



## Students of Concern Policy

### Introduction

1. The University of Law (the University) has a duty of care for all students and is committed to providing a safe and secure environment for all who access its [Students Under 18 Years of Age Policy and Protocols](#) sets out the principles under which the University ensures the care and safety of students under the age of 18 enrolled onto a programme of study and its [Safeguarding Children and Adults at Risk Policy](#) ensures that there are arrangements in place to deal appropriately with issues concerned [Prevent Duty Policy](#) sets out how the University implements its duty under the [Counter Terrorism and Security Act 2015](#) to exercise its functions with due regard to the need to prevent people from being drawn into terrorism. The purpose of this policy is to set out how the University promotes the safety and wellbeing of all students to sustain an environment where everyone can engage fully in a community of learning.
2. appropriate level of support to enable them to overcome obstacles in their learning. Most people will experience difficult times and challenges in their lives and being a student can be unsettling and problems can be exacerbated by aspects of university life such as being away from family and friends, studying in a new environment, and course deadlines. Support and assistance provided should, wherever possible help students address immediate difficulties and facilitate the successful completion of their studies.
3. To sustain

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others. The behaviours expected of staff, including the duty to put the welfare of students first, is set out in the [Staff Code of Conduct](#).

6. In following the guidance in this policy, it may become the case that other policies are relevant. For example, where the concern relates to a student who is under the age of 18 the [Safeguarding Children and Adults at Risk Policy](#) must be followed. This policy should therefore be read in conjunction with the following documents;

[Safeguarding Children and Adults at Risk Policy](#)  
[Safeguarding Children and Adults at Risk Procedures](#)  
[Students Under 18 Years of Age Policy and Protocols](#)  
[Staff Code of Conduct](#)  
[Student Code of Behaviour](#)  
[Prevent Duty Policy](#)  
[Dignity at Work and Study Policy](#)  
[Support to Study Policy](#)

## Definitions

7. A **child**
8. An **adult at risk** is defined as any person aged 18 years and over who is or may be in need of community care services by reason of mental health issues, learning or physical disability, sensory impairment, age or illness and who is or may be unable to take care of him/herself or unable to protect him/herself against significant harm or serious exploitation.
9. **Terrorism** is defined as the use or threatened use of violence for the purpose of advancing a political, religious, racial or ideological cause.
10. **Extremism** is the active or vocal opposition to fundamental British values such as democracy, the rule of law and tolerance of different faiths and beliefs.
11. **Radicalisation** is defined as the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
12. A **student** is defined as anyone who has enrolled on a University programme.. It continues to apply where a student has taken a break from studies or who has completed their period of study but has outstanding assessments.

## Responsibility for this policy

13. Ultimate responsibility for the development of clear and effective processes and procedures associated with the quality assurance and maintenance of

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standards of academic provision and overseeing their application lies with the Academic Board.

### Expectation

14. The expectation underlying this Policy is that members of the University community should act and respond whenever and wherever concerns are observed that a student appears to be in difficulty and also appears to be unable to address these difficulties entirely on their own. Early referral and raising of concerns are encouraged to increase the opportunities for providing support and tackling problems at a stage when they are likely to be more manageable.
15. Sometimes students experience difficulties without recognising the impact on their work and engagement with their course or their relationships with those around them. This Policy establishes procedures and guidelines which are designed to enable those supporting students to respond effectively and confidently where concerns have been observed.
16. This Policy is intended to be
  - < Visible
  - < Usable and adaptable
  - < Realistic and fair
  - < Integrated with other policies
  - < Relevant and subject to ongoing review

### Identifying difficulties and responding to concerns

17. Students may tell a member of staff or another student that they are experiencing difficulties. It may also be the case that those around the student become concerned because of something that they observe. Guidance for identifying difficulties is contained in Appendix A.
18. Where a member of the University has identified that a student is in difficulty, it is important that the concerns are assessed to determine if the student is in need of urgent or non-urgent support. Guidance for evaluating concerns is contained in Appendix B.
19. Where concerns have been assessed, the response should be appropriate to the level of urgency. Guidance for responding to concerns is contained in A.56 842.04 reW\*nrngency. Guidance for responding to ata875 0 595.56 842.04 re078}T co

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21. If the concern is that the student is involved in terrorism, is expressing violent extremist views or is at risk of being radicalised, the concerns should be raised with a Safeguarding Officer in accordance with the [Prevent Duty Policy](#).

22. harassment, or sexual misconduct those supporting the student should make the student aware of \_\_\_\_\_ behaviour and its [Dignity at Work and Study Policy](#).

## Student confidentiality and data protection

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## **Appendix A**

### **Identifying Difficulties – Guidance for Staff and Students**

#### **Students may report their difficulty to you**

Students may tell you about their concerns directly or indirectly with phrases such as

The key thing to do is to listen. It can be helpful to ask open questions to see if they

- would it help to tell me a

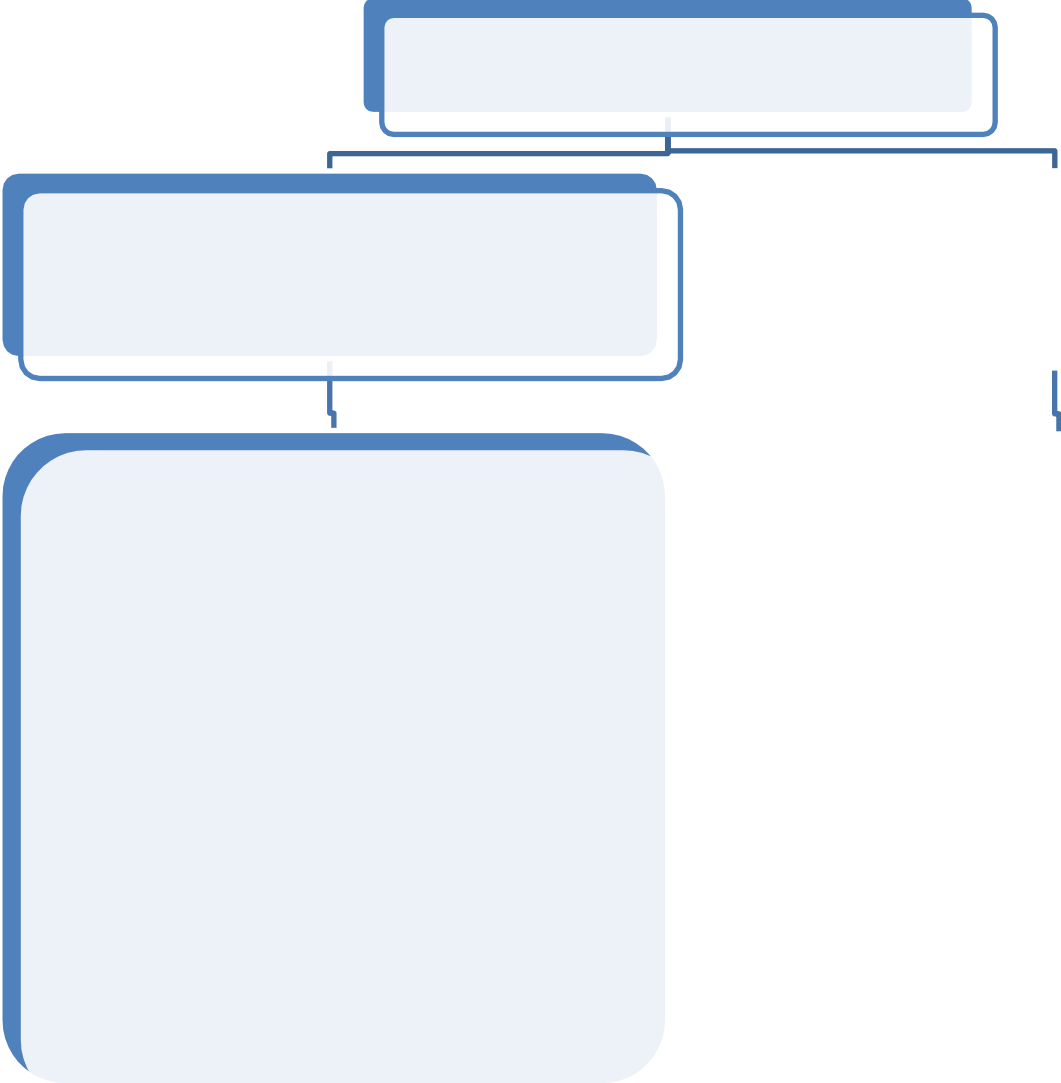
If the student does reveal details of their difficulties, it is possible that they will tell you some distressing things. It is important to maintain a calm, patient and understanding





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Partner will make contact to offer support to staff.

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them your name, location, and a description of the situation. Also ask Security to inform the Campus Dean.

Do not accompany the student if they are taken off the premises by the emergency services even if they ask you to do so. It can be helpful to explore the student's own support network of family and friends and ask if you can contact the next of kin they named when they enrolled on the course. The emergency contact details are stored on the student information system.

If you are on a telephone/ video call with a student who discloses something that indicates an immediate risk of harm, such as that they are suicidal and have taken steps to carry this out, establish what address the student is calling from. If you assess that you must act immediately and the student is calling from the UK, explain that due to the level of concern you have for the student, you are going to call the emergency services. If you are on Teams, or have it open, you may be able to message one of the staff on the Emergency Contact List below using the chat function and ask them to call 999. If you cannot do this but you have another phone available to you it may be possible to keep the student on the call and contact the emergency services. If neither of these options are possible explain to the student that you will make a call to the emergency services and then call the student back to let them know what the emergency response time is. After calling 999 and before calling the student back send an urgent email to the staff on the Emergency Contact List below with brief details of what has occurred and monitor your emails for a response.

If you are on a telephone/ video call with a non-UK based student it is important to consider what country the student is calling from as in some countries suicide is illegal and therefore calling the emergency services could cause the student further harm

([https://en.wikipedia.org/wiki/Suicide\\_legislation#Laws\\_in\\_individual\\_jurisdictions\\_\(table\)](https://en.wikipedia.org/wiki/Suicide_legislation#Laws_in_individual_jurisdictions_(table))). Whilst you are on the call to the student you may be able to check on Teams to see if any of the staff on the Emergency Contact List below are available. If they are you can seek advice via the chat function. If you are not able to do this, tell the student that due to the level of concern that you have for the student, you are going to take advice from colleagues in the Student Support Service and that you will call them back as soon as possible.

### Emergency Contact List

Head of Student Support Services	Keith Houghton	01483959770	Keith.houghton@law.ac.uk
Wellbeing Service Manager	Aidan Moloney	01483216977	Aidan.moloney@law.ac.uk
Head of Safeguarding	Nathan Shaw	01483216271	Nathan.shaw@law.ac.uk



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remit is. For example, you may offer to help the student catch up on missed classes. **Do not offer support which you are not trained to provide. Do not provide your personal contact details** as this can confuse the student about the nature of your relationship with them and create a dependency on you. **Do not communicate with the student outside of office hours.** If you are worried about how the student will cope when you are unavailable, provide them with the contact details for the Student Assistance Programme 24/7 support line. There is also information about external support services on the ULaw Wellbeing app.

If you offer ongoing support to a student periodically stop and consider whether you are the best person to do this or you are getting out of your depth. For example, if you are worried about how the student will cope when you are unavailable or supporting