

# Centre for Inclusion and Diversity **Policy: Children on Campus**



# Version Control

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## 1. Introduction and Aims

- 1.1 The University of Bradford places great value on the diversity of its staff and student body and on fostering a sense of belonging, trust and community where everyone, regardless of background, feels supported to achieve their full potential.
- 1.2 The safety, health and wellbeing of our staff, students, as well as any visitors to our campus, is paramount. The University is committed to ensuring that not only are we meeting our statutory obligations with regards to health and safety, but also that we are providing a safe environment where the needs of the individual are carefully and sensitively balanced against those of the wider campus community.
- 1.3 This policy outlines the University's position and approach to welcoming and accommodating children on campus. It aims to ensure that staff, students and visitors are clear on their roles and responsibilities when navigating a range of scenarios that may arise and that any activities involving children on campus are conducted responsibly and within a clear, safe and supportive framework.

## 2. Purpose and Scope

- 2.1 This policy applies to all staff and students, as well as any visitors to the University of Bradford campus.
- 2.2 For any University activities that take place away from the campus (for example at partner organisations or work placement providers), the relevant health, safety and other applicable policies and/or procedures in those settings should be followed.
- 2.3 For the purposes of this policy, a 'child' is defined as someone under the age of 18 who is not a member of staff or a student at the University. Information about supporting students or staff members who are under 18 can be found in the University's safeguarding policy and guidance.
- 2.4 'Responsible adult' is used in this policy to describe any individual who holds responsibility for the safety and wellbeing of a child in their care. This could include, for example, a parent, foster carer, grandparent or other family member, childminder, schoolteacher, or nursery worker. Children brought onto campus, regardless of age, should not be left alone or with anyone else unless that person is able and willing to assume the role and expectations of the child's responsible adult as detailed in this policy.
- 2.5 For the purposes of this policy, a 'space/activity owner' is any individual (or group of individuals) who is responsible for leading campus activities and/or managing particular campus spaces and services. These owners could be staff or students, depending on the context. Examples of space/activity owners could include:
  - *Student union officers or staff when running a session with students on campus.*
  - *A lecturer when teaching in a classroom setting.*
  - *A tutor when conducting a tutorial.*
  - *Members of Library staff when supporting students and ensuring study facilities are being used appropriately.*
  - *Members of student support services when having appointments with students.*
  - *Line managers overseeing the office/operating space of their teams.*
  - *Colleagues that run school visits, or visits to campus from other organisations where children may form part of the delegation.*

- *Where an activity is taking place in a space where there may usually be an ‘owner of a space’, the ‘owner’ for the purposes of this policy, would be the activity leader.*
- 2.6 ‘Other campus users’ are defined for the purposes of this policy as students, staff and visitors not in the category of ‘responsible adult’ or ‘space/activity owner’ in a given situation.
- 2.7 This policy aims to align with, and support, a range of other University policies. These include:
- *Health and Safety;*
  - *Safeguarding Policy and Procedures;*
  - *Under 18’s Safeguarding Policy;*
  - *New and Expectant Mothers Guidance;*
  - *Student Pregnancy and Parental Leave Policy and Procedures;*
  - *Parental Leave Policy and Procedures;*
  - *Special Leave Policy;*
  - *Flexible Working Policy;*
  - *Dignity and Respect.*
- 2.8 The University is not expected to assume responsibility for the welfare of children on campus, unless it has expressly stated to do so, for example as part of a planned activity (e.g. at the University’s Nursery).
- 2.9 In the event of an accident or (suspected) incident involving a child on University premises, staff, students and/or visitors must report this to the Health and Safety team, and to the Security Team via the following mechanisms:
- *Contacting Campus Security directly on the Emergency Number (ext. 8888) or via Richmond reception.*
  - *Using the [SafeZone](#) app.*
  - *Completing an [accident report form](#).*

### 3. Categories of Activity and Spaces

- 3.1 The Health and Safety at Work Act requires the University to ensure, so far as is reasonably practicable, that everyone working, studying or visiting on campus is safe.
- 3.2 As part of this obligation, and the fact that many University buildings are not designed with the attendance of children in mind, it is important that staff, students and visitors understand when children can and cannot be accommodated on campus. This policy outlines three categories of campus activity/spaces as they relate to the presence of children; public/planned, restricted and context dependent.
- 3.3 It is important to note that, regardless of the activity/space category, the responsible adult involved in any given scenario is accountable, at all times, for the safety, conduct and wellbeing of the child(ren) in their care.

#### Public and/or planned

- 3.4 Public spaces and/or planned activities are those in which children are welcomed and can be accommodated safely on campus. Public spaces are defined as areas which, while they may not be actively promoted as such, are accessible to the public. These include:

- *Café/food outlet seating areas - e.g. Richmond Atrium or Student Central Café*
- *Restaurant areas - e.g. Richmond Eatery*
- *Shops - e.g. in Student Central or Richmond Atrium*
- *Seating areas in publicly accessible spaces - e.g. Richmond Atrium*
- *Campus parks and gardens*

3.5 Planned activities are those that, while they may or may not have been aimed at or promoted to children specifically, have been explicitly risk-assessed to consider the safety and wellbeing of children on campus at those times. These include, but are not limited to:

- *Open days or other outreach activities on campus*
- *Graduation ceremonies*
- *University-wide events - e.g. Team Bradford Day*
- *Public events/festivals*
- *Educational and outreach activities/events*
- *Recreational/social or sporting events*
- *Attendance of children at UoB Nursery*
- *School/nursery visits to other areas of campus*
- *Work experience activity*

3.6 Where planned events are taking place on University premises, a risk assessment must be completed in all instances by the organisers of the activity. Risk assessment templates can be found on the [Health & Safety SharePoint pages](#). Where it is intended and/or anticipated that children may attend the event or activity, the risk assessment must identify how the University's Safeguarding Policy will be implemented and managed.

3.7 Where organised visits by schools/academies and other youth-centered organisations (e.g. scouts, cadets) are arranged and employees of that organisation are in attendance, the organisation should complete its own risk assessment and take its own child safeguarding steps, in accordance with Local Education Authority guidelines. The children within their care must be supervised at all times.

## Restricted

3.8 Certain spaces and activities are only accessible to children when the visit has been pre-arranged and the necessary risk assessments conducted, for example, as part of the range of activities set out above. Beyond those circumstances, children are not allowed to enter spaces or activities that may present risks, hazards or otherwise be inappropriate for children to enter. These include, but are not limited to:

- *Laboratories or other teaching/research spaces with hazardous materials/equipment.*
- *Chemical and/or specialist equipment stores.*
- *Access-controlled computer facilities.*

3.9 Owners of restricted spaces and/or activities must ensure that children are not permitted to enter laboratories, workshops or other designated high-risk areas.

3.10 Restricted activities also include those which, while not necessarily posing a significant health and safety risk to children, would prevent the activity in question being conducted in line with University regulation, policy and/or an individual's contractual obligations. Such activities include:

- *Examinations and other forms of in-person assessment - e.g. presentations, vivas*
- *Formal meetings/hearings - e.g. misconduct/disciplinary/grievance panels*
- *Confidential/sensitive meetings*

3.11 Students who experience childcare issues that prevent them from completing formal examinations or other forms of in-person assessment should submit evidence of this as part of an [Extenuating Circumstances](#) application.

### Context dependent

3.12 Most University activities are not designed with the attendance of children in mind, and it is expected that staff and students with children arrange suitable and sustainable childcare to align with their normal work/study schedule.

3.13 The University does recognise that occasionally staff and/or students wish to, or feel they need to, bring their child(ren) onto campus outside the activities of a public space or planned event. The University is generally supportive of these occasional visits of children to campus, but it is important that the safety and wellbeing of the child(ren), as well as the impact on other campus users, are considered.

3.14 Such occasional and/or unforeseen instances when children are brought onto campus might include:

- *Short visits to University services and/or other non-public spaces - e.g. office to pick up laptop, Library to return books.*
- *Bringing a new baby to work to visit colleagues.*
- *Exceptional failure of regular/scheduled childcare resulting in not being able to come to work/study without child(ren).*
- *Unforeseen circumstances - e.g. needing to take care of a relative's child at short notice.*

3.15 Before bringing the child(ren) into non-public campus spaces, the responsible adult must obtain permission for the child to be present from the leader/manager of the given activity/space. Examples of this might include:

- *Staff seeking permission from their line manager before bringing child(ren) into the office.*
- *Students seeking permission from their tutor before bringing child(ren) into a meeting/tutorial/lecture.*
- *Students seeking permission from the Library front desk to bring child(ren) into a study area.*
- *Visitors seeking permission from their named University contact to bring child(ren) with them on a visit to campus.*

3.16 In reaching a view on whether the environment is appropriate for the child, the following criteria should be followed:

- **Safe** - *Is the area restricted or hazardous in any way? Can these be mitigated? Could the safety of colleagues or students be put at risk by the presence of the child(ren)?*
- **Space** - *Is there enough physical space for the child(ren) to be present without compromising their safety and comfort, or the safety and comfort of others?*

- **Suitability** - *Is the activity age-appropriate for the child(ren), even if they will not be directly participating? For example, taking a toddler to a silent study area would likely disrupt other users of that space. Equally, an older child may be able to sit quietly in a lecture theatre, but the content of the session may not be appropriate for a non-adult audience, creating an emotional challenge for them.*
  - **Student and staff impact** - *Has the comfort and potential impact on fellow staff and/or students been considered? Where possible, have other students or staff been consulted about accommodating a child in the space/activity?*
  - **Support** - *If applicable, is there any support that could be provided/signposted which could assist the responsible adult in sourcing childcare, either now or in the future?*
- 3.17 Space/activity owners should acknowledge feedback from other campus users on any impact of child(ren) being present. If the presence of a child/children is being disruptive to the learning/work of others, the responsible adult may be asked to remove the child from the setting/activity.
- 3.18 If the leader/manager of a particular space/activity deems it to be inappropriate to allow a child into the given setting, according to the guidelines outlined in this policy, they should explain their reason/s and the responsible adult must respect (not debate) the decision and make alternative arrangements. Examples of alternative arrangements might include:
- *Staff arranging to meet colleagues outside of work time/settings.*
  - *Staff taking (annual or dependent's) leave to manage childcare issues.*
  - *Students rearranging meetings/tutorials with their tutors.*
  - *Students catching up on work missed by using resources on the VLE, notes from peers and any revision/catch up materials from their tutor.*
  - *Students booking the family-friendly study room in the Library.*
  - *Visitors postponing/rearranging their visit onto campus.*
- 3.19 If campus users feel their learning and/or work is being impacted by the presence of child(ren) in particular spaces/activities, they should raise this with the activity/space owner or another member of staff present, who can then escalate the concern to the appropriate manager/space owner.
- 3.20 As part of a wider community, campus users can be supportive to colleagues and peers with childcare issues in other ways. These include, for example:
- *Helping peers with resources from sessions missed.*
  - *Signposting sources of support to peers.*
  - *Ensuring peers are kept in the loop regarding missed communications.*
- 3.21 Further guidance for staff and students on context dependent activities is available in the appendices of this policy.
- 3.22 If a person wishing to bring a child onto campus is in any doubt as to which category their intended activity belongs, they should seek advice and guidance from, as appropriate, their line manager, the organiser of the activity and/or the [Health and Safety team](#).



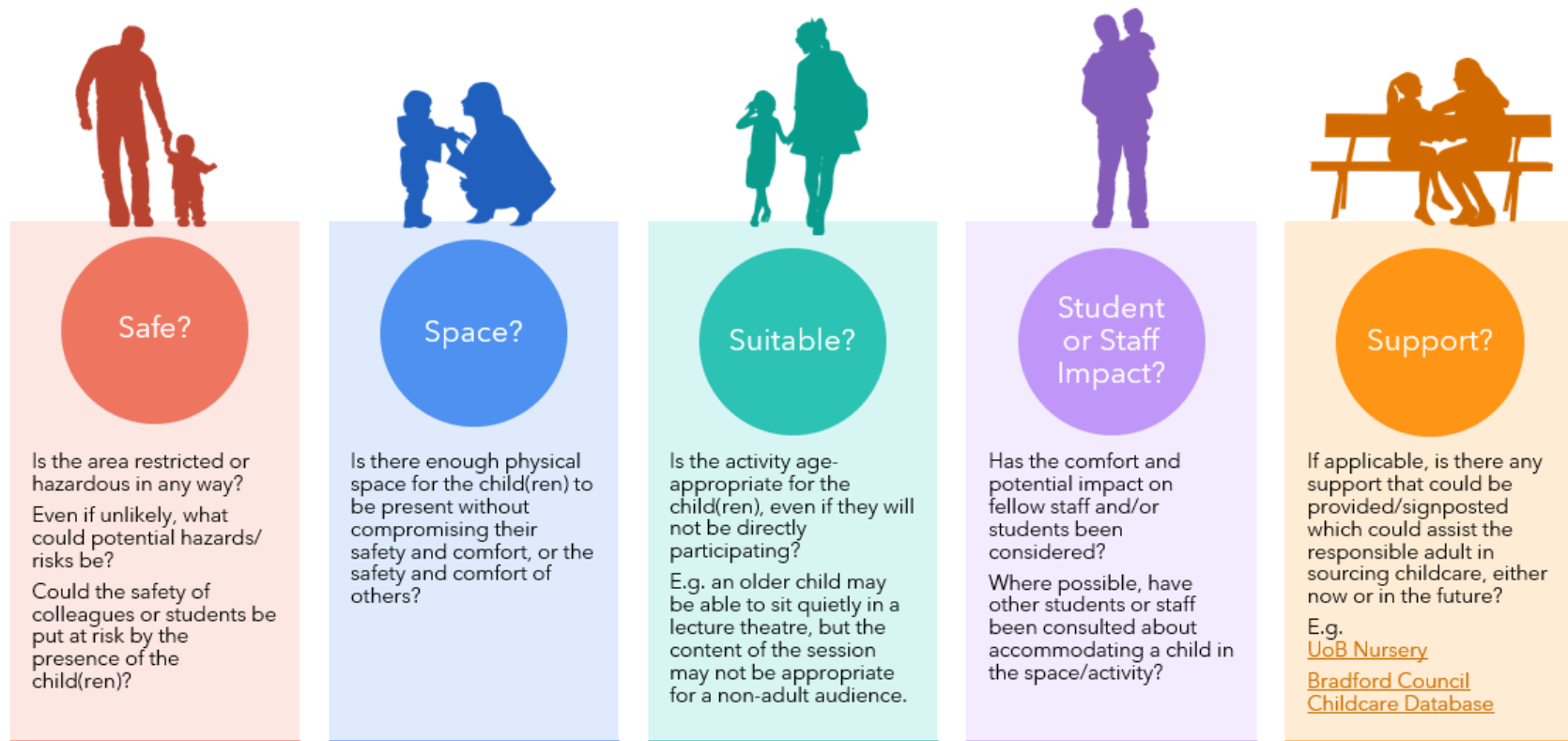
## 4. Oversight, Implementation and Support

- 4.1 This policy and its implementation are owned and overseen by the University of Bradford's Equality, Diversity and Inclusion Committee.
- 4.2 Faculties and Directorates are responsible for ensuring that everyone is aware of this policy, as well as any related policies, procedures and training (e.g. Safeguarding and Prevent).
- 4.3 This policy and accompanying appendices shall be reviewed annually.

## 5. Appendices

- A. Prompt Card for Activity/Space Owners
- B. FAQs and Scenarios

# Children on Campus: Prompts for Activity/Space Owners



The infographic consists of five vertical panels, each with a silhouette icon at the top, a colored circle containing a prompt, and a text box below. The panels are: 1. Safe? (Red): Silhouette of an adult holding a child's hand. 2. Space? (Blue): Silhouette of an adult kneeling to talk to a child. 3. Suitable? (Teal): Silhouette of an adult with a child. 4. Student or Staff Impact? (Purple): Silhouette of an adult carrying a child. 5. Support? (Orange): Silhouette of two children sitting on a bench.

**Safe?**

Is the area restricted or hazardous in any way?  
Even if unlikely, what could potential hazards/risks be?  
Could the safety of colleagues or students be put at risk by the presence of the child(ren)?

**Space?**

Is there enough physical space for the child(ren) to be present without compromising their safety and comfort, or the safety and comfort of others?

**Suitable?**

Is the activity age-appropriate for the child(ren), even if they will not be directly participating?  
E.g. an older child may be able to sit quietly in a lecture theatre, but the content of the session may not be appropriate for a non-adult audience.

**Student or Staff Impact?**

Has the comfort and potential impact on fellow staff and/or students been considered?  
Where possible, have other students or staff been consulted about accommodating a child in the space/activity?

**Support?**

If applicable, is there any support that could be provided/signposted which could assist the responsible adult in sourcing childcare, either now or in the future?  
E.g.  
[UoB Nursery](#)  
[Bradford Council Childcare Database](#)

If you, as a leader/manager of a particular space/activity, deem it to be inappropriate to allow a child into the given setting, based on the prompt questions above, you should explain your reason/s and the responsible adult of the child(ren) must respect (not debate) the decision. If you agree to a child being in attendance in the given setting, but their presence becomes disruptive to the study/work of others, you can politely ask the responsible adult to remove the child from the setting/activity. The full Children on Campus policy and additional guidance for space/activity owners is available on the University's [Policies webpage](#).

# Children on Campus Policy - FAQs

- 1. The Policy refers to ‘public’ and ‘publicly accessible’ spaces - what does this mean in terms of areas of the University’s campus?**

While we don’t tend to have many areas that are actively promoted to, or frequented by, members of the general public, in the context of the Children on Campus policy, ‘public’ or ‘publicly accessible’ areas are those which during normal University operating hours (Monday to Friday 8am to 4pm) are accessible without UoB staff/student card access. As stated in the policy, these include café/restaurant areas, campus shops, seating areas in general spaces like the Richmond Atrium, as well as our campus grounds/green spaces.

- 2. If I, as an activity/space owner, deem a situation to be ‘safe’ for a particular child or children to be present - in terms of there not being any obvious access restrictions or safety hazards - do I thereby assume the responsibility for that’s child’s safety?**

No. The policy is very clear on this point (clause 3.3):

*“It is important to note that, regardless of the activity/space category, the responsible adult involved in any given scenario is accountable, at all times, for the safety, conduct and wellbeing of the child(ren) in their care.”*

This means that regardless of the decision of the activity/space owner about the presence of a child in a particular setting, the responsible adult for that child remains responsible and accountable for the safety of the child in their care. As part of this, it is important to note that children brought onto campus, regardless of age, should not be left alone or with anyone else unless that person is able and willing to assume the role and expectations of the child’s responsible adult.

- 3. The assessment of a child’s presence being ‘suitable’, or indeed ‘disruptive’, will inevitably be subjective. How will consistency of approach between activity/space owners be managed?**

Activity/space owners are expected to adhere to the over-arching principle of the Children on Campus policy which states:

*“The University is generally supportive of these occasional visits of children to campus, but it is important that the safety and wellbeing of the child(ren), as well as the impact on other campus users, are considered.”*

In clause 3.16 of the policy, a set of criteria and prompt questions are included for activity/space owners to use to determine whether the environment is appropriate for the presence of a child/children and this aims to ensure a certain level of consistency. However, it is true that there will be nuance in people’s interpretation of ‘suitable’ in terms of allowing a child or children in the space or activity. To build consistency in approach space/activity owners are encouraged to discuss requests for children to be present with other staff and students, to sense check their definition of ‘suitable’ (or unsuitable) with others. As part of the implementation and ongoing review of the policy, feedback from space/activity owners will be collected and analysed to contribute to further enhancements in guidance, with oversight of the EDI Committee.

- 4. If I, as an activity/space owner, decide that a child or children be permitted into an area and then circumstances change, am I allowed to change my mind?**

Yes, absolutely. But again, this should be done in the spirit of the Children on Campus policy and be as a result of the circumstances changing, which in turn change the assessment of the situation against the prompts in the policy:

- **Safe** - *Is the area restricted or hazardous in any way? Can these be mitigated? Could the safety of colleagues or students be put at risk by the presence of the child(ren)?*
- **Space** - *Is there enough physical space for the child(ren) to be present without compromising their safety and comfort, or the safety and comfort of others?*
- **Suitability** - *Is the activity age-appropriate for the child(ren), even if they will not be directly participating? For example, taking a toddler to a silent study area would likely disrupt other users of that space. Equally, an older child may be able to sit quietly in a lecture theatre, but the content of the session may not be appropriate for a non-adult audience, creating an emotional challenge for them.*
- **Student and staff impact** - *Has the comfort and potential impact on fellow staff and/or students been considered? Where possible, have other students or staff been consulted about accommodating a child in the space/activity?*
- **Support** - *If applicable, is there any support that could be provided/signposted which could assist the responsible adult in sourcing childcare, either now or in the future?*

#### **5. I am nervous about asking for my child to be accommodated in a particular space or activity. How should I approach it?**

First of all, it's recommended that you read the policy, so you understand the University's approach to welcoming and accommodating children on campus and how space/activity owners are asked to assess the suitability of children being present. This will give you a good sense of the types of situations that may or may not be suitable.

Next, communicate your request as soon as you can with the appropriate person, be this your line manager, module tutor or activity leader and explain the reason for the request and any other information it might be useful for them to know. For example, you might also want to show them that you have considered the various Children on Campus prompt questions to help them make their decision.

Finally, listen to the response of the space/activity owner and respect their decision and reasoning. You may not agree with their decision and may feel frustrated, but in the moment it is important to not overly disrupt the work of others in the space/activity. See below about what to do if you feel you have been unfairly treated as part of the implementation of the Children on Campus policy.

#### **6. I am worried about saying no to a request to accommodate a child/children in my space/activity. How should I approach it?**

As above, it's recommended that you read the policy, so you understand the University's approach to welcoming and accommodating children on campus and how space/activity owners are expected to assess the suitability of children being present. This will give you a good sense of the types of situations that may or may not be suitable.

Next, listen in good faith to the request to accommodate a child/children in the space, along with the reason for the request, and consider it against the Children in Campus policy prompt questions. If you're unsure about a particular situation and the timing of the request allows, do reach out to colleagues or peers for advice. It might be that they have managed a similar situation in the past and could support you in navigating your decision.

Finally, if you deem the presence of a child/children to be unsuitable, explain this to the child's responsible adult(s), using the policy and prompt questions as a reference point. Acknowledge that they may feel frustrated, apologise for being unable to accommodate on this occasion, and if you are able, signpost them to sources of support or avenues for them to discuss the matter further without disrupting the space/activity in that moment. See below about what responsible adults can do if they feel they have been unfairly treated as part of the implementation of the Children on Campus policy.

**7. I've made two requests to accommodate my child in an activity/space and I've been told yes for one session and no for the other, even though the sessions are similar. Why is this and what can I do in this situation?**

Although it might seem that two spaces and/or activities are the same, there may be good reason why one request to accommodate a child is agreed and another is not. While the assessment of safety and space to accommodate might be similar, there may be differences in the content of the activity or in the potential impact on other staff/students/visitors. This might mean that two sessions which appear similar, might be quite different in terms of their suitability for a child/children being present.

The first thing to do is listen to the reasoning of the space/activity owner. Please remember that it is their responsibility to ensure minimal disruption to all participants in the space/activity. If they feel, on balance, that the environment is not appropriate for the presence of a child/children, then, while you may feel frustrated, you should respect their decision in the moment so as to not disrupt the work of others. If, upon reflection, you still feel that you have been unfairly treated as part of the implementation of the Children on Campus policy, you should contact a relevant person to discuss (see FAQ further down).

**8. I feel my learning and/or work is being disrupted by the presence of children in a particular space or activity. What can I do?**

If campus users feel their learning and/or work is being impacted by the presence of child(ren) in particular spaces/activities, they should raise this with the activity/space owner or another member of staff present, who can then escalate the concern to the appropriate manager/space owner.

If you feel unable to have this discussion with the space/activity owner, then other sources of support could be:

- Relevant other member of staff (e.g. academic tutor, module leader)
- The UBU Advice Centre, for students
- Line manager, for members of staff
- HR Business Partner, for members of staff

**9. What do I do if I feel I've been unfairly treated as part of the implementation of the Children on Campus policy?**

The Children on Campus policy aims to ensure not only that we are meeting our statutory obligations with regards to health and safety, but also that we are providing a safe environment where the needs of the individual are carefully and sensitively balanced against those of the wider campus community.

Where there is a request to accommodate a child/children in a particular setting, it is the responsibility of the space/activity owner to assess the suitability of the request and make a judgement which tries to balance the needs of individuals and the wider group of space users/activity participants. The Children on Campus policy attempts to provide a framework to support this decision-making process, but there may be times where people feel they haven't been treated fairly and/or in line with the policy.

In the first instance, attempts should be made to have an informal discussion with the space/activity owner themselves to understand the reason for their decision. It might not be possible to do this in the moment, but perhaps ask if a follow-up conversation could be arranged. If you feel unable to have this discussion with the space/activity owner, then other sources of support could be:

- Relevant member of staff (e.g. academic tutor, module leader)
- The UBU Advice Centre, for students
- Line manager, for members of staff
- HR Business Partner, for members of staff

These sources of support are also available for activity/space owners who feel that participants in their activity/space are not acting in line with the spirit and/or expectations of the Children on Campus policy.

#### **10. What resources are available to help with finding suitable and sustainable childcare?**

If you are living in the Bradford area and are in need of childcare support, please visit the Bradford Council website which has a 'Search for Childcare' tool: <https://www.bradford.gov.uk/children-young-people-and-families/looking-for-childcare/search-for-a-childcare-provider/> If you live outside the Bradford Council area, your local council will have an equivalent webpage which will provide you with the information for your area.

Information about the University of Bradford Nursery can also be found here: <https://www.bradford.ac.uk/nursery/>

#### **11. I haven't found an answer to a question I have about the Children on Campus policy. What should I do?**

Please contact [equality@bradford.ac.uk](mailto:equality@bradford.ac.uk) with your question and, where appropriate, we will add it to this list of FAQs.