



Student Wellbeing  
Service



# Cause for concern

## Guidance to working with students in difficulty

**2015/16**

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# Preamble

As an educational institution, LSE owes a duty of care to its students and needs to ensure that all students have equal access to the educational provision it offers and to associated services which support students' education. The procedures in this document outline how we can meet this duty of care when working with students who give cause for concern as a result of facing personal emotional/psychological difficulties. We all need to be observant of student welfare, aware of the support services available, and able to recognise when a student's need for support goes beyond what we personally are able to provide within the limits of our role.

## Aims

The aims of these procedures are to:

- encourage students to disclose difficulties as early as possible, so that appropriate support can be put in place
- enable staff to facilitate equal access to services by all students
- identify four levels of response to student concern:
  - Level 1:** Enabling self-help
  - Level 2:** Facilitating internal/external referral
  - Level 3:** Handling an emergency situation
  - Level 4:** Responding when a death/suspected suicide has occurred
- provide a simple protocol for case reporting, such that the School can become more aware of the level and range of pastoral support needs of its students (Level 2-4)
- ensure that staff and students involved in potentially stressful student welfare cases receive appropriate debriefing and support themselves
- ensure that any staff involved in on-going support for students who give cause for concern are fully aware of their respective roles
- provide cross reference to other School procedures where appropriate.



## Who is involved in working with students who give cause for concern?

The simple answer here is "everyone working and/or studying at the School". LSE is a learning community, and as members of that community (whether staff or students) we have a responsibility to each other to protect our health and safety. That said, some staff and students have increased responsibilities for watching out for students who become a cause for concern. On campus, during the normal working day, academic advisers, departmental tutors, the various student support services and the Students' Union have particular responsibilities for student welfare/support. In Halls of Residence, the key pastoral care team are the wardens and sub-wardens and the Head of Residential Life. These staff should take responsibility for knowing about the range of support services and how to advise others. Other frontline staff (eg, departmental administrative staff or reception and security staff in Halls) as well as designated peer supporters in Halls, friends, flatmates and classmates are also frequently early contacts for students in distress, and should be able to seek advice from others with more formal responsibility. The key message here is "you are not on your own" – seek advice and support from others.

Out of hours on campus, or late at night in residences, any individual faced with an emergency may need to take direct action themselves, either by calling emergency services (999) or contacting LSE Security (666). In Halls (where most late night/weekend difficulties arise), the relevant sub-wardens and/or warden should be involved as quickly as possible.

In urgent situations wardens can contact the LSE Out of Hours Support Group (details on Supplement for wardens and sub-wardens) up until 11pm each night, which gives them access to telephone support from senior managers within LSE's pastoral support services.

## When is a student a cause for concern?

You will have three main sources of information on which to base decisions about students who give cause for concern: your own observations; information a student chooses to disclose to you through their words and behaviours; and information disclosed to you by a third party (eg, a student's friends, classmates, class teachers, flatmates, etc).

Some typical indications of a student who may be a cause for concern include significant changes in:

- standards or patterns of academic work and performance.
- appearance, such as unusual weight loss or gain, deterioration in personal hygiene, generalised restlessness or fatigue, excessive tearfulness.
- smell, which may be due to an increased use of alcohol, non-prescribed drugs or overall neglect of personal hygiene.
- the way a student sounds or speaks (such as flat tone, very quiet, loud, fast or agitated).
- mood which differs from what is usual for them (such as high, low, miserable, sad or tired).

There may be other indicators as well, for example:

- you notice, or others report to you, evidence of self-cutting and other forms of deliberate self-harm.
- the student behaves in a very unusual, bizarre, hostile or aggressive manner that it is disturbing to you and/or others.
- the student reports to you or someone else that they have a problem.
- the student reports deliberate self-harm, suicidal thoughts, or plans to "end it all".

- the student goes missing without notice (eg, from class, his/her residence, or previously regular activities).
- other people express serious concern: friends, class or room-mates or relatives.

Appendix 4 gives brief descriptions of different types of problems that students may be facing. This is for information only. When deciding how to handle a particular case, you are not expected to undertake any kind of "formal" diagnosis. Essentially, you will need to come to your own judgment about the severity of the situation. This could be affected by, for example, how well you already know the student concerned and their circumstances, or how often you've experienced the situation before.

The two obvious circumstances when it is vital that you take emergency action are when you are aware of evidence of suicide/self-harm intention and when you consider that you or others may be at risk of harm from the student concerned.

## Taking action

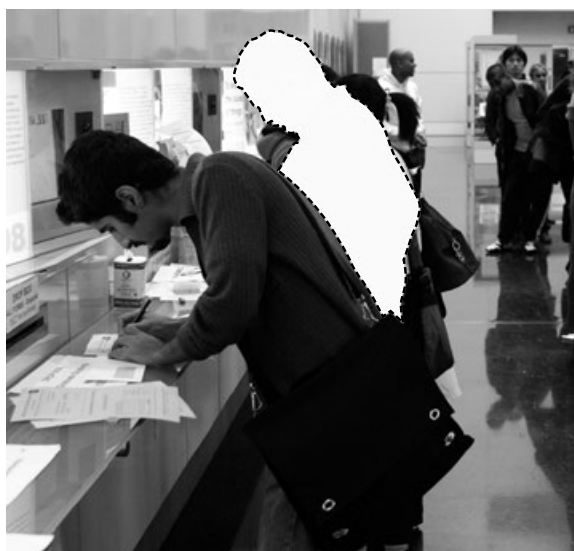
When you become concerned about a student, it is important that you address this concern. In the context of the School's duty of care to its students we have collective and specific responsibilities when they are on campus, in Halls of Residence or on School-related external visits. This duty of care is extended where a student has a disability as recognised under the Equality Act 2010. The remainder of this document describes the steps to take, depending on your analysis of the seriousness of the situation. Appendix 1 provides a quick summary of the alternatives.

In many cases, simply being prepared to listen may be all that is required. You are not expected to take on the role of "counsellor" or "doctor". Be aware of your own limitations, and ensure that you refer students on to appropriate professional services where necessary. It is also unwise to make promises to a student (eg, in terms of adjustments to their programme of study or examination and assessment arrangements). Here refer them on to the Student Services Centre Advice and Reception Team ([ssc.advice@lse.ac.uk](mailto:ssc.advice@lse.ac.uk), see Appendix 2 for full details) who are fully aware of School regulations, and how similar cases may have been handled previously. This should ensure equity of treatment.



In making a decision about the seriousness of a student's condition, you should also take into account School policy and procedure related to drugs and alcohol: [lse.ac.uk/intranet/staff/schoolRegulations/studentDrugsAndAlcoholPolicy.aspx](https://lse.ac.uk/intranet/staff/schoolRegulations/studentDrugsAndAlcoholPolicy.aspx) and [lse.ac.uk/resources/schoolRegulations/studentDrugsAndAlcoholProcedure.htm](https://lse.ac.uk/resources/schoolRegulations/studentDrugsAndAlcoholProcedure.htm) (included for ease of access in Appendix 6), School disciplinary procedures, and, in the case of students in Halls of Residence, the relevant Hall rules and disciplinary procedures. Note that separate procedures are in place for handling:

- medical emergencies/cases of communicable disease: contact the School's Head of Health and Safety, Melanie Boucher, ext 3677, for details.
- reporting crimes (though in many cases, the impact of a criminal act may impact on students such that other forms of support are needed): [lse.ac.uk/intranet/LSEServices/security/Home.aspx](https://lse.ac.uk/intranet/LSEServices/security/Home.aspx)
- large scale emergency situations (eg, terrorist attack, serious disease outbreak): for further information, please contact the School's Head of Health and Safety, Melanie Boucher, on ext 3677.
- cases of harassment and bullying: [lse.ac.uk/resources/schoolRegulations/procedureForConsideringAllegationsOfHarassmentInvolvingStudents.htm](https://lse.ac.uk/resources/schoolRegulations/procedureForConsideringAllegationsOfHarassmentInvolvingStudents.htm)
- under the new legal Prevent duty that has applied since September 2015, cases in which it is suspected that a student may be vulnerable to being drawn into terrorism or support for terrorism, a process described by the government as radicalisation. For further information contact the Director of Government Relations, Robin Hoggard.



You should also be aware of the School's procedures for responding to major emergencies. The Major Incident Initial Response Plan (MIIRP) is available from Business Continuity or online at [lse.ac.uk/intranet/news/businessContinuity/MIIRP.pdf](https://lse.ac.uk/intranet/news/businessContinuity/MIIRP.pdf)

Appendix 5 provides a brief question and answer note on how to handle cases where you suspect a student may be capable of/contemplating violence towards others.

## Student confidentiality

In many cases, students who disclose a problem to you may ask you to keep the matter confidential, or implicitly expect confidentiality on the basis of trust. Where this occurs, you may need to explain to the student that there are some things you will need to disclose to others, and ideally seek their consent to do so. Most members of staff (and students) do not have a professional duty to keep information confidential, and it is also accepted that within service teams (eg, counselling or medical teams) there is a degree of disclosure that is appropriate between colleagues. What is important is that a student's private business should be treated with discretion, that any information is relayed on a "need to know" basis, and that any written/electronic records are kept appropriately, with due regard to the Data Protection Act. As such, if at any time you do complete an Incident Report Form (Appendix 3) you are strongly advised not to keep your own copy, but to lodge the report with the Head of Student Wellbeing, who will take responsibility for its appropriate keeping.

**If in any doubt, talk to someone else about your concerns, rather than keeping them to yourself. This can easily be done on a "no names" basis. Seek advice from staff with professional training and/or from more experienced colleagues.**

Whilst communication with appropriate colleagues within the School is important, the Data Protection Act prohibits staff from the disclosure of any information about registered students to third parties (including parents and sponsors). There are a few specific exceptions – primarily statutory authorities (see "Disclosure to third parties" in Data Protection). Queries about a student's progress, living arrangements, state of mind and so on (and indeed even straightforward queries about whether they are registered at LSE) should therefore be handled carefully and should not be answered without the student's consent in writing or via email from their LSE email account.

# Level 1: Enabling self-help



If a student exhibits/reports a mild level of distress or reports a friend in this situation, you are advised to do one or more of the following:

- Attempt to establish rapport with the student in order to understand better the nature of the problem. Simply listening and giving the student some time may be all that s/he needs.
- If you have an urgent appointment/cannot make the time needed, explain this gently, and either offer a specific appointment when you can spend longer with the individual or put them in touch with another colleague who can offer some initial support.

- Inform the student of the academic<sup>1</sup> and pastoral support services available within the School (contact details are given in Appendix 2).
- Encourage the student to seek help early from the School's support services.
- If you have any doubts/concerns about the student, seek advice/talk to a more experienced colleague or someone in one of the various support services.

Where concerns are being passed on to you by a third party, try to get some view as to the seriousness of the situation and either encourage the informant to pass on information about services available, or seek their permission to contact the student directly.

**Please note:** It is more important to encourage the student to seek advice from one of the services than to be overly concerned about which service to direct them to. There is reasonable coordination between the different services. The student themselves may wish to choose whether they prefer, for example, to talk to someone in one of the School services, the SU services, a GP or the Faith Centre, or feel that talking with you will be sufficient.

## Keeping a record

You may wish to keep a note of the advice you give to a student who is a cause for concern, even at Level 1. Keep it factual (name, date, time, action proposed). Whilst it is not necessary to share this record with others, you may be asked to refer to it in the future, should the student's situation deteriorate further. In Halls of Residence, a very brief factual note of your concern may be logged locally, to alert the pastoral team (warden and sub-wardens). At times, you may prefer to brief other colleague(s) orally, avoiding any problems over written records.

<sup>1</sup>The various support services note that many student cases referred to them are finding particular difficulties with managing their studies. In such cases, pointing to study advisers or English language support services may be more helpful than instantly encouraging students to seek medical/counselling support. See page 13 for contact details.

## Level 2: Facilitating internal/external referral

If a student reports a moderate level of distress or reports a friend in this situation, you are advised to do one or more of the following:

- Attempt to establish rapport with the student in order to understand better the nature of the problem. Sometimes a student may appear to be very distressed, yet still simply having time to listen could be all that is needed.
- Inform the student of the pastoral support services available within the School (contact details are given in Appendix 2).
- Facilitate, as appropriate, an appointment with one of the following:
  - Disability and Wellbeing Service or Student Counselling Service where both counsellors and mental health advisers are located
  - a GP at St Philips Medical Centre

It is best if the student is prepared to contact the service/ make an appointment themselves. However, in some cases, you may be more reassured if you are with them or assist them in phoning for an appointment, or accompany them to the appropriate service.

- Inform the Disability and Wellbeing Service or the Student Counselling Service, even if the student concerned refuses to contact one of these services directly themselves.
- Inform a more senior colleague (eg, your line manager, departmental tutor, head of department or warden) as soon as practical (email/voicemail message).
- If you suspect vulnerability to radicalisation (see Appendix 9 on the Prevent duty), contact the Director of Government Relations, Robin Hoggard.

**Please note:** The student ultimately has the right to decline an offer of support, but it is important that you encourage them to seek assistance, and offer them a range of different forms of assistance. One student may be happier seeing a counsellor, another their GP, a third the Chaplain and Interfaith Adviser, and yet another may prefer to go to an independent service outside the university.

If your meeting with the student happens “out of hours” or away from the main School campus (eg, night time in a Hall of Residence) it may be appropriate to involve other support staff (eg, warden or Service Manager), or seek telephone advice. In addition, in urgent situations wardens can contact the LSE Out of Hours Support Group (details on Supplement for wardens and sub-wardens) up until 11pm each night, which gives them access to telephone support from senior managers within LSE’s pastoral support services.

If the student asks about or requests an external referral you are advised to refer the student to any of the School services noted above who should be able to assist the student appropriately.

In many cases, a student may need only a single visit to a counsellor, GP or other professional, in order to get back on track and be able to cope effectively with their day-to-day living. Those with serious on-going difficulties are best treated by their GP, often with additional support from a counsellor or mental health adviser. A minority are referred for specialist treatment to an NHS Community Mental Health Team (CMHT), which comprises community psychiatric nurses, social workers, psychiatrists, psychologists, occupational therapists and support workers. Some opt to use other external providers (eg, private/specialist psychotherapy provision, local voluntary or non-government agencies). Those vulnerable to radicalisation are able, if they wish, to seek help from a programme called Channel (see Appendix 9).

### Keeping a record

Document your contact with the student, preferably using the Incident Report Form at Appendix 3 (available online under “Worried about someone” at [lse.ac.uk/counselling](http://lse.ac.uk/counselling)) or via Hallpad for staff in residences. This information should be passed to the Disability and Wellbeing Service, the Student Counselling Service or the Head of Residential Life, and, as noted earlier, will be used to ensure that the student receives effective support. It will not form part of the student’s official School record. In urgent cases you should phone or email the Disability and Wellbeing Service or Student Counselling Service, rather than delay passing on information by spending too long completing an Incident Report Form.

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## Level 3: Handling an emergency situation where external referral is necessary

If you have evidence to indicate that a student poses an imminent risk of harm to themselves (eg, they have just self-harmed or are actively talking of self-harm/suicide) or they appear to pose a risk of imminent harm to others, this is an emergency situation that requires immediate action and the involvement of others. If they show evidence of previous or intended (rather than actual) self-harm or harm to others, this is also urgent but may be able to wait (eg, until the start of a “working day” for School/NHS health services, rather than contacting emergency services out of hours). In such cases, you should still seek urgent advice from others.

Depending on the situation, contact one or more of the following:

- Emergency services (Ambulance/Police) dial: 999 and explain the situation. Note: in such cases, you do not need the student’s consent.
- The Disability and Wellbeing Service, the Student Counselling Service, GPs at St Philips Medical Centre or other local GPs: all of these can assist in making arrangements for external referrals for students to NHS services and other external counselling, psychotherapy or mental health services in London with or, in extreme circumstances, without the student’s consent.
- LSE Security: ext 666 or 020 7955 6200.
- If possible, urgently contact a more senior member of staff (eg, your line manager/senior colleague/warden as appropriate).
- Do not leave the student alone. Stay with him/her until the ambulance or other emergency services arrive. It is not necessary for you to accompany the student in the ambulance to hospital.
- If the student is taken to hospital, contact the Head of Student Wellbeing in the Disability and Wellbeing Service/ Student Counselling Service as soon as possible. The Head of Student Wellbeing will liaise with the services taking responsibility for the student and will contact you/others as appropriate.
- You should make an early appointment with the Disability and Wellbeing Service or Student Counselling Service for a debriefing session. Staff are also able to make use of the separate Staff Counselling Service.

**Please note:** The Mental Health Act (1983), Section 2, allows for the compulsory detention (and sometimes treatment) of any person suspected of a mental illness, using risk to health and safety of the individual/others to justify

such detention. A student may also volunteer to go into hospital as an informal patient.

Students may be detained in hospital under the Mental Health Act on a special or secure ward or ordinary acute psychiatric ward depending on their circumstances. If a student is admitted to hospital, the Mental Health Adviser (MHA) will liaise with hospital staff in supporting the student and will advise other staff in the LSE as appropriate.

Where a student is detained under Section 2 of the Mental Health Act, they can be detained for a period of up to 28 days. Where a student has agreed to go into hospital voluntarily, they could be discharged in a matter of hours/ days without any notification being given to those who admitted the student in the first place, and either with or without on-going support from the NHS.

It is ultimately the student’s decision as to whether they are fit to continue with their studies, except where there is medical evidence to the contrary or the student is a risk to others, in which case the School may choose to invoke disciplinary procedures.

**Prevent:** In the unlikely event that you suspect that a student poses an imminent risk of causing harm through an act of terrorism, you should treat it just like any other form of imminent harm and act accordingly (probably by calling the police). The Prevent duty does not apply in these circumstances. Prevent, as the name implies, is designed to help people avoid getting drawn into terrorism or other terrorism-related crime. Prevent only applies at a stage before a crime is committed or is imminent.

### Keeping a record

All Level 3 incidents should be reported to the Head of Student Wellbeing or the Head of Residential Life as soon as possible, using the Incident Report Form in Appendix 3. In urgent cases you should phone or email them, or the Disability and Wellbeing Service/Student Counselling Service, rather than delay passing on information by spending too long completing a form. The crucial information to note is the date and time of the incident, what occurred, what actions you took, who you handed the student on to, and any details of likely next steps offered by the service taking responsibility for the student. You should also inform your line manager or head of department or warden as appropriate.

Appendix 5 offers particular guidance concerning reporting of information where you are worried that a student may be capable of/considering violence against others.



# What happens after a Level 2-3 event has taken place?

Many students who experience serious mental/emotional difficulties will take little or no time out of their studies, and may be effectively supported by a combination of friends, tutors and the School's various support services. Where long term medical conditions and/or disability are involved (including persistent mental health problems) it may be necessary to put "reasonable adjustments" in place, which are recorded in an ISSA (Individual Student Support Agreement). ISSAs are prepared by the Disability and Wellbeing Service in conjunction with the student and in coordination with other departments.

A small number of students will require more extensive and external support, and some of these may be hospitalised, or need to take some time out. In the vast majority of cases, students who are referred out to NHS mental health services will come back to School and resume their studies within a matter of hours, days, or possibly weeks. They may continue to receive professional care, and a mental health and wellbeing adviser will liaise with other staff in the School as appropriate. If you continue to be in regular contact with a student who has been referred for support, you may wish to contact the Head of Student Wellbeing for further guidance.

## Case meeting

In some cases, particularly where a student is facing serious on-going difficulties and/or seeking support from a number of different individuals/offices across the School, some or all of those involved may be asked to attend a case meeting. Case meetings may be requested by any of the following:

- Head of Student Wellbeing, Head of Residential Life or Academic Registrar
- Any other welfare support service eg, St Philips Medical Centre, Student Services Centre
- Wardens, departmental tutors, heads of departments, doctoral programme directors.

The Director of Government Relations, as Chair of the LSE Prevent Group, for cases of suspected vulnerability to radicalisation.

Except for meetings of the Prevent Group, these meetings will be chaired by the Head of Student Wellbeing and the staff most actively involved/relevant to the handling of the case will be invited. Information will be shared on a "need to know" basis, and the student concerned informed of the meeting wherever appropriate.



The purpose of these meetings is to ensure that equitable and appropriate support is provided for the student, and that the health and safety of other students is considered.

## Medication

Medication is a common form of treatment for mental health difficulties. It does not necessarily offer a cure, but it can take away or reduce distressing symptoms. Medication may induce side effects that may impinge on a student's ability to perform academically. Two people with the same diagnosis and medication prescription may respond differently. While one person may experience a reduction in symptoms and experience little to no side effects, another person may have no change in symptoms and severe side effects. Usually side effects reduce considerably over a period of four to six weeks. Most people fall in between these extremes, and often have to weigh up the balance of advantages and disadvantages of taking medication.

LEVEL 1

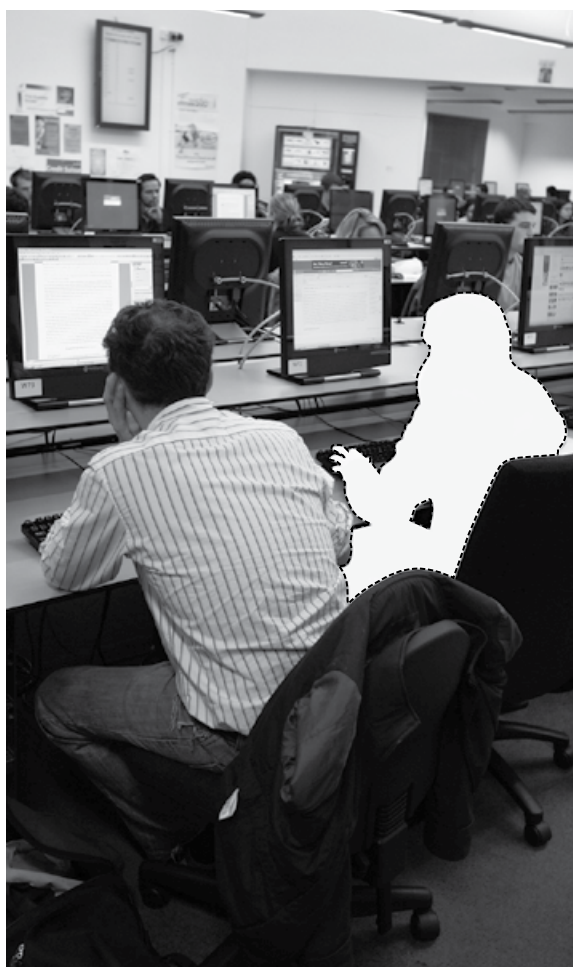
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If a student indicates to you that their medication is having a negative effect on their ability to study, encourage them to seek advice from the Disability and Wellbeing Service, the Student Counselling Service, GPs at St Philips Medical Centre, or their local GP. Treat such disclosures as Level 2 or Level 3 incidents as you feel appropriate. You may also wish to seek advice on the impact of the particular drugs yourself via a Counsellor or Mental health Adviser.

You should also inform the student if they are taking psychiatric medication that they may qualify for "reasonable adjustments", including Individual Examination Arrangements or an Individual Student Support Agreement (ISSA) through the Disability and Wellbeing Service.

### Disruptive students: taking time out

Occasionally, you may find yourself confronted with a student who is violent/disruptive of others (possibly as a result of medication or mental health difficulties). Whilst such students may well be covered by the Equality Act 2010, the School has a duty of care to all its students, and it may be appropriate to consider whether disciplinary procedures ([lse.ac.uk/resources/schoolRegulations/disciplinaryRegulationsForStudents.htm](http://lse.ac.uk/resources/schoolRegulations/disciplinaryRegulationsForStudents.htm)) should be used to exclude the student from the School for a period of time. This is a very serious step to take and needs careful consideration. If you find yourself in a situation where you think this may be appropriate, contact **ssc.advice@lse.ac.uk** and they will take the matter forward.

An interruption of studies may also be necessary if the student's difficulties are such that they are unable to study even with additional support. Students who interrupt their studies due to mental health difficulties will be allowed to resume once they are medically fit which usually requires relevant medical documentation. Interruption of studies may have implications for a students' visa, and advice should be sought from the Student Services Centre. Where the School decides to exclude a student on disciplinary grounds, this requires the involvement of a Pro-Director or other senior members of the School, and the student can subsequently appeal against the decision to the Director.

## Level 4: Responding to a death/suspected suicide

In the very rare situation that you are present at/called to the situation of the death of a student, your first action should be to contact emergency services by calling 999 immediately, and seek assistance from others (eg, call line manager/senior colleague/warden).

You need to be aware that the death may be the result of deliberate self-harm/suicide. A high level of sensitivity and discretion is required in dealing with such cases. If the incident occurs on campus and/or during working hours, contact any one of the following and they will ensure that the appropriate steps are taken to inform next of kin and handle necessary communications with others:

- Head of Student Services Centre
- Head of Security
- Head of Student Wellbeing
- Head of Residential Life.

If the incident occurs out of hours on campus, contact Security (666). They have access to key private contact numbers for use in emergencies. Out of hours in residences, contact the warden responsible for your Hall, or the appropriate “cover” warden if s/he is not available.

All wardens are able to contact the LSE Out of Hours Support Group (details on Supplement for wardens and sub-wardens) up until 11pm each night, which gives them access to telephone support from senior managers within LSE’s pastoral support services.

You are advised not to speak to members of the press or other media. Such communications are handled by the LSE Press Office. Normally, the police will contact next of kin, and there will be official contact with parents, others in the School (including the student’s department and fellow students) and beyond as appropriate, organised via the Student Services Centre Advice Team.

**Please note:** These situations can be traumatising and stressful. The School offers counselling support to staff and students, and you are encouraged to contact the Disability and Wellbeing Service or Student Counselling Service in the first instance for debriefing, and to discuss any on-going support needs for yourself and others involved in the incident. Staff are also able to make use of the separate Staff Counselling Service.

### Keeping a record

Accurate reporting and recording of the incident and subsequent chain of events is very important. If at all possible keep some notes as events progress. As soon after the incident as possible, complete one of the Incident Report Forms in Appendix 3.

The School’s procedure to follow when a death is reported is included in Appendix 8.

## Raising awareness and training

The School provides information about its support services in various ways throughout the year: student prospectuses, during orientation, through assorted departmental and residences handbooks, and on the School’s website. It is important that all staff familiarise themselves with what is available. This is particularly important for those with direct pastoral responsibilities, which include academic advisers, departmental tutors, supervisors, wardens and sub-wardens. Briefings/ inductions for staff are provided on a regular basis by the Student Wellbeing Service, Teaching and Learning Centre and via Organisational and Lifelong Learning in HR. Briefings on the Prevent duty are offered periodically. If you are in any doubt about the available services, please contact [student.wellbeing@lse.ac.uk](mailto:student.wellbeing@lse.ac.uk) for guidance.

In summary, early identification and recognition of a student’s difficulties and referral to professional services can help de-escalate potential problems and give students a good chance of making the most of their studies at LSE.

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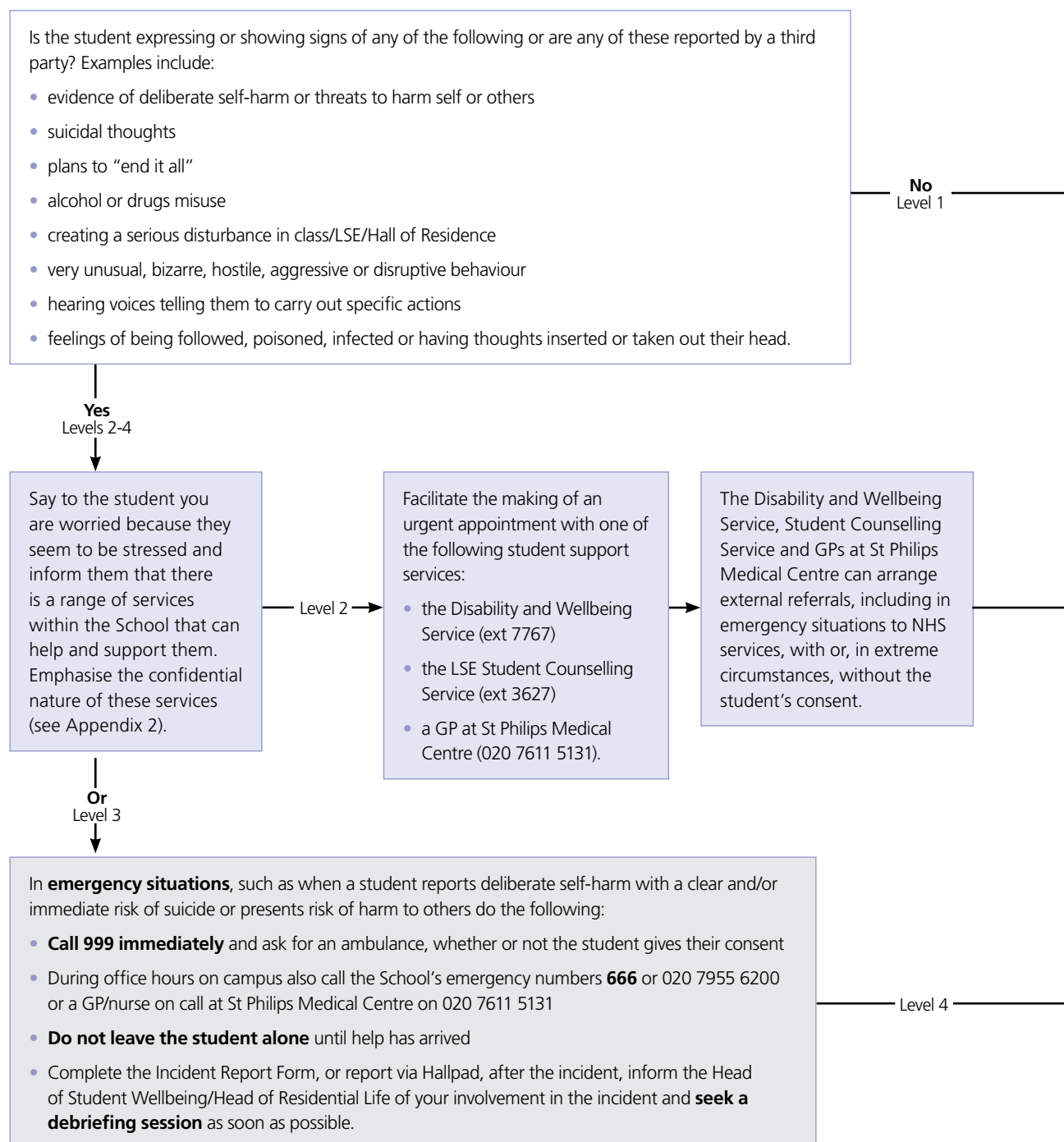
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# Appendices

## Appendix 1: Flow chart for deciding how to handle cases where students give cause for concern



Ask whether the student has friends or family to talk to about their problem and encourage them to do so.

Also provide appropriate advice and information about the School's support services (see Appendix 2), so as to enable the student to make an informed decision about seeking help/support.

Inform the Disability and Wellbeing Service or Student Counselling Service, warden and either your line manager, departmental tutor or head of department if the student concerned refuses to make contact with any of the support services despite their causing concern.

If the student agrees to attend one of the support services, ask them to come back and confirm that they have done so. If the student does not do this and you remain concerned, inform the appropriate support service.

Complete the Incident Report Form (see Appendix 3), or report via Hallpad, noting what was reported to you, the advice/information given to the student, the support service to which you referred the student and any other relevant information. Pass the form to the Head of Student Wellbeing or the Head of Residential Life. In urgent cases phone or email without delay.

- If you receive news of a death by deliberate self-harm or suicide, **first ascertain the authenticity** of the information
- Exercise a high degree of **sensitivity and discretion** in dealing with this information
- Inform the SSC Deputy Advice Manager (ext 7849), Head of Student Services Centre (ext 7457), Head of Security (ext 6055), Head of Student Wellbeing (ext 3627) or Head of Residential Life (ext 1153).
- Leave any communications with media, students and others to officials in the School
- Complete the Incident Report Form (see Appendix 3) or Hallpad Incident form after making phone/ email contact with the Head of Student Wellbeing or Head of Residential Life and **seek a debriefing session** as soon as possible.

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## Appendix 2: Internal support available to students, and external out of hours emergency numbers

### Staff with professional expertise related to mental health/emotional problems

**Head of Student Wellbeing** is Adam Sandelson, who oversees the Student Counselling Service (SCS) and Disability and Wellbeing Service (DWS). The two Deputy Heads are Paul Glynn (Counselling Service Manager) and Sarah Slater (Disability and Wellbeing Service Manager). They can be contacted on 020 7852 3627 or 020 7955 7767 or at **a.sandelson@lse.ac.uk**, **p.glynn@lse.ac.uk** or **s.slater1@lse.ac.uk**. The Student Wellbeing Service (SWS) brings together two key student facing services in DWS and SCS, and aims to provide a single integrated approach to help and assist students. SWS also leads a wider initiative to improve student wellbeing across the School. For general enquiries contact **student.wellbeing@lse.ac.uk**

**Mental Health Advisers** are based within both the SCS and DWS and can be contacted in term time on 020 7852 3627 or 020 7955 7767 or at **disability-dyslexia@lse.ac.uk** or **student.counselling@lse.ac.uk**

**St Philips Medical Centre: GPs and primary nurse on call:** Students who are registered can book appointments for 9am – 5pm daily, and, for emergency cases, phone or come to the Medical Centre where they will be able to speak to an on-call doctor or nurse. Tel: 020 7611 5131. Out of hours cover is available to patients registered at the Medical Centre, and those who live in or require urgent advice while within the LSE campus or its environs, by calling 020 7611 5131. Those who are not registered should contact their nearest GP practice or call NHS 111 on 111 from any phone.

**Student Counselling Service** offers appointments to students throughout the year, apart from School closure days and public holidays. Appointments can be made via **student.counselling@lse.ac.uk**, at reception (KSW 5.07 on the 5th floor of 20 Kingsway) or by calling 020 7852 3627. Students may wish to use one of the daily drop-in sessions at 3pm which are available on a “first come, first-served” basis – for further information contact reception.

### Out of hours and emergency support

**Emergency services: dial 999 for Police, Ambulance, Fire**

**LSE Security: dial 666 on campus or 020 7955 6200 off campus**

**Samaritans:** 24-hour service for anyone experiencing feelings of distress or despair including those that could lead to suicide – phone, email, text, letter and face to face support available in most branches. Tel: 08457 909090. Local branch: 46 Marshall Street W1F 9BF (Soho), tel: 020 7734 2800.

### Advisory staff who can offer guidance to distressed students

**Advice Team in the Student Services Centre:** Nicola Morgan, Deputy Advice Manager, can be contacted at **n.m.morgan@lse.ac.uk/ ssc.advice@lse.ac.uk** or 020 7955 7849.

**Deans' Office:** The Dean of Graduate Studies is Dr Sunil Kumar. He can be contacted on 020 7955 7574 or by email **pg.dean@lse.ac.uk**. The Associate Dean, General Course is Mark Hoffman. He can be contacted on 020 7107 5197 or email **gc.dean@lse.ac.uk**. The Dean of Undergraduate Studies post is currently vacant; further enquiries can be directed to Nicola Morgan (details as above).

**Head of Residential Life** is Rachael Elliott. Rachael is responsible for all student related matters in Halls and manages the warden and sub-warden teams in Residential Services. Tel: 020 7106 1153, email **r.elliott@lse.ac.uk**

**Disability and Wellbeing Service (DWS)** can be contacted on 020 7955 7767 or at **disability-dyslexia@lse.ac.uk**. An appointment can be made to set up an ISSA (Individual Student Services Agreement), which meets the requirements for “reasonable adjustments” under the Equality Act 2010. Office: OLD.G.23, ground floor, Old Building.

**Faith Centre:** Reverend Dr James Walters, the full-time Chaplain and Interfaith Adviser, can be contacted on 020 7955 7965 or by email **j.walters2@lse.ac.uk**. The Faith Centre is located on the 2nd floor of the Saw Swee Hock Student Centre.

**Student Services Centre (SSC):** The SSC deals with all administrative services relating to registration, course selection, proof of attendance, programme transfers, interruptions and withdrawals, examinations, award confirmations and transcripts, appeals, visa extensions, scholarships and financial support. For more information/ advice, contact Hannah Bannister, Head of SSC, who can be reached on 020 7955 7457 or at **h.r.bannister@lse.ac.uk**. The SSC is located on the ground floor of the Old Building.



**Residential Services Office:** LSE's Residential Services Office can provide advice to students needing to change their accommodation, and help with finding private rented accommodation as well as information about School Halls of Residence. The office is located in SAW.3.02, on the 3rd floor of the Saw Swee Hock Student Centre. Call them on ext 7531 or email [accommodation@lse.ac.uk](mailto:accommodation@lse.ac.uk)

**Advisers to students:** The School has Advisers for male and female students and they are available to discuss issues of concern, offer appropriate advice and support. The Adviser to Male Students is Dr Jonathan Hopkin and he can be contacted by telephone on 020 7955 6535 or by email at [j.r.hopkin@lse.ac.uk](mailto:j.r.hopkin@lse.ac.uk). The Adviser to Women Students is currently vacant; contact [ssc.advice@lse.ac.uk](mailto:ssc.advice@lse.ac.uk) for further information.

#### **Students' Union Advice and Support Service:**

SU advisers can help with a range of issues including housing problems, post-study work visas and visa corrections, welfare benefits, grants, fee status, disability rights. Open 10.30am – 4pm. Tel: 020 7955 7158. Office: SAW.3.01, 3rd floor, Saw Swee Hock Student Centre. Email: [su.advice@lse.ac.uk](mailto:su.advice@lse.ac.uk)

#### **Support for students facing difficulties with their academic studies**

**Learning development:** LSE's Teaching and Learning Centre runs a year-long series of lectures and workshops to support students' academic learning, with specialist provision for undergraduate and taught master's students. Subjects include essay writing, effective reading strategies, exam preparation, stress management, etc. Details at [lse.ac.uk/tlc/development](http://lse.ac.uk/tlc/development), where links to booking pages can also be found. Learning World, one of the Teaching and Learning Centre's Moodle sites, includes slides and video recordings from these sessions, other materials relating to study advice and links to many sources of information and advice across the School. In addition, a limited number of one-to-one appointments can be booked with a Teaching and Learning Centre study adviser to discuss strategies for quantitative or qualitative subjects, or with the Royal Literary Fund Fellow to improve writing style. To book a session, students can call into the Teaching and Learning Centre reception (Room G.10 on the ground floor of 20 Kingsway), email [studentsupport@lse.ac.uk](mailto:studentsupport@lse.ac.uk) or call 020 7955 6624.

**English for Academic Purposes:** The Language Centre provides a wide array of sessions on various aspects of academic English skills, including essay writing, exams and dissertations as well as subject specialist language support. See [lse.ac.uk/Depts/language/english.htm](http://lse.ac.uk/Depts/language/english.htm) for full details.

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## Appendix 3: Incident Report Form for recording of incidents

There are two different ways of reporting an incident involving a student who is a cause for concern. Staff in Residences report incidents through Hallpad; all other staff use the Incident Report Form A.

The form is available for download (PDF and Word versions) under “Worried about someone” at [lse.ac.uk/counselling](http://lse.ac.uk/counselling), or can be requested from the Student Wellbeing Service.

Once completed please send Form A to the Head of Student Wellbeing; when using Hallpad Incident Reports, ensure you select the Head of Residential and Head of Student Wellbeing under “staff to be notified”. In an urgent situation, please check by email or phone to make sure this has been received.

The information gathered can form a basis for further risk assessment for the student concerned, will help services decide how to prioritise support for the student, and may alert support services to a potential crisis situation.

In urgent cases you should phone or email the Disability and Wellbeing Service or Student Counselling Service (see Appendix 2 for contact details), rather than delay passing on information by spending too long completing an Incident Report Form.

**Note:** Level 1 incidents do not need to be formally reported, but you may wish to use the form to keep a brief, factual personal record which you can refer to later. Fill out as much of the information requested as possible. Ensure that you record only facts.





## Incident Report Form A (for staff outside of Residences only; Staff in residences report via Hallpad)

**Note:** This form is available to download at [lse.ac.uk/counselling](https://lse.ac.uk/counselling) (under "Worried about someone")

Student name:	Student ID number:
Student email:	Student's programme of study:
Student's current living address: <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>	
Date, time and place of the incident: <div style="border-bottom: 1px solid black; height: 30px;"></div>	
Date and time referred to Student Wellbeing Service/Residential Services/SSC: Referred to: Rachael Elliot/Adam Sandelson/Paul Glynn/Sarah Slater/Stef Hackney/Hannah Bannister:	
Name of person making this report:	Date of this report:
Who else has been informed about or is aware of the incident (including students if known)?: <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>	
Brief details of the incident (what happened, who was involved, how you heard about the incident, other relevant information): <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>	
Have you sought consent from the person concerned to disclose this information to other concerned parties in the School? Yes <input type="checkbox"/> No <input type="checkbox"/> Further details: <div style="border-bottom: 1px solid black; width: 600px;"></div>	
Has the incident been reported to School security? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Has the incident been reported to external emergency services? No <input type="checkbox"/> Police <input type="checkbox"/> Ambulance <input type="checkbox"/> Fire <input type="checkbox"/> Other: <div style="border-bottom: 1px solid black; width: 150px;"></div>	
<b>For use by MHA only</b>	
Signed: <div style="border-bottom: 1px solid black; width: 400px;"></div>	Debriefing date(s): <div style="border-bottom: 1px solid black; width: 50px;"></div> / <div style="border-bottom: 1px solid black; width: 50px;"></div> / <div style="border-bottom: 1px solid black; width: 50px;"></div>
Date/time report received: <div style="border-bottom: 1px solid black; width: 180px;"></div>	Other staff alerted: <div style="border-bottom: 1px solid black; width: 320px;"></div>
Seriousness of incident: <div style="border-bottom: 1px solid black; width: 650px;"></div>	
Circle category: <b>A</b> <b>B</b> <b>C</b> <b>D</b> <b>E</b>	
<b>Category A:</b> Untoward incident involving a student (this is any incident that raises a cause for concern)	
<b>Category B:</b> Act of harm to self and/or others	
<b>Category C:</b> Deliberate self-harm with intentions of suicide but no immediate risk noted	
<b>Category D:</b> Deliberate self-harm with clear or immediate risk of suicide	
<b>Category E:</b> Death by deliberate self-harm including suicide	

**Once completed, please return this form to the Head of Student Wellbeing.**

**In urgent cases phone or email the Head of Student Wellbeing or Disability and Wellbeing Service/ Student Counselling Service without delay – see Appendix 2 for contact details.**







## Appendix 4: Categories of difficulties

### Psychological and emotional difficulties

These are common among students, and include mild anxiety and depression, an inability to concentrate or produce academic work, acute exam stress, panic attacks, drug and alcohol problems, psycho-somatic symptoms, suicidal ideation, eating disorders, and effects of separation and temporary migration.

These difficulties may be evident directly, or through some of the following behaviours: absenteeism, lateness, self-neglect, poor overall academic performance, behavioural changes, insomnia, recurrent nightmares, agitation, irritability, lack of motivation, feelings of isolation, social withdrawal, obsessive attitudes towards work, perfectionism or unrealistic pre-occupations with failure.

### Psychiatric illness

This includes students with an established diagnosis who may be under the care of a psychiatrist. In some students mental health difficulties or psychiatric illness begins at university. Psychiatric illnesses include psychoses (which includes schizophrenia<sup>2</sup>), bipolar-affective disorder, severe personality disorder, severe depression and severe anxiety disorders like obsessive compulsive disorder, social phobia and body image disorder. There are considerable variances in the symptoms of mental illness across individuals and different cultures. A complicating factor is that people may not be aware that they are ill, or be aware of the effect of their illness on other people.

Signs to look out for: inappropriate or bizarre behaviours, poor self-care, restlessness, confusion, a distorted sense of time, place or person, suspiciousness, hostility, a sense of being out of touch with what is real, social withdrawal, hearing voices and possibly a lack of insight.

### Personality problems

These are often the most difficult to define or categorise, but involve bizarre, threatening, obsessional or anti-social behaviours, which disturb or disrupt other students and staff.

Signs may include: ignoring usual rules or procedures, being unduly suspicious, lacking personal or social boundaries, having difficulties with social relationships, having unusual anger outbursts, poor concentration and academic performance, poor memory or unusual hostility.

A mental health difficulty as well as medication can affect a student's behaviour. It is best not to generalise about a student on the basis of either their diagnosis or treatment.

Further advice can be sought via the Disability and Wellbeing Service or Student Counselling Service.



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<sup>2</sup>Schizophrenia is a very broad psychiatric diagnosis and its proper meaning does not include having a "split personality".

## Appendix 5: Guidance on handling situations where an individual is exhibiting aggressive behaviour, or is considered likely to be aggressive

This guidance tells you what you can do with personal information relating to students whom you suspect could be capable of violence.

### **I have reason to suspect that student x may commit a violent act. Will there be any legal comeback against me if I tell the School my suspicions about x?**

While it depends on how you report your suspicion, you do have a duty to report suspicious behaviour under Health and Safety rules which means that sometimes you will have to pass on confidential information (see below). To avoid any legal risks to yourself or the School, you should be as factual as possible.

The Incident Report Form (Appendix 3) and Hallpad can be used in the event of a student being verbally or physically abusive towards a member of staff. This is a good guide to how to note down an incident, in which you should avoid opinion and stick to the facts. However, the form should be used only in the event of an actual incident, not to register suspicions.

Not all incidents that lead to you suspecting a student will be as clear as verbal abuse or a physical attack. This does not mean you can't report incidents that worry you. You still need to stick to the facts, but these can include how the incident made you feel. A statement like "I felt uncomfortable when student x did action y" is still factual because you are saying what you felt, whereas "student x gave me the creeps" or "student x looked dodgy" are too subjective and wouldn't stand up as evidence. Reports should be sent either to the Head of Student Wellbeing (Incident Report Form A), or to the Head of Residential Life (Incident Report Form B). Where necessary contact may be made with the Head of Security.

### **Will there be any legal comeback if I *don't* report my suspicions?**

The School has a duty to ensure the health and safety of its staff and students. This extends to individual staff, who have a duty to forward information about potential risks, which includes any student who does something to worry you. Sometimes a picture about a student will be built up by reports of a number of separate incidents, so it is worth reporting any incident which worries you – as long as you keep the report factual.

Under the Prevent duty, the School has a legal obligation to share information with certain external parties if we have good reasons to suspect that a student is vulnerable to radicalisation. See Appendix 9.

### **If I tell the School my suspicions about student x, what will the School do with the information I give? Will it make the information more widely available to the School community?**

Information about a student will be circulated amongst the staff who need to see it. This may be any or all of the following: Head of Security, Head of Residential Life, Head of Student Services, Head of Student Wellbeing, Student Counselling Service, Disability and Wellbeing Service, St Philips Medical Centre and LSE Prevent Group. Reports submitted to the Head of Student Wellbeing will be kept on file (but not as part of the student's official School record). They will identify which staff need to know what information. Different levels of information could be circulated to different staff: for example, more detailed and confidential information could be circulated amongst the Disability and Wellbeing Service and the Student Counselling Service, while more basic information may be shared with the Student Service Centre's Advice and Reception Team or the academic departments, if the student is a real and present threat to safety. It could also be given to the police, should they be called in to investigate the student at any point or should the School decide that it must report the student to our local Channel panel (see Appendix 9) for an initial assessment of their vulnerability to radicalisation. It is unlikely to be circulated further than this, though it could end up being presented in a court room.

### **If the School shares the information more widely, does student x have the right under the Data Protection Act (DPA) to demand to see the School's complete record of what has been shared? Can steps be taken to conceal my identity as the discloser?**

A student retains the right to make a subject access request under the DPA and see all information about them. However, we would inform you if such a request was received and you would be given the chance to object to the information being released. You can object entirely, or, if it is possible, we could anonymise the information to hide your identity before release. While we do have to consider the rights of the individual, your right to confidentiality is also important and would be fully considered.

There are exemptions relating to health, including mental health, when releasing personal information to the subject of that information. Depending on the case, we may decide not to release, though this could be overturned by the Information Commissioner's Office or the courts.

Should a case end up in court regarding the student, you might have to give evidence. A factual report will be easier to rely on.

## Appendix 6: Student drugs and alcohol policy and procedure

### Student drugs and alcohol policy

#### 1 Student drugs and alcohol policy statement

- 1.1 The School will not condone the possession or supply of illegal drugs and is opposed to the excessive consumption of alcohol.
- 1.2 The School will seek to provide information in order to encourage those with an alcohol or drugs problem to seek support and help, and in order to encourage responsible use of alcohol.
- 1.3 The School will seek to provide guidance for members of staff on how to deal with incidents within the School involving drug use and the excessive consumption of alcohol.

#### 2 The legal context concerning illegal drugs

##### 2.1 The legal framework

- 2.1.1 The use and supply of illegal drugs is a criminal offence in the United Kingdom. The Misuse of Drugs Act 1971 is intended to prevent the non-medicinal use of medicinal drugs as well as drugs with no current medicinal uses.

Drugs are categorised from Class A to Class C (with the last carrying the lowest penalties). Illegal drugs, for the purpose of the School's Student Drugs and Alcohol Policy and Procedure, are defined in keeping with the categories detailed within the Misuse of Drugs Act 1971.

##### 2.2 The school's legal responsibility

- 2.2.1 Under the Misuse of Drugs Act, 1971, it is an offence for the occupier of premises or persons concerned in the management of premises to allow the supply, use, or production of drugs to take place on those premises. In addition the School has a legal responsibility to provide a safe and healthy environment for students, staff and visitors.

#### 3 Disciplinary action

- 3.1 The School will take appropriate disciplinary action in the case of the use, possession or supply of illegal drugs, and also in the case of unacceptable behaviour arising from excessive consumption of alcohol. This may range from a verbal reprimand to expulsion from the School and/or Hall of Residence.

#### 4 Welfare and support for students

- 4.1 Details of support services where students can get confidential advice if they have an alcohol – or drug- related problem, or are seeking information, are displayed in key areas around the School, and published on the LSE web pages.

*This policy was agreed by Council on 25 June 2002*

### Student drugs and alcohol procedure

#### 1 Purpose of procedure

The purpose of this procedure is to provide general guidelines for School students and staff regarding action to be taken when dealing with a drug or alcohol related incident.

#### 2 Dealing with drug and alcohol related incidents

It is recognised that there is a broad range of possible drug and alcohol related incidents, which vary according to, among other things, the nature of the evidence of use/ misuse and according to the nature of the substance used/ abused. The School's aim is to deal with all such incidents in a way that balances its legal, health and safety, welfare, educational and confidentiality responsibilities.

#### 3 Different types of drug and alcohol related incidents

- 3.1 There are four broad types of drug and alcohol related incidents, as follows:

##### 3.1.1 Emergency intoxication/influence:

where intoxication/influence involves a perceived threat to the health, well being and/or safety of the individual(s) involved and others.

##### 3.1.2 Non-emergency intoxication/influence:

where no immediate danger is apparent.

**3.1.3 Discovery:** where an individual finds a student in possession of, or using what is thought to be, an illegal drug or drug-related paraphernalia (eg, syringe).

**3.1.4 Disclosure, suspicion or rumour:** where an allegation is made by a third party that a student is misusing drugs and/or alcohol, where this allegation may be substantiated by evidence.

**3.2** The School recognises the legal distinction between alcohol and other drugs, and so would not normally take disciplinary or other actions for excessive use of alcohol unless there was evidence that this was causing harm to the individual, to their studies, or resulting in unacceptable behaviour towards other people or School buildings and facilities. The School expects those in positions of authority to promote a responsible attitude among students regarding the consumption of alcohol.

#### 4 Key stages for dealing with a drug or alcohol related incident

Each case will be handled differently, and may involve different personnel, but all will involve three key stages:

##### 4.1 Stage 1: Assessment of incident and immediate action

A "front-line" person will make an initial assessment of the situation, and take any necessary immediate action, followed by referring the incident to the person responsible for that School building (eg, the Head of Security for main School Buildings; the warden for Halls of Residence). This action may involve, as appropriate, confiscation of drugs/suspicious substances, contacting the police and ambulance services, and collecting of witness statements.

##### 4.2 Stage 2: Referral

The responsible person will liaise with key individuals inside and outside the School (the Pro-Director and, as necessary, the Head of Residential Life, the LSE Health Service, SU Community and Welfare Officer, and the local police station). The appropriate welfare referrals will be enacted and disciplinary procedures commenced where deemed necessary under the *Code of Conduct for Disciplinary Proceedings in Halls* or the *Disciplinary regulations for students*.

##### 4.3 Stage 3: Recording

After the issue has been resolved, the general information about the case (stripped of any information that might identify the student involved), will be passed onto the House Manager for collation. The collated information will be used to determine the level of drug misuse in the School, and to inform directions in School Policy concerning student and staff information and training needs.

#### 5 Sanctions

**5.1** Each case will be considered on its own merits, and the sanctions applied via the *Code of Conduct for Disciplinary Proceedings in Halls of Residence* or the *Disciplinary regulations for students*, will vary. There are two broad sets of disciplinary sanctions that may apply, to a student who has committed an offence:

##### 5.1.1 Legal

The School's buildings, including Halls of Residence and the Sports Grounds, are all governed by the legal framework regarding drugs.

##### 5.1.2 School

Any discovery of drug usage could result in suspension or expulsion from the School (following the *Disciplinary regulations for students*), and/or expulsion from a Hall of Residence (following the *Code of Conduct for Disciplinary Proceedings in Halls of Residence*).

**5.2** Sanctions against offenders may range from monetary fines for more minor offences, to suspension from the School and/or Hall of Residence, and legal action, for more major offences.

#### 6 Appeals

**6.1** Students have the right to appeal against any disciplinary sanction applied to them. The appeals procedure differs according to the regulations under which the sanctions are applied. For sanctions applied as a result of offences in Halls of Residence, the procedure is specified in the *Code of Conduct for Disciplinary Proceedings in Halls of Residence*, and for other offences the procedure is specified in the *Disciplinary regulations for students*.

*This procedure was agreed by Council on 25 June 2002*

## Appendix 7: Guidance on forced marriage

Staff in the School may occasionally be consulted by individuals who are either victims of forced marriage, or who may fear that they are going to be forced into marriage at some time in the future. This sheet aims to give staff brief information, indicate key points of contact in the School, highlight the issue of student confidentiality and provide a list of external contacts and links, for staff who may encounter students concerned about forced marriage.

### What is forced marriage?

Forced marriage is primarily, but not exclusively, an issue of violence against women. Forced marriage should be regarded as a form of domestic abuse and, under the age of 18, child abuse. Most cases involve young women and girls aged between ten and thirty, although victims of forced marriage can also be men.

A clear distinction must be made between a **forced marriage** and an **arranged marriage**. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the young people. In forced marriage, one or both partners do not consent to the marriage and some form of coercion, whether physical, emotional or a combination of both is used.

Staff may become aware that a student might be a victim of forced marriage from the victim, the spouse, a friend or an acquaintance. The family of the victim's spouse can also be abusive. The victim may therefore present to a member of staff with direct signs of physical or psychological abuse that has been perpetrated by others. The victim may also present with psychological or emotional problems, such as depression or self-harm. Isolation is one of the biggest problems facing women trapped in, or under threat of, a forced marriage. They may feel they have no one to speak to about their situation. These may result either from being in a forced marriage, or from fear of an impending forced marriage. Non-consensual sex within marriage is rape, and staff may also be consulted by individuals who disclose circumstances of forced intercourse, sexual assault or rape.

Whilst it is important to have an understanding of the motives that drive parents to force their children to marry, these motives should not be accepted as justification for denying them the right to choose a marriage partner and enter freely into marriage. Forced marriage should be recognised as a **human rights abuse**.

Victims of forced marriage are a particularly vulnerable group whose needs must be addressed with particular sensitivity and urgency. If needed, please reassure students that the School will seek to provide as much support as possible and help with issues of seeking immediate accommodation, short and long-term financial help, protection of the student's anonymity, personal security and counselling.

### Who in the School can offer support?

First points of contact

- Head of Student Services, Hannah Bannister: **[h.r.bannister@lse.ac.uk](mailto:h.r.bannister@lse.ac.uk)**, ext 7457.
- Deputy Advice Manager, Student Services Centre, Nicola Morgan: **[n.m@morgan@lse.ac.uk](mailto:n.m@morgan@lse.ac.uk)**, ext 7849.
- Head of Student Wellbeing, Adam Sandelson: **[a.sandelson@lse.ac.uk](mailto:a.sandelson@lse.ac.uk)**, ext 3627.
- Dean of Graduate Studies, Dr Sunil Kumar: **[pg.dean@lse.ac.uk](mailto:pg.dean@lse.ac.uk)**, ext 6195.
- Dean of the General Course, Mark Hoffman: **[gc.dean@lse.ac.uk](mailto:gc.dean@lse.ac.uk)**, ext 5197.
- Adviser to Male Students, Dr Jonathan Hopkin: **[j.r.hopkin@lse.ac.uk](mailto:j.r.hopkin@lse.ac.uk)**, ext 7358.

Other useful contacts in the School

- Head of Security, Paul Thornbury: **[p.c.thornbury@lse.ac.uk](mailto:p.c.thornbury@lse.ac.uk)**, ext 6055. Head of Security can advise students on their safety and facilitate referral to appropriate police department.
- Student Counselling Service: **[student.counselling@lse.ac.uk](mailto:student.counselling@lse.ac.uk)**, ext 3627
- Disability and Wellbeing Service: **[disability-dyslexia@lse.ac.uk](mailto:disability-dyslexia@lse.ac.uk)**, ext 7767.
- Equality and Diversity Manager, Carolyn Solomon-Pryce: **[c.solomon-pryce@lse.ac.uk](mailto:c.solomon-pryce@lse.ac.uk)**, ext 6621
- Head of Residential Life, Rachael Elliott: **[r.elliott@lse.ac.uk](mailto:r.elliott@lse.ac.uk)**, ext 1153.
- Wardens and/or sub-wardens in School Halls of Residence (where relevant).

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## Student confidentiality

Victims, or potential victims, of forced marriages who disclose their circumstances are potentially exposing themselves to serious harm and even death. As such, it is absolutely essential that the highest possible respect for confidentiality is maintained. In many cases, students may ask you to keep the matter confidential, or implicitly expect confidentiality, on the basis of trust. Where this occurs, you may need to explain to the student that there are some things you will need to disclose to others, and ideally seek their consent to do so. What is important is that a student's private business should be treated with discretion, that any information passed is on a "need to know" basis, and that any written/electronic records are kept appropriately, with due regard to the Data Protection Act.

Where an individual consents to the disclosure, there is less likely to be a problem, although **the consequences of disclosure must be carefully thought through**. Disclosure without consent requires a careful weighing of factors, including the risk to the individual and third parties, the extent to which a disclosure can lessen the relevant risks, and the impact of disclosure on trust. It is vitally important that students are involved in all stages of the decision-making process and that they retain as much control as possible over disclosures of information.

If in any doubt, talk to someone else about your concerns, rather than keeping them to yourself. This can easily be done on a "no names" basis. Seek advice from staff with professional training and/or from more experienced colleagues (eg, Student Service Centre, Adviser to Women Students, Adviser to Male Students). Whilst communication with appropriate colleagues within the School is important, the Data Protection Act prohibits staff from the disclosure of any information about registered students to third parties (**including parents and sponsors**). There are a few specific exceptions – primarily statutory authorities (please refer to "Disclosure to third parties" in Data Protection).

For further guidance you may also wish to refer to the LSE Student Counselling Service Confidentiality Policy: [lse.ac.uk/counselling/Documents/ConfidentialityPolicy.pdf](https://lse.ac.uk/counselling/Documents/ConfidentialityPolicy.pdf)

## Useful external contacts and links

### Emergency contacts

In case of an emergency, please use one of the following numbers:

Police: 999

Forced Marriage Unit: 020 7008 0151

**Forced Marriage Unit**  
[gov.uk/forcedmarriage/](https://gov.uk/forcedmarriage/)

**Karma Nirvana**  
[karmanirvana.org.uk](https://karmanirvana.org.uk)

### Southall Black Sisters

Southall Black Sisters is a not-for-profit organisation established to meet the needs of black (Asian and African-Caribbean) women. It provides information, advice, advocacy, practical help, counselling and support to women and children experiencing domestic and sexual abuse (including forced marriage and "honour" crimes).  
[southallblacksisters.org.uk](https://southallblacksisters.org.uk)

### Forced Marriage

This website provides advice, information and essential contacts to help people out of a forced marriage.  
[www.forcedmarriage.net/](https://www.forcedmarriage.net/)

### Ashiana

Ashiana is an Asian women's refuge, located in South Yorkshire, available to all UK residents.  
[www.ashianahelp.org.uk](https://www.ashianahelp.org.uk)

### National Domestic Abuse Helpline

Women and children: 0808 2000 247  
Men's advice line: 0808 801 0327

### Women's Aid

Women's Aid is the national domestic abuse charity that helps thousands of women and children every year.  
[womensaid.org.uk](https://womensaid.org.uk)

### Ask the Police

[www.askthe.police.uk/Content/Default.mth](https://www.askthe.police.uk/Content/Default.mth)

### The Site

This website puts you in direct contact with expert advisers on forced marriage.  
[thesite.org/homelawandmoney/law/victims/forcedmarriages](https://thesite.org/homelawandmoney/law/victims/forcedmarriages)

## Appendix 8: Procedure to follow when the death of a current or recent taught student is reported

Lead Person: SSC Deputy Advice Manager

Team Responsible: SSC Advice Team

### 1 Report of death

This can be relayed to the SSC by a variety of means, and the SSC Deputy Advice Manager will verify the source of any report.

The Deputy Advice Manager should ask whoever reported the death (diplomatically) for details of what happened. If it is sudden death that relates to self-harm and/or took place on the LSE campus or in Halls, they should also inform the Head of Student Wellbeing. The Advice Manager should check on the web for reports of the death and make a note of by whom and when it was reported. Extreme caution should be used if the report comes from a private (eg, hotmail/gmail) address.

If a student or staff member reports the death, they should be offered support and reminded of the support services available and a priority appointment made with a counsellor if required. Halls wardens can also be informed of the need for extra support if the student making the report is in Halls.

The Deputy Advice Manager should try and find out how many other students are already aware of the death to ascertain how urgent the need for support to friends is likely to be.

### 2 Informing relevant parties

There are a variety of people who need to be informed about a student's death.

#### (a) Department

The Deputy Advice Manager will contact the following staff in the student's department by telephone in the first instance, bearing in mind that the department may know the student well and be upset by the news:

Academic Adviser

Departmental Tutor (if UG/GC) or

Programme Director (if PG)

Departmental Manager

The department will be given full details of all the information that the Deputy Advice Manager has, except in cases of suspected suicide, at which point advice will be sought from the Head of Student Wellbeing.

The department will be asked to liaise with the Head of LSE's Student Counselling Service for advice about how and when to inform students within their department who may have known the deceased. The department is also asked to confirm to the Director's assistant and to the Deputy Advice Manager what action they have taken and to provide copies of any letters etc which they send to the family.

#### (b) Support Services

The Deputy Advice Manager will also inform:

- Head of Student Counselling Service
- LSE Chaplain and Interfaith Adviser
- Head and Deputy Head of Student Services Centre
- Academic Registrar
- Head of Student Wellbeing
- Head of St Philip's Medical Centre
- Manager of the Financial Support Office
- Manager of the UG, PG, SRO Offices
- LSE Advancement.

giving full details of the case and marking the email confidential, explaining that they may need to anticipate extra student usage of support services in the light of this news.

#### (c) Administration

The Deputy Advice Manager will contact the Deputy Registry Manager to ask that we close the student's record, ensuring that all school databases are updated accordingly, and asking them to stop all future mail outs and alumni contacts. If the student is due to graduate we may choose to leave the record open to allow for classification (see annex below about presentation ceremonies). An entry should also be added to the SPR notes field in SITS noting the date on which the record was closed and the reason. The Registry will also be asked to pass the student's green file to the Deputy Advice Manager once the record is closed.

#### (d) Director's office

The Deputy Advice Manager will pass the student's green file to the Director's assistant with all relevant correspondence. The Director will then decide whether to write to the student's family on behalf of LSE.

The file is then returned to the Registry with copies of all correspondence.

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## Appendix 9: The Prevent duty

Prevent is one of the four strands of the government’s “CONTEST” counter-terrorism strategy; the other strands are Pursue, Protect and Prepare.

Prevent aims to prevent people being drawn into terrorism, by identifying the early, non-criminal signs of “radicalisation” in individuals and helping them to avoid moving into active support for or commission of terrorism.

CONTEST has been around for a number of years, and universities have been urged to cooperate with the Prevent programme from the start. However, only with the passage of the Counter-Terrorism and Security Act 2015 and the subsequent entry into force of statutory guidance on 18 September 2015 has cooperation with Prevent become a legal duty on universities.

As it applies to LSE, the Prevent duty is primarily about setting in place policies, systems and procedures. The purposes of these are:

- to identify, as far as can reasonably be expected, individuals in our community who may be at risk of radicalisation;
- to help any individuals so identified to avoid moving into terrorism-related criminality, if necessary by referring them to external sources of help;
- to ensure as far as reasonably possible that activities on campus or under LSE auspices, such as events with external speakers, do not encourage vulnerable individuals towards terrorism; and
- to report periodically to HEFCE on our policies, systems and procedures as well as on specific incidents or concerns that may arise.

There are many misconceptions about Prevent. What it is not may be as important as what it is:

- Prevent is not aimed at Muslims. It is aimed at terrorism of all sorts. Of 2015 referrals to the “Channel” deradicalisation programme in the West Midlands (the only region where figures are available), only 37% were identified as Muslim. In some regions, right-wing terrorism is more of a concern than Islamist terrorism.
- The Prevent duty does not take precedence over our existing legal duties, such as to protect freedom of speech within the law. It sits alongside.
- The Prevent duty does not change in any way the definition of legal free speech or behaviour.

- Prevent does not require intrusive monitoring of our students.
- Prevent is not aimed at curbing “extremism” as such – only violent extremism that can lead to terrorism.

The final point above is particularly important. The Home Secretary has long aspired to place curbs on “extremism” using a contentiously broad definition. But at the time of writing in April 2016, there is still no sign of her long-awaited Extremism Bill. Just as her aspirations for the Counter-Terrorism and Security Act were substantially modified by other voices within the Coalition government and the House of Lords, so even now it appears that it has not been possible so far for the government to agree on how extremism beyond the terrorism-related sort should be addressed.

The Prevent duty does not apply directly to students’ unions, although they are encouraged to cooperate with host institutions. The LSESU resolved in January 2015 “That LSESU and the student officers will not engage with the Prevent strategy and cut any links it indirectly has with the programme via the university”. However, we continue to keep the LSESU informed of all Prevent-related work of the School.

The School established a Prevent Group early in 2015. The Group is addressing the new legal duty. Almost all relevant policies and procedures, including those on events, free speech and student wellbeing (the latter including the document to which this text is an appendix), are either already robust in Prevent terms or have been made so with relatively minor changes.

In the context of student wellbeing, there are two essential points:

- The Prevent duty is designed to identify and help individuals to avoid becoming drawn into committing or supporting terrorist acts (in other words, being radicalised). It is therefore a form of safeguarding.
- Under the Prevent duty, the School has a legal obligation to report into what is called the Channel process any student who we have good reason to believe may be vulnerable to radicalisation. The Channel process includes local contacts from the police, local authorities, NHS and others. However, we have robust internal processes to ensure that this will only be done in cases of serious and well-founded concern, and the explicit approval of the LSE Director will be required in every case.

Full guidance on the Prevent duty and what it means for LSE can be found on the internal website at <http://www.lse.ac.uk/intranet/LSEServices/governanceLegalAndPolicy/Prevent-at-LSE/Prevent-at-LSE-homepage.aspx>

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## Peer Support at LSE

Peer Support is a successful programme for supporting students which has been introduced and run at many universities in the UK and USA. The idea behind the programme is that a Peer Supporter, who is trained in listening and responding skills, can be approached by another student to talk about any worries, concerns or difficulties the student may be having. Peer Supporters are not counsellors but are available to offer fellow students a valuable level of support and, if necessary, further information about where additional support at the School can be accessed.

Peer Support has now trained five groups of students at LSE, the most recent being 16 first and second year undergraduates, as well as several Masters and PhD students, who all completed their training in June 2015 and will be LSE's 2015/16 Peer Supporters. These students followed a 30-hour training programme from the LSE Student Counselling Service in listening, questioning and responding skills designed to enable them to help their peers find their own solutions. In addition to the initial training, Peer Supporters receive more training during the year and attend fortnightly supervision meetings also run by LSE Student Counselling Service, which monitor the quality of their work and ensure that safe boundaries are maintained throughout the project.

We plan to have Peer Supporters attached to many halls of residences, including Bankside, Butler's Wharf, Grosvenor House, Northumberland House, Passfield Hall, Rosebery Avenue and Westminster Bridge, where they will organize promotional

events, regular "drop in" times, etc. Peer supporters are involved in numerous campus-based and LSE-wide events. They are available to all LSE students, regardless of their year of study, degree programme or accommodation arrangements.

### Contact details

More information about the project, including profiles of the Peer Supporters and where they are based:

[lse.ac.uk/peersupport](http://lse.ac.uk/peersupport)

General email (for contacting Peer Supporters):

[tlc.peer.support@lse.ac.uk](mailto:tlc.peer.support@lse.ac.uk)

LSE Student Counselling Service email (for general information about the project): [student.counselling@lse.ac.uk](mailto:student.counselling@lse.ac.uk)





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[lse.ac.uk/studentwellbeing](http://lse.ac.uk/studentwellbeing)

This information can be made available in other formats, on request. Please contact:

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Tel: +44 (0)20 7852 3627 or email: [student.wellbeing@lse.ac.uk](mailto:student.wellbeing@lse.ac.uk)

This document was agreed by Student Affairs Committee (Paper 07/10) in January 2008.

This document also contains appendices previously agreed by other School committees.

For further details contact LSE Student Wellbeing Service.

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Freedom of thought and expression is essential to the pursuit, advancement and dissemination of knowledge. LSE seeks to ensure that intellectual freedom and freedom of expression within the law is secured for all our members and those we invite to the School.



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