employee aged 16 or 17 has a right to take time off work for study or training leading to a relevant qualification. The amount of time taken is that is reasonable, giving due regard to the nature of the training or study and the needs of the employer.

#### *Working Hours*

- 9.4 Under the [Working Time Regulations 1998](#), young workers are entitled to:
- A health and capacities assessment before being required to perform night work, and periodically thereafter
  - A minimum rest period of 12 hours in every 24 hours
  - Two days off per week
  - A minimum 30-minute rest break after 4½ hours of continuous work

#### *Health and Safety Requirements: Risk Assessments*

- 9.5 All University activities should be subject to suitable and sufficient risk assessment(s) under the University [Health and Safety Policies](#) (intranet access only) to meet its duties under the [Management of Health and Safety Regulations 1999](#).
- 9.6 The member of staff organising the work experience is responsible for ensuring that risk assessments involving children and/or young people are in place which consider a higher duty of care and for ensuring that safety precautions detailed in the risk assessments are implemented and complied with at all times by all staff. Reference needs to be made to Section Four, Health and Safety, to ensure statutory restrictions regarding activities that can be carried out by children and young persons in the workplace are adhered to.
- 9.7 The [Management of Health and Safety at Work Regulations 1999](#) section 19 require a separate risk assessment, which takes account of:
- (vii) the inexperience, lack of awareness of risks and immaturity of young people
  - (viii) the fitting out of the workstation and area of work



- (ix) the nature, degree and duration of exposure to physical, biological and chemical agents
  - (x) the form, range and use of work equipment, and the way in which it is handled
  - (xi) the organization of processes and activities
  - (xii) the extent of the health and safety training provided or to be provided to young people
- 9.8 Parents, guardians and carers of children and young people under 16 years of age on work experience should receive a copy of any written risk assessment relating to the work experience.
- 9.9 Advice on the production of any risk assessment is available from the University Health and Safety Manager.

#### *Managerial Responsibility*

- 9.10 It is the responsibility of the Head of school/department concerned to ensure the implementation of the requirements set out above, including ensuring the proper undertaking of any risk assessment.

#### *Sources of Information*

External Information

#### **Department for Education**

*Guidance on the employment of children*

#### **Health and Safety Executive**

*The Right Start - Work experience for young people INDG 364*

## SECTION TEN

### CONTRACTS WITH CHILDREN AND YOUNG PEOPLE

- 10.1 Under contract law, the general rule is that a person does not have capacity to enter into a contract unless the individual is aged 18 or over. Therefore, any contract entered into would be unenforceable during the minority.
- 10.2 An exception to this rule is where the contract is for 'necessaries', which includes contracts for education and accommodation. The University, therefore, can expect to be able to enforce, without risk, a contract for tuition and accommodation.
- 10.3 For terms to become part of the contract with children and young people, they need incorporating into it. It is vital for to bring the terms to the attention of the applicant BEFORE making the offer of a place. In essence, any terms must be fair and reasonable.
- 10.4 There may be other contracts falling outside the definition of 'necessaries'.
- 10.5 Even where a contract is for 'necessaries', and therefore enforceable, the child or young person may have no assets with which to pay damages or otherwise meet the terms of a judgment, so the risk of having to write off a debt due from a minor needs to be taken into account.
- 10.6 It would be prudent for the relevant Head of school/department (e.g. Accommodation Manager) to obtain a guarantee in advance from the parent, guardian or carer of the child or young person for any fee or charge. It is important to align this in advance in a letter sent to the parent, guardian or carer. This may also extend to including a parallel agreement with the parent of a child covering matters such as attendance and discipline. What is important is to manage the expectation that parents have relating to our information about our approach BEFORE making an offer of a place on the programme.
- 10.7 Further advice on matters relating to billing arrangements is obtainable from the Director of Finance.

## SECTION ELEVEN

### COMPLAINTS MADE BY CHILDREN AND YOUNG PEOPLE, INCLUDING STUDENTS UNDER THE AGE OF 18

11.1 The University [\*Student Complaints Procedure\*](#) should be followed for all complaints.

11.2 The Complaints procedure for those under 18 is amended as follows:

“If a complaint is made under the University Student Complaints Procedure by a child or young person, the University will, with the consent of the individual concerned, will notify the parents, guardians or carer in writing, and keep them informed of the progress of the complaint.

The University will permit the parents, guardians or carers to act on behalf of the child or young person during the process, provided the child or young person is able to understand the nature of the process and confirms agreement in writing beforehand.

The child or young person will be informed of this process at the time of making the complaint, and asked whether the University is to keep the parent or guardian informed.”

11.3 As a child approaches maturity, so the duties of the parent, guardian or carer diminish. This is why the key question to ask in relation to any child is what understanding and maturity the child has. There can be no doubt that a child who has such sufficient understanding may give a valid consent to the use of confidential information relating to him or her. It is also clear a child has rights in the law of confidentiality (and under Article 8 of the European Convention on Human Rights), and that it is accordingly necessary to respect those rights.

## SECTION TWELVE

### CHILDREN AND YOUNG PEOPLE AS RESEARCH PARTICIPANTS

- 12.1 Where children or young people are research participants, for example, in the educational, health or social sciences areas, difficult issues may arise.
- 12.2 It is vital to refer to the University policies relating to research ethics at the earliest stage. The reason for including reference to research in this policy is to indicate the issues that need addressing.
- 12.3 Researchers need to consider the following issues:
- Informed consent
  - Safeguarding
  - Ethics approval
  - Good practice in the design and implementation of the project
  - Management Information
  - Insurance

#### *Informed consent*

- 12.4 The first question to ask is who may give consent. Generally, as a matter of principle, if a child has sufficient understanding and intelligence to understand to what it is he or she is consenting, then the child is able to give a valid consent. A parent's power to give a valid consent to actions that would otherwise involve a trespass to the person in relation to a child derives from a parent's duty to take care of the child.
- 12.5 As a child approaches maturity, so the duties of the parent, guardian or carer and therefore powers in relation to the child, diminish. This is why the key question to ask in relation to any child is what understanding and intelligence the child has. There can be no doubt that a child who has such sufficient understanding and intelligence may give a valid consent to the use of confidential information relating to him or her. It is also clear that a child has rights in the law of confidentiality (and under Article 8 of the European Convention on Human Rights), and that it is accordingly necessary to honour those rights in this situation.
- 12.6 The British Sociological Association gives the following advice:
- "Research involving children requires particular care. The consent of the child should be sought in addition to that of the parent. Researchers should use their skills to provide information that could be understood by the child, and their judgement to decide on the child's capacity to understand what is being proposed. Specialist advice and expertise should be sought where relevant. Researchers should have regard for issues of Safeguarding and make provision for the potential disclosure of abuse."

### *Good practice in the design and implementation of the project*

- 12.7 As well as addressing ethical issues and good research practice, the researcher should demonstrate that consideration needs giving to safeguarding issues, ethics approval, data protection, and insurance matters.

### *Safeguarding*

- 12.8 Any research by any member of staff or student of the University is governed by the University Code of Practice (Section 1), together with the relevant sections of the University Policy on Under 18s.

### *Ethics approval*

- 12.9 It is important when considering any research involving children and young people to obtain appropriate ethical approval in accordance with the University arrangements for obtaining ethical consent in those situations.
- 12.10 The process for obtaining ethical approval is set out in a flow chart available as part of the Research Governance and Ethics arrangements at:  
<http://www.canterbury.ac.uk/research/governance/documents/ethics%20flowchart.pdf>

### *Data Protection*

- 12.11 The researcher should have in place procedures, regularly monitored, for the safe storage of research data, to include both paper and electronic material.
- 12.12 The procedures should include the disposal of material when it is no longer required and the safe disposal of computers used for storing sensitive material.
- 12.13 The Information Commissioner noted that failure to have such procedures may breach the [General Data Protection Regulation](#) and the [Data Protection Act 2018](#).

### *Health & Safety*

- 12.14 Please refer to section 4 of this Policy concerning Health and Safety

### *Insurance*

- 12.15 Please see section 5 of this policy concerning Insurance particularly subsection regarding research

### *Sources of Information*

- (a) University Information

### [Research Governance and Ethics](#)

(c) External Information

**British Educational Research Association**

[Ethical Guidelines for Educational Research, fourth edition \(2018\)](#)

**British Psychological Society**

[Code of Ethics and Conduct \(2018\)](#)

**British Sociological Association**

[Guidelines on Ethical Research](#)

**Department for Education**

[Safeguarding children across services: messages from research](#)

**Health & Safety in Higher Education Institution**

[Guidance on Responsible Research – Managing Health and Safety in Research](#)

## SECTION THIRTEEN

### GUIDANCE RELATING TO CHILDREN AND YOUNG PEOPLE ON UNIVERSITY SITES OTHER THAN FOR UNIVERSITY PROGRAMMES AND ACTIVITIES AND EVENTS BOOKED THROUGH CONFERENCES AND EVENTS

- 13.1 This guidance relates to children and young people on University property when they are not part of (i) a University organised events specifically organised from them or (ii) an event booked through Conferences and Events where arrangements are in place for the safeguarding of children and young people.
- 13.2 The guidance relates to situations where children and young people visit on a casual basis, including for demonstration purposes as part of a programme of study.
- 13.3 While children and young people, both invited and uninvited, cannot be excluded from the University, its buildings or grounds, their presence is not encouraged. Note needs taking of the requirements of the Equality Act 2010. The Act introduced protection from discrimination for students during pregnancy and maternity, by extending the protection that exists for women in employment to higher education. The Equalities Challenge Unit provided advice for universities. This guidance outlines how institutions can ensure students are not discriminated against on the grounds of pregnancy or maternity.
- 13.4 Section 17 of the Equality Act expanded the protection from discrimination on the grounds of pregnancy and maternity, which already existed for women in the workplace and vocational training, to women outside the workplace. In doing so, the Act specifically mentions the higher education sector. Under the Act, discrimination can occur against a student because of her pregnancy or because she has given birth if:
- the student is treated unfavourably because of her pregnancy
  - within 26 weeks of the day of giving birth the student is treated unfavourably because she has given birth; this also applies in cases of miscarriage, still birth and neonatal death provided more than 24 weeks of the pregnancy has elapsed
  - the student is treated unfavourably because she is breastfeeding and the child is less than 26 weeks old; if the child is more than 26 weeks old, unfavourable treatment because of breastfeeding is likely to constitute sex discrimination
- 13.5 The implications for the University of children in classes and in other areas are wide ranging - from insurance, through health and safety, to assertions made by failing students that their programmes were interrupted or compromised by the presence of children within teaching areas.
- 13.6 The nature of the University and its work attracts people with childcare responsibilities. However, it is in everyone's interests - including the children themselves - that no child is placed in a potentially dangerous or inappropriate situation. It is important that appropriate risk assessments are undertaken.

- 13.7 On occasions, children visit the University as a part of the learning experience for University students. In these cases, those initiating such arrangements need to refer to Section Four Health and Safety and must undertake a sufficient risk assessment in relation to the significant risks involved, supported by written procedures outlining how to reduce those risks to the lowest level possible. Such risk assessment should include:
- level of supervision
  - emergency procedures
  - suitability of teaching rooms, equipment etc.
- 13.8 Notwithstanding the advice of the University given in recent years, there is a growing awareness that the numbers of children on site are increasing, including children taken into lectures.
- 13.9 Where an adult brings a child to the site, for whatever reason, then the responsibility for appropriate supervision rests with that adult.
- 13.10 Heads of school/department should make all practical arrangements to emphasise the need for appropriate supervision when children are on the premises.
- 13.11 To avoid ambiguity, the children of staff members are regarded in the same way as the children of students and visitors.

## **External Information**

### **Equality Challenge Unit**

*[Student pregnancy and maternity: implications for higher education institutions](#)*



## SECTION 14 PHOTOGRAPHS, VIDEOS, WEBSITES AND WEBCAMS

### *Introduction*

- 14.1 In the main, photographs for University and personal use, and those that appear in the media, are a source of pleasure, pride and enhanced self-esteem for children and young people and their families.
- 14.2 Although digital technology has vastly increased potential misuse of photography, in the main someone they know abuses those children and young people who are victims. There is a residual risk of a child being targeted for abuse through identification by a stranger. It is possible to minimise this risk by taking reasonable steps to ensure the appropriateness of the photograph and protect the identity of the individual.
- 14.3 The following guidelines are based on those issued by [Act Now](#), which is based on work undertaken by Hampshire County Council.
- 14.4 The guidelines seek to raise awareness of the potential dangers to children and young people, while offering practical advice that is reasonable and proportionate.
- 14.5 University CCTV will capture the images of children and young people. Such images are subject to a separate University policy.

### *Consent*

- 14.6 The General Data Protection Regulation and the Data Protection Act 2018 affects the use of photography, since an image of a child or young person is personal data for the purpose of the legislation. Consequently, it is necessary to obtain written [consent](#) from the parent, guardian or carer for any photographs or video recordings for purposes beyond the University's core educational functions where the individuals are children under 16 years of age, and from the young person themselves where the individuals are over 16 years of age. The GDPR is clear that an indication of [consent](#) must be unambiguous and involve a clear affirmative action (an opt-in). It specifically bans pre-ticked opt-in boxes. It also requires distinct ('granular') consent options for distinct processing operations. Consent should be separate from other terms and conditions and should not be a precondition of signing up to a service. Consent can be withdrawn at any time.
- 14.7 Because media opportunities can sometimes present themselves at short notice and it is helpful to have consent confirmed/refused in readiness. Therefore, if photographs are likely to be taken during the programme or activity, it may be convenient for the director of the programme or activity to seek consent before its commencement. If the intention is to seek publicity for the programme or activity, via either the media or University publications, it is vital to obtain consent.
- 14.8 A signed consent form should be obtained and kept on file, covering all cases where images of children or young people may be used for publication outside the University.

- 14.9 Consent gained for photographs or videos may not extend to website or webcam use. Therefore, if the intended use of photographic images is for this purpose, it is important to gain specific consent, which may be obtained as part of the consent in relation to photographs or videos.
- 14.10 Where the child is under 16 years of age, it is important to draw the attention to the importance of ascertaining the views of the child during the process of giving consent.
- 14.11 The young person (or the parent, guardian or carer in the case of a child) retains the right to withdraw consent at any stage, but they need to do so in writing.
- 14.12 Sample consent forms are at the end of this section. There is an example of a parental consent form and an example of a form for use with young people. These may be adapted to suit the particular circumstances of the programme or event.

#### *Planning photographs of Children and Young People*

- 14.13 Images and details of children and young people published together present the remote possibility that people outside the University could identify, and then attempt to contact, the child or young person directly. The measures described below should minimise the risk of such unsolicited attention.
- (i) Where possible, use general shots of classrooms or group activities rather than close up pictures of individuals. Consider the camera angle; photographs taken over the shoulder, or from behind are less identifiable.
  - (ii) Use images in suitable dress, and take care when photographing sporting activities to maintain modesty. It may be appropriate, for instance, to photograph a group in tracksuits.
  - (iii) Consider alternatives. For instance, could a photograph of work produced by the individual be used instead?
- 14.14 It is helpful, wherever possible, to include images of individuals from different ethnic backgrounds, and positive images of those with disabilities to promote the University as an inclusive community.

#### *Identifying Children and Young People*

- 14.15 In situations where consent is unclear, the advice is:
- If the child is named, avoid using the photograph.
  - If the photograph is used, avoid naming the child.
- 14.16 It is advisable to:
- Use the minimum information. Ask whether it is necessary to accompany a picture with the title of the programme or activity at the University, rather than the names.
  - Avoid using photograph when fully naming a child or young person in any published text, whether in the University publications, website, or in the local press.

### *Using Photographs of Children and Young People Supplied by a Third Party*

- 14.17 Copyright does not apply to images for private family use. However, copyright does exist in commercial photographs and it rests with the photographer.
- 14.18 Copyright is a right that the photographer automatically enjoys as the creator of the work to prevent other people exploiting the work and to control how other people use it.
- 14.19 Before using a photograph supplied by a third party, it is important to check that the third party owns the copyright in the photograph and obtain written permission to use it. To use a photograph without the copyright owner's permission could lead to an action for copyright infringement.
- 14.20 Images downloaded from the Internet are subject to copyright.
- 14.21 Third Parties will generally be under the same obligations as the University to obtain consent to the use and distribution of photographs. It is important to ask the third party to guarantee that all relevant consents were given and that the third party is entitled to provide the image.

### *Use of Images of Children and Young People by the Press*

- 14.22 There are occasions when the press takes photographs. Parents, guardians and carers, as well as the children and young people, need to be aware of the potential risks, so they can make an informed decision about whether to agree to their children being featured in the press and whether their full name should accompany the photograph.
- 14.23 The way the press use images is controlled through relevant industry codes of practice as well as the law. However, if appropriate it may be sensible to check politely that broadcasters and press photographers are aware of the sensitivity involved in detailed captioning, one to one interview, and close or sports photography.

### *Videos*

- 14.24 Specific consent needs obtaining before a child or young person appears in a video. Therefore, if the intended use of photographic images is for this purpose, it is important to gain specific consent, which may be obtained as part of the consent in relation to photographs.

### *Websites*

- 14.25 The use of photographic images on websites is an area gives particular concern because of the potential misuse of images. With digital photography, there is the remote possibility that images could be produced, manipulated, and circulated without the family's knowledge. There is also a risk is that children might be exploited, and a University might be criticised or face action.

- 14.26 It is important to take care with identification, and to respect parental views on the use of any photography of children on a website.

#### *Webcams*

- 14.27 The regulations for using webcams are similar to those for CCTV (closed-circuit television). This means that the area in which there is use of the webcam must be well signposted and people must know that the webcam is there before they enter the area, in order to consent to being viewed in this way. Children and young people need to give consent, as well as the parents, guardians or carers of all the affected children and young people.
- 14.28 In gaining consent, it is important to explain why the webcam is there, the use to which the images will be put, who might want to look at the pictures and what security measures are in place to protect access.
- 14.29 Webcams may pose particular risks, and these need to be taken into consideration when planning activities.

#### *Parental Photography*

- 14.30 Parents, guardians and carers may take photographs or making a video recording for their own private use. This includes any University events. They may not take photographs or to make a video recording for anything other than their own personal use (e.g. with a view to selling videos of a University event) without the explicit consent of the other parents whose children may be captured on film. Without this consent, the General Data Protection Regulation may be breached.

#### *Photographs taken by Other Third Parties*

- 14.31 It is important to ensure that people with no connection with the University do not have any opportunity to film covertly. Members of staff and volunteers should challenge anyone they do not recognise who is using a camera or video recorder during the programme or activity.

#### *The Storage of Photographs*

- 14.32 Photographs need treating in the same way as any other data. It is important to maintain securely any photographs retained for University use, and disposed of securely when no longer required.

#### *Official University Photographs*

- 14.33 On occasions, an official photographer from outside the University may take photographs. If this is the case, it is vital to assess the validity of the photographer or agency involved, and establish what checks or vetting has been undertaken. There needs to be appropriate levels of supervision to safeguard the welfare of children and young people at all times when visitors are present on the University site.

## *Sources of Information*

(a) University Information

### [CCTV Policy and Procedures](#)

(b) External Information

## **BECTA**

[Safeguarding children online: How e-safe are your school and your learners?](#) (Archive Copy)

## **NSPCC**

[E-safety for schools](#)

[Guidance on helping keep children and young people safe online](#)

## **Act Now**

[Using images of people: photographs, videos and webcams: Guidance for schools](#)

## **Information Commissioner**

[Taking Photographs in Schools](#)

(This Good Practice Guidance is aimed at Local Education Authorities and those working within schools, colleges and universities.)

**Photography**

To (Name of the child's parent or guardian)

Name of child:

This letter explains why we need to ask you for your consent to any photographs of your child while on the programme at the University. When you have read the letter, you should fill in and return the form attached to let us know your wishes.

Generally, photographs for University and family use, and those that appear in the press, are a source of pleasure and pride, which we believe can enhance self-esteem for children and young people, and their families, and so are to be welcomed.

However, we live in an age in which digital technology has vastly increased the use, and potential misuse, of photography, and there has been publicity concerning the risk of a child or young person being identified by a photograph in the local press, and as a result being targeted for abuse.

The University takes the view that the risk of a child being identified by a stranger is small providing reasonable steps are in place in terms of the appropriateness of the photography and to protect the full name and contact details of children, photography will be permitted.

The University is mindful of the fact that for some families, there may be reasons why a child's identification is a matter of particular anxiety. If you have special circumstances, now or at any time in the future, that would affect or change your consent on this issue, you need to let the director of the programme know.

You should discuss the matter of photographs with your child, and agree with them about the categories of consent. We invite you to use this letter to explore their feelings about being photographed while taking part in the programme.

Please complete the form attached. If you wish to discuss the matter, please contact the programme director.

Canterbury Christ Church University

Photography

Parental Consent Form

To Name of the child's parent or guardian: \_\_\_\_\_  
Name of child: \_\_\_\_\_

Occasionally, we may take photographs of the children at the University. We may use these images in the University's printed publications, as well as on our website. We may also make video recordings for University use.

From time to time, the media may visit our University and take photographs or film footage of a visiting dignitary or other high profile event. Children will often appear in these images, which may appear in local or national newspapers, or on televised news programmes.

To comply with the General Data Protection Regulation, we need your permission before we can photograph or make any recordings of your child. Please answer questions 1 to 5 below, then sign and date the form where shown.

- |   | Please<br>circle your<br>answer |
|---|---------------------------------|
| 1. May we use your child's photograph (unidentified) in University printed publications that we produce for promotional purposes? | Yes / No                        |
| 2. May we use your child's image (unidentified) on our website?   | Yes / No                        |
| 3. May we record your child's image (unidentified) on video or webcam?  | Yes / No                        |
| 4. Do you consent to your child being photographed or filmed in press events agreed by the University?                            | Yes / No                        |
| 5. Do you consent to your child's full name being published with a press photograph?  | Yes / No                        |

Please note that websites can be viewed throughout the world and not just in the United Kingdom where UK law applies.

'Unidentified' above means we will only use the first name  
Please note the conditions for use of these photographs are on the back of this form

I have read and understood the conditions of use on the back of this form.

Parent's or guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent's or guardian's Name (in block capitals): \_\_\_\_\_

## Conditions of University Use

1. This form is valid for five years from the date you sign it. The consent will automatically expire after this time. It is your responsibility to let us know if you want to withdraw or change your agreement at any time. You can withdraw your consent at any time and you do not need to give a reason.
2. The University will not use the personal details or full names (which means first name and surname) of any child or young person in a photographic image on video, on our website, in University printed publications.
3. The University will not include personal e-mail or postal addresses, or telephone or fax numbers on video, on our website, or in University printed publications.
4. If the University uses photographs of individuals, the name of that child or young person will not appear in the accompanying text or photo caption, unless we have your agreement.
5. If the University names a child or young person in the text, we will not use a photograph of that child to accompany the article.
6. Group or class photographs or footage with very general labels, such as “a science session” may be used.
7. Only images of children or young people who are suitably dressed will be used, to reduce the risk of such images being used inappropriately.
8. As the child’s parents/guardian, you agree that if you take photographs or video recordings of your child/ren that include other children or young people, you will use these for personal and family use only. Where consent has not been obtained from the other parents for any other use, there would be a breach of the General Data Protection Regulation if recordings were used for any wider purpose.



Canterbury Christ Church University

Photography

Consent Form (for young people)

Name: \_\_\_\_\_

Occasionally, we may take photographs at the University. We may use these images in the University's printed publications, as well as on our website. We may also make video recordings for University use.

From time to time, the media may visit our University and take photographs or film footage of a visiting dignitary or other high profile event. Individuals will often appear in these images, which may appear in local or national newspapers, or on televised news programmes.

To comply with the General Data Protection Regulation, we need your permission before we can photograph or make any recordings. Please answer questions 1 to 5 below, then sign and date the form where shown.

Please  
circle your  
answer

- |   |          |
|---|----------|
| 1. May we use your photograph (unidentified) in University printed publications that we produce for promotional purposes? | Yes / No |
| 2. May we use your image (unidentified) on our website?   | Yes / No |
| 3. May we record your image (unidentified) on video or webcam?  | Yes / No |
| 4. Do you consent to you being photographed or filmed in press events agreed by the University?                           | Yes / No |
| 5. Do you consent to your full name being published with a press photograph?  | Yes / No |

Please note that websites can be viewed throughout the world and not just in the United Kingdom where UK law applies.

'Unidentified' above means we will only use the first name

Please note that the conditions for use of these photographs are on the back of this form

I have read and understood the conditions of use on the back of this form.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Conditions of University Use

1. This form is valid for five years from the date you sign it. The consent will automatically expire after this time. It is your responsibility to let us know if you want to withdraw or change your agreement at any time. You can withdraw your consent at any time and you do not need to give a reason.
2. The University will not use the personal details or full names (which means first name and surname) in a photographic image on video, on our website, in University printed publications.
3. The University will not include personal e-mail or postal addresses, or telephone or fax numbers on video, on our website, or in University printed publications.
4. If the University uses photographs of individuals, your name will not appear in the accompanying text or photo caption, unless we have your agreement.
5. If the University names you in the text, we will not use a photograph of you to accompany the article.
6. Group or class photographs or footage with very general labels, such as “a science session” may be used.
7. Only images of individuals who are suitably dressed will be used, to reduce the risk of such images being used inappropriately.
8. You agree that if you take photographs or video recordings that include other children or young people, you will use these for personal and family use only. Where consent has not been obtained from the other parents for any other use, there would be a breach of the General Data Protection Regulation if recordings were used for any wider purpose.

## **Section 15 Arrangements for Under 18s Arriving at the University from Outside the United Kingdom, Islands and Eire**

### ***Introduction***

- 15.1 Under the Borders, Citizenship and Immigration Act 2009 section 55, there is a requirement to have regard to the need to safeguard children and to promote their welfare. Parents should receive clear information that those under the age of 18 are in legal terms children in the UK, that there are regulations concerning children, and repercussions for the University if not followed. This might be made clear through inclusion in the parent consent form.
- 15.2 The University must ensure that all children (defined as those under the age of 18) studying in the UK have suitable care arrangements in place for their travel, their reception on arrival in the UK and for their living arrangements while in the UK. If the University fails in this duty, United Kingdom Visa and Immigration (UKVI) will immediately revoke the University's Sponsor licence.
- 15.3 The arrangements for students under the age of 18 arriving at the University from outside the United Kingdom, Islands and Eire needs reading in conjunction with other aspects of the Under 18s Policy, and appropriate action taken.
- 15.4 In drawing up these arrangements, the following sources have been used:
- UKVI Guidance (September 2011)
  - UKCISA [\*International students under 18: guidance and good practice\*](#) (January 2008)

### ***Responsibility for Implementation and Oversight of the Arrangements***

- 15.5 Responsibility for securing the effective implementation of the arrangements set out in the following paragraphs rests with the head of the department where the University Admissions Agency resides.
- 15.6 The Admissions Agency must recognise that it is responsible for all aspects of the requirements set out, unless there is a specific agreement that another department (including the International Office) will assume responsibility for a particular arrangement.

### ***Marketing, recruitment and publicity***

- 15.7 Staff engaged in international recruitment in the Admissions Agencies, both administrative and teaching, need to be aware of the procedures relating to the admission of under 18s. They are to be able to give guidance to children and their parents within the limits of the information available and know to whom to refer them when this information is not available.
- 15.8 The Admissions Agency is to take into account whether the student or parent is making a booking or application direct or through an agent, and the impact this will have on the flow of information, e.g. whether agents receive suitably briefing on the issues.

- 15.9 Parents and agents will be reliant on prospectuses and websites for information, and there is a need to consider this when producing documentation, for instance in providing visual information. Where possible, there should be a welcome address in the main languages. There should be a link to the University's Under 18 Policy.
- 15.10 Sufficient information needs providing at the offer stage concerning their child's programme, accommodation and leisure activities. This is to keep parents informed about the detail of arrangements before signing any contracts. The information may be accessible on the web, in handbooks or in other documents.
- 15.11 There is a need to provide a separate copy for the parents and the child, so the parents have access to a copy while the child is away. It is good practice also to send parents a pre-arrival pack, with further information about the programme and activities available on-and off-site.

### ***The University as an Adult Environment***

- 15.12 The offer letter from the Admissions Agency is to set out the extent of the responsibility the University has concerning Under 18s and the supervision that can realistically provide, taking account of the kind of educational experience.
- 15.13 Parents of international students may have very little knowledge of the education system in the UK and may not be aware that the University is primarily an adult environment. They may assume that the child will be in a supervised environment, akin to a boarding school. It needs making clear to parents the amount of freedom their child will have. Attention needs drawing to the general information provided for all students about the security measures and support available on site and in accommodation to enable them to make a decision about whether the University will provide a suitable environment.
- 15.14 As part of the consent form, parents should sign an agreement noting the child will be in a primarily adult environment, and this includes student accommodation.

### **UK Guardians**

- 15.15 Where the child is on a longer programme (more than four months) it should be recommended by the Admissions Agency that parents consider appointing a UK-based guardian e.g. if someone needs to take responsibility for the child during vacations or give permission for emergency medical treatment. It is appropriate to take account of the date the child turns 18, as the requirements will no longer apply.
- 15.16 Parents need to understand that they are responsible for the welfare of their children when they are staying with the UK guardian, not the University. The University should request parental permission to contact the UK guardian in the event of an emergency and to send copies of information concerning students to their 'guardians' as well as to parents.
- 15.17 The University is unable to assist parents in finding a suitable guardian. For those families who do not have friends or relatives in the UK, a list of accredited agencies is obtainable from:

The Association of Educational Guardians for International Students (AEGIS)  
66 Humphreys Close  
Randwick  
Stroud  
GL5 4NY  
Tel/Fax: +44 (0)1453 755160  
Email: [aegisuk@btopenworld.com](mailto:aegisuk@btopenworld.com)

The list is also available at [www.aegisuk.net](http://www.aegisuk.net).

UK Guardians provide a guardianship service. The contact details are:

UK Guardians  
22 Shelley Close  
Christchurch  
Dorset  
United Kingdom  
BH23 4HW

Email: [info@ukguardians.co.uk](mailto:info@ukguardians.co.uk)

Telephone: +441425 529118

### ***Insurance***

- 15.18 It is good practice to advise on the desirability of taking out insurance, and to make clear, for instance, what medical costs the NHS would cover for students, and what costs they should expect to have to pay for.
- 15.19 This insurance might include personal accident or injury, private medical, personal belongings, delayed or lost luggage, money, emergency replacement passport, cancellation, travel delay, missed departure, personal liability.

### ***Visa and immigration requirements***

- 15.20 Information sent to parents is to include information on visa requirements, including details of the likely length of time needed to apply and the documentation required.
- 15.21 The Compliance Manager in Admissions provides immigration advice to students (prospective, current and recent graduates) and their immediate dependants.

### ***Disabilities***

- 15.22 It is essential to follow up any disabilities mentioned on the application form with Student Support, Health and Wellbeing to identify the support available and ensure it will be in place when the child arrives. It is important to note the child may not have coped without the support of the family before. Discussions will be necessary to identify the support needs. Both students and their families may be used to quite different systems of support, as well as different cultural attitudes to disability.

- 15.23 The Admissions Agency should identify areas where it may be required to fund equivalent provision to ensure international students with disabilities do not receive less favourable treatment and ensure parents are aware of any additional costs at the earliest opportunity.
- 15.24 The Admissions Agency should obtain a signed written guarantee from parents that they will meet the cost of any support (e.g. for personal care) that the University does not provide and for which these students are ineligible to receive from elsewhere (e.g. Social Services).

#### ***Arrangement for Meeting and Greeting Under 18s***

- 15.25 The Admissions Agency is to ensure there are special and appropriate arrangements in place for the arrival of international students under 18. These arrangements are to operate in conjunction with the parents. If the parent undertakes responsibility, through means of a signed statement, for accompanying the student to the reception area in the University, the following arrangements do not apply.
- 15.26 The Admissions Agency will request that the parents ensure that the child has the following information available on arrival in the UK (following advice from the UKVI):
- a signed letter from their parents or guardian giving permission to travel
  - the name of the person with whom they are staying (homestay or residence)
  - a confirmation of offer letter from the University (the CAS for overseas students or an unconditional Offer letter if an EU student)
  - the name of the Vice-Chancellor and the Head of the International Office
  - the transport arrangements from the airport or other point of entry (e.g. the contact details of the Admissions Agency representative or the UK guardian meeting the child or the taxi firm that is collecting the child from the airport or other point of entry)
- 15.27 The Admissions Agency will ensure the parents have details of what meet and greet arrangements the University will provide for their child, how to book these and the costs involved, as well as emphasising that, if the service is not available at all times, the parents are responsible for making appropriate arrangements outside the set times. The price should be set and published in advance.
- 15.28 Arrangements need to be in place to meet all under 18s travelling without an adult at the airport or other point of entry. Where possible, this will be by an Admissions Agency representative. Alternatively, there may specific arrangements made in advance for meeting under 18 students by a local guardian appointed by the parent, guardian or carer. The University requires signed written authorisation in advance of departure for this alternative arrangement.
- 15.29 Where the Admissions Agency is responsible for meeting the child at the UK airport, parents (or their appointed representatives) are required to complete detailed travel information for the arrival of the child by a specific date prior to their arrival. The parents are responsible for any additional costs incurred by the University in assisting a child because of a failure to notify.

- 15.30 The travel information is to include the point of departure and details of departure, including times, and any connection details, as well as the arrival data.
- 15.31 The Admissions Agency will provide unaccompanied children entering the UK with an emergency contact number to call if they encounter problems at immigration.

#### Parental Responsibilities

- 15.32 The Admissions Agency is to make clear to parents that they have a responsibility in ensuring the safe arrival of their child. The Admissions Agency should request that parents ensure the child has the following:
- the written details of the telephone number, address and contact details of the person meeting them and advise them to go with no one else
  - a passport valid for the period, with visas obtained for the countries the child is travelling to or through
  - a photocopy of the passport, kept in a separate place from the passport
  - a copy of the travel arrangements (including flight return details)
  - the parents' contact details, which should also be written in the child's passport
  - the address of the nearest embassy or consulate in case of the need to contact someone urgently
  - some money or credit to phone if there is a need to and the full telephone number of all necessary contacts
  - any essential medication placed in the hand luggage
  - details of prescriptions for medicines, which should be kept separate from the medicines
  - the letter of acceptance
  - details of any airline child supervision service where the child will be supervised by a member of the airline staff
  - details of the meet and greet arrangements, whether by the Admissions Agency representative, UK guardian or through other agreed arrangements
  - instructions that if for any reason the child misses the representative at the arrivals point to go to the information desk and phone the emergency contact number and remain at the information desk until the contact arrives and not leave the building
- 15.33 In the case of written information, the parents should provide it in an English language translation wherever possible.

#### Taxis

- 15.34 Where it is necessary for the Admissions Agency to arrange or to collect the child, the Admissions Agency will request the taxi company to provide written confirmation whether or not an enhanced DBS check was undertaken for their taxi drivers.
- 15.35 It is advisable that taxi companies use chaperones for those students under 18 travelling alone as a precaution for students and to protect drivers against false allegations of abuse. The arrangements need clarifying with the taxi company.

15.36 The Admissions Agency will be responsible for ensuring the payment of the cost of the taxi, including the recharging of the parents where this forms a contractual term. There must be agreement in advance of the arrival of the student of the contractual terms. There is an expectation that the parents would meet the cost of the taxi as part of the agreement.



## SECTION 16 The Prevent Duty

[The Counter-Terrorism and Security Act 2015](#) is part of the Government's strategy to reduce the terrorist threat in the UK. It made **every** university act to prevent the risk of people being drawn into terrorism. This is sometimes called the [Prevent Duty](#).

This briefing provides information on the Prevent duty. It outlines what we do as a University.

### **What does the Government requirement?**

The [Prevent Duty Guidance for Higher Education institutions in England and Wales](#) makes it clear all universities have to act.

By law, we have to demonstrate we have arrangements to safeguard people in our community from being drawn into terrorism. We are accountable for the actions we take.

### **What is radicalisation and extremism?**

**Radicalisation** is the process by which a person comes to support terrorism and forms of extremism leading to terrorism. This extremism can be about political matters, such as right-wing extremism, as well as religious matters.

**Extremism** is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It also includes calls for the death of members of our armed forces, whether in this country or overseas.

You can read more about it in our [briefing note](#).

### **What is the University's approach?**

Our approach is to respond within the spirit of our [mission and values](#).

We have a commitment to freedom of speech within the law to encourage open and reasoned debate. We respect freedom of thought, conscience and religion. However, freedom of thought, conscience and religion is not absolute. We may need to intervene where necessary to protect the rights of others.

We take account of our [equality and diversity policy](#). We aim to provide a fair environment where everyone receives dignity and respect. We intend to sustain a culture free from discrimination linked to any personal characteristic.

In meeting the duty we place emphasis on personal wellbeing in handling incidents and reports.

We provide a [Briefing for members of staff](#).

### **What are we doing to safeguard students?**

We want to support all our students in their studies. We do this as part of our existing processes. We do not have a special process for Prevent. We have an established a cause for care and concern process. This allows us to support any student through our [Support Services](#).

We have other extensive pastoral and support services. This includes the [Accommodation Team](#), [personal academic tutors](#), the [Chaplaincy](#), the [Security Team](#), and [Facilities Management](#). We want to support any member of the University facing difficulties. We have means for referring a student for support. This is for any issue of concern. It is not just to meet the Prevent duty. We aim to help support the wide range of student requirements.

### **What do I do if I have a concern about yourself?**

You may have a concern about yourself. If you do, you can speak to your [personal academic tutor](#). You can also talk to our [Support Services](#). You can contact us by

Phone: 01227 782675

Email: [studentwellbeing@canterbury.ac.uk](mailto:studentwellbeing@canterbury.ac.uk)

They will be able to advise you on what support is available inside and outside the University.

You can also use our [Report + Support](#) reporting system. You can provide contact details so you will get a response.

What we want to do is to support you.

### **What do I do if I am concerned about someone else?**

It is important not to ignore a concern about another person.

Perhaps you have noticed a change in behaviour; are they becoming withdrawn, or acting differently? Maybe it is something the student has said that's worrying you. You might notice if someone is experiencing difficulties.

You can check with others who may also have noticed something to see if they share your concerns.

Sometimes you can speak to the person to see if they need help. You can suggest the person speaks to their [personal academic tutor](#) or our [Support Services](#).

You might not want to talk to the person. This is understandable. If you have any concern about a safeguarding or wellbeing about anyone in our community, please contact our [Support Services](#).

You can contact us by

Phone: 01227 782675

Email: [studentwellbeing@canterbury.ac.uk](mailto:studentwellbeing@canterbury.ac.uk)

You can also use our [Report + Support](#) reporting system. All staff, students and visitors to our campus can report something either anonymously or with contact details so you will get a response.

The team may be able to offer support and guidance to the person. What we want to do is to support the person if there is a problem.

### **Will the University monitor my emails and web surfing?**

We do not monitor your use of websites or your [emails](#).

We use filters websites. We use filters to block pages that threaten our IT systems. We also use filters to block illegal pornographic websites and illegal websites concerned with terrorism and radicalisation.

We have [Core Regulations for the use of IT](#). Only if there is a breach of the Core Regulations will we investigate. Where appropriate we will take action and contact the person concerned.

### **What is the University position on academic freedom, freedom of speech and external speakers?**

We have a policy on external speakers to support freedom of speech within the law. This means we have appropriate [procedures for organising events](#). Even when a speaker talks on a controversial topic, we support freedom of speech within the law. Our procedure integrates with the Students' Union policy.

We have processes for [research governance and ethics](#). This protects researchers and students undertaking sensitive research of all kinds.

We guarantee [academic freedom](#) within the law for members of staff in our Staff Code.

### **How is the equality and diversity dimension taken into account?**

We appreciate the [equality](#) dimensions. We recognise concerns about stereotyping. Much depends what individual members of staff do when working with students.

We provide training of staff. This training includes conscious and unconscious bias and the need to take a holistic approach to the person.

### **What are the arrangements for the oversight of the Prevent duty?**

The [Office for Students](#) (OfS) monitors our compliance with the [Prevent duty](#). OfS must make a report to Government on what all universities do to meet the duty.

In addition, Apprenticeships are inspected by OFSTED.