COU15D024

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Issue

At the last meeting, Council was advised that the University now has a statutory duty under the Counter Terrorism and Security Act 2015 to "have due regard to the need to prevent people from being drawn into terrorism", and that the statutory guidance "Prevent" had been issued.

HEFCE has been appointed as the monitoring body and is likely to require an initial assessment of the preparedness of the University in the near future. The purpose of this report is to update Council on the steps that have been taken to ensure that the University can discharge its obligations under this statutory guidance.

Recommendation

Council is invited to note/comment on this initial self assessment. It continues as work in progress.

Resource Implications

The Vice-Chancellor has approved modest additional resources to strengthen in the area of training and the Chaplaincy team.

Risk Implications

Self-evidently, compliance with the Prevent strategy is a statutory obligation for the University. If it does not do so HEFCE, as the regulator, has the option to report to BIS and the Home Secretary can issue directions, albeit this power will only be used when other options have been exhausted.

There is a risk to students and staff if the approach itself is not sufficiently effective.

Equality and Diversity

There is opposition nationally from staff and student unions to the Prevent strategy and their objections include a perceived threat to academic freedom and freedom of speech, that the guidance will be used to stifle campus activism, it will turn lecturers into spies on learners and that it is discriminatory towards Muslims and legitimises xenophobia and racism.

It is not thought that the above concerns are well placed, certainly within the liberal and inclusive culture which we believe exists in this University. The objectives of the Prevent strategy are essentially to safeguard staff and students from potential consequences of radicalisation leading to terrorism both for those who are radicalised and those they engage with. We believe that such an objective is supported in the University community and if we avoid clumsy implementation there should be no concern for Equality and Diversity.

Timing of decisions

HEFCE is expected to require a preliminary self-assessment report in December 2015/January 2016.

Further Information

Further information is available from the Registrar and Secretary, Mr Brian Summers, tel. 01603 592208, email b.summers@uea.ac.uk. The guidance document for HE can be found at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445916/Prevent_Duty_Guidance_For_Higher_Education__England__Wales_.pdf

Previous Council references: Council 12 March 2015 (COU15D006) and Minute 10 (COU15M002)

Discussion

HEFCE is expected to request a self assessment using the following ratings:

1. The five-point scale proposed for the self-assessment report is:

   A Policies and processes have been documented. They have been reviewed, updated, approved in last three months, and are active. They fully satisfy the Government's 'Prevent' duty guidance.

   B Policies and processes have been documented. They have been reviewed, updated, approved in the last year, and active. They may satisfy the Government's 'Prevent' duty guidance.

   C Policies and processes have been documented, but need to be reviewed against the Government's 'Prevent' duty guidance.

   D Policies and processes have been drafted, but not yet approved.

   E Policies and processes have not been prepared yet.

Institutions that have assessed themselves to be C, D or E will need to indicate a timescale by when they will reach level A.

The Assessment is likely to be under the following headings.

Senior Management and governance oversight and engagement with Prevent partners. Assessment A

The Council of the University has stated its commitment to delivering on the Prevent duty. ET will take overall responsibility, advised by a small Prevent Implementation Committee chaired by the Registrar & Secretary.

Membership of the Implementation Committee is likely to be:

Registrar & Secretary
Head of Campus Support
Dean of Students
Director of Information Services
Chief Executive of the Student Union or Student Union Sabbatical Officer
Prevent Regional Further and Higher Education Coordinator

The Dean of Students chairs the UEA Students' Safety Group which includes representatives from Norfolk Constabulary and from Norwich City Council amongst others.
The Head of Campus Support and the Dean of Students maintain routine contact with the Police Authorities and the Prevent Regional Coordinator.

The Head of Campus Support is linked in to other UK HEIs through the Association of University Chief Security Officers (AUCSA) and the Dean of Students through the Association of Managers of Student Services in Higher Education (AMOSSHE).

Prevent Risk Assessment
Assessment A

Overall the risk to UEA is considered to be low. This is not something that is capable of quantification but it is a judgement based on the fact that radicalisation has not had a high profile or been considered a significant risk over many years, and reflects the positioning of the University in a small conurbation in a largely rural area. It would seem to be the case that universities in large cities are more vulnerable, the sheer size of the surrounding population and its diversity making it more likely that small numbers who might promote extremism will be represented and could go unnoticed.

A more detailed risk analysis is attached.

Action plan in response to the risk assessment
Assessment A

The action plan is included as part of the risk analysis document.

Arrangements for engaging with and consulting students on the institution's plans for implementation of the Prevent duty
Assessment A

The Students Union is being consulted on the review and updating of our policies in the light of the Prevent duty and are invited to join the Implementation Group.

Staff Training Plan
Assessment A

The groups identified to training are:

- key staff in the Dean of Students office (including Resident Tutors in halls of residence)
- Student Advisors (on-line training is available and includes Prevent training)
- security staff

Annual awareness bulletins to Advisors in particular and other staff will be sent out reminding them of the Prevent duty, and the need to report concerns and the mechanisms for so doing

Arrangements for sharing information internally and externally about vulnerable students.
Assessment A

The Student Safety Group meets monthly including representatives of the Dean of Students Office, University Security teams, Student Union, and the Norfolk Constabulary and Norwich City Council. This group can look at key trends and assess any change in the (currently low) risk status. The regular liaison between the Constabulary (including Special Branch) and the Prevent Regional Coordinator ensure a regular dialogue with external agencies.
The University's Policy for 'Responding to Students in Difficulty' is well established (and is attached) and has been reviewed and updated to reflect the Prevent guidance and to ensure that where staff may have concerns about the vulnerability of students to radicalisation there are mechanisms for these to be confidentially discussed and actions approved. Generally these will involve ownership of the issue transferring to the Dean of Students Office and the network of other agencies which are linked in.

Code of Practice for ensuring Freedom of Speech on Campus
Assessment A

The Code of Practice has been reviewed and updated (and is attached) to ensure that events and activities which may involve views being expressed which constitute extremist views and risk drawing

individuals into terrorism, are subject to established mechanisms for mitigation of risk and safeguarding of those who may be involved. The University is committed to 'err on the side of caution'.

Arrangements to protect the importance of academic freedom
Assessment A

The importance of academic freedom is established in the University Statutes and in the Code of Practice on Freedom of Speech. There are no mechanisms in place to suppress freedom of speech, unless this presents a risk as set out in the Code.

Policies and procedures for approving external speakers and events on campus
Assessment A

These are well established and are included in the Code of Practice for ensuring Freedom of Speech on campus.

Policies and procedures for approving UEA branded events taking place off campus
Assessment A

These are subject to the same policies and procedures as relate to controversial events on campus. Information on off-campus events may be less readily come by. Nonetheless the University will use all means at its disposal to ensure the same standards apply as to events on campus.

Procedures for sharing information about external speakers with other institutions
Assessment B

The University anticipates that such information will continue to be shared through the Police and Regional Prevent Coordinators.

Arrangements to ensure sufficient pastoral care and Chaplaincy support for students (including arrangements for managing prayer and faith facilities)
Assessment A

The University has a strong multi-faith Chaplaincy team already in place but has agreed resources to further strengthen this in areas where there is a less established infrastructure of support from the mainstream churches.

The Guidance on Religious Activities and Observance on Campus has been updated (and is attached) including the provisions for the management of facilities for religious observance.

Policies for the use of the institution's computer facilities (hardware, software, networks, social media), to include filtering arrangements and management of academic activities that might require access to sensitive or terrorism material
Assessment B

The University's established policies have been reviewed in light of the Prevent guidance and the blocking of sites as advised by the Prevent Regional Coordinating Team has been put in place. Access can be given to legitimate researchers on request.

The University actively monitors social media where the University is referenced.

The University anticipates subscribing to the specific Prevent-based filter which it is understood is being developed as part of the JANET web filtering. This will make the continuous review and updating of sites which should be blocked feasible. It is beyond the capacity and resources of the University to do this at a local level.

Policies for engaging with Student Unions and Societies
Assessment B

The Students Union is invited to join the University's implementation group.

The Students Union has robust policies for monitoring activities by student clubs and societies and the use of facilities to identify circumstances where there might be concerns or a conflict with the Prevent duty and draws these to the attention of the University under the terms of the Code of Practice on Freedom of Speech.

Attachments

- Risk Analysis
- Code of Practice on Freedom of Speech
- Responding to Students in Difficulty
- Religious Activities and Observance on Campus

Prevent Risk Analysis

No	Risk	Indicator	Risk Controls	Action	Prob. Score	Impact Score	Risk Score
1	**Students or staff being drawn into radicalisation or extremist activity by influences on and off campus**	a) Identified instances or incidents where radicalisation and extremism are evident of linked to personal or group activities. b) Report by students or staff. c) Information provided by Police, Local Authorities or Prevent Regional Coordinator. d) Information from other external sources. e) Press or media. f) Concern expressed for any students through the safeguarding procedure. g) Concern expressed for any staff through general raising of awareness. h) Social media activity.	• Commitment to the implementation of the Prevent Duty Guidance at the highest level • Reporting through safeguarding policy and where appropriate to partner authorities and agencies; • On-going support to individuals and groups; • Training of key groups of staff and general raising of awareness; • Effective channel capability.	Commitment to Prevent compliance by Council and the Executive Team – ***completed*** Prevent Implementation Group conducting a regular review of Prevent landscape in the University meeting triannually, reviewing relevant policies and their effective implementation and reporting to the Executive Team – ***in place*** Effective mechanisms for regular liaison with Police and Prevent Regional Co-ordinator – ***in place*** Training for: • Dean of Students' staff • Advisors (on appointment and thereafter on a 3-year cycle) • Security staff ***-in place*** • Annual awareness bulletin to advisors and through the staff bulletin to all other staff reminding them of the Prevent Duty, the need to report concerns and the mechanisms for doing so - ***first bulletin January 2016*** • Strong pastoral support through multifaith Chaplaincy – ***in place*** • The current resources providing support and leadership and	1	5	

No	Risk	Indicator	Risk Controls	Action	Prob. Score	Impact Score	Risk Score
				guidance to Islamic students to be strengthened through a new appointment – ***March 2016*** • Safeguarding policies reviewed and updated in the light of Prevent Guidance – ***completed November 2015***			
2	**Production, dissemination or access to radical, extremist or terrorism related material or internet resources**	a) Use of University IT systems and networks for production and dissemination. b) Print materials in evidence on University property. c) Use of University related or hosted social networking sites for extremist/radical or terrorism related discussion.	• IT systems can be key word/phrase monitored; • Print materials where found to be removed and reported to relevant authorities; • Social networking policy in place; • Development of information gathering and monitoring capability in IT systems in line with legal requirements and constraints and University IT security plan.		3	4	
3	**Access to University site by external influences, speakers**	a) Activities, events and meetings identified through the Code of Practice on Freedom of Speech as likely to comprise extremist views. b) Presence of unauthorised speakers on site. c) Reports by students and employees. d) Information from external sources.	• Application of Code of Practice on Freedom of Speech leading to identification of all activities, events or meetings which may lead to extremist views being expressed and risk drawing people into terrorism and these being prohibited or risk mitigated; • Regular security patrols and cctv coverage.	• Code of Practice on Freedom of Speech updated to include Prevent Guidance – ***completed November 2015*** • Prevent training for Security Staff – ***in place*** • Effective monitoring of all bookings for activities, events and meetings through a refreshed online booking system - ***2016*** • Policy for the use of all prayer facilities on campus to be reviewed in light of Prevent Guidance – ***completed October 2015*** • Use of prayer facilities monitored by the Multifaith Chaplaincy Team	1	4	

No	Risk	Indicator	Risk Controls	Action	Prob. Score	Impact Score	Risk Score
				– in place but to be strengthened in March 2016			
4	**Failure to make full and appropriate use of the opportunity for partnership working**		• Oversight by Prevent Implementation Committee and collaboration with the Police, Local Authorities, the Regional Prevent Coordinator and other agencies – ***in place.*** • Head of Campus Support point of contact linked into other UK HEIs through the Association of University Chief Security Officers (AUCSA) – ***in place*** • Single point of contact for partner organisations – ***in place, DOS***	See risk controls			

Risk Estimates

Probability: 1-5
Impact: 1-5

Green: Low Risk 1-9
Amber: Medium Risk 10-15
Red: High Risk 16-25

Code of Practice Relating to Freedom of Speech
and
Activities, Events and Meetings

1. Preamble

1.1 The Education (No.2) Act 1986 places a duty on the University to ensure that freedom of speech is secured for students, staff and visitors, and so far as is reasonably practicable that no premises of the University (including those of the Students' Union) shall be denied to any individual or body of persons on any grounds connected with:

a) the beliefs or views of that individual or body; or
b) the policies or objectives of that body.

1.2 The University values academic freedom and is committed to promoting and encouraging free debate and inquiry. It accommodates a wide range of views, even when they are unpopular, controversial or provocative. Nonetheless, the University does not regard the right to freedom of speech as unfettered and asserts its right to prohibit or to place special conditions on activities, events or meetings ("activity" or "activities") where it is appropriate to do so.

2. Activities which are subject to this Code

2.1 The activities which are subject to this Code are those which:

a) involve a proscribed organisation; or
b) are likely to give a platform for views which are unlawful or where it is likely that others will be encouraged or incited to break the law; or
c) where there may be risks to public order or to the safety of individuals or property; or
d) there are risks that views will be expressed which constitute extremist views (in opposition to fundamental values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs), and which risk drawing people into terrorism or are shared by terrorist groups.

3. Notification

3.1 It will be the responsibility of the organiser of any activity that might fall within paragraph 2.1 and is thereby subject to this Code (whether it takes place on or off campus) to draw the activity to the attention of the person authorised by the Registrar (the authorised officer*****) at least ten clear working days prior to the activity. In addition:

a) any room booking request outside of the normal procedures for time-tabling academic provision will require the organiser to assess whether the event falls within paragraph 2.1 and to always provide details of the nature of the event and any external speakers;
b) the Students' Union will operate its own arrangements for reviewing activities and bookings on University premises made by its officers, staff, clubs and societies which are consistent with the obligations set out in paragraph 1.1 and which will be reviewed and agreed annually with the University. These will include an objective determination of whether an activity falls within paragraph 2.1 (with subsequent referral to the

authorised officer) and identify the steps which could mitigate the risks identified in paragraphs 2.1c) and 2.1d).

4. Actions by the University

4.1 The University will prohibit activities that it determines fall within 2.1 a) or 2.1 b) and may prohibit activities which it determines fall within 2.1 c) or 2.1 d) where it considers that the risks cannot be fully mitigated through special conditions and in so determining, will err on the side of caution.

4.2 The University will prohibit or place special conditions upon any activity off campus that falls within 2.1 and is associated with the University, insofar as that is practicable.

4.3 The University will use such means as are available to it to give effect to this Code and to enforce any special conditions it imposes on particular activities. A breach of the Code or any prohibition or special conditions may lead to disciplinary action.

4.4 In the case of any activity identified as falling within 2.1 the authorised officer will determine who is the principal organiser of the activity and will within five clear working days of the planned time of the activity, determine whether or not the activity should be allowed to proceed or whether it should be allowed to proceed on the basis that special conditions are adhered to. It shall be the responsibility of the principal organiser to ensure that such special conditions are met.

4.5 Where ten clear working days' notice of an activity found to fall within 2.1 is not given to the authorised officer permission will normally be refused for the activity to take place.

5. Special conditions for an activity to proceed

5.1 Any special conditions set by the authorised officer will aim to minimise the risks set out in paragraph 2.1 and may include *inter alia* the requirement that:

a) a deposit is payable by the principal organiser in advance of the event;
b) the principal organiser appoints a stipulated number of named stewards, as to whose suitability the authorised officer must be satisfied, in addition to any security staff that the authorised officer may feel should be present to maintain order;
c) the wording of leaflets and notices advertising the activity is subject to approval by the authorised officer;
d) admission to the event is confined to members of the University;
e) tickets are issued by the principal organiser/authorised officer;
f) admission is confined to ticket holders;
g) nominated senior members of the University are present;
h) the activity is recorded;
i) the admission of press, television and broadcasting personnel is restricted;
j) the access and exit routes of the speaker are subject to approval by the authorised officer;
k) the authorised officer decides which room(s) are used;
l) detailed arrangements are agreed between the principal organiser and a member of staff nominated by the authorised officer;
m) there is adequate opportunity for a wide range of views to be expressed and challenged;

n) an experienced and respected individual approved by the authorised officer chairs the activity.

6. General requirements

6.1 The Chair of any activity that is a meeting has a duty so far as possible to ensure that both the audience and the speaker act in accordance with the law during the meeting. In the case of unlawful conduct, the Chair is required to give appropriate warnings and, in the case of continuing unlawfulness, to require the withdrawal or removal of persons concerned by the stewards.

6.2 The Chair of the meeting also has a duty to terminate the meeting if order cannot be maintained and to protect the safety of people, property or premises.

6.3 No article or objects likely under the circumstances to lead to injury, damage or a breach of the peace may be used as part of any activity.

6.4 Premises used for an activity must be left in clean and tidy conditions in default of which the organisers may be charged for any additional cleaning and repairs that are subsequently required. Payment in advance, or evidence of ability to meet such payment, may be required.

6.5 The University may require the organisers of an activity to bear the costs for any additional security that is required.

7. Appeals

7.1 Appeals against the rulings of the authorised officer may be made to the Vice-Chancellor whose decision shall be final.

8. Awareness

8.1 The University will draw this Code to the attention of all staff, students and the Students' Union annually.

*The "authorised officer" is currently Christine Beveridge, Head of Campus Support

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Responding to students in difficulty

A Guide for Advisers and other UEA Staff

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Introduction

There are reports from across the higher education sector of an increasing proportion of students who experience mental health difficulties or encounter problems that are serious enough to have an adverse impact on their ability to achieve their academic and personal potential. This guide has been written to provide information and guidance for Advisers and other UEA staff who in the course of their work encounter students who experience serious personal difficulties. The guide aims to:

- raise awareness of the kinds of difficulties that students may face;
- provide practical advice to help staff respond effectively and appropriately;
- identify the most appropriate sources of advice for staff and of guidance and support for students.

Student difficulties

Most of us experience difficulties of a personal or psychological nature at some time in our lives. These are usually an unpleasant but relatively normal aspect of human existence, but they can at

times become so overwhelming that they impede our functioning. For students with coursework deadlines to meet and crucial examinations to prepare for, such difficulties can have a very serious impact on their ability to sustain academic progress.

Students may experience periods of physical or mental illness, serious family problems, bereavement or the break-up of close personal relationships. There may be students who find the transition to university and separation from family and friends particularly difficult. Students can get into difficulties through their use of alcohol or recreational drugs, or they may be physically or sexually assaulted or abused, or have an unplanned pregnancy.

The intensive periods of study required to achieve an undergraduate or postgraduate qualification can create their own particular pressures and these may exacerbate other problems, or even become the problem itself. Students may become anxious about the standards of work expected from them. They may find that they do not have the appropriate study or time management skills needed to be successful at university. Some students who have previously been high achievers may put themselves under considerable pressure to try to remain at the top in a more competitive university environment.

Students can find other aspects of their university life, including their financial position, very stressful. Students may be forced to take on part time work to help fund their course or living costs, and struggle to manage the competing demands of a job and academic assessment deadlines.

While the challenges of university life can affect any student, sector-wide research has demonstrated increased concern and higher stress levels amongst particular student groups. For example, international students may feel heightened pressure to succeed in order to fulfil family expectations. Analysis of NSS results has shown that those from ethnic minorities, mature students and those with disabilities, specific learning difficulties and mental illness tend to report below average levels of satisfaction with their HE experience (HEFCE 2014). The dominant UK campus drinking culture can also make it difficult for those who don't drink alcohol or drink in moderation to make friends and feel that they fit into the HE environment (Grant 2004).

A small but significant proportion of students have diagnosed mental illnesses or chronic or persistent psychological health problems, such as depression and anxiety. While some students are well aware of their difficulties and are receiving ongoing support and/or treatment, for others, the problem may not yet be recognised, diagnosed and treated, or an earlier problem may have reoccurred.

Finally, while UEA may be a low risk institution, students (and other young people) can potentially be drawn into radicalisation during their time at university. We now have a statutory duty to take account of this risk in our policies for helping students facing particular Issues.

The pastoral role of university staff

Most students thrive and make good progress despite the stresses and strains of their university experiences and personal lives. However, high levels of stress and anxiety can be very debilitating or may exacerbate pre-existing health or other difficulties. When students' problems block effective learning or impact on their ability to function normally, action may need to be taken by those who are in regular contact with them. Universities and their employees do not have an in loco parentis role in relation to students, but they do have an important duty of care. Key elements in the discharge of this duty of care are UEA's central student services and the School-based student Advisory system. UEA's commitment to personal advising has been reaffirmed through regular reviews and surveys of students' views on their experiences of the support provided (see the 'Staff' pages on the DOS website for further information).

While we believe the risk of radicalisation is low, nonetheless we cannot be complacent. We have an obligation to be proactive in terms of reporting if someone is exhibiting vulnerability to radicalisation and extremism. A student's adviser may be one of the first to notice the impact of any difficulties and be well placed to provide initial advice and if appropriate, referral to relevant other teaching,

administrative and support staff members. All those, including cleaning and security staff, who encounter students through their day-to-day activities, can also play an important role in helping students by encouraging them to seek advice from the appropriate central student services, and in particular from the Dean of Students' Office (DOS) and University Medical Services. There are professional counsellors, mental health advisers and other therapists within DOS who are available for students in addition to a range of other specialist advisory staff. While many students are aware of these services and will find their way to them without referral, others, and especially those who are feeling depressed, distressed or at a loss, may not know what is available, or find it difficult to approach those they have not previously met, and may benefit from the encouragement of someone they already know and trust.

Identifying difficulties

The first time academic staff become aware that a student is experiencing difficulties can be when a student is persistently absent from lectures or classes or fails to meet course deadlines, or when his or her coursework marks drop significantly. Sometimes a student's problems may lead them to doing too much work rather than too little and this can also be a cause of concern.

There are other warning signs that may be apparent to anyone who comes into contact with a student. These include:

- behaviour that indicates that a student is persistently tense, sad or miserable;
- loud, agitated or aggressive behaviour;
- very withdrawn or unusually quiet behaviour;
- erratic or unpredictable behaviour;
- unkempt personal appearance, significant weight changes or decline in personal hygiene;
- signs of fatigue, exhaustion and lack of energy;
- limited concentration and inability to make decisions;
- problems maintaining academic and social relationships;
- visible bruising, cuts or scars.

Some students will tell you that there is a problem, or may readily respond if you express concern. Others may conceal their difficulties so successfully that the nature of their problems is difficult to detect. Many students feel embarrassed or concerned about the consequences of telling someone in their School, or they may hope that their problems will just go away if they do nothing.

If you are worried about a student it may be appropriate to ask colleagues or the student's friends if they also have concerns about their wellbeing or vulnerability to radicalisation. You can also seek advice from the DOS Office, whose staff, while they will not be able to breach an individual's confidentiality, are happy to talk in general terms to anyone with worries about a student. If a student appears to be missing without reason or explanation and attempts to contact them draw a blank, you should contact the DOS Office. Figure 1 provides a summary of this section.

Figure 1:

How do you know there is a problem?

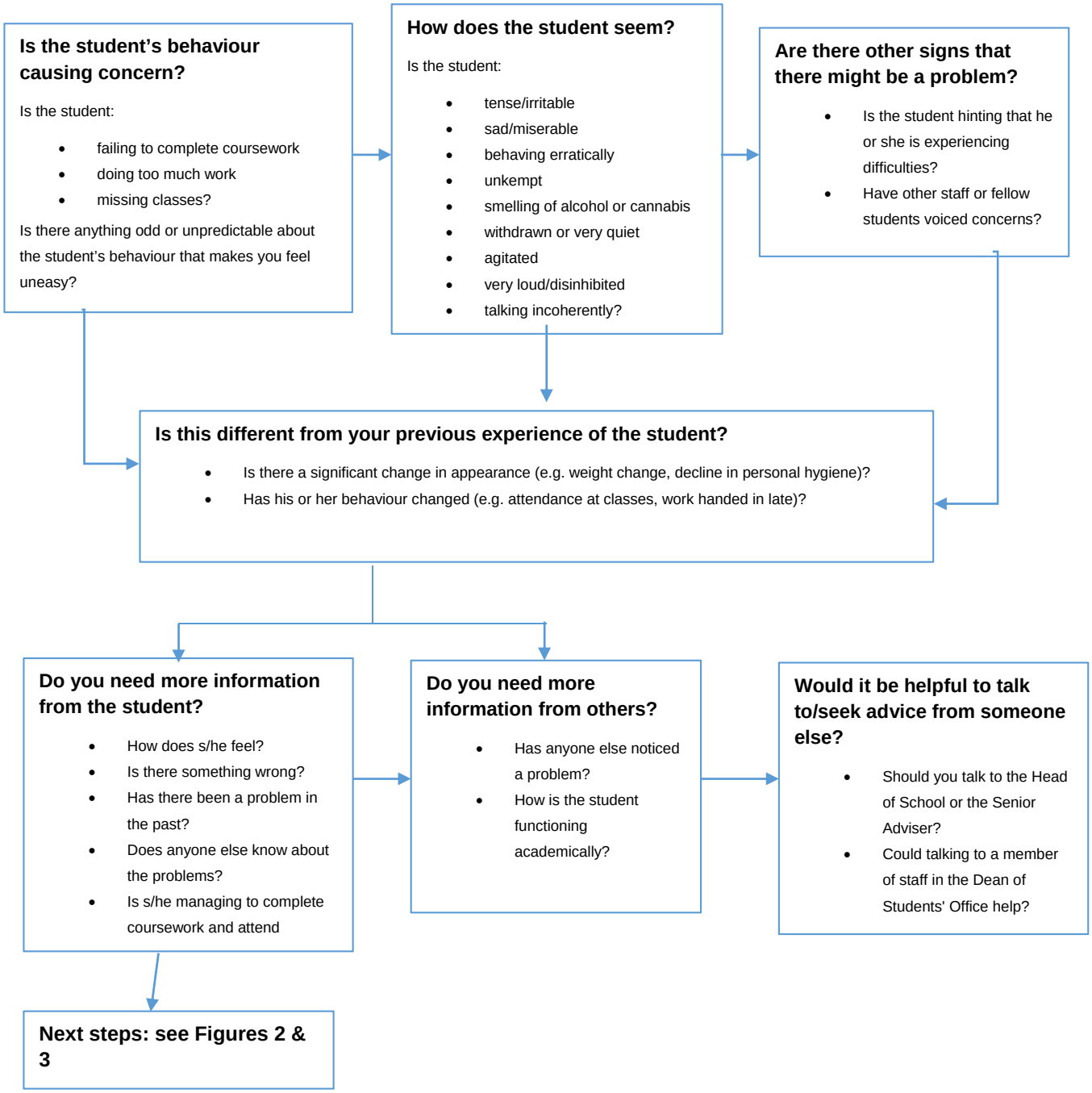


Figure 2:

What is the most appropriate response if you have concerns about a student?

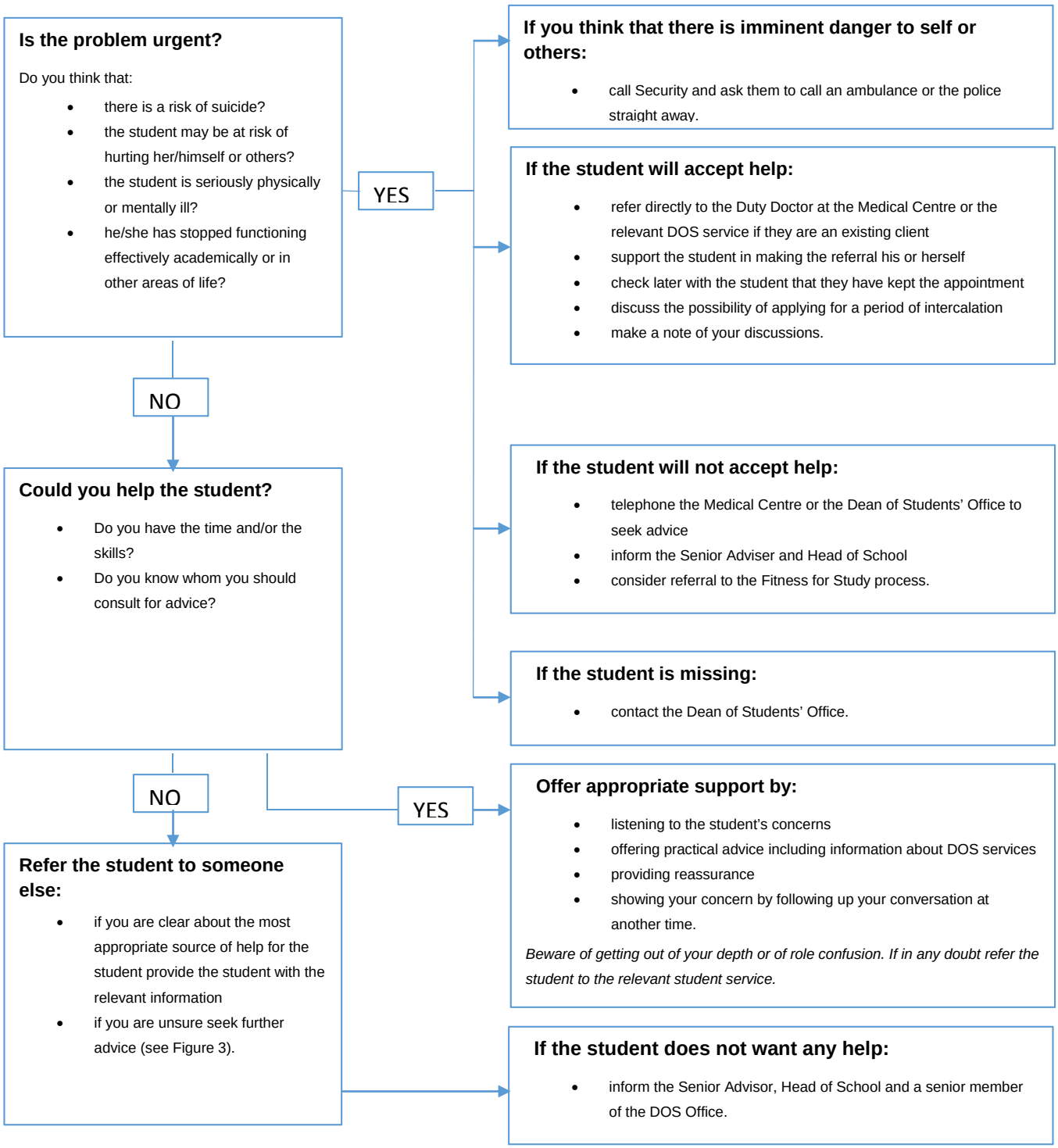
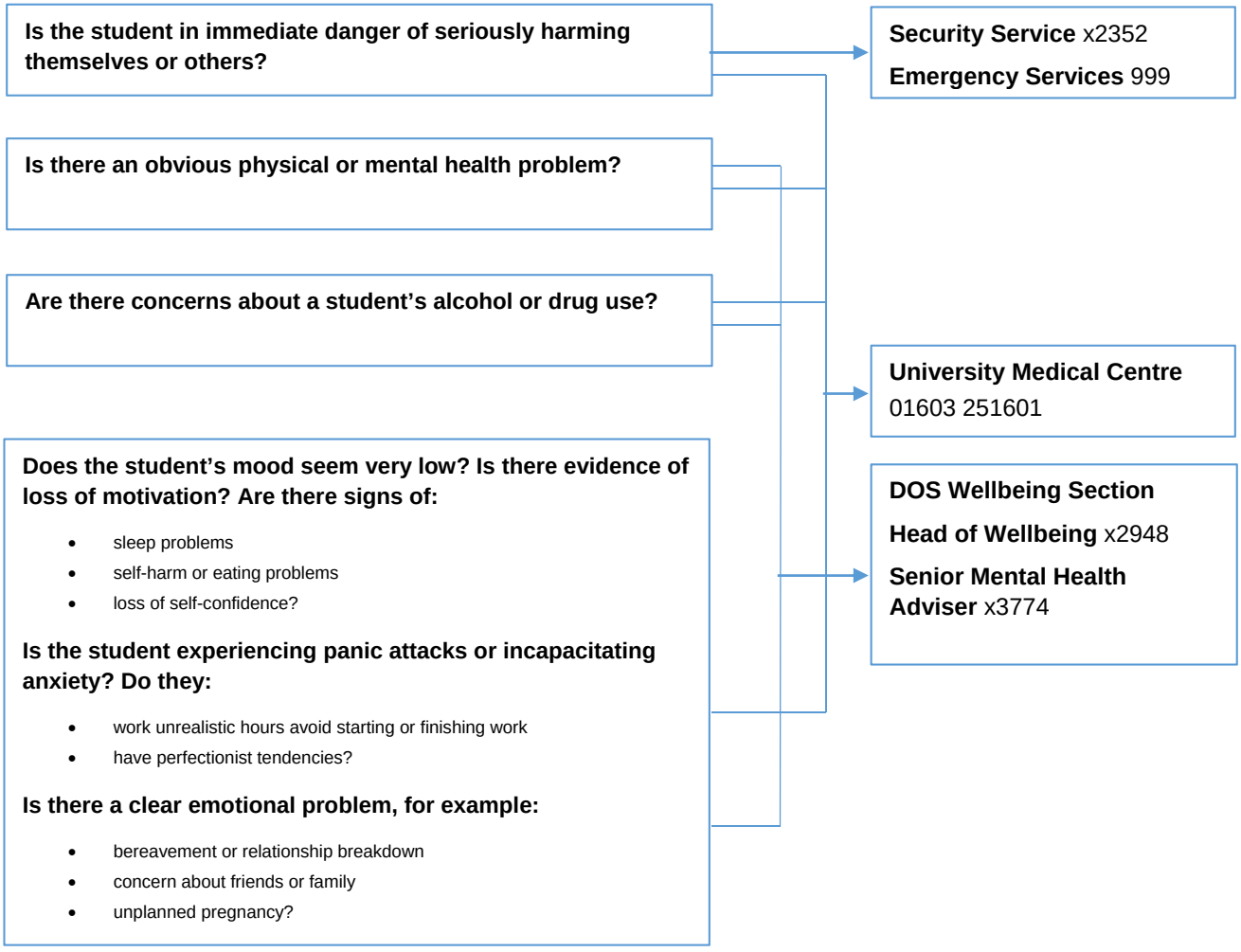


Figure 3:

What is the most appropriate source of help for

students?

If you are in any doubt, please phone the DOS Office (x 2761) and ask to speak to the Dean of Students or one of the DOS Advisory staff.



Are there specific study problems or anxiety concerning:

- study skills
- time management
- revision techniques and exams
- specific learning difficulty, eg dyslexia?

→ **DOS Learning Enhancement Team** x2761

Does the student have a range of personal/practical problems? Have they been bullied or sexually assaulted?

→ **DOS General Adviser** x2761

Is the problem related to a student's disability?

→ **DOS Disability Service** x2761

Is the student concerned about their spiritual needs or their faith or religious observance?

→ **Multifaith Centre** x2168

Is there a practical problem relating to:

- finding local accommodation
- legal matters
- making an academic appeal?

→ **Students' Union Advice Centre** x3463

Is the student concerned about their future prospects in respect of:

- career preparation and choice
- finding a part-time job
- job applications and interview techniques?

→ **Careers Central** x3452

How should you respond?

The first step would normally be to listen to the student in order to find out more about their situation. Encouraging the student to talk to you by showing your concern may reassure him or her and allay your own worries. You may discover that they are already seeing a doctor, counsellor, or mental health or other specialist adviser in the Dean of Students' Office. If you are not reassured by your conversation with the student or you are unable to get the student to talk openly, then you need to consider how best to proceed. There are two main courses of action that you could consider: directing the student to an appropriate source of help or offering further support yourself.

Identifying sources of help and advice

UEA provides specialist support services with a range of areas of expertise. If you talk to students about their concerns and you are aware of the range of provision available you should be able to guide them to an appropriate service. Information about what is available to help you is given in the leaflet *Student Support Services,* the DOS webpages and the *Further information and resources* section at the end of this guide. Figure 3 gives examples of some of the difficulties that students experience and the appropriate service(s) for student referral or for advice to help you respond appropriately. If you remain unsure, contact the DOS Office directly.

It is important to remember that our students come with a very wide range of backgrounds and experiences and their reactions to difficulties may not be those that you predict. They may also feel reluctant to seek help from some people or services: for example, some international students may be uncomfortable about being referred for counselling even if it seems to you to be the appropriate referral point. If a student has already established a good relationship with a member of staff in any of the relevant student services, this might provide the most appropriate initial referral point. What is most important is that you encourage the student to make contact with the service or person that is most acceptable to them, and, if at all possible, take the initiative by making contact themselves: those who seek help independently are more likely to derive benefit than those who seek help reluctantly.

There may, however, be times when a student finds it very difficult to make the first move, particularly when he or she is depressed. In such circumstances it might be helpful to take a more active role by offering to telephone or email the appropriate service to ask for an appointment, preferably when the student is with you and agrees to your doing this. Afterwards, you could check with the student that they attended the appointment, and if they say that they had not felt able to attend, you could offer further encouragement and/or seek advice yourself about any other steps that might be appropriate. You should in all cases make a note of your concerns and difficulties and, if the student is agreeable include any information that the student has given you for future reference. If the matters raised are particularly troubling, you may need to breach any given or implied promise of confidentiality and share your concerns with others (see section on confidentiality on page 10 below and Figure 2).

Offering support yourself

When you have talked to the student about their problems, you may feel that you can offer the appropriate support yourself. In many cases, all that is required is to listen, provide reassurance and offer practical advice. Do not panic just because a student bursts into tears: tears are a natural reaction to an intense feeling but do not necessarily indicate an urgent need for professional help or an underlying problem of serious concern. A few minutes of your time, your reassurance and the offer to the student that they can come to see you again may be all that is required.

Providing emotional support to a student can be very demanding, so before you offer to help make sure that you have enough time, that you have the appropriate skills, knowledge and understanding and that you know to whom to turn for advice if you need it. It may be appropriate to offer support to help the student to manage their course work, but to make it clear that you are not able to offer help with their personal or psychological problems. Be clear about how much time you are able to offer and by what methods you are happy for the student to contact you. We very strongly advise against your giving students your home contact details. If you feel that it might be important for a student to be able to contact someone out of normal office hours, the best number to offer is UEA's 24 hour Security

number (01603 592352) or University Medical Services' (UMS) out of hours number (111). Security staff will, if appropriate, make direct contact with the relevant member of the DOS Office on behalf of the student or, if the student is living in University Residences, with the Senior Resident on duty.

It is important both for your sake and that of the student that you do not let yourself get out of your depth or lose sight of the boundaries of your role. Your help and support can be very valuable in helping a student to overcome their difficulties, but you are neither a surrogate parent nor a student services professional. Student services staff members have the benefit of specialist training and very broad experience to guide students appropriately and support them in learning how to manage their difficulties; they also know where students can find the most appropriate help and advice, whether that be within UEA or externally.

DOS staff and doctors may sometimes contact a student's Adviser (normally with the student's permission) for information or to discuss with the Adviser ways of helping a student to manage their academic work during an emotional crisis or period of illness. In many cases a partnership approach can be very effective, particularly if the student is willing for information to be shared in this way.

Friends and classmates

There are occasions when a student's difficulties can have a serious impact on his or her friends, as they may find themselves out of their depth, particularly if the student in question is seriously ill, self-harming or threatening suicide. You may be in a position to talk to the friends and to encourage them to seek their own help and advice from the DOS Office. Students who have episodes of mental illness can sometimes disrupt lectures or tutorials making it difficult for other students to concentrate. If this happens it is crucial to take prompt action to address the problem in order to protect all involved.

Responding to emergencies

Very occasionally a student exhibits behaviour that gives rise to considerable concern. There may be evidence of:

- suicidal thoughts;
- risk of serious harm to self or others;
- serious physical or mental illness;
- alcohol or substance abuse or addiction;
- hearing voices or holding fixed irrational beliefs;
- an inability to function effectively, academically or in other areas of life.

In such cases the need for intervention on behalf of the student may be urgent. If the student will accept help then refer them to their GP practice, which in most, but not all cases, will be University Medical Services, or, particularly if he or she is already familiar with the services, to DOS. You may be able to make an urgent appointment on the student's behalf, and, if appropriate, walk with them to the relevant service. Alternatively, you may be able to support the student in making contact themselves, perhaps by allowing them to phone from your office and then checking with the student later that they have kept the appointment. If the student will not accept help then you should phone the DOS Office or UMS, to seek advice. In the very rare situations when you believe that there is imminent danger of the student harming themselves or others, contact Security immediately and ask them to call an ambulance or the police, and/or attend themselves. If you decide to contact the emergency services directly, remember to inform the Security Lodge that you have done this so that when they arrive Security staff can direct the police or ambulance to the appropriate part of the campus. If you have any anxieties about your own personal safety, make sure that you are not alone with the student.

When a student will not accept help

Except in the emergency circumstances described above, there is little that can or should be done if a student is not prepared to talk to you about his or her problems or to seek help from others. However,

it is good practice to make a note of your concerns for future reference, and ensure that senior staff, including the Senior Adviser, are aware that there may be a problem. Informing the DOS Office can also be beneficial for the student: they may already know him or her and be able to make direct contact themselves whilst protecting your confidentiality, if that is desired. It would also be helpful to remind the student about the services available to them and, if you have one available, give them a copy of the Student Support Services leaflet. Copies are available from the DOS Office.

Intercalation and Fitness for Study

There can be occasions when you are sufficiently concerned about a student's wellbeing and/or their academic engagement that you believe that he or she is not currently fit enough to continue their course. It may be appropriate to suggest to them that they consider applying for a period of intercalation in order to aid recovery and you may be in a position to write a statement in support of an intercalation request. If the student appears unwilling to seek help or accept that they are unwell or struggling, it may be necessary and in the student's best interests to take a Fitness to Study route, the formal stages of which normally involve the Head of School, the Dean of Students and the student's Adviser. Full details of this process can be found at: uea.ac.uk/learningandteaching/documents/attendance_engagement_progress/FitnessforStudyProcedure

Confidentiality

This guide has suggested that it may be helpful for those concerned about a student to share their concerns with other colleagues, or even talk to a student's friends. Individual Advisers and other staff do not have an explicit duty to maintain strict confidentiality as long as the information is kept within the University. However, it is very important that students feel that they can trust staff and talk freely to them and it is therefore both expected and desirable that staff treat all personal information about a student with discretion, protecting a student's confidentiality whenever possible. Following meetings with students, you may find it reassuring to pass some information on to a senior member of staff in DOS. You should keep a record yourself of any information that might in future prove crucial in helping to gain a full understanding of a student's difficulties, or be used to support a request for a coursework extension, delayed sit or intercalation, or for extenuating circumstances to be taken into account at an exam board. Such information would normally only be used only with the student's permission.

Medical doctors and clergy are bound byprofessional codes of practice to maintain confidentiality in almost all circumstances. DOS staff, including the counsellors and mental health advisers, also have a strict confidentiality policy and will only pass on personal information about individual students when they judge there to be a risk either to the student or others. DOS advisory staff are happy to discuss any concerns that you have about a student with you, and to offer advice and/or reassurance but they will not reveal any information that has been provided in confidence to them, or even confirm whether or not the student is known to DOS unless the student has given explicit permission.

Advisers and other School staff are sometimes contacted by concerned parents, or other relatives, asking for information about one of our students. You may be able to offer a sympathetic ear but in most circumstances personal information about a student must not be disclosed to anyone outside the University, including parents, without the student's express permission. You can outline the support that UEA offers to its students, and you can offer to talk to the student and encourage them to get in touch with the inquirer or to forward a message to the student concerned. Some parents may not be happy with this response, but it is important to remember that students have a right to privacy and they may have good reason for not wishing others to have information about themselves, or even confirmation that they are a student at UEA. You should be particularly cautious when contact is made by phone and you have no way of verifying the identity of the caller. In normal circumstances, any offer to pass on information should come with the proviso 'if they are a student at this University'.

For further information about confidentiality contact the DOS Office or consult the DOS Confidentiality and Data Protection Policy, available on the DOS website.

Summary

Student life can at times be inherently stressful. Moderate amounts of stress can be motivating and energising, but very high levels of stress, anxiety and distress can be debilitating and impede academic development and performance. University staff can play a very important role in helping students to manage the stress of their lives, particularly those that relate to or have impact on their academic progress.

Often just listening to a student and showing that you are concerned is all that is required. By being aware of the symptoms and behaviours that are indicative of serious emotional or psychological distress, and of the appropriate support services available to students, you may be able to help to prevent a student's problems escalating or leading to academic failure. Prompt and appropriate referral can also help to minimise the impact of a student's difficulties on fellow students and friends.

References and further reading

Grant, A. 2002: Identifying and responding to students' concerns: a whole institutional approach. In N. Stanley and J. Manthorpe (eds) Students' Mental Health Needs: Problems and Responses. Jessica Kingsley, 83-105.

Grant, A. 2004: Alcohol and student success. Association for University and College Counselling Journal, Special Issue Winter 2004, 18-21.

HEFCE 2014: UK review of the provision of information about higher education: National Student Survey results and trends analysis 2005 – 2013. July 2014/13 Issues Paper. Higher Education Funding Council for England.

Neville, L. 2007: The Personal Tutor's Handbook. Basingstoke: Palgrave Macmillan.

Thomas, L. and Hixenbaugh, P. (eds) 2006: Personal Tutoring in Higher Education. Trentham Books.

Further information and resources

The **Dean of Students' Office** (DOS) offers advice to any member of staff concerned about the wellbeing of their students. The Office also provides training and information sessions on topics including advising students, mental health, disability and cultural awareness for groups of staff.

For further information contact the Deanof Students (x 2492; email dos@uea.ac.uk) or the Head of Wellbeing (x 2948;email studentwellbeing@uea.ac.uk).

The **Centre for Staff and Educational Development** (CSED) organises workshops on student-related matters for Advisers and other staff members. For details contact CSED on extension 3039 or consult their web pages at uea.ac.uk/csed/

UEA resources for students and staff

The leaflet Student Support Services gives an outline of the wide range of information, advice and guidance services available to students and is available from the DOS Office. The relevant information can also be found via the DOS website (uea.ac.uk/dos) together with an electronic version of this guide.

There is a wide range of topic-based self-help wellbeing resources for UEA students on the DOS website in the Wellbeing section (uea.ac.uk/dos/wellbeing).

There are also resources available on academic study skills, academic writing and maths and statistics topics available at www.uea.ac.uk/dos/let . All these resources are continually reviewed and further developed and are available in both paper and web-based formats: paper copies can be obtained from the Dean of Student's Office; electronic versions can be downloaded from the DOS website.

Community resources

Sometimes students prefer to seek help from external providers, including telephone help lines and internet sites. The DOS Office Wellbeing site (uea.ac.uk/dos/wellbeing) includes an up-to-date list of key agencies and resources available locally and nationally.

Key contact numbers

Dean of Students' Office: 01603 592761
University Medical Centre: 01603 251601
Security Service: 01603 592352

Dean of Students' Office
Nov 2015

Code of Practice on Religious Activities and Observance on Campus

1. Introduction

1.1 The University of East Anglia (UEA) is a secular institution and has no religious affiliation. UEA fully embraces principles of diversity, acknowledges the need for persons of faith to practise their religious beliefs, and seeks to encourage mutual tolerance of religious practice and belief.

1.2 UEA also greatly values and encourages academic freedom, including individuals' lawful rights to discuss and debate matters of politics, religion and ethics. It is therefore very important that all students, staff and guests understand these principles of freedom and mutual tolerance as vital elements in the University's academic and social life.

2. Conduct and Activities

2.1 The University will make all reasonable efforts to ensure that its activities cultivate an atmosphere of mutual respect, tolerance and understanding between different religious beliefs. The University is committed to the prevention of all forms of discrimination, including religious, ethnic and racial discrimination, and has a duty to protect groups and individuals from discrimination on the grounds of protected characteristics which include religious belief.

2.2 The University recognises freedom of religious belief and practice within the law, and sees such freedom as an enrichment of University life. At the same time, the concept of academic freedom underpins the University's research and teaching. The University encourages free speech and discussion, and recognises that this can include the critical exploration of questions of religious belief, non-belief and scientific and other forms of enquiry.

2.3 The University asserts its right to protect the wellbeing of staff and students and to meet its statutory obligations, and to this end will seek to protect individuals and groups from the following:

- aggressive, manipulative, covert or insistent proselytism; or
- proselytism aimed specifically at identified groups; or
- exposure to extremist views (views in opposition to fundamental values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs) which may risk drawing individuals into terrorism;
- derogatory, aggressive and/or deliberately provocative comments or slogans (in leaflets, posters, t-shirts, images, graffiti, placards etc.), including any designed to threaten particular groups with the protected characteristics identified in the Equality Act 2010.

2.4 Religious groups must cooperate fully with the University in meeting the objectives set out in this Code, in particular in their use of the University's facilities. Religious groups must be open with the University authorities and be prepared for activities to be visible to them. The University may deny the use of facilities to religious groups which are not prepared to conduct their activities in this way or pose the risks set out in paragraph 2.3.

2.5 Where religious groups distribute information about their faiths or faith activities, this information should be open, honest and clear about its aims.

3. Facilities

3.1 Subject to resources and in line with its duties under the Equality Act 2010, the University is committed to making reasonable provision (in terms of both space and time) for religious observance, prayer and spiritual/pastoral care on campus. This is also recognised as supporting the well-being of our students and staff.

3.2 The organisation and management of facilities for religious observance, prayer and spiritual/pastoral care must be carried out in such a way as to ensure that facilities are safe, secure and properly managed to accommodate a reasonable range of users fairly. The leadership of religious observance and other activities must be conducted in a way that is measured, responsible and consistent with this Code.

3.3 It is the University's preference that, in the first instance, faith groups make use of the Multi-Faith Centre for meetings and events. In instances when the Multi-Faith Centre is not suitable, because of lack of availability or inadequate capacity, the University will seek to make other rooms available for student faith groups where practicable.

4. Summary

4.1 This statement is the University's code of practice for students and staff on religious activities and practices on campus.

4.2 Where disciplinary actions, complaints or other disputes arise in the University, reference may be made to this document as a code of practice. However, these guidelines comprise a policy, not a set of regulations. The University's regulations take precedence in all cases.

4.3 This Code is designed to foster and protect social tolerance and respectful relations between different religious or secular groups in the University and should be read in this spirit.

3 November 2015