



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

CAUSE FOR CONCERN

GUIDANCE ON WORKING
WITH STUDENTS
IN DIFFICULTY
2018/19



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Introduction

As an educational institution, LSE owes a duty of care to its students and needs to ensure that all students have equal access to our educational provision and the associated services which support students. 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 or /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:** Arranging an internal/external referral
 - Level 3:** Handling an urgent situation
 - Level 4:** Responding to the death of a student.
- provide a protocol for reporting concerns to ensure that students are provided with the support they need.
- ensure that staff and students involved in potentially stressful student cases receive appropriate debriefing and support themselves.
- ensure that any staff involved in ongoing 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 this work?

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/mentors, 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 subwardens and the Residential Life Team. 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 LSE peer supporters, 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.

Staff may face an emergency out of hours on campus or late at night in Halls of Residences, and need to take direct action themselves, by calling 999 or contacting LSE Security. In Halls of Residence, the warden and/or subwarden 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) between 9am and 11pm each day, with access to telephone support from senior managers within key support services.

When is a student a cause for concern?

You may need to make decisions about students who give cause for concern based on different sources, such as your own observations, a student's own words and behaviours, as well as third party information, eg, friends, classmates, class teachers, flatmates, etc.

Some typical indications of a student being a cause for concern may 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 are told about, 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 mentions suicidal thoughts or talks about having no reason for living or plans to "end it all".
- the student discloses an experience of sexual harassment, violence or assault.
- the student goes missing without notice, eg, from class, their residence, or previously regular activities.
- other people express serious concern: friends, class or room-mates or relatives.

Appendix 4 gives brief descriptions of some of the different types of difficulties students may experience, but 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 how well you already know the student concerned and their circumstances.



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 or if there is a serious concern that you or others may be at risk of harm.

Taking action

It is important that you address any concerns about a student, and the School's duty of care creates collective and specific responsibilities to students 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, or where they are vulnerable for other reasons, whether short-term or long-term.

The School is committed to ensuring the safety of everyone involved in its activities, which includes the duty of care to safeguard children, young people and vulnerable adults during interactions relating to School activities, irrespective of duration or location. See the School's Safeguarding Policy: lse.ac.uk/intranet/LSEServices/policies/pdfs/school/safpol.pdf, Disability Policy: lse.ac.uk/intranet/LSEServices/policies/pdfs/school/schPolDis.pdf, and policy/procedure on personal relationships: [info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/perRelPolAndPro.pdf](https://lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/perRelPolAndPro.pdf)

This booklet sets out the range of possible actions, depending on your analysis of the seriousness of the situation (see Appendix 1 for a summary). In many cases, it may be enough to listen, and you should not try to take on the role of counsellor or doctor. Be aware of your own limitations, and refer students to the appropriate professional service. It is also unwise to make promises to a student, such as adjustments to their programme of study or exam/assessment arrangements. The Student Services Centre Advice Team can provide advice and ensure equity of treatment; they are fully aware of School regulations and will be familiar with how similar cases have been handled previously. Contact ssc.advice@lse.ac.uk (see Appendix 2 for full details).

In making a decision about how to respond to a student, you should take into account the relevant School policy and procedure: lse.ac.uk/intranet/LSEServices/policies/home.aspx. These include Disciplinary Procedures, a Student Charter, Guidance on the use of Social Media, a School Policy on Disability and a Policy for Trans Students and Staff. There are specific rules and procedures for students in Halls of Residence.

Separate procedures are in place for handling:

- medical emergencies/cases of communicable disease: contact the Head of Health and Safety, Melanie Boucher: m.boucher1@lse.ac.uk (020 852 3677).
- reporting crimes/campus security: lse.ac.uk/intranet/students/campusLondonLife/safety.aspx. LSE Security: 020 7955 6200 (routine enquiries) or ext. 6555 (emergencies only).
- cases of harassment and bullying: See Report It Stop It, and other resources including anti-bullying and anti-harassment advisers: lse.ac.uk/reportit. The website also contains details of sources of support, including safe contacts for those who have experienced sexual violence, harassment or abuse. Appendix 5 has advice on how to handle cases where there are concerns about potential violence.

- Drugs and alcohol policies – see Appendix 6.
- The Prevent duty, which had legal force since September 2015, applies to cases where 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 see Appendix 8 or contact the Head of Risk and Compliance, Robin Hoggard: r.hoggard@lse.ac.uk (020 7955 7061).
- The EDI Office (Equity, Diversity and Inclusion) can provide specialist advice and signposting for all members of the community, covering incidents involving bullying and harassment, as well as sexual violence, harassment and assault. Contact: edi@lse.ac.uk (020 7955 7096).

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: info.lse.ac.uk/Staff/Divisions/Risk-and-Compliance-Unit/Business-Continuity/Major-Incident-Initial-Response-Plan-MIIRP. Contact Business Continuity Manager, Veronique Mizgailo: v.mizgailo@lse.ac.uk (020 7107 5415).

Student confidentiality

Students who disclose a problem may ask you to keep this confidential, or will implicitly expect confidentiality on the basis of trust. You may need to explain that there are some things you would need to disclose to others, ie, a significant risk of serious harm to self/others, and ideally seek their consent to do so. Most staff (and students too) do not have a professional duty to keep information confidential, but it is accepted that within several teams, eg, counselling and disability, confidentiality is held within the service. What is important is that a student's private concerns should be treated with discretion, that information is only shared on a "need to know" basis, and that all records are kept in accordance with Data Protection legislation (the General Data Protection Regulations and Data Protection Act 2018).

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, Data Protection legislation prohibits staff from making an unauthorised disclosure of personal information about registered students to third parties (including parents and sponsors). Queries about a student's progress, living arrangements, state of mind (and even straightforward queries about whether they are registered at LSE or known to a service) should be handled carefully and not be answered without the student's consent in writing or via email from their LSE email account. The Data Protection Policy is online: lse.ac.uk/intranet/LSEServices/policies/pdfs/school/datProPol.pdf, and enquiries can be directed to Rachael Maguire, Data Protection Officer: r.e.maguire@lse.ac.uk (020 7849 4622).

It is also worth noting that students from some cultures may not have a good understanding of confidentiality, and may worry that personal information will be added to their academic records. Some students will benefit from an explanation of how this will be kept separate, in order to enable them to seek or accept support from within the School.



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 they need.
- 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 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.

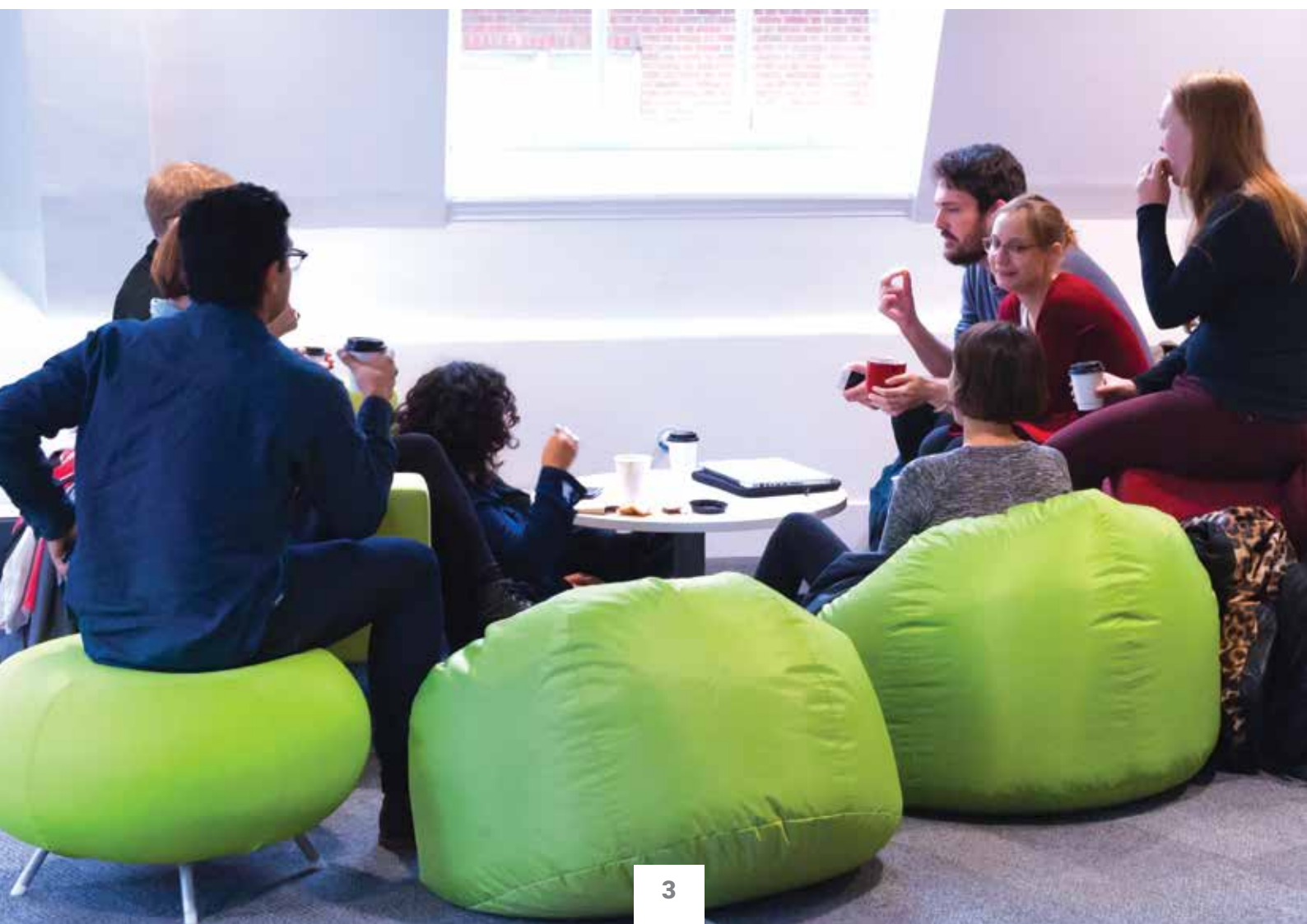
Where concerns are being passed on to you by a third party, try to get some view as to the seriousness of the situation and either encourage the informant to pass on information about services available, or seek their permission to contact the student directly.

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 utilise, and there is good coordination between School services. Students themselves may wish to choose whether they prefer to talk to someone in their Department, Student Wellbeing Service, Student Services, the SU, a GP or the Faith Centre, or feel that talking with a friend is sufficient.

Keeping a record

You should keep a brief 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. At times, you may prefer to brief other colleague(s) orally, avoiding any problems over written records. Please be aware that under Data Protection legislation, students have a right to request access to all information stored about them.

In Halls of Residence, a very brief factual note of your concern should be logged locally using Hallpad; please speak to a member of the Warden team for further information.





Level 2: Arranging an 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 support services available within the School (see Appendix 2).
- Facilitate, as appropriate, an appointment with one of the following:
 - Student Wellbeing Service (Student Counselling Service/Disability and Wellbeing Service, for access to counsellors and mental health advisers
 - a local GP, eg, 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 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).
- In the case of harassment, bullying or sexual violence, please refer to lse.ac.uk/reportit
- If you suspect vulnerability to radicalisation (see Appendix 8 on the Prevent duty), contact the Head of Risk and Compliance, Robin Hoggard: r.hoggard@lse.ac.uk (020 7955 7061).

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 School.

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 subwardens) between 9am and 11pm each day, 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 the Student Wellbeing Service.

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 day to day living. Those with serious ongoing difficulties may be 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 8).

Keeping a record

Document your contact with the student, preferably by email (or Hallpad for staff in Halls of Residences). This information should be passed to the Head of Student Wellbeing or the Head of Residential Life, in order 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 without delay phone or email the Disability and Wellbeing Service or Student Counselling Service (both are part of the Student Wellbeing Service), and a more detailed report should be completed at a later time.





Level 3: Handling an urgent situation – making an external referral

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 Head of Student Wellbeing (or in their absence the Disability and Wellbeing Service/Student Counselling Service), Head of Residential Life, Head of Student Services, or a local GP, eg, St Philips Medical Centre 0207 611 5131. They can all 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: 020 7955 6200 (routine enquiries) or ext. 6555 (emergencies only).
- 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 them 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 (or Disability and Wellbeing Service/Student Counselling Service) as soon as possible. They will liaise with services taking responsibility for the student and will contact you/others as appropriate.
- You can make contact with the Student Wellbeing Service if you need further advice. Staff are also able to make use of the separate Staff Counselling Service for debriefing and personal support in response to difficult student situations.

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, and allows 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 them in the first place (and there is no guarantee they will receive ongoing 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. If the student is a risk to others, the School may need 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 by calling the police. By contrast, the Prevent duty is designed to help people avoid getting drawn into terrorism or other terrorism-related crime. It 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. In urgent cases you should not delay but phone or email them asap (or the Disability and Wellbeing Service/Student Counselling Service); you can complete any detailed report at a later time to ensure there is an official record. 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 about the risk of violence.

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 (this includes mental health difficulties) it may be necessary to ensure “reasonable adjustments” are put in place. These are recorded in an Inclusion Plan (IP), which is prepared by the Disability and Wellbeing Service in conjunction with the student, and co-ordinates the response across the School. 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 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 ongoing difficulties or seeking support from a number of different individuals across the School, the Head of Student Wellbeing may invite some of those involved to attend a case meeting. They will also respond to similar requests from others, including:

- Head of Student Services or Head of Residential Life
- Any other relevant service eg, PhD Academy, Senior School Advocate or GP practice
- Wardens, departmental tutors, heads of departments, doctoral programme directors.

Case meetings are chaired by the Head of Student Wellbeing, who will invite key staff and services to the meeting. These are used to share information amongst those involved on a "need to know" basis, and co-ordinate the response between different services.

The Head of Risk and Compliance Unit, as Chair of the LSE Prevent Group, will chair meetings where there is suspected vulnerability to radicalisation.

These meetings also aim to ensure that equitable and appropriate support is provided for the student, as well as taking into account the health and safety of others within the School community.

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 can 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.

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 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 Mental Health Adviser.

You should also inform the student if they are taking psychiatric medication that they may benefit from the provision of reasonable adjustments, through Individual Examination Adjustments (IEAs) and/or an Inclusion Plan (IP). These can be arranged in confidence through the Disability and Wellbeing Service.

Disruptive students: taking time out

Occasionally, you may find yourself confronted with a student who is violent/disruptive to 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 (<https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/disProStu.pdf>) 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 student's visa and advice should be sought from the International Student Visa Advice Team or 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 the death of a student

The advice in this section is based upon the Protocol to be followed in the Event of the Death of a Student.

There may be a very rare situation when you are called to attend a situation where a student has died. A high level of sensitivity and discretion is required in dealing with such cases and you should exercise great restraint in what you say to students, staff and others. You need also to be aware that the death may be the result of deliberate self-harm/suicide.

Your first action should be to contact emergency services by calling 999 immediately and seek assistance from others, eg, line manager/senior colleague/warden. You should immediately contact one of the following who will ensure that the appropriate steps are taken including necessary communications with others:

- Head of Student Services
- Director of Summer School and Executive Programmes (in the case of a summer school student).

In their absence, you may contact:

- Academic Registrar
- School Senior Advocate for Students
- Head of Security
- SSC Deputy Advice Manager
- Head of Student Wellbeing
- Head of Residential Life/Director of Residential Services.

If the incident occurs out of hours on campus, contact Security (020 7955 6200 or ext. 6555 for emergencies). They have access to key private contact numbers for use in emergencies. You should also contact the warden responsible for your Hall, or the appropriate "cover" warden if they are not available. Please examine the Protocol for more detailed advice: info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/internal/stuDeaPro.pdf

All wardens are able to contact the LSE Out of Hours Support Group (details on Supplement for wardens and subwardens) between 9am and 11pm each day, which gives them access to telephone support from senior managers within student support services.

You are advised not to speak to members of the press or other media and should give no information to students or others; these tasks will all be handled by the Communications Division. If the police have not yet notified the next of kin, decisions about this should be made by the Head of Student Services (or Director of Summer School and Executive Programmes); a School Management Committee representative may act as the first point of official contact with the family.

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 Student Wellbeing Service for debriefing or to discuss any ongoing support needs for yourself and others involved in the incident. Staff may also 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, ensure you email any report (see appendix 3).

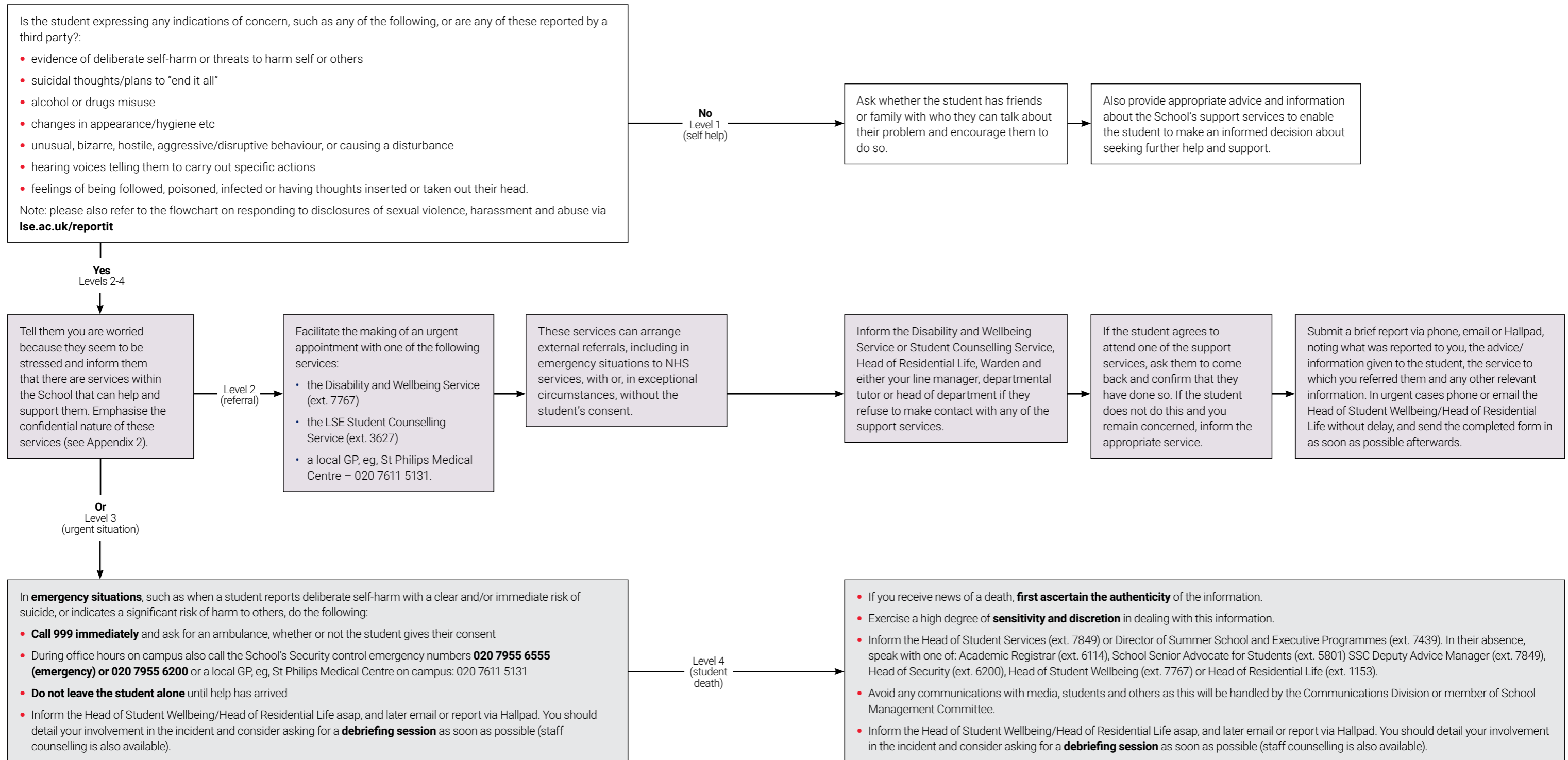
Raising awareness and training

The School provides information about its support services in various ways throughout the year: student prospectuses, during Welcome Week, through assorted departmental and Halls of Residences handbooks and on the 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 adviser/mentors, departmental tutors, supervisors, wardens and subwardens. Briefings and inductions for staff are provided by: Student Wellbeing Service, Teaching and Learning Centre and Organisational Learning in HR. Briefings on the Prevent duty are offered periodically. If you are in any doubt about the available services, please contact a.sandelson@lse.ac.uk or tlc@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.



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





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

Staff with professional expertise related to mental health/emotional problems

The Student Wellbeing Service (SWS): brings together two key student facing services: the Disability and Wellbeing Service (DWS) and Student Counselling Service (SCS). SWS provides a single integrated approach to help students, offers advice to staff and leads a wider initiative to improve student wellbeing across the School. Head of Student Wellbeing: Adam Sandelson: a.sandelson@lse.ac.uk (020 7955 7767). Deputy Heads: Paul Glynn (Counselling Service Manager): p.glynn@lse.ac.uk (020 7852 3627) and Venitia Stoby: v.m.stoby@lse.ac.uk (Disability and Wellbeing Service Manager) (020 7955 7767).

Mental Health Advisers: based within DWS and SCS. Senior Mental Health Adviser: Stef Hackney: s.hackney1@lse.ac.uk, or disability-dyslexia@lse.ac.uk (020 7955 7767) or student.counselling@lse.ac.uk (020 7852 3627).

Student Counselling Service: offers appointments throughout the year, apart from School closure days and public holidays, with daily drop-in sessions at 3pm. For further information contact reception: student.counselling@lse.ac.uk (020 7852 3627) or PEL.4.02 (Pethick-Lawrence House, formerly Tower 3; enter via Fawcett House, formerly Tower 2). For LSE Peer Support contact: lse.ac.uk/peerSupport or facebook [@LSEPeerSupport](https://www.facebook.com/LSEPeerSupport)

Disability and Wellbeing Service (DWS): offers confidential advice and support to disabled students and can put in place an Inclusion Plan (IP) to provide "reasonable adjustments". It holds daily drop-in sessions at 3pm. Senior Disability Adviser: Kirsty Mackenzie: k.mackenzie@lse.ac.uk; reception: disability-dyslexia@lse.ac.uk (020 7955 7767) or PEL.3.02 (Pethick-Lawrence House, formerly Tower 3; enter via Fawcett House, formerly Tower 2).

Anyone who has experienced sexual violence, harassment or abuse can obtain details of sources of advice and support, including safe contacts, via the EDI website (<https://info.lse.ac.uk/staff/divisions/equity-diversity-and-inclusion/EDI-and-you/Making-a-choice>), or report incidents via lse.ac.uk/reportit, Local GP service. Students should register with a local GP as soon as they arrive, and within the campus there is the St Philips Medical Centre (020 7611 5131). GPs can register people from outside their catchment area, and local GP practices can be found via [nhs.uk](https://www.nhs.uk) or call NHS 111. Students can seek an urgent appointment from the St Philips Medical Centre, or any practice, even if not registered with them, attend any NHS Walk-in Centre; the nearest is in Soho: 1 Frith Street, London, W1D 3HZ (020 7534 6500), open 8am – 8pm weekdays (10am – 8pm weekends).

Out of hours and emergency support

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

LSE Security: dial 0207 955 6555 (emergency) or 020 7955 6200 (routine) University College London Hospital: students can go at any time to the nearest Accident and Emergency Department at UCLH: 235 Euston Road. London, NW1 2BU (020 3447 0083).

Samaritans: 24-hour service for anyone experiencing feelings of distress or feeling suicidal. Phone, email, text, letter and face to face support available in most branches. Tel: 116 123 (free phone). Local branch: 46 Marshall Street W1F 9BF (Soho) – open 9am – 9pm daily, no appointment needed: [samaritans.org](https://www.samaritans.org)

Advisory staff who can offer guidance to distressed students

Student Services Centre Advice Team: ssc.advice@lse.ac.uk (020 7955 6167).

School Senior Advocate for Students: Peter Evanson: p.evanson@lse.ac.uk (0207 107 5801) or ssc.advice@lse.ac.uk (020 7955 6167)

General Course Dean: Mark Hoffman: gc.dean@lse.ac.uk (020 7107 5197).

Residential Life: is responsible for student matters in Halls of Residences and manages the warden/subwarden teams. Head of Residential Life: Victoria Frost: v.l.frost@lse.ac.uk (020 7106 1153) or residential.life@lse.ac.uk

Director of Summer School & Executive Programmes: Elizabeth Aitken: e.aitken@lse.ac.uk (0207 955 7439).

Faith Centre: Reverend Dr James Walters, the full-time Chaplain and Interfaith Adviser: j.walters2@lse.ac.uk (020 7955 7965) or 2nd floor, Saw Swee Hock.

Nightline: offers confidential listening, support and practical information for students in London, open 6pm – 8am every night of term. Call 020 7631 0101, text 0771 989 900, Email: listening@nightline.org.uk, [nightline.org.uk](https://www.nightline.org.uk), Twitter: [@LondonNightline](https://twitter.com/LondonNightline)

The EDI Office (Equity, Diversity and Inclusion): serves as a vital resource and leader in promoting and furthering LSE's commitment to equity, diversity and inclusion for all members of its community. They have a network of advisers (including anti-bullying and harassment), safe contacts for those who have experienced sexual harassment or assault, and also can provide much specialist advice: edi@lse.ac.uk (020 7955 7096).



Student Services Centre (SSC): manages all administrative services relating to registration, course selection, proof of attendance, programme transfers, interruptions and withdrawals, exams, award confirmations and transcripts, appeals, extensions, scholarships and financial support. The SSC is on the ground floor of the Old Building. Contact: Cheryl Edwardes, Deputy Head of Student Services Centre: c.a.edwardes@lse.ac.uk (020 7955 7149).

The International Student Visa Advice Team is the only LSE team designated to advise on student immigration rules for the UK. Contact via their website, or Bethan Ovens: b.ovens@lse.ac.uk (020 7955 6853).

Residential Services Office: provides advice to students needing to change their accommodation, help with finding private rented accommodation and information about Halls of Residence: accommodation@lse.ac.uk (020 7955 7531) or SAW.3.02.

Adviser to Women Students: available to discuss issues of concern and offer advice and support to women students in the School. Dr Bingchun Meng: b.meng@lse.ac.uk (020 7107 5020).

Students' Union Advice and Support Service: provides help with issues including housing problems, post-study work visas and visa corrections, grants, benefits, fee status and disability rights: su.advice@lse.ac.uk (020 7955 7158) or visit SAW.3.01, 10.30am – 4pm.

Support for students facing difficulties with their academic studies

English for Academic Purposes: The Language Centre provides sessions on various aspects of academic English, including essay writing, exams and dissertations as well as subject specialist language support: lse.ac.uk/Depts/language/english.htm

PhD Academy: provides doctoral students with a central point for professional development and advanced methodology training, career sessions and other specialist events delivered by LSE experts, as well as detailed advice on all issues from registration to final examination/award, and regulations. It is available to help students with all queries and problems: phdacademy@lse.ac.uk (020 7955 6607) or LRB.4.03.

LSE LIFE: offers undergraduate and taught masters students support, guidance, help and ideas about how to succeed in their studies and extend their learning outside the classroom. It runs a large range of one-to-one sessions, workshops and large group learning events and is a hub for collaboration for staff across the School, including the LSE LIFE team, Careers, Library and colleagues in academic departments. Contact: lifelife@lse.ac.uk (020 7852 3580) or Ground floor, Library.





Appendix 3: Recording of incidents

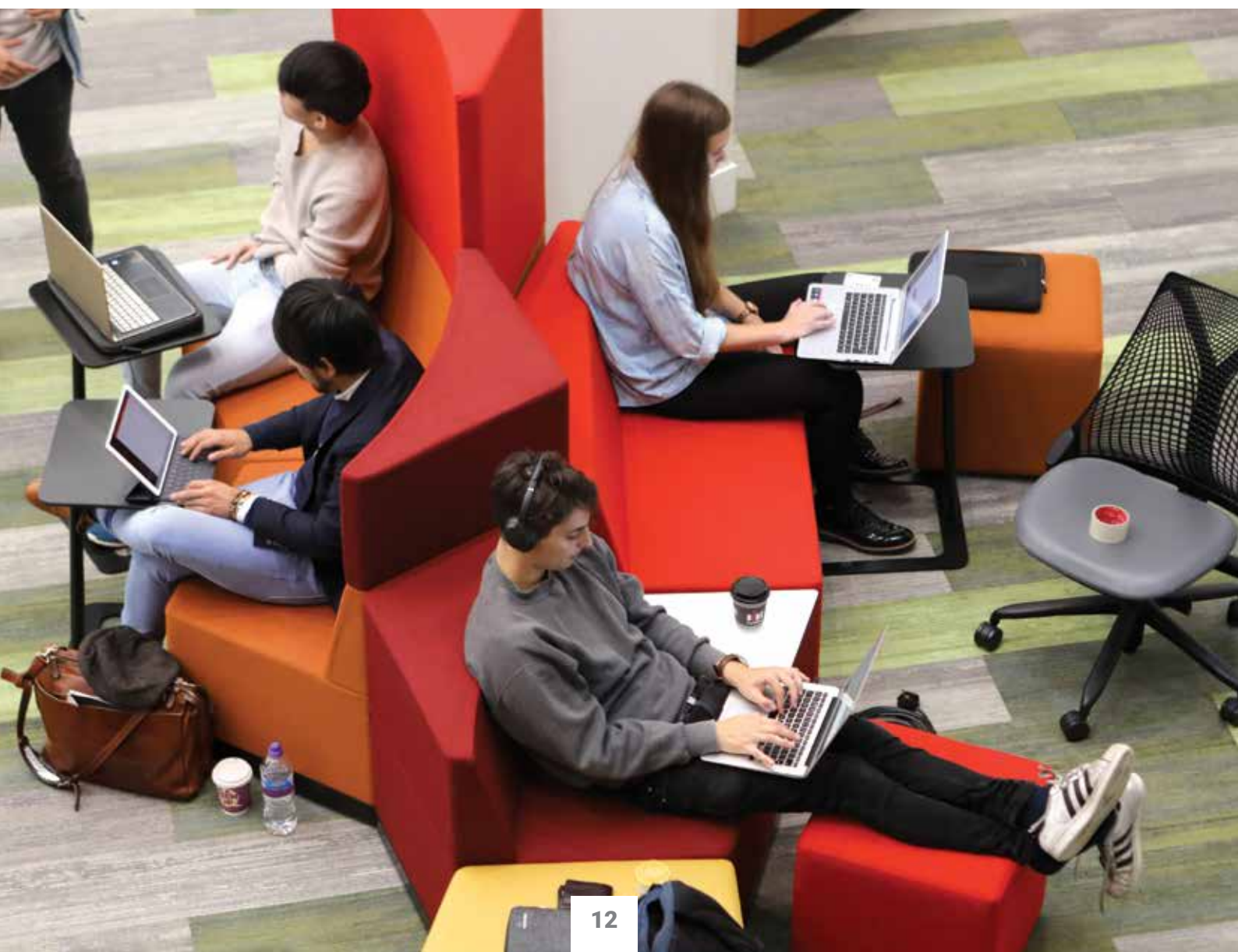
There are different ways of reporting an incident involving a student who is a cause for concern. Staff in Halls of Residences report incidents through Hallpad; all other staff should email the Head of Student Wellbeing or contact SWS via disability-dyslexia@lse.ac.uk (020 7955 7767) or student.counselling@lse.ac.uk (020 7852 3627). 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, contact the Head of Student Wellbeing or Head of Residential Life asap and send in any email or completed form as soon as possible afterwards, to ensure there is an official record of what has taken place.

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.

For incidents involving harassment or bullying, you can report at lse.ac.uk/reportit. Where named (rather than anonymous) reports are made, an initial response will be provided within three working days.

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 and not personal opinions, as these records are disclosable under the General Data Protection Regulation.





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 schizophrenia¹), 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 others.

Signs to look out for: inappropriate, bizarre or unusual 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. However, it is best not to generalise or make assumptions about a student on the basis of either their condition or treatment/medication.

Further advice can be sought via the Student Wellbeing Service.

¹Schizophrenia 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.

Appendix 3 offers a guide to how to note down an incident, in which you should avoid opinion and stick to the facts and you should make a record in the event of a student being verbally or physically abusive towards a member of staff. 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. Please contact the Head of Student Wellbeing or Head of Residential Life asap, by phone, email or Hallpad (for staff in Halls of Residences). 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 (see Appendix 8), 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. The LSE/LSESU School Charter sets out the expectations for members of the School Community: info.lse.ac.uk/staff/Services/Policies-and-procedures/Assets/Documents/stuCha.pdf

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 only 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, their local GP 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 within the Student Wellbeing Service, while more basic information may be shared with the Student Service Centre Advice Team or the academic departments, if the student poses a current threat to others' 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 8) 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 General Data Protection Regulation (GDPR) 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 GDPR 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. As with all records, you should stick to factual reporting.



Appendix 6: Student drugs and alcohol policy and procedure

Student drugs and alcohol policy

info.lse.ac.uk/staff/Services/Policies-and-procedures/Assets/Documents/stuDruAlcPol.pdf

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

info.lse.ac.uk/staff/Services/Policies-and-procedures/Assets/Documents/stuDruAlcPro.pdf

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, wellbeing 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

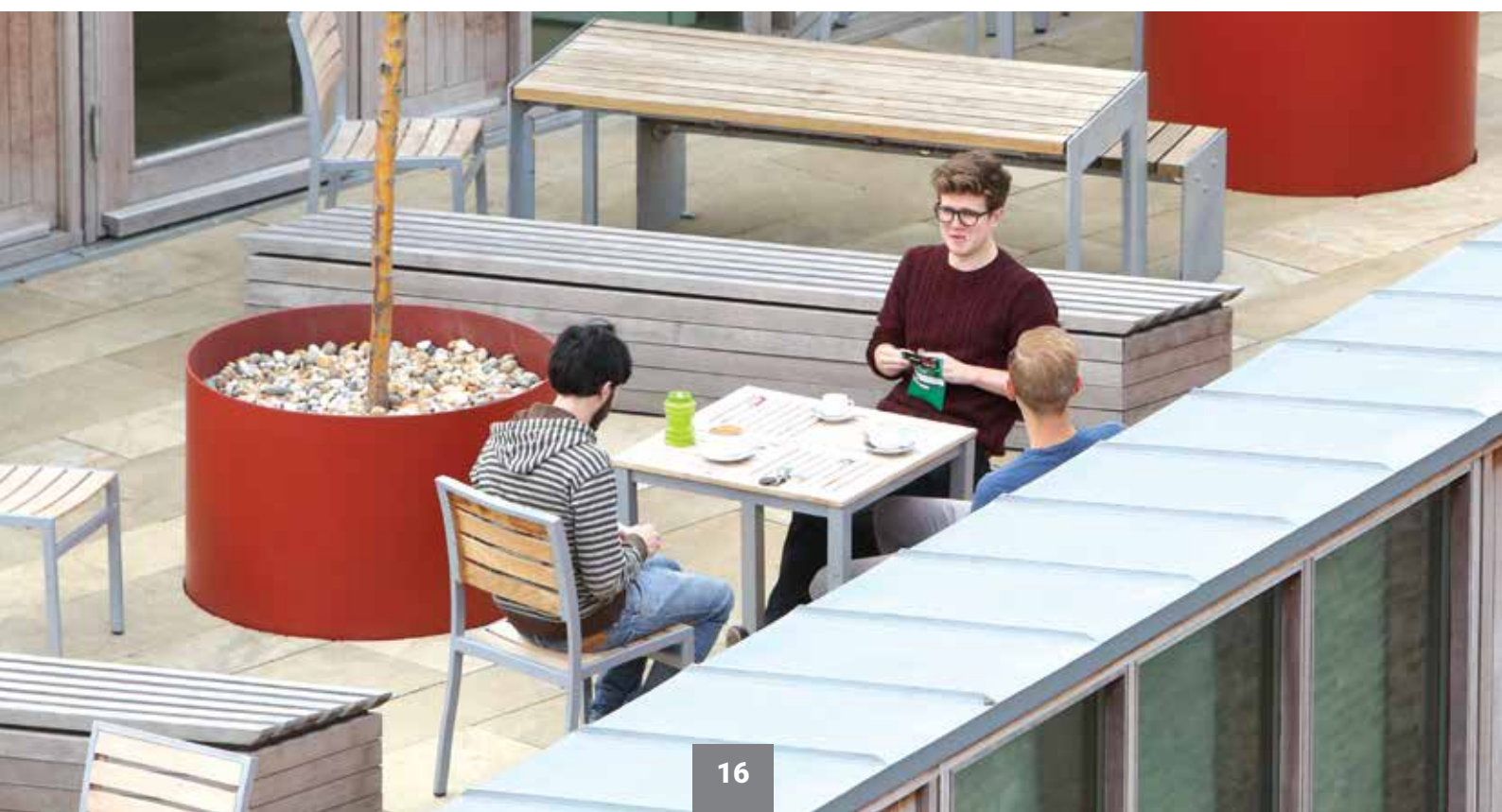
Any discovery of drug usage could result in suspension or expulsion from the School (following the *Disciplinary regulations for students*), and/or expulsion from a Hall of Residence (following the *Code of Conduct for Disciplinary Proceedings in Halls of Residence*).

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 those 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

- Adviser to Female Students, Bingchun Meng: b.meng@lse.ac.uk (020 7107 5020)
- Head of Student Services: Martyn Annis (020 7955 7849).
- Deputy Advice Manager, Student Services Centre: Jennifer Frances: ssc.advice@lse.ac.uk (020 7955 7849).
- Head of Student Wellbeing, Adam Sandelson: a.sandelson@lse.ac.uk (0207 9557767)
- Senior Mental Health Adviser: Stef Hackney: s.hackney1@lse.ac.uk, ((020 7955 7767).
- School Senior Advocate for Students: Peter Evanson: p.evanson@lse.ac.uk (020 7107 5801)
- Dean of the General Course, Mark Hoffman: gc.dean@lse.ac.uk (020 7107 5197).

Other useful contacts in the School

- Head of Security, Paul Thornbury: p.c.thornbury@lse.ac.uk (020 7955 6055) can advise students on their safety and facilitate referral to appropriate police department.
- Student Counselling Service: student.counselling@lse.ac.uk (020 7852 3627).
- Disability and Wellbeing Service: disability-dyslexia@lse.ac.uk (020 7955 7767).
- Equity, Diversity and Inclusion Office: edi@lse.ac.uk 020 7955 7096).
- Head of Residential Life; Victoria Frost: v.i.frost@lse.ac.uk (020 7106 1153).
- Wardens and/or subwardens in School Halls of Residence (where relevant): see individual halls under lse.ac.uk/intranet/LSEServices/residentialServices/whosWho/whosWho.aspx



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 General Data Protection Regulation.

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, Head of Student Wellbeing. Whilst communication with appropriate colleagues within the School is important, the General Data Protection Regulation prohibits staff from the disclosure of any information about registered students to third parties (**including parents and sponsors**). The Data Protection Policy is online: lse.ac.uk/intranet/LSEServices/policies/pdfs/school/datProPol.pdf; enquiries can be directed to Rachael Maguire, Data Protection Officer: r.e.maguire@lse.ac.uk (020 7849 4622).

For further guidance you may also wish to refer to the LSE Student Counselling Service Confidentiality Policy: 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/stop-forced-marriage

Karma Nirvana
Supports those pressured into forced marriage, being threatened with shame/dishonour or worried about being disowned.
karmanirvana.org.uk. Helpline: 0800 5999 247

Southall Black Sisters
Provides information, advice, advocacy, practical help, counselling and support to black (Asian and African-Caribbean) women and children experiencing domestic and sexual abuse (including forced marriage and "honour" crimes). southallblacksisters.org.uk

Forced Marriage
This website provides advice, information and essential contacts to help people out of a forced marriage.
gov.uk/stop-forced-marriage

Ashiana
Ashiana is an Asian women's refuge, located in South Yorkshire, available to all UK residents.
ashianasheffield.org/

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

Ask the Police
askthe.police.uk/Content/Default.mth

The Site
This website puts you in direct contact with expert advisers on forced marriage.
themix.org.uk/crime-and-safety/victims-of-crime/forced-marriage-9169.html



Appendix 8: 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;
- to report periodically to HEFCE (Higher Education Funding Council for England) or its successor 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. In some regions of the UK, right-wing terrorism is at least as much a concern as Islamist terrorism, and has accounted for many – sometimes most – of the referrals to the "Channel" deradicalisation programme.
- 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 current and previous governments have aspired to place curbs on "extremism" using a contentiously broad definition, but no draft legislation has yet emerged at the time of writing in July 2018. It appears that it has not been possible so far for the government to agree how extremism beyond the terrorism-related might be defined in law.

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: [info.lse.ac.uk/Staff/Divisions/Governance-Legal-and-Policy/Prevent](https://www.lse.ac.uk/Staff/Divisions/Governance-Legal-and-Policy/Prevent)



Peer Support at LSE

Peer Support is a successful programme for supporting students which is run at many universities in the UK and USA. A Peer Supporter, a student trained in listening and responding skills, can be approached by another student to talk in confidence about any worries, concerns or difficulties the student may be having. Peer Supporters are not qualified counsellors but are able to offer fellow students a valuable level of confidential support and, if necessary, further information about where additional support at the School can be accessed. Peer Support at LSE has now trained eight different cohorts of students. For the 2018/19 academic year we have 27 undergraduate peer supporters (22 were trained in 2018, with five continuing from the previous year).

Peer Supporters follow a 30 hour training programme from the LSE Student Counselling Service in listening, questioning and responding skills designed 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 run by LSE Student Counselling Service, which monitor the quality of their work and ensure that safe boundaries are maintained throughout. We have Peer Supporters living in several LSE Halls of Residences, where they organise promotional events, regular “drop-in” times, etc.

This year, one of our main focuses will be on promoting the scheme on campus, as it seems many students are still unaware of peer support, and we will similarly have drop-in times at the Student Union as well as in LSE Life. We will be holding a number of stalls on campus during Welcome Week and continuing throughout Michaelmas Term, encouraging students to think about their wellbeing, so please come and say hello. We are also planning a student-led event focusing on mental health, probably early in the Lent Term. Any peer supporter can be contacted by any student, regardless of their year of study, degree programme or accommodation arrangements. Look out for posters in your halls, departments and around campus, identifying your peer supporters.

More information about the project, including profiles and email addresses of the Peer Supporters and where they are based can be found at: lse.ac.uk/peersupport or on Facebook: [lsepeersupport](https://www.facebook.com/lsepeersupport), Twitter: [@LSEPeerSupport](https://twitter.com/LSEPeerSupport), and Instagram: [LSEPeerSupport](https://www.instagram.com/LSEPeerSupport)

General email (for information about the scheme): s.ward@lse.ac.uk (Susie Ward, peer support co-ordinator)

If you are interested in becoming a peer supporter yourself in 2019/20, applications will be open from January 2019, check the webpage in Lent Term.





THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

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This document was agreed by Student Affairs Committee (Paper 07/10) in January 2008.
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For further details contact LSE Student Wellbeing Service.

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