University of East Anglia

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Issue

The paper comprises a new UEA Safeguarding Policy, Procedure and Guidance for the Safeguarding of children, vulnerable adults and prevention of exploitation.

Recommendation

Recipients are invited to consider the attached policy, procedure and guidance and approve implementation.

Resource Implications

The proposals do not require any additional resource beyond that which is currently within the total allocation of University staff.

Risk Implications

The University has a duty of care to its students, staff and visitors regarding safeguarding children and vulnerable adults. Endorsing this document will ensure that the risk of the University failing to provide appropriate levels of safeguarding and support will remain low.

Equality and Diversity

Consideration has been given throughout the development of this document to how the policy will impact on all students, staff and visitors to the University.

Timing of decisions

A decision to endorse the implementation of this policy, procedure and guidance will allow the University to continue its work to safeguard children and vulnerable adults.

Further Information

Please contact Jane Amos, Head of Life and Learning or Jon Sharp, Director of Students Services.

Background

The University does not currently have an overarching Safeguarding Policy, although the Recruitment and Outreach department and the UEA Nursery have safeguarding procedures.

In order to consistently safeguard the University population and be compliant with all relevant legislation, it is important that the University has one overarching policy. This will also underpin the University's commitment to safeguarding its staff, students and visitors as well as members of the public with whom the University population interacts.

Discussion

To endorse the Safeguarding Policy, Procedures and Guidance.

Attachments

Safeguarding Policy, Procedure and Guidance.

UEA Safeguarding Policy, Procedure and Guidance
Safeguarding of Children, Vulnerable Adults and Prevention of Exploitation

Guideline Contents

1. Introduction

The University of East Anglia recognises that within its diverse community there may be members and visitors who are vulnerable at any given time. This Policy represents the commitment of the University in its obligation to protect children and vulnerable adults who are at risk of harm, abuse, neglect, discrimination or exploitation, for example, but not limited to, sex work, human trafficking and supporting terrorism or criminal acts.

All members of the University community have an essential role to play in ensuring that children and vulnerable adults are protected, and to support the University in its commitment to working within the principles of dignity, safety, equality and diversity.

1.1 Scope of the Safeguarding Policy

Members of the University community may come into contact with children and vulnerable adults, including: students, either whilst studying or on placement; contact through Student Services or other University facilities (e.g. SportsPark or Students Union Clubs and Societies); work experience placements carried out with children and/or vulnerable adults; summer schools; field trips; outreach activities; events taking place on University property, such as at the Sportspark.

This policy applies to all members of the University community (including staff, students and visitors). It provides a framework which aims to:

  - Promote a culture of Safeguarding, by 'protecting people's health, wellbeing and human   rights, and enabling them to live free from harm, abuse and neglect' (Care Quality Commission, 2016). For the purposes of this Policy, this definition also includes exploitation;

  - Create a culture which demonstrates recognition of signs of possible harm, mistreatment,   neglect or attempts to exploit, are identified and appropriately addressed;

  - Provide clear actions required and procedures for those involved, including reporting   concerns, recording and communicating information, data protection and confidentiality;

  - Encourage positive collaborative working within the University and with any other external   stakeholder agencies.

1.2 Refer

It is the responsibility of the Primary Contacts to refer concerns on to the appropriate external agencies (see below for further information)

1.3 Other Relevant Legislation, Policies and Procedures

This policy represents an overarching framework and exists alongside other legislation and University policies and procedures, including:

Equality Act, 2010
https://www.gov.uk/guidance/equality-act-2010-guidance
Public Sector Equality Duty, 2011
https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty
Adults with Incapacity Act, 2000
http://www.gov.scot/Publications/2008/03/25120154/1
The General Data Protection Regulations (GDPR) 2018
https://www.gov.uk/data-protection
Counter-Terrorism and Security Act 2015
https://www.gov.uk/government/collections/counter-terrorism-and-security-bill
Sexual Offences Act, 2003
http://www.legislation.gov.uk/ukpga/2003/42/contents
The Care Act, 2014
http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted
The Children Act, 1989
http://www.legislation.gov.uk/ukpga/1989/41/contents
Multi Agency Safeguarding Hub (MASH) Norfolk
https://www.norfolksafeguardingadultsboard.info/board/mash/
UEA Policy on Student Harassment and Sexual or Physical Misconduct
https://portal.uea.ac.uk/student-support-service/student-conduct-and-harassment/bullying-and-harassment
Dignity and Respect in the Workplace

https://portal.uea.ac.uk/csed/staff-networks/dignity-and-respect-in-the-workplace
Recruitment and Outreach Safeguarding Policy
https://portal.uea.ac.uk/arm
Health and Safety Policy
https://portal.uea.ac.uk/documents/6207125/10037043/Statement+of+H%26S+Policy+Jan+17/a0b7a4d0-69e7-43a8-916b-312917f8b7cf
Admissions for under 18 students
https://www.uea.ac.uk/study/undergraduate/apply/our-admissions-policy/admission-of-applicants-under-the-age-of-18
Fitness to Study procedure
Fitness to practice procedure
Social Media Guidelines
https://portal.uea.ac.uk/documents/6207125/6490101/Social%2BMedia%2BGuidelines.pdf/31db3764-b3f6-4cce-9c35-1c17864faaee
This document has also been compiled with reference to Norfolk Safeguarding Children Board and the Norfolk Safeguarding Adults Board policies and procedures.

2. Prevention

The University is committed to the protection of children and vulnerable adults, in addition to preventing those within its community being exploited and drawn into supporting terrorism or criminal acts. The following steps have been taken to demonstrate the University's commitment:

Recruitment of staff

The University will take all reasonable and appropriate measures to ensure that unsuitable people are prevented from working with children and vulnerable adults. Where it has been identified that staff/positions are likely to have contact with children/vulnerable adults in the course of their work, the University will follow the statutory guidance to ensure that, where appropriate, staff and Students will be required to undertake a Disclosure Barring Service (DBS) check at the appropriate level. This also applies to anyone carrying out research or attending placements that may involve children/vulnerable adults; children on work experience; summer school working; activities in school and nurseries etc.

Training: The University will take steps to ensure that all staff are aware of their responsibilities under this policy and where appropriate, will provide relevant training in line with this policy.

3. Key definitions (please see Appendix 4 for a more comprehensive list of definitions).

3.1   Child: For the purposes of this Policy, children are defined as young people under the age of 18 (as defined in the Children Act, 1989). A child may be in need of protection when the child is exposed to neglect, physical, sexual and/or emotional abuse such that a child is suffering or is likely to suffer significant harm.

3.2   Adult at Risk: It should be noted that a person may have a disability, physical and/or mental health problem and be able to safeguard their well-being and interests. It is the whole of an adult's particular circumstances which can combine to make them more vulnerable to harm than others.   The definition of regulated activity relating to adults no longer labels adults as vulnerable but defines the activities which might lead to an adult being considered vulnerable at that particular time. The focus is on the activities required by an adult and not on the setting in which the activity is received.

The activities which may render an adult vulnerable are the provision of assistance with:-
• Healthcare;
• Personal care;
• General household matters e.g., with cash, bills and/or shopping
• Conducting their own affairs;
• Transport to a place where they will receive healthcare, personal care or social care.
3.3   Members of the University: For the purposes of this Policy, the term "University Member" is used to describe anyone at the University (or approved by the University to teach on its programmes) who is engaged in working with children, or adults in a vulnerable situation whether as an employee, volunteer, or student. This includes all relevant staff in the Sportspark, Students' Union and all Security Officers, Nursery staff, those involved in outreach or work experience activities with children or adults in a vulnerable situation, and Academic Advisors, Tutors and Wardens. It also includes students whose courses may involve access to children and/or vulnerable adults and to staff/students whose research, in the opinion of the University and/or relevant professional bodies, involves contact with children and/or adults in a vulnerable situation.

4. Responding to Specific Events, Concerns or Allegations
The University encourages all staff and students to respond promptly to any concerns regarding potential harm, as covered under this policy. All reports made in good faith will be dealt with fairly. However, the University recognises the possibility of malicious or vexatious complaints and any complaints identified as such will be treated seriously and may result in disciplinary action being taken against the complainant.
Any member of the University community found to have drawn a child or vulnerable adult into supporting terrorism, criminal acts or committed any act of abuse or harm towards them, will be subject to disciplinary action and that person may also be subject to criminal proceedings.

4.1 Reporting concerns
In the event that a member of the University community has been informed that abuse of a child or vulnerable adult is taking place or that they are at risk of exploitation, they must report this to the Primary Contact (see below). Examples of when a report should be made, include when:
  - A child or vulnerable adult at risk discloses abuse or harm;
  - A person makes an allegation of abuse about a member of the University community;
  - There are suspicions or indicators that a child or a vulnerable adult at risk is being abused; for example, where there are observable changes in a child or vulnerable adult's behaviour that may be related to abuse;
  - The behaviour of any person towards a child or vulnerable adult at risk causes concern or   there is suspicion that a child or protected adult is being harmed.
  - There are signs or behaviours which cause concern regarding possible support of terrorist or other criminal acts.
If a member of staff or student is unsure of whether a matter should be reported, it is their responsibility to discuss their concerns with the Primary Contact. Guidance on recognising signs of potential abuse or harm, including supporting terrorist acts, is provided in Appendix 4.

4.2 Primary Contacts. The role of the Primary Contact is shared between the Director of Student Services, the Director of Human Resources or their deputy / nominated person.

  - For matters involving students, the primary contact is: Dr Jon Sharp, Director of Student   Services

  - Where employees are involved, the primary contact is: Cécile Piper, Director Human   Resources

  - For matters relating to the support of terrorist acts, the primary contact is: Dr. Jon Sharp, Director of Student Services

Liaison between the Primary Contact (including sharing relevant information, as deemed necessary), will occur in order to assess and manage risk, and to obtain a fuller picture of the concerns identified and parties involved.

4.3 Responsibilities of the Primary Contact

Once the matter has been referred to the Primary Contact, they or their deputy/nominated person will investigate the matter further. This is likely to include:

- Implementing and promoting this Policy;
- Ensuring that the Policy is monitored and reviewed in accordance with changes in legislation and guidance on the protection of children and vulnerable adults;
- Acting as the main contact within the University for the protection of children and vulnerable adults;
- Ensuring that appropriate University Members are provided with information, advice and training on the protection of children and adults in a vulnerable situation;
- Establishing and maintaining contacts with the local Children's and Adult Social Care Services departments and Police;
- Gathering the details of any incident;
- Assessing risk and ensuring that the child/vulnerable adult is not in any immediate danger. Additionally, they will take any action deemed necessary in the circumstances, such as accessing the emergency services and liaising with other external agencies such as the Police, Chanel and Social Care Services;
- Liaising with others within the University, as appropriate;
- Recording written records of all actions, discussions and decision-making rationale and   keeping these in a secure location;
- Acting as the point of contact for any external agency throughout the investigation;
- Referring the matter to be dealt with under the relevant internal procedure, including but not limited to Disciplinary Procedures, Fitness to Study or Fitness to Practice Procedures.

Where appropriate, a referral will also be made to the relevant University Committee, as outlined below. This may be necessary in order to more fully assess risk and appropriate courses of action at an institutional level. Referrals should be made to the Director of Student Services or their nominated deputy within Student Services.

4.4 Confidentiality

4.4.1   Any initial disclosure of suspected harm or exploitation to a member of the University community should be treated seriously and with sensitivity. Where concerns exist regarding risk to the welfare of the child / vulnerable adult or where there are concerns about the individual being drawn into supporting terrorism or other criminal acts, the safety of the individual and/or the safety of other members of the community takes precedence, and confidentiality may be breached.

 Therefore it should be made clear to the disclosing person and the child or vulnerable adult involved, that confidentiality cannot be guaranteed. They should be made aware

that relevant information may require to be shared, on a need-to-know basis, within the University and with external agencies.

4.4.2   Information disclosed will comply with the General Data Protection Regulations (GDPR) 2018 and in accordance with the University data protection code.

Appendix 1

Policy in respect of admissions and welfare responsibilities for students who are under 18.

The policy of the University is to treat students who are under 18 years of age as much as possible in the same way that it treats all other students. Such students will be subject to the University's normal rules and regulations and will be able to access the majority of the campus facilities and opportunities offered in the same way as all other student. However, the University will vary its normal procedures or restrict access to some of its facilities and opportunities whenever it is deemed to be in the best interests of those who are minors or when it is required to do so by the law. The University will also ensure that minors are provided with enhanced welfare arrangements, particularly when they are resident in University accommodation. While the general principles of this policy will be adhered to in all cases of student minors, it may be necessary to make additional welfare arrangements for students who will be under 17 at the time of entry, particularly for those under 16, and/or to impose additional conditions of entry.

Appendix 2

Further definitions - Types of Harm / Abuse

The following are the main types of harm:

a) **Physical Harm** - actual or attempted physical injury inflicted non-accidentally on others (including spitting, hitting, slapping, pushing, kicking), misuse of medication or drugs (including depriving someone of prescribed or non-prescribed drugs, or giving the person dangerously large amounts of drugs and/or alcohol and inappropriate restraint or sanctions).

b) **Sexual Harm** - including inappropriate intimate contact, rape, sexual assault, sexual acts or human trafficking to which the adult at risk has not consented, could not consent, or was pressured into consenting. It should be noted that it is a criminal offence for someone to have sexual relations with an adult in their care who suffers from mental disorder. It is an offence for anyone to possess or distribute sexual materials of an individual below the age of 16 years or distribute any material without the individual's explicit consent.

c) **Psychological Harm** - including emotional harm, threats of abandonment or harm, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

d) **Financial or Material Harm** - including theft, fraud, exploitation, scams, pressure in   connection with wills, property, inheritance, financial transactions, or the misuse or misappropriation of property, possessions or benefits.

e) **Neglect and Acts of Omission** - including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, failure to share appropriate information, the withholding of the necessities

of life, such as medication, adequate nutrition and heating. This includes self-neglect.

f) **Institutional Harm** - repeated instances of poor care or unsatisfactory professional practice.

g) **A forced marriage** is a marriage in which one or both parties do not (or, in the case of some adults with learning or physical disabilities, cannot) consent to the marriage and duress is involved. Duress includes both physical and emotional pressure. It is very different from arranged marriage, where both parties give their full and free consent to the marriage.

h) **Using e-technology and bullying**: In addition to the above types of abuse, new technologies, digital media and the internet are an integral part of students' lives. This has enabled new forms of social interaction, through social networking websites, for example. These new developments bring a variety of risks, such as: bullying, coercion or intimidation through email and online (cyber-bullying); identity theft and abuse of personal information; exposure to obscene, violent or distressing material; pro-eating disorder, self-harm or suicide sites; and sexual exploitation by online predators – for example, grooming – often through social networking sites.

Any or all of these types of harm may be perpetrated as the result of deliberate intent, negligence or ignorance. This is not an exhaustive list of the types of harm which can affect adults at risk. Harm, mistreatment or neglect may occur as a result of specific incidents. However, concern may grow over a period of time and an accumulation of concerns may prompt a response in line with the contents of this Policy.

2. **Prevent duty**

Section 26 of the Counter Terrorism and Security Act 2015 imposes a duty on Higher Education Institutions to have a due regard for the need to prevent people from being drawn into terrorism. The government has issued statutory guidance for all public authorities and guidance specifically aimed at universities on this duty.

3. **Safeguarding under Prevent**

Key University members are identified to undertake specific Prevent training in order to have the skills to:

- recognise when a student may be vulnerable
- know where to share concerns
- ensure a considered and proportionate early intervention is made
- Protect a student from harm and criminal behaviour.

4. **Terrorism**

Under the Terrorism Act 2000, terrorism is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system.

Under this definition, the use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The terrorist 'action' may be as a result of persons acting alone or as part of organised groups. Four domains are identified: (a) International terrorism, (b) Northern Ireland related terrorism, (c) Extreme Right Wing terrorism and (d) other forms of both secular and religious terrorism. The Terrorism Act 2006 created a number of 'offences related to terrorism', including encouraging terrorism, glorifying terrorism, disseminating terrorist publications, training for terrorism and preparing terrorist acts.

5. **Extremism**

In the 'Prevent Duty' guidance, extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in the definition of extremism are calls for the death of members of the UK armed forces, whether in this country or overseas'.

Appendix 3

Recognising potential patterns and signs of harm (including exploitation and being drawn into supporting terrorist or other criminal acts)

Please note that the following information relates to signs of possible harm only. They may not always be indicative of abuse and it is advisable to approach the issue with due care, seeking advice from the Primary Contact as needed.

The clearest expression of harm is a statement by the person themselves. Alongside the trust this person placed in the individual they have reported this to, goes the responsibility to escalate concerns to the Primary Contact.

However, it is also recognised that suspicions of potential harm may come to light in other ways, which may include the following physical or behavioural signs (this list is not exhaustive):

- Unusual or suspicious injuries;
- Neglected or under nourished appearance;
- Dubious or inconsistent explanations for injuries or bruises;
- Becoming withdrawn, socially isolated and increasingly fearful (e.g. demonstration of fear by the adult at risk to another person or demonstration of fear of going home);
- A prolonged interval between illness/injury and presentation for medical care;
- Difficulty in interviewing the person at risk (e.g. another individual unreasonably insists on being present);
- Anxious or disturbed behaviour on the part of the person at risk;
- Inappropriate sexual awareness, sexual behaviour or use of sexualised language.

In addition, it is important to bear in mind the potential risk of children and adults being drawn into supporting terrorist acts. It is impossible to point to indicators that demonstrate for certain that a person is being drawn into terrorist or extremist ideologies or potential criminal acts. However, factors to consider may include:

- Has there been a recent and noticeable change in the student's behaviour?
- Have they become withdrawn or isolated from/hostile to teaching staff, friends/ peers?
- Have they been frequently absent from tutorials? Have they suffered health problems (including mental health issues)?
- Is the student an 'adult at risk' of harm, this might make them more vulnerable to being drawn into extremism.
- Have they expressed intolerance towards more moderate views, or have they demonstrated extreme views regarding a section of society or government policy?
- Have they made any open statements suggesting a desire/intent to take part in or support extremist activity, for example in tutorial discussions or in written work?
- Is there evidence that they have been downloading, viewing or sharing extremist propaganda on the internet, including on social media sites?

- Has the student been found to be in possession of extremist literature?
- Does the student have any known connections with proscribed terrorist organisations or   groups that hold or promote extremist views?
- If the student has been accessing extremist websites, might there be a good reason for   them doing so (e.g. for academic or study purposes)? If so, has this been approved?
- Are there reports of concerns from other individuals about the student's behaviour?

- How serious and credible is the information available to the University, looked at as a   whole? Is there a genuine concern that the student may be being drawn into extremism?   NB: Where there is credible information that an individual has committed or is about to commit an offence under the Terrorism Act 2000, then the University has a duty to report this to the Police.

CONTEST is The UK Government's counter terrorism strategy, published in 2011. The strategy comprises the four 'P's as below:

Aim: To "prevent people from becoming terrorists or supporting terrorism. That will also   require challenge to extremist ideologies which can be made to justify terrorism and intervention with some extremists who are moving into terrorism."

Aim: This means detecting and investigating threats at the earliest possible stage, disrupting terrorist activity before it can endanger the public and, wherever possible, prosecuting those responsible.

Aim: "To strengthen protection against a terrorist attack in the UK or against its interests   overseas and so reduce their vulnerability. The work focuses on border security, the transport system, national infrastructure and public places."

Aim: "To mitigate the impact of a terrorist attack where that attack cannot be stopped. This   includes work to bring a terrorist attack to an end and to increase the UK's resilience so we can recover from its aftermath."

Appendix 4

Dealing with reported or suspected abuse / exploitation: Step-by-Step Guide

It is important to ensure that any declaration of suspected harm and/or being drawn into terrorism is treated seriously and sensitively. The limits of confidentiality should also be explained, as outlined above.

It should also be recognised that a declaration may be made to any member of the University community, in which case the institution is considered to have been informed.

If a student presents with a critical situation and is requiring medical treatment, First Aid treatment must be the first step. Each Department will have a designated 'First Aider'. If an emergency situation arises, any member of staff should call the emergency services. Likewise, if any criminal act is suggested, the Police can be informed, in accordance with the University policies and procedures outlined in this Policy.

1. Recognise

All those in contact with children and/ or vulnerable adults must ensure that they are familiar with the potential signs of abuse or harm, as outlined in Appendix 3.

 - Listen carefully and respond sensitively without expressing an opinion and without imposing your views and values;

- Encourage, give lots of time and don't pressurise;
- Be aware that, for various reasons, disclosing such information can be difficult:
- the person may be low in self-confidence;
- they may have poor communication skills;
- they may not expect to be believed;
- there may be a background of threat or coercion;
- there may be 'secondary gains' such as presents, power or attention;
- they may be protecting others, including an abuser/radicaliser or other potential victims;
- the experience may have become a normal reality;
- Stay calm and keep listening, without expressing whatever shock, disgust or alarm you may personally feel;
- Be honest about needing to tell other people and reassure the person that you and others will try to keep him/her involved in the decision-making process;
- Make sure that you are aware of the correct referral/reporting routes and who are the trained staff within the University who you should refer onto, i.e. the Student Support Service, Human Resources. Also, be aware of the Out of Hours procedures for reporting incidents.

Under no circumstances should you contact or confront the alleged abuser, even if they are known to you or is a student / staff member of the university.

2. Record
Make a written record of your concerns as soon as possible after the conversation. This record should include the following information:
- Appropriate personal details e.g. name; age; address; student number. If appropriate, telephone number; email address
- The nature of the concern
- What has been told to you, using quotations where possible and being careful to be objective and factual.
- Be objective; do not make assumptions; do not include personal opinions and interpretations.
- The source(s) of information about the concern
- Any advice you have given to the child / vulnerable adult / student
- What you have discussed with the child, vulnerable adult or student about confidentiality
- Names of staff with whom you have discussed the incident
- Details of the action you have taken or any referrals you have made (internal and external)
- Date and signature of the person making the record

3. Report
Individual members of staff should never deal with abuse disclosures or concerns about supporting terrorist acts in isolation and should always refer to the Primary Contact.

4. Refer
Once the matter has been referred to the Primary Contact or their deputy/nominated person, it is the responsibility of that person to investigate the matter further and take such further action as is necessary under the circumstances. This may include:
- Assessing risk and ensuring that the child/vulnerable adult is not in any immediate danger. This includes taking any action deemed necessary under the circumstances,

such as accessing the emergency services and liaising with other external agencies such as the Police and Social Services, as appropriate
  - Gathering the details
  - Liaising with others within the University, as appropriate
  - Contacting parents or guardian unless this may place the child/vulnerable adult in harm
  - Recording written records of all actions, discussions and decision-making rationale and keeping these in a securely locked location
  - Acting as the point of contact for any external agency throughout the investigation

  - Referring the matter to be dealt with under the relevant internal procedure, including, but not limited to Disciplinary Procedures, Fitness to Study or Fitness to Practice Procedures.

Appendix 5
University Equality Statement
The University of East Anglia is fully committed to respect and fair treatment for everyone, eliminating discrimination and actively promoting equality of opportunity and delivering fairness to all.

In addition to being compliant with the equality laws; public duties; and Human Rights Acts (Universal and European), the University also supports diversity and promotes equality of opportunity for all staff, casual/temporary or temporary workers, students and visitors regardless of their:
• 'Protected Characteristic' (Single Equality Act):
• Age
• Disability
• Gender Reassignment
• Marriage and Civil partnership
• Pregnancy and Maternity (including Paternity) or Race (colour, ethnic or national background) or Religion or Belief (including non-belief)
• Sex/Gender
• Sexual Orientation
• Caring responsibilities for a 'Protected Characteristic' including dependants
• Socio-economic background/grouping
• Union activity
• Unrelated spent criminal convictions

The UEA Equality & Diversity Inclusion Policy outlines the responsibility for promoting inclusive environments, which are free from discrimination for our national and international staff; casual/ temporary workers; students; and anyone associated with the University (e.g. visitors and service providers)

Appendix 6
Advice and Support
The following services and staff members have enhanced training, knowledge and experience in supporting children and vulnerable adults:
- Student Support Service (01603 592761
  - Student Wellbeing Advisers
  - Counselling Team

- o Student Support Advisers
- Human Resources (01603 593034)
- UEA Nursery (01603 592884)
- Students' Union Advice Centre (01603 593463)
- **For out-of-hours support**
  - o UEA Security (includes Warden Teams for students living in UEA accommodation) (01603 592352)

Author: Jane Amos, Head of Life and Learning	Date: April 2018	Review date: April 2023