Support to Study Policy and Procedure

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1. Purpose

a. This document sets out how SP Jain London School of Management (the School) identifies students who may need additional support to study successfully, how that support is provided, and what happens where support is not succeeding in enabling a student to engage safely and effectively with their studies.

b. The policy is built on a support to study approach. The question the School asks is not whether a student is "fit" to be here, but what support a student needs in order to study, and what should happen when the support available is not sufficient.

2. Scope

a. This policy applies to all enrolled students at the School, including SP Jain Global exchange and transfer students, and including students on periods of assessed internship or study at another SP Jain Global campus.

b. This policy operates alongside the Attendance Monitoring Policy, which provides the framework for monitoring attendance and engagement and which feeds Stage 1 of the pathway set out in section 7.

3. Definitions

a. Support to study means the range of academic, personal and wellbeing support the School provides to enable a student to engage with and complete their programme.

b. A student who may need additional support is a student whose academic engagement, academic performance, wellbeing or conduct indicates that they may not achieve their potential, or may not be able to continue, without support beyond that ordinarily available.

c. Interruption of study means an agreed or required period away from the programme, after which the student is expected to return. The former Fitness to Study Policy used "suspension of studies" for the same thing; "interruption" is used throughout this document because "suspension" carries a disciplinary connotation that is not intended.

d. Support plan means a written, dated plan agreed with the student recording the support the School will provide, any steps the student has agreed to take, and the date on which progress will be reviewed.

e. A student at risk is a student identified as needing additional support under this policy. The term is used in other School documents, UKVI reporting, and external communications as a shorthand for a student at Stage 1 or above of the pathway set out in section 7.

4. Guiding principles

a. The School is committed to enabling students to achieve their study goals, including where a student is experiencing physical or mental ill health, disability, or personal difficulty.

b. Intervention will be timely, proportionate, respectful, equitable, consistent and procedurally fair. The School will act at the lowest effective stage of the pathway and will escalate only where a lower stage has not resolved the concern.

c. This is a supportive process, not a disciplinary one. No stage of this pathway results in a penalty. Where a student's conduct requires a disciplinary response, that is dealt with under the Student Disciplinary Procedure, and the boundary between the two is set out in section 5.

d. Interruption of study and withdrawal are outcomes of last resort. They will only be considered where the School has first identified, offered and, where accepted, implemented the reasonable adjustments and support that could enable the student to continue, and has recorded why those measures are not sufficient.

e. Where a student has a disability within the meaning of the Equality Act 2010, or where the School knows or could reasonably be expected to know that a student may have such a disability, the School's anticipatory duty and its duty to make reasonable adjustments apply at every stage of this pathway. Adjustments will be considered before, not after, escalation. The Student Support and Wellbeing Policy and the Reasonable Adjustments Procedure apply in full.

f. Students are partners in this process. A student will be told when this policy is being applied to them, will be given the opportunity to explain their circumstances, will help shape any support plan agreed, and will be given reasons in writing for any formal decision.

g. The School fosters independence and encourages students to take responsibility for their own learning and wellbeing.

h. The School will only undertake an intervention with the student's consent, except where there is an immediate risk to the safety of the student or of others, or in a medical emergency. Sections 11 and 12 apply in those circumstances.

I The collection and use of student data for this purpose is governed by the Student Learning Analytics Policy.

5. Relationship to other policies: which route applies

a. Concerns about a student can engage more than one of the School's procedures. The following table sets out which route applies. Where there is doubt, the Dean and the Director of Student Experience will decide jointly and record the reasons.

Situation	Route
Low attendance or non-engagement, no known underlying cause	Attendance Monitoring Policy, feeding Stages 1–2 of this policy
Academic performance below the progression requirement	Academic Regulations; Stages 2–3 of this policy for the support response
Health, disability, wellbeing or personal circumstances affecting ability to study	This policy
A short-term, unexpected event affecting a specific assessment	Mitigating Circumstances Policy
A known disability requiring ongoing adjustments	Reasonable Adjustments Procedure
Deliberate breach of the Student Code of Conduct unrelated to health or disability	Student Disciplinary Procedure
Conduct that is unacceptable and appears to arise from ill health or disability	This policy in the first instance — see 5(b)
Immediate risk to the safety of the student or others	Section 12 of this policy, immediately

b. Where unacceptable conduct appears to arise from, or to be materially affected by ill health or disability the matter will normally be addressed under this policy rather than the Student Disciplinary Procedure. Where a disciplinary process has already begun, the Chief Operating Officer may suspend it pending the outcome of this pathway. A student is not exempt from the Student Code of Conduct because they have a disability or health condition; where the conduct is unrelated to the condition, the disciplinary route applies, subject to any reasonable adjustments to the disciplinary process itself.

c. Nothing in this policy prevents the School from applying the Mitigating Circumstances Policy, the Reasonable Adjustments Procedure and this policy concurrently where that is in the student's interests.

6. Duties

Students are expected to:

i. attend and engage with their programme in accordance with the Attendance Monitoring Policy;

ii. seek and follow advice from the academic staff teaching them on academic matters;

iii. seek help from the Student Experience team on personal, wellbeing or disability matters;

iv. regularly access the Virtual Learning Environment (VLE) and make use of its resources;

v. submit all assessments on time, or apply under the Mitigating Circumstances Policy where they cannot;

vi. achieve at least the minimum progression requirement in each stage or year of study;

vii. make the School aware of any barrier to completing their academic requirements as early as possible;

viii. respond to formal notifications from the School regarding concerns about their engagement, progress or wellbeing; and

ix. seek internal or external support where an issue is having, or is likely to have, an impact on their studies or wellbeing.

The School will:

i. communicate progression requirements to all students before they begin and throughout their enrolment;

ii. identify demographic information, English language proficiency and levels of prior study through the admissions process;

iii. provide information about support and early intervention at orientation, and set out academic expectations, academic integrity requirements, course requirements and conditions of completion before commencement;

iv. use formative and summative assessment in the early weeks of a programme to identify students who may be struggling;

v. identify students with low or insufficient attendance, or who do not access the VLE regularly;

vi. monitor progression and overall progress towards completion;

vii. identify students who require additional English language support;

viii. monitor applications for mitigating circumstances and provide additional support where a pattern emerges;

ix. undertake analysis of admissions data and entry pathway, and cohort analysis of progression, completion and attrition, to identify students and cohorts who may require additional support;

x. provide support mechanisms for personal barriers to success, including mental ill health, harassment and sexual misconduct;

xi. promote information about accessing support services to students and staff; and

xii. monitor this policy through key performance indicators and through student views on the support provided.

7. The Support to Study pathway

a. The pathway has four stages. Most concerns are resolved at Stage 1 or Stage 2. A concern may enter the pathway at any stage where the seriousness of the situation warrants it, and may be de-escalated at any point.

Stage	Who leads	Purpose
Stage 1 Early identification	Automated, via the student record system	Flag falling attendance or engagement and prompt the student directly
Stage 2 Proactive outreach	Student at Risk Panel	Early, proportionate contact and signposting to academic and studentsupport
Stage 3 Supportive intervention	Programme Director	Understand the full circumstances and agree a written support plan
Stage 4 Formal review	Support to Study Panel	Where Stage 3 has not resolved the concern, or a formal decision is required

Stage 1 — Early identification and automated alert

i. Attendance monitoring is automated through the student record system, Tribal EBS. Students who fall below the engagement thresholds defined in the Attendance Monitoring Policy will receive automated notification directly, without requiring manual intervention from academic or administrative staff.

ii. Attendance data, together with assessment completion data as it becomes available, feeding into reports as required.

The Registrar convenes a monthly Student at Risk Panel attended by the Dean, the Director of Student Experience, and Programme Directors. The Panel reviews all active cases, monitors progress against support plans, and agrees whether any case should be escalated. The Panel is the mechanism through which the School maintains oversight of students across all stages of the pathway.

Stage 2 — Proactive outreach and signposting

i. Academic staff are responsible for keeping student engagement and academic performance under review and for making proactive contact with students showing signs of disengagement or academic difficulty, signposting them to relevant support as appropriate.

ii Staff and students are encouraged to be alert to signs of physical or mental distress, which may include falling attendance, changes in behaviour, or behaviour that is inappropriate, intimidating or aggressive. Any member of staff or any student may raise a concern with the Student Experience team, whether the behaviour has been observed on campus or reported from off campus, including from a student's accommodation.

iii. Staff should be aware of their own personal and professional limitations and are encouraged to consult the Student Experience team for advice on the appropriate management of any student. Appendix 1 provides guidance on responding to a student in distress. Staff should always report a student in distress, and should always report a disclosure that a student is the victim of violence, harassment, domestic abuse or forced marriage.

iv. Where required, the Student Experience team will work with the student and, if needed, recommend external medical or counselling consultation. Where appropriate the team will inform the Registrar so that academic monitoring can be put in place.

Stage 3 — Supportive intervention and support plan

i. Where outreach at Stage 2 has not resolved the concern, or where the concern is more serious, the student will be invited to a meeting with the Programme Director or their nominee.

ii. The purpose of the meeting is to understand the full circumstances affecting the student's ability to study, and to identify what the student and the School can each do to address any difficulty. The student will be told that the meeting is being held under this policy, will be told what the concerns are in advance, and may be accompanied by a friend or a representative such as an elected Student Representative.

iii. Where the student may have a disability, or where a disability has already been disclosed, the Programme Director will involve the Student Experience team so that reasonable adjustments can be assessed or reviewed under the Reasonable Adjustments Procedure in parallel.

iv. The outcomes available at Stage 3 are:

- to agree that no further action is required;
- to agree a written support plan and a review period, normally between two and six weeks, recording the support the School will provide, any steps the student has agreed to take, and the review date;
- to refer the student for assessment of reasonable adjustments under the Reasonable Adjustments Procedure; or
- to escalate to Stage 4.

v. The support plan and a record of the meeting will be given to the student and held on file.

vi. The student will be invited to a follow-up meeting at the end of the review period. In most cases no further action will be required. Where concerns remain, the student may remain at Stage 3 with a revised support plan and a further review, for as long as the Programme Director considers this beneficial. There is no limit on the number of Stage 3 reviews.

vii. Escalation to Stage 4 requires the Programme Director to have discussed the case with the Dean and the Director of Student Experience, and to record why Stage 3 has not resolved the concern.

Stage 4 — Support to Study Panel

i. Where Stage 3 has not resolved the concern, or where a formal decision about a student's continuation is required, a Support to Study Panel will be convened.

ii. The Panel will be chaired by the Dean or their nominee and will include the Registrar and the Director of Student Experience, or their nominees. At least one member of the Panel must have had no prior involvement in the case, and the Chair must have had no prior decision-making role in it.

iii. The Programme Director will attend to present the case history but is not a member of the Panel and takes no part in the decision. This preserves the requirement in the former Fitness to Study Policy that the formal panel be independent of those who have handled the case to date.

iv. The student will be invited in writing at least ten working days before the meeting and told:

- the reasons for calling the meeting;
- the membership of the Panel;
- that they may be accompanied by a friend or representative, such as an elected Student Representative;
- that they may submit written evidence before the meeting, and the deadline for doing so;
- the documents the Panel will consider, copies of which will be provided with the invitation; and
- that reasonable adjustments to the conduct of the meeting itself are available on request.

v. The Panel will make clear at the outset that its purpose is to support the student. The Panel will ensure the student understands the concerns raised, and that the student's views are heard and taken into account. The Panel will review the full case history drawn from the student record system.

vi. Where the student does not attend, the Panel may proceed in their absence, but only where the student has been given a further opportunity to attend or to make written representations, or where the Panel is satisfied that further delay would not be in the student's interests.

vii. The outcomes available to the Panel are:

- to take no further action;
- to agree a support plan with a specified review period, which may include a recommendation that the student obtain a medical or other professional assessment;
- to refer the student for assessment of reasonable adjustments under the Reasonable Adjustments Procedure;
- to recommend an interruption of study for a defined period, to allow the student time and space to address the circumstances affecting their studies; or
- in exceptional circumstances, and only where no other outcome could reasonably enable the student to continue, to require the student's withdrawal from the School.

viii. Where the Panel recommends interruption of study or withdrawal, its written decision must record the support and adjustments that were considered, offered or implemented, and why they were not sufficient to enable the student to continue. A decision that does not record this is not properly made.

ix. Where possible the student will be told the outcome in person at the earliest opportunity. A written decision setting out the outcome, the reasons for it, any support plan, and the student's right of appeal will be sent to the student within five working days of the meeting. A record will be held on the student record system.

x. Where the student is sponsored under the UKVI Student Route, the Registrar will assess the immigration implications of any proposed outcome before it takes effect, and the written decision will explain those implications to the student.

The Registrar convenes a monthly Student at Risk Panel attended by the Dean, the Director of Student Experience, and Programme Directors. The Panel reviews all active cases, monitors progress against support plans, and agrees whether any case should be escalated. The Panel is the mechanism through which the School maintains oversight of students across all stages of the pathway.

8. Return to study following an interruption

a. Where a student interrupts study under this policy, the written decision will set out what the School expects to see before the student returns, who the student should contact to arrange their return, and the date by which contact should be made. Requirements will be proportionate and will be capable of being met.

b. A return-to-study meeting will be held with the Programme Director and a member of the Student Experience team before the student resumes. The purpose is to agree a support plan for the period following return, including any reasonable adjustments.

c. Where the School requires evidence that the circumstances which led to the interruption have been addressed, it will specify what evidence is needed and why. The School will not require a student to demonstrate that they are "cured" or that a condition will not recur.

d. Where a student is unable to return at the end of an agreed interruption, the Director of Student Experience may extend the interruption, or refer the matter back to a Support to Study Panel. Academic Regulations govern the maximum period of registration.

9. Appeals

a. A student may appeal against the outcome of a Support to Study Panel where the outcome is an interruption of study or a withdrawal.

b. The appeal must be made in writing to the Registrar within 14 calendar days of the student receiving the written decision, in line with the Appeals Policy, and must state the grounds on which it is made.

c. Where the Registrar was a member of the Panel, the appeal will be made to and determined by the Chief Operating Officer instead, so that no member of the Panel reviews their own decision.

d. In accordance with the Appeals Policy, a student may appeal on one or more of the following grounds:

i. procedural error: that the process leading to the decision was not conducted in accordance with the School's procedures. Procedural error includes administrative or clerical error, and bias in the operation of the procedure;

ii. that exceptional circumstances, illness or other relevant factors were not made known at the time for good reason, or were not properly taken into account. "Good reason" requires the student to demonstrate that circumstances beyond their control prevented disclosure of the relevant facts at the appropriate time;

iii. that the decision of the Panel was manifestly unreasonable.

e. Where the outcome under appeal is a withdrawal, the student's registration will normally be maintained until the appeal is determined, unless there is an immediate risk to the student or to others.

f. Where a student remains dissatisfied once the School's internal procedures are complete, they may ask the Office of the Independent Adjudicator for Higher Education to review their complaint. The School will issue a Completion of Procedures letter on request.

10. Recording interventions, confidentiality and data protection

a. All interventions under this policy, and all occasions on which a student is advised to seek additional support, will be recorded and saved in the students file. This ensures there is a full picture of the student's journey and that agreed actions are followed up.

b. Access to case notes is restricted to those staff who need it to carry out their role. Information about a student's health or disability is special category personal data and will be shared only on a need-to-know basis, and normally with the student's consent.

c. Where the School shares information without consent, it will record the decision, the lawful basis relied on, and who authorised it. The School's Data Protection Policy and the Information Sharing Protocol apply.

d. A student's decision not to consent to information being shared may limit the support the School is able to provide, and the student will be told where that is the case.

11. Contacting a student's emergency contact

a. At enrolment, students are asked to nominate a person who can be contacted in an emergency, and are asked to consent to that person being contacted where there is a welfare concern and the School is concerned about the student's safety. This may include where the student has:

i. been admitted to hospital in an emergency;

ii. suffered a serious physical injury, including self-harm;

iii. failed to engage with their studies and the School is unable to make contact with them;

iv. an ongoing illness which appears to be deteriorating; or

v. been experiencing a mental health crisis.

b. Any decision to inform an emergency contact will be discussed with the student first, unless it is not possible to do so. Where it is not possible, the Director of Student Experience will discuss the matter with the Chief Operating Officer, who will authorise disclosure on a case-by-case basis taking account of all the factors known to the School.

c. A student may withdraw consent for their emergency contact to be contacted at any time by notifying the Student Experience team. There may nevertheless be occasions where it is considered to be in the vital interests of the student to make contact. The Director of Student Experience and the Chief Operating Officer will consider each such situation individually and will disclose only where it is considered necessary to protect the student's welfare.

d. Every decision to contact an emergency contact, and every decision not to, will be recorded with reasons.

12. Immediate risk and emergencies

a. Where a student presents an immediate risk to themselves or to others, staff should act at once in accordance with Appendix 1 and should not wait for any stage of this pathway. Staff should contact the emergency services on 999 where there is an immediate threat to life or safety, and should inform Campus Security and the Student Experience team.

b. Where the School has acted in an emergency, the Director of Student Experience will ensure that the matter is reviewed under this policy as soon as the immediate situation is resolved, and that the student is offered support.

c. In exceptional circumstances, where a student presents a serious and immediate risk to the safety of others, the Chief Operating Officer may restrict a student's access to the campus as a precautionary measure while the matter is considered. A precautionary restriction is not a penalty, will be for the shortest period necessary, will be confirmed in writing with reasons, and will be reviewed at least every 14 days.

13. Support for students who have experienced harassment, sexual misconduct or domestic abuse

a. A student who has experienced harassment should be given the Guidance on Dealing with Unacceptable Behaviour, which explains how they can raise a complaint and how they can report the matter to the police. The Student Experience team should be informed so that support can be provided. Where the alleged perpetrator is a fellow student or a member of staff, the matter must be raised with the Student Experience team so that the allegation can be investigated.

b. A student who has been the victim of sexual misconduct, sexual violence or abuse should be advised of the options available to them as set out in Appendix 3, and given the options leaflet.

c. A student who is the victim of domestic abuse should be advised in line with Appendix 4.

d. Staff must report disclosures of harassment, sexual misconduct or other abuse to the Student Experience team so that appropriate follow-up action can be taken.

14. Staff training

a. All staff will be trained on this policy, on how to identify students who may need additional support, on how to respond to a student in distress, and on how to signpost students to further sources of support.

b. Members of a Support to Study Panel will receive specific training on the conduct of Panel meetings, on the Equality Act 2010 duties engaged by this policy, and on decision-making and record-keeping.

15. Monitoring and evaluation

a. The School will monitor the operation of this policy through regular review of student progress and of whether interventions have been successful.

b. The Learning and Teaching Committee will review this policy annually as part of the annual review of learning and support services described in the Student Support and Wellbeing Policy. The review will report the number of cases at each stage, outcomes, the protected characteristics of students entering the pathway, and the time taken at each stage.

c. Where the review identifies that students sharing a particular protected characteristic are disproportionately represented in the pathway, or in escalations to Stage 4, the Committee will require an explanation and, where necessary, action through the Learning and Teaching Enhancement Plan, which is approved and tracked by Academic Board.

16. Related policies and procedures

- Student Support and Wellbeing Policy
- Reasonable Adjustments Procedure
- Attendance Monitoring Policy
- Academic Regulations
- Mitigating Circumstances Policy
- Academic Appeals Policy
- Student Complaints Policy and Procedure
- Student Code of Conduct and Student Disciplinary Procedure
- Guidance on Dealing with Unacceptable Behaviour
- Prevent Policy and Information Sharing Protocol
- Student Learning Analytics Policy
- Data Protection Policy

Appendix 1 — Student in distress: how to respond

Non-urgent

If the student is or appears withdrawn, low in mood, tearful or unduly anxious, or has shown a sudden deterioration in academic performance, and does not display any of the urgent features below:

- Clarify why the student is upset and identify what support is already in place.
- Identify whether the student wishes to, or is willing to, seek help.
- Advise the student to contact the Student Experience team.
- Do not probe further. It is for the student to decide how much, if anything, they wish to tell you.
- If the student does not wish to follow your advice, their wishes should be respected. No further action is appropriate at this stage unless the student's condition deteriorates to become urgent or an emergency.
- Record that the conversation took place, and inform the Student Experience team that you have had a welfare conversation, even where the student has declined support.

Urgent or emergency

If the student is or appears:

- very aggressive or threatening towards you or towards other students — seek help from Campus Security on 333 and, if necessary, the police on 999;
- suicidal, or is actively talking about suicide;
- disorientated, or is displaying psychotic behaviour;
- to have taken an overdose of drugs or alcohol;
- a recent victim of an assault or attack; or
- a risk to themselves or to others.

Then:

- If possible, consult the Student Experience team or another member of the administration team, and try not to act alone. Your own safety and that of the student both matter.
- Talk to the student and explain your concern, unless you believe this will aggravate the situation.
- If the student is violent or armed, inform Campus Security and contact the police.
- In an urgent but non-life-threatening situation, identify whether the student is willing to seek help and seek their consent to contact the Student Experience team.
- Consider Accident and Emergency or the emergency services if other services are unavailable or closed.
- Report the incident to the Director of Student Experience the same day.

Appendix 2 — Dealing with potential radicalisation or extremism

Section 26(1) of the Counter-Terrorism and Security Act 2015 imposes a duty on higher education institutions to have due regard to the need to prevent people from being drawn into terrorism. The duty covers all forms of radicalisation, including far-right extremism, Islamist extremism and animal rights extremism.

The School works with partner agencies, particularly the Department for Education, to safeguard individuals who may be at risk of radicalisation, and will seek advice from those partners where an individual is causing concern or where there is a request for an external speaker about whom the School is concerned.

Staff should report any concern, however small, to the Chief Operating Officer. Concerns will be investigated sensitively and no action will be taken before confidential advice has been received. Concerns should be raised internally only.

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Risk factors which could make a student susceptible include:

- a perception or experience of discrimination;
- experience of identity-based harassment;
- significant change in life, such as family break-up, unexpected examination failure, or confusion about a sense of purpose;
- depression or a feeling of worthlessness;
- negative views of policing;
- lack of trust in democratic government;
- a perception that specific communities are being treated unfairly;
- personality-driven factors; and
- lack of a sense of belonging and purpose.

Behaviours which may give cause for concern include:

- marked changes of behaviour;
- expressed support for violence or terrorism;
- possession of violent extremist literature;
- engaging with, accessing or contributing to websites promoting extremist views;
- possession of material regarding weapons, explosives or military training; and
- claims of involvement in organisations, training camps or violent activity on behalf of violent extremist groups.

Supporting students at risk of being drawn into terrorism is usually about diverting people away from harm at an early stage. People found to be at risk may be offered support through the Channel programme, which is voluntary and confidential and uses a multi-agency approach to identify individuals at risk, assess the nature and extent of that risk, and develop an appropriate support plan.

Channel is not about reporting or informing on individuals in order to prosecute them. A Channel referral does not appear on a DBS or other check and does not of itself have a negative impact on the individual.

Appendix 3 — Disclosure of sexual violence or abuse: how to respond

A member of staff who is concerned about a student who has disclosed any form of sexual violence or abuse should ask the student what they want to do. Staff should not make assumptions and should not act without consent. Staff should not judge or comment on the situation. Where the alleged perpetrator is internal to the School, a full investigation will be needed before any outcome is reached.

Staff actions

- Inform the Student Experience team and take the student to a confidential, quiet space where they will not be interrupted. If the student is accompanied, check whether they wish that person to stay.
- Identify whether they wish to seek further support, or to speak to a person of a different gender or to a member of the Student Experience team.
- Listen without probing or asking questions about the incident itself. Your role is to listen and provide support, not to investigate.
- Do not take detailed notes. An incident report should contain only the date, time, name of the student, the alleged perpetrator if known, and the support offered. Memories may be fragmented and re-interpreted, and notes could be used by the police or the courts at a later date.
- Allow the student the time they need to talk.
- Consider whether the student needs alternative accommodation, and contact the Student Experience team, who can advise on emergency accommodation.
- Advise the student to contact the Student Experience team and relevant external services, and give them the list of services and contact details so they can make contact themselves if and when they are ready. If the student wants a service to be contacted on their behalf, the Student Experience team will do this for them.
- If the student does not wish to follow your advice, their wishes should be respected.
- Give the student the options leaflet and go through it with them. Make clear that the student does not have to disclose their circumstances to the police.

Student options — internal

- Where the alleged perpetrator is a fellow student or a member of staff, the reporting student may wish to make a complaint under the Student Complaints Policy and the Guidance on Dealing with Unacceptable Behaviour. All complaints must be fully investigated before any outcome is reached.
- The student may wish to receive emotional or other support. Ask their consent to inform the Student Experience team, who will contact them to follow up.

Student options — external

Where the incident occurred within the last 24 hours: if the alleged perpetrator is still in the vicinity, or remains an immediate danger to the student or to others, inform the Student Experience team or the Chief Operating Officer, who will contact the police. If the alleged perpetrator is not an immediate threat, do not contact the police unless the student clearly consents.

Where the incident occurred within the last seven days: forensic evidence can be collected up to seven days after an incident. If the student wishes to preserve forensic evidence they may need an urgent referral to the nearest Sexual Assault Referral Centre. Do not offer food or drink — forensic evidence may be lost by eating, drinking, smoking, urinating or washing.

Useful contacts

- The Havens (Sexual Assault Referral Centres, London — three locations), 24 hours, 7 days: 020 3299 6900
- Independent Sexual Violence Advisors (ISVAs) — independent advocacy and advice for recent or historical sexual violence
- SurvivorsUK — support and advocacy for men and non-binary people affected by rape or sexual abuse
- Emergency services, 24 hours: 999
- NHS out of hours: 111
- Samaritans, 24 hours: 116 123
- Papyrus HOPELINE (9am–midnight): 0800 068 4141, text 07860 039 967, pat@papyrus-uk.org

Appendix 4 — Supporting students who are victims of domestic abuse

A member of staff who is concerned about a student who has disclosed any form of domestic violence or abuse should ask the student what they want to do. Staff should not make assumptions and should not act without consent.

Staff actions

- Inform the Student Experience team and take the student to a confidential, quiet space where they will not be interrupted. If the student is accompanied, check whether they wish that person to stay.
- Identify whether they wish to seek further support, or to speak to a person of a different gender or to a member of the Student Experience team.

Do

- Speak to them in a private space where they feel safe.
- Listen, believe and acknowledge.
- Tell them it is not their fault.
- Reassure them they are not alone, and signpost appropriate services.
- Respect their background, culture and beliefs.

Do not

- Ask questions such as "why don't you just leave?"
- Make assumptions based on the person's beliefs, values, age, sexuality or gender identity.
- Force the issue — it may take several attempts before they are ready to talk.
- Speak to the family or friends of the victim.

After speaking to the student, inform the Student Experience team so that the matter can be logged. Where the student has children, the Student Experience team should contact the local authority's social services, as this is a safeguarding concern.

Useful contacts

- National Domestic Abuse Helpline (for women): 0808 2000 247
- Respect Men's Advice Line: 0808 801 0327
- Galop — National LGBT+ Domestic Abuse Helpline: 0800 999 5428
- Karma Nirvana — helpline for victims of forced marriage and honour-based abuse: 0800 5999 247