

POLICIES & PROCEDURES RELATED TO STUDENT SAFEGUARDING, SUPPORT AND WELLBEING

2025-2026

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1. SAFEGUARDING POLICY

Introduction

- 1.1 The School has a statutory duty under the Children Act 1989 and Section 175 of the Education Act 2002 to safeguard and promote the welfare of its students. It also has a duty under the Counter Terrorism and Security Act 2015 to take appropriate measures to help prevent students from being drawn into terrorism.
- 1.2 In fulfilling these duties, regard has been taken of the following related legislation and guidance:
 - The Human Rights Act 1998
 - The Equality Act 2010, including the Public Sector Equality Duty
 - Keeping Children Safe in Education DfE 2025
 - Working Together to Safeguard Children December 2023
 - The revised Prevent Duty Guidance for England and Wales 2023 (updated Mar 2024), for Further Education Institutions and for Higher Education Institutions
 - Information Sharing Advice for Safeguarding Practitioners providing safeguarding services for children, young people, parents and carers May 2024
 - Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR)
 - Sharing Nudes and Semi-nudes: advice for education settings working with children and young people (Dec 2020)
 - Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)
- 1.3 Under the legislation, a child is classed as a person under the age of 18.
- 1.4 The School has formulated its safeguarding responsibilities around the definition of safeguarding and promoting the welfare of children used in Keeping Children Safe in Education 2025 and Working Together to Safeguard Children 2023, namely:
 - Providing help and support to meet the needs of children as soon as problems emerge;
 - protecting children from maltreatment, whether that is within or outside the home, including online;
 - preventing impairment of children's mental and physical health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.

Prevent

- 1.5 Prevent is considered as part of the School's wider safeguarding obligations. The School will not tolerate extremist views of any kind whether from internal sources – students, staff or governors; or external sources – the School community, external agencies or individuals. The School aims to promote an environment of mutual respect, where everyone feels safe, diversity is promoted and any form of discrimination or prejudice is challenged.
- 1.6 The School recognises that being an educational establishment provides an opportunity to equip young people with the knowledge, skills and critical thinking to challenge extremist ideologies that aim to develop destructive relationships between different communities by promoting division, fear and mistrust based on ignorance or prejudice. It also recognises the limitations that extremist ideologies can place on the life chances of young people.
- 1.7 The School will therefore aim to provide awareness around the Prevent agenda, promote positive counter narratives, embedding fundamental British values into the curriculum, particularly in further education, and encouraging healthy debate around the issues.
- 1.8 The School will maintain an awareness of the current national and local threat level and risk and contribute to community efforts to raise awareness and support those at risk of radicalisation. This will be achieved by active participation in the local Prevent Operational Bronze group(s).
- 1.9 Any concerns about possible radicalisation, existence of extremist materials or influences will be treated as a safeguarding concern. Any prejudice, discrimination or extremist views, including derogatory language, displayed by staff or students will be challenged and, where appropriate, dealt with in accordance with the student or staff disciplinary procedure.

Policy Statement

- 1.10 The Northern School of Art recognises that it has a statutory and moral duty to promote and safeguard the welfare of its students who are under the age of 18 or classed as vulnerable adults.
- 1.11 The School is therefore committed, not only to helping to protect students from situations in which they are at risk of abuse, or feel compromised in any way, but also by providing them with a safe and supportive environment that enables them to thrive and achieve their potential.
- 1.12 The School will do this by:
- establishing a safe learning environment in which all students can learn and develop;
 - creating a culture of vigilance and intervention;
 - recognising the importance of wider environmental factors in a student's life that may contribute to threats to their safety and/or welfare (contextual safeguarding);

- taking all welfare concerns seriously and encouraging children and young people to talk to staff about anything that is worrying them;
- practicing safe staff recruitment procedures built around DBS (Disclosure and Barring Service) checks and guidelines;
- helping to equip students with information and awareness to keep themselves safe, so that they recognise when they are at risk and how to get help when they need it;
- ensuring staff and students understand what radicalisation means and why people may be vulnerable to it, what the term extremism means, the link between extremism and terrorism and what support is available for those that may be being exploited by radicalising influences;
- maintaining clear procedures to identify and report suspected cases of abuse;
- ensuring all staff understand their safeguarding responsibilities, are made aware of these procedures and trained in their use;
- having staff specifically trained to deal with safeguarding issues and providing support;
- providing appropriate support to students who have been abused or at risk of abuse;
- always acting in the best interests of the child / young person.

Scope

- 1.13 This policy covers all students and staff at the School.
- 1.14 The School recognises that it has specific safeguarding duties with regard to students under the age of 18, however vulnerable adults have also been included within the scope of this policy. In this context a vulnerable adult is defined as a student over the age of 18 who requires additional support for reasons such as disability or illness and is, or may be, unable to protect themselves against significant harm or exploitation.
- 1.15 This policy covers all aspects of abuse as included in the definitions below. The definitions should also be taken as outlines of the types of incidents that should be reported under the safeguarding procedure. Signs and symptoms of abuse can be found in Signs and Symptoms of Abuse.

Definitions

Private Fostering

- 1.16 When a child under the age of 16 (or 18 if the child is disabled) is cared for by someone who is not their parent or 'close relative', under a private arrangement for 28 days or more. 'Close relatives' are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

Whistleblowing

- 1.17 The term whistleblowing refers to an employee raising a concern about an incident or practice within the workplace that is immoral or illegal.

Physical Abuse

- 1.18 May involve hitting, shaking, throwing, poisoning, burning, scalding, drowning suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child.

Sexual Abuse

- 1.19 Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve:
- Physical contact including penetrative or non-penetrative acts.
 - Non-contact activities, such as involving children in looking at, or in the production of pornographic material or watching sexual activities.
 - Encouraging children to behave in sexually inappropriate ways, including involvement in prostitution.

Emotional Abuse

- 1.20 The persistent emotional ill-treatment of a child so as to cause severe persistent adverse effects on their emotional development.
- 1.21 It may involve:
- Conveying to children that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person.
 - Age or developmentally inappropriate expectations being imposed on children.
 - Causing children frequently to feel frightened or in danger.
 - The exploitation or corruption of children.
- 1.22 Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

Neglect

- 1.23 The persistent failure to meet a child's physical and psychological needs, likely to result in the serious impairment of their health or development.
- 1.24 It may involve:
- failing to provide adequate food, shelter and clothing;
 - failing to protect a child from physical harm or danger;
 - failure to ensure access to appropriate medical care or treatment;
 - neglect of a child's basic emotional needs;

- failure to ensure satisfactory education.

Financial Abuse

- 1.25 This includes theft, fraud, exploitation, the misuse of possessions and pressure applied in relation to financial transactions.

Discriminatory Abuse

- 1.26 This is abuse (persistent or an isolated incident) that is based on any of the protected characteristics (age, sex, race, disability, religion or belief, sexual orientation, marriage and civil partnership, pregnancy or maternity, gender reassignment or any other personal characteristic of an individual).

Child Sexual Exploitation

- 1.27 Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. This is a new statutory definition introduced in 2017.

Child Criminal Exploitation

- 1.28 This occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator and /or (c) through violence or the threat of violence. It does not always involve physical contact; it can also occur through the use of technology. It can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket or threaten other young people.

Female Genital Mutilation

- 1.29 Female genital mutilation (FGM), also known as female genital cutting and female circumcision, is the ritual removal of some or all of the external female genitalia. The practice is found in Africa, Asia and the Middle East, and within communities from countries in which FGM is common.

Harassment

- 1.30 A person harasses another person if they engage in unwanted conduct (including that of a sexual nature or related to gender reassignment or sex) related to a relevant protected characteristic, that has the purpose or effect of violating the other person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. In determining whether the conduct has this effect the following needs to be considered – the perception of the person on the receiving

end of the conduct; any other circumstances of the case; and whether it is reasonable for the conduct to have that effect.

Honour Based Abuse

- 1.31 So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Domestic Abuse

- 1.32 Any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:
- physical or sexual abuse;
 - violent or threatening behaviour;
 - controlling or coercive behaviour;
 - economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
 - psychological, emotional or other abuse.
- 1.33 People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.
- 1.34 The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.
- 1.35 Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Child on Child Abuse

- 1.36 When a child or a young person causes harm to another. This can include physical abuse, sexually harmful behaviour, bullying (including cyber bullying), hazing, sexting and teenage relationship abuse. There is however, no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. It is more appropriate to deal with young person's behaviour as abusive if:
- there is a large difference in power (for example age, size, ability, development) between the young people concerned;
 - the perpetrator has repeatedly tried to harm one or more other children;
 - there are concerns about the intention of the alleged perpetrator;

- there was an intention to cause severe harm to the victim, whether or not severe harm was actually caused.

Sexual Violence

1.37 Sexual violence refers to sexual offences under the Sexual Offences Act 2003, which includes rape, assault by penetration and sexual assault.

Sexual Harassment

1.38 This refers to any unwanted behaviour of a sexual nature resulting in distress, intimidation, or humiliation. It can take lots of different forms. It can include:

- someone making sexually degrading comments or gestures;
- your body being stared at or leered at;
- being subjected to sexual jokes or propositions;
- e-mails or text messages with sexual content;
- physical behaviour, including unwelcome sexual advances and touching;
- someone displaying sexually explicit pictures in your space or a shared space;
- offers of rewards in return for sexual favours

1.39 See also definition of 'harassment.'

Sexual Misconduct

1.40 Sexual Misconduct covers a broad range of inappropriate and unwanted behaviours of a sexual nature. It covers all forms of sexual violence, including, but not limited to: sex without consent, sexual abuse (including online and image-based abuse), non-consensual sexual touching, sexual harassment (unwanted behaviour of a sexual nature which violates your dignity, makes you feel intimidated, degraded or humiliated or creates a hostile or offensive environment), stalking, abusive or degrading remarks of a sexual nature.

Gender-based Violence

1.41 Gender-based violence (GBV) is violence that is directed against a person because of that person's gender or violence that affects persons of that gender disproportionately. While anybody can be a victim of GBV, women are overwhelmingly the victims.

Violence against Women and Girls

1.42 Violence against women and girls (VAWG) is an umbrella term used to cover a wide variety of abuses against women and girls.

County Lines

1.43 This is a term used to describe gangs and criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. Inherent within this is the exploitation of children and vulnerable adults to move and store the drugs and

money and they will often use coercion, intimidation, violence (including sexual) and weapons.

Up-Skirting

- 1.44 This is a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders. This is now a criminal offence.

Extremism

- 1.45 Extremism is defined by the UK Government as 'the promotion or advancement of an ideology of an ideology based on violence, hatred or intolerance, that aims to:
- Negate or destroy the fundamental rights and freedoms of others; or
 - Undermine, overturn or replace the UK's system of liberal parliamentary democracy or democratic rights; or
 - Intentionally create a permissive environment for others to achieve the results in the above two points.

Radicalisation

- 1.46 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism

- 1.47 Terrorism is 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. It includes the use of threat designed to influence the government or to intimidate the public for the purpose of advancing a political religious or ideological cause.

Roles and Responsibilities

- 1.48 The School Principal has the responsibility of ensuring that the Safeguarding Policy and Procedures are adopted by the Governing Body and are fully implemented within the wider organisation. The School Principal will act as the Serious Case Reviewer (SCR) and will be involved in any specific Safeguarding issues that involve a serious incident that occurs on the School premises, involves a member of the School staff, or may involve the media or representation of the School in court or a similar situation.
- 1.49 The Safeguarding Governor (SG) is a named member of the governing body that has responsibility for safeguarding issues and works alongside the Designated Safeguarding Lead to ensure that the School has procedures and policies which are consistent with national legislation, statutory and local guidance. They

provide strategic challenge to test, and assure themselves, that the policies and procedures are effective and support the delivery of a whole school approach to safeguarding. The governor also ensures that the governing body is informed annually on how the School and its staff have complied with the policy, including a report on training undertaken by staff.

- 1.50 The Designated Safeguarding Lead (DSL) is responsible for ensuring the School's policies are known and used appropriately, reviewed annually and will work with the Safeguarding Governor regarding this. They will make sure that the Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this. They will also link with the local Safeguarding Children's Board at a strategic level to ensure staff are aware of training opportunities and the latest local policies on safeguarding. They will manage referrals from School staff and any others from outside the School. They will be aware of students that have a social worker and help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues with academic and School Leadership staff. As from Sept 2023 they will be responsible for understanding the IT filtering and monitoring systems and processes in place to safeguard students online. The DSL will collate all Safeguarding records, track required activity and maintain logs of Safeguarding incidents, related activity and outcomes. They will co-ordinate the production of the annual safeguarding report and update all Safeguarding materials made available to the wider School through the VLE & website, Safeguarding reference materials and other published materials.
- 1.51 The Deputy Designated Safeguarding Lead will act as the DSL in their absence. If in exceptional circumstances the DSL or their deputy is not available, this will not delay action being taken. Advice should be sought from a member of the Principalship team in the first instance and/or from the local Children's Social Care department if required.
- 1.52 The Vice Principal (People Services) also acts as the School's Strategic Safeguarding Lead, leading on the development and continuous improvement of the School's practices.
- 1.53 The HR Manager is responsible for ensuring that Safer Recruitment Practices are implemented and adhered to within the recruitment process. They will also be responsible for informing the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child.
- 1.54 Safeguarding Advisers (SA). A number of the Extended Principalship Team (EPT) are designated to act as Safeguarding Advisers (SA) within clearly defined areas of responsibility e.g. On-Line Safety, and Site Security. They are the people responsible for ensuring advice and guidance is disseminated and acted upon for specific issues that fall within their area of specialism.

- 1.55 The SAs are members of the Safeguarding Committee and as part of their remit will meet on a termly basis to share best practice, discuss concerns, inform of updates and ensure statutory duties are being met and policy and procedure followed. The DSL will require that Safeguarding Advisers input into annual reports, policies and procedures which will form part of the discussions within the regular Safeguarding Committee meetings.
- 1.56 In the case of the DSL and the Deputy being absent from School, another member of EPT with appropriate training can deputise to avoid delay in seeking support. Any member of staff can contact the Police or Social Services in an emergency – contact numbers are provided within the Safeguarding Procedure.
- 1.57 All Staff have responsibilities under Prevent and Safeguarding, to raise awareness, be vigilant to any issues, raise concerns and to deal with any Prevent and Safeguarding situations according to the School's policy. They also have a general responsibility to contribute to the provision of a safe learning environment in the School and for School organised events. This includes partner organisations who teach or assess students wherever they are located.
- 1.58 Employers providing work placements for students under 18 have a responsibility to ensure they also provide a safe and supportive working and learning environment for students. Staff arranging such placements are responsible for ensuring that the employer is aware of what is expected of them and that DBS checks are undertaken for relevant staff within that employer's organisation.
- 1.59 Student Services have a specific responsibility to provide appropriate information, awareness sessions and workshops to support students in their own health and safety and increase their awareness of safeguarding issues. The Student Advice and Wellbeing Team act as a wider safeguarding team providing first line advice, guidance and support around keeping safe and providing a safe environment for reporting any concerns.
- 1.60 Members of the School community (staff and students) have a responsibility to inform a Safeguarding Lead or other identified member of the Safeguarding Team if they suspect that abuse is taking place.
- 1.61 A full list of relevant staff and their contact details can be found within the Safeguarding Procedure and also via the staff area of Moodle.

Student monitoring

- 1.62 The School recognises its responsibility in relation to, and the implications of, Children Missing Education and its links with safeguarding issues.
- 1.63 Student attendance at the School will be carefully monitored in order to identify any possible safeguarding issues. Any concerns will be flagged with the Student Services team in the first instance who will investigate the reasons behind non-attendance, involving parents/ carers where appropriate.

- 1.64 The Student Services Team will screen all students for potential support issues in the first few weeks of the academic year. They will prioritise initial meetings for students identified through this process in order to identify those at potential risk and therefore in need of close monitoring.
- 1.65 Staff are aware that mental health issues can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe and identify potential signs that students may be experiencing a mental health issue but are aware that diagnoses should only be made by trained professionals. Students presenting with mental health issues will be treated as a priority for initial support meetings.
- 1.66 It is recognised that when a student has a social worker it may be an indicator of increased risk, more vulnerability to increased harm as well as possible educational barriers to attendance, learning, behaviour and poor mental health. The School will seek to identify these students as early as possible to ensure appropriate support is in place.
- 1.67 If required, students will be included on the Young Person in Need (YPIN) or the Vulnerable Adult (VA) registers for monthly monitoring by the Student Services team in addition to ongoing pastoral support.

Dealing with Safeguarding Concerns

- 1.68 If staff have any concerns about a student they should act on them immediately. During term-time the DSL (or a deputy) will always be available for staff to be able to contact to discuss Safeguarding concerns. They will ensure there is adequate and appropriate cover arrangements for any out of hours/out of term time activities.
- 1.69 The School is clear that it is not the responsibility of any member of staff to investigate any suspected or alleged cases of abuse; all cases must be referred to the Designated Safeguarding Lead (DSL), the Deputy DSL or, in exceptional cases where neither is available, advice should be sought from a member of Principalship and/or the local Children's Social Care Team.
- 1.70 All issues regarding safeguarding will be dealt with by appropriately trained members of staff who are specifically appointed to deal with such issues. Any issue relating to the Principal will be referred to the Chair of Governors.
- 1.71 Throughout any safeguarding intervention a student's welfare is paramount. Any action taken will always be in the best interest of the student and will consider the student's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- 1.72 Student's rights to be consulted will be respected throughout the safeguarding process. Their concerns will be listened to and due consideration will be given to their wishes and feelings. If, however, a student is considered to be at risk of harm, their wishes may have to be over-ruled.

- 1.73 The School recognises that while students with disabilities and special educational needs (SEND) have exactly the same rights to be safe from abuse and protected from harm they do require additional support and attention due to their increased vulnerability as a result of potential additional needs relating to physical, sensory, cognitive and/ or communication impairments. The School SEND Coordinator and Learning Support Assistants have an in-depth understanding of the students they support and will ensure they have the appropriate support to access information about safeguarding issues and report any concerns that they may have.
- 1.74 The School also recognises that there are other groups of students that may be more vulnerable or susceptible to harm, for example, those identifying as LGBT, looked after children, or previously looked after and those who need a social worker. The School will ensure that such students are identified at the beginning of the academic year and have access to the information and support they require to keep themselves safe from harm, working closely with the relevant Virtual Schools and ensuring that those identifying as LGBT have a trusted adult that they can be open with.
- 1.75 Students identified through the Safeguarding process who are then identified as a Young Person in Need (YPIN) or a Vulnerable Adult (VA) will be monitored by the Student Services Team in their monthly meetings.
- 1.76 Staff will be vigilant in considering any displayed material throughout the School, checking that there is nothing that could promote anything of concern and also specifically relating to promotion of extremist views of any kind. If any such material is found it will be removed immediately and reported to a safeguarding officer.

Specific Safeguarding Issues

- 1.77 All staff will be made aware that it is a criminal offence under the Sexual Offences Act 2003 for a person over the age of 18 in a position of trust to enter into a sexual relationship with any students under 18 years old, even if the relationship is consensual. More information can be found within the School Close Personal or Sexual Relationships Between Staff and Students and Staff and Staff Procedure.
- 1.78 The School recognises the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school will be taken to the Principal without delay; any concerns about the Principal will be referred to the Chair of Governors. Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. The School will take appropriate action whether the concern is of a low level, i.e. does not meet the criteria for an allegation but is inconsistent with the staff code of conduct or is classed as an allegation, in accordance with the School's Staff Disciplinary Procedure

- 1.79 Allegations of abuse made against staff and volunteers is covered in the School's Staff Disciplinary Procedure.
- 1.80 All staff are made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern. If staff have a mental health concern about a student that is also a safeguarding concern, immediate action should be taken by speaking to the Designated Safeguarding Lead.
- 1.81 The School recognises the mandatory duty on teachers to inform the police of any cases where an act of Female Genital Mutilation appears to have been carried out in relation to students under the age of 18. Any disclosures or suspicions of such cases will be immediately reported to the Designated Safeguarding Lead or their deputy, however there is a specific legal duty on teachers who therefore are required to personally report the issue to the local police.
- 1.82 The School also recognises the mandatory requirement to inform the Local Authority of any children being looked after under 'Private Fostering' arrangements.
- 1.83 The School aims to both educate students about the potential risks from online activity and protect them from any harmful or inappropriate material or interactions, whilst not overly restricting what they can access and in line with the 4 following areas of risk: content, contact, conduct and commerce.
- 1.84 Full details of the School's commitment and approach to online safety is covered in the Online Safety Policy and Procedure, this includes the use of social media to encourage extremism, access and use of School computers, students own smart devices, IT based sexual abuse, online bullying and youth produced sexual imagery, monitoring and web-filtering.
- 1.85 A zero-tolerance approach to child-on-child abuse will be taken and staff will be aware of their role in preventing and responding should incidents occur. Students will be made aware of what is acceptable and unacceptable behaviour as part of their induction in order to minimise incidents of child-on-child abuse. As with other safeguarding issues they will be made aware of how to report any incidents should they occur. Any issues of child-on-child abuse will be dealt with immediately, sensitively and consistently and support offered to both parties.
- 1.86 Any incidents involving the sharing of nude or semi-nude images, videos by young people under the age of 18 will be referred to the DSL immediately. Where an adult is involved with the sharing of such images this is recognised as a form of child sexual abuse and the matter referred to the police.
- 1.87 Students will be made aware of what is classed as sexual misconduct as part of their induction. Reports of sexual violence and sexual harassment will be treated sensitively, with the victim being taken seriously and reassured that they will be

listened to, without judgement, be supported and kept safe. Both the victim and the alleged perpetrator will be offered appropriate, on-going support as required. Sexual misconduct is covered in a separate policy, along with a procedure for dealing with disclosures of sexual misconduct, harassment and violence.

- 1.88 Staff will be vigilant to signs that may signal children are at risk of or are involved in serious violent crime, such as increased absence from School, or new possessions, changes in friendships, decline in performance, self-harm, changes in wellbeing or signs of assault or unexplained injuries, unexplained gifts or new possessions.
- 1.89 The School has trained staff to support police in Operation Encompass to work together to provide emotional and practical help to students that have experienced or witnessed domestic abuse at home.

Record Keeping and Information Sharing

- 1.90 Confidential records will be kept for all safeguarding issues. Staff should record any verbal conversations in writing promptly and report any instances of serious concern, without delay, using the SR1 Form which can be found on staff computer desktops. SR1 forms will be collated and kept securely within the Student Services Office and then only be accessed with the Designated (or Deputy) Safeguarding Leads' express permission. A record of the report and follow on actions will be recorded on the student's record on the Student Services drive, which has restricted access. Records of situations of alleged or suspected abuse must not be kept elsewhere in the School; this includes electronic communications which must be deleted.
- 1.91 Personal information will only be shared with the student's permission, however, if there is a need to share information in order to protect a student from harm then it will be confined to those people involved in the professional network of that student on a strict 'need to know' basis. Sharing of information will take into account the Data Protection Act 2018, GDPR, guidance contained within the government advice: Information Sharing, and the Student Services' Information Policy. Information will be shared where it is in the best interests of the student in order to protect them from harm. This may include sharing without their consent, although all decisions to share without consent will be taken by the DSL or their deputy.
- 1.92 Where a student leaves the School (for whatever reason, including expulsion) staff will liaise with parents, carers, appropriate support organisations and where appropriate other education providers to ensure that any existing safeguard concern is taken into consideration and information shared as required to ensure the ongoing safety of the student.

Working with others to safeguard students

- 1.93 A minimum of two emergency contacts will be requested from all students, three wherever possible.

- 1.94 Children, parents and carers will be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in family circumstances where this is necessary.
- 1.95 Individual family members will be involved wherever possible in decisions affecting them. They will be treated with respect and courtesy and a spirit of partnership adopted in safeguarding the student's welfare. It is recognised however that there may be some circumstances where it may not be appropriate to advise parents/carers about a referral straight away.
- 1.96 The School's Safeguarding and Prevent work is enhanced by effective partnerships. The School will therefore work closely with other agencies to ensure that it meets its obligations in line with the statutory guidance Working Together to Safeguard Children. Central to this will be working in accordance with the arrangements put in place by the three local safeguarding partners (the local authority, clinical commissioning group and the police), and the DfE Regional Prevent Co-ordinators.
- 1.97 The School will also work with the Child Protection Service within the Borough in which a student resides, Social Services, the Police and the appropriate Safeguarding Children Board(s) to safeguard and promote the welfare of the students. This includes contributing to any identified needs for early help and inter-agency plans for additional support.
- 1.98 The School will keep abreast of changes that take place and respond to any guidance from the Secretary of State. The DSL and their deputy will be the contact for Safeguarding and Child Protection liaison with other agencies.
- 1.99 Representatives from the School will attend regional operational and strategic network meetings, to maintain up to date knowledge of local and regional issues.

Awareness Raising

- 1.100 Advice and information on Prevent and various safeguarding topics is available on the School Website.
- 1.101 A Newsletter will be sent to parents and carers at the start of the term (FE students only), offering advice and guidance, detailing the School's approach to safeguarding and prevent and including contact details of who to contact if there is a concern regarding a student.
- 1.102 This policy and the related procedure are available for students to access through the VLE, in addition to information on various other safeguarding related topics.
- 1.103 Safeguarding information, including contacts and procedures are held on the School's safeguarding noticeboard and at various points around the School, such as base rooms.
- 1.104 Safeguarding Officers are clearly identifiable by green lanyards.

- 1.105 As part of their induction students will be given a talk covering Prevent, radicalisation and extremism, what safeguarding means, what is acceptable and unacceptable behaviour, how to keep themselves safe, both in person and online, recognise when they are at risk, and what to do if they have any concerns. Regular extra-curricular workshops and/or information on safeguarding issues will be offered to students throughout the academic year and topics, including fundamental British values will also be embedded within the curriculum.
- 1.106 Regular information and updates are available to staff through the Staff Newsletter and/or email where required.
- 1.107 All staff are required to read Keeping Children Safe in Education (2024) Part One and Annex B and Child Sexual Exploitation (CSE) Section A
- 1.108 All staff are also required to ensure that they are familiar with the contents of the following:
- Safeguarding Procedure
 - Staff Code of Conduct
 - Student Behaviour Policy
 - Online Safety Policy and Procedure
 - IT acceptable Use Procedure
 - Whistleblowing Policy
 - Equality and Diversity Policy and Procedure
 - Safer Recruitment, Selection and Appointment Policy and Procedure
 - Policy and Procedure relating to Harassment and Sexual Misconduct, and
 - Close Personal or Sexual Relationships Between Staff and Students and between Staff and Staff Policy and Procedure.

Staff Recruitment

- 1.109 In order to ensure that the School recruits only those staff suitable to work with children and vulnerable adults and who will contribute effectively to the School's safe and supportive environment, safer recruitment practices are embedded throughout the recruitment, selection and pre-employment checks undertaken prior to employment.
- 1.110 At least one member of staff that has undergone Safer Recruitment training will be included on all interview panels and will ask appropriate questions in order to ascertain suitability regarding, and understanding of, safeguarding issues as well as clarify any unexplained gaps in employment.
- 1.111 All staff with direct contact with students under the age of 18 will be required to undergo a variety of safeguarding checks and will not be allowed to work unsupervised until these are completed satisfactorily. All checks are recorded on the School's Single Central Record. Staff requiring supervision are clearly identifiable by a red lanyard.
- 1.112 Further details on the Single Central Record and the DBS requirements for staff can be found in the specific policies and procedures relating to these topics.

1.113 Additional related documents include:

- Recruitment of Ex-Offenders Procedure
- Disclosure and Barring Services Checks (DBS) Procedure
- References Procedure
- Staff Code of Conduct

Staff Training

- 1.114 Identified staff and Governors with responsibility for Safeguarding receive training in Safeguarding and inter-agency working provided and accredited by external agencies, through the South Tees Safeguarding Children's Partnership and Hartlepool and Stockton Safeguarding Children's Board. They also undertake refresher training to keep their knowledge current and training on specific topics, as and when available, and in line with local priorities.
- 1.115 DSL refresher training will be undertaken every 2 years, with annual training and networking being undertaken to ensure that knowledge is current and relevant.
- 1.116 Safeguarding Advisers with key responsibilities are recommended to participate in annual updates within their specific area to ensure their knowledge and skills are maintained.
- 1.117 Student Services staff, especially the Student Advice and Wellbeing Team, are encouraged to keep their knowledge up to date on a wide range of safeguarding topics and issues.
- 1.118 All Staff and Governors are provided with online training to equip them to carry out their responsibilities for safeguarding students effectively and refresher training will be provided at two yearly intervals. This training is compulsory. All staff are also required to read Keeping Children Safe in Education (Part 1, including Annex B and CSE Section A – as a minimum).
- 1.119 All staff and governors undertake online training to gain an awareness of the government's Prevent strategy, vulnerabilities to look out for, signs that a person may be being radicalised and the support mechanisms available to them, including basic awareness of the Channel process.
- 1.120 All staff are required to complete training on Cyber Security.
- 1.121 Temporary staff and volunteers will be made aware of the School's arrangements for safeguarding learners and their personal responsibilities.
- 1.122 All staff will cover the School's Safeguarding Policy and procedures as part of their induction. Staff are then required to attend briefings (annually, at a minimum) to ensure that they are kept up to date with any changes to policy and procedure, and current safeguarding issues and also to act as a refresher to reinforce messages around identifying and actioning concerns.
- 1.123 Further arrangements for Safeguarding Training are contained within the annual Staff Safeguarding Training Plan.

Remote Learning

- 1.124 Where appropriate The School will use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same student-centred safeguarding practices as when students are learning at the School.
- 1.125 The School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
- 1.126 It is extremely important that professional boundaries do not slip during any period of online learning and protocols for on line working have been issued.
- 1.127 In circumstances where remote learning is taking place the School's Safeguarding Policy is fundamentally the same: the welfare of children and young people always come first, staff should respond robustly to safeguarding concerns and referrals should continue to be made in line with the established safeguarding procedure.
- 1.128 In setting work for students to complete at home staff will take into consideration the added pressures on young people and their families that may be present due to a variety of reasons including having to stay within the household, financial hardship or health anxiety, the impact of online learning and ability to access on line resources. Staff will also be mindful of the mental health of both students and their parents or carers, and refer any emerging concerns to the safeguarding team.
- 1.129 Individual arrangements will be made for the more vulnerable students such as those who have an attached social worker and those with an EHCP.
- 1.130 For students with an EHCP the SENDCo and Learning Support Advisors will maintain regular contact as agreed with student and parents / carers. Support will be delivered through individual arrangements based on curriculum activity. Where required, Local Authorities will be kept informed of arrangements in place for each individual student. All identified vulnerable students (including those with a Child Protection Plan, Looked After Children (LAC) and recent Care Leavers) will be contacted on a regular basis by the Student Services Team.
- 1.131 Contact will be made remotely through telephone calls/Microsoft Teams or other appropriate methods.

External and Residential Visits

- 1.132 The same expectations regarding safeguarding and prevent on campus will also be in place for all learning activities that take place off campus, such as external trips and residential visits.
- 1.133 To ensure that considerations related to safeguarding are given to residential visits, the Health and Safety Advisor will be involved in risk assessments that take place prior to all visits. This will enable the Health and Safety Advisor to

consider and advice on any potential safeguarding issues that may arise. This will be considered in conjunction with the DSL to ensure that all possible safeguarding issues are considered. It is the role of the leader in charge of the visit to liaise with the Health and Safety Advisor.

Work Placements

- 1.134 Where a student under 18 is undertaking a work placement related to their course, each instance of work experience will be assessed and evaluated on an individual circumstance to consider the dynamics of the company, for example; exposure to number of employees, site safety, relevant risk assessments and/or DBS checks, parental awareness and consent where necessary.

Whistleblowing

- 1.135 The Northern School of Art wishes to promote high standards of honesty and integrity and a culture of openness in which all staff members act responsibly in order to uphold the reputation of the School and to maintain public confidence and feel able to raise issues of concern in a responsible way.
- 1.136 The Northern School of Art encourages staff members to raise genuine concerns about suspected wrongdoing at the earliest practicable stage.
- 1.137 A whistleblowing disclosure must be about something that affects the general public such as:
- a criminal offence has been committed, is being committed or is likely to be committed
 - a legal obligation has been breached
 - there has been a miscarriage of justice
 - the health or safety of any individual has been endangered
 - the environment has been damaged
 - information about any of the above has been concealed.
- 1.138 Staff members are encouraged to raise genuine concerns about the way safeguarding is carried out through the School's Whistle Blowing Policy and Procedures without fear of adverse repercussions being taken against them.

External Visitors

- 1.139 All contractors will be made aware of the School's safeguarding arrangements prior to attending on site.
- 1.140 For visitors attending the FE School campus in a professional capacity ID will be requested and a check made to ensure the visitor has had the appropriate DBS check, especially when the visitor is working on a one-to-one basis with a student. Where the visitor is delivering a workshop or activity, content may be reviewed prior to delivery to ensure that it is age appropriate and relevant.

Annual Review by the Governing Body

- 1.141 The Strategic Safeguarding Lead will present an annual report on activities relating to Safeguarding of students to the Governing Body, including recommendations of any alterations that need to be made.

Contact Details

Strategic Safeguarding Lead	Amy Crossland (Vice Principal – People Services) Email: amy.crossland@northernart.ac.uk Tel: 01429 858470 / 01642 856120
Designated Safeguarding Lead	Teresa Latcham (Student Services Manager) Email: teresa.latcham@northernart.ac.uk Tel: 01642 856123 / 01429 858452 Mobile: 07595654689
Deputy Designated Safeguarding Lead	Rob Kane (Vice Principal – Further Education) Email: rob.kane@northernart.ac.uk Tel: 01642 856156
Safeguarding Officer	Stuart Slorach (Vice Principal – Resources) Email: stuart.slorach@northernart.ac.uk Tel: 01642 856114
Safeguarding Officer (HE)	John Waddington (Vice Principal – Higher Education) Email: john.waddington@northernart.ac.uk Tel: 01429 856156
Safeguarding Officer (FE)	Alex Bloundele (Senior Student Services Adviser) Email: alex.bloundele@northernart.ac.uk Tel: 01642 856125
Safeguarding Officer (Saturday Club)	Andrea Goodwill (Cluster Leader) Email: andrea.goodwill@northernart.ac.uk Tel: 01642 856240
Safeguarding Governor	Sarah Fawcett Contact via Head of Governance lesley.mclaren@northernart.ac.uk

Related Documents

This policy should be read in conjunction with:

- Keeping Children Safe in Education (Part 1 and Annex B as a minimum)
- Child Sexual Exploitation – Section A
- Safeguarding Procedure
- Student Charter / Code of Conduct
- Student Behaviour Policy
- Whistleblowing Policy and Procedure
- On-Line Safety Policy and Procedure
- Staff Development Policy and Procedure
- Staff Disciplinary Policy and Procedure
- Single Central Record Policy and Procedure
- Safer Recruitment, Selection and Appointment Policy and Procedure
- Recruitment of Ex-Offenders Policy and Procedure
- Disclosure and Barring Services Checks (DBS) Policy and Procedure
- References Policy and Procedure
- Staff Code of Conduct
- Procedure Relating to Close Personal Or Sexual Relationships Between Staff And Students, and Between Staff and Staff Policy and Procedure

Appendix - Safeguarding Policy

SIGNS AND SYMPTOMS OF ABUSE

(this is not an exhaustive list)

Physical Abuse

- Multiple bruising
- Fractures
- Burns
- Bed sores
- Fear
- Depression
- Unexplained weight loss

Sexual Abuse

- Loss of sleep
- Unexpected or unexplained change in behaviour
- Bruising
- Soreness around the genitals
- Torn, stained or bloody underwear
- A preoccupation with anything sexual
- Sexually transmitted diseases
- Pregnancy
- Rape – e.g. a male member of staff having sex with a Mental Health client (see Mental Health Act 1983)

- Indecent Assault

Emotional Abuse

- Fear
- Depression
- Confusion
- Loss of sleep
- Unexpected or unexplained change in behaviour
- Deprivation of liberty could be false imprisonment.

Neglect

- Malnutrition
- Untreated medical problems
- Bed sores
- Confusion
- Over-sedation
- Deprivation of meals may constitute “wilful neglect”

Child Sexual Exploitation

- going missing for periods of time or regularly returning home late
- skipping School or being disruptive in class
- appearing with unexplained gifts or possessions that can't be accounted for
- experiencing health problems that may indicate a sexually transmitted infection
- having mood swings and changes in temperament
- using drugs and/or alcohol
- displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")
- showing signs of unexplained physical harm, such as bruising and cigarette burns

Financial Abuse

- unexplained withdrawals from the bank
- unusual activity in the bank accounts
- unpaid bills
- unexplained shortage of money
- reluctance on the part of the person with responsibility for the funds to provide basic food and clothes etc.
- fraud
- theft

Female Genital Mutilation

- a family arranging a long break abroad during the summer holidays
- unexpected, repeated or prolonged absence from school
- academic work suffering
- have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from School
- be particularly reluctant to undergo normal medical examinations
- asks for help, but may not be explicit about the problem due to embarrassment or fear

2. SAFEGUARDING PROCEDURE

Introduction

- 2.1 Safeguarding young people and promoting their welfare includes:
- Providing help and support to meet the needs of children as soon as problems emerge;
 - protecting children from maltreatment, whether that is within or outside the home, including online;
 - preventing impairment of children's mental and physical health or development;
 - ensuring that they move into adulthood in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all young people to have the best outcomes.
- 2.2 Safeguarding adults includes:
- Protecting their rights to live in safety, free from abuse and neglect;
 - People and organisations working together to prevent the risk of abuse or neglect, and to stop them from happening;
 - Making sure people's wellbeing is promoted, taking their views, wishes, feelings and beliefs into account.
- 2.3 Further information and external guidance on a range of safeguarding topics can be found [here](#).
- 2.4 An easy to follow [flowchart](#) and a [quick guide](#) for safeguarding officers is also available.

Purpose and scope

- 2.5 This procedure aims to provide clear guidance to enable prompt identification of students at risk of harm and outlines the actions that should be taken as a result of any concern for a student or disclosure by a student.
- 2.6 This procedure should be read in conjunction with the Safeguarding Policy.
- 2.7 This procedure covers all forms of abuse and safeguarding issues as defined within the Safeguarding Policy and is applicable to all staff, students and visitors to The Northern School of Art.

Definitions

- 2.8 Please note the definitions set out in the Safeguarding Policy.

Responsibilities

- 2.9 All staff have a responsibility for ensuring that students have a safe and healthy environment in which to learn, for promoting their wellbeing and for highlighting any concerns.
- 2.10 Staff with specific responsibilities are included in [Staff Responsibilities](#).

Identification of Vulnerable Students

- 2.11 A vulnerable student can be identified in a variety of ways, for example through one-to-one discussion with a Student Services Adviser, through formal tutorials with tutors/lecturers or through informal discussions or observations by any member of staff.
- 2.12 A student that has been identified as having an on-going concern or support need will be recommended for inclusion on the Young People in Need (YPIN) Register at FE or the Vulnerable Adult (VA) Register at HE. All students included on the YPIN/VA registers will be regarded as meeting at least the Level 3 threshold of need as outlined within the Middlesbrough Safeguarding Children Board's guidelines.
- 2.13 All students placed on the YPIN/VA register will be monitored formally on a monthly basis by the YPIN/VA Team which consists of relevant members of the Student Services Team and chaired by the Student Services Manager or, in their absence, the Senior Student Services Adviser.
- 2.14 Additional staff may be invited to attend the YPIN/VA meetings in order to provide additional information to assist in the review of progress.
- 2.15 If the student is considered a 'child in need'¹ and they currently have no external support a referral will be made to the Early Help Assessment Team (Contact details in [Safeguarding Contacts](#)) by Student Services.
- 2.16 Pastoral support and progress will be recorded in the usual way on the Student's record within Student Services.
- 2.17 An overview of students on the YPIN and VA registers will be discussed with the Designated Safeguarding Lead (DSL) at regular Safeguarding meetings and also presented to the Safeguarding Committee.

Reporting of Serious Concerns – General Procedure

- 2.18 Serious concerns will include instances where there is a possibility of abuse, suicide, self-harm, radicalisation of students, or any other concern about a student being at risk of harm from or to themselves or others.

¹ Children are considered to be 'in need' under section 17 of the Children's Act if:

- they are unlikely to achieve or maintain or have the opportunity of achieving or maintaining a satisfactory level of health or development without the provision of services;
- their health or development is likely to be significantly impaired or further impaired without the provision of such service; or
- they are disabled.

- 2.19 Where a member of staff has a serious concern about a student, or a student discloses a concern to them, the member of staff must immediately report the matter to a member of the Safeguarding Team.
- 2.20 Depending on the circumstances the report may be:
- In person;
 - On an [SR1 form](#) (which can be found on all staff computer desktops)
- 2.21 If the report is made in person a written record must also be made as soon as possible by the reporting member of staff. This should be done by completion of an SR1 form.
- 2.22 A student who has made a disclosure must be acknowledged, taken seriously and listened to. They should be informed that the information they give must be acted upon as the School has a legal obligation to pass the information on. They should inform the student of any action that is to be taken.
- 2.23 The person to whom the disclosure is made should not:
- Instigate an investigation;
 - Investigate or ask leading questions if seeking clarification;
 - Make assumptions or offer alternative explanations; or
 - Promise confidentiality or give assurance that the information will only be shared on a 'need to know' basis.
- 2.24 The written record on the SR1 Form should be passed on to a Safeguarding Officer immediately and before the end of the same working day. The content of the SR1 form is confidential and therefore should not be discussed with anyone further at this stage.
- 2.25 If the SR1 form is completed electronically an acknowledgement email will be returned to the person referring the incident. On receipt of this email all copies of the original SR1 form should be completely deleted, including the email it was attached to.
- 2.26 The person to whom the initial disclosure was made must not take any further action apart from completing an SR1 form. This includes contacting parents or outside agencies.
- 2.27 The Safeguarding Officer will review the SR1 form with the reporting member of staff. Whilst they should not investigate the matter or interview the member of staff, child or any potential witnesses, they may need to clarify any information given in accordance with the training they have been given.
- 2.28 Within the same working day, the Safeguarding Officer will decide on the action to be taken and how much information needs to be shared and with whom. This will be done in consultation with the DSL, if required.
- 2.29 Options for further action will include:

- Managing support for the student internally via the School's existing pastoral and counselling support services;
 - Undertaking an early help assessment; or
 - Making a referral to statutory services.
- 2.30 Where appropriate (for example, if the student is under 18) the student's parents should be contacted and made aware of the situation, however, there may be instances where this may exacerbate a situation, therefore care must be taken when making this decision.
- 2.31 All contact with outside agencies for serious concerns must be conducted by the DSL or Deputy DSL. However, if there is a concern that a safeguarding issue is not being taken as seriously as is felt warranted a referral can be made by anyone in the organisation.
- 2.32 In all circumstances, the DSL should be notified when a concern has been raised within 24 hours of the initial concern being raised.
- 2.33 Throughout the process, as far as is possible, the wishes and views of the student will be taken into account.
- 2.34 The student's consent should always be obtained unless:
- the situation is urgent and there is not time to seek consent; or
 - seeking consent is likely to cause serious harm to someone or prejudice the prevention or detection of a serious crime.
- 2.35 Continuing support will be offered to students through Student Services.
- 2.36 A brief record of the Safeguarding referral should be made on the student's record.
- 2.37 Any further action should be recorded by updating the student's record.
- 2.38 Where necessary, a Risk and Needs Assessment and Action Plan will be completed by the DSL, with the involvement of other staff where required. An example of this would be where there is an ongoing safeguarding concern within the School that needs further action to mitigate the risk and protect the student in question (or others).
- 2.39 The Safeguarding Officer will be responsible for monitoring the case or gathering any feedback on action taken.
- 2.40 Any student for whom an SR1 form is completed will automatically be considered for inclusion on the YPIN / VA register, although full details will not be recorded.
- 2.41 The SR1 form will be the only record kept of the report and will be held confidentially and securely within Student Services. Hard copies will be kept in a locked cabinet and electronic copies held on the secure drive which has restricted access for the Safeguarding Team only. They should only be accessed with the express permission of the DSL, or their deputy.

- 2.42 An overview of Safeguarding Referrals and actions taken will be held for reporting and monitoring purposes on the Safeguarding secure drive.

Concerns about Harm or Risk of Harm

- 2.43 If there is a serious concern about a student under the age of 18 and they are considered to be a 'child in need' or at risk of significant harm the Safeguarding Officer will contact the relevant Children's Social Care Team (Children's Hub) according to the area in which the student is resident (see [Safeguarding Contacts](#) for details). Where possible a SAFER referral form will be completed prior to the call being made. If not, the call should be followed up by the written referral as soon as possible and definitely within 48 hours.
- 2.44 If there is a serious concern about a student who is over the age of 18 the Teesside Safeguarding Adults Inter-Agency Procedures should be followed. An alert (Stage 1 of the procedure) should be made to the Adult Social Care Duty Team. A detailed written record of the concerns and any action taken should be made and an Interagency Safeguarding Adults Alert Form must be completed and forwarded to the Adult Social Care Duty Team within one working day of the alert being made.
- 2.45 If the student making an allegation of abuse is over 18 but the School is aware that there may be other siblings under 18 who may be at risk, a referral must be made to the relevant Children's Social Care Team by the Safeguarding Officer.
- 2.46 If the concerns arise outside normal office hours, then the referral should be made to the Emergency Duty Team.

Concerns Relating to Suicide and Self Harm

- 2.47 Where there is a serious risk relating to suicide or self-harm do not get physically involved if the student is distressed and threatening unless they are deemed to be at risk to themselves or others.
- 2.48 Take the following action:
- Call for assistance (depending on the circumstances);
 - Call 999 if the student needs immediate medical help; or
 - Arrange for the student to be taken to accident and emergency and inform their parents / guardian / next of kin.
 - Remove access to means of suicide and self-harm if necessary and observe from a safe position until help arrives, ensuring the student is not left alone.
- 2.49 If it is a non-emergency situation contact a Mental Health First Aider who will deal with the immediate situation and/or refer to Student Services as appropriate. Student Services will consider the following options:
- Speaking to parents (if appropriate, under 18 or over 18 with consent, unless the student is classed as a vulnerable adult);
 - Refer to GP;

- Refer to Child and Adolescent Mental Health Services - CAMHS (under 18);
- Refer for counselling support; or
- Seek advice from the NHS non-emergency number (111) - where information is available in culturally appropriate languages if required.

Concerns Relating to Forced Marriage

- 2.50 Where there is a concern about a student being involved in a forced marriage they should be referred to a Safeguarding Officer.
- 2.51 The options available to them should be explored, along with their wishes, and the discussion recorded on an SR1 form.
- 2.52 Consideration should be given as to whether the student's wishes (if they do not want a referral to be made) are to be respected or whether the student's safety requires that further action needs to be taken. If this is the case the student should be informed.
- 2.53 The Safeguarding Officer should establish whether there is a family history of forced marriage. They should advise the student not to travel overseas and consider taking advice from the Forced Marriage Unit (020 7008 0151 or email fmf@fcdo.gov.uk)
- 2.54 If the Safeguarding Officer has concerns for the safety of a student under 18 they should contact the Social Care Team and the local police Child Protection Unit if there is a suspicion that a crime has been, or may be, committed.
- 2.55 If a student is going overseas imminently, try to gather as much information as possible about the family such as:
- Full name and date of birth;
 - Father's name;
 - Any relevant addresses, in the UK and overseas;
 - Potential spouses name and their father's name;
 - Date of the proposed wedding;
 - Any details of the travel plans; and
 - Photocopy the student's passport and encourage them to keep details of their passport number and the place and date of issue.
- 2.56 Student Services may refer, with consent, to appropriate support groups to ensure continuing support for the student.

Concerns about Radicalisation

- 2.57 If there is a serious concern about the possible radicalisation of a student the Safeguarding Officer will contact the Local Police Prevent Team and follow up the call with a completed Prevent Referral Form.
- 2.58 Action to take with regard to finding or observing extremist material online is covered in the Online Safety Procedure.

Concerns Relating to IT

- 2.59 Concerns relating to IT are covered in the Online Safety Procedure. This also covers actions to be taken in the case of sharing nudes or semi-nudes.

Concerns Relating to Female Genital Mutilation (FGM)

- 2.60 If a member of staff is informed by a female student under 18 that an act of FGM has been carried out on her or they have observed physical signs which appear to show that an act of FGM has been carried out and you have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth the member of staff that was informed must complete make a referral to a Safeguarding Officer.
- 2.61 If the member of staff informed is a teacher, they have a mandatory duty to refer the incident to the police in person. Otherwise, the Safeguarding Officer will report the issue to the local police on the non-emergency number.
- 2.62 The duty to report applies to cases directly disclosed by the victim; if a parent, guardian, sibling or other individual discloses that a girl under 18 has had FGM, the duty does not apply and a report to the police is not mandatory. Any such disclosure should, however, be handled in line with normal safeguarding procedures, i.e. referral to children's social services.

Concerns Relating to Private Fostering

- 2.63 Private fostering is when a child under the age of 16 (or under 18 if the child is disabled) is cared for by someone who is not their parent or a 'close relative', under a private arrangement for 28 days or more. 'Close relatives' are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).
- 2.64 Under the Children Act 1989 parents and private foster carers are required to notify the Local Authority of a private fostering arrangement.
- 2.65 If a member of staff believes that a child may be privately fostered, they should first of all talk to the adult(s) caring for the child. The member of staff should check if they are aware of the legal obligation to notify the Local Authority that they are caring for a child. They may not know that what they are doing is private fostering. Reassurance should be given to the carer that if they have been caring for the child for a while, they will be approached sensitively. The Local Authority wants to support and help private fostering arrangements as well as fulfil its legal obligation in regard to safeguarding children.
- 2.66 If the adults are aware of the need to notify but refuse to comply, then the member of staff should inform them that they have a duty to pass on this information. Consent is not required.
- 2.67 The member of staff should notify the relevant Local Authority of the arrangement as failure to notify can place a child at risk. Student Services should also be notified of the arrangement so that they can be involved in ongoing liaison with the Local Authority to address any welfare concerns or unmet needs of the child.

- 2.68 If at any time you are concerned that a child is likely to suffer significant harm, follow the procedures in sections 2.41 – 2.48

Concerns Relating to Child-on-Child Abuse

- 2.69 Staff need to be aware that students can and may abuse other students, both inside and outside of the School and online and that even if there are no reports within the School this does not mean it is not happening. It is, therefore, important that if staff have any concerns regarding child-on-child abuse, they need to discuss it with the DSL or deputy.
- 2.70 Any inappropriate behaviour between peers must be challenged and not dismissed as ‘banter’ ‘part of growing up’ or ‘just having a laugh.’
- 2.71 Where child on child abuse is reported, all students involved should be spoken to individually and a statement of facts drawn up from each. In gathering the information, it is important not to undertake a line of questioning but to ask the students to outline what happened, using open questions to gain clarity of the situation.
- 2.72 Once the facts have been established a decision will need to be made as to which procedure is most appropriate for the situation is to be considered under i.e., safeguarding, or harassment and bullying. The Student Disciplinary procedures may also need to be considered. The DSL should be consulted at this point.
- 2.73 If at any time a member of staff is concerned that a child is likely to suffer significant harm the procedures in sections 2.41 – 2.48 should be followed.
- 2.74 If a crime has been committed the Police will also need to be informed.

Concerns Relating to Mental Health

- 2.75 If staff have a mental health concern about a student that is also a safeguarding concern, immediate action should be taken by making a referral to the DSL or deputy following the usual referral process.

Concerns Relating to Sexual Violence and Sexual Harassment

- 2.76 Reports of sexual violence and sexual harassment should be taken seriously and the victim reassured of this and advised that they will be supported and kept safe.
- 2.77 Confidentiality should not be promised as it is likely that the concern has to be shared with the DSL and possibly social care and the Police.
- 2.78 The student should be listened to carefully and non-judgementally. An SR1 form should be completed immediately after, or during if appropriate, and the DSL (or deputy) notified of the concern.
- 2.79 The DSL (or deputy) will make and record a risk and needs assessment, considering:
- the victim in terms of protection and support;
 - the alleged perpetrator; and

- all other students (and, if appropriate, staff).
- 2.80 The DSL (or deputy) will consider the following in deciding how to proceed:
- the wishes of the victim;
 - the nature of the alleged incident;
 - the ages of the people involved;
 - any power imbalance;
 - whether or not it is a one-off incident;
 - any on-going risks; and
 - other related issues and wider context.
- 2.81 Further details of the process around responding to reports of sexual violence and/or sexual harassment is covered in a separate procedure.

Concerns Relating to a Student Abusing or at Risk of Abusing a Child

- 2.82 If a student has been accused of being involved as an abuser in child abuse (i.e. a situation involving a child under 18) the DSL or Deputy must be contacted immediately. They will then contact the Police as this is a criminal act. In this instance, parents will be informed and a decision made as to whether it is necessary to suspend the accused student. If they are not suspended, a risk assessment will need to be undertaken immediately so that a judgment can be made as to that individual's range of activity within the School, prior to the outcome of any investigation being known.

Safeguarding Concerns or Allegations made about Staff, including Supply Teachers, Volunteers and Contractors

- 2.83 All safeguarding concerns regarding a member of staff should be reported to HR and the DSL/Deputy DSL.
- 2.84 HR and/or the DSL should inform the Principal of all concerns in a timely fashion according to the nature of each particular concern.
- 2.85 There are two levels of concern relating to safeguarding, which are:
- Concerns/allegations that **may** meet the harm threshold; and
 - Concerns/allegations that **do not** meet the harm threshold – referred to for the purposes of this procedure as 'low-level concerns'.
- 2.86 Concerns or allegations that may meet the harm threshold – these are cases of concerns/allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children and includes instances where anyone working in the School with children under 18 years of age, including supply teachers, volunteers and contractors has:
- behaved in a way that has harmed a child, or may have harmed a child; and/or
 - possibly committed a criminal offence against or related to a child; and/or
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or

- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The last bullet point above includes behaviour that may have happened outside of the School, that might make an individual unsuitable to work with children, this is known as transferable risk.

- 2.87 Concerns or allegations that do not meet the harm threshold - where a concern or allegation does not meet the harm threshold it is also referred to as a low-level concern.
- 2.88 The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the School may have acted in a way that:
- is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work; and
 - does not meet the harm threshold or is otherwise not serious enough to consider a referral to the Local Authority Designated Officer (LADO).
- 2.89 Examples of such behaviour could include, but are not limited to:
- being over friendly with students;
 - having favourites;
 - taking photographs of students on their mobile phone, contrary to school policy;
 - engaging with a student on a one-to-one basis in a secluded area or behind a closed door; or
 - humiliating students.
- 2.90 Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.
- 2.91 Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the School; or as a result of vetting checks undertaken.
- 2.92 For further information please see the Staff Disciplinary Procedure.

Educational Visits

- 2.93 If a disclosure is made on an educational visit away from the School that relates to abuse of the learner at their home, the standard procedure should be followed. Staff should discuss the situation with an identified member of staff with responsibility for Safeguarding at the earliest opportunity
- 2.94 When the alleged abuser and person abused are both participants on an educational visit away from the School, the primary consideration is the initial protection of the child or vulnerable adult. Action to ensure this should be taken

by the member of staff in charge of the visit. Once there is no immediate risk of further abuse then a more considered approach should be taken.

- 2.95 If an offence is thought to have been committed, for example if the alleged victim is under the age of 18 staff should contact local Police in the first instance.
- 2.96 Careful consideration should be given to how best to inform the student's parents/carers and whether any or all of the students should be returned home. This will depend on the seriousness of the incident, the effect on the learners and the risk present. The DSL or their Deputy should be consulted with regard to this.

Sex Offenders

- 2.97 It has become clear that a small number of adults who are convicted sex offenders have tried to enrol at Schools and Colleges. Whilst the School has always had a role in the rehabilitation of offenders, the safeguarding of our students must take a greater priority.
- 2.98 If any member of staff or student has concerns that a sex offender may be accessing the School, information must be passed to the DSL immediately. They will contact outside agencies to verify any accusation and will, together with the Principal, decide any action to be taken.

Transition arrangements

- 2.99 Students identified as at risk and withdrawing from the School will be notified to Student Services where a check will be made to establish whether there is an ongoing safeguarding concern. Where there is a concern the DSL (or deputy) will be notified and arrangements made for any relevant information to be shared, where appropriate.
- 2.100 Any information shared will be in line with the Student Services Information Sharing Guidance, i.e., securely and/or by hand.

Monitoring and Review

- 2.101 All safeguarding issues will be reviewed on a monthly basis by the DSL and discussed with any other relevant safeguarding officers as appropriate.
- 2.102 All actions taken as a result of an incident being reported will be reviewed by another member of the Safeguarding Team to ensure there is agreement on the actions and all appropriate actions have been undertaken and support offered. Once there is agreement that all appropriate actions have been taken the incident will be signed off by both parties. This will be recorded on the student record.
- 2.103 This procedure will be reviewed on an annual basis at the end of the academic year to ensure continued accuracy. All staff with safeguarding responsibilities will inform the DSL of any changes required within this time in light of any local, regional or national changes in policy and / or procedure.
- 2.104 The procedure will be monitored by the Safeguarding Committee which meets termly.

- 2.105 The Designated Safeguarding Lead will present an annual report on Safeguarding activities to the Governing Body including recommendations of any alterations that need to be made. The Governing Body will use this as the basis for their annual review of the Policy and Procedures.

Appendices – Safeguarding Procedure

Staff Responsibilities

Name	Safeguarding Role	Tel:	Email
Amy Crossland Vice Principal – People Services	Strategic Safeguarding Lead HR	01429 (85) 8470	amy.crossland@northernart.ac.uk
Teresa Latcham Student Services Manager	Designated Safeguarding Lead	01642 (85) 6123 01429 (85) 8452 07595654689	teresa.latcham@northernart.ac.uk
Rob Kane Vice Principal - FE	Deputy Designated Safeguarding Lead	01642 (85) 6156	rob.kane@northernart.ac.uk
John Waddington Vice Principal - HE	Safeguarding Officer	01429 (85) 8326	John.waddington@northernart.ac.uk
Stuart Slorach Vice Principal – Resources	Safeguarding Officer	01642 (85) 6114	stuart.slorach@northernart.ac.uk
Alex Bloundele Senior Student Services Adviser	Safeguarding Officer	01642 (85) 6125	alex.bloundele@northernart.ac.uk
Andrea Goodwill Cluster Leader	Safeguarding Officer (Saturday Club)	01642 (85) 6240	andrea.goodwill@northernart.ac.uk
Sarah Fawcett	Designated Safeguarding Governor	Contact via Lesley McLaren 01429 8582340	lesley.mclaren@northernart.ac.uk
Martin Raby School Principal	Serious Case Reviewer	01429 (85) 8466	martin.raby@northernart.ac.uk
Maj Aslam Systems Development Manager	Safeguarding Adviser – IT – (Networking and Infrastructure)	01642 (85) 6192	majahidifan.aslam@northernart.ac.uk

Kat McDonagh Learning Technologist	Safeguarding Adviser – IT (Student and Staff Awareness)	01642 (85) 6190	katherine.mcdonagh@northernart.ac.uk
Martin Green Facilities Manager	Safeguarding Adviser – Estates	01642 (85) 6180	martin.green@northernart.ac.uk
Emma Bell HR Manager	Safeguarding Adviser – HR	01642 (85) 6120 01429 (85) 8472	emma.bell@northernart.ac.uk

For the recording and reporting concerns relating to the welfare of a student(s) or other child or vulnerable adult

**** CONFIDENTIAL ****

This form should be completed as soon as possible and handed/sent to a member of the Safeguarding Team on the day of the incident, where possible, and within 24 hours as a maximum.

Student Services are able to deal with pastoral concerns that do not necessarily need a Safeguarding intervention. If you are unsure, please contact a Safeguarding Officer for advice.

When managing a disclosure directly from a student their own words should be used as far as possible.

Ensure all information is FACTUAL and where any opinions are needed, they are clearly identified as such (e.g. in italics).

If sent by email please ensure that all copies of the form are deleted, including from your sent items.

Remember **confidentiality**

- Share only with a Safeguarding Officer;
- Advise that confidentiality cannot be maintained in circumstances that involve anyone at risk of harm but information will only be shared with those that need to know and with consent where possible.

Where a concern is urgent please contact one of the Safeguarding Officers by phone or Teams.

Safeguarding Officers

Teresa Latcham	DSL Student Services Manager	01642 856123 01429 858452 07595654689	
Rob Kane	Deputy DSL Vice Principal FE	01642 856156	Middlesbrough
John Waddington	Safeguarding Officer Vice Principal HE	01429 858326	Hartlepool
Stuart Slorach	Safeguarding Officer Vice Principal Resources	01642 856114	Middlesbrough
Amy Crossland	Strategic Lead for Safeguarding Vice Principal – People Services	01642 856120 01429 858456	Mon – Thurs only

Date of reporting:			
Name of person reporting the concern:			
Student(s)/person(s) to whom the concern is related:			
Date of Birth:		Course:	

Details of the incident:

Include dates and times of the incident, any other people present/involved and as much detail as you can.

What is the concern?

Safeguarding Team Actions

Received by:		Date:	
Incident recorded on student's record:		Date:	
DSL notified:		Date:	

Risk and Needs Assessment & Action Plan

Student:	Date of Birth:
Course:	
Completed by: (Print name)	Date:

Risk Identified:		
Actions to mitigate risk:		
Action	Responsibility	Completed

Safeguarding Contacts

Police

Emergency: 999

Non-emergency: 101

Middlesbrough: 01642 326326

Hartlepool: 01429 221151

NHS

Non-emergency 111

Early Help Assessment Team

Middlesbrough 01642 726004

middlesbroughMACH@middlesbrough.gov.uk

More information - <https://www.middlesbrough.gov.uk/children-families-and-safeguarding/early-help/working-together-professionals>

Children's Services

Area	Office hour	Out of hours	Email
Hartlepool	01429 284284	01642 524552	childrenshub@hartlepool.gov.uk
Middlesbrough	01642 726004	01642 524552	middlesbroughmach@middlesbrough.gov.uk
Redcar & Cleveland	01642 130700	01642 524552	redcarmach@redcar-cleveland.gov.uk
Stockton-On-Tees	01642 130080	01642 524552	first.contact@stockton.gcsx.gov.uk
North Yorkshire	01609 780780	01609 780780	social.care@northyorks.gov.uk
Durham	03000 267979 Op 3	03000 267979	firstcontact@durham.gcsx.gov.uk

NSPCC Whistleblowing helpline – 0800 028 0285 – free advice and support to professionals with concerns about how child protection issues are being handled in their own or other organisations.

Child and Adolescent Outpatient Services – CAMHS

(Rosewood Centre – Middlesbrough) - 0300 013 2000 (Option 2)

Early Intervention Adults / Adult Social Care Teams

Hartlepool	01429 523390	08702 402994	dutyteam@hartlepool.gcsx.gov.uk
Middlesbrough	01642 726004	08702 402994	adultsafeguardingalert@middlesbrough.gov.uk
Redcar and Cleveland	01642 771500	08702 402994	AdultAccess@redcar-cleveland.gcsx.gov.uk
Stockton-On-Tees	01642 527764	08702 402994	FirstContactAdults@stockton.gov.uk
North Yorkshire	01609 534527	01609 534527	Children&families@northyorks.gov.uk Egress preferable
Durham	03000 267979 Option 3	03000 267979	firstcontact@durham.gov.uk

Mental Health Crisis Teams

Hartlepool	Crisis Resolution Team (Sandwell)	01429 285601
Middlesbrough	Crisis Team (Roseberry Park) Crisis Team – general	01642 837300 0800 0516171 (24 hours)
Stockton	Crisis Team	0300 0200317

Prevent / Channel - Cleveland Police

Claire Holvey	Claire.holvey@cleveland.pnn.police.uk	01642 303397	07712114327
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Domestic Abuse Unit – Cleveland Police

pvpdomesticabuse@cleveland.pnn.police.uk

Local Authority Prevent Contacts

Hartlepool	Rachel Parker	01429 523100	rachel.parker@hartlepool.gov.uk
Middlesbrough	Andy Shippey	01642 728690	andrew_shippey@middlesbrough.gov.uk

Forced Marriage Unit:

Tel: 020 7008 0135/0230/8706

Email: fmua@fco.gov.uk

Out of hours: 020 7008 1500 ask to speak to the Foreign & Commonwealth
Office Response Centre

Housing:

If a student discloses, that they have been made homeless –

- If the student is 19 and under, advise that they go to their local IYSS for advice and guidance;
- If the student has any disabilities this would still apply until age 25;
- If Social Services are involved, this would be the first contact;
- Depending on the circumstances, parents may need to be notified, this would need to be discussed with the student.

Organisation	Named contact/ address	Phone number	Location
Community Campus '87	St Mary's Centre	01642 247209	Middlesbrough
Community Campus '87	76 Brunswick Street	01642 355621	Stockton
Community Campus '87	33 Tankerville Street	01429 286110	Stockton
Rivers House - Middlesbrough		01300 1111 0000	Middlesbrough
Night Stop North East 10:00am -4:00pm for referrals (now under Endeavour Housing)	Sarah Hussain	07850 515204 01642 493929	Middlesbrough
Redcar & Cleveland Council Homeless Team		01287 612444 or Emergency out of hours 01642 771300	Redcar
Hartlepool Borough Council Homeless Team		01429 284038 Emergency 01429 869424	Hartlepool
Darlington Borough Council Homeless Team		01325 371792	Darlington
Stockton Borough Council Homeless Team		01642 528389 Emergency duty team: 0870 2402994	Stockton
Doorways Youth Project	John Pearson	01287 625305	Saltburn

Links to External Safeguarding Resources

Keeping Children Safe in Education

[Keeping children safe in education - GOV.UK](#)

Tees Local Safeguarding Children Boards Procedures

<http://www.teescpp.org.uk/>

HM Government Guidelines: What to do if you're worried a child is being abused – Advice for Practitioners

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Working together to safeguard children - A guide to inter-agency working to safeguard and promote the welfare of children

[https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working together to safeguard children 2023.pdf](https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf)

Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers

[https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info sharing advice content May 2024.pdf](https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf)

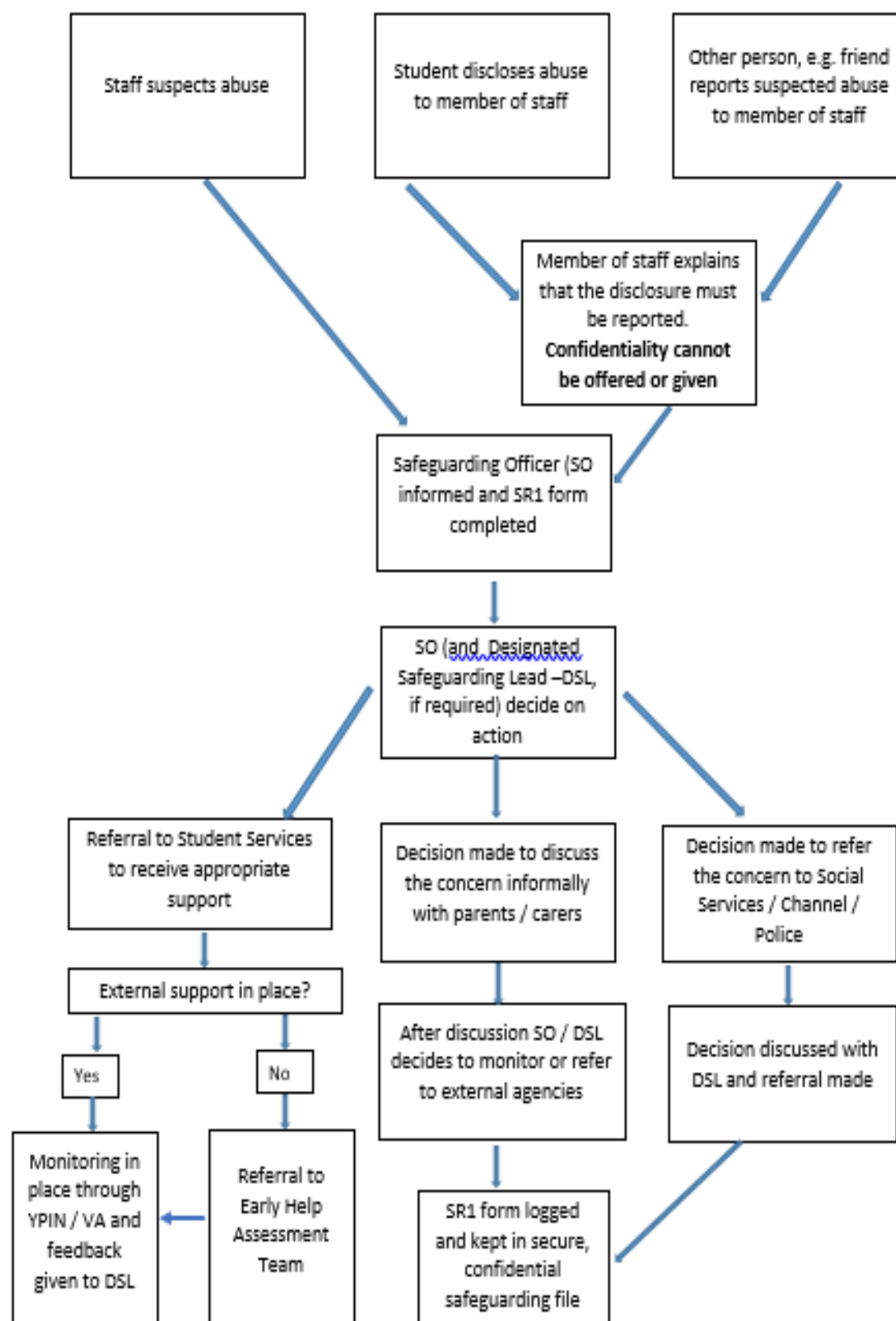
Multi-Agency Practice Guidelines: Female Genital Mutilation

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1016817/6.7166 HO FBIS BN O Leaflet A4 FINAL 080321 WEB.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1016817/6.7166_HO_FBIS_BN_O_Leaflet_A4_FINAL_080321_WEB.pdf)

Sharing nudes and semi-nudes: how to respond to an incident

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

Safeguarding Flowchart



Quick Guide for Safeguarding Officers

Promotion through:	Student Services Workshops	Curriculum activities
Monitoring by:	YPIN / VA	Tutorials and Pastoral Support
Concerns?	SR1 form to Safeguarding Officers	Considered with DSL or Deputy and following actions considered:

Suicide and Self Harm	Forced Marriage	Radicalisation
Non-emergency: - Refer to GP or CAMHS - Seek advice from NHS – 111 Emergency - Remove access to means of harm - Remain with student - Ring 999 if required and contact next of kin	- Check students wishes and decide whether they can be respected - Gather information - history in family, any travel plans - Seek advice from the Forced Marriage Unit - Contact Social Care Team and possibly local Child Protection Unit	- Contact Channel Team - Complete Channel Referral Form
Female Genital Mutilation	Private Fostering	Peer on Peer Abuse
- If direct disclosure from student under 18 contact local police on 101 - If disclosed by another person follow normal safeguarding procedures – i.e. referral to Social Care	- Applies if a child is under 16 or 18 if has a disability and is living with someone who is not a parent or a close relative - Check situation with the adults caring for the child - Notify the relevant Local Authority	- Gain a statement of facts from all involved - Consider the most appropriate policy and procedure (e.g. bullying and harassment, or Safeguarding; whether the Disciplinary Policy applies) - Contact Police if required, i.e. a crime has been committed
Staff Members	Educational Visits	Sex Offenders
- Refer to the Safeguarding Adviser (HR) and the Principal - Contact will be made to the LADO within 1 working day or the LA Emergency Duty Team or Police if outside of normal working hours	- Staff in charge of the visit need to primarily act to protect the vulnerable child - Contact the local police - Contact parents - Consider whether students need to return home - Contact a Safeguarding Officer at the earliest opportunity	- Refer to Designated Safeguarding Lead or Deputy - Contact relevant external agencies to verify accusations - Consult with the Principal

3. STUDENT BEHAVIOUR POLICY

Policy Statement

- 3.1 The School is committed to providing an environment that supports learning and promotes the wellbeing of students and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe School where students feel included in every aspect of School life, are comfortable to voice their opinions, are treated with courtesy and respect and their contribution to the learning process is valued.
- 3.2 The School recognises that good behaviour and self-discipline support effective learning, contribute to an overall positive atmosphere within the School and ultimately supports success and achievement.
- 3.3 The School recognises that bullying and harassment can have far reaching and potentially damaging effects on students not only in terms of their potential to reach their academic ability but also on their social and personal lives. The School will therefore not tolerate bullying and harassment in any form and will take firm and decisive action to protect the interests of its students whenever incidents are identified.
- 3.4 The School therefore sets high expectations regarding the standards of behaviour for all its students which are clearly set out during induction.
- 3.5 Unacceptable behaviour that threatens the harmonious environment of the School will not be tolerated.

Purpose

- 3.6 The purpose of this policy is to set out the standards and expectations of behaviour within the School, and to support staff when challenged by unacceptable behaviours. The policy outlines the behaviour expectations we have of our students' and others' behaviour and the associated consequences of failing to meet those expectations. It incorporates the principles of the Student Charter.
- 3.7 The purpose of this policy is to:
- promote a safe, healthy and welcoming environment in which teaching and learning can take place and in which staff, students and visitors feel comfortable;
 - explain the School's approach and ensure a consistent response to any incidents involving aggressive behaviour; bullying and harassment; drugs and alcohol or any other misconduct;
 - outline the School's restorative approach to incidents and conflict.

Scope

- 3.8 This policy applies to:
- applicants
 - all students on all courses and programmes across the School;
 - visitors and contractors
 - parents and carers
- 3.9 This policy also applies on School premises, School transport, on educational visits, work experience arranged by the School or any other School related activities.

Definitions

- 3.10 *Aggressive behaviour* – verbal or physical aggression, including body language between, or towards, staff or students. Aggressive behaviour can include, but is not limited to, foul language, taunting or name calling (including online channels), physical obstruction or unwanted close proximity.
- 3.11 *Assault* - encompasses any intentional and violent physical conduct and includes verbal abuse as well as threats of, and attempted, assault.
- 3.12 *Bullying* - treating someone differently because of who they are, not because of anything they have necessarily done. It is the persecution of an individual by another person or group of people. Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else, repeatedly over time. Bullying involves dominance of one person by another, or group of others. Bullying can take the form of physical or verbal abuse, or a combination of both and may take place in person or online, via social media, or by phone, text or messaging. Broadly speaking, bullying may include the following types of behaviour:
- name calling and teasing, including taunts about sexual orientation;
 - taunting;
 - mocking;
 - making offensive comments either verbally, by text message or by email;
 - malicious gossip;
 - stealing from the victim;
 - physical violence, such as kicking, hitting and pushing;
 - making threats;
 - coercion;
 - isolation or exclusion from group activities;
 - public humiliation;
 - persistent unjustified criticism;
 - the setting of impossible deadlines or intolerable workloads;

- having responsibilities or decision-making powers withdrawn without good reason or explanation.

- 3.13 *Cyber-bullying* - any form of bullying which takes place online, through computers, smartphones and tablets. It is important to recognise that cyber bullying can easily fall into criminal behaviour under the Malicious Communications Act 1988 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is intention to cause distress or anxiety to the victim would be deemed criminal. This is also supported by the Communications Act 2003 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed as criminal behaviour.
- 3.14 For the purposes of this policy, the term 'drugs' refers to:
- all illegal drugs (those controlled by the Misuse of Drugs Act 1971 (as amended); and
 - all psychoactive substances (incorrectly called "legal highs") as described in the Psychoactive Substances Act 2016; and
 - all legal drugs, including alcohol, volatile substances which can be inhaled, including alkyl nitrites ("poppers"); and
 - all over the counter medicines and prescribed medicines used or offered for supply in a manner other than as prescribed.
- 3.15 *Drug paraphernalia* may include but is not limited to pipes, tin foil, needles, syringes, bongs, small mirrors, spoons, short plastic straws, tubes of glue, bottles or aerosol cans with hardened glue, sprays or paints or chemical odours.
- 3.16 *Fight* – verbal or physical interaction between one or more individuals with the intention of emotional and/or physical harm.
- 3.17 *Harassment* - A person harasses another person if they engage in unwanted conduct (including that of a sexual nature or related to gender reassignment or sex) related to a relevant protected characteristic, that has the purpose or effect of violating the other person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. In determining whether the conduct has this effect the following needs to be considered – the perception of the person on the receiving end of the conduct; any other circumstances of the case; and whether it is reasonable for the conduct to have that effect. Harassment may take any of the following forms:
- Physical harassment - unwanted contact (e.g. unnecessary touching), assault or gestures, intimidation or aggressive behaviour;
 - Verbal harassment - unwelcome remarks, suggestions and propositions, malicious gossip, jokes and banter which are based on a person's individual characteristics;

- Non-verbal harassment - offensive literature or pictures, graffiti, social media comments and computer imagery, isolation or non-cooperation and exclusion from social activities.

- 3.18 Differences of attitude or culture and the misinterpretation of social signs can mean that what is perceived as bullying by one person may not seem so to another. The defining features are, however, that the behaviour is unwanted and seen as offensive by the recipient, or affects their dignity.

Responsibilities

- 3.19 All members of the School Community have a responsibility to contribute to the School being a welcoming and comfortable place to learn and work. They also have a responsibility to uphold the standards of behaviour as outlined within this Policy and report any instances where standards are not being adhered to.
- 3.20 All members of the School community are responsible for creating a learning environment free of bullying, threat, harassment and intimidation and for reporting incidents promptly so that they can be addressed appropriately and in a timely manner.
- 3.21 It is the responsibility of all staff members to ensure that they carry out their duties in a manner that is firm and authoritative but takes care not to demean, devalue or intimidate students. Academic staff have a responsibility to ensure that the delivery of the curriculum and related activities do not contravene any aspects of this policy.
- 3.22 All students have a responsibility to treat all other students, staff and visitors with respect and dignity and to ensure that their own behaviour does not cause offence to others.
- 3.23 The Vice Principal (Further Education) and Vice Principal (Higher Education) are additionally responsible for maintaining the student's standard of behaviour and intervening when these standards are contravened, as outlined in the Disciplinary Procedures.
- 3.24 The Student Services Manager has responsibilities in supporting the principles within this Policy specifically around supporting students, providing education and guidance where behaviour-related issues have become problematic.

General Principles

- 3.25 The School understands that the first step to modelling good behaviour is leading by example. This means that all staff, volunteers, and visitors to the School must act professionally, responsibly and with integrity.

- 3.26 The School believes that, in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community.
- 3.27 The School will ensure that discipline is consistent across the School so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately and without discrimination, taking into account Special Educational Needs and Disabilities (SEND), as well as any additional challenges that some vulnerable students may face.
- 3.28 The School recognises that disruptive behaviour can often be an indication of unmet social/emotional needs. Any formal response to a student's behaviour will always consider any causal factors that are influencing those behaviours. In such cases, early intervention is essential to reduce the need for any subsequent exclusion. In this situation the Student Services Team may consider a multi-agency assessment that goes beyond the student's educational needs.

Behaviour Out of School

- 3.29 Students are expected to uphold the reputation of the School even when they are not on School premises and this Policy will therefore apply in any of the following circumstances:
- taking part in any School-organised or School-related activity;
 - travelling to and from the School;
 - in some way identifiable as a student at the School.
- Or where the behaviour:
- could have repercussions for the orderly running of the school;
 - poses a threat to another student or member of the public;
 - could adversely affect the reputation of the school.
- 3.30 The School cannot be responsible for student behaviour when students are out of school, but will endeavour to investigate any incident which is reported to the School, where feasible, and to provide appropriate support. The School will always co-operate with the police in any investigation of incidents which are thought to involve students of The Northern School of Art.

Contact with Parents and Carers:

- 3.31 Parents and carers will be encouraged to communicate with the School if they have a concern about a student's behaviour.
- 3.32 For many students under 18, their parents and carers play a big part in ensuring that the student is responsible for their own behaviour in the School. Where appropriate, parents and carers will be invited to work with the School to support their dependent's learning. This includes informing the School of any special education needs or personal factors that may result in their dependent displaying certain behaviours.

- 3.33 Parents and carers will be asked to attend meetings at the School with staff to discuss any behaviour issues and to support any behaviour improvement contracts that are put in place. Parents and carers will usually be contacted in agreement with the student, but in some circumstances, this may be without consent.
- 3.34 For students over the age of 18, parents/carers will only be contacted with the consent of the student and where it is appropriate to do so.
- 3.35 Staff will work with parents and carers to understand the needs of the student and any specific behaviours.

Students with Special Educational Needs and/or Disabilities (SEND)

- 3.36 The School recognises its legal duties under the Equality Act 2010 in respect of students with Special Educational Needs and/or Disabilities (SEND). Whilst all students identified with SEND are covered under this behaviour policy, we recognise that these students often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all students. An Individual Behaviour Plan will be used for students with SEND that cause them to display challenging behaviour. Advice will be sought from external agencies, where necessary, to assist with putting in place appropriate support strategies. These will be monitored and reviewed regularly. Further information is detailed within the Special Educational Needs and Disability Policy.

Misconduct

- 3.39 Misconduct means inappropriate and unacceptable behaviour which breaches the principles outlined within this policy.
- 3.40 Some examples of behaviours which are unacceptable to the School are given below for guidance purposes. These are examples only and the list is not exhaustive. It is important to understand that even minor breaches may be treated as serious misconduct if they are persistent or repeated.
- 3.41 The following behaviour is regarded as completely unacceptable and will always result in disciplinary action and possible exclusion:
- persistent verbal abuse to staff or other students;
 - physical abuse to/attack on staff or other students;
 - indecent behaviour;
 - damage to property;
 - misuse of illegal drugs;
 - misuse of other substances;
 - theft;
 - serious actual or threatened violence against another student or a member of staff;
 - sexual abuse or assault;

- supplying an illegal drug;
- carrying an offensive weapon;
- arson;
- any action that brings the School into disrepute, on-site or off-site
- unacceptable behaviour which has previously been reported and for which sanctions and other interventions have not been successful in modifying the student's behaviour; behaviour that falls under the PREVENT agenda

Bullying and Harassment

- 3.42 The School recognises that bullying and harassment can have far reaching and potentially damaging effects on students not only in terms of their potential to reach their academic ability but also on their social and personal lives.
- 3.43 The School will therefore not tolerate bullying and harassment in any form and will take firm and decisive action to protect the interests of its students whenever incidents are identified.
- 3.44 The School believes that:
- every student has the right to learn in an environment that is free from bullying and harassment;
 - every member of staff has a right to work in an environment that is free from bullying and harassment.
- 3.45 Any student alleging bullying or harassment will be provided with help and support throughout the process and will be guarded against victimisation.
- 3.46 Students have the right to a fair hearing and to have any accusations made against them investigated without any prejudgement.
- 3.47 Students have the right to be able to make allegations without the risk of being disadvantaged, disciplined, discriminated against or victimised in any way.
- 3.48 Retaliation against, or victimisation of, a student for making an allegation or complaint is likely to be considered a disciplinary offence.
- 3.49 Malicious accusations of bullying deliberately made to get another student or students into trouble will not be tolerated and will be likely to be considered a disciplinary offence.
- 3.50 Instances of bullying and harassment will be treated as misconduct, potentially gross misconduct and will be dealt with according to the relevant disciplinary procedures.
- 3.51 The School's Bullying and Harassment Procedure provides details on how to deal with any incidents.

Aggressive Behaviour

- 3.52 The School will take all reasonable and practicable measures to ensure a safe place in which to learn and work for all its staff and students acknowledging that every employee has the right to be treated with dignity and respect and that assaults on staff or other students are not acceptable. The School therefore expects individuals studying, working at or visiting to treat each other with courtesy and respect and value the contribution each makes to the learning experience.
- 3.53 The School has a proactive approach to the management of learners. It is not an expectation of the School for staff to physically intervene with any student, no matter what the situation is or the level of potential provocation.
- 3.54 The School will, however, take measures to deter violence, threatening behaviour or abuse, and take action against those responsible.
- 3.55 Types of behaviour that are considered unacceptable and will not be tolerated include:
- Verbal abuse, either in person or over the telephone;
 - any form of aggressive behaviour or language either in person or over the telephone;
 - shouting at members of the school staff, either in person or over the telephone;
 - physically intimidating a member of staff, eg standing very close to them;
 - the use of aggressive hand gestures;
 - threatening behaviour;
 - shaking or holding a fist towards another person;
 - swearing;
 - pushing;
 - hitting, e.g., slapping, punching and kicking;
 - hair pulling;
 - spitting.
- 3.56 The School recognises that on very rare occasions a member of staff may find themselves in a potential conflict situation with a student or located close to a potential physical incident involving students or staff. Given the potential for harm to both staff and students and any other members of the public in a potentially violent situation, the School advises that it would not be appropriate for staff to engage in any kind of physical intervention, **except where not to do so would result in a breach of the duty of care**. De-escalation should always be the initial approach in managing any such situation.
- 3.57 Should a member of staff make a professional judgement that leads them to believe no other action is acceptable in such a situation, they do so under their own risk and must take a personal responsibility for any ensuing consequence.

- 3.58 Any employees or students who are the victims of violence, threatening behaviour and abuse will be fully supported by the Human Resources Department or Student Services, as appropriate.

Use of Reasonable Force

- 3.59 Physical intervention in order to ensure compliance with staff instructions and guidelines around behaviour is not likely to be required, however the possibility cannot be entirely discounted.
- 3.60 All members of staff have a legal power to use reasonable force in certain (extreme) situations on School premises and also where they have lawful control or charge of the student concerned elsewhere, e.g. when on an educational visit. The School recognises that everyone has the right to defend themselves against a personal attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a student was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.
- 3.61 Staff should, however, always try to deal with a situation through other strategies before using force. All staff need to establish strategies and techniques for dealing with difficult students and situations which they should use to defuse and calm a situation. In a non-urgent situation force should only be used when other methods have failed. Reasonable force should never be used as a substitute for good behavioural management.
- 3.62 There is no legal definition of 'reasonable force'. It is therefore not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case however the following should be taken into account:
- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore, physical force could not be justified to prevent a student from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force;
 - The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result;
 - Whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age, understanding, and sex of the student.
- 3.63 Staff are allowed to use reasonable force to prevent a student from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the student's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the School or among any of its students, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

- 3.64 Examples of situations where reasonable force may be employed are when:
- a student attacks a member of staff, or another student;
 - students are fighting;
 - a student is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
 - a student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
 - a student is running in a corridor or on a stairway in such a way as to cause an accident likely to injure themselves or others;
 - a student persistently refuses to obey an order to leave a classroom;
 - a student is behaving in a way that is seriously disrupting a lesson;
 - staff are conducting a search for prohibited items or articles that have been or could be used to commit an offence or cause harm;
 - a student is at risk of potentially causing extreme self-harm.
- 3.65 In using reasonable force staff should not act in a way that might reasonably be expected to cause injury, for example by:
- holding a student around the neck, or by the collar, or in any other way that might restrict the student's ability to breathe;
 - slapping, punching or kicking a student;
 - twisting or forcing limbs against a joint;
 - tripping up a student;
 - holding or pulling a student by the hair or ear;
 - holding a student face down on the ground.
- 3.66 Staff should always avoid touching or holding a student in a way that might be considered indecent.
- 3.67 The School acknowledges their legal duty to make reasonable adjustments for disabled children and children with special educational needs.
- 3.68 Where a member of staff has intervened in a violent or potentially violent conflict situation with students/staff, and it can be shown that reasonable force was used in pursuance of a duty of care towards a student(s) as defined by the, 'DfE: Use of Reasonable Force (July 2013) Advice', the School will

support that member of staff wholeheartedly. A summary of the guidance is contained in [DfE Use of Reasonable Force](#).

- 3.69 All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- 3.70 The School's 'Use of Reasonable Force Procedure' provides further details on how to deal with any incidents.

Drugs and Alcohol

- 3.71 The School believes that the misuse of drugs and alcohol is detrimental to the health and well-being of individuals and adversely affects the safe and efficient working of the School, its students, and staff.
- 3.72 The School's first priority in managing drugs is the health and safety of the School community and meeting the pastoral and welfare needs of its students through active education and effective links with local support agencies, prevention strategies and efficient behaviour management.
- 3.73 The School will not tolerate drug use of any sort. The possession onsite of drugs or any substance with intention to misuse and/or supply is strictly forbidden. This includes solvents and any other substance that can be misused or is harmful. Possession of paraphernalia associated with drugs abuse is also forbidden.
- 3.74 Disciplinary action will be taken where rules have been breached, and incidents reported to the police where appropriate.
- 3.75 The School recognises that drug use can be a symptom of other problems and it has a key role in identifying students at risk of drug misuse and the need to distinguish between students who require general information and education, and those who could benefit from targeted prevention and support.
- 3.76 The School aims to facilitate early identification with regard to drug and alcohol problems, to encourage students to seek advice and assistance and will strive to provide high quality support and advice on any drug related issue, and put in place any necessary support measures.
- 3.77 All staff and students have responsibility for taking action if they observe and/or are told about drug and alcohol misuse/intoxication.
- 3.78 Non-prescription drugs: some over-the-counter drugs can be harmful if misused. Students should not carry these in School.
- 3.79 The School acknowledges that it may be necessary for some students to take prescribed medication during the School day. Where appropriate, parents and

carers should make the School aware of this in writing as soon as their dependent starts taking the medication.

- 3.80 The School's 'Student Substance Misuse Procedure' provides more details on how to deal with any incidents involving drugs and alcohol.

Prohibited Items

- 3.81 The Northern School of Art is committed to providing a safe, secure and welcoming environment for all of its community – staff, students and visitors. In order to achieve this the School have identified a number of items that are not allowed to be brought onto School premises.
- 3.82 The following items are not allowed in the School
- knives and other weapons
 - alcohol (unless as part of an organised event for 18+ students at the HE campus)
 - drugs (including 'legal highs')
 - stolen items
 - fireworks
 - pornographic material
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- 3.83 The Education Act of 2011 gives the Principal, and staff authorised by the Principal the statutory power to search students, without consent, for any prohibited items where there is reasonable grounds for suspicion that a student is in possession of such an item. The following members of staff are authorised by the Principal to be able to undertake searches of students and/or their possessions on School premises:
- Vice Principal (Higher Education)
 - Vice Principal (Further Education)
 - Vice Principal (Resources)
 - Vice Principal (People Services)
 - Facilities Manager
 - Student Services Manager or deputy
 - FE Quality Manager
 - Financial Controller
- 3.84 There is no requirement to inform parents of students aged under 18 before a search takes place or to seek their consent to search their child.
- 3.85 The School will only use the power of search if they have first exhausted other options.

- 3.86 Any searches will be undertaken by a member of the same sex, witnessed by another staff member (also of the same sex), conducted in a discrete place to respect the student's right to privacy and taking into consideration any issues of race, culture or religion and special educational needs
- 3.87 Intimate searches are not allowed in any circumstances and staff should take care not to touch or hold a student indecently or in any way that can be interpreted as such.
- 3.88 In the case of student's possessions being searched the student must be present during the search.
- 3.89 Further details on how and when to carry out searches can be found within the School's Stop and Search Procedure.

Restorative Approaches

- 3.90 Where behavioural expectations have not been met and/or conflict develops the School will endeavour to try and address this through a restorative approach, which aims to put right whatever harm has been caused, enabling relationships to be mended, and possibly improved, and all those involved to be able to move forward successfully.
- 3.91 A restorative approach should not be seen as a 'soft option'. It will require all those involved to be honest about what has taken place, and also to take responsibility for their actions and for the impact of their actions. It will therefore be used not only to address conflict situations, but to encourage students to take responsibility for their actions, and also to build empathy and emotional resilience.
- 3.92 This approach may be used in conjunction with appropriate sanctions, in order to meet the School's need to assure the safety of everyone within the school community, to ensure an effective learning environment, or to address on-going issues, in which a previous restorative approach has not been fully successful. Suspension of studies may also be used, either as a time out, prior to a restorative approach being used, or in order to create the opportunity for a restorative conversation to happen.

Disciplinary Action

- 3.93 Where a restorative approach is not appropriate disciplinary action will be taken in accordance with the Student Disciplinary Policy and Procedure.

Related policies/ procedures

- Stop and Search Procedure
- Student Bullying and Harassment Procedure

- Student Charter
- Student Disciplinary Policy and Procedure
- Special Educational Needs and Disabilities (SEND) Policy and Procedure
- Complaints Policy and Procedure
- Student Substance Misuse Procedure
- Use of Reasonable Force Procedure

4. STUDENT BULLYING AND HARASSMENT PROCEDURE

Scope

- 4.1 This Procedure relates to, and covers, all students and staff within the wider School community as set out in the Student Behaviour policy.
- 4.2 The procedure covers all forms of bullying and harassment, including that which occurs on-site, as well as any incidents that take place either off site, or via another medium such as text, telephone or social media where the bullying or harassment involves students of the School. Further details relating to sexual harassment can be found in the Student Sexual Harassment and Misconduct Policy and Procedure.
- 4.3 This Procedure is to be used when a student or member of staff reports bullying or harassment by a student or a member of staff at the School towards a student. Whilst predominantly dealing with students being victims of bullying, it is acknowledged that there are circumstances where bullying may be directed at a member of staff by a student or students. In these circumstances the incident should be reported to the Vice Principal (HE) or Vice Principal (FE), as appropriate, to take necessary action. General advice given in this procedure can be followed and support may also be obtained from the HR team.
- 4.4 It is not to be used when a member of staff reports bullying or harassment by another member of staff, either towards themselves or another member of staff. In these circumstances the relevant staff procedure will apply.

Definitions

- 4.5 The definitions of bullying and harassment used in this procedure are outlined within the Behaviour Policy

Procedure

- 4.6 Where someone feels that they are the victim of bullying or harassment they should keep a written record of all the details including dates, times and, if appropriate, the names of any witnesses. It is also important to note what exactly happened and how the incident made them feel. Any evidence, such as copies of documents, screen shots of messages, for example, should also be kept. It is vital that this log is kept in case formal proceedings need to be followed and disciplinary action taken.
- 4.7 If at all possible, incidents of bullying or harassment should be dealt with promptly and in an informal way in order to minimise risk of embarrassment, and maintain healthy, ongoing working relationships. However, it is appreciated that this may not always be possible and recognised that some incidents are so serious that they will lead to an immediate, formal report of the incident.
- 4.8 Any student is welcome to obtain advice and guidance before taking any action from either their tutor/lecturer or a member of Student Services.

- 4.9 All students complaining of bullying or harassment will be offered appropriate support through Student Services. The School offers students support to help them deal with their feelings about the incidents. Students may be offered an appointment with the Student Counsellor, with a Student Services Adviser or with an external organisation, as appropriate, to discuss any relevant issues.
- 4.10 Students with learning difficulties and/or disabilities may be especially vulnerable to bullying or harassment. Whilst an indication of bullying and harassment of these students should be treated in the same way as other students, the individual needs of these students need to be taken into consideration. Students with difficulties in communicating will be given the opportunity to express themselves to a member of staff with appropriate communication skills and/or be provided with an advocate.
- 4.11 Wherever possible, the victim of the bullying or harassment should first of all seek an opportunity to tell the offending person that their behaviour is causing them offence and ask them to stop. There may have been some misunderstanding or misinterpretation on either side and/or the individual in question may be unaware that their actions are inappropriate and causing offence. Where the behaviour may have been unintentional a conversation with the individual may be sufficient to address the situation.
- 4.12 If the student does not feel confident to address the person directly, or attempts to do so have had no impact, they can ask a member of staff to either support them in doing so or, alternatively, to speak to them on their behalf.
- 4.13 If students do not feel they can talk to a member of School staff, they should talk to a member of their family or a friend who will be able to tell a member of School staff on their behalf.
- 4.14 Any discussions that take place will be documented on either a tutorial form or the student's confidential record within Student Services.
- 4.15 If an informal approach does not lead to a resolution or if the bullying or harassment is considered too serious either by the complainant or the member of staff who the incident has been disclosed to, a formal complaint will need to be raised and the Student Complaint Procedure followed and may lead to the matter being dealt with under the Student or Staff Disciplinary Procedure (where the allegation is against a member of staff).
- 4.16 During any investigation the alleged harasser / bully may be suspended until the procedure is completed, or may be kept apart from the complainant as much as possible e.g. moved to another group. The School will aim to complete the process as quickly as possible.
- 4.17 In some (rare) circumstances the complainant may be required to attend a Student Disciplinary Panel meeting, attended by the alleged harasser / bully. In these circumstances the student will be provided with as much support as

possible and can be accompanied at the hearing by a family member, fellow student or supporting member of staff.

- 4.18 In cases of alleged assault or other behaviour that is considered to be a criminal offence, the School will notify the Police of the alleged incident.
- 4.19 If a student believes themselves to be in a position of bullying someone else, they should primarily discuss it with their Tutor/Lecturer or a Student Services Advisor. They will be able to assist in finding the help a student may need and will welcome the opportunity to help a student improve their relationships with other students. Student Counselling is also available for those students who require this service.

Roles and Responsibilities

- 4.20 Any member of the School community may be identified by an individual as being the person they want to tell about an incident of bullying and/or harassment. It is the responsibility of all to ensure they provide appropriate support, and refer an affected individual to the appropriate sources of information and guidance.
- 4.21 Student Services staff members have a responsibility to support students through any incidents of bullying and harassment and any related investigations, ensuring they are given appropriate advice and guidance and access to any further external support required.
- 4.22 Student Services staff will also be responsible for promoting anti-bullying and providing information, advice and guidance, which may include organising any workshops or external visitors to promote understanding and awareness.
- 4.23 Where an incident leads to a formal complaint it is the responsibility of the Quality Manager (FE) and the Director of HE Academic and Quality and Enhancement (HE) to ensure that the Student Complaint Procedure is followed and applied in a timely manner.
- 4.24 Course/Faculty Leaders and the Vice Principal (HE/FE) have a responsibility to ensure that when an incident leads to disciplinary action being taken that the disciplinary process is followed in a timely, fair and equitable manner.
- 4.25 All students have a responsibility to co-operate with staff in any investigations of bullying and harassment.

5. STUDENT SUBSTANCE MISUSE PROCEDURE

- 5.1 If a student is suspected of being, or found to be in possession of illegal drugs on campus the Stop and Search procedure should be followed. This would also include the possession, or suspected possession, of alcohol in the case of students under the age of 18.

Incidents involving substance misuse

- 5.2 Incidents involving substance use and misuse can occur in various ways, for example:
- incidents of inappropriate intoxication and intoxicated behaviour within class or on School premises or work placements;
 - aggressive, threatening or insulting behaviour resulting from substance abuse, especially if causing a disturbance in class/public areas or a health and safety risk (e.g. if operating machinery/tools);
 - selling, supplying or harassing by students or others to buy drugs, wherever School-related activities are taking place.

Dealing with a student who is suspected of being under the influence of drugs alcohol.

- 5.3 The School regards a state of intoxication, (in which a person lacks control of his/her faculties) as an example of behaviour which is incompatible with the learning environment. When a person is encountered or suspected to be in this state the following procedures should be followed by staff:
- Where possible, a member of staff should seek the assistance of another member of staff. If appropriate contact Reception to request support from a staff member.
 - Approach the person in a sensitive manner and establish their identity and which course they are on. If, in your opinion, serious misuse has taken place, decide whether immediate medical aid is required.
 - If not too intoxicated and deemed fit to go home the student should be asked to do so. If the student is under the age of 18, a parent/guardian must be called. Once contact with a parent/guardian has been established the student should be released into their care and they should be asked to leave the School and go home.
 - If they are too intoxicated to leave safely a first aider should be called, who will decide on the most appropriate action, having regard for the student's and others' health and safety.
 - The student should be told that they will be interviewed at a later date, when sober/free of the effects of misuse, under the Student Disciplinary Procedure.

- The person should be told that they must not re-enter School premises until they are sober/free from the effects of misuse.

Reporting incidents

- 5.4 A full report of any incident must be made by the person(s) dealing with the incident, using the standard 'Incident Form'.
- 5.5 The completed form should be forwarded to the appropriate Vice Principal with copies sent to Student Services and the Health and Safety Adviser. The Vice Principal should then ensure that the incident is investigated and, if appropriate, dealt with in accordance with the Student Disciplinary Procedure.
- 5.6 The disciplinary interview should involve a member of the Student Services team and used as an opportunity to examine whether the incident was representative of a broader problem with alcohol or drugs, rather than an isolated incident of misconduct, and if so, to allow an opportunity to respond in a way which addresses any ongoing problem and, if appropriate, to suggest ongoing support via the Student Services Team or specialist external agencies.
- 5.7 The School reserves the right to inform the police, particularly where there is suspicion of dealing, or where the student has been, or is, in possession of quantities of an illegal substance.
- 5.8 No member of School staff should individually take possession of an illegal substance or commence an investigation where an illegal substance has been found. Such matters will always be immediately reported to the Police by calling 101 to make a report and seek advice as to the appropriate action to take in relation to dealing with the substance that the student has been found to be in possession of.
- 5.9 Unauthorised visitors found on site must be reported to the police where there is a suspicion or knowledge of substance misuse or drug-related behaviour.

Supporting students with substance-related problem

- 5.10 Incidents involving intoxication are one way of identifying serious problems of misuse; they may also be self-reported by a student or arise through report from a third party, such as a tutor or a member of the School staff.
- 5.11 Concerns may also arise from observation of the performance and behaviour of a student over a period of time as marked by such indicators as:
- poor study performance or attendance, particularly where this represents a decline;
 - worsening sickness record with no clear reason;
 - suspicious or inappropriate behaviour;
 - financial or home concerns;
 - panic attacks.

- 5.12 Each of these circumstances should lead to a discussion between the student and a Student Services Adviser. Where a student is under the age of 18 parents or carers should be made aware of the circumstances and the support available. This meeting should make every effort to determine the extent of the substance misuse problem. In some cases, the problem may not involve serious use but reflect other life issues. In such cases they may be advised to see, or be referred to, a Student Counsellor or another external agency, who can talk things through with them and offer ongoing support. Attendance at counselling sessions or support from an external agency should not be compulsory or made into a condition of any agreement.
- 5.13 If the enquiry leads to the opinion that the behaviour is caused by substance dependency, a course of action may be suggested and developed that enables the student to receive appropriate help. It may still be that disciplinary action is enacted, or it may be considered that such action be suspended whilst the individual seeks support. The student should be referred to the Student Services Team who can discuss this with them and refer them for more specialist help if appropriate.
- 5.14 If a student does not want to address their substance misuse or declines support in doing this, the disciplinary procedure should be followed.
- 5.15 A tutor may wish to negotiate special arrangements to enable the student to continue with their studies. However, in more serious situations, it may be necessary to suspend study until the problem is resolved to the satisfaction of the School. This should be undertaken using the Fitness to Study Procedure.

Promotion of responsible attitudes towards alcohol and drugs

- 5.16 The School will make every effort to promote to students, staff and the broader community that it takes a responsible attitude towards substance misuse. This includes:
- the availability of this procedure to students and staff via the School's VLE;
 - the inclusion of sessions on substance misuse within the Student Services Workshop activities to raise awareness of legal aspects, the harms associated with substance misuse and safe use of legal substances;
 - the organisation of health awareness events;
 - the accessibility of counselling and advisory services in relation to substances, whether in School or by referral to specialist agencies;
 - the display in open-access areas of information about substances and support agencies;
 - good working relationships with specialist external agencies and the promotion of their work within the School, for example at Freshers' Fairs.

6. REASONABLE USE OF FORCE BY STAFF PROCEDURE

Introduction

- 6.1 All staff have the right under common law to use reasonable force in certain (extreme) situations. For example, everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency - for example, if a student was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.
- 6.2 The circumstances under which reasonable force can be used by a lecturer, or other authorised person either on the School premises, or when they are in lawful control or charge of the student concerned are detailed within the Behaviour Policy.
- 6.3 This procedure is based upon DfE guidance.

Practical considerations

- 6.4 Before intervening physically, the staff member should, wherever practicable, tell the student who is misbehaving to stop, and what will happen if he or she does not comply with this. The member of staff should continue attempting to communicate with the student throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the student.
- 6.5 Staff should not intervene in an incident without help (unless it is an emergency). The member of staff should remove other students who might be at risk, and summon assistance from a colleague or colleagues, or where necessary phone the Police. The staff member should inform the student(s) that he or she has sent for help. Until assistance arrives the member of staff should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

Application of Force

- 6.6 Physical intervention can take several forms. It might involve staff:
- physically interposing between students;
 - blocking a student's path;
 - holding;
 - pushing;
 - pulling;
 - leading a student by the hand or arm;
 - shepherding a student away by placing a hand in the centre of the back; or,
 - (in extreme circumstances) using more restrictive holds.

- 6.7 In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example, to prevent a young student running off a pavement onto a busy road, or to prevent a student hitting someone, or throwing something.
- 6.8 In other circumstances staff should **not** act in a way that might reasonably be expected to cause injury, for example by:
- holding a student around the neck, or by the collar, or in any other way that might restrict the student's ability to breathe;
 - slapping, punching or kicking a student;
 - twisting or forcing limbs against a joint;
 - tripping up a student;
 - holding or pulling a student by the hair or ear;
 - holding a student face down on the ground.
- 6.9 Staff should always avoid touching or holding a student in a way that might be considered indecent.
- 6.10 Where the risk is not so urgent staff should consider carefully whether, and if so when, physical intervention is right. Staff should always try to deal with a situation through other strategies before using force. All tutors/lecturers need developed strategies and techniques for dealing with difficult students and situations which they should use to defuse and calm a situation. In a non-urgent situation force should only be used when other methods have failed.
- 6.11 That consideration is particularly appropriate in situations where the aim is to maintain good order and discipline, and there is no direct risk to people or property. As the key issue is establishing good order, any action which could exacerbate the situation needs to be avoided. The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated.

Recording Incidents

- 6.12 It is important that there is a detailed, written report of any occasion (except minor or trivial incidents) where force is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint.
- 6.13 Immediately following any such incident, the member of staff concerned should tell the Designated Safeguarding Lead and provide a written report as soon as possible afterwards. That should include:
- the name(s) of the student(s) involved, and when and where the incident took place;
 - the names of any other staff or students who witnessed the incident;

- the reason that force was necessary (e.g. to prevent injury to the student, another student or member of staff);
- how the incident began and progressed, including details of the student's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;
- the student's response, and the outcome of the incident;
- details of any injury suffered by the student, another student, or a member of staff and of any damage to property.

6.14 Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a copy of the report.

6.15 Incidents involving the use of force can cause the parents of the student involved great concern. Wherever a child involved in an incident is under the age of 18 parents should be informed to give them an opportunity to discuss it.

Complaints

6.16 Involving parents when an incident occurs with their child, plus clear guidelines about physical contact with students that staff adhere to, should help to avoid complaints from parents. It will not prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures.

6.17 The possibility that a complaint might result in a disciplinary hearing, or a criminal prosecution, or in a civil action brought by a student or parent, cannot be ruled out. In those circumstances it would be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable in all the circumstances. In that event, however, the panel, or court, would have regard to the provisions of section 93 of the Education Act 2006. It would also be likely to take account of the need to prevent injury, damage, or disruption, in considering all the circumstances of the case.

Physical Contact with Students in Other Circumstances

6.18 There are occasions when physical contact with a student may be proper or necessary other than those covered by Section 93 of the 2006 Act. Some physical contact may be necessary to demonstrate exercises or techniques during workshops, or if a member of staff has to give first aid. Touching may also be appropriate where a student is in distress and needs comforting. Staff will use their own professional judgement when they feel a student needs this kind of support.

6.19 There may be some students for whom touching is particularly unwelcome. For example, some students may be particularly sensitive to physical contact

because of their cultural background, or because they have been abused. Physical contact with students becomes increasingly open to question as students reach and go through adolescence, and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

DfE Use of Reasonable Force

- i. The term '*reasonable force*' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- ii. *Force* is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- iii. '*Reasonable in the circumstances*' means using no more force than is needed.
- iv. '*Force*' is generally used to control students and to restrain them in pursuance of the duty of care.
- v. '*Control*' means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of/away from a situation.
- vi. '*Restraint*' means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- vii. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

- All members of School staff have a legal power to use reasonable force.
- This power applies to any member of staff at the School. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a School organised visit or trip.

When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a college, force can be used for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Examples - Colleges can use reasonable force to:

- remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a college event or a trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight on the college premises;
- restrain a student at risk of harming themselves through physical outbursts

7. STOP AND SEARCH PROCEDURE

Introduction

- 7.1 The Northern School of Art is committed to providing a safe, secure and welcoming environment for all of its community – staff, students and visitors.
- 7.2 The purpose of this procedure is to:
- promote a safe and healthy environment in which teaching and learning can take place;
 - explain the School's powers of searching students;
 - ensure a consistent approach to searching students;
 - outline where, when and by whom a student may be searched.

Background / Legislation The Education Act 2011

- 7.3 The Education Act of 2011 gives the Principal, and staff authorised by the Principal, the statutory power to search students, without consent, for any prohibited items where there are reasonable grounds for suspicion that a student is in possession of such an item.
- 7.4 Searches should be carried out by a member of the same sex however, the Education Act 2011 and the allowances under Section 3 outline an "Exception to the Rule" clause whereby "A Designated School member of staff can carry out a search of a student of the opposite sex to the 'searcher' and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff". (Education Act 2011, Section 3).

Violent Crime Reduction Act

- 7.5 New measures introduced in the Violent Crime Reduction Act allow FE Colleges the power to carry out both consensual and/or non-consensual searches of students.

European Convention of Human Rights

- 7.6 Under article 8 of the European Convention of Human Rights students have a right to respect for their private life. In the context of this procedure this means that students have a right to expect a reasonable level of personal privacy that needs to be acknowledged when undertaking any search of the person or their possessions. This is not absolute and can be disregarded as long as there is justification and the actions taken are proportionate.

Scope

- 7.7 This procedure applies to all students studying at The Northern School of Art. Differing prohibited items relating to students under or over the age of 18 are detailed within the procedure.

Definitions

- 7.8 Prohibited items for all students are:

- knives or weapons*
- illegal drugs
- stolen items

There may be occasions where replica knives or weapons are required on site for legitimate reasons, for example as part of performance, film or photography shoot or still life drawing. In these circumstances, the Safeguarding Team should be informed and the relevant Academic staff will be responsible for ensuring such items are checked and used safely on site.

- 7.9 Prohibited items for students up to the age of 18 are:

- fireworks
- pornography
- alcohol

The School does not allow any of the above on site with the exception of alcohol where there is an organised event for those aged 18+

- 7.10 Possessions: Any goods over which the student has or appears to have control – this can include: desks, lockers and bags.

- 7.11 Offensive weapons: knives or anything made, adapted or intended for use as a weapon.

- 7.12 Drugs: illegal Class A, B and C drugs, 'legal highs', solvents (including aerosols, glue, cleaning and lighter fluid).

- 7.13 Drug paraphernalia: button bags, grinders, bongs, stash jars/containers, needles or similar items that could be linked to the use of drugs (possession/supply)

- 7.14 Authorised staff: the following members of staff are authorised by the Principal to be able to undertake searches of students and/or their possessions on School premises and in accordance with the conditions outlined within this procedure:

- Vice Principal (Higher Education)
- Vice Principal (Further Education)
- Vice Principal (Resources)
- Vice Principal (People Services)

- Facilities Manager
- Student Services Manager or deputy
- FE Quality Manager
- Financial Controller

Where students are off site but still within the charge of the School this authority is delegated to the member of staff leading the trip or educational visit.

Operation of Procedure

7.15 Requests for searches should always be reasonable, necessary and justified.

Conditions – Authorised Staff

7.16 Authorised staff are able to search students and/or their possessions **with their consent** for any item. This does not have to be written consent. It is enough for the member of staff to ask the student, for example, to turn out their pockets or empty their bags and for the student to agree

7.17 Authorised staff are able to search students and/or their possessions, **without consent**, if they have reasonable grounds for suspecting that a student may have:

- a prohibited item
- any item that has been, or is likely to be, used to:
- commit an offence
- cause personal injury any person (including the student themselves)
- cause damage to the property of any person

Searches

7.18 Searches without consent can only be carried out on the School's premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on School trips or educational visits.

7.19 There is no requirement to inform parents of students aged under 18 before a search takes place or to seek their consent to search their child.

Reasonable Suspicion

7.20 Reasonable grounds for suspicion need to be established in each case. Suspicion should be based on facts relevant to the likelihood of finding a prohibited item. Reasonable suspicion will rarely be supported on the basis of personal factors alone, without reliable supporting intelligence or information about some specific behaviour by the student to be searched.

7.21 For example, a student's race, age, appearance, or any isolated instance of misbehaviour in the distant past must not be used alone or in combination with each other as the reason for suspecting that student. Reasonable suspicion cannot be based on generalisations or stereotypical images of certain groups or categories of students as more likely to be in possession of a weapon.

- 7.22 Staff may consider the viewing of CCTV in order to help them decide as to whether to conduct a search.

Options before a Search

- 7.23 The School will only use the power of search if they have first exhausted other options.
- 7.24 Where there are felt to be reasonable grounds to have to search a student the following steps should be taken:
- where staff suspect a student is in possession of a prohibited item, they should seek to confirm or allay their suspicion by questioning the student;
 - staff should use “talking down” techniques to calm the student and prevent or reduce any risk of their exchange escalating;
 - if questioning confirms suspicion, staff should ask the student to surrender the prohibited item, reminding them about School rules;
 - if suspicion remains and the student does not surrender the prohibited item, staff should ask the student to consent to a search;
 - where consent is not given the search may still proceed if there is suspicion that the student is in possession of a prohibited item and the member of staff believes it is safe to do so.
- 7.25 If staff decide a search would not be safe, they should inform a Safeguarding Officer who will ask the student to leave the premises and decide whether the police are to be called. The power to search is not a duty: it should only be used where it is judged safe to do so.
- 7.26 In particular, if it is believed that a student is carrying a weapon and is likely to resist a search physically, the police should be called, rather than staff trying to overcome him/her.
- 7.27 If consent is not given in relation to any other item that falls under the School’s items that are not allowed on the premises then consideration may be given as to whether the School’s disciplinary procedure is to be invoked.

Conducting a Search

- 7.28 The search should be undertaken in a discrete place to respect the student’s right to privacy.
- 7.29 Searchers should be sensitive to issues of race, culture or religion, e.g. where a student’s customary head covering or other outer clothing has religious or cultural associations.
- 7.30 Students who are Sikhs might carry, as a religious duty, a ceremonial knife known as a Kirpan (see [Wearing the Kirpan](#) for more information). Since this

is a legitimate item, staff should ask a Sikh student to declare it before being searched.

- 7.31 The search should be undertaken by a member of the same sex of the student (the only exception to this would be if there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff).
- 7.32 Another member of staff, of the same sex of the student, should be asked to witness the search.
- 7.33 Only in exceptional circumstances should more than 2 people be present when searching a student. For example, when searching a student with particular Special Educational Needs it may be beneficial to have additional support from a further adult with expertise on the student's needs; or, where particular religious or cultural sensitivities might apply, an adult with knowledge of those aspects might help. Some searches might be helped by a parent's presence where that is practicable.
- 7.34 The student may be asked to remove outer clothing only. This means:
- any clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear;
 - clothing such as coats, hats, shoes, boots, gloves and scarves.
- 7.35 Pockets may be searched if a request to empty is refused. However, a pocket should not be searched if the member of staff believes the student may interpret the search as an assault or if the staff member believes there to be a harmful item in the pocket (e.g. needles).
- 7.36 Intimate searches are not allowed in any circumstances and staff should take care not to touch or hold a student indecently or in any way that can be interpreted as such.
- 7.37 In the case of student's possessions being searched the student must be present during the search.
- 7.38 Reasonable force may be used by the person conducting a search for prohibited items or articles that have been or could be used to commit an offence or cause harm. Please refer to the guidance within the Use of Reasonable Force Procedure.

Confiscation and actions to be taken

- 7.39 **'With consent' searches:** Authorised staff have the discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search as long as it is reasonable in the circumstances and they have acted within the law.
- 7.40 **'Without consent' searches:**

Items:	Action to take:
Alcohol, fireworks, or pornography on a student under the age of 18	Retain or dispose of them as appropriate. Do not return to a student under the age of 18. Specific procedures apply to indecent pictures, in which case the School's Safeguarding procedure should be followed.
Controlled drugs (or suspected controlled drugs)	Deliver to the Police as soon as possible. Store securely until handed to the police.
Other substances (for example legal highs)	Can be confiscated if believed to be harmful or detrimental to good order and discipline in accordance with School's Behaviour Policy
Stolen Items	Depending on the item: • Return to the owner if appropriate (for example, low value items) • Retain or dispose of • Deliver to the Police (if of value or illegal)
Weapons or items which are evidence of an offence	Hold securely and hand to the Police as soon as possible
Electronic devices	Data or files may be examined and erased if there is a good reason to do so, i.e. there is good reason to suspect that the data or file has been or could be used to cause harm. Consideration must be given to whether material should be retained as evidence (of a criminal offence, in which case the Police should be informed, or a breach of School discipline) Specific procedures apply to indecent pictures, in which case the School's Online Safety procedure should be followed.

Actions after a search has taken place

- 7.41 Whilst there is no legal requirement to make a record of a search, it is considered good practice and therefore all searches, regardless of whether items were found or not, should be recorded on the Stop and Search Record Form ([Record of Search](#)).

- 7.42 The form should be passed to the Health and Safety Adviser. All incidents will be reported on and monitored through the Health and Safety Committee.
- 7.43 The search should also be recorded on the Student's confidential record within Student Services.
- 7.44 If prohibited (and/or banned items) are found the student Disciplinary Procedure must then be followed.
- 7.45 Where students under the age of 18 are found in possession of alcohol, illegal drugs, fireworks, pornography or potentially harmful substances parents need to be informed.
- 7.46 Complaints about searching of students should be dealt with through the normal School complaints procedure.

Related Procedures / Policies

- Behaviour Policy
- Safeguarding Policy and Procedure
- Health and Safety Policy
- Disciplinary Procedure
- Use of Reasonable Force Procedure
- Online Safety Policy and Procedure

Relevant legislation and further guidance

- Misuse of Drugs Act 1971
- Offensive Weapons Act 1996
- Education Act 2011
- Department for Business, Innovation and Skills 'Screening, Searching and Confiscation', 2011
- Department for Education 'Screening, Searching and Confiscation', 2014

Wearing the Kirpan

Sikh students: Wearing of the Kirpan

This appendix is intended to provide advice regarding the wearing of the Kirpan.

Section four of the Offensive Weapons Act 1996 creates the offence of having an article with a blade or point (or offensive weapon) on school/college premises etc. Under section four, subsection (2), a person has a defence if the article in question is worn for religious reasons or as part of any national costumes.

We have to balance the responsibilities to ensure the health and safety of persons at The School with the religious requirements of practising Sikhs.

Background

Guru Gobind Singh, the founder of the Khalsa (brotherhood of Sikhs), instructed its members to wear five special signs to show that they were Sikhs. Known as the 'five Ks' these signs are: kesh (uncut hair), kangha (comb), Kara (steel wristband), Kaccha (shorts/underwear) and Kirpan. Each sign has a particular significance. A Khalsa is a baptised Sikh, male or female.

- **Kesh** is a symbol of spiritual strength and power and an acceptance of 'good will'.
- **Kangha** is a symbol of cleanliness and of well – ordered life.
- **Kara** is a symbol of strength, unity, equality and justice and is worn by everyone from a Sikh family.
- **Kachhera** is a symbol of high moral character, modesty and sexual morality
- **Kirpan** is a symbol of respect, justice and authority; it is a reminder that Sikhs are warriors.

The Kirpan is one of the 'five Ks' that Sikhs who have been initiated into the Khalsa by receiving Amrit (holy nectar) are expected to wear at all times.

The Kirpan is a symbol of respect, justice and authority; it is a reminder that Sikhs are warriors. However, the Kirpan is never used for offensive purposes.

The word Kirpan comes from the word 'Kirpa' and 'aan'. Kirpan means act of kindness, a favour, and 'aan' means honour and self-respect. Thus, for Sikhs the Kirpan symbolises hand of mercy. To call it a dagger or a knife is insulting to the article of faith as the functions of these items are very different from the Kirpan.

Guidelines

1. There should be no objection to the wearing of the 'five Ks', including the Kirpan.
2. Parents or religious leaders should be asked to authorise the wearing of the Kirpan by confirming that a young person has been initiated into the Khalsa by receiving Amrit and are therefore expected to wear the 'five Ks' at all times.
3. The Kirpan should not be more than six inches in length (including both blade and handle) and the blade should not exceed three inches in length; the Kirpan should always be sheathed and worn out of sight.
4. The Kirpan should never be unsheathed and should never be used as a weapon to threaten others. In either case the Kirpan should constitute an offensive weapon within the law. Students would be subject to The School's disciplinary procedures; this might include police involvement.
5. Staff will be expected to remove the Kirpan from any student not wearing all five K's and to contact the student's parents at the earliest opportunity to discuss the situation with them.
6. In the event of serious or persistent breaches of the above conditions by a student The School may refuse permission for the student concerned to wear the Kirpan whilst attending.

Record of Search

A Record of Search must be completed every time a search is conducted and given to the Health and Safety Adviser for storage and reporting purposes.

Stop and Search Record Form	
Student Name and DOB	
Date	
Location	
Name of person who performed the search	
Name(s) of person who witnessed the search	
Reason for search	
Outline of any reasonable force used, and if so why	
Details of how the search began and progressed, including note of student responses and how staff managed them (e.g. steps taken to calm the student)	

Outcomes and follow-up actions	

Signature of staff conducting the search _____ Date _____

I confirm that the above search was undertaken in accordance with The School's Procedures

Signature of witness _____ Date _____

8. FIGHTS AND AGGRESSIVE BEHAVIOUR ON SITE PROCEDURE

Introduction

- 8.1 The School takes the safety and security of all staff and students who make up the School community very seriously. On rare occasions staff may be required to attend an aggressive or violent incident on site, where they may need to intervene to prevent injury to either students or other members of staff.
- 8.2 This procedure provides simple and clear guidance to those staff who are present at the scene of an incident, and also to those who are called to assist.
- 8.3 The procedure is designed to ensure the safety and wellbeing of staff and students.

Scope

- 8.4 This procedure has been written for use by School staff, and **under no circumstances** should it be used by students to intervene in an aggressive or violent situation.

Definitions

- 8.5 Aggressive behaviour – Verbal or physical aggression (including body language) between or towards staff or students. Aggressive behaviour can include, but not always, foul language, taunting or name calling, physical obstruction or unwanted close proximity.
- 8.6 A Fight – A verbal or physical interaction between one or more individuals, with the intention of emotional or physical harm.
- 8.7 Defence – An attempt by an individual to remove themselves from or prevent an aggressive situation.

Procedure

Witnessing a fight or aggressive behaviour

- 8.8 Do not attempt to deal with the situation on your own if this is at all avoidable - **make sure you are safe from harm**. Do not attempt to part fighting students on your own.
- 8.9 **Make sure other students are safe from harm** – remove other students from the room or immediate location of the violence.
- 8.10 **Get help** – send another student to other rooms nearby to get assistance from other members of staff and/or to alert reception so they can call for assistance.

- 8.11 **Speak clearly and firmly** to the fighting or aggressive students telling them to stop and that you have called for assistance. Explain the consequences of not stopping. Remain calm throughout.
- 8.12 Once help has arrived **tell the students that you will intervene if they do not stop.**
- 8.13 **Only once you are sure you can keep the students apart should you attempt to intervene.** This is because a second phase of anger can be more dangerous than the first and may result in physical violence if this has not already been in evidence.
- 8.14 **Be calm but firm with the students through your voice and use of body language** and the use of any restraint, where this is necessary.

After the incident

- 8.15 The member(s) of staff involved should alert the Designated Safeguarding Lead (DSL) and the relevant Vice Principal and write out a report fully detailing the incident, what action was taken and why, and what the implications might be. This should include the names of any witnesses, both staff and students. They will need to provide this report to the DSL no later than 2 working days after the incident.
- 8.16 The DSL and Vice Principal (Further or Higher Education), will decide whether to alert the relevant authorities (police, social services, etc.) as well as parents, and will ensure both the student and staff member(s) are provided with advice and support.
- 8.17 The member of staff will be fully supported by the School providing their actions were reasonable throughout. 'Reasonable' is difficult to define – it will depend upon the situation. It generally means 'proportional'.

Aggressive behaviour towards staff

- 8.18 In the event that a student becomes aggressive towards you, you should ensure that you maintain a calm tone of voice and keep your body language as relaxed as possible.
- 8.19 **Do not engage with an argument**, state clearly that the student's behaviour is not acceptable but avoid entering into a discussion or argument with them as this can cause an escalation in aggression.
- 8.20 **Call for assistance**, if the situation continues to escalate do not continue to manage the situation yourself, ask a student to contact another member of staff, or make contact with reception to ask for help.
- 8.21 **Keep yourself and other around you safe**, ask those around you to leave the area and if possible, leave the area yourself. If the aggressive student is

in an enclosed space remove yourself to the doorway and close the door, whilst maintaining visual contact with the student to ensure they do not come to any harm, then await assistance.

- 8.22 You have the right to use reasonable force to defend yourself and to prevent the student from causing you further harm, either while involved directly with the student or when attempting to leave the area. This may include restraining the student until help arrives. Again, any such incident must be reported to the DSL as soon as possible.
- 8.23 If the aggressive student has a weapon of any kind, and in your opinion intends to cause you physical harm, you should call for assistance and clearly state in your request that the student has a weapon. Those coming to your assistance can then be prepared for this and, if required, request police attendance.
- 8.24 Any incident should be fully documented in writing and provided to the DSL who will follow this up with appropriate managers within the School.

Responsibilities

- 8.25 Staff – are responsible at all times to manage and maintain any aggressive situations, and respond accordingly, ensuring the safety of themselves and others within the School community.
- 8.26 Students – should report any incidents of this nature to the first member of staff they see. Students should also always respond calmly to any request made to them by a member of staff to either leave an area or request for assistance from another member of staff.
- 8.27 DSL – should respond to any report of physical violence or aggression determined within this procedure (within safeguarding guidelines) and ensure that all relevant staff within the School are fully informed and provided with any resulting documentation. The DSL will ensure that any external agencies such as the Police or Social Services and also parents are informed of any incident.

9. STUDENT HARRASSMENT & SEXUAL MISCONDUCT POLICY

Introduction

- 9.1 Further and Higher Education establishments have a duty to ensure that students have a safe environment in which to live, learn and work. They also have a further duty to safeguard and promote the welfare of children and vulnerable adults and, under the Equalities Act 2010, to eliminate discrimination, to promote equality and to foster good relations between groups.
- 9.2 In recent years there has been growing concern about the welfare of students in colleges and universities in the UK with the suggestion that sexual violence and harassment, in Higher Education Providers in particular, is increasing². Several research reports have found a high prevalence of unacceptable sexual misconduct, ranging from groping, flashing and unwanted sexual comments (as an almost routine occurrence) to more serious sexual assault and rape.
- 9.3 The School aims to provide an environment that ensures that all students, regardless of their background, have a positive experience whilst studying, an environment in which they can study without facing sexual harassment or misconduct.
- 9.4 Research has also found that only a fraction of those affected by incidents of sexual harassment and violence reported them to their university or police. The importance of breaking down barriers to reporting is therefore recognised and will look to be addressed by our policy and practice.
- 9.5 This policy covers all students of the Northern School of Art and applies to all sexual misconduct as defined below, including that via electronic means, for example, but not limited to: internet, email, social media sites, chat rooms, text messages and instant messaging.

Purpose

- 9.6 The purpose of this policy is to outline how the school will:
-

² Sexual Harassment In Education – Commons Library Briefing, April 2021

- provide a campus environment in which all members of our community feel safe and are respected;
- set out the school's expectations around the unacceptability of sexual misconduct;
- support students who have experienced any form of sexual misconduct;
- respond to disclosed incidents which breach this policy;
- raise awareness of the issues and improve prevention of sexual misconduct.

Definitions

- 9.7 Sexual Misconduct - sexual misconduct covers a broad range of inappropriate and unwanted behaviours of a sexual nature. It covers all forms of sexual violence, including, but not limited to: sex without consent, sexual abuse (including online and image-based abuse), non-consensual sexual touching, sexual harassment (unwanted behaviour of a sexual nature which violates your dignity, makes you feel intimidated, degraded or humiliated or creates a hostile or offensive environment), stalking, abusive or degrading remarks of a sexual nature.
- 9.8 Sexual Violence – this is an all-encompassing term that refers to crimes like sexual assault, rape, sexual abuse and female genital mutilation (FGM).
- 9.9 Sexual Assault - a sexual assault is any type of sexual act that a person did not consent to, or is forced into against their will. It is a form of sexual violence and includes rape or other sexual offences, such as groping, forced kissing, child sexual abuse or the torture of a person in a sexual manner. It also includes non-contact activities such as exposure to or forcing someone to view sexual images.
- 9.10 Sexual Harassment - is any unwanted behaviour of a sexual nature resulting in distress, intimidation or humiliation. It can take lots of different forms. It can include:
- someone making sexually degrading comments or gestures;
 - your body being stared or leered at;
 - being subjected to sexual jokes or propositions;
 - e-mails or text messages with sexual content;
 - physical behaviour, including unwelcome sexual advances and touching;
 - someone displaying sexually explicit pictures in your space or a shared space;
 - offers of rewards in return for sexual favours.
- 9.11 Rape - rape is the term that is commonly used for forced or coerced intercourse. Rape is defined, under the Sexual Offences Act, as intentionally penetrating the vagina, anus or mouth of another person, with a penis, without consent.

- 9.12 Consent - consent is the agreement to participate in a sexual act where the individual has both the freedom and capacity to make that decision. Consent cannot be assumed on the basis of a previous sexual experience or previously given consent, and consent may be withdrawn at any time.
- 9.13 *Freedom to consent:* For consent to be present, the individual has to freely engage in a sexual act. Consent is not present when submission by an unwilling participant result from the exploitation of power, or coercion or force, regardless of whether there is verbal or physical resistance.
- 9.14 *Capacity to consent:* Free consent cannot be given if the individual does not have the capacity to give consent. Incapacitation may occur when an individual is asleep, unconscious, semi-conscious, or in a state of intermittent consciousness, or any other state of unawareness that a sexual act may be occurring. Incapacitation may also occur on account of a mental or developmental disability, or as the result of alcohol or drug use.
- 9.15 Disclosure - disclosure means that an individual tells a member of the school community that they have experienced Sexual Misconduct (this is different from a formal Complaint).
- 9.16 Formal Complaint - submitting a formal Complaint to the School regarding an individual's experience of Sexual Misconduct is an instruction for the school to take appropriate action. The complaint will allow the school to investigate the misconduct as set out in this Policy and the accompanying processes.
- 9.17 Reporting Party - the Reporting Party is the person(s) who has made a formal Complaint regarding an incident of sexual misconduct.
- 9.18 Responding Party - the Responding Party is the person(s) named in a formal Complaint who is alleged to have committed an act of sexual misconduct.
- 9.19 Victim/survivor – individual subjected to any form of sexual misconduct.

Policy Statement

- 9.20 The Northern School of Art is committed to providing a working and learning culture where all members of our community feel safe and respected. As such the School:
- will not tolerate any form of sexual harassment and violence;
 - will never tolerate abuse or dismiss as banter or 'part of growing up';
 - are committed to working towards prevention of all forms of sexual misconduct through education and awareness raising;
 - will provide an environment in which students feel able to seek support if they do experience any form of sexual misconduct;
 - will empower and support those within our community to challenge inappropriate behaviour where it is safe for them to do so.

- 9.21 In order to try and break down barriers to reporting, and ensure preventative measures are effective, student involvement will be sought to inform policy and procedure.
- 9.22 We will work closely with external organisations such as the police, NHS and third sector organisations; developing and maintaining partnerships in order to work towards preventing sexual harassment and violence and ensure smooth and consistent referral pathways.
- 9.23 Through induction, and then on an ongoing basis, we will support all staff and students so that they understand:
- what sexual misconduct is and that it will not be tolerated;
 - what consent is; *and*
 - when consent is, and is not, given.
- 9.24 Awareness raising of the issues, what is acceptable and unacceptable behaviour, how to raise a concern and what support is available will take place throughout the academic year, through a variety of methods including targeted campaigns and visiting specialist organisations.
- 9.25 Students will be given clear information, through a range of mediums, on how to disclose sexual misconduct, in person and online; what options are available and the support that can be provided.
- 9.26 Staff will be appropriately trained, according to an assessment of needs based upon their role, to enable them to respond effectively to different types of harassment and sexual misconduct incidents.
- 9.27 Relevant staff will be given clear guidelines as to how to receive a disclosure of sexual misconduct in a sensitive way.
- 9.28 All Student Advice and Wellbeing staff will be provided with training to enable them to support and advise a student who has experienced sexual misconduct.
- 9.29 Staff training needs will be reviewed on an annual basis.
- 9.30 We recognise that sexual harassment, assault and violence is under reported and will ensure that a supportive environment is fostered, where individuals feel confident and empowered to disclose.
- 9.31 Experiencing sexual violence and misconduct can be very harmful and students may not initially recognise this harm, or may need to wait some time before making a formal report. **Because of this, there is no time limit within the school for making a report, and we encourage students to report (either anonymously or with their name), when they are ready.** It is important to note that some legal avenues open to victims/survivors do have deadlines.

- 9.32 Reports of sexual misconduct will be treated with high priority. Reports of rape, sexual violence and assault will be responded to immediately. Reports of other sexual misconduct will be responded to within 24 hours.
- 9.33 We recognise the significant negative effects that experiencing sexual misconduct can have upon individuals and are committed to prioritising their safety and wellbeing, listening to them in a safe and trusting environment, providing support to any students affected (regardless of whether or not a formal complaint is made), and providing information and guidance on specialist services and options available to them.
- 9.34 All options and processes will be explained clearly and transparently. This includes the option to not make a formal complaint. Those who disclose an experience will be empowered to choose which options are best for them and access to expert professional support will be facilitated, if required.
- 9.35 Actions taken (if any) will be guided by the student making the disclosure. This choice will not be taken away, except where safeguarding concerns exist. In such instances, it may be decided to continue with an investigation owing to the seriousness of the allegation(s) and the need to safeguard other people.
- 9.36 Staff will ensure that students are aware of what will happen next in the process of dealing with any allegations.
- 9.37 If we have reason to believe anyone is at risk of harm or abuse, we will act in order to safeguard them as described in the Safeguarding Policy and Procedure.
- 9.38 In all cases where a student under 18 discloses an incident, staff will, where appropriate, (i.e., not in cases where this may pose further risk to the student) talk to the student about the benefits of discussing the incident with parents to receive their help, support and understanding. Where a student does not wish their parents to be informed a risk assessment will take place in conjunction with the DSL to decide whether their wishes can be respected. The reason for any decisions made will be fully documented.
- 9.39 Students will be advised of their right to report to the police, the implications of doing so and supported to do this if they wish. There will be some cases where a report will need to be made to the police and social care. A risk assessment will take place to determine whether this needs to happen. Again, the reasons for any decisions made will be fully documented.
- 9.40 Where an alleged perpetrator is under the age of 18 parents will be informed.
- 9.41 A decision by the police or Crown Prosecution Service (or other law enforcement agencies) to take no further action in relation to a criminal matter or an acquittal at a trial does not preclude the school from taking disciplinary action.

- 9.42 The school cannot decide on criminal guilt and any internal investigation is focused exclusively on whether a breach of the School's Disciplinary Procedure and/or Sexual Misconduct Policy has occurred (or any other relevant policy). The internal process cannot therefore be regarded as a substitute for a police investigation or criminal prosecution.
- 9.43 Where a student has been convicted of a criminal offence or accepts a police caution in relation to behaviour that falls within the scope of this policy (or any other relevant policy), the conviction/caution will be taken as conclusive evidence that the behaviour took place and may be pursued as part of the Disciplinary Procedure.
- 9.44 Support to all students involved remains available irrespective of whether the school or the police undertake an investigation or whether that investigation results in a sanction being imposed. In the case of an investigation taking place both the reporting and responding parties will have equitable access to appropriate support prior to the decision to launch a formal investigation, for the duration of any investigation, and following its outcome.
- 9.45 All disclosures will be treated with sensitivity, with the student disclosing being listened to carefully, without judgement and with respect.
- 9.46 All disclosures will be treated confidentially, in line with our Data Protection Policy and the School's duty of care under safeguarding. Any personal information gathered as part of a disclosure will remain confidential, only used in accordance with the relevant Investigating Officer process or to assist a police investigation (if applicable).
- 9.47 Where a student wishes to make a formal complaint relating to sexual misconduct by another student the School's Student Complaint Procedure will be followed. If the complaint is upheld this will lead to disciplinary proceedings as outlined in the Student Disciplinary Procedure.
- 9.48 Within Disciplinary Proceedings, fairness will be ensured and support offered to both the reporting and responding parties.
- 9.49 False reports of sexual violence will be taken very seriously by the School. Whilst extremely rare, we recognise that malicious or vexatious complaints could be made and in instances where there is evidence of this, appropriate disciplinary action may be taken against the reporting student.
- 9.50 Where a student is not satisfied that their disclosure or complaint has been handled appropriately, they will have the right to appeal to the Office of the Independent Adjudicator (HE) or the Education and Skills Funding Agency (FE).
- 9.51 In situations involving sexual harassment or sexual misconduct allegations the school will not make use of any non-disclosure agreements or confidentiality clauses in settlement agreements.

- 9.52 All disclosures and complaints of sexual misconduct will be recorded and monitored by the School's Designated Safeguarding Lead and reported on a termly basis to the Safeguarding Committee.
- 9.53 This policy will be reviewed regularly to ensure that it reflects lessons learned, it is informed by data trends and considers relevant input from independent external experts to ensure it remains current.

Responsibilities

- 9.54 All members of the school community have a responsibility to act appropriately in line with this policy and to challenge and/or report any inappropriate behaviour.
- 9.55 Staff receiving a disclosure have a responsibility to listen without judgement and ensure that the student is signposted to appropriate support.
- 9.56 The Student Wellbeing and Advice Team will be responsible for providing ongoing advice and support to any student affected by sexual misconduct.
- 9.57 The Student Services Manager is responsible for ensuring that students are provided with sufficient information around the issues of sexual misconduct and how to report any incidents should they occur.
- 9.58 The Student Services Manager and HR Manager are responsible for ensuring that staff have sufficient information and training to be able to receive disclosures, take appropriate action and provide effective support where required.
- 9.59 The Designated Safeguarding Lead is responsible for ensuring incidents of sexual misconduct are correctly recorded and reported to the Safeguarding Committee on a regular basis.

10. STUDENT DISCLOSURE OF HARASSMENT OR SEXUAL MISCONDUCT

Introduction

- 10.1 This procedure covers all students of the Northern School of Art and applies to all sexual misconduct as defined in the Student Sexual Misconduct Policy, including that via electronic means, for example, but not limited to: internet, email, social media sites, chat rooms, text messages and instant messaging.
- 10.2 The welfare of the student is of utmost importance when following this procedure.

Purpose

- 10.3 The purpose of this procedure is to ensure that there is a clear process for staff and students to follow in the event of an incident of sexual misconduct relating to one of our students so that timely action is taken and appropriate support given to those involved.

Definitions

- 10.4 Definitions are all given in the Student Sexual Misconduct Policy.

Responsibilities

- 10.5 All members of the School community have a responsibility to challenge and/or report any inappropriate behaviour.
- 10.6 Staff receiving a disclosure have a responsibility to listen without judgement and ensure that the student is signposted to appropriate support.
- 10.7 The Student Wellbeing and Advice Team will be responsible for providing ongoing advice and support to any student affected by sexual misconduct.
- 10.8 Staff trained as Sexual Violence Liaison Officers have a responsibility for leading on the ongoing support for students affected by sexual misconduct, keeping up to date with training and any new information and resources to support both staff and students in this area.
- 10.9 The Student Services Manager is responsible for ensuring that students are provided with sufficient information around the issues of sexual misconduct and how to report any incidents should they occur.
- 10.10 The Student Services Manager is responsible for ensuring that staff have sufficient information and training to be able to receive disclosures, take appropriate action and provide effective support where required.

- 10.11 The Designated Safeguarding Lead is responsible for ensuring incidents of sexual misconduct are correctly recorded and reported to the Safeguarding Committee on a regular basis.

Disclosure of an incident

- 10.12 Disclosure may be made in person, by email or through the reporting system.
- 10.13 Students might choose to disclose an incident that happened recently or some time ago. They will be offered support regardless of when it happened and who was involved (which could be someone unconnected to the School).
- 10.14 Disclosure is different to reporting. A student may make a disclosure of sexual misconduct which is where they tell someone that an incident has occurred.
- 10.15 The person receiving the disclosure should follow the guidance contained in Appendix 1. Students making a disclosure may not have any expectation of further action being taken, and they may consider this disclosure to be private.
- 10.16 Student Services have staff that have undergone specific training (Sexual Violence Liaison Officer – SVLO) to manage disclosures and advise and support victims. Whilst it needs to be recognised that students will often choose to disclose someone that they know and trust, care should be taken to ensure that the student does not have to repeat their story several times and therefore staff receiving a disclosure should contact Student Services and arrange for the student to be seen as soon as possible.
- 10.17 The disclosure should then be managed with two members of Student Services present, ideally a SVLO and the Designated Safeguarding Lead (DSL).
- 10.18 If the disclosure includes an online element care should be taken not to view or forward any images of a child. Consideration should be given as to whether devices need to be confiscated, for example, to preserve any evidence that may be required by the police.
- 10.19 If the disclosure is made by email or through a reporting system the student will be contacted by the Student Advice and Wellbeing Team for advice, guidance and support.
- 10.20 In the event a third party (e.g. another student/a friend) disclosing an incident of sexual misconduct on behalf of someone else, this person will be advised about the options for reporting and available support and support will be offered to this person to help the victim/survivor access this information.
- 10.21 If the reporting student does not want any further action taken by the School, support will be put into place for the student, the priority being to enable them to carry on with their studies and access any wellbeing support required to facilitate this.

- 10.22 A member of staff receiving a disclosure will not make a named report or instigate any onward referral without the student's consent, except where concerns about safeguarding arise or the student is under the age of 18, in which case members of staff have a professional duty to make a formal report.
- 10.23 In all cases where a student under 18 discloses an incident, staff will, where appropriate, (i.e. not in cases where this may pose further risk to the student) talk to the student about the benefits of discussing the incident with parents to receive their help, support and understanding. Staff will offer support to facilitate this and speak to parents on their behalf if the student wishes. If the student does not want parents to be told, a risk assessment will take place in conjunction with the DSL. This will take into account whether the incident is current or historic, the age of both parties now and at the time of the incident, any additional vulnerabilities of the reporting student, their maturity and ability to appreciate what is involved in terms of implications and risks to themselves and any potential ongoing risk to the student and any other minor. It may be the case that students' wishes are not able to be respected and staff's professional judgement will be that parents need to be told. In both scenarios the reasons for any decisions made will be fully documented.
- 10.24 Where an alleged perpetrator is under the age of 18 parents will be informed.
- 10.25 Students will be advised of their right to report to the police, the implications of doing so and supported to do this if they wish. There will be some cases where a report will need to be made to the police and social care. A risk assessment considering all the elements described in paragraph 10.23 will take place to determine whether this needs to happen. Again, the reasons for any decisions made will be fully documented.
- 10.26 Other concerns around safeguarding may arise where the disclosure relates to a person in a position of trust with children and young people, is a member of staff or another student at the School or has access to other children under the age of 18. This is not a definitive list and any concerns around safeguarding should be raised with the Designated Safeguarding Lead in accordance with the School's Safeguarding Policy and Procedure, if appropriate.
- 10.27 If the disclosure is of sexual assault or rape, the student has the option to self-refer to the Sexual Assault Referral Centre (SARC). Anyone can attend a SARC independent of making a decision about formally reporting the incident to the School or the police. The benefit of doing so is that the SARC can securely preserve evidence in the event the student does later choose to report to the police. If preservation of evidence is to happen it is important to contact the SARC as soon as possible after the incident and within 7 days at the latest.
- 10.28 If a disclosing student does not wish to make a formal report and complaint to the School, the incident will still be recorded to allow monitoring by the School.

- 10.29 Where students are over the age of 18 it is the choice of the reporting student about whether to report the incident of sexual misconduct to the police. The School will not report instances to the police or any other agency without the reporting student's explicit consent, unless there are safeguarding concerns. We will always support students to report to the police if they so wish, and will work with the police as necessary. A report to the police does not prejudice any response by the School to a student report. Students may report the incident to the police regardless of whether they want to raise a formal report to the School.
- 10.30 A student who reports an incident to the police has the option to give their consent for the police to inform the School about the progress of the investigation, to avoid the need for the student needing to update the School themselves.
- 10.31 If the School is aware that a police investigation is ongoing, the Designated Safeguarding Lead, in conjunction with relevant academic staff, will complete a risk assessment to inform any precautionary measures required to protect students (both the reporting student, victim-survivor (if different) and the responding student, as well as other students) and staff, and also to ensure no impediment is caused to the police response.
- 10.32 The School will work with the police, if appropriate, in order to best support all parties and minimise any disruption to studies, and will seek advice from them, where necessary, to ensure safeguarding responsibilities are met.

Reporting

- 10.33 A report may be made in person, by email or through the reporting system.
- 10.34 All students have the option of reporting any sexual misconduct (even if unrelated to the School) through the use of the School's reporting system. They are able to do this anonymously if they so wish. This enables the School to monitor levels of sexual misconduct and take action to address any concerns.
- 10.35 If the alleged perpetrator of the sexual misconduct is a student or member of staff at the School the reporting student has the option of raising a formal report and complaint to the School regarding their behaviour.
- 10.36 Once a report has been made, the reporting student (if they give their name) will be contacted as soon as possible (within 2 working days) by a representative from the Student Advice and Wellbeing Team, with more information about their options and support. Their options will vary depending on if the responding person (the person who is alleged to have committed the sexual misconduct) is unconnected with the School, another student or a member of staff.

Immediate response to a report

- 10.37 All reports of sexual misconduct need to be notified to the Designated Safeguarding Lead.
- 10.38 Immediate consideration will be given as to how to best support and protect the reporting student and the alleged perpetrator, and then each incident will be considered on a case-by-case basis taking into consideration the following:
- the wishes of the reporting student;
 - the nature of the alleged incident and whether a crime has been committed;
 - the ages of the people involved;
 - any special needs or learning disabilities;
 - any power imbalances between those involved;
 - whether the incident is a one off or part of a pattern;
 - whether there are any ongoing risks to the reporting student, other students or School staff;
 - any other related issues or wider context to be taken into account.

Risk Assessment

- 10.39 When there has been a report of sexual violence, the Designated Safeguarding Lead (or their deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment should consider:
- the victim, especially their protection and support;
 - the alleged perpetrator; and
 - All the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.
- 10.40 Risk assessments will be recorded (written or electronic) and kept under review to ensure that adequate measures are kept in place to protect students and keep them safe.

Incidents where the responding person is another student

- 10.41 Before taking any action, the reporting student will be invited to attend an initial meeting with a member of staff from the Student Advice and Wellbeing Team or the Safeguarding Team depending on the severity of the allegation. The decision about whether or not to raise a formal complaint and launch an investigation will be explained at this initial meeting; the School will not formally investigate the incident or inform the responding student (or any other

student) prior to this meeting, except in cases of safeguarding. Any action taken will be handled sensitively to protect all parties.

- 10.42 If the reporting student wishes to raise a formal complaint the Student Complaint Procedure must then be followed, which may then lead to the Student Disciplinary Procedure being followed
- 10.43 If the reporting student does not give consent for the responding student to be informed of the allegation against them, an investigation will not proceed except in cases of safeguarding concerns.
- 10.44 If the reporting student gives consent for the allegation to be shared with the responding student, but does not want their own identity shared, the Safeguarding Officer or the Student Advice and Wellbeing Adviser will consider the practical implications of this (e.g. whether there is sufficient evidence and opportunity for the responding student to be able to reply to the allegations). If an investigation does take place, it may be impossible to prevent the responding student from guessing the identity of the reporting student if, for instance, there were no other witnesses.
- 10.45 The responding student will be offered guidance and support throughout the investigation and no guilt will be presumed. An impartial investigation will be carried out in accordance with the Disciplinary Procedure and in conjunction with any police investigation (if the matter is under investigation by the police).
- 10.46 Where the reporting student and the alleged perpetrator share any learning or living space consideration will be given as to how to best keep the two parties at a reasonable distance whilst the facts of the case are established. Depending on the severity of the allegation, this may include removing the alleged perpetrator from any shared sessions and considering accommodation and transport to and from the School, where appropriate.
- 10.47 If an investigation does not commence as per 10.41 or because the reporting student does not wish this to happen, other outcomes of a report of sexual misconduct could include:
- Provision of further support to the students involved, which may relate to academic, accommodation, finance, health and wellbeing matters;
 - Appropriate communication with the parties involved;
 - Collection of further information to inform the management of the situation, and decisions may be considered such as moving accommodation (if in halls of residence) or options to move academic groups if students are on the same course/programme.

- 10.48 Following an investigation, should the School find the allegation of sexual misconduct to be proven, and in turn a breach of the Student Sexual Misconduct Policy, sanctions may be placed upon the responding party up to and including expulsion from the School.

Incidents involving allegations against a member of staff

- 10.49 Any reports made against a member of staff will be raised with the Vice Principal – People Services, who will work in conjunction with the Student Service Manager to ensure both parties are fully supported.
- 10.50 If the reporting student does not give consent for the responding member of staff to be informed of the allegation against them, an investigation will not proceed. There may be, however, certain circumstances where the School is required to take appropriate action to prevent potential harm to the reporting student or others at the School. Where this is the case, the reasons for taking such action will be fully explained to the reporting student.
- 10.51 If the reporting student gives consent for the allegation to be shared with the responding member of staff, but does not want their own identity shared, the Vice Principal – People Services will consider the practical implications of this (e.g. whether there is sufficient evidence and opportunity for the responding member of staff to be able to reply to the allegations). If an investigation does take place, it may be impossible to prevent the member of staff guessing the identity of the reporting student, if for instance there were no other witnesses.
- 10.52 Incidents involving allegations against staff will then be dealt with under the Staff Bullying and Harassment Procedure and Staff Disciplinary Procedure as appropriate.
- 10.53 Human Resources will guide and support members of staff throughout any investigation, throughout which the School will not presume guilt. Staff may also be supported by their trade union (if they are a member). Any investigation would be impartial, carried out in accordance with the staff Disciplinary Policy and Procedure and in conjunction with any police investigation (if one is taking place).
- 10.54 If an investigation does not commence as per 4.29 or because the reporting student does not wish this to happen, other outcomes and methods of support for the reporting student can be agreed with the Student Advice and Wellbeing Team.

- 10.55 Following an investigation, should the School find the allegation of sexual misconduct to be proven, and in turn a breach of this policy and employment contract, sanctions may be applied to the responding party up to and including dismissal from the School (for more information please see the staff Disciplinary Policy and Procedure).

Actions following a report

- 10.56 There are four likely outcomes following a report of sexual misconduct:
1. **Manage internally** utilising the School's Behaviour Policy and possibly the Student or Staff Disciplinary Procedure, where the incident is of a less serious nature, early help and statutory intervention is not required and awareness raising and pastoral support is more appropriate.
 2. **Early help** may be appropriate where statutory interventions are not required and may be useful to, for example, address non-violent sexual behaviour and prevent the escalation of sexual violence;
 3. **Referral to Children's Social Care will be necessary** where the reporting student is under 18 years of age and has been harmed, is at risk of harm or is in immediate danger;
 4. **Report to the police** where there is a possibility that a criminal offence has taken place. If the student is under 18 years of age a report to the police will generally be made in parallel with a report to social care. At this stage parents would also be informed unless there was a compelling reason not to do so.
- 10.57 In all circumstances all concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic) and held with the School's Safeguarding records.

Police involvement

- 10.58 Where students are over the age of 18 it is the choice of the reporting student about whether to report the incident of sexual misconduct to the police. The School will not report instances to the police or any other agency without the reporting student's explicit consent, unless there are safeguarding concerns. We will always support students to report to the police if they so wish, and will work with the police as necessary. A report to the police does not prejudice any response by the School to a student report.
- 10.59 If the School is aware that a police investigation is ongoing, the Designated Safeguarding Lead, in conjunction with relevant academic staff, will complete a risk assessment to inform any precautionary measures required to protect students (both the reporting student and the responding student, as well as

other students) and staff, and also to ensure no impediment is caused to the police response.

- 10.60 The School will work with the police, if appropriate, in order to best support all parties and minimise any disruption to studies, and will seek advice from them, where necessary, to ensure safeguarding responsibilities are met.

Ongoing Support

- 10.61 Ongoing support will be provided to any students affected by sexual misconduct by the Student Advice and Wellbeing Team, including providing information and guidance, and any precautionary and supportive measures for any persons involved (the reporting party, the responding party, witnesses or other students) after a disclosure is made and whilst any investigation by the School or police is ongoing.
- 10.62 Regardless of the outcome of any investigation students will be supported for as long as necessary with care being taken that both the reporting student and the alleged perpetrator remain supported and protected, especially from any bullying or harassment.
- 10.63 In cases of disclosure of sexual assault or rape, the reporting student will be signposted to, and supported to attend, the Sexual Assault Referral Centre (SARC) and advised that they can attend this centre even if they are unsure about whether they want to report the incident.
- 10.64 Where statutory assessments are appropriate, the School's Designated Safeguarding lead or a deputy will work alongside, and cooperate with, the relevant lead social worker to help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other students that require support.
- 10.65 Where the victim or the alleged perpetrator moves to another educational establishment the new establishment should be made aware of any ongoing support needs (with the consent of the student) and where, appropriate, potential risks to other students and staff. The Designated Safeguarding Lead will take responsibility for the appropriate sharing of this information.

False reports of sexual misconduct

- 10.66 All reports of sexual misconduct will be taken seriously by the School.

- 10.67 Whilst extremely rare, we recognise that malicious or vexatious complaints could be made and in instances where there is evidence of this, appropriate disciplinary action may be taken against the reporting student in accordance with the Student Behaviour Policy and Disciplinary Procedure.
- 10.68 Reports of sexual misconduct not found to be accompanied by evidence are not assumed to be false reports. Those people who are involved in an investigation as a responding student or responding member of staff will be afforded the opportunity through any investigation to reply to the allegations against them, including if they believe the allegations are malicious or vexatious.

Impact on academic progress

- 10.69 Any student whose studies are affected or impacted by sexual misconduct can apply for mitigating circumstances in accordance with the Mitigation Policy. This includes the reporting students and others who may be affected (the responding student and witnesses, for example)

Appendix 1: Guidance for staff on responding to a disclosure or report of sexual misconduct.

This information is also available within the leaflet “Staff Guide to Sexual Misconduct”.

- A student might disclose something that happened recently or some time ago and your approach to responding to this may vary (but please don't assume the disclosure is about something that happened recently).
- Disclosure is likely to be to a person of trust recognise that you have been placed in this position of trust.
- Ensure that the student is in a confidential and safe environment.
- **Check that the student is safe**, if they are in danger or in need of immediate medical attention, call 999
- **Reassure** the student that they are being taken seriously and that they will be supported and kept safe.
- **Be supportive and respectful**. Never give the impression that the student is are creating a problem by reporting. Be mindful not to make the student feel ashamed for making a report. Listen carefully and non-judgementally.
- **Understand why a student might want to talk to the School**, for example:
 - They might want support
 - They might feel unsafe if the alleged perpetrator is a member of staff / a student
 - They might want to know what to do, even if the alleged perpetrator is not someone connected to the School
 - They might be worried about the impact on their wellbeing and/or academic progress
- **Do not promise confidentiality** at this stage. as it is likely to be necessary to share the concern further, for example with the Designated Safeguarding Lead (DSL) and possibly the police and the local authority children's social care. Students should be reassured that any information will only be shared with those who are necessary to progress the report further
- **Avoid asking specific questions** about what happened. This avoids the reporting student needing to re-tell their story multiple times, potentially reliving the trauma of what happened, and also protects any investigation process should one follow.
- **If they wish, allow this to be the one and only time they discuss the incident**; some students will want to tell someone but then not have to discuss the incident again or take further action.
- **Refer the student to appropriate support**

- If the student agrees, you could walk with them to the Student Advice and Wellbeing Team and ask to speak confidentially to a Student Services Advisor or SVLO about what has happened – this might depend on the nature of the incident and how recently it took place.
 - If that's not possible or appropriate, you could signpost them to the Speak Out online reporting system, or the School Counsellor.
 - If the student has been recently sexually assaulted, make them aware of the SARC
- A written record is essential - record on an SR1 form.
 - **Consider best way of making a record** of the report. Best practice would be to wait till the end of the report and then write up immediately after so that the student has your full attention and you remain engaged. It may be appropriate to make notes especially if another staff member is present. If you need to make notes during the report, try and make sure they are not distracting.
 - **Let the student use their own words:** do not replace their words with your own, ensure any notes you make reflect exactly what the student said, even if it includes swearing/words you wouldn't use yourself. For instance, if the student says "s/he had sex with me, but I didn't want to", do not write "s/he was raped" nor should you ask "are you saying you were raped?", because this is a leading question. Anything the student tells you, if they later decide to go to the police, could be used as evidence to support a conviction and you could be called as a witness (with the School's support). Share the report only with those people who are necessary to progress it.
 - **Explain what the School could do next.** It is important for the reporting student to understand what the next steps will be and who the report will be passed onto.
 - With the student's consent, the incident could be reported (anonymously or with the student's name) and we could start an investigation into what happened.
 - Regardless of any formal report or investigation, we can offer that student support with both their academic progress and their wellbeing.
 - **Check in with the student** after you've spoken, again depending on what happened and when, you might want to send the student an email or arrange a support meeting
 - **Look after your own wellbeing** after such a disclosure: disclosures can be received by anyone, and it's a sign of trust that the student has told you. But, speak to your line manager or take action to access support for yourself afterwards, for more information please contact HR.

Risk and Needs Assessment for Sexual Misconduct Reports

Reporting / Responding Party

Delete as appropriate – one assessment to be completed for each party

Assessment completed by:			Date of completion / review:	
Name of student:				
Type of risk / need	Summary of risk or need	Action taken / to be taken (inc. person responsible)	Score / RAG rating	Review Date / period
Personal and Individual Risks and Needs				
Personal and individual requirements				
Harm from others				
Health and medical				

Mental health and psychological wellbeing				
Coping mechanisms, social and cultural support				
Alcohol and drug use				
Safeguarding				
Residence				
School / University / Academic Life Risks and Needs				
Employment and education				
Accommodation and housing				

Finance				
Out of term / following graduation				
Disciplinary / Criminal Justice Risks and Needs				
Risks to School / University community				
Risk to supporter				
University disciplinary processes				
Professional judgement				

Risk Management Panel

Assessment completed by:			Date of completion / review:	
Review of risk assessments for (reporting and responding parties):				
Type of risk / need	Summary of risk or need	Action taken / to be taken (inc. person responsible)	Score / RAG rating	Review Date / period
Organisational Risks and Needs				
Third party safety				
Similar incidents				
Academic Adjustments				
Planned communications				

Social and other media issues				
Reputational issues				
Disciplinary / Criminal Justice Risks and Needs				
Disciplinary investigation issues				
Disciplinary panel issues				
Precautionary action / necessary precautionary measures				
Legal risks				

Evidential risks				
Risks associated with university systems / processes				
Timeline				
Record keeping and information sharing				
Fitness to practice issues and placement				
Criminal justice system processes				
Professional judgement				

Risk and Needs Assessment for Sexual Misconduct Reports

Reporting / Responding Party

Delete as appropriate – one assessment to be completed for each party

Assessment completed by:			Date of completion / review:	
Name of student:				
Type of risk / need	Summary of risk or need	Action taken / to be taken (inc. person responsible)	Score / RAG rating	Review Date / period
Personal and Individual Risks and Needs				
Personal and individual requirements				
Harm from others				

Health and medical				
Mental health and psychological wellbeing				
Coping mechanisms, social and cultural support				
Alcohol and drug use				
Safeguarding				
Residence				
School / University / Academic Life Risks and Needs				
Employment and education				

Accommodation and housing				
Finance				
Out of term / following graduation				
Disciplinary / Criminal Justice Risks and Needs				
Risks to School / University community				
Risk to supporter				
University disciplinary processes				
Professional judgement				

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Risk Management Panel

Assessment completed by:			Date of completion / review:	
Review of risk assessments for (reporting and responding parties):				
Type of risk / need	Summary of risk or need	Action taken / to be taken (inc. person responsible)	Score / RAG rating	Review Date / period
Organisational Risks and Needs				
Third party safety				
Similar incidents				
Academic Adjustments				

Planned communications				
Social and other media issues				
Reputational issues				
Disciplinary / Criminal Justice Risks and Needs				
Disciplinary investigation issues				
Disciplinary panel issues				
Precautionary action / necessary precautionary measures				

Legal risks				
Evidential risks				
Risks associated with university systems / processes				
Timeline				
Record keeping and information sharing				
Fitness to practice issues and placement				
Criminal justice system processes				

Professional judgement				
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11. STUDENT SERVICES CONFIDENTIALITY AND INFORMATION POLICY

Introduction

- 11.1 This policy explains what information Student Services will hold about students, how it will be stored, who will have access to it, and how it will be used. It also explains in what circumstances information will be shared and the mechanisms used to share information securely.

Scope

- 11.2 This policy provides information and guidance to all staff and students of The Northern School of Art.

Confidentiality

- 11.3 Student Services are committed to offering a service to students that is based on a relationship of trust and therefore recognises the importance of treating student information with the utmost care, sensitivity and discretion.
- 11.4 Students have a right to confidentiality if they do not wish to give consent to share outside of Student Services. This may be to protect their interests and will help ensure a relationship of trust between students and the staff in Student Services. Maintaining this relationship of trust is crucial to ensure students have a 'safe person' to talk issues through with if they need it, to avoid issues escalating to a crisis.
- 11.5 In some cases, individual members of staff within Student Services may need to seek further advice, support and guidance and cases may be discussed between colleagues within Student Services and/or with the Student Services Manager. Such discussions will protect the student's anonymity wherever possible.
- 11.6 Student Services Advisers receive regular supervision during which they have an opportunity to discuss and reflect upon their work. Discussing cases, they are dealing with provides the Adviser with the opportunity to monitor and assess the quality of their work and so ensure that they offer the best possible service. Supervision discussions take place around the issues that are being dealt with and therefore can generally retain the anonymity of the student. These discussions are undertaken in a small group setting or on a one-to-one basis but all take place within Student Services where all members of staff are aware of and adhere to the principles within this policy. This policy will form part of the induction for any new members of staff prior to them having access to any student information.

- 11.7 Student Services recognises that students need to feel secure when discussing personal issues and will provide a confidential environment and a private interview space if requested by the student.

Storage of records

- 11.8 In addition to the general information held on the School's system, Student Services maintain both paper and electronic records for students receiving additional support.
- 11.9 Student files may include:
- Basic information such as name, course, contact details and other relevant personal data. This is required for administrative purposes and for producing anonymous statistical information on the use of the Student Services department in order to monitor demand and plan ahead to meet student needs;
 - Information about identification of student needs, further assessments and plans to meet those needs;
 - Details of queries, ongoing cases and actions taken. The purpose of this is primarily as a memory aid for the staff but also as a record if another member of staff needs to access the student's notes (for example, in an emergency, or if their usual adviser is on leave or unavailable);
 - Information from other organisations such as medical documentation, statements of educational needs from schools, and correspondence with other agencies;
 - Evidence of household income to enable assessments for financial support.
- 11.10 Notes will only be accessed by a member of Student Services if there is a real, justifiable reason for doing so.
- 11.11 Electronic copies of information are held on a separate secure drive that is only accessible to Student Services staff and the Safeguarding Officers.
- 11.12 Confidential notes are kept in a restricted access area of the student's ILP or in their Student record / history notes.
- 11.13 Any hard copies of information are stored within the Student Services office which is kept locked with restricted staff access.
- 11.14 Standard individual student information will be destroyed after 7 years of the student leaving the School. Special category information, including safeguarding related information will be destroyed in line with guidelines specified by the responsible statutory agency.

Access to records

- 11.15 Students have the right to see any records kept about them. If a student wishes to look at their records, they should ask a member of Student Services staff. However, they may not be able to see the record straight away as staff will need to ensure any details of other students in the records are removed.

Sharing of information

- 11.16 Any sensitive information given to Student Services in the course of their work will not be given directly or indirectly to any other area within the School, or to any external agency, organisation or individual without the student's express consent unless:
- the student or another person is at risk of harm
 - there is a safeguarding concern
 - they are required to do so by law
- 11.17 In circumstances where it is beneficial or necessary to share information on students with other organisations in order to help them get the best and most appropriate support, permission will always be sought before doing so and [guidelines for sharing](#) will be followed.
- 11.18 Where a Prevent concern is raised the details of this will be shared with Local Authority Prevent Co-ordinator as well as Police in order to facilitate local information gathering and identification of local trends.
- 11.19 A Student Services Adviser will always ask students for verbal permission to share relevant information with other appropriate staff such as Course Leaders and Lecturers. This is to ensure comprehensive support from all relevant members of staff at the School. Information may be shared with others verbally, by email or in writing. Advisers will encourage this 'permission to share' wherever possible but recognise that in some circumstances this may not be appropriate.
- 11.20 In deciding whether to share information, staff will follow the guidelines contained in [Information Sharing Guidance](#).
- 11.21 Where a decision to share has been made the following guidelines will be adhered to:
- a telephone call received from a professional seeking information must be verified before information is divulged. This can be done by either calling them back on a landline, general office number or requesting for the information request be submitted in writing on official letterhead or via official email;
 - e-mails should be sent using a secure email address;
 - hard copies of documents should be hand delivered wherever possible.

Consent to share information

- 11.22 For students completing a Support for Study Form that document gives consent to share that information within the School, as needed and appropriate.
- 11.23 If students disclose information on a Support for Study Form but do not wish it to be shared then they will be given a Confidentiality Form, after having the implications of not sharing explained to them.
- 11.24 Any students accessing support from Student Services will be informed by their first point of contact within Student Services what information will be recorded, how their information is stored and what it will be used for. Staff members will check prior to any intervention that a consent form has been completed for each student and if not go through the consent information with the student to ensure their understanding and gain their consent.
- 11.25 All students accessing support will be asked to sign their consent for their information to be stored and used for these purposes on a [Student Information Sharing Agreement](#)
- 11.26 Students will also be asked as part of the Student Information Sharing Agreement whether they agree to Academic Staff being aware that they are accessing support without given the details around the circumstances or nature of that support, as appropriate. This is also so staff can be assured that students are getting some support. It is, however, recognised that, in some circumstances, students may not consent for even this information to be shared.
- 11.27 A copy of the Student Information Sharing Agreement is displayed within Student Services and the students' signed copies will be held on the Student's electronic file. The student's record on the ILP will be flagged to show completion.
- 11.28 Young people aged 13 years and over are presumed in law to be competent to give or withhold consent to the sharing of their personal information, unless there is evidence to the contrary, for example that they lack the competence or mental capacity to provide such consent, through illness, impaired mental or physical health or condition, intoxication from alcohol, drugs or substance misuse, etc. This will be respected unless there is any suggestion of a safeguarding concern, possible risk of harm or disclosure of anything illegal. In these circumstances parents of students under 18 will be contacted and reports made to the Police and Social Care, if appropriate.
- 11.29 It is recognised that students are of an age where experimentation and risk-taking behaviour takes place. Advisers will provide advice and guidance on the dangers of such behaviour, explore healthier alternatives and support, as appropriate and make a professional judgement whether to involve parents, depending on the circumstances involved and the level of risk involved. If there is any doubt, a safeguarding officer will be consulted.

- 11.30 Where the question to disclose involves a decision as to whether to tell a parent about an issue with a student under the age of 18, and where it is appropriate to do so, the Student Services Adviser will always work with the student to encourage them to give consent by explaining the benefits of doing so and offering support to approach parents.

Sharing of information without consent (breach of confidentiality)

- 11.31 If students request confidentiality, the information about them will not be shared with anyone outside Student Services or with any external agencies wherever possible, however there are some circumstances the School will share information without consent. This will only be in situations where staff have received information about circumstances where:
- someone has been hurt and information needs to be shared quickly to help them;
 - a student or another person is at risk of harm;
 - there is a safeguarding concern;
 - obtaining consent would put someone at increased risk of harm;
 - obtaining consent would prejudice a criminal investigation or prevent a person being caught or questioned for a crime they may have committed;
 - the information must be disclosed regardless of whether consent is given, for example if a court order or other legal obligation requires disclosure.
- 11.32 In any of these situations Student Services will try to obtain the student's consent prior to the disclosure of any personal information. However, the information may be disclosed without their consent.
- 11.33 In all cases, a decision to breach confidentiality will be taken by the Student Services Manager and the information disclosed will always be kept to the minimum required to provide an effective response to the situation.
- 11.34 If required, the Designated Safeguarding Lead will be consulted.
- 11.35 A written record of the decision and the reasons it has been taken will be made.

The Counselling Service

- 11.36 The School Counselling service, although part of Student Services, keeps independent records and operates its own confidentiality policy in line with 'British Association of Counselling & Psychotherapy' guidelines. Records kept by the Counselling service are held within that service and are not available to other members of Student Services.

Student Assistance Programme

- 11.37 The School has partnered with Health Assured to provide part of their Student Assistance Programme to students. All students are able to access the 'Wisdom' app, a wellbeing online portal, debt, financial, legal and medical information telephone helplines and also a 24/7 confidential mental health and counselling service.
- 11.38 Information students discuss with their helpline support workers is not routinely provided to the School unless health, wellbeing or welfare is judged to be at imminent risk. In these circumstances and where the support worker thinks additional support is needed, they will seek consent to share the student's name and information about the concern with the Student Advice and Wellbeing Team so that they can provide further help. In some circumstances where the student is not able to provide consent or where consent is refused, Health Assured may still decide to share relevant information with the School where it is necessary to protect the student or another student's vital interests.

Roles and Responsibilities

- 11.39 It is the role of all Student Services staff to ensure:
- the security of student information at all times;
 - students are aware of what information will be held on them, what it is used for and in what circumstances it will be shared;
 - that they have consent to share any information they are intending on sharing;
 - that students wishing to retain the full confidentiality of their information are fully informed of the consequences relating to this request and that they can retract this request at any time or relax the constraints of their request to enable student services to put in place limited support;
 - decisions to breach confidentiality are discussed with the Student Services Manager and recorded appropriately.

Information Sharing Guidance

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people.

When deciding whether to share the most important consideration is whether sharing information is likely to support the safeguarding and protection of a child.

Key Principles

Necessary and proportionate - When taking decisions about what information to share, you should consider how much information you need to release. Not sharing more data than is necessary to be of use is a key element of the GDPR and Data Protection Act 2018, and you should consider the impact of disclosing information on the information subject and any third parties. Information must be proportionate to the need and level of risk.

Relevant - Only information that is **relevant to the purpose** should be shared with those who need it. This allows others to do their job effectively and make informed decisions.

Adequate - Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

Accurate - Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

Timely - Information should be shared in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child. Timeliness is key in emergency situations, and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore place a child or young person at increased risk of harm. Ensure that sufficient information is shared, as well as consider the urgency with which to share it.

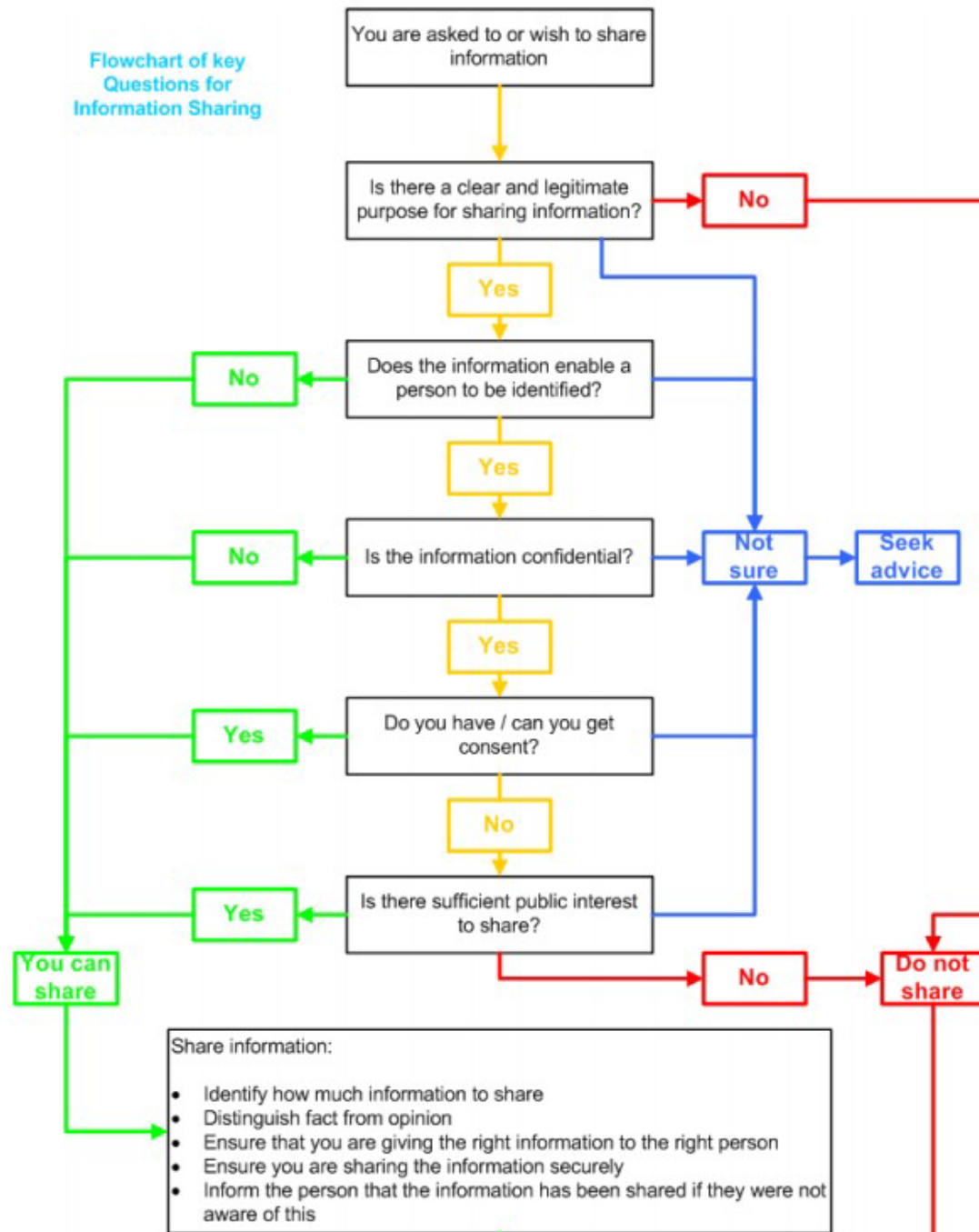
Secure - Wherever possible, information should be shared in an appropriate, secure way.

Record - Information sharing decisions should be recorded, whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester.

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Do not assume that someone else will pass on information which they think may be critical to keeping a child safe.

Flowchart of key Questions for Information Sharing



Rules for Sharing Information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, your manager, or a safeguarding officer, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared.
5. Under the GDPR and Data Protection Act 2018 you **may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk**. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
6. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
7. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is **shared only with those individuals who need to have it**, is accurate and up to-date, is shared in a timely fashion, and is shared securely (see principles).
8. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.
9. Where a decision to share has been made ensure the following guidelines are adhered to:
 - a telephone call received from professional seeking information must be verified before information is divulged, by calling them back
 - e-mails should be sent using a secure email address
 - correspondence should be hand delivered wherever possible

- ensure the information shared is necessary for the purpose for which it is being shared
- understand the limits of any consent given, especially if the information has been provided by a third party
- distinguish fact from opinion
- share the information only with the person or people who need to know
- check that the information is accurate and up-to-date
- record what has been shared and with whom and for what purpose
- establish whether the recipient intends to pass it on to other people, and ensure the recipient understands the limits of any consent that has been given
- ensure that the person to which the information relates (or the person who provided the information) is informed that you are sharing information where it is safe to do so

This guidance is based upon and contains extracts from:

- Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (May 2024)_
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Tees LSCB's Multi-Agency Information Sharing Protocol_
<https://www.teescpp.org.uk/procedures-for-the-safeguarding-process/15-tees-multi-agency-information-sharing-protocol/>

Student Information Sharing

Student Information Sharing Agreement

Name: _____ Course: _____

Student Services are committed to offer a confidential service to students. We believe that all students have a right to confidentiality to protect their interests and ensure a relationship of trust between students and the staff in Student Services. The following information is about your personal data and how Student Services processes your personal data. We appreciate that there is a lot of information to read however it is important that you read it carefully as you will be asked to confirm that you have understood it and give informed consent to process your personal data.

Information we hold on you

In addition to the general information held on The Northern School of Art's system, Student Services staff may keep a confidential record of their discussions with you and/or copies of letters or relevant documents (for example those relating to a disability or medical condition). Information relating to physical or mental health and

disability is considered as 'special category personal data' under Data Protection Law and this means that we must seek your explicit consent before we can process this type of data, unless there is a legal obligation for us to provide this information, or there is an immediate or serious threat to personal safety or that of others.

How we receive information about you

The majority of information we hold will come from yourself through application, enrolment and our contact with you throughout your studies. We may also receive information from your previous School, from any support organisations you work with or the Local Authority.

We may ask you for evidence or further information on a health issue or disability from a medical professional or Educational Psychologist and this will be stored on your record within Student Services. If you are in receipt of disability related funding, we may also receive a copy of your Study Needs Assessment directly from the Assessment Centre who carried out your assessment.

The purposes for which we process your information

Student Services requires your consent to hold and process your information with relevant members of staff as well as with funding bodies, external support providers, accommodation providers and any other bodies directly involved with your studies. We process this information in order to ensure that you are effectively supported during your time with the School.

Records of discussions and support provided by Student Services are primarily used as a memory aid for the staff but also as a record if another member of staff needs to access your notes (for example, in an emergency, or if your usual adviser is on leave or unavailable, it should mean you don't have to tell your whole story again).

What we will do with your information

Any information given to Student Services will be treated with care and discretion. It will not be given directly or indirectly to any other area within the School, or to any external agency, organisation or individual without your express consent (except in exceptional circumstances).

We only share your information with people who are directly responsible for teaching you or supporting you during your time at The School and we only share sufficient information to address the issue at hand.

Sometimes it is beneficial for us to share your information with other organisations in order to help you get the best and most appropriate support. We will always ask your permission before doing this.

It is also useful for academic staff to know that you are receiving support from Student Services. We let them know this by recording the fact that you are having discussions with us on your ILP, but the content of those discussions is not mentioned. If you do not want this information to be shared, please let us know.

We will always ask that the people we share the information with respect your confidentiality and do not pass your details on to anyone else unless they are also involved in the situation or process.

The School will not normally share information with your parents, carers or family members without your explicit consent. In some circumstances it is beneficial for information to be shared but a Student Services Adviser would always discuss this with you. Please be aware, however, that in some circumstances (for example, where there is an immediate or serious threat to your personal safety) information may be disclosed to close family members without your consent, where appropriate to do so.

In some cases, individual members of staff within Student Services may need to seek further advice, support and guidance and cases may be discussed between colleagues within Student Services and/or with the Student Service Manager. Such discussions will protect your anonymity wherever possible.

How your information is stored

Electronic copies of information are held on a separate secure drive, only accessible to certain staff within Student Services. Personal information may also be within individual staff email accounts which are password protected and all staff are bound by Data Protection law.

Any hard copies of information are stored within the Student Services office which is kept locked when unattended and at the end of each working day.

Individual student information will be shredded or disposed of through the confidential waste process when no longer required or after 7 years of the student leaving the School.

The Counselling Service

The School Counselling service, although part of Student Services, keeps independent records and operates its own confidentiality policy in line with 'British Association of Counselling & Psychotherapy' guidelines. Records kept by the Counselling service are held within that service and are not available to other members of Student Services.

Consent to share information

When you complete an Support for Study Form that document gives consent to share that information within the School, as needed and appropriate.

If you disclose information on Support for Study form but do not wish it to be shared then you must sign a Confidentiality Form.

If you do not consent to share your information, we may not be able to provide appropriate support or make reasonable adjustments.

Student Services will not share any of your information without permission unless:

- we consider that you or another person is at risk of harm
- there is a safeguarding concern
- we are required to do so by law.

Your consent to share will remain valid for the duration of your relationship with the School, unless you inform us in writing that you wish to withdraw consent.

Student declaration:

I am happy for my information to be stored and used as outlined above.

Signature _____

Name _____

Adviser _____ Date: _____

12. STUDENT COUNSELLING POLICY

Introduction

- 12.1 The Northern School of Art is committed to supporting students and recognises the importance of a student's health and wellbeing in relation to their progression and wider School experience whilst also ensuring the health, safety and wellbeing of others in the School community.
- 12.2 The Counselling Service offered by the School may operate with counsellors either employed directly by the School, on a commissioned basis or through local talking therapies services. The School may also offer services from trainee counsellors from a BACP recognised educational course.
- 12.3 Students may seek help from the Counselling Service for many reasons. These presenting issues may be having an effect on wellbeing, or students may have noticed a distinct change in their behaviour and emotion at home, School or in their social lives. Examples of presenting issues are bereavement, anxiety, stress, personal and family relationships, personal and sexual identity, eating problems, self-harm, bullying and anger management. Some students seek help due to unresolved issues from their childhood such as physical or sexual abuse, or neglect. Others seek help as they are having suicidal thoughts or have made a suicide attempt.
- 12.4 The Counselling Service provides students with support at a time when they are most vulnerable and aims to contain the distress of vulnerable students. However, the Counselling Service cannot take responsibility for all mental health issues arising in the School and will work together with other key staff to support students in distressing situations.
- 12.5 Counselling aims to help students, through individual or group work, to feel they are in control of their own lives, able to make choices and decisions, and to put them into action.
- 12.6 Students who feel in control of their personal lives are more likely to achieve educationally and contribute to the overall success of the School and in this way the Counselling Service helps to contribute to retention, progression and achievement.
- 12.7 Counselling allows the student to talk through past events and to come to a greater understanding of them. Counselling offers the opportunity for the student to talk and be heard in a safe, non-judgemental environment.
- 12.8 The Counsellor will not usually give advice but will help the student find their own answers. Having said this, psycho-education is playing an increasingly bigger part in counselling, empowering students with knowledge around certain psychological theories and self-help interventions.

- 12.9 Counsellors are also available to advise and support teaching or Student Services staff whose students are experiencing difficult situations, or to help them understand certain behaviours. These could include consultations on the sudden death of a student, suicide, self-harm, depression or anxiety attacks.
- 12.10 Counsellors also liaise with external agencies and maintain links with these to support the wellbeing of students. These may include GPs, local counselling services and community mental health teams.
- 12.11 The Counselling Service works in accordance with the guidelines for best policy and practice laid down by the British Association for Counselling and Psychotherapy (BACP) and the Association for University and School Counselling (AUCC) - the BACP's University and College division.

Purpose

- 12.12 The purpose of this policy is to outline the School's commitment to supporting learners through the provision of a professional counselling service and recognise the contribution of the Counselling Service to participation, retention, progression and achievement.
- 12.13 The Policy also aims to ensure that the School:
- provides a safe, confidential environment in which an individual can begin to explore and identify issues which could prevent them from completing their studies successfully;
 - complies with nationally recognised guidelines on professional practice;
 - complies with legislation regarding child protection and meets the requirements of the School policy and procedures related to safeguarding children and vulnerable adults.

Definitions

- 12.14 Client – a student who is currently accessing School counselling provision.
- 12.15 Counsellor - An individual holding a recognised qualification at minimum Diploma level in counselling who, in accordance with BACP recognised practice, will facilitate the client's development in ways which respect his/her values and capacity for self-determination.
- 12.16 Trainee Counsellor – A person working towards a recognised qualification of a minimum of Diploma level in counselling who, in accordance with BACP recognised practice, will facilitate the client's development in ways which respect his/her values and capacity for self-determination.
- 12.17 Where this document refers to 'Counsellor' content is applicable to both Counsellors and Trainee Counsellors.

Responsibilities

- 12.18 Counsellor - it is the counsellor's responsibility to work according to the BACP Ethical Framework for the Counselling Professions; offer a welcoming environment which facilitates the counselling relationship; be non-judgemental and inclusive; offer clear information and guidelines about the service and the therapy on offer; work within their own boundaries and level of expertise; refer to other support services as required; maintain confidentiality; keep accurate records; refer any safeguarding issues with immediate effect and take own responsibility for continuing personal professional development and training.
- 12.19 Student Services Manager – it is the responsibility of the Student Services Manager to oversee the Counselling Service and ensure that work is undertaken according to the BACP Ethical Framework for Counselling Professions and School procedures relating to Safeguarding; to monitor the effectiveness of the service through evaluation and feedback and report to Principalship; to ensure opportunities are available for appropriate CPD activities.

Professional Practice and Standards

- 12.20 All counsellors are required to have a minimum qualification of a Level 4 Diploma in Counselling and are committed to maintaining their competence through on-going professional development.
- 12.21 Counsellors are required to be a member of a professional body such as The British Association for Counselling and Psychotherapy.
- 12.22 To fulfil the requirements of the Ethical Framework of the British Association for Counselling and Psychotherapy (2018) counsellors must participate in continuous professional development, which may include attendance at training courses, workshops, conference or professional networking. CPD must include a range of activities relevant to working with young people.
- 12.23 Counsellors are required to have a minimum of 1.5 hours supervision a month.
- 12.24 The service may provide opportunities for trainee counsellors to work with students on a voluntary basis. Trainees are mentored by a School counsellor to ensure they are supported in their roles, as well as having supervision. Clients have an initial assessment with a School counsellor to identify their needs and goals. At this point, prior to counselling commencing, they may be offered counselling with a trainee counsellor, if appropriate. Clients may decline this offer; in which case they will have counselling with a fully trained counsellor.

Eligibility

- 12.25 The Counselling Service is open to any student of the Northern School of Art regardless of age, gender, ethnicity or any other personal characteristic. If,

after assessment, the Counselling Service is deemed not appropriate the reasons for this will be fully explained and the Counsellor will refer to alternative support if more appropriate.

Service Delivery

- 12.26 The Counselling Service can offer the following:
- One-to-one therapeutic counselling by appointment
 - Workshops for students on various topics such as anger management, self-esteem and relaxation
 - Support with implementation or advice on the Fitness to Study policy and/or mitigation.
- 12.27 The Counselling Service is not a 'crisis' service but is there to provide on-going, assessed support, as appropriate.
- 12.28 The Counselling Service will be available to all learners during term time, subject to the availability of counsellors. All Counselling contracts will cease at the end of the academic year. Students requiring on-going support will be referred to alternative support.
- 12.29 Counselling will only take place following an assessment where the Counsellor and the client agree the terms of a counselling contract with clear boundaries and limitations.
- 12.30 Counselling appointments will normally last up to 50 minutes although where necessary a longer appointment may be offered. All appointments will be held in an appropriate, private room where the session will not be disturbed, and as far as possible appointments will be made to fit around timetabled sessions.
- 12.31 Missed appointments may be re-scheduled but depending on availability there may be a wait before another appointment becomes available. Any missed appointments will be followed up to check whether counselling is still required and/or whether there are any barriers to accessing the service. If appointments are cancelled on a regular basis, the Counsellor will consider whether counselling is appropriate for the student at that time.
- 12.32 If a student attends an appointment under the influence of alcohol or drugs the Counsellor will terminate the session and re-arrange.
- 12.33 Mobile phones must be switched to silent unless prior consent has been requested.
- 12.34 If the Counsellor is not available for any reason students will be notified by Student Services.
- 12.35 Counsellors will develop and maintain an effective network of internal and external referral agencies and refer students as appropriate and where in their best interest.

- 12.36 Counsellors develop and maintain a bank of resources on counselling- related topics for use by the Student Services staff and by students on a self-help basis. These are available in Student Services and online.
- 12.37 The Counselling Service has a dedicated email address which is accessible to the Counsellors and Student Services Administrators. Communication with students is kept within School hours.

Contracting

- 12.38 All Students participating in Counselling sessions will be required to sign a contract that outlines what can be expected from the Counselling Service in terms of service delivery, confidentiality and record keeping.
- 12.39 The Counsellor will also explain what therapy they will be using and why they think it will be beneficial, along with any limitations. They will also discuss what the student wants to get out of the sessions. Together the Counsellor and the student will agree some realistic goals to work towards and the initial number, and frequency, of sessions.

Record keeping

- 12.40 The purpose of record-keeping is explained to all students using the counselling service and is outlined within the contract. Brief notes will be made of the content of sessions to help keep track of discussions and communications. A note of attendance or non-attendance will be recorded on the student's Individual Learning Plan (ILP) as a record of support accessed within the School.
- 12.41 Record-keeping will adhere to BACP Ethical Code of Practice and the provisions of GDPR, with written records kept to the minimum, made as soon as possible, and secured in the designated place as soon as is practically possible. Records are securely stored within locked cabinets within the Counselling room or the Student Services Office and are only accessible by the Counsellor and, in the case of an emergency or Counsellor absence the Student Services Manager/Designated Safeguarding Lead or Deputy.
- 12.42 In order to further protect the confidentiality of clients' information a system of pseudonymisation is used whereby the client's contact details are kept separate from their session notes which are then only able to be linked back to the client through a coded system.
- 12.43 All client records including process notes, notes from supervision and any other matters arising from the work will be destroyed in a non-recoverable format 3 years after the intervention has ended.
- 12.44 Client statistical data is stored electronically on the Student Services database. No individual student is singled out or identified from this data. The database is secure and password protected. Access to the database is restricted to Counsellors and the Student Services Manager who has access to the information for recording and reporting purposes only.

Confidentiality

- 12.45 The BACP Ethical Framework (2018) requires that counsellors offer the highest possible levels of confidentiality in order to respect the client's privacy and create the trust necessary for counselling, however, for ethical and legal reasons absolute confidentiality cannot be offered. There are some situations where confidentiality may be overridden. These are:
- If the Counsellor believes there is the possibility that the client may harm themselves or another person;
 - If the client reveals that a child is being abused or is in danger of abuse;
 - Where a crime has been, or is suspected to have been, committed;
 - Where the Counsellor is legally obliged to disclose information (more information about this can be found in the School's Counselling Policy).
- 12.46 There may be other circumstances where it is beneficial to share information that has been disclosed to other professionals, for example, when referring to another organisation or service. In these circumstances the Counsellor will discuss this with the client and gain explicit consent before disclosing any information. If there is a need for the client to see another Counsellor, for example, in the long-term absence of a Counsellor, permission will be sought prior to any notes being made available to the replacement Counsellor.

Supervision

- 12.47 To ensure safe practice there is designated time for the review of the counsellors' work. Counsellors monitor and develop their work through regular supervision with an appropriately trained professional. Supervisors are selected using BACP guidelines and services delivered under an agreed Service Level Agreement, reviewed on an annual basis.
- 12.48 Counsellors are required to have a minimum of 1.5 hours supervision a month regardless of the number of contracted clients.
- 12.49 Supervision is not offered as therapy for the counsellor or as a system of checking on counsellors, however there are elements of monitoring the counsellors' practice to ensure clients are safe and have the best possible service. A supervision contract will be agreed between the counsellor and the supervisor.
- 12.50 Client confidentiality will be protected within supervision. Counsellors will never disclose client names or anything that may identify them.

Monitoring, evaluation and feedback

- 12.51 Statistical information is used to monitor the service and to improve it. No student is personally identifiable from this information.

- 12.52 Clients will be asked to complete an evaluation form at the end of their intervention which considers the impact and outcomes of the therapy. They will also be given a questionnaire to evaluate more general aspects of the service and their experience of the service delivery.

Complaints

- 12.53 A student may make a complaint about a counsellor by following the Student Complaint Procedure for students which is available on Moodle.
- 12.54 If a student is still unhappy about the outcome of the complaint, a student may contact the British Association for Counselling and Psychotherapy (BACP) who will start a professional conduct procedure. The professional conduct procedure may only be activated after all local procedures have been implemented.

12.55 Standards/Key Performance Indicators

Counselling Contacts	
Number of students	• Requesting Counselling appointments • Waiting times • Attending counselling • Referred to outside agencies
Retention of students	• Attending counselling • Referred to outside agencies
Staff development	
Participation in CPD in line with BACP requirements	• Minimum of 30 hours CPD in a year
Evaluation	
	• Client satisfaction as indicated by evaluation forms received from students • CORE 10 and progression

13. COUNSELLING PROCEDURE

Purpose

- 13.1 The purpose of this procedure is to ensure that there are clear guidelines as to how to access the counselling service and for the delivery of the service. This includes guidelines for referral, service delivery, monitoring and evaluation.

Definitions and responsibilities

- 13.2 All definitions and responsibilities are as outlined in the Counselling Policy

Referral

- 13.3 A referral into counselling can be made by a member of staff or as a self-referral direct from a student.
- 13.4 A student may send an email direct to the Counselling email address to self-refer or request an appointment in person at Student Services. If appropriate, the member of staff receiving the request will ensure that the student has all the necessary information to ensure counselling is the correct service for them to access.
- 13.5 Referrals from an academic member of staff should be directed through the Student Services office or via the counselling email. Student Services will reply to the academic member of staff to say that contact with the student will be made.
- 13.6 Student Services Advisers will be expected to gather further information prior to referring into Counselling. If required, they should discuss the referral with the Counsellor to establish suitability for referral.
- 13.7 Where an Adviser considers Counselling may be an appropriate option for a student, they will complete an [Assessment of Support Form](#) to establish the most appropriate course of action.
- 13.8 If assessment indicates a referral is appropriate, they will complete the [Referral form](#) with the student and record the referral on the student's ILP, under confidential comments 'Counselling Referral'.
- 13.9 The referral documentation will be kept securely until required by the Counsellor. The referral form should be annotated with the next available reference number by the Counsellor
- 13.10 The Adviser will inform the student of any relevant information relating to their first appointment, for example, if it is to be a phone appointment, then to make sure they are in a suitable place to receive the call.

- 13.11 The Referral Form and any other related paperwork will be passed onto the Counsellor or scanned over to them
- 13.12
- 13.13 Appointments will be booked by the School Counsellor and will be added to the student's ILP as a new confidential comment 'Counselling Session'. All further updates will be added as a 'follow up' to this comment.

Attendance

- 13.14 Students are expected to attend appointments or to cancel by either emailing the counselling email direct, or through the Student Services Advisers. If cancellations are made, the Counsellor will issue the student with another appointment.
- 13.15 If Students do not attend, the student will be contacted by the Student Counsellor to see if another appointment is required.

Service Delivery (In-house Counselling)

- 13.16 At the first counselling session all students will be issued with a [counselling contract](#) to explain and agree the terms of attending counselling and what is expected of them and what they can expect from the counsellor. This will include the number of expected sessions.
- 13.17 The Counsellor will undertake an [assessment of current thoughts and feelings](#) of the client at the start of the counselling sessions, by the completion of a form. This provides a starting point for therapy, and helps monitor the client's progression throughout their time accessing the Counselling Service.
- 13.18 The Counsellor will make brief notes of the ongoing therapeutic work which identifies the themes of the session this will help the Counsellor remember the content of the session and any information/tasks given. These notes will contain the coded identifier of the student as noted on the referral form but no other identifiable information. The notes will be secured as soon as is practically possible to the designated locked cabinet either within the Counselling room or the Student Services office.
- 13.19 The Counsellor will record the outcome of the initial counselling session on the referral form.
- 13.20 At the end of the initial counselling session the Counsellor will update the student's outcome of the appointment on the Counselling Overview spreadsheet. The referral paperwork will be retained in a locked filing cabinet within the counselling room separate to the counselling notes.
- 13.21 Ongoing appointments will be recorded on the ILP by the Counsellor – noting only 'appointment made' and updating as to whether that appointment was attended.

- 13.22 At the end of the Counselling intervention the Counsellor will complete an evaluation of the therapy with the client to inform further practice and an assessment of current thoughts and feelings form. The Counsellor will inform Student Services that the therapy has come to an end by updating the ILP to reflect this and request that a Counselling Evaluation form be issued electronically to the client by the online anonymous feedback survey.
- 13.23 When students stop attending counselling or come to the end of their sessions they will be sent a link to an online, anonymous feedback survey to capture their views on their experience by the referring Adviser from the generic Student Services email address. In the case of self-referrals, the Counsellor will request this to be sent by emailing the relevant Student Services Inbox.
- 13.24 On an ongoing basis the Counsellor will complete the Monthly Counselling Report on the Counselling Overview spreadsheet that the Student Services Manager has access to.
- 13.25 The Student Services Manager will monitor the information received on the counselling service and report to the Principalship and the Safeguarding Committee as appropriate.

Sharing of Information

- 13.26 There may be circumstances where it is beneficial for client information to be shared, for example when a referral is made to another service, or where a counsellor is not available and another counsellor is required to continue the sessions. In these circumstances the counsellor, or in their absence, the Student Services Manager will seek explicit consent from the client prior to disclosure of any information. The client can withhold consent, in which case client information will not be shared.

Date:		Student Name:		YPIN/VA:	Yes/No
Support Adviser:		Ethnic Origin: (Optional)		Pronouns	
Religion: (Optional)		Names of Parents:			
Are you currently on the college counselling waiting list/receiving counselling support or have had past counselling support?					
Living arrangements – for example who is the student living with? Please write all ie. flat mates, parents, grandparents, lone parent, other family members, foster parent, partner or spouse)					
Mental Health and Wellbeing Support (Please tick any relevant issues that are listed below that are affecting the student's life)					
Anger	Family Issues	Self & Identity			
Anxiety/Stress	Health Issues	Self-Harm			
Bereavement/Loss	Relationship Issues	Sleeping difficulties			
Depression	College/Uni/Academic	Suicidal Thoughts			
Eating Issues	Self Esteem/Confidence	Trauma/Abuse			

• Reason for Assessment: • What made you decide to come and seek help/support • If you have received counselling support in the past, what did you learn about yourself and what strategies were you given? • Which strategies worked and which didn't? • Do you still use those strategies? If not, why not?
• Support Networks (wider family & friends) What support do they give the student? (Optional)
• How is the issue affecting your life at the moment? For e.g. Relationships, friendships, College life. What have you been doing about this?

• How is the issue affecting your studies? For e.g. Meeting deadlines, complete course work. Have you spoken to your Tutor?
• How is the issue affecting your physical health? For e.g. Sleep-patterns, tiredness, headaches. Have you spoken to/told anyone about this?
• How can we best support you? You may need to be able to come and offload and receive support or you may want to explore in more detail how this has happened and what you can begin to do to help yourself

• How would you like to feel about yourself in the future? What would that mean to you, your health, relationships and your studies?

Recommendation: (List of recommendations for student support)
• • •

-

-

I confirm that the student has given consent to this assessment and I have explained that information will be passed on but handled confidentially in accordance with GDPR

Signature of Student Support Adviser:

Date Form Completed:



Referral Form

Ref No: (H) 2024/25 -

**Student Services
Internal Referral**

Name:		Known as:		Date of Birth:	
Gender:		Age:		Year of study: (for example 1 st year etc)	
Student Ref No:		Course Title:			
Contact details:					
Referred by:				Date:	
Role of Referrer:					
	I confirm that the student has given consent to this referral and I have explained that information will be passed on but handled confidentially in accordance with GDPR				
Signed:					

Reason for referral?		Has the student been referred to, or is the student currently engaging with any other services? If so, please provide details:	
- Any previous professional diagnosis - Current medication - Previous related treatment or referral - Any history of risk to self or others			
Please provide the student's GP details		Does anyone in the family have any health difficulties:	
Are there any other circumstances that need to be taken into consideration? E.g. language, disability, literacy etc?			

Outcome:

	Taken on caseload	Core:	
	Did not attend		
	Referred to secondary care (e.g.CAMHS)		
	Referred to alternative support		
	Referred to pastoral support		
	IAG given - no ongoing support required		

Input	Initials:	
	Date:	

Counselling Contract

This document sets out the conditions for attending the School Counselling Service and what you can expect from it.

General Information

Counsellors and Trainee Counsellors provided by the school are members of the British Association for Counselling and Psychotherapy (BACP) and are required to work within the Ethical Framework for the Counselling Professions (2018). If you would like more information about this or would like to see a copy, please ask your counsellor Alex Elstob or Lee Theasby, or enquire at Student Services.

A Trainee Counsellor will be required as part of their course content to share their clinical practice with their course leader. This involves providing a case study of a client that they have been working with. The client's anonymity will be maintained at all times. The Trainee will ask for your written consent if they would like to use you for these purposes. The client has the right to decline this request and should not feel obligated to agree to this request.

Counselling is available to all students. You can expect to be treated with respect and without judgement.

The Counselling Service can be contacted by email on counselling@northernart.ac.uk Please note that this email is also accessible by Student Services Administrators and the Student Services Manager in order for your enquiry to be picked up and responded to as soon as possible. It should therefore only be used for non-confidential information such as requesting or changing appointments, or requesting general information on the Counselling Service.

Appointments

- Counselling appointments will last **up to 50 minutes** unless you have been offered a longer appointment.
- Appointments will be held in an appropriate, private room where you will not be disturbed.
- As far as possible appointments will be made to fit around timetabled sessions.
- If for some reason you are not able to keep your scheduled appointment, please notify the Service by using the above email address or by contacting Student Services and leaving a message for the Counsellor/Trainee Counsellor.
- If you do not let the Counselling Service know, we will assume that you no longer wish to continue counselling.
- If appointments are cancelled on a regular basis, your Counsellor/Trainee Counsellor will consider whether counselling is appropriate for you at the moment.
- If you attend an appointment under the influence of alcohol or drugs your Counsellor/Trainee Counsellor will terminate the session and re-arrange.
- Mobile phones must be switched to silent, unless prior consent has been requested.
- Appointments are available during term time only. Alternative arrangements during School holidays will be discussed with you, if necessary.

- If the Counsellor/Trainee Counsellor is not available for any reason you will be notified by Student Services.



Confidentiality

This is a very important aspect of the Counselling service. Everything that is discussed with your Counsellor/Trainee Counsellor in the counselling session is kept in the strictest confidence. There are however some situations where confidentiality may be overridden. These are:

1. If the Counsellor/Trainee Counsellor believes that you intend to harm yourself or another person;
2. If you reveal that a child is being abused or is in danger of abuse;
3. Where a crime has been, or is suspected to have been, committed;
4. Where the Counsellor/Trainee Counsellor is legally obliged to disclose information (more information about this can be found in the School's Counselling Policy).

The School Counsellors and Trainee Counsellors are required to have regular supervision where they need to discuss their work with their supervisor to support them in their work and ensure that they are working effectively and offering the best support to you. In these circumstances they will never disclose your name or anything that may identify you.

There may be other circumstances where it is beneficial to share information that you have disclosed to other professionals, for example, when referring to another organisation or service. In these circumstances the Counsellor/Trainee Counsellor will discuss this with you and gain your explicit consent before disclosing any information. If there is a need for you to see another Counsellor, for example, in the long-term absence of your usual Counsellor/Trainee Counsellor, your permission will be sought prior to any notes being made available to the replacement Counsellor.

Sessions

The Counsellor/Trainee Counsellor will discuss what you want to get out of the sessions. Together you will agree some realistic goals to work towards and the initial number, and frequency, of sessions.

At the end of your sessions a Student Support Adviser will ask you to complete an evaluation form to help the School reflect on and improve the service if necessary.

The counsellor would not acknowledge you outside of the counselling room due to confidentiality and professional boundaries, unless you as the client were to acknowledge the counsellor first.

Records

Your Counsellor/Trainee Counsellor will keep brief notes after a session to help keep track of discussions and communications. These will be securely stored in a locked filing cabinet and separately from your contact details so they are not easily identifiable, to ensure confidentiality and protection of your personal data.

The only other person that has access to this cabinet is the Student Services Manager, who would only access it if the Counsellor/Trainee Counsellor wasn't available and there was a specific and justifiable reason for them doing so.

Your records will only be kept for as long as necessary and then will be destroyed.

Complaints, compliments, feedback and evaluation

Any complaints, compliments or feedback should be addressed to the Student Services Manager.

Your data (not including any personal details) may be used in evaluating the Counselling Service and in the production of reports to Senior Managers and Governors.

Please sign below to confirm that you have read and understood this information and agree to access the Counselling Service under the above conditions

Signature:

Date:

Name:

Assessment of Thoughts and Feelings

Please read the questions below and think about how you have felt **over the last week or since your last counselling session.**

For each statement think how often you have felt that way and tick the box closest to this.

Over the last week or since your last counselling session		Not at all	Only occasionally	Sometimes	Often	Most or all the time
1	I have felt tense, anxious or nervous	0	1	2	3	4
2	I have felt I have someone to turn to for support when needed	4	3	2	1	0
3	I have felt able to cope when things go wrong	4	3	2	1	0
4	Talking to people has felt too much for me	0	1	2	3	4
5	I have felt panic or terror (please circle appropriate response)	0	1	2	3	4
6 (a)	I have had thoughts of ending my life.	0	1	2	3	4
6 (b)	I have made plans to end my life	0	1	2	3	4
7	I have had difficulty getting to sleep or staying asleep					

		0	1	2	3	4
8	I have felt despairing or hopeless	0	1	2	3	4
9	I have felt unhappy	0	1	2	3	4
10	Unwanted images or memories have been distressing me	0	1	2	3	4

This information will be held confidentially on your Student Services file whilst you are studying with us and only shared, if necessary, and with your consent.

Date:
Total:

14. STUDENT CRIMINAL CONVICTION POLICY

Introduction

- 14.1 The Northern School of Art is committed to providing, creating and maintaining an atmosphere which is conducive to the academic and social wellbeing of the whole School community.
- 14.2 The School has a duty of care to staff, students, visitors and clients. In order to fulfil this duty, it is necessary for the School to consider the impact of any criminal convictions relating to students.
- 14.3 The School does not wish to debar individuals with criminal records from taking advantage of the opportunities offered and actively promotes equality of opportunity for all with the right mix of talent, skills, and potential. This includes welcoming applications from a wide range of applicants, including those with a criminal conviction record. A criminal record may not be an obstacle to studying at the School or participating in extra-curricular activities, but we must balance our responsibilities to provide a safe and secure environment for our staff, students, visitors and others.
- 14.4 In order to do this, the School will consider the nature of the course or programme and the circumstances and background of the offence(s) related to any unspent conviction as outlined in this Policy.
- 14.5 The School acknowledges that some applicants may have a criminal conviction, or convictions, or be subject to police investigation prior to making an application to the School. Equally students may be subject to a criminal investigation, charged with an offence or convicted of a criminal offence during their time at School.
- 14.6 The Policy and related procedures apply to all potential students (applicants) and current students (students).
- 14.7 The Policy and related procedure consider the relevant statutory legislation, such as the Rehabilitation of Offenders Act 1974.

General Principles

- 14.8 The School defines relevant and unspent convictions in line with the Rehabilitation of Offenders Act 1974, details of which are included in the [Guidance on the Rehabilitation of Offenders Act 1974](#).
- 14.9 Relevant criminal convictions are only those convictions for offences that are unspent, as defined by the Rehabilitation of Offenders Act 1974 and include convictions, cautions, admonitions, reprimands, final warnings, bind over orders or similar involving one or more of the following:

- Any kind of violence including (but not limited to) threatening behaviour, offences concerning the intention to harm or offences which resulted in actual bodily harm;
- Offences listed in the Sex Offences Act 2003;
- The unlawful supply of controlled drugs or substances where the conviction concerns commercial drug dealing or trafficking;
- Offences involving firearms;
- Offences involving arson; and
- Offences listed in the Terrorism Act 2006.

- 14.10 If a conviction involves an offence similar to those set out above but was made by a court outside of Great Britain, and that conviction would not be considered as spent under the Rehabilitation of Offenders Act 1974, it should be declared and dealt with as any other spent conviction.
- 14.11 Spent convictions are not subject to the Policy and related procedures. Any applications containing spent convictions should be subject to the same process as an application that contains no criminal convictions. If an applicant discloses a spent conviction the School is legally obliged to disregard it as courses that are exempt from the Rehabilitation of Offenders Act are not currently offered within the School.
- 14.12 There is a requirement for all applicants and students to declare relevant police investigations and current/unspent criminal convictions to the School throughout the duration of the application process and the duration of the course or programme. The student or applicant must inform the School in a timely way in order that it can introduce any appropriate safeguards for the security of other members of the School community as well as supporting the student against any likelihood of reoffending. The School will be duly supportive of a student's desire for rehabilitation, especially if the conviction has been obtained before the commencement of the period of study.
- 14.13 Failure to declare any unspent criminal convictions will result in the application of the relevant Student Disciplinary Procedure and may lead to expulsion from the School.
- 14.14 All information provided to the School as part of this process will be considered objectively and assessed against any potential risk to School staff, students, visitors and clients.
- 14.15 All disclosures of criminal records by students or applicants will be treated as 'sensitive and confidential data' in line with the School policy and in accordance with the Data Protection Act 1998. They will therefore be handled with a high degree of discretion and will not be disclosed to other members of School staff unnecessarily.
- 14.16 Information relating to convictions will be considered separately from academic achievements by appointed School staff.

- 14.17 Where necessary third parties may be asked for additional information to inform a decision. This will not be done without the applicant's / student's permission.
- 14.18 When considering a criminal conviction, a number of factors will be taken into account. These will include:
- The nature of the offence(s);
 - The time that has passed since the offence was committed;
 - Any additional information provided by other sources, such as the Probation Service, Social Services or senior prison officers, in the form of independent references or reports;
 - If more than one offence was committed, whether each was a separate offence or part of a series of similar offences; and
 - The potential impact on fellow students, staff and others with whom the student or applicant will have contact.
- 14.19 The decision on whether to accept an applicant who has declared a criminal conviction will involve consideration of the School's duty of care to staff, students, visitors and clients and also its commitment to individual human rights, right to an education and the right not to be discriminated against as protected under the Rehabilitation of Offenders Act 1974. All cases will be considered on an individual basis and all applicants will be treated in a fair and equitable manner. Decisions will be based on the risk posed to staff and students and the well-being of the School.
- 14.20 Conduct which may constitute a criminal offence may also amount to misconduct under the School's Student Disciplinary Policy and Procedure. Therefore, in addition to any criminal process, the student may be subject to disciplinary action by the School: however fair and proportionate steps will be taken not to place unnecessary additional penalties on a student who has already received a criminal sanction for their behaviour.

Guidance on the Rehabilitation of Offenders Act 1974

The Rehabilitation of Offenders Act 1974 outlaws' discrimination against ex-offenders and was amended by Section 139 of the Legal Aid Sentencing and Punishment of Offenders Act 2012 which came into force on 10th March 2014. The Act is intended to help people with few and/or minor convictions. People with many or serious convictions will probably not benefit from the Act because their rehabilitation period will usually be longer.

For most purposes the 1974 Act treats a rehabilitated person as if he or she had never committed, or been charged with charged or prosecuted for or convicted of or sentenced for the offence and, as such, they are not required to declare their spent caution(s) or conviction(s), for example, when applying for most jobs or insurance, some educational courses and housing applications.

How long is it before convictions are spent?

Certain criminal convictions are 'spent' or forgotten, after a rehabilitation period. This period varies according to the offence, the length of the sentence imposed and the age of the person when convicted.

There are two types of rehabilitation period:

1. Sentences with a buffer period – start from the date of conviction and are made up of the original sentence, plus an additional buffer period
2. Sentences with no buffer period – start from the date of conviction.

Buffer periods for people aged over 18 when convicted, from the end of the sentence, including licence period are:

- community orders – one year
- prison sentence of six months or less – two years
- prison sentence of over six months up to and including 30 months – four years
- prison sentence of over 30 months and up to 48 months – seven years
- prison sentence of over 48 months or a public protection sentence – never 'spent'.

Some buffer periods are halved if you were under 18 when convicted.

After this rehabilitation period, with certain exceptions, an ex-offender is not normally obliged to disclose their conviction.

Further information can be obtained from the Government's Guidance on the Rehabilitation of Offenders Act 1974, which is available at:

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>

Rehabilitation periods for specific sentences

Sentences with a buffer period

Sentence		Time it takes to become spent	
		Adult (18+) at conviction / disposal	Young person (U18) at conviction / disposal
Prison (including suspended prison sentences)	Over 4 years or a public protection sentence	Never spent	Never spent
	More than 30 months and less than (or equal to) 4 years	Sentence + 7 years*	Sentence +3 ½ years*
	More than 6 months and less than (or equal to) 30 months	Sentence +4 years*	Sentence +2years*
	Less than (or equal to) 6 months	Sentence +2 years*	Sentence +18 months*
Community order / youth rehabilitation order		Length of the order + 1 year	Length of the order + 6 months

* Sentence length includes time spent on licence

If there is already an unspent conviction and a further conviction is imposed before the earlier one is spent, then neither conviction will become spent until the longest of them does.

If the further conviction results in a prison sentence of more than 4 years, then neither the second nor the first conviction will ever become spent.

Sentences with no buffer period

Sentence/Disposal	Time it takes to become spent	
	Adult (18+) at conviction/disposal	Young person (U18) at conviction/disposal
Fine	1 year	
Conditional discharge	Length of the order	
Absolute discharge	None – spent immediately	
Conditional caution / conditional youth caution	3 months (or when it ends, if earlier)	3 months
Simple caution / youth caution	None – spent immediately	
Sentence/Disposal	Time it takes to become spent	
	Adult (18+) at conviction/disposal	Young person (U18) at conviction/disposal
Supervision order	N/A	The period of the order, or a minimum of 12 months (whichever is longer)
Compensation order	Once it is paid in full	
Attendance centre order	Period of the order	Period of the order
Hospital order	Period of the order	Period of the order
Referral order	Not available to adults	Period of the order
Reparation order	None – spent immediately	

Motoring endorsement imposed by a court	5 years	2 ½ years
Motoring penalty points imposed by a court	3 years	
Motoring disqualification imposed by a court	At the end of the disqualification	

15. STUDENT CRIMINAL CONVICTION PROCEDURE

Disclosure Within the Application Process

- 15.1 All applications require declaration of relevant criminal convictions for any applicant applying either to Further Education courses or Higher Education undergraduate programmes at the School. The principles of the process are the same for direct applications (Further Education and postgraduate) as for UCAS applications (undergraduate).

Further Education applications

- 15.2 Applicants applying directly to the School for a Further Education course who have a **relevant** criminal conviction (as defined above) or who are serving a prison sentence for a **relevant** criminal conviction must tick the box on the application form to indicate this.
- 15.3 The Admissions staff will highlight on the application form those applicants who have declared a relevant criminal conviction.

UCAS applications (Higher Education)

- 15.4 UCAS no longer require applicants to declare unspent criminal convictions as part of their application form except in the case of courses that require an enhanced criminal record check to study or where completion of the course includes right of entry to a profession that involves such as check.
- 15.5 All UCAS applicants who have a relevant criminal conviction or who are serving a prison sentence for a relevant criminal conviction must declare this on their online Interview Confirmation Form (an internal form created by the School), which is sent after receiving an applicant's UCAS application. Applicants also agree to the following statements when submitting their UCAS application:
- "I confirm that the information given on this form is true, complete and accurate and no information requested or other material information has been omitted."
 - "I agree to my personal data being processed by UCAS and passed to my chosen educational establishments and understand how my data will be used."
 - "I accept that, if I do not fully comply with these requirements, UCAS shall have the right to cancel my application and I shall have no claim against UCAS or any higher education institution or college in relation thereto."
 - "I agree to allow details of my application and its progress to be shared with my school/college/centre."
- 15.6 If an undergraduate applicant is convicted of a relevant criminal offence after they have applied, they must inform the School. For direct applications the applicant must inform the School.

- 15.7 The Admissions staff will highlight on the application form those applicants who have declared a relevant criminal conviction. It is the responsibility of the School to check the Personal Statement/references for any indication of convictions, which might necessitate the following procedures.

Receipt of an Application Which Includes a Declaration of a Criminal Conviction

- 15.8 The Admissions staff process the application form on academic merit alone in the first instance to ensure that the application meets the entry requirements. If there are no academic grounds for making an offer then the application should be rejected in the normal way.
- 15.9 If the entry requirements have been met and further information is required of the declared conviction (that is, it has not been supplied) a [Declaration of Criminal Conviction Form](#) will be sent from Admissions staff asking for further information and explaining that the application cannot progress until this is received. A deadline date will be stated for receipt of the additional information and explanation of the outcome if there is no response by that date. Should no response be received by the deadline date, then the application will be withdrawn.
- 15.10 Only when the School has all the information it needs regarding the conviction will the application be processed. Admissions staff will record the details of the applicant in order to ensure an offer is not made without the criminal conviction being taken into account. The application information will be forwarded to the course staff or programme staff conducting the interview in the normal way, however if the details of the conviction are included on the form they will be detached by the Admissions staff and forwarded to the Student Recruitment Manager for decision, in consultation with the Designated Safeguarding Lead (DSL) if required.
- 15.11 The course or programme staff conducting the interview will therefore be aware that the applicant has ticked the criminal convictions box on the form but will not have any details relating to the nature of the conviction(s). In this way the School will be able to ensure that criminal convictions are not taken into account when academic decisions are made regarding the outcome of interviews.
- 15.12 If it is decided to make an offer according to the normal stated entry requirements the application should be returned to the Admissions department who will then forward it to the Student Recruitment Manager.
- 15.13 If the information received states that the applicant has an unspent minor offence (convictions that do not carry a custodial sentence) then the decision to admit the applicant can be taken by the Student Recruitment Manager and the offer can be processed in the normal way. Any relevant documentation should be forwarded to the DSL for secure storage on the student's file.

- 15.14 If the conviction resulted in a major offence, however, this should be placed before a Criminal Convictions Panel.
- 15.15 Once the Panel has met and a decision reached, the applicant will be notified in the normal way.

Action to be Taken for an Undeclared Criminal Conviction Identified During Interview

- 15.16 If the declaration of a criminal conviction is made at interview, the information must be taken during the interview in as much detail as possible by the member(s) of staff conducting the interview. This information should then be passed on to the Student Recruitment Manager. If the conviction is an unspent minor offence the Student Recruitment Manager, in consultation with the Vice Principal (HE or FE as appropriate), can make the decision regarding any offer.
- 15.17 If the conviction is an unspent major offence, this should be forwarded to the Criminal Convictions Panel.

Action to be taken if the declaration of a criminal conviction takes place while a student is enrolled on a course or programme of study

- 15.18 All convictions are required to be declared by students to ensure that appropriate risk assessments can be carried out and that the School is not being 'brought into disrepute'.
- 15.19 If, at any time during a course or programme of study, a student is arrested by the police and charged with a criminal offence, the student is required to report this immediately to the Student Services Manager, who will record as much information as possible and carry out a thorough risk assessment based on the information received. Where required, other staff can provide support in this risk assessment. The relevant Vice Principal will also be informed, as appropriate to whether the student is enrolled on a Further Education course or an undergraduate programme.
- 15.20 If the student is sent to trial, the School must also be kept informed at all stages either by the student or by his or her legal representative. If the student is convicted, then this must also be reported along with details of any sentence imposed.
- 15.21 The relevant Vice Principal will decide based on all the appropriate information as to the students' continuation on the course or programme. Depending on the seriousness of the conviction, this could be referred to a Criminal Convictions Panel.
- 15.22 If at any time during a student's course or programme of study at the School it is made known that the student has a previously unspent criminal conviction that they failed to disclose at the point of application or notify the School of in a timely manner, then they will be subject to the relevant Student Disciplinary

Procedure and possible expulsion. The same will apply if the student obtains a criminal conviction during their course/programme of study which they fail to disclose in a timely manner.

- 15.23 It is deemed a disciplinary offence not to have disclosed any unspent conviction(s) at the point of application, regardless of whether the conviction is subsequently spent at the time of actual disclosure or when such information is made known to the School.

Recording information relating to criminal convictions

- 15.24 All correspondence and documentation relating to the declaration of criminal convictions by an applicant or student will be held confidentially by the School's Designated Safeguarding Lead in a secure location within Student Services.
- 15.25 A note will be made on the applicant's or student's file and will be carried through to the students' record and flagged on Pro-solution if accepted, to the effect that a criminal record has been disclosed and that further information, if needed, can be obtained from the DSL.
- 15.26 At all stages, staff should ensure that all necessary steps are taken to restrict access to information relating to an applicant's or student's criminal record to a strictly "need to know" basis.

Criminal Convictions Panel

- 15.27 Where it has been decided that it is necessary for a case to go to the Criminal Convictions Panel for decision, the Student Recruitment Manager or the relevant Vice Principal will present the information that they have been provided with.
- 15.28 The Criminal Convictions Panel will consist of:
- MIS Manager
 - Student Recruitment Manager
 - Vice Principal (FE or HE) as appropriate
 - Student Services Manager (Designated Safeguarding Lead)
 - Health and Safety Adviser
- 15.29 The Panel will be able to take the following actions:
- Refuse an application/withdraw a student on the basis that the risk posed to the student community and its staff is too great. In this case, the applicant/student will be contacted in the normal way to inform them of the decision as normal, along with the appeals procedure (see Appeals section).
 - Defer a decision where it is felt that more information is required to conclude the decision-making process, whether from the applicant/student or other sources (such as probation officer, for example). Where this is the case, the DSL will be tasked with gathering all the required information to present when the Panel re-convenes.

- Permit an offer to be made or allow the student to continue with no further conditions. In this case, the offer is transmitted in the normal way. Consideration will be given as to whether a risk assessment is required.
- Permit an offer to be made or allow the student to continue but with particular conditions, for example, specific support for the applicant, restriction to certain external projects, etc. In this case a risk assessment will be undertaken with relevant staff, for example the Vice Principal (FE or HE) as appropriate, the DSL and the Health and Safety Adviser. The applicant/student will be notified in writing of the conditions and will be required to accept the conditions prior to an offer being made or being allowed to return to study on the course or programme. They will also be informed of any other members of staff that will have to be involved if needed to enforce any of the conditions (for example, Estates and Facilities Team). The risk assessment will be shared with relevant staff on a “need to know” basis, along with any information on specific actions to take in case of any breach or emergency.

15.30 Throughout the process, all members of the Panel will endeavour to keep any delay to a reasonable minimum.

15.31 If the Panel permits an offer to be made or allows the student to continue with certain conditions in place and those conditions are not adhered to, then the student will be deemed to have committed an act of gross misconduct and their studies will be terminated following the relevant Student Disciplinary Procedure.

Appeals

15.32 An applicant may appeal against the decision of the Criminal Convictions Panel as follows:

- Where an application has been rejected or student asked to withdraw because of a criminal conviction
- Where an offer has been made or student allowed to continue subject to a condition and the applicant/student feels that the condition is unfair or disproportionate
- The applicant/student should appeal in writing against the decision within 10 working days of receipt of the Panel’s decision. The applicant/student should establish the grounds of their appeal and provide any further evidence that they wish to be considered.

Stage 1 – First Stage Appeal Panel

15.33 At this stage the Appeal Panel will constitute the original Criminal Convictions Panel, which will have an opportunity to reconsider its decision in the light of further information. The Panel will have several options available to it:

- To overturn the original decision and make an offer;
- To overturn the original decision and make an offer subject to certain conditions;

- To reduce or amend conditions; or
- To uphold the original decision.

15.34 The applicant/student will be notified of the Panel's decision in writing as soon as possible. In cases other than when the original decision has been overturned, applicants/students should also be made aware of the second stage of the appeal procedure.

Stage 2 – Final Stage Appeal Panel

15.35 Applicants/students will have the opportunity to pursue a second and final stage of appeal. This Final Stage Appeal Panel will comprise of appropriate senior members of staff who have not previously been involved in the original decision-making process, including the principal.

15.36 The applicant/student will be invited to attend a meeting giving them an opportunity to make their appeal in person. The applicant/student will have the opportunity to be accompanied by a family member or friend, but not a legal representative. The applicant/student should provide details of this companion to the Chair of the Panel no less than 5 working days before the date of the meeting. Where the applicant/student does not wish to attend he/she may provide written representation. Written representations and further evidence should be provided no less than 5 working days before the meeting date.

15.37 The findings of the First Stage Appeal Panel and the original decision of the Criminal Convictions Panel will be presented to the Final Stage Appeal Panel by the Student Services Manager. The Chair of the Panel will notify the applicant/student in writing within 5 working days of the decision of the Final Stage Appeals Panel.

Declaration of a Criminal Conviction

We welcome applications from a wide range of applicants but must balance this with our duty of care to all of our students in order to provide a safe and secure environment in which to study. Having a criminal conviction does not necessarily exclude you from attending a programme of study at The Northern School of Art. This will depend upon the nature of the programme/course you are applying for and the circumstances and background to the offence.

As you have indicated on your application that you have an unspent criminal conviction, we will need to ask for some further details regarding this conviction in order to progress your application. Any information you provide will be treated in the strictest confidence and on a 'need to know' basis. This information will not form part of your interview and portfolio assessment, but any offer of a place may be put on hold until the application has been considered by the Admissions Team in line with our Admissions Policy and Criminal Conviction Procedure.

Please note: The School has the right to reject any application or later terminate registration from an individual who is subsequently found to have omitted or falsified information in relation to his/her application.

Please complete the form below and return to the Recruitment & Admissions Manager, Liam Bradley at liam.bradley@northernart.ac.uk

Full Name	
Course Applied for	
Date of Birth	
Home Address	
Postcode	
Contact telephone number	
Email Address*	

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*We will use the email address given to communicate the progress of your declaration and any subsequent decision

Please provide details below about the offence

Nature of offence	
Date of offence	
What age were you at the time of the offence?	
What punishment was given?	
The date of receiving the conviction or caution?	
Please state: if any conditions were applied and the date these conditions ended (or are due to end)?	
What punishment was given?	
Number of offences (including this one)	

Please state if this conviction is ' spent ' or ' unspent '	

What is meant by an “unspent” conviction?

An unspent conviction is a criminal conviction that is still in the bounds of the rehabilitation period. In other words, not enough time has elapsed for the offence to be considered spent.

What is meant by a “spent” conviction?

A spent conviction is a criminal offense that has completed the required rehabilitation period. Spent conviction details remain on your criminal record on the police national computer (PNC).

I confirm that the information supplied on this form is true to the best of my knowledge

Signature	
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Office use only

Date Declaration Received	
Date Declaration Reviewed	
Further review needed	Y / N
Progress Application	Y / N
Signed off by	

16. ASSISTANCE DOGS ON CAMPUS

Introduction

- 16.1 This policy and procedure outline The Northern School of Art's approach to supporting students and staff who require the support of an assistance dog to undertake clearly defined tasks in order to mitigate the effects of a legitimate disability or medical condition.
- 16.2 Under the Public Sector Duty within the Equality Act 2010, the School is required to ensure that steps are taken to:
- Eliminate unlawful discrimination, harassment and victimisation;
 - Advance equality of opportunity;
 - Foster good relations.
- 16.3 The School is also required to make any reasonable adjustments to the learning and working environment to ensure that students and staff with disabilities are not at a substantial disadvantage due to their disability. Adjustments need to be made where a member of staff or student is known to have a disability or medical condition, they need adjustments to the environment and those adjustments are reasonable.
- 16.4 Within the Equality Act there is no definition of an 'assistance dog' that applies to the whole Act. The provisions contained in the Act relating to assistance dogs apply in the context of taxis and private hire vehicles only and do not specifically apply in the education context. The School is, however, under a more general duty to make reasonable adjustments for disabled students and staff.
- 16.5 For the purposes of this policy assistance dogs are those trained by members of Assistance Dogs (UK) or by an equivalent organisation in another country. They have formal identification and are permitted to accompany their owners at all times and in all places within the United Kingdom (unless there is a genuine health and safety risk).

Purpose

- 16.6 The School is aware that there are instances whereby assistance dogs have not been trained and assessed to the standard required in a working environment, in terms of their health, hygiene, welfare, and behaviour, with implications for the safety of the owner and others. This Policy therefore aims to protect and safeguard staff, students and visitors, whilst also supporting our staff and students who require assistance dogs by ensuring that they feel welcome and supported.
- 16.7 This policy and procedure aim to outline the steps the School will take to facilitate the safe and effective hosting of assistance dogs for the benefit of all, specifically:
- definitions of what an assistance dog is;

- the arrangements made to providing a welcoming and safe environment for accommodating a dog on the School's premises;
- the measures that the School will take to ensure, as far as is reasonably practicable, the safety of the dog, the owner and other users of the School's premises;
- the roles and responsibilities within the School in relation to assistance dogs, including the responsibilities of owners;
- the processes for dealing with complaints, should any arise.

Scope

- 16.8 This Policy and Procedure applies to all assistance and working dogs. Pets and other animals that do not perform a task for the School or its community are not allowed in the School's premises.
- 16.9 This Policy and Procedure applies within all the School's premises and to all members of staff, current students and visitors.
- 16.10 This Policy and Procedure only applies to Halls of Residence for which the School acts as landlord. Students living in other Halls of Residence or private rented accommodation should contact their Landlord for their Policy regarding assistance dogs.

Definitions

- 16.11 **Assistance Dog** - for the purposes of this policy and procedure an assistance dog is defined as one that has been specifically trained (or is undergoing training), by an appropriate organisation (as listed in [Assistance Dogs – Further Information](#)). They will be trained (or undergoing training) in order to carry out tasks which their owner may find difficult or impossible to do due to a disability and / or health condition; or be one that has been trained to behave differently when they detect a potential health related issue in their owner (in the case of a potential epileptic seizure for example). Guide dogs are the most common type of assistance dog, used by individuals who are blind or visually impaired. Other medical conditions may require the use of assistance dogs: hearing loss, mental health conditions, physical impairments, epilepsy or seizure-related disorders, autism spectrum conditions, for example. A pet or a therapy/emotional support animal is not an assistance dog.
- 16.12 **School premises** – property that is owned, operated or maintained by The Northern School of Art.
- 16.13 **Disability** - a physical or mental impairment that has a 'substantial' (more than minor or trivial) and 'long-term' (for 12 months or more) negative effect on a person's ability to do normal daily activities.
- 16.14 **Reasonable Adjustments** - changes offered at the School's expense, where needed, and where disabled users would otherwise be at a substantial disadvantage compared with non-disabled people without. What is reasonable will be decided on a case-by-case basis.

- 16.15 **Therapy animal** - prescribed to an individual as part of a treatment process for a physical or mental condition. Unlike an assistance dog, a therapy animal does not facilitate mobility for its owner or user or assist on daily tasks and need not accompany its owner at all times.
- 16.16 **Working animal** – an animal, usually a dog, that provides other services within the School, such as assisting in law enforcement.

Policy

- 16.17 The Northern School of Art values the diversity of its staff and students and is committed to providing a welcoming and supportive environment for all.
- 16.18 The School will make reasonable adjustments to facilitate the safe access of, and conduct of duties by assistance dogs to support students and staff with a proven medical condition, whilst also taking into consideration and ensuring the health, safety and wellbeing of all members of the School's community.
- 16.19 The School is also committed to a clean and safe working environment where the needs of all are respected including those who are allergic to dogs and those who are fearful of dogs or do not want to be around them for whatever reason.
- 16.20 As the School needs to be assured that the owner has been taught to supervise the dog in an appropriate way; the assistance dog is appropriately trained, meets required standards of welfare, health and hygiene; is supported through its working life, and is safe, the owner must provide evidence from an appropriate organisation to verify that training is in progress, or completed, and standards are at an acceptable level prior to the assistance dog being allowed in the School (a list of example organisations is contained in [Assistance Dogs – Further Information](#)) .
- 16.21 On the grounds of Health and Safety responsibilities to its staff, students and visitors, the School reserves the right to refuse access for a dog that:
- is not qualified by one of the fourteen membership organisations of Assistance Dogs (UK).
 - dogs from other nations, which do not meet the full membership criteria of the established international assistance dog organisations – Assistance Dogs International, Assistance Dogs Europe, International Guide Dog Federation – or other such international bodies that may from time to time be recognised.
- 16.22 Applications for an assistance dog to be allowed on to the School's premises will be considered on a case by case basis, following a rigorous process to ensure the health, safety and wellbeing of all, including the assistance dog, and in addition to ensuring the support needs of the individual student or staff member are met.

- 16.23 The School requires that access requirements involving assistance dogs are legitimate and pre-agreed with Student Services (students) or HR (staff) in conjunction with the Estates team.
- 16.24 The School will ensure that all concerned parties are consulted and advised on safe practice and appropriate behaviour and the following arrangements are in place in order for staff, students and visitors with assistance dogs to receive the best possible experience on School grounds:
- notices to advise of the presence of a dog and where it may be encountered so that these areas can be avoided if necessary;
 - a clearly identified and dedicated toileting area;
 - water bowls;
 - arrival, or pre-entry orientation;
 - facilitation of visits by the dog's trainer;
 - guidance and support, including guidelines for other staff and students on how to interact with assistance dogs;
 - suitable and sufficient space in enclosed areas for the assistance dog, within reach of their owner;
 - an annual check on requirements and support (as a minimum).
- 16.25 As part of the School's risk assessment process, evidence will need to be provided by the dog's owner of their dog's training, vaccinations, flea treatment and appropriate insurance covering both time whilst working and also while not working.
- 16.26 Where required, verification of the owner's disability or medical condition may be sought, along with details of how the dog supports that condition, in order to ensure that the School's staff are fully aware of the function of the dog and the role it is undertaking. This is also to ensure that the School is supporting genuine applications and fulfilling its obligations around the health and safety of the wider School's community.
- 16.27 Assistance dogs will be allowed in the School subject to the following requirements:
- permission has been sought in advance (with the exception of short-term visits);
 - the required documentation has been provided and a risk assessment completed;
 - dogs are under the control of their owner at all times and restrained by a short leash or suitably harnessed if left for a short period of time;
 - dogs wear proof of identification in the form of a collar and disc regardless of whether or not the dog has been micro-chipped and be clearly identifiable as an assistance dog;
 - dogs must not be left unattended on campus for any significant period of time;
 - dogs must not be left in their owner's vehicle;
 - dog owners will provide a basket or blanket for their dog;

- dogs are not normally permitted in any areas where food is prepared;
 - dogs will remain the responsibility of their owners at all times;
 - designated areas must be used for toileting. In the unlikely event that the dog does foul inside School buildings, the owner must immediately clean the area, seeking support from Estates staff to make sure that the area is sufficiently cleaned and sanitized.
- 16.28 Under the School's health and safety obligations to staff, students and visitors the School reserves the right to refuse access to dogs where their owners are unable to provide the requisite evidence, where the dog causes any harm or nuisance or damage to people or property, which is the liability of the owner or where the above guidelines are not followed. If the dog causes injury without provocation or reasonable cause to anyone or other dogs, this will result in the dog being banned.
- 16.29 Assistance dogs that are ill, in poor health, excessively unclean or unkempt will be required to be removed, by the owner, from the School's premises.
- 16.30 The School reserves the right to charge staff and students for any additional cleaning, repairing or refurbishing required of office or studio space as a result of the presence of a dog.
- 16.31 Dogs identified as Specially Controlled Dogs by the Dangerous Dogs Act (1991 amended 1997, 2014) are not permitted on campus.
- 16.32 Where there are religious or cultural beliefs that need to be taken into consideration in regard to access for assistance dogs and the owners a risk assessment will be undertaken to allow for any reasonable adjustments to be made to facilitate access.
- 16.33 The School is not responsible for any loss, ill health or death of assistance dogs.
- 16.34 Failure to follow this policy and procedure will result in owners being forbidden to bring their dogs into the School.
- 16.35 The School is also happy to listen to suggestions from assistance dog owners as to how the provision and accommodation for assistance dogs could be improved.

Procedure

- 16.36 Where a visitor brings an assistance dog onto the School's premise for a short visit, e.g. an open day, a full risk assessment will not be needed, however, evidence of the dog's training will still be required. The visitor will be briefed by

reception staff (with the support of the Health and Safety Adviser if required) on the arrangements for toileting the dog and other aspects such as fire evacuation, the dog as a potential hazard (trips, health etc.) and how to handle the dog in the case of other School users who may have phobias or allergies.

- 16.37 Where there is a need for an assistance dog to be in School for any length of time Student Services (students) or HR (staff) should be notified as soon as possible prior to the requirement so that all actions can be taken and provisions made in a timely manner. A request should be made detailing the following:
- background to the request;
 - medical condition to be supported;
 - how the assistance dog will support the individual/condition;
 - details on the dog's training;
 - considerations as to how the dog will be managed on a day-to-day basis.
- 16.38 On receipt of the request the Student Services/HR Manager will acknowledge receipt, review the request, gather further information if required and pass onto the relevant Vice Principal for a decision in principle, pending a full [Risk Assessment](#) and [Support Plan](#) and the production of relevant documentation.
- 16.39 The Vice Principal will offer a decision in principle to the student/member of staff within 10 working days of receipt of the original request.
- 16.40 If a decision is made to progress further a risk assessment by the HR Manager/Student Services Manager will be completed in conjunction with the Health and Safety Adviser and the relevant members of staff (Line Manager or Course/Programme Leaders).
- 16.41 The risk assessment process will ensure that:
- evidence has been provided as to the dog's training;
 - all vaccinations and relevant health checks are up to date;
 - suitable insurance is in place;
 - the dog is well socialised with both people and other dogs;
 - the dog is clearly identifiable as an assistance dog and has a collar and name disc;
 - the dog should not show signs of anti-social behaviour e.g. repetitive barking;
 - relevant staff and students who will be living and / or working in close proximity to the Assistance Dog are consulted and any issues or concerns addressed;
 - consideration has been given to any issues that may arise as a result of religious or cultural beliefs.
- 16.42 Where an Assistance Dog poses an adverse health risk to another person the HR/Student Services Manager will work with the affected party / parties to determine suitable alternative arrangements for either or both parties.

- 16.43 Following the Risk Assessment, a Support plan will be drawn up between the Student Services Manager (students) or HR Manager (staff) and the dog owner, which sets out any reasonable adjustments required.
- 16.44 The Risk Assessment and Support Plan will be passed onto the relevant Vice Principal for final decision.
- 16.45 Where a decision is reached to allow an assistance dog on premises, the dog owner will be issued with the [Assistance dog owners' code of conduct](#) and any relevant staff or students will be made aware of the [Interacting with assistance dogs](#) guidance.
- 16.46 If the student or member of staff is unhappy with the decision given, they have the right to appeal to the Principal and should do so within 10 working days of receiving the original decision. The Principal's decision will be final.

Complaints by Assistance Dogs' Owners

- 16.47 If a student or member of staff with an assistance dog wishes to make a complaint about the treatment of themselves or their dog, they should raise the issue informally with the person or department in question. If, however they feel unable to do this or they are unable to resolve it informally the matter should be raised with the Student Services Manager (students) or the HR Manager (staff).

Complaints About Assistance dogs

- 16.48 If a student or member of staff wishes to make a complaint about an assistance dog or notices any breaches of this policy, they should again attempt to raise the issue informally with the person in question. If this does not resolve the issue the complaint should be raised with the Services Manager (for student owners) or the HR Manager (staff owners).

Roles and Responsibilities

- 16.49 Facilities – will identify an appropriate area for the toileting and exercise of the dog and ensure that the upkeep of the area is sufficient to protect the health of the dog and the safety of the owner. Dog waste can be disposed of in general waste bins provided it is bagged.
- 16.50 Health and Safety – The Health and Safety Adviser will undertake a risk assessment and put into place any measures that are required to accommodate the assistance dog and its owner. Communication and liaison with other staff will take place, e.g. Student Service Manager, HR Manager and the Programme / Course Leader, etc. to ensure that all scenarios and possible risks are considered on a case by case basis. The Health and Safety Officer will ensure a safe and suitable emergency evacuation plan is in place for assistance dogs and their owners.

- 16.51 Student Services - will advise students with assistance dogs and signpost them to this policy to make them aware of the help provided by the School and their rights and responsibilities. They will liaise with the student and their academic team to ensure that any reasonable adjustments needed have been met.
- 16.52 When a resident student has an assistance dog, Student Services will be responsible for informing other students in Halls who are likely to come into contact with the assistance dog and for asking them to confirm that they would not be adversely affected by the presence of the dog.
- 16.53 HR - will advise staff with assistance dogs and signpost them to this policy to make them aware of the help provided by the School and their rights and responsibilities. The HR Manager will liaise with the member of staff and their line manager to ensure that any reasonable adjustments needed have been met.
- 16.54 Line Managers – will ensure that staff with an assistance dog are aware of this policy, including their own responsibilities and will work together with the member of staff to arrange any reasonable adjustments required. Line Managers will also ensure that other members of staff respond appropriately to the member of staff and the assistance dog. HR will provide support to Line Managers in addressing any issues that arise.
- 16.55 The Owner must:
- request permission from the School to bring the assistance dog onto the premises;
 - supply the required documentation;
 - ensure their assistance dog is fully covered by third party liability insurance and provide a copy to the School;
 - ensure the dog is clearly identifiable as an assistance dog;
 - keep the dog on a lead at all times when walking around the School's premises;
 - take the dog to the dedicated area for toileting and does not allow it to foul the School's paths or grounds;
 - clean up any waste;
 - meet the dog's requirements in relation to toileting and feeding requirements;
 - ensure the dog behaves in an appropriate manner at all times, does not cause harm or injury to others and damage to the School's property and does not disrupt others.

Assistance Dogs – Further Information

Assistance dogs are generally dogs that have been trained by accredited member organisations of Assistance Dogs International (ADI) and the International Guide Dog Federation (IGDF).

Assistance Dogs UK (ADUK) is an alliance of fourteen assistance dog organisations in the UK. These organisations have gone through an extensive accreditation process that covers all aspects of their training and administration – ensuring they meet the exacting standards set by ADI and IGDF. In short, an organisation that has been accredited by ADI or the IGDF will ensure very high standards of dog and client/recipient training.

Assistance dog clients/recipients who have an assistance dog from an AD(UK) member organisation will have formal identification in the form of branded jackets or lead slip and a yellow ID booklet. This ID book has been designed to support assistance dog owners with their access to goods, facilities and services, as defined in the UK Equality Act 2010. The ID book contains information about the owner and their dog, details of the training organisation who trained the dog and its owner. It also has information about the law (specifically the Equality Act 2010) and the elements which support the rights of assistance dog owners and their dog, especially when accessing goods, facilities and services.

The following organisations are registered Full Members of Assistance Dogs UK

- Autism Dogs
- Brave hound
- Canine Partners
- Darwin Dogs
- Dog A.I.D
- Dogs for Autism
- Dogs for Good
- Guide Dogs
- Hearing Dogs for Deaf People
- Medical Detection Dogs
- Service Dogs UK
- Support Dogs for Autism, for Epilepsy, for Disability
- The Seeing Dogs Alliance
- Veterans with Dogs

Because the School needs to be assured that the assistance dog is appropriately trained and is safe, dogs accredited by Assistance Dogs UK (ADUK) or the international assistance dog organisations listed above may be accommodated on campus.

Assistance dogs from other nations, when entering the UK, should meet the full membership criteria of the established international assistance dog organisations – Assistance Dogs International, Assistance Dogs Europe, International Guide Dog Federation – or other such international bodies as may from time to time be recognised. This is the equivalent to membership of AD(UK) and therefore a reassurance of high-quality training.

Interacting with Assistance Dogs

When interacting with assistance dogs or with people who have assistance dogs, please bear the following points in mind:

Talk to the handler, not the dog!

It is very frustrating for a person to have to interrupt your conversation with their dog. Likewise, if you are helping a person with a dog guide to get somewhere, give the person directions or talk with the person as they follow you. They will give the dog the correct commands for following you. Please do not call the dog. The dog is used to working for the disabled owner. If it is responding to you, it is no longer focused on their needs but on you.

Do not pet or praise the dog without asking first, please!

It can be very dangerous for the handler if their dog is distracted and not doing its job. It is important to remember that while they are extremely intelligent, devoted, and highly trained, service dogs are still capable of acting upon natural instincts and may display the same behaviours as other dogs from time to time. Dog guides sometimes scavenge for food, get distracted by other animals, experience fear, and forget about their work when tempted by things they like. People's attention can be especially alluring. Praise is a reward for service animals, and people who work with the dogs provide it when it is appropriate. Sometimes it is given quietly in small doses; and at other times it is given lavishly. If another person says, "What a good dog," in passing, the person may have just rewarded the dog, without knowing it, for something the dog did just before the person arrived that was dangerous to the user. When admiring a service dog, it is best to keep eyes averted, comments directed to the user, and voice modulated appropriately (e.g., do not speak as if addressing a child or use an especially sweet-sounding voice, as this will draw the dog's attention).

Don't get angry at the handler if he or she does not want to stop to talk about their dog.

Please keep in mind that they hear the same questions many times a day and often would just like to get home. Nice comments are always welcome, however!

Don't feed the dog.

Many – not all – service or assistance dogs are on strict, healthy diets to keep their working lives long, and they may also have allergies that you are not aware of. It also can break the dog's training if they learn that they get food in a public place.

Assistance Dog Owners' Code of Conduct

As an Assistance Dog owner, I agree to abide by the following when my Assistance Dog is accompanying me in and around the School's premises. I will:

- Liaise with the appropriate staff to ensure all the appropriate arrangements are able to be made to facilitate safe and appropriate access for my Assistance Dog to be able to support me;
- Supply all requested documentation required to enable my Assistance Dog to be allowed on the School's premises;
- Ensure that my Assistance Dog is fully covered by Liability Insurance;
- Ensure that all vaccinations and relevant health checks for my Assistance Dog are kept up to date;
- Ensure that my Assistance Dog is easily identifiable as an Assistance Dog;
- Keep my Assistance Dog on a lead at all times when walking around the School's premises, and not leave it unattended;
- Take my Assistance Dog to the dedicated area for toileting and will not allow it to foul the School's paths or grounds;
- Meet my Assistance Dog's requirements in relation to toileting, and feeding, including the provision of clean water;
- Ensure my Assistance Dog behaves in an appropriate manner at all times, does not cause harm or injury to others and damage to the School's property and does not disrupt others.

I have been made aware of my responsibilities under the School's Policy and Procedure for Assistance Dogs.

Signed (Owner):.....Date.....

Name:

Signed (Staff):.....Date.....

Name:

Risk Assessment / Checklist for Assistance Dogs on Campus

* Include review dates

Tick		Date and Initials of staff	Comments (including type of evidence seen, review date, if required)
	Medical evidence of condition to be supported		
	Evidence of training		
	Third Party insurance*		
	Vaccinations up to date*		
	Health check*		
	Identification tags / coat		
	Discussion with Course / Programme Leader		

	Discussion with other staff that the dog may come into contact with		
	Discussion with students the dog may come into regular contact with		

Action Plan		By Who	By When	Date Done
1				
2				
3				
4				

RISK ASSESSMENT

ASSESSMENT OF:

DEPARTMENT / PROGRAMME / LOCATION:

What are the hazards?	Who might be harmed and how?	Existing control measures	Additional Controls	Action by whom?	Action by when?	Date Done
Assessor Signature			Print Name		Date	

Signature (Assessor)		Print Name	
Signature (Vice Principal)		Print Name	

First Assessment Date		Review Date	
------------------------------	--	--------------------	--

Risk Assessment Changes	Reviewed by		
Assessor Signature		Date	

Support Plan – Assistance Dogs

Owner..... Assistance dog.....

Detail arrangements for the Assistance Dog whilst the Owner is in:	
Lecture space	
Studio space	
Workshops	
Communal areas	

Detail arrangements for:	
Toileting	
Feeding and provision of water	
Emergency evacuation	
Walking and exercise	

Any other specific/individual arrangements:	

Signed:

Owner.....Date:.....

Student Services/HR Manager.....Date:.....

Course/ Faculty Leader.....Date:.....

Vice Principal.....Date:.....

17. SUPPORTING STUDENTS WITH MEDICAL CONDITIONS

Policy Statement

- 17.1 The School's aim is to ensure that all students with medical conditions, in terms of both physical and mental health, are properly supported in School so that they can play a full and active role in School life, remain healthy and achieve their academic potential. In meeting this duty, the School will ensure that:
- all staff know what to do in an emergency
 - all relevant staff are aware of individual medical conditions relating to their students and the plan that is in place to support them
 - only prescribed medication will be administered and only as directed by health care professionals and parents / carers
 - there are clear guidelines in place to support students with medical conditions
 - external networks are maintained in order to ensure appropriate support is in place
 - staff involved in the administration and storage of medication and provision of support to students with medical conditions are suitably trained
- 17.2 The School recognises that the majority of students who use medication will be able to do so entirely independently and without the need for support. In line with recognised good practice staff will endeavour to support and enable students to take responsibility to manage their own medicines. However, it is also recognised that a minority of students may need support with the administration and/or storage of their medication in order for them to be able to have equal access to learning opportunities.
- 17.3 School staff will be given sufficient and suitable training appropriate to the needs of the individual so as to achieve the necessary level of competency before they take on responsibility to support students with medical conditions. All appropriate members of staff involved with a student with a medical condition will be briefed as to the actions to take if they require help.

Statutory Guidance and Relevant Legislation

- 17.4 The Children and Families Act 2014 came into force on 1st September 2014, placing a duty on educational institutions to make appropriate arrangements for supporting students with medical conditions.
- 17.5 The Equality Act 2010 made it unlawful to discriminate against, harass or victimise disabled students and young people and placed a requirement on educational institutions to make reasonable adjustments to ensure that disabled students and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory; adjustments must be planned and put in place in advance, to prevent that disadvantage.

- 17.6 The Education Act 2002 provides that colleges must make arrangements for ensuring that their functions relating to the conduct of the School are exercised with a view to safeguarding and promoting the welfare of students at the School.
- 17.7 School Premises (England) Regulations 2012 provide that colleges must have accommodation appropriate and readily available for use for medical examination and treatment and for the caring of sick or injured students. It must contain a washing facility and be reasonably near to a toilet. It must not be teaching accommodation.
- 17.8 The Children Act 1989 provides a duty on a person with the care of a student (who does not have parental responsibility for the student) to do all that is reasonable in all the circumstances for the purposes of safeguarding or promoting the welfare of the student.
- 17.9 The Health and Safety at Work Act 1974 requires employers, including local authorities and the School, to have policies that incorporate managing the handling of medicines which includes administration by staff, storage, supervision of self-administration and carrying of medicines by students. The Misuse of Drugs Act 1972 and the Medicines Act 1968 are also relevant to colleges in dealing with students with medical conditions.

Roles and Responsibilities

The Student Services Manager and Special Educational Needs Coordinator (SENDCo)

- 17.10 The Student Services Manager and the SendCo will ensure that the School's Policy is effectively implemented by raising awareness of the policy and procedure with all staff so that they are aware of and understand their role in its implementation. Any communication required to staff who need to know, relating to the student's condition and any action needed to be taken will be facilitated by the Student Services Manager and/or the SendCo (with the student's consent).
- 17.11 Where required the SendCo will ensure that Individual Healthcare Plans are developed and implemented and liaise with external organisations when specialist support has been identified as required to ensure that an appropriate and effective package of support is put into place.
- 17.12 The Student Services Manager will ensure that there are sufficient trained numbers of staff available to implement the policy and deliver against all individual healthcare plans, including in contingency and emergency situations and organise training for staff to make sure that they are competent and feel comfortable in providing support, seeking external support for training where required.

School Staff

- 17.13 Any member of staff may be asked to provide support to students with medical conditions. Although they cannot be required to administer medicines as part of their duties, tutors will take into account the needs of students with medical conditions that they teach.
- 17.14 Staff will ensure that they are aware of any action that they may need to take to support a student for whom they have been notified has a medical condition.
- 17.15 School staff have no legal or contractual duty to administer medicines to students, or to supervise them taking medication. However, all staff in charge of students have a common law duty of care and in exceptional circumstances this may extend to giving medication in an emergency.

Parents / Carers

- 17.16 Where a student is under 18 (or under 25 in the case of a student with an Educational Health Care Plan) the parents or carers will be asked to provide sufficient and up-to-date information about the student's medical needs. Parents are key partners and should always be involved in the development and review of the student's individual healthcare plan. They also need to carry out any action that has been agreed as their responsibility as part of the implementation of the plan.

Students

- 17.17 Students are often best placed to provide information about how their condition affects them. They should be fully involved in discussions about their medical support needs and contribute as much as possible to the development of their individual healthcare plan, where required. Other students should be encouraged to be sensitive to the needs of those with medical conditions.

Local Authorities (LA)

- 17.18 The Children Act 2004 requires LAs to promote cooperation between relevant partners such as the Senior Leadership Team of the School with a view to improving the well-being of students so far as relating to their physical and mental health, and their education, training and recreation. LAs should provide support, advice and guidance, including suitable training for School staff where appropriate, to ensure that the support specified within individual healthcare plans can be delivered effectively. LAs should also work with colleges to support students with medical conditions to attend full time.

Procedure

Admission to School

- 17.19 All students are asked to indicate on their enrolment form whether they have any medical conditions or require any support to be able to access learning. All students indicating that they require support will have a one-to-one discussion with a Student Services Adviser or SENDCo in order to complete a Support for Study form detailing their needs and support required.
- 17.20 If a student requires specific support related to specific medical issues that could be described as significant, potentially requiring emergency action or intervention in order to prevent the condition becoming life threatening, an Individual Health Care Plan must be completed. In some circumstances the student may already have this provided by a health care professional, however, if this is not the case the School will liaise with the relevant health care professional, if required, in order to draw up a [School Individual Health Care Plan](#) ready for the start of the new School year or within 2 weeks of notification of a medical condition that requires support. For students who have special educational needs (SEN) or Education, Health and Care plan (EHCP), this policy and procedure should be followed in conjunction with the Special educational needs and disability (SEND) code of practice.
- 17.21 Any staff training required will be organised and delivered to relevant staff with external input if required.
- 17.22 An assessment will be made as to who needs to be informed of the student's condition and any action needed in case of emergency. This would normally be Student Services staff, Course/Programme Leaders, the student's tutors/lecturers and First Aiders. Staff will be required to sign to say that they have received the information.
- 17.23 Student's with IHCPs will be recorded on the SEN register for easy identification.

Students requiring medication whilst in School

- 17.24 Many students with long term medical conditions and many of those requiring regular medication will be considered disabled under the Equality Act 2010 definitions. Such students would be put at a disadvantage if the School did not either provide support and/or arrange for students to take medicines.
- 17.25 Wherever possible requests will be made that medication is to be prescribed so that it can be taken outside of the School day.
- 17.26 The School supports students to carry their own medication while at School, unless it is not safe for a student to do so. Any student who has been prescribed a controlled drug may legally have it in their possession. Due to the

potential misuse of certain drugs, such as Ritalin, students who want to carry their own medication will be advised to bring only sufficient for a daily dosage.

- 17.27 The School recognises that the majority of students who use medication will do so entirely independently, and without the need for any support. These students are entitled to their privacy and are not expected to declare their medical needs to the School unless they choose to do so.
- 17.28 A student's knowledge, understanding and responsibility for his / her own medication will be assessed as part of the agreed support plan. A private, quiet room will be available for students to administer their own medication supervised by a member of staff, if appropriate. Water will be made available if required.
- 17.29 A minority of students will need support with the administration of their medication in order for them to be able to have equal access to learning opportunities.
- 17.30 Medicines will only be administered in School when it would be detrimental to the student's health or attendance not to do so. Only medicines which have been prescribed for a student will be administered in School. No member of staff will administer any medication or undertake healthcare procedures without appropriate training (updated to reflect requirements within individual healthcare plans). Sufficient staff will be trained, as appropriate, to ensure that there is always someone available on site able to administer medication or undertake healthcare procedures.
- 17.31 No child under 16 will be given prescription or non-prescription medicines without their parent's consent and never be given medication containing aspirin unless prescribed by a doctor.
- 17.32 Should medication be required to be administered at School an [Administration Request and Consent Form](#) should be completed. Where the student is under 18 (or 25 in the case of a student with an EHCP) this should be completed by a parent or carer. Medication cannot be administered without signed consent. The completed form and the medication should be handed by the student, parent or carer to a member of Student Services staff.
- 17.33 Medicines will only be administered if they are provided in its original container complete with a pharmacy label showing the student's name, dosage instructions and any relevant storage instructions. The product must be in date. The exception to this is insulin which must still be in date but will generally be provided to School inside an insulin pen or pump, rather than in its original container.
- 17.34 The School will keep an accurate record of all medication they administer or supervise administering, including the dose, time, date and staff involved on a [Record of Medicine Administered Form](#). If a medication is not administered,

the parents / carers will be notified where appropriate (i.e., under 18, or 25 for students with EHCPs).

Storage of Medication

- 17.35 Where students request support with the storage of their own medication the appropriate paperwork [Medication Receipt and Storage Instructions](#) must be completed in order to ensure medication is stored correctly and recorded accurately. Where students / parents / carers are required to complete paperwork but have difficulty appropriate support will be provided.
- 17.36 The School will ensure all medication is stored safely and that students with medical conditions know how where their medicines are stored at all times and are able to access them immediately when the student requires them. Medicines will only be stored if they are provided in its original container complete with a pharmacy label showing the student's name, dosage instructions and any relevant storage instructions. The product must be in date. The exception to this is insulin which must still be in date but will generally be provided to School inside an insulin pen or pump, rather than in its original container. In the case of emergency medicines, students will have access to them immediately.
- 17.37 All medications must be kept in accordance with the printed instructions as prescribed by the medical professional. They should be stored either in a refrigerator with restricted access or a cabinet in a room which is locked when not in use by a member of staff, in accordance with Health and Safety regulations. This will be the Student Service Office in Hartlepool and the First Aid room in Middlesbrough, in the case of medicines not requiring refrigeration or the Student Services Office when refrigeration is needed. The exceptions to this are medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens which should be readily available and not locked away.
- 17.38 It will be the responsibility of Student Services staff to make alternative arrangements for access to medication should there be a circumstance whereby no one is available in the office.
- 17.39 Students are asked to collect all medications / equipment at the end of the School term, and to provide new and in date medication at the start of each new term. They must inform School immediately if their needs change. Parents / carers/ students are responsible for replenishing supplies of medicines and collecting no longer required / out of date medicines from School.
- 17.40 School staff should not dispose of any medication. Students should collect this medication (or parents if a student is unable to do this). If a student has left, medication will be taken to the nearest pharmacist for disposal.

Out of School activities / extended School Day

- 17.41 The School will meet with parents / carers, student and health care professional where relevant prior to any overnight or extended day visit to discuss and make a plan for any extra care requirements that may be needed to support a student with a medical condition to participate. This should be recorded in student's IHCP, if required, which should accompany them on the activity.
- 17.42 Risk assessments are carried out on all out of School activities taking into account the needs of students with medical needs. Visits taking place that are organised by another course / programme need to be notified to Student Services when the visit includes a student with a medical condition so that appropriate communication and action can be taken. The School will ensure a trained member of staff is available to accompany a student with a medical condition on an offsite visit, where required.
- 17.43 Medication taken off School premises needs to be signed out by two designated staff from Student Services. The medication will be transported and stored safely by a named member of staff and returned either at the end of the visit or the end of the School day. It should not at any time be left unattended. Medication must be signed back into the refrigerator or cabinet again by two members of Student Services staff.

Complaints

- 17.44 Should a student or their parent / carer be dissatisfied with the support provided by the School they should direct their concerns to the Student Services Manager in the first instance. If this does not resolve the issue, they may make a formal complaint through the School's complaint procedure

Monitoring and Evaluation

- 17.45 The Student Services Manager is responsible for making any necessary updates to this procedure and reporting on any issues raised in the carrying out of this procedure, within the Safeguarding Committee.

INDIVIDUAL HEALTH CARE PLAN

For students with medical conditions at the School

1. Student's information

Course Name				
Student Name				
Date of Birth				
Gender	Male		Female	

Member of Staff Responsible for home-School communication	
---	--

Student address & postcode	

	Family Contact 1	Family Contact 2
Name		
Tel No/Mobile (Day)		
Tel No/Mobile (Eve)		
Relationship with student		

GP Name & Tel No	
Specialist Name & Tel No	

2. Details of student's medical conditions

Signs and symptoms of student's condition	
Triggers or things that make student's condition(s) worse	

3. What to do in an emergency

--

--

4. Regular medication taken during School hours

Medication 1

Name / Strength

Dose and method of administration

When it is taken? (time of day)

--

Are there any contra-indications?

(Signs when medication should not be given)

Self-administration: can the student administer the medication themselves?

☐ Yes ☐ No

☐ Yes, with supervision by:

Staff member's name

--

Spare / back-up supply of medicine to be provided e.g. inhalers / adrenaline

pen ☐ Yes ☐ No

If Yes, state location – not advised to be held by student.

--

Medication 2

Name / Strength

Dose and method of administration

When it is taken? (time of day)

--

Are there any contra-indications?

Self-administration: can the student administer the medication themselves?

☐ Yes ☐ No

☐ Yes, with supervision by:

Staff member's name

--

Spare / back-up supply of medicine to be provided e.g. inhalers / adrenaline

pen ☐ Yes ☐ No

If Yes, state location – not advised to be held by student.

--

5. Emergency Medication

(Please complete even if it is the same as regular medication)

Name / type of medication (as described on the container):

—

—

—

Describe what signs or symptoms indicate an emergency for this student

—

—

—

Dose and method of administration (how the medication is taken and the amount)

—

—

Are there any contra-indications (signs when medication should not be given)?

—

—

Are there any side effects that the School needs to know about?

—

—

Self-administration: can the student administer the emergency medication themselves?

☐

Yes

☐

No

☐

Yes, with supervision by:

Staff member's name

—

Spare / back-up supply of medicine to be provided e.g., inhalers / adrenaline pen

☐

Yes

☐

No

If Yes, state location

—

Is there any follow-up care necessary?

—

—

Who should be notified if emergency medicines required?

☐

Parents

☐

Specialist

☐

GP

7. Regular medication taken outside of School hours

(For background information and to inform planning for residential trips)

Name / type of medication (as described on the container):

—
—

Are there any side effects that the School needs to know about that could affect School activities?

—
—

Parental and student agreement

I agree that the medical information contained in this plan may be shared with individuals involved with my/my child's/young adults care and education (this includes emergency services)

I understand that I must notify the School of any changes in writing.

Signed _____ Date _____
(Student)

Print Name _____

Signed _____ Date _____
Parent / carer (if student's age is below 18)

Print Name _____

Administration Request and Consent

ADMINISTRATION REQUEST AND CONSENT FOR SCHOOL TO ADMINISTER MEDICATION

The School will not give your son / daughter any medication unless you complete and sign this form.

Name of Student:	
Date of Birth:	
Medical Condition(s) or illness(es)	
Medication Details – please complete a separate form for each type of medication you/your son/daughter requires	
Name / Type of medicine (as described on the container)	
Dosage	
Timing	
Method of Administration	
Special precautions	
Any side effects – please specify	

Self-administration – i.e., should the School allow medication to be taken without help/direct supervision	Yes / No If yes please give additional information
Procedures to take in an emergency	

Contact Details in case of emergency		
	Name:	
	Daytime phone number:	
	Relationship to student:	
	Address:	
I accept that this is a service that the School provides on a voluntary basis, under the terms of its policy on supporting students with medical conditions. I understand that the School will contact me/my parent or carer if it is not possible or reasonably practical for School to administer medication.		
Signature:		Date:
Name:		Relationship to student (if applicable)

Record of Medicine Administered

Record of Medicine Administered

Name of student	
Date of birth	
Date medication provided to School	
Course	
Name and strength of medication	
Quantity received	
Expiry date	
Dose and frequency	

N.B. All medication must be kept in the container in which it was dispensed by the pharmacy

Signatures of staff receiving the medication

1.....

2.....

Signature of student (or parent/carer)

.....

Date.....

Medication	Dose	Date	Time	Administered /supervised by	Witness

Medication Receipt and Storage Instructions

Name of Student:	
Contact number:	
Date of Birth:	
Medical Condition(s) or illness(es)	
Medication Details:	
Name / Type of medicine (as described on the container)	
Expiry Date	
Dosage	
Timing	
Specific storage instructions	
Special precautions	
Any side effects – please specify	
Self-administration – i.e. should the School allow medication to be taken without help/direct supervision	Yes / No If yes please give additional information
Date medication received	
Received by (print name):	
Signature:	
Student's signature	

Date medication returned/taken to pharmacy for disposal:	
Returned by (print name):	
Signature:	
Student's signature	

18. MENTAL HEALTH FIRST AID PROCEDURE

Introduction

- 18.1 The Northern School of Art is committed to supporting the positive mental health and wellbeing of both its staff and students and offering appropriate and effective support to those who are struggling with any mental health difficulties. In order to support this commitment, the School has taken the decision to train and appoint a number of Mental Health First Aiders (MHFAs) who are given the same recognition as other First Aiders within The School.
- 18.2 This procedure aims to:
- outline the process of applying to be a MHFA;
 - outline the support available to staff and students from Mental Health First Aiders;
 - give clear guidance on the role of a MHFA;
 - provide an overview of the support available to help MHFAs in their role.

Function and Role of the MHFAs

- 18.3 The role of a MHFA is to be the first point of contact for someone who is experiencing a mental health issue or emotional distress.
- 18.4 This interaction can range from having an initial conversation through to supporting a person to get appropriate help. As well as in a crisis MHFAs are valuable in providing early intervention help for someone who may be developing a mental health issue.
- 18.5 MHFAs are trained to:
- spot the early signs and symptoms of mental health issues;
 - start a supportive conversation with a person who may be experiencing a mental health issue or emotional distress;
 - escalate to the appropriate emergency services, if necessary;
 - maintain confidentiality as appropriate.

- 18.6 Due to the remuneration related to the role a limited number of staff will be able to apply to become recognised MHFAs. This does not, however, prevent staff from undergoing the MHFA training for their own continued professional development (CPD).
- 18.7 It is important for any MHFA to take responsibility for their own self-care and wellbeing and access support themselves should they need it. If at any time they feel the need to take a break or step down from the role they should communicate this to either the HR Manager or the Student Services Manager. Any MHFA wishing to do this will be able to without judgement.

Application

- 18.8 A member of staff wishing to become a MHFA can express their interest at any time, however, whenever the number of MHFAs drops below the required amount the Human Resources (HR) department will advertise for applications.
- 18.9 An application or expression of interest can be made in writing or via email to HR and should clearly outline the reasons for wanting to be a MHFA, what skills and qualities could be brought to the role and whether they have their line manager's approval for the application.
- 18.10 All applications will be reviewed by the HR Manager and the Student Services Manager. Current numbers of MHFAs and coverage across sites, along with the number of staff and students with mental health issues will be considered in order to establish the need for additional MHFAs.
- 18.11 In appointing a MHFA the School will look for:
- people who want to learn more about mental health to support others, whether or not they have experienced mental ill health themselves;
 - people who spend the majority of their working hours on site;
 - people who can maintain confidentiality;
 - people who can commit to the time required;
 - people who are able to maintain boundaries and ensure their own wellbeing.
- 18.12 In addition, the School will:
- endeavour to represent the diversity of the workforce, from different seniority levels, locations, genders and ethnic backgrounds; and
 - make sure that all applicants understand what the role will involve and have considered their own wellbeing to decide if now is the right time for them.
- 18.13 Applications will be followed up by:

- an informal discussion to gather more information and to ensure the applicant is fully aware of what the role entails;
 - an informal chat with the applicant's line manager to ensure they are aware of the application, what would be entailed in terms of time commitment and to discuss any concerns they may have.
- 18.14 Recommendations will then be made to the Health and Safety Committee. If the timescales are such that waiting until the next meeting of the Committee is not practicable then the Chair of the Committee will be approached for a decision on the Committee's behalf.
- 18.15 If it is agreed that there are sufficient MHFAs but that the applicant is suitable for the role, the applicant will be put on a waiting list until such a time that extra MHFAs are needed. At this point they will be approached to ensure they are still interested and, if so, will be appointed on a first come first served basis.
- 18.16 If an applicant is not felt suitable for the role they will be informed as to the reasons why.
- 18.17 If the applicant is suitable consideration will be given as to whether the applicant has or requires a DBS check and appropriate action taken to ensure they are able to take up the role.

Recognition and Remuneration

- 18.18 The School recognises that mental health is equally important as physical health and therefore offers the same rewards and benefits that are in place for First Aiders.
- 18.19 All MHFAs will have their contribution recognised by receiving an additional day's holiday and an annual payment of £150, paid in two instalments of £75 in June and December each year.

Training

- 18.20 All MHFAs will be required to undertake the full 2-day training (youth or adult, as appropriate) as offered through Mental Health First Aid England.
- 18.21 After attending a MHFA 2-day course a MHFA will be able to:
- understand the important factors affecting mental ill health;
 - identify the signs and symptoms for a range of mental health conditions;
 - use a five-step action plan to provide MHFA to someone experiencing a mental health issue or crisis;
 - listen non-judgementally and hold supportive conversations using the MHFA action plan;
 - signpost people to professional help, recognising that their role as a Mental Health First Aider does not replace the need for ongoing support.

- 18.22 MHFA England courses do not teach people to be counsellors or provide ongoing support or diagnosis. Instead, the course prepares them to act as a point of contact, reassure a person who may be experiencing a mental health issue or emotional distress, and signpost them to professional support.
- 18.23 MHFA Refresher training should be undertaken at least every 3 years.
- 18.24 All new MHFAs will receive The School's [guide to the role](#) which outlines their responsibilities and what is expected from them.

Ongoing support

- 18.25 MHFAs are overseen jointly by the HR Manager and the Student Services Manager. They are there to provide advice and support to MHFAs and are also the named contacts for any issues relating to MHFAs or their roles. Where required, they will provide a de-briefing service after any incidents requiring MHFA support.
- 18.26 MHFAs will meet at least once a term to network, share experiences and good practice, talk through any issues and also provide support to each other. These meetings will also provide an opportunity to share information and knowledge about appropriate topics or areas of interest with members taking turns to present or provide information. Meetings will take place at both sites to ensure ease of access.

Accessing a MHFA

- 18.27 A MHFA can be approached in a variety of ways, either formally or informally. The intention is that MHFAs are available and accessible in a way that is most comfortable for those seeking advice and/or support.
- 18.28 The School has recognised 3 levels of intervention to be able to accurately record and monitor interventions and their effectiveness.
- **Crisis / Emergency** - When a member of staff or a student is at crisis point a MHFA may be called upon by either the person in question or any other student or member of staff for them to provide support with the situation.
 - **Formal** - Staff or students can either email or phone a MHFA and request an appointment or may be able to request to speak to a MHFA straight away if they are available.
 - **Informal** - There may also be occasions where, by the nature of the MHFA primary role, they come into contact with staff and students in the course of their work and an informal conversation develops into a MHFA discussion. In these instances, the person accessing support will be asked for consent (if appropriate) to record the conversation as a 'Wellbeing discussion.' If consent is not given a

'skeleton' record will be created, solely recording that an interaction has taken place and with which MHFA.

Confidentiality

- 18.29 All conversations with a MHFA will be confidential. A record of the intervention will be made on the [MHFA Support Form](#) and held securely by the HR Manager or the Student Services Manager, as appropriate. The contents of the form will be used for monitoring and quality assurance purposes only, to enable trends to be identified and ensure appropriate support is offered by the School.
- 18.30 The only exception to confidentiality is when the information discussed highlights a risk of harm to either the person accessing support or others. In these circumstances the MHFA will explain that the information cannot be kept confidential and refer to a Safeguarding Officer.

Recording of Incidents

- 18.31 All interventions taken by a MHFA will be recorded on the MHFA Support Form and passed on to the HR Manager or the Student Services Manager in confidence.

Referral Pathways and Support

- 18.32 The role of a MHFA is to provide a first response to incidents, not to provide on-going support. Staff requiring ongoing support should be encouraged to approach HR and students encouraged to access Student Services to discuss appropriate, long-term support.
- 18.33 Where a MHFA finds themselves to be in a position of providing longer term on-going support and/or numerous interventions over a period of time for one individual they should seek advice from either the HR Manager or the Student Services Manager. This can be done without disclosing the name of the individual in the first instance, if required.
- 18.34 HR can offer advice and guidance in a variety of areas that may support individuals, for example:
- external counselling
 - a variety of self-help resources on numerous topics
 - flexible working arrangements
 - discussions with Line Managers regarding workload
- 18.35 Student Services can also offer similar support to students, for example:
- counselling
 - external referral to mental health support and/or other specialist services
 - support with mitigation

- financial advice
- housing advice

18.36 All MHFAs will be provided with a guide to external organisations.

Reporting, Monitoring and Evaluation

18.37 The HR Manager and the Student Services Manager will maintain an overview of interventions in order to monitor and quality assure interventions, to identify trends and ensure appropriate support is offered by the School to both the MHFAs and those to whom they are supporting. A check will be made to ensure that individual MHFAs are not being overloaded as part of their role.

18.38 Interventions will be reviewed on a termly basis and incidents and trends reported to the Health and Safety Committee.

Awareness of MHFAs and their role

18.39 A [current list of MHFAs](#) will be maintained by HR and be displayed on Wellbeing Walls and other prominent Noticeboards throughout the School. Information about the role of MHFAs and who they are will be included in all staff and student inductions, with regular reminders of who the MHFAs are and what their role involves in the staff newsletter and communications with students. Information will also be available on the VLE and the School Website.

Mental Health First Aiders

Middlesbrough

Lead	Teresa Latcham	Student Services Manager
	Catherine Wilkinson	Student Services Adviser
	Maj Aslam	Systems Development Manager
	Michelle Coleman	HR Adviser
	Katie Wood	Lecturer – Art and Design
	Sarah Ditchburn	Technical Demonstrator
	Sarah Christie	Tutor
	Katie Wood	Tutor
	Sally Donegan	Tutor
	Alex Bloundele	Senior Student Services Adviser
	Eyv Hardwick	Academic Services Manager
	Daniel Tierney	Student Engagement Manager
	Lauren Robinson	Payroll and Pensions / HR Adviser
	Cameron Lings	Student Services Adviser
	Beth Hunton	Digital Learning Facilitator

Hartlepool

Lead	Amy Crossland	Vice Principal (People's Services)
	Teresa Latcham	Student Services Manager
	Catherine Wilkinson	Student Services Adviser
	Michelle Peart	Student Services Adviser
	Eyv Hardwick	Academic Services Manager
	Daniel Tierney	Student Engagement Manager
	Emma Wilson	Specialist Study Skills Support Tutor
	Lauren Robinson	Payroll and Pensions / HR Adviser
	Cameron Lings	Student Services Adviser
	Beth Hunton	Digital Learning Facilitator

Mental Health First Aid Guidelines

The role of a Mental First Aider in the workplace is to be the first point of contact for someone who is experiencing a mental health issue or emotional distress.

This interaction can range from having an initial conversation through to supporting a person to get appropriate help. As well as in a crisis, Mental Health First Aiders are valuable in providing early intervention help for someone who may be developing a mental health issue.

Mental Health First Aiders are trained to:

- ✓ Spot the early signs and symptoms of mental health issues
- ✓ Start a supportive conversation with a person who may be experiencing a mental health issue or emotional distress
- ✓ Escalate to the appropriate emergency services, if necessary
- ✓ Maintain confidentiality as appropriate

The Five Basic Steps

1. Assess risk of suicide or self-harm

As a mental health first aider your role is to offer initial support only until the crisis resolves or appropriate professional help is received.

2. Listen non-judgementally

Your primary objective is to reduce the risk of the person coming to harm.

3. Give reassurance and information

Show empathy towards the person whilst signposting them to the correct person or agency.

4. Encourage the person to get appropriate professional help

Refer the person to the appropriate agency, such as the ambulance service or the crisis team in an emergency situation. Otherwise refer them to their GP.

In the case of a student refer to Student Services, or, in the case of a staff member, to HR. Student Services and HR hold permission (where given) for consent to share and the names of medications that the student/member of staff may be taking (for emergency services).

They will also hold any relevant history on record and may have a comprehensive understanding of what is going on for that person, e.g. what interventions are already in place.

5. Encourage self-help strategies

Do not get involved in personal problems. Encourage the person to go to Student Services or HR, as appropriate, whose role it is to deal with pastoral issues.

Do not promise to continue to support the person after the crisis has been resolved, it is the role of Student Services or HR to support them or to signpost to the appropriate professional service.

In the case of a student, do not get involved in their academic issues. Encourage the student to talk to their course team.

Last but not least.....Protect yourself while you're performing the role!

MENTAL HEALTH FIRST AID SUPPORT FORM

Date: _____ **Site:** M'bro H'Pool

MHFA name:	
Staff / Student Name: (If consent given)	

Level of intervention:	1	2	3	
				1 – Emergency / Crisis
				2 – Formal
				3 – Informal Wellbeing Chat

Details of incident: Ensure level of detail included is agreed by both parties	
Outcome:	

Signature: _____ Date: _____

19. EVENT OF A STUDENT DEATH

Introduction

- 19.1 The Northern School of Art is committed to providing appropriate support to anyone affected by the death of a student, including the family of the deceased, fellow students and staff.
- 19.2 The School will respond to notification of a death of a potential, current or previous student within 48 hours of being made aware.

Purpose

- 19.3 The purpose of this procedure is to ensure that staff have clear guidelines as to the actions to take when notified of the death of a student. This is to ensure that:

- staff are able to respond effectively at a time when resilience may be low;
- any further distress to the immediate family of the deceased and to students and staff of the School is avoided;
- appropriate support is offered to anyone affected;
- necessary administrative tasks are undertaken;
- where the death is as a result of suicide (or suspected suicide) the risk of imitative behaviour is minimised;
- and the structure and order of the School's routine is maintained whilst facilitating the expression of grief.

Scope

- 19.4 This procedure applies to all current and previous students and is relevant for all staff of The Northern School of Art.

Responsibilities

- 19.5 The Principalship Team will be responsible for co-ordinating the initial response to any notification of a student death, with the Vice Principal (HE or FE as appropriate) taking responsibility for the initial liaison with the family.
- 19.6 The Student Services Manager will be responsible for coordinating support for students affected by the death and all actions relating to students, including on-going liaison and support for the family of the deceased student where appropriate.
- 19.7 The HR Manager will be responsible for coordinating any support required by staff affected by the death.
- 19.8 The Head of Marketing and Recruitment will be responsible for preparing any response required from press inquiries and social media.
- 19.9 The MIS Manager (FE) and the Academic Registrar (HE) will have overall responsibility for ensuring all relevant records related to the deceased student are amended appropriately.

Procedure

Initial Response – current students on School premises

- 19.10 On the first discovery, **by any School employee**, of a death of a student on School premises or while a learner is in the care of School staff the member of staff should:
- call for a First Aider;
 - call for an ambulance and the police;
 - secure the area and ensure that no one is allowed to enter;

- summon support from the Estates team to maintain a secure environment;
 - inform a member of the Principalship team (contacts can be found [here](#))
- 19.11 On no account should the body be touched or moved and no other action than that outlined above should be taken without direction from the emergency services.
- 19.12 The Principalship member will liaise with the police to ensure quick communication with parents/next of kin takes place. This is essential in case reports appear on social media and parents may arrive at the School.
- 19.13 On the first discovery of the death of a student whilst on a School trip or residential the member of staff should:
- call for ambulance and police;
 - secure the area and ensure that no one is allowed to enter;
 - make arrangements for any other learners to be removed to a place of safety;
 - inform the Educational Visit Leader who will then contact a member of the Principalship team or, if out of normal working hours, the arranged emergency contact.
- 19.14 On no account should the body be touched or moved and no other action than that outlined above should be taken without direction from the emergency services.
- 19.15 The Principalship member will liaise with the police to ensure quick communication with parents/next of kin takes place. This is essential in case reports appear on social media and parents may arrive at the School.

Initial Response – current and previous students (off-site)

- 19.16 Staff may be notified formally of the death or may potentially become aware through social media.
- 19.17 If the notification is received by phone or in person, the member of staff who is first informed of the death should be sensitive whilst identifying relevant information such as:
- name
 - date of birth
 - course details
 - next of kin
 - who the notifier is and their relationship to the student?
- 19.18 A member of the Principalship Team should be informed immediately.

Internal communication

- 19.19 The Principalship team will establish the facts of the report, if required and then notify the following people and outline the actions to be taken, in accordance with this procedure:
- Principal
 - Student Services Manager
 - Head of Marketing and Recruitment
 - MIS Manager / Academic Registrar
 - HR Manager
 - Reception / switchboard
- 19.20 Any media enquiries will be directed to the Head of Marketing and Recruitment who will deal with the responses in liaison with the Principalship Team. Staff should not liaise directly with the media.

Liaison with the family

- 19.21 The Vice Principal (HE or FE as appropriate) will contact the family as soon as possible, sending a letter of condolence (an example can be found, along with guidelines for composition [here](#)) and requesting details of the funeral as appropriate.
- 19.22 The family will be offered a further contact of the Student Services Manager, if required, for on-going support.

Communication with staff and students

- 19.23 The HR Manager will contact the relevant Senior Lecturer or Cluster Leader to inform them of the situation and then circulate an email acknowledging the death of the student to all relevant staff, to make them aware of the situation, the process to be followed and support available.
- 19.24 If the deceased is a current student, the Senior Lecturer or Cluster Leader, with the support of Student Services, will discuss the matter directly with students on the same course and level, as appropriate, if possible (i.e. within term time).
- 19.25 If direct discussion is not possible the Student Services Manager will send an email to relevant students acknowledging the death and advising students as to how to access appropriate support.
- 19.26 Students are to be advised that if they are communicating through social media about the student's death that they are respectful and think about the impact of any comments on the student's family and friends.
- 19.27 If in accordance with the family's wishes, the Student Services Manager will circulate details of the funeral arrangements, including dress code and

flower/donation arrangements. They will also arrange for flowers to be sent on behalf of the School, if appropriate.

Ongoing Support

- 19.28 The Student Services Manager will arrange for appropriate support for any students affected by the death of a fellow student. This may include support from outside organisations, from the School Student Counsellor and from other members of the Student Services Team.
- 19.29 If appropriate, in discussion with the Senior Lecturer/Cluster Leader, the group can consider ideas about how they may want to commemorate the student e.g., a remembrance or other suitable ceremony, a fund-raising event for a favoured charity, lighting a candle, memory wall, etc. Students and staff in the learning area may wish to send a letter containing thoughts and memories of the student, photographs or memorabilia to the bereaved family. This may help the group with their grieving process.
- 19.30 Staff can access support via HR and the School's external Counselling Support, in addition to any external support organised by the Student Services Manager.

Other actions

- 19.31 The Student Services Department will ensure that their records are amended to note the circumstances. They will also inform any support organisations, accommodation providers, the library and finance departments and ensure that any outstanding debts are not chased.
- 19.32 Student Services will check whether any of the students' belongings have been left within the School and co-ordinate the return of any items to the family of the deceased, including any course related work which the family may appreciate. Where the student had been living in Halls of residence, Student Services will also liaise with Thirteen on behalf of the family.
- 19.33 The MIS Manager (FE) or Academic Registrar (HE) will ensure that all necessary action is taken regarding all computerised and paper records, including all registers, destination details and exam records, where appropriate. They will also inform the Examinations Officer, if appropriate, so that relevant action may be taken in relation to any awarding bodies.
- 19.34 The Senior Lecturer/Course Leader will inform any provider of a work placement currently being undertaken or due to be undertaken by this student and which has been organised by the School.
- 19.35 The Head of Marketing and Recruitment will ensure that the students name is removed from any mailing lists and ensuring no further contact is made. They will also arrange for any external communication required.

Student Death: Contacts and Further Information

Martin Raby	Principal (Contact through Principal's Executive Assistant)	01429 858468
John Waddington	Vice-Principal (Higher Education)	01429 858326
Rob Kane	Vice Principal (Further Education)	01642 856156
Amy Crossland	Vice Principal (People Services)	01429 858456 01642 856120
Mike Wheaton	Vice Principal (Planning and Strategy Implementation)	01429 858440
Stuart Slorach	Vice Principal (Resources)	01429 858467 01642 856114
Liam Bradley	Head of Marketing and Recruitment	01642 856164 01429 858415
Teresa Latcham	Student Services Manager	01642 856123 01429 858452

Further Guidance

Guidance for responding to a suspected suicide can be found in the Samaritans guide – **“Help When We Needed It Most”** a copy of which is held in Student Services.

The Samaritans Step by Step service can provide information and support to help the School community come to terms with what has happened.

The Samaritans Press Team can also be contacted to provide support in handling the media during a crisis situation - +44 (0)7943809162 (including out of hours).

Student Death: Guidelines for Contacting Others

The following guidelines are intended to be helpful when composing a letter of condolence on the death of a student. There is scope for adapting the suggestions to personal style and to fit individual circumstances, but it is hoped that they will prove useful in the shock and stress following the news of a tragic incident. ***Extra care is needed in the case of a student suicide.***

Any letter should be written **within 48 hours** after official confirmation of the student's death and should be addressed to the closest known relative(s) of the student. Where parents are divorced or separated, a copy of the same letter should be sent to both parents, so long as there was not known to be estrangement between the student.

- Respect for the family's privacy should be paramount and staff should not contact the family directly (phone / text / e mail) in the first week of hearing of a student's death (unless they are a close family friend).
- In expressing sympathy, avoid using euphemisms for the student's death. Where appropriate a brief mention of the circumstances of the student's death could be included.
- Some reference to the student's personal qualities and/or attributes as a student could be made, in terms of the loss to fellow students and staff who knew him/her and how he/she will be missed.
- Rather than have to trouble the bereaved relative(s) with a phone call, the request could be made that they or their representative might let the School know of any arrangements for funeral/memorial service etc.
- If there are any further difficulties or doubts in composing such a letter or in dealing with the aftermath of a student's death, the School Counsellor or any member of the Student Services team will be happy to offer support.

Example text

It was with the greatest of sorrow that we heard the news of XXXX's (sudden) death earlier in the week.

On behalf of the Principal, staff and the students of The Northern School of Art, please accept our heartfelt condolences. Our thoughts and prayers are with you, and all of XXXX's family, loved ones and friends.

Insert a paragraph relating to the student - ending with They will be truly missed.

If there is anything that we can do as a School to support you through this difficult time, please do not hesitate to get in touch with our Student Services Manager, Teresa Latcham, who will assist you. Teresa can be contacted on 01429 858452 or 07595 654689.

Many staff and students will, I am sure, wish to pay their respects to XXXX and would appreciate details of funeral arrangements. Again, Teresa will be happy to facilitate this and will ensure that your wishes are respected with regards to attendance.

Once again, may I offer our condolences to you at this difficult time. Kind regards

20. TRANSPORTING STUDENTS

Introduction

- 20.1 Wherever possible alternatives should be used to avoid transporting students in personal vehicles.
- 20.2 However, circumstances may sometimes arise where the use of a personal vehicle is the most practical option or the risk of not transporting a student is greater than doing so, for example where a young person is left at college without transport and the distance to home is too far or too dangerous to walk.
- 20.3 There may be other circumstances whereby a student aged over 18 may be transported in a personal vehicle for the purposes of offsite education or other related activities, including recruitment events, field trips, etc.
- 20.4 This procedure must be followed to ensure that the duty of care to staff and students is being fulfilled by assessing and managing the associated risks and implementing appropriate control measures, where necessary.

Scope

- 20.5 The procedure covers all employees of The Northern School of Art, whether employed permanently, temporarily, full time, part time or hourly paid. The procedure also relates to all current students at both HE and FE.

Definitions

- 20.6 Young people – young persons aged under 18 years of age. Vulnerable adults up to the age of 25 are also covered within the scope of this procedure, e.g. those who have an Education Health Care Plan (EHCP).

Procedure

Drivers

- 20.7 Staff are not specifically required to transport students in their own vehicles unless it is part of their job description or they have indicated that they are willing to do so. The use of a competent, professional driver should always be considered as a preferred option, where reasonable and practical.

- 20.8 It is the responsibility of the member of staff to hold the appropriate licence and ensure that their vehicle is road worthy. Staff transporting students should notify their manager of existing or impending disqualification or conviction. Drivers should be aware that documentation checks may be made annually or periodically by managers.
- 20.9 Drivers must be at least 21 years of age and should have at least 1 year's previous driving experience.
- 20.10 Drivers must be in good health and be physically capable of driving safely. If drivers are on any medication, they must ensure that this does not affect their ability to drive. If in doubt they should seek medical advice.
- 20.11 The driver MUST have an enhanced DBS if transporting young people. The level of the DBS must be checked and authorised by a member of the Senior Management Team and signed off on the [Staff Driver Form](#).

Transportation

- 20.12 Members of staff should discuss any proposals for transporting students in their own vehicles with their Manager and agree appropriate arrangements. Drivers should be accompanied by another adult when transporting students as this significantly reduces the risk of distraction, accident and injury and allegation of misconduct or abuse. If this is not practically possible the risks must be assessed, taking into account the age of the student (i.e., under or over 18, or 25 in the case of a vulnerable adult) and measures put in place to ensure that the risks are reduced to the lowest level. This should be a documented risk assessment for all journeys.
- 20.13 Students should never be left in the vehicle unattended and the driver is responsible for ensuring that all passengers are wearing suitable restraints.

Young People

- 20.14 Parents must give their permission for young people to be transported in a staff member's vehicle, where this is necessary. Every effort will be made to gain written consent on a [Staff Transportation Parental Consent Form](#) but where this is not practically possible; details of the verbal consent will be recorded. If no type of consent is obtained, transportation will not be permitted.
- 20.15 Young people must behave appropriately while travelling in the vehicle. If there are any concerns during the journey a dynamic "on the spot" risk assessment will be carried out to determine if there is a significant risk to the driver or passenger and appropriate action taken.
- 20.16 If the young person has a medical condition that is likely to require additional support/medication, a copy of their Health Care Plan plus appropriate medication must be available. A parent or member of staff who has received training in administering support/medication will accompany the young person in the vehicle.

Vehicles

- 20.17 It is the responsibility of the driver to have the correct insurance and to notify their insurers that the vehicle may be used for the transportation of young people on employer's business. It is also the driver's responsibility to ensure that the vehicle is in a roadworthy and serviceable condition and has a current and valid tax certificate and MOT. The Insurance and MOT certificate must be submitted to the Payroll Adviser.
- 20.18 Drivers must ensure that the number of passengers carried safely is in accordance with –
- manufacturer's recommendations or specifications; and
 - the number of available seat belts.
- 20.19 Exceeding the vehicle specification on the number of passengers carried may invalidate insurance policies and expose passengers to unacceptable risk.

Vehicle and Driver Documentation

- 20.20 Managers will check to ensure that staff who will be carrying students in their vehicles have the following documentation:
- Current MOT certificate (if vehicle is over 3 years old);
 - Valid road fund licence (tax);
 - Appropriate insurance to cover transporting students on employer's business; and
 - Driving licence – any queries regarding endorsements will be discussed with The Northern School of Art management.

Accidents/Incidents

- 20.21 In the case of a road traffic accident, these must be reported by the driver, to their own insurance company and passengers must be advised of the name and address of the insurance company, if wishing to make a claim.
- 20.22 All accidents/incidents that occur during working hours must be recorded on the Northern School of Art Accident Reporting System, following the usual procedure.

Restraints

- 20.23 When staff are transporting students, they will ensure that the correct type of restraint is used and that it meets the required standards. Restraints will also need to be checked before use to ensure that they are well-maintained and fit for purpose, with no defects.

Staff Transportation Parental Consent Form

Dear Parent/Guardian/Carer

Please sign below to give your permission for your son/daughter to be a passenger in a vehicle that is owned, maintained and driven by a member of staff employed by The Northern School of Art (NSoA). All staff are issued with guidelines for transporting children and young people safely (a copy is available on request).

TO BE COMPLETED BY STAFF

Reason for Visit: _____ Date/s of journey: _____

Departure Time: _____ Return Time: _____

Destination: _____

I give permission for my son/daughter (name) _____
to travel in a vehicle driven by a member of staff employed by NSoA on the date and
to the destination shown above.

Print Name _____ Signature _____

Staff Driver Form

Name of Driver	
Department	
Vehicle Make and Model	
Registration	

- I hereby confirm that my DBS is up to date. (Only staff who have an enhanced DBS are eligible to transport students).
- I hereby confirm that I am willing to use my own vehicle for transporting young people where this is necessary and approved by my Manager.
- I accept responsibility for ensuring that the vehicle is in a safe, roadworthy condition and has appropriate insurance cover.
- I also confirm that I have a valid driving licence.
- I confirm that I have read the Transporting Students Procedure
- I accept that, on request I will supply copies of any relevant documentation
(e.g., registration document, MOT certificate, driving licence, insurance certificate)

DRIVER Signature _____

Date _____

The above has been discussed with the driver's line manager.

Signature _____ Date _____

The level of DBS must be enhanced and authorised by a Senior Manager

Signature

Date

Job Title

21. STUDENT SUPPORT POLICY

Introduction

- 21.1 The Northern School of Art prides itself on the support it offers students. As a School we are committed to providing a high standard of appropriate, flexible and wide-ranging support aimed at removing barriers to learning and supporting students to realise their full potential.
- 21.2 All School representatives will approach students in need of support, whether through financial need, mental health difficulties, learning difficulties or disability, with sensitivity, care and support and confidentiality, as appropriate.
- 21.3 Support needs can be disclosed at any time during the learner journey. Students are encouraged to disclose support needs as soon as they are apparent so that support can be assessed and put in place as soon as possible. If known support needs are not disclosed at application there is the possibility that the potential student's offer of a place may be affected. Students are provided with a number of formal opportunities during their learner journey to disclose support needs – for example, at application, enrolment and during tutorials.
- 21.4 Any information disclosed as part of the process of requesting and receiving support will be treated as confidential, with records held securely and information passed on only with consent and for the purposes of facilitating support.
- 21.5 All support and guidance will aim to encourage increasing independence in students as they progress. Students will be encouraged to take responsibility for themselves, for others and for their own actions throughout.
- 21.6 The School will endeavour to ensure that all assessment and implementation of support takes place as quickly as possible. Although the School is unable to provide specific time scales for each element of this process, all those involved in the assessment, implementation and monitoring of support will be consulted and advised of possible timescales.
- 21.7 The School will work with appropriate agencies to ensure that advice and support given is always appropriate to the students' needs.
- 21.8 The School is committed to the continuous professional development of staff and all staff providing support will have access to appropriate training and networking opportunities to ensure their skills and knowledge is current and up to date. Where appropriate staff will also be members of professional bodies, such as the British Association for Counselling and Psychotherapy (BACP), National Association for Managers of Student Services (NAMSS) and National Association for Disability Practitioners (NADP).
- 21.9 The School welcomes feedback on all aspects of its activity. The School would therefore welcome any feedback regarding the provision of support within The Northern School of Art.

- 21.10 Any complaints regarding the provision of support within the School should be addressed to the Quality Manager (FE) and the Director of HE Academic Quality and Enhancement, in the first instance, regardless of whether the support is being provided by the School or a third party supplier.
- 21.11 Support for students will be publicised to potential students in the School prospectuses, on the website and during open days. Existing students will be made aware of the services on offer during induction, tutorials, and through information made available on posters, within handbooks on the VLE and through a variety of Student Services information leaflets.

Purpose

- 21.12 This policy aims to provide an outline of the School's approach to supporting students across the following areas:
- Accommodation
 - Financial
 - Pastoral and welfare
 - Mental health and wellbeing
 - Disability

Scope

- 21.13 This policy covers students at both the Further and Higher Education campuses. It is underpinned by a variety of procedures which provide further detail as to how support is implemented on a day-to-day basis.

Definitions

- 21.14 Student Residential Accommodation – residential halls offered directly by the School in conjunction with partners (thirteen Group).
- 21.15 Local area – within a 15-mile radius centred upon Church Square.
- 21.16 Reasonable Adjustment – Adjustments that are made to course delivery or content, mode of study or equipment used, due to difficulties experienced by a student, to enable the student to achieve course outcomes. Reasonable adjustments should not have any negative impact on overall course outcomes or core competencies. Reasonable adjustments do not negate a student's responsibility to achieve core competencies or outcomes.
- 21.17 Non-Medical Helper – A support worker with a non-care or non-medical remit of responsibilities.
- 21.18 Support Worker – A person with a clearly defined remit, role and responsibility to enable a student to carry out tasks as independently as possible.

- 21.19 Disability - “A physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day to day activities.” The definition of ‘day to day activities’ includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand. ‘Substantial’ is defined as being more than trivial and ‘long-term’ as being more than 12 months or likely to last 12 months.

Responsibilities

- 21.20 The Student Services Manager has overall responsibility for overseeing the support outlined in this policy and will:
- authorise relevant payments as the budget holder
 - process appeals
 - review and update this policy as appropriate

Transport

- 21.21 The School aims to improve and increase access to the FE campus by working with local and regional transport providers, utilising discretionary bursary funds where appropriate and advising students on the best and most cost-effective route and means of transport.
- 21.22 Support for transport is not provided for HE students by the School. Students needing support for transport as a result of a disability or health condition can apply for this support through Disabled Student Allowance.

Accommodation – Student Residential Accommodation

- 21.23 The Northern School of Art is committed to the provision of high-quality Student Residential Accommodation for its undergraduates and as such works with relevant local partners to ensure this.
- 21.24 The School currently provides undergraduate Student Residential Accommodation which offers a range of different living options. Work is also undertaken with private providers within the local area to ensure that students have access to high quality accommodation that meets their individual needs should these not be able to be met by Student Residential Accommodation.
- 21.25 The School seeks to provide Student Residential Accommodation prioritising 1st year undergraduate students joining the School from outside the local area, disabled students and students with special requirements (in any year of study). Once demand from these groups of students has been met the School will make efforts to provide accommodation for local students and continuing students where this has been requested.
- 21.26 Allocations of Student Residential Accommodation are made following the Accommodation Procedure and to a strict timetable (with the exception of students with a special need). The School strives to guarantee a room matching the preferred choice of accommodation where possible, or to offer a suitable

alternative depending on availability, to students who have applied for accommodation prior to the UCAS Decline by Default day.

- 21.27 Where a student states on their application for accommodation form that they have a physical disability or have special requirements, this is supported through medical evidence, and the need cannot be met from existing Student Residential Accommodation, the School will work with partner providers to make reasonable adjustments to their allocated accommodation or other suitable accommodation if necessary.
- 21.28 Students will be informed of their Hartlepool address before they arrive in Hartlepool to collect their keys.
- 21.29 The School only provides residential accommodation to students over the age of 18. However, in the highly unlikely situation where a minor would be offered accommodation, the Student Services Manager, as the Designated Safeguarding Lead, in conjunction with relevant parties, would need to give careful consideration to the individual circumstances surrounding such a request to ensure that the School would be able to meet its Safeguarding responsibilities.
- 21.30 Applications from continuing students are accepted and processed after all 1st year applications received have been allocated. If availability is limited, they will be placed on a waiting list; however, students who experience a disability or who can demonstrate the need for accommodation will be considered alongside 1st year applicants.
- 21.31 All accommodation offered is on the basis of single occupancy. The School does not at present offer any family accommodation. The School will however, where possible, work with third party providers (i.e. the private landlords) to source the provision of family properties, if required.
- 21.32 The School is committed to equality of opportunity and therefore operates a fair allocation policy that does not discriminate on grounds of race, colour, religion, ethnicity, sexuality, gender or disability.
- 21.33 When allocating an accommodation place the School aims to provide a good mix of students in terms of courses applied for and gender. Where single sex accommodation is requested, efforts will be made to accommodate this however this cannot be guaranteed. Where single sex accommodation is required on religious or cultural grounds and cannot be sourced within student residential accommodation the School will, where possible, work with third party providers (i.e. the private landlords) to source the provision of single sex properties.
- 21.34 Students who meet the allocation criteria and decide to decline a subsequent offer of accommodation prior to the contract becoming valid, will forfeit their accommodation place and any deposit paid unless the room can be re-allocated. Where the room cannot be re-allocated deposits will not be returned except where there are exceptional mitigating circumstances which must be put in writing and approved by a Vice Principal. Students will need to contact Student Services

should they require accommodation at a later date and there is no guarantee that the accommodation will be offered as it will be dependent upon availability.

- 21.35 The School is unable to offer the opportunity to transfer between different types of accommodation unless there are extreme exceptional circumstances and there is another suitable room available with the same landlord.
- 21.36 To ensure that all tenants of Student Residential Accommodation have access to the appropriate levels of maintenance support outside of School opening hours, students are made aware of the 24/7 helpline provided by Thirteen.
- 21.37 All incidents taking place outside of normal working hours will be communicated to the Student Services Manager so that any immediate action can be taken by the School if required.
- 21.38 On-going support for students in Student Residential Accommodation will be provided by Student Services and Thirteen and will take the form of a variety of student workshops, walk throughs, and regular surgeries.
- 21.39 Feedback from students will be sought on a regular basis to inform any improvements needed to both the process and the accommodation itself. Feedback will be gathered by both Thirteen and The Northern School of Art.
- 21.40 Students moving out of Student Residential Accommodation are supported through the process by Thirteen Housing Officers. Continuing students are offered support from the Student Services Department to move into private accommodation from School residential accommodation.
- 21.41 As part of the on-going management and monitoring of the School Student Residential Accommodation offer, this policy will be reviewed on an annual basis and amended as required.

Accommodation – Private Providers

- 21.42 The School will work with local landlords in order to ensure availability of suitable properties offering a good standard of accommodation for students moving from Student Residential Accommodation or those wishing to rent privately.
- 21.43 The School will maintain a list of registered properties with landlords who have agreed to adhere to a set of standards and recommendations that ensure they meet health and safety and other regulations relating to renting properties and multiple occupancy.
- 21.44 Details of the properties will be made available by the School to current and potential students as required.
- 21.45 The role of the School is to maintain a register of accommodation available to students. The School will act as an initial intermediary, to put landlords in touch with prospective students. However, the School has no legal liability in relation to

the student/landlord relationship and can accept no responsibility or liability for the actions of either the student or landlord in relation to the actual property.

- 21.46 The School will, however, provide advice and support for students and landlords on managing any issues that may arise.

Financial Support – General

- 21.47 Financial support is available to students experiencing financial hardship or need due to general circumstances or specific events. Support is intended to help students with the actual cost of participation and / or to remove barriers to learning.
- 21.48 Support will be targeted towards the following priority groups, which may be subject to change following annual review:
- Students with children (especially lone parents)
 - Mature students
 - Students from low-income families
 - Disabled students
 - Care leavers
 - Young Carers
 - Students from Foyers or who are homeless
 - Students in care
 - Retention risk
 - Students receiving the final year loan rate
- 21.49 The process, criteria, allocations and documentation will be reviewed on an annual basis to ensure support is targeted to those most in need whilst also meeting the requirements of the different funding bodies.
- 21.50 Support for HE Students and FE Students aged 19+ who are not continuing or do not have an EHCP or Advanced Learning Loan will be assessed and supported using the School's hardship funds.
- 21.51 All applications will be made on an appropriate application form and be assessed according to the criteria set for that academic year using the information and evidence provided by the student. Where additional information is required, the applicant may be asked to attend a meeting to expand or explain their request. Further information may also be obtained from parents (if the student is under 19), Student Support Advisers, Course or Faculty Leaders or Tutors to confirm the appropriate provision of support.
- 21.52 Only 1 application a year is accepted unless there is an exceptional change in circumstances.
- 21.53 Applications to the HE Hardship fund will be reviewed by a panel consisting of the Vice Principal (HE) and the Vice Principal (Resources) for a decision.
- 21.54 All payments will be authorised by the Student Services Manager as the budget holder before being processed by the finance team.

- 21.55 During term time, wherever possible, all applications will be processed within 10 working days of being received by Student Services. The decision made may be an offer of financial support, rejection of support, a request for further evidence or an offer of short-term support pending a full decision.
- 21.56 Offers of financial support will be a loan, a single payment, regular instalments or payment to a third party. This will be based on assessing each application in order to consider the most appropriate payment method to meet both the student's needs, and to ensure the most positive impact on the student's specific circumstances.
- 21.57 Students will be informed on the application guidance that it is the applicant's responsibility to notify the benefits office if they consider that any payment awarded may affect their benefit entitlement.
- 21.58 Emergency Loans - The School maintains a small Emergency Loan Fund at both sites (Hartlepool and Middlesbrough) to support students with short term unforeseen need. Most Emergency Loan support will be in the form of a loan, however in exceptional circumstances this may be assessed as a payment.
- 21.59 All payments or loans higher than £10 per student (FE) or £30 per student (HE) must be authorised by the Student Services Manager.
- 21.60 Previous loans including those that have not been repaid will be taken into consideration.
- 21.61 Student Services reserves the right to decline a student's request for financial support from the Emergency Loan fund and should ensure that a student is made aware of the reasons why their request has been declined.
- 21.62 Regular reminders about repayments will be issued by Student Services.
- 21.63 Student Services will identify students showing a pattern of borrowing (even if the borrowing is repaid) to identify if further support is required. This will also be applied to students who require Emergency Loan assistance more than 3 times.
- 21.64 In term 3 the Student Services Assistant (finance) will notify the course/programme leaders which students have outstanding debts with Student Services. This is to encourage the student to repay before the end of the year or discuss their reasons for not paying.
- 21.65 Students with outstanding debt of £5 or over at the end of the academic year will have this recorded on a Student Services debt list
- 21.66 Appeal - Applicants who wish to appeal against a decision should initially contact the Student Services Manager stating the reasons for their appeal and include any other relevant information.

- 21.67 If a decision cannot be made the Student Services Manager will ask another senior member of staff will be asked to review the appeal.
- 21.68 Applicants may be asked to attend an appeal meeting to clarify details within their application. Further information may be requested from Programme or Course Leaders, Student Support Advisers or other relevant staff. Students can expect a final decision of the appeal within 10 working days.
- 21.69 Alterations to the guidelines - the guidance used for assessing applications may be altered during the academic year if agreed by the Student Services Manager and the relevant Vice Principal. This could be, for example, if it becomes apparent that there are insufficient funds to support all learners who are eligible. In such circumstances the School will seek to re-prioritise the funds, which may mean that new applications may have to be turned down where previously they would have been approved. Any existing offer of support that has been accepted will be honoured.
- 21.70 Emergency and exceptional circumstances will always be considered especially if the student is at risk or failing or withdrawing from the course.

Financial Support – FE Students

- 21.71 ESFA – Education & Skills Funding Agency provides the School with funds to provide bursaries to students who are:
- Aged 16 – 18 on 31st August within their current year of study;
 - Aged 19+ in continuing education or in receipt of a EHCP – Educational Health and Care Plan;
 - Aged 19+ and in receipt of an Advanced Learning loan; and
 - Aged 16-18 in defined vulnerable groups (VLB)
- 21.72 Support can be offered to help pay for food, travel, materials, and printing and is based on Household Income (HHI) Thresholds that are reviewed and agreed every academic year.
- 21.73 It is expected that all travel applications will be received within the first half of the autumn term (prior to the October half term). Applications received after this point will still be assessed but support awarded will not be for the full year. Applications received after the October FE break will be allocated support from the first Monday after receipt of the application.
- 21.74 FE bursary application requests for childcare from students under the age of 20 are referred to www.gov.uk/care2learn. There is a small amount of funding available to support some childcare for those students in receipt of a 19+ Advanced Learning loan.
- 21.75 Regular payments will be paid monthly by BACS directly into student's bank account. Where continual problems with attendance or money management become apparent, payments may be amended to become weekly or daily payments. Daily payments will be made after the last lesson each day in cash to

ensure students attend for the full day and have money to come in the next day if they have lessons.

- 21.76 Attendance requirements - All students offered financial support will be notified in writing the condition of the offer. Wherever possible, longer-term support will be linked to a minimum 80% attendance. Where attendance drops below 80% payments will automatically cease until a discussion has taken place with the student and Student Services to discuss their circumstances and to agree actions to improve their attendance and retention.
- 21.77 Payments will automatically stop being made on notification that a student has withdrawn.
- 21.78 New students and those attending the 1st year of a different level course must submit an application form and provide relevant evidence as specified in the guidance, dated the same year that they start the course, to confirm their household income.
- 21.79 FE Students continuing into the 2nd year of a 2-year course do not have to re-apply and will wherever possible be awarded continued support in their 2nd year. Updated income evidence may be requested, if there has been a change in the household income, otherwise a declaration of income will be sufficient.
- 21.80 Students requiring money for lunch on an ad-hoc basis will be given a lunch voucher (as a loan) for the Art Café to a maximum as agreed for that academic year.
- 21.81 Students under the age of 18 requiring bus fare home will be given the opportunity to call a parent for a lift before cash is provided. Taxi fares should only be loaned in exceptional circumstances and with the agreement of the Student Services Manager. Taxi's will be booked directly through the finance department.
- 21.82 Free Meals - Free meals are available to students meeting the eligibility criteria for the relevant academic year. Applications and evidence are assessed by the Student Data team.
- 21.83 Students with a low household income, but not eligible for free meals, may be entitled to a food bursary.

Financial Support – HE Students

- 21.84 Financial support will be offered to help with unexpected or unforeseen expenses that may prevent continued study and completion. The Hardship Fund can be used to help students who have been financially assessed and approved for financial support by Student Finance England to overcome financial barriers to help them remain in education.
- 21.85 Residency criteria must have been determined by Student Finance England and a Notification of Financial Assessment is required to confirm this.

- 21.86 Applications will be accepted throughout the academic year while funds are available.
- 21.87 The Fund is there to help eligible students who have a particular financial need. However, all of the costs that are applied for may not be able to be covered and some applications may be refused. Priority is given to the groups outlined above.
- 21.88 Applications are assessed by the Student Services Manager, looking at the difference between accepted reasonable expenditure and expected income along with any unforeseen or exceptional circumstances. The Student Services Manager will recommend an award to the Vice Principal (HE) and Vice Principal (Resources) for approval.

Pastoral and welfare

- 21.89 The School aims to provide a wide variety of support that will ensure barriers to learning are removed and students are able to focus on their academic studies.
- 21.90 Pastoral and welfare support will be offered in variety of different ways to ensure that it is engaging and meets individual student need. This includes, but is not limited to:
- Advice and guidance on a range of practical issues
 - Individual one to one support, both crisis intervention and on-going support
 - Small group work
 - Tutorials
 - Workshops delivered by both internal staff and external organisations
 - Drop in support
 - Information stands
 - Visiting speakers
- 21.91 Priority groups, for example, care leavers, will have a named adviser that will provide support, advice and guidance for the duration of the student's time at the School.
- 21.92 Student Services will prioritise meetings in the first term for students who have a disclosed support need or are highlighted as being a vulnerable student (for example care experienced, estranged students, those with complex needs, EHCP or SEN Support plans, those with an allocated social worker, and those with medical conditions that may affect learning etc)
- 21.93 During the first term a settling in / wellbeing questionnaire will be sent to all first-year students in order to pick up on any further students requiring support.
- 21.94 Workshops and visiting speakers will be arranged on an annual basis based on local and national priorities and identified needs, covering issues such as on-line safety, healthy relationships, substance misuse, etc.

- 21.95 Where specialist support is required, local organisations will be approached to provide drop in support and /or students will be signposted to appropriate organisations and supported to access them.
- 21.96 The School has partnered with Health Assured to provide additional support to students as part of their Student Assistance Programme to students. All students are able to access the 'Wisdom' app, a wellbeing online portal, debt, financial, legal and medical information telephone helplines and also a 24/7 confidential mental health and counselling service.

Information students discuss with their helpline support workers is not routinely provided to the School unless health, wellbeing or welfare is judged to be at imminent risk. In these circumstances and where the support worker thinks additional support is needed, they will seek consent to share the student's name and information about the concern with the Student Advice and Wellbeing Team so that they can provide further help. In some circumstances where the student is not able to provide consent or where consent is refused, Health Assured may still decide to share relevant information with the School where it is necessary to protect the student or another student's vital interests.

Disability – General

- 21.97 The School is committed to addressing barriers to inclusion that could adversely impact on students with disabilities and supports an anticipatory approach involving pro-active consideration of inclusion and access to ensure that wherever possible adjustments are made prior to individual students attempting to access support.
- 21.98 The School promotes a positive approach to disclosure and offers a variety of opportunities to disclose disabilities and medical conditions alongside providing information about the support available.
- 21.99 Students are encouraged to disclose all disabilities, however mild or severe, at the time of application to the School. Students who disclose will be given opportunities to discuss their individual support needs with Student Services.
- 21.100 All new students are invited to disclose any disability at the start of their course. In addition, students are encouraged to disclose at any point during their studies, by talking to their tutor/lecturer or contacting Student Services directly.
- 21.101 Students who disclose a disability will be asked to provide evidence from a relevant medical specialist, educational psychologist or specialist assessor to support their disclosure. Students may choose which members of staff at the School are informed of their disability but should recognise that if they choose not to share then the provision of any support and/or reasonable adjustment may be adversely affected.
- 21.102 Students requiring support, and potentially eligible for funding support through Disabled Student Allowance, will be advised as early as possible to apply for

support to ensure support is in place as soon as possible, if not at the start of their study.

- 21.103 If the School is unable to provide the support required an alternative provider will be explored.
- 21.104 The School will liaise with, or support the student, in contacting external providers of equipment and services, local authorities and support workers to ensure that the correct support is in place.
- 21.105 The School recognises that the impact of a disability and the way it is experienced varies from person to person and may also fluctuate and/or deteriorate over time.
- 21.106 The School recognises that it has a legal duty to make reasonable adjustments to ensure that disabled students are not disadvantaged as a result of any disability or impairment. Students are not expected to suggest which reasonable adjustments should be made, but the responsibility for identifying the need for a reasonable adjustment lies with the student.
- 21.107 All courses require students to undertake a range of learning, teaching and assessment methods. Students who consider that the nature of their disability means that they would be disadvantaged by a particular form of learning, teaching or assessment, should discuss this with their course lecturer and Student Services. Reasonable adjustments are agreed on an individual basis; there are no automatic extensions to deadlines, or other universal adjustments, for disabled or dyslexic students.
- 21.108 Steps will be taken to ensure that reasonable adjustments are evidence based, appropriate, and inclusive and determined through a thorough assessment of the student's disability related requirements, whilst also taking into account factors such as the environment, academic standards and relevant legislation to prevent disadvantage.
- 21.109 A collaborative approach is taken in providing support and considering adjustments to the learning environment, typically involving various departments such as Student Services, Academic Staff, Estates and Health and Safety.
- 21.110 Students who wish to make use of recording equipment to assist with note taking are reminded that the content of a lecture or other taught session remains the intellectual property of the person delivering it, and the recording must be used only for a disabled student's personal study. Any recording must not be shared or reproduced (other than for transcription purposes), broadcast, published or misused in anyway. Students should seek permission from those who are being recorded and confirm upon request how any recordings will be stored and deleted.
- 21.111 Students with certain health conditions and disabilities will have priority when being allocated Student Residential accommodation and may be considered for places within accommodation in their second and third year.

- 21.112 Where a student is struggling with or unable to complete their studies due to a disability or health condition the student will be supported through the Fitness to Study, or mitigation process as appropriate.

Support Workers

- 21.113 The School is committed to providing high quality support solutions in response to individual student difficulties. As such the School will provide Support Workers via both an internal bank of selected and employed learning support assistants, as well as using external providers where specialist skill and knowledge is required (where not provided through Disabled Student Allowance funding).
- 21.114 In both instances the School makes every effort to ensure the suitability of skill and knowledge of a support worker in responding to an assessment of the student's individual needs.
- 21.115 The School monitors the provision of Support Worker staff, both in terms of individual and service delivery, on an on-going basis to assess the impact of provision on a student's learning and to ensure that the provision of support is relevant and directly linked to learning needs and outcomes. Any issues that are identified within on-going or annual reviews are addressed promptly with the aim of enhancing and enriching the support provided.
- 21.116 The School ensures that all non DSA funded Support Workers working with students have had appropriate levels of training specific to their role prior to them beginning work, and that they have undergone a DBS check where relevant. The School also ensures that, where personal care support is to be provided, any Support Worker or provider adheres to all relevant guidance and regulatory bodies e.g. the Care Quality Commission (CQC), for work they are undertaking.
- 21.117 Assessments for the use of a support worker within Higher Education can be undertaken both externally and internally. The majority of assessments however, will be undertaken externally by a third-party independent Assessment Centre accredited by the National Association of Assessment Centres. These assessments are undertaken via the Disabled Students Allowances funding programme and all support recommendations sit outside of the School's control.
- 21.118 Where a student has been recommended a DSA funded Support Worker the School will provide guidance to the student to access the support. The Support Worker is, in effect, working for the student and therefore the School may not dictate any changes to the remit of the support worker outside of those identified in the student's DSA assessment. Where changes to support, such as a change in role or working hours are required, the School's Student Services Adviser (Disability) may work with the student to put an appropriate application forward to the funding body.
- 21.119 The Student Services Adviser (Disability) will also ensure, as far as is possible, that the student is satisfied with the support being provided and facilitate appropriate action if this is not the case.

- 21.120 The School makes every effort to provide students with the highest possible service and level of provision. The School recognises however that in some exceptional circumstances a student may wish to use their own Support Worker. Although the School would not normally advise this course of action, consideration will be given by all relevant staff and individuals to facilitate this request. Any Support Worker that is recommended by a student must however hold and be able to provide evidence of relevant qualifications, experience and knowledge in order to prove that they are able to meet the individual student's needs.
- 21.121 The student must be willing to sign a declaration detailing the responsibilities that the student will need to agree to in order that this request may be considered.
- 21.122 The School reserves the right however, to decline the use of proposed Support Workers but will provide both the student and proposed Support Worker with clear documentation detailing the reason for this in order for them to have the opportunity to address this.
- 21.123 All support workers whether directly employed by the School, an external agency or employed by an individual, are expected to conduct themselves in an appropriate manner and follow any guidance given as to how they should engage with students and teaching/support staff and their expected duties, general responsibilities and safeguarding responsibilities.
- 21.124 Support workers requiring more guidance, or any member of staff with concerns about the conduct of a support worker, should contact the Student Services Manager.
- 21.125 A review of overall service provision will take place annually.

Related Policies and Procedures

Accommodation Procedure
SEND Policy and Procedure
Counselling Policy and Procedure
Mental Health and Wellbeing Policy
Student Services Confidentiality and Information Sharing Policy
Fitness to Study Procedure

22. MENTAL HEALTH AND WELLBEING POLICY

Introduction and context

22.1 The School recognises the importance that mental health and wellbeing has on students in terms of productivity, achievement and success. Evidence shows that when people are in a positive mental state, are calm and settled, they are likely to learn better, engagement is higher, time is used more productively and absence is reduced; improved wellbeing leads to better reputation, recruitment and therefore improved success.

The National trend of increasing mental health issues within all age groups is well documented. One on four of the general population will experience a mental health difficulty at any one time; one in eight students are experiencing suicidal thoughts at University (MIND 2016) and one-third of students report feeling depressed or lonely. 16–24-year-olds are particularly vulnerable to mental health issues as 75% of mental health issues are established by the age of 25.

22.2 The very nature of being a student involves a time of transition, moving from the security of school, away from established friendship groups and support systems; identity issues; financial pressures; new and different ways of learning and the associated academic pressures, and increasing independence. Today's students also join us at a time when attitudes to mental health are changing and there are increased pressures around finances, a challenging job market, issues caused by social media and the continuing impact of the COVID pandemic to contend with. There are times when students inevitably will struggle with the demands placed on them.

22.3 Students are presenting with increasingly complex and wide-ranging issues, with the underlying reasons being just as complex and multifaceted.

Definition

22.4 Wellbeing covers a broad range of areas including physical, mental, emotional and social health and also means different things to different people. This policy aims to reflect this, offering different opportunities, both practical and educational, to explore different approaches to learn about and practice, and hopefully establish good habits that work for each individual.

22.5 This policy firstly aims to support students in maintaining a position of wellbeing. By this we mean having:

- the ability to handle day to day life positively, to overcome the trials of the previous day and look forward to the day ahead;
- a happy and healthy mind and body;
- the ability to maintain a healthy balance in life;
- the resources to maintain good mental and physical health and the knowledge of how to access them and use them effectively;

- a sense of purpose, positive relationships and control over your own life;

22.6 Whilst also acknowledging that all of the above cannot be in place all of the time and we therefore need to:

- recognise that how we achieve the above is part of the journey;
- how we get there is different for each individual;
- build resilience, learn and use positive strategies to gain the ability to cope through any bad times and meet life's challenges.

Responsibilities

22.7 The Vice Principal (People Services) has overall responsibility for overseeing this policy, driving the School's health and wellbeing agenda and providing support in developing interventions for both staff and students.

22.8 The School has appointed two Wellbeing Champions – one for staff and one for students whose responsibility it is lead on developing and facilitating health and wellbeing interventions and monitoring their impact.

22.9 All students and staff have a personal responsibility for looking after their own health and wellbeing and being mindful and supportive of the health and wellbeing of others.

Policy

22.10 Staff and student concerns are interrelated and interdependent and therefore the School recognises the importance of a holistic, collaborative and two-pronged approach to wellbeing that considers the needs of both students and staff. It aims to provide the basis in delivering joined up and collaborative support necessary for staff to be in the best possible position to, in turn, support students to succeed and flourish both during their time at the School and going forward after the progress into Higher Education or graduate.

22.11 This policy supports an approach based on Positive Psychology – looking at and promoting ways of supporting and building on wellbeing rather than solely based on a deficit model where support is only considered when crisis point is reached.

22.12 This move from a management to a more educational and preventative approach, promoting self-help, increased resilience and independence is seen as having more sustainable, long-term benefits for both individuals and therefore the School as a whole.

22.13 There is also, however, recognition that support needs to be available to those experiencing difficulties; that this support needs to be accessible and appropriate to meet the varying needs of individual staff and students and accommodates and adapts to the needs and challenges of modern society.

22.14 The policy also recognises the need for a culture shift. A high percentage of students do not disclose mental health difficulties or seek help. The School needs to foster an open culture regarding mental health that empowers staff and students to speak freely and seek support when needed.

22.15 The policy therefore has three main aims:

- the promotion of good mental health and wellbeing
- supporting those experiencing difficulties
- establishing a positive culture.

Promotion of good mental health and wellbeing

22.16 The School will:

- ensure that wellbeing is a School-wide concern, embedded throughout the staff / student journey and inclusive of all members of the School community – governors, senior leaders, staff and students;
- consider how staff and students connect with life at the School and look at ways of ensuring the experience is positive;
- invest in training, development and awareness raising in prevention, identification and support;
- take a positive, proactive and preventative approach, working towards activities that maintain and improve wellbeing;
- open up opportunities to make connections, widen horizons, change perspectives, and try something new and thereby improve wellbeing;
- work in partnership with local organisations to enhance opportunities and explore possibilities for collaboration;
- actively promote wellbeing with strong visibility through the School and on social media;
- encourage wider recognition and appreciation of the individual ‘behind the title’ of student or staff member.

Supporting those experiencing difficulties

22.17 The School will:

- invest in training and ongoing support for a team of Mental Health First Aiders to provide a first line response and signposting service to those in immediate need;
- provide counselling and emotional support for those that require it;
- invest in specialist suicide intervention skills training for selected staff and provide them with ongoing support;
- maintain links with external organisations to enhance provision and provide specialist intervention where required;
- review support for both staff and students to ensure that it continues to reflect the diverse and changing needs of the School community;
- provide an understanding place to work and study;
- offer additional support to those returning after a period of absence
- ensure that it is easy to get support, it is available when it is required and in a way that suits individuals.

Establishing a positive culture

22.18 The School will:

- work towards greater acceptability, awareness and value of mental health issues, promoting that it 'is okay not to be okay' and recognising the importance of supporting others;
- encourage broader health awareness, lifestyle habits and resilience and raise awareness of the importance of wellbeing for looking after ourselves and others; and provide workshops for students around this.
- strive to create an environment and culture that is supportive of both mental and bodily health by ensuring that:
 - clear and consistent information is available to all
 - everyone is well-informed and have the resources they need
 - workloads are balanced
 - staff and students have a sense of individual purpose and clear, yet challenging, goals
 - any change is well managed
 - there is some control and autonomy over how work is done and
 - there are supportive work and peer relationships.
- provide clinical supervision, if required, for staff working within a caring role

23. SUPPORTING TRANSGENDER AND TRANSITIONING STUDENTS

Introduction

- 23.1 The Northern School of Art is committed to a culture where all students are free from discrimination or harassment and will fully support a student who has, or wishes to, change gender. The promotion of a respectful and inclusive community is one of our core values.
- 23.2 Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex attributes they were born with.
- 23.3 This personal process may include undergoing medical procedures or, it may simply include choosing to dress in a different way as part of the personal process of change.
- 23.4 Some people transition from one gender to their preferred gender with ease but others may find it an extremely difficult, stressful and lengthy process. Some people will transition to the preferred gender full time while others might choose to live in their preferred gender part time. There are many reasons why a person may not transition permanently to their preferred gender.
- 23.5 The School recognises that the issues around a change of gender can raise concerns for the student involved and for other staff and students. The aim is to provide a learning space where concerns can be discussed in a supportive way while maintaining appropriate confidentiality; for the School to be flexible and supportive and stand clearly against any discrimination or harassment.

Purpose

- 23.6 This procedure has been produced to highlight the School's commitment to transgender equality and to provide staff and students with an awareness of the provisions in place to ensure that a safe and supportive environment is maintained and free from discrimination.

Relevant Legislation and Legal Context

- 23.7 **The 2010 Equality Act** - This replaced all previous legislation. Previously in law, transgender people were specifically protected if they were "proposing to undergo gender reassignment (from the moment they notify someone of this), are undergoing or who have undergone, gender reassignment". The 2010 Equality Act extended protection to all those who:
- are perceived as falling under this description;
 - are not undergoing actual medical treatment or supervision;
 - are associated with transgender people, such as partners or carers.

- 23.1 It provides protection for transgender people in education against harassment, victimisation and discrimination in the delivery of goods, facilities, services, and in employment.
- 23.2 The responsibility is not only to prevent unwanted behaviour, but also requires pro-active steps to be taken to promote equality and human rights among employees and learners, and to eliminate direct and indirect discrimination.
- 23.3 The responsibility extends to also include behaviour of employees from contracted services and visitors. Protection applies for all of the following:
- Where a person makes their intention known to someone – it does not matter who this is, whether it is someone at the School or at home or to a professional. This protection will remain even if no further steps are taken;
 - Where a person has not reached an irrevocable decision that they will undergo gender reassignment, but they start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person;
 - Where a person undergoes treatment related to gender reassignment, such as surgery or hormone therapy;
 - Those who have received gender recognition under the Gender Recognition.
- 23.4 Further information on the Equality Act can be found [here](#).
- 23.5 **The Gender Recognition Act 2004** - In UK law, 'sex' is understood as binary, with a person's legal sex being determined by what is recorded on their birth certificate. The position in respect of change of gender in UK law is covered by the Gender Recognition Act 2004. Whilst the provisions of the Act have been criticised (for example by the House of Commons Women and Equalities Committee in its 2015 report on Transgender Equality) it remains in force. Under the terms of the current Act, a transgender person can only change their legal sex by obtaining a Gender Recognition Certificate (GRC). Key provisions of the Act are set out [here](#).

Recording of Legal Sex

- 23.6 A transgender person who does not have a GRC retains the sex recorded on their birth certificate for legal purposes.
- 23.7 The School is required to keep a record of an individual's legal sex to share with external organisations in order to meet ESFA regulations and the requirements for Office for Students registration.
- 23.8 An award certificate is a legal document. The name that appears on the certificate is the student's legal name at the time the certificate is issued
- 23.9 In order to meet legal requirements, whilst also being sensitive to students wishes, the School has adopted the following approach:

- Students may use a preferred name;
- If the preferred name is not the same as their legal name, their legal name will also be recorded, and must be used on certificates;
- Students may state a preferred gender;
- Where the student's preferred gender is not the same as their legal sex, the School will keep a formal record of the student's legal sex, although this does not need to appear in any student facing documentation.

Definitions

- 23.10 **Gender** refers to socially constructed roles of women and men and/or an individual's conception of their identity. The term is often (incorrectly) used interchangeably with 'sex'. Although the Equality Act protects people from discrimination because of their sex, other UK legislation (such as the regulations requiring employers to publish their gender pay gap) refers to gender. This may cause confusion in some circumstances.
- 23.11 **Transgender** - this is used as a broad, inclusive term referring to anyone who experiences some crossing of gender boundaries. Transgender, or the shortened version – 'trans' is a fairly safe word to use. People who describe themselves as transgender can be:
- people who have had medical intervention;
 - those that have had no medical intervention but live their lives in the opposite gender to that assigned to them at birth; or
 - people who cross gender boundaries but who may not necessarily subscribe to either a male or female identity.
- 23.12 **Transition/transitioning** – whilst transitioning often refers to the process of changing one's gender through medical intervention, this is not the only meaning. Social transition is also classed as a transition. This refers to changing gender expression using cultural cues and signifiers such as a name, pronoun, title, clothing, hair, walk, speech, mannerisms and any other gendered aspects of presentation.
- 23.13 **Gender Recognition Certificate** – those transgender people who have undergone a permanent change of gender status may endorse their new gender status by obtaining legal recognition in the form of a Gender Recognition Certificate (GRC); this converts to a new birth certificate. Those in existing marriages or civil partnerships are obliged to annul them. Annulment may be achieved by obtaining an interim GRC (IGRC) which lasts for six months only, during which time the application to annul must be made. ***It is illegal to ask to see a Gender Recognition Certificate*** – sight of a new birth certificate is sufficient.
- 23.14 Further relevant definitions have been included [here](#).

Responsibilities

- 23.15 It is the responsibility of all staff to ensure that anyone transitioning or intending to transition is treated with sensitivity and respect and that any information regarding their transition is handled as sensitive personal data (please see section on confidentiality and disclosure).
- 23.16 The decision to transition to a different gender is a major step for any individual and the support of staff and students is crucial. Each individual will be different so while this guidance covers key points it is important to be flexible and to adjust to the circumstances of the student concerned.

Confidentiality and Disclosure

- 23.17 Information about transitioning is sensitive personal data. It is a criminal act to disclose this to a third party, even inside the organisation, without the permission of the individual concerned.
- 23.18 To make support possible during transition and avoid the risk of dispute about this, formal permission to share information will be sought at the outset and any agreement about support to be provided will be recorded in writing.
- 23.19 Even when permission for information to be shared has been obtained, the disclosure will be no more than is necessary.

Use of given/preferred name

- 23.20 Many people who change their gender identity decide to change their given (legal) name.
- 23.21 Under the law in England, Wales and Northern Ireland, people may change their name at any time, provided there is no intent to deceive or defraud another person. Notwithstanding this, public organisations and financial institutions in the UK have a duty to prevent fraud and reserve the right to set requirements.
- 23.22 The Northern School of Art therefore requires applicants to apply using the name on their passport, birth certificate or marriage certificate. This name is used at enrolment and during a person's studies, and for the award of any certificate at the end of the course.
- 23.23 The School will update its records when individuals provide evidence of a formal process to change their name. This can be done by Deed Poll, which is offered free or at low cost by various online companies. An alternative way to change one's name is to make a Statutory Declaration.
- 23.24 The School recognises, however that a student or potential applicant may wish to be known by a different name, does not want to change their legal name, or is

unable to do so (for example if they are not a UK national) and therefore allows a 'known as' name to be recorded in their student record.

- 23.25 The 'known as' name must be used as a preferred name and will show on all student facing documentation such as their Individual Learning Plan and on registers. Students may also request that a preferred name is used on their Student ID Card and email address, although the School cannot provide additional ID cards in alternative names and an individual can only be issued with one card at a time.
- 23.26 Staff should use the 'known as' name in all communication with the student.
- 23.27 The 'known as' name will be used for internal purposes, but where an official/legal process is involved, the legal name must still be used.
- 23.28 An individual may also ask members of their college or department to use a different name informally, before making a formal request to add a 'preferred/known as' name to their records.
- 23.29 Where a student who is under 18 years of age has requested to use a different name within college care needs to be taken in respect of any correspondence addressed to parents who may or may not be aware of the student's request to use a different name.

Change of legal name

- 23.30 **Application** - If a potential student is using exam certificates as evidence of entry requirements but they are in a different name, the School will need evidence of the name change i.e. a Statutory Declaration. An individual is able to apply to the examinations body to have certificates re-issued in their new name.
- 23.31 **Award Certificates** - Award certificates are legal documents. The name that appears on a certificate is the student's legal name at the time the certificate is issued. However, a certificate can be reissued for a transgender individual.
- 23.32 **Change of name associated with gender transition**, where a former student affirms a different gender identity and requests a re-issued award certificate in the new name - to protect against fraud, the School will require the individual to provide a passport with the new name and gender or the new birth certificate (where the birth has been re-registered and a birth certificate re-issued in their new name), or statutory declaration of name change. Original certificates will need to be retained.

Student records – name change requests

- 23.33 If a student wishes to change their name because of gender transition a Request to Change Personal details form should be completed and sent to the MIS Manager/Registry Manager in an envelope marked Private and Confidential, along with evidence of the name change such as a statutory declaration of name change.
- 23.34 All documents received will be treated with strict confidentiality. Any concerns about documentation being requested or any other issue regarding a student record should be addressed to the MIS Manager.
- 23.35 Information relating to a student's previous identity that needs to be retained, such as copies of qualification certificates, should be kept confidentially and separate from their current record.
- 23.36 The student is responsible for contacting external agencies with details of any changes to personal details. This includes Student Finance England, the Student Loans Company, UK Visas and Immigration and the student's bank. It is noted that some external agencies, such as UK Visas and Immigration, insist that students identify according to the male/female binary.

Recording of Sex and Gender

- 23.37 Application through UCAS and recording of sex on the ILR only allows the binary male and female options. Enrolment documentation will differentiate between legal sex (that assigned and recorded at birth or within a GRC) and preferred gender, thereby meeting our obligations as an education provider to capture correct data whilst also respecting student's wishes to disclose their preferred gender.
- 23.38 Some students may not wish to identify as male or female or may feel that they have a more fluid gender identity, either while they transition or permanently. The option of a Preferred Gender in the student record, with the choices 'male', 'female' and 'other' will allow students to record their preference. Non-binary students may wish to choose the 'other' option. Preferred gender would appear on all student-accessed records but legal sex would be reported on to funding bodies and external organisations
- 23.39 Students may also choose to use this option if they are not in a position to make a permanent change to their gender.

Student Records – Gender change requests

- 23.40 The School will change recorded preferred gender in student and staff records on receipt of written confirmation of the individual's intention to live permanently in a different gender. No medical evidence or other documentation is required.

- 23.41 The School aims to recognise people in the gender in which they identify, however, a record of an individual's legal sex needs to be kept to share with external organisations where required to do so.
- 23.42 The School will change an individual's recorded legal sex, as required by law, if they have obtained a Gender Recognition Certificate. **Staff should not ask to see the Certificate**, but may ask for documentary evidence, such as a birth certificate or passport.
- 23.43 All documents received will be treated with strict confidentiality. Any concerns about documentation being requested or any other issue regarding a student record should be addressed to the MIS Manager.
- 23.44 Information relating to a student's previous identity that needs to be retained, such as copies of qualification certificates, should be kept confidentially and separate from their current record.
- 23.45 Any individual who is transitioning will be given the opportunity to update photographs on their student ID cards as they may wish to make several changes as their physical appearance changes over time.

Support for Students

Enrolment

- 23.46 At enrolment students will have the opportunity to have their legal sex and their preferred gender recorded. Staff at this point should not question or query any declaration made.
- 23.47 If there are any concerns over, for example, qualification evidence, the advice of the MIS/Academic Registry/Student Services Manager will be discretely sought and the student taken somewhere private for a discussion, at that time if appropriate, or at a later date.
- 23.48 It is recognised that some students may not be comfortable disclosing their preferences at this stage, therefore through Student Service induction processes students will be made aware of the support available.

Transition Plan

- 23.49 If a student discloses that they intend to change their name and gender as they start gender transition the student should first be reassured that the School will fully support them.
- 23.50 The student should then be directed to Student Services for a discussion as to how the School can best support them through the process. The student can bring along a friend or mentor to this meeting.
- 23.51 During the meeting a Gender Transition Action Plan will be completed to document all agreed actions (with timescales) to manage practical issues and the reactions of other students and staff.

23.52 Areas to discuss and address in the action plan include:

- Notification to the appropriate colleagues – Student Services Staff, Course/Programme staff, Safeguarding Officers, Academic Registry/MIS;
- The date of transition - agree the point when the student will begin to live day to day in the acquired gender;
- Name – once the chosen name is available it should be used all the time along with the appropriate pronoun (he or she) for the chosen gender. The student should be asked for their preference;
- Legal proof of name change – a statutory declaration of name changes or deed poll - to allow the School to make changes to the student's registered name;
- The date the School will change the name and gender on all student records and public references – student identity card, email address, contact details, academic records - and who is responsible for this;
- Confidentiality – it is important to keep any records relating to a change in gender completely confidential and any documents relating to name changes and records of absence for medical assistance should be placed in a sealed envelope and marked with instructions to keep them confidential;
- A gender recognition certificate gives the right to request that all references to a former name and gender are removed and records changed – e.g. letters replaced with new letters in the new name, meeting minutes changed and so on. All records on paper files must be found and replaced with new records;
- How and when other students and staff will be informed of the decision;
- What briefing or training for students and staff might be helpful and who will provide this;
- Arrangements for the time off required for appointments, surgery or recovery from surgery where appropriate. This can vary greatly depending on the individual and the type of transition the student has chosen;
- Allowance for any side effects of medication – e.g. temporarily reduced hours
- Ways to minimise the impact on the student's progress – e.g. adjustments to attendance and assessment deadlines, providing extra support, whether a student might wish to defer part of a programme;
- Single sex facilities – the student should have access to the changing rooms and toilets of the acquired gender. Consult the student on how helpful it might be to discuss and explain this to other students and staff who use the facilities.
- Let the student know about the support available via the Student Union, Student Services and any local community groups for trans people and counselling services;
- The route for reporting any problems should be agreed; and
- Dates for reviewing the progress of the action plan.

- 23.53 Under no circumstances will any communication or actions be taken without the student's consent.
- 23.54 The Gender Transition Plan and any other notes will be kept strictly confidential; these will be destroyed once the transition is complete, with the agreement of both parties.

Managing the reactions of students and staff

- 23.55 The student may wish to tell the other students and staff about the plans to transition individually or may choose to have a chosen representative do this.
- 23.56 It could be helpful to arrange meetings with the students and staff who interact with the transgender student. Additional training and support can also be provided in consultation with the student.
- 23.57 Guidance can be circulated to staff and students – though no individual details should be circulated by email.
- 23.58 There should be an opportunity for students and staff to ask questions or raise any issues.
- 23.59 Staff and students will be reminded that information concerning a person's gender recognition is confidential and 'protected information' which should not be disclosed to a third party without the transgender person's consent.
- 23.60 Students will be advised of support services available to help them through the process.

The Use of Single-Sex Facilities

- 23.61 During the Gender Transition Plan it will be agreed when an individual will change use of facilities such as changing rooms and toilets from one sex to another.
- 23.62 It is not acceptable to restrict the student to the use of the School's unisex/disabled facilities, though the student may choose to use these initially.
- 23.63 Students will not be asked to use the disabled toilets or the toilets of their former gender.

Sickness and Absence

- 23.64 When putting together the Gender Transition Plan the time the student may need to be away from college will be discussed. It is recognised that this is a life-altering process which may naturally lead to some individuals suffering from stress.
- 23.65 It is also recognised that an individual may be absent as a result of medical appointments and treatment. Normal sickness and absence procedures will apply

in these cases. Any medical notes will not need to state the procedures performed.

- 23.66 In all cases support and reasonable adjustments that can be made will be discussed.

Definitions relating to transgender and transitioning students

Acquired gender

The chosen/preferred gender of a person who has changed gender by socially transitioning and having their gender reassigned or by legal recognition of the new gender. This can be with or without medical assistance.

Cisgender - those who are cisgender have little or no discordance between their gender identity and their gender role or sex anatomy, i.e. their gender identity matches their gender assigned at birth.

Cross dresser – someone who wears the clothes usually expected to be worn by someone of the opposite gender, typically as a part time activity.

Drag – a more performative expression of gender, usually carried out for entertainment purposes and is often based on exaggerated stereotypes.

Gender – gender is primarily cultural or social and therefore approaches to it can vary between different cultures – some more flexible, some more rigid.

Gender identity

The gender that is the internal perception and experience of an individual. Some people experience a gender identity that does not match or is inconsistent with their birth/anatomical gender.

Gender variance

A person with gender variance may feel that their gender identity is different from their birth gender or anatomical gender. The sex differentiation of the brain may be inconsistent with the birth gender and the person can experience anxiety and uncertainty over their birth gender. The person does not have the stereotypical gender experience and expression.

Gender presentation

The appearance, clothing and personality on show that shapes the perceptions of others on the gender of the individual.

Gender reassignment

The process to acquire a new gender which can include social, legal and medical adjustments.

Intersex conditions - there are a number of intersex conditions (recently renamed Disorders of Sex Development) that may lead the individuals born with them to experience some inconsistency between their gender identity, and the gender role assigned at birth. Inconsistencies in development may be associated with atypical sex chromosomes such as Klinefelter syndrome (XXY), Jacob's syndrome (XYY) or other

genetic anomalies, such as Androgen Insensitivity Syndrome or Congenital Adrenal Hyperplasia in which unusual hormone levels are present. These may lead to atypical genital appearance at birth.

Non-binary – This is a term usually used by or about people who don't wish to subscribe to the gender binary and may regard themselves as neither male or female, or both male and female or something else entirely.

Passing – a term widely used amongst transgender people; it also appears in the notes to the Equality Act. It refers to the ability to be recognised as the gender that they wish to be recognised as. Whether someone 'passes' or not affects their everyday

Real-life experience - The period when an individual lives, studies and works in the acquired gender before they can start medical treatment.

Sex – sex is assigned as male or female based on the appearance of a baby's genitalia at birth. It is therefore based on biological attributes. In the UK a person can only legally be male or female.

Sexual orientation - this is a separate issue from gender identity. Sexual orientation is associated with the sexual attraction between one person and another. This is quite different from the internal knowledge of one's own identity. Trans people may be gay, straight, bisexual or, occasionally, asexual. Their sexual relationships may remain the same through the transition process, or they may change. So a person who is living as a man, and is in a heterosexual relationship with a woman may, having transitioned to live as a woman, continue to be attracted to women and seek a lesbian relationship, or may be attracted to men, and therefore seek a heterosexual relationship with a man. Sometimes transgender people make lasting relationships with other transgender people, so the possibilities are many and varied, and do not necessarily fit comfortably into typical categorisations of sexual behaviours.

Trans men and Trans women - this is often used synonymously with transgender in its broadest sense. However, sometimes its use is specific, for instance, those born with female appearance but identifying as men may be referred to as trans men and those born with male appearance but identifying as women may be referred to as trans women; these individuals could also be referred to as transsexual men and women. Many transgender people, having transitioned permanently, prefer to be regarded as ordinary men and women. In these cases, where it becomes essential to refer to their pre-transition status, the phrase woman (or man) of transsexual history may be used.

Transsexual – people who describe themselves as transsexual are usually those who have had (or plan to have) some or all of the available medical interventions (typically hormones and surgery) and have moved distinctly from male to female or vice versa.

The Equality Act 2010

The Equality Act 2010 protects individuals sharing a protected characteristic from discrimination and harassment. Protected characteristics include sex (being a man or a woman) and gender reassignment (an individual who is 'proposing to undergo, is undergoing or has undergone a process or part of a process to reassign their sex'). There is no requirement for a transgender person to have any kind of medical supervision or intervention in order to be protected from gender reassignment discrimination.

The interaction between the Gender Recognition Act 2004 and the Equality Act 2010 is a complex area of law, which affects how people are protected from discrimination and harassment. Discrimination, victimisation and harassment of individuals because of gender reassignment is prohibited by the Equality Act 2010 ('the Equality Act') both in employment and in the provision of goods, facilities, services and access to facilities.

Direct discrimination - It is unlawful to treat a person less favourably because of gender reassignment. In order to succeed in a claim of direct discrimination, you must show:

- That you have been treated less favourably because of gender reassignment;
- That you can compare your treatment to someone (actual or hypothetical) with similar characteristics to yourself except for gender reassignment; and
- That you were subject to disadvantage as a result of that treatment.

There is no need to show motive or intention behind the discriminatory treatment as it is accepted that discriminatory treatment can be unconscious.

Indirect discrimination - The Equality Act provides that a person also discriminates if an arrangement or feature associated with the employment or the provision of goods, facilities, services and access to facilities (technically known as a provision, criterion or practice ('PCP')) is applied or would be applied equally to all employees or persons, but it:

- puts or would put a transgender group at a particular disadvantage when compared with another group;
- puts or would put you at that disadvantage; and
- is not a proportionate means of achieving a legitimate aim.

The PCP must have been applied universally, for example a PCP requiring that all 'male' persons use the male-only designated toilets. Something like this could have a detrimental impact on a transgender member of staff. This definition extends to practices which tend to discriminate.

If an employer's or service provider's policies or practices disadvantage transgender persons in this way, they will be found to be unlawful unless the employer or service provider can show that there is a good business reason for the policies, and that they do not go any further than necessary.

Discriminatory practices which can be justified in this way are permitted. Many indirect discrimination claims turn on the question of whether the policies or practices are justifiable.

Gender Recognition Act 2004 Key Provisions

The Gender Recognition Act 2004 allows individuals who have undergone gender reassignment to obtain a Gender Recognition Certificate (GRC).

If an application to the Gender Recognition Panel is successful, the transsexual person's gender becomes for all purposes the acquired gender

This means that they are legally recognised for all purposes in their confirmed gender.

It is a criminal offence under this legislation to disclose information relating to the individual's gender history obtained in an official capacity (i.e. as part of a person's

Unlawful disclosure applies not only to direct word of mouth communication but also to uncontrolled access to paper or computer files. A transsexual person may consent to you disclosing the information if they decide that it is in their interests to do so. However, such consent must be explicit. It may not be assumed.

To obtain the GRC an individual must provide evidence to satisfy the Gender Recognition Panel that they are at least 18 years of age, have or have had gender dysphoria, have fully lived in their confirmed gender for at least two years, and intend to live permanently in their confirmed gender.

Obtaining a GRC means that a person is:

- entitled to be issued with a new birth certificate reflecting their changed gender;
- legally recognised as belonging to their confirmed gender 'for all purposes' including the criminal law;
- entitled to state benefits and occupational pension schemes on the basis of their acquired gender.

24. STUDENT EMERGENCY LOAN PROCEDURE

Introduction

- 24.1 This procedure outlines the process to be followed by students who apply for or staff who process applications for emergency financial support allocated and managed by the School.
- 24.2 The School maintains a small Emergency Loan Fund to support students with short term unforeseen need. Most Emergency Loan support will be in the form of a loan, however in exceptional circumstances this may also be made as a non-assessed payment.

Scope

- 24.3 The procedure covers all students who find themselves in financial need because of their general circumstances or specific events.

Procedure

- 24.4 All payments or loans higher than £10 per student (FE) or £30 per student (HE) must be authorised by the Student Services Manager or other nominated person in their absence.
- 24.5 Any student who already has a debt they have not repaid will not be allowed further payments or loans unless there are exceptional circumstances and such circumstance should be considered by either the Senior/Lead Student Services Advisor or the Student Services Manager. This remains the case even where the unpaid debt lies within the previous academic year. Student Services reserves the right to decline a student's request for financial support from the Emergency Loan fund, and should ensure that a student is made aware of the reasons why their request has been declined.
- 24.6 Students requiring money for lunch will be given a lunch voucher (as a loan) for the Art Café to a maximum value of £5.00.
- 24.7 Students requiring bus fare home will be given the opportunity to call a parent for a lift before cash is provided.
- 24.8 Regular reminders about repayments will be issued by the Student Services Assistant.
- 24.9 Students showing a pattern of weekly borrowing and repayments will be referred to their Student Services Advisor for advice on budgeting and money management, or if necessary, an appropriate external referral. This will also be applied to students who require Emergency Loan assistance more than 3 times.

25. SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Introduction

- 25.1 The Northern School of Art aims to promote and nurture the abilities of all students and is committed to providing the best possible environment for learning. We value all students equally and strive to eliminate any form of prejudice and discrimination, and create an environment whereby all students will flourish and feel safe. The School is committed to inclusion and equal opportunities and will actively seek to remove barriers to learning and participation that can otherwise hinder or exclude students with special educational needs and disabilities (SEND).
- 25.2 This policy takes account of government legislation, including the Equality Act 2010, Keeping Children Safe in Education (2023) and the statutory guidance for organisations who work with and support children and young people with Special Educational Needs and Disabilities (SEND), the SEND Code of Practice:0-25 years (January 2015, last updated April 2020).
- 25.3 The School recognises the specific statutory duties as outlined with the SEND Code of Practice, specifically:
- the duty to cooperate with the Local Authority on arrangements for children and young people with SEND;
 - the duty to admit a young person if the institution is named in an Education and Health Care (EHC) plan following consultations with the institution;
 - the duty to use best endeavours to secure the special educational provision that the young person needs;
 - the responsibility to prepare students with SEND for progression into adulthood.
- 25.4 The Northern School of Art aims to ensure that barriers to learning are removed and students are supported to reach their full potential, using a person-centred approach to discuss their aspirations, needs, and support to help them succeed.

Scope

- 25.5 This policy applies to all students with special education needs and disabilities and all staff that come into contact with students.
- 25.6 The School recognises its statutory duties in respect of students with SEND up to the age of 25.

Purpose

- 25.7 The purpose of this policy is to ensure that all students with a SEND need have the appropriate support in place to overcome any learning related

difficulties in order for them to achieve their full potential while studying at The Northern School of Art.

Definitions

- 25.8 Special Educational Needs (SEN) – refers to children and young people that have a learning difficulty or disability that make it harder for them to learn than most children/young people of the same age, meaning that special educational provision has to be made for them. The term SEN refers to a wide range of needs, including those relating to cognition and learning; communication and interaction; social, emotional and mental health; and physical and sensory difficulties.
- 25.9 Educational Health Care Plan (EHCP) is a plan for children and young people up to the age of 25 who require more support than is available through special educational needs support. An EHCP involves an assessment co-ordinated by the local authority, leading to a holistic plan which identifies educational, health and social needs and sets out the additional support required to meet those needs. The student, their family or carers and all appropriate professionals will have an input into the assessment and plan. EHCPs are required to be reviewed annually and will cease when the young person meets their outcomes, enters Higher Education or reaches the age of 25 dependent on continued academic progression.
- 25.10 High Needs Students (HNS) are those aged 16 to 25 with learning difficulties and/or disabilities who require additional support that is expected to cost over £6000 to help them progress and achieve. Additional support costs (referred to as ‘top up’ or ‘element 3’ funding) for HNS have to be applied for on an individual basis from the student’s Local Authority.
- 25.11 Special Education Needs (SEN) Support Plan - The School and similar settings will use a SEN Support plan to record information which supports the student in their educational journey. The plan will identify strategies to support the student and appropriate targets to ensure individual development. The plans are regularly updated to ensure that the students’ progress in their learning.

Responsibilities

- 25.12 All staff who come into contact with students have a responsibility for ensuring students with SEND are included in the overall School community and feel valued, welcome and safe within it.
- 25.13 The Governing Body and Principal are responsible for:
- Ensuring that provision of a high standard is made for students with SEND;
 - Ensuring that a designated governor is identified who will take responsibility for assuring the quality of SEND provision;
 - Ensuring that sufficient resource is allocated to supporting SEND students;
 - Having regard to the SEND Code of Practice;

25.14 The Vice Principal (Further Education), and the Student Services Manager play a strategic role in ensuring that staff are aware of their responsibilities regarding SEND and ensuring there are sufficient resources available for supporting the teaching and learning of SEND students. They are also responsible ensuring SEND is an integral part of the School's Academic Strategy and Quality Improvement Plan and reporting any issues relating to SEND to the Principal and Governing Body.

25.15 The SEND Co-ordinator is responsible for:

- Overseeing the day-to-day operation of procedures relating to SEND;
- Liaising with feeder schools to gather information on potential students;
- Liaising with and advising tutors on issues relating to SEND, ensuring that mechanisms exist to allow tutors to access;
- Overseeing students' records, ensuring timely and effective assessments take place;
- Liaising with families, external agencies, L.A. support services, Health and Social Services, Personal Advice/Careers Services, and voluntary bodies to ensure a holistic support package is in place;
- Ensuring EHCPs are reviewed as required on an annual basis;
- Supporting students' progression onto their next step;
- Ensuring the School's provision for SEND is outlined on the website and as part of the Local Offer.

25.16 Academic staff are responsible for:

- Being aware of the School's procedures for the identification and assessment of, and subsequent provision for, students with SEND;
- Collaborating with the SENDCo and Learning Support Assistants to decide the action required to assist the student to progress, develop support plans, review and assess and inform the SENDCo about students' progress;
- Working with students with SEND daily to deliver targets within differentiated planning;
- Developing constructive relationships with parents;
- Contribute to the development of the School's SEND strategy.

25.17 Learning Support Staff are responsible for:

- Ensuring they are familiar with the support needs of the students that are allocated to them;
- Familiarising themselves with the content of the sessions that are to be delivered by liaising with the academic staff responsible for those sessions;
- Develop additional resources to help support learning;
- Adopt strategies to break down tasks, assignment briefs and support annotations;
- Complete thorough records of support, progression and achievement for students with Special Educational Needs

Aims

- 25.18 The Northern School of Art aims to provide a rigorous and transformational education that prepares all students for success in further education, university or employment.
- 25.19 In order to achieve this the School will:
- Liaise effectively with feeder schools and the local authority to ensure that there is a smooth transition process whereby students' needs are fully understood and appropriate funding and support is in place;
 - Ensure the identification of all students requiring SEND provision as early as possible in their learning journey.
 - Ensure access to a balanced and relevant curriculum;
 - Provide a differentiated curriculum appropriate to the individual's needs and ability;
 - Conduct regular reviews of progress and updating of SEN support plans and EHCPs, as appropriate;
 - Ensure that students with SEND take as full a part as possible in all School activities;
 - Keep parents/carers of students with SEND fully informed of their young person's progress and attainment;
 - Liaise with external organisations to provide specialist support where required;
 - Ensure that students with SEND are involved, where practicable, in decisions affecting their future SEND provision;
 - Offer independent advice and guidance in terms of progression from the School, exploring all suitable options for the student;
 - Publish and regularly update an offer of provision for students with SEND.
- 25.20 The School acknowledges that high standards and expectations are crucial to enhance personal and academic progress for all students, including those with SEN. Additional provision for students with learning, communication, physical, sensory, emotional or mental health needs will therefore be balanced with appropriate challenge to reach longer term outcomes.
- 25.21 The School aims to demonstrate that with appropriate support all students are capable of excellence in relation to their individual circumstances.
- 25.22 The School will take a holistic approach to support, recognising the need for support, not only within the studios and classrooms, but also within social areas and areas of personal development. The importance of enhancing positive self-esteem is also recognised, which allows opportunities for increased engagement, social development and achievement. In order to achieve a holistic approach, the School will work in partnership with parents and external agencies as required, collaborating to ensure student needs are met.

- 25.23 A graduated approach to support will be adopted to ensure empowerment and encouragement of independence takes place, better preparing students for transition into adulthood, whether that be into higher education or employment.
- 25.24 All students identified with SEND are covered under the School's behaviour policy. It is, however recognised that these students often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all students.
- 25.25 An Individual Behaviour Plan will be used for students with SEND who may display challenging behaviour. Advice will be sought from external agencies, where necessary, to assist with putting in place appropriate support strategies. These will be monitored and reviewed regularly.
- 25.26 The importance of training and ongoing staff development in relation to SEND is acknowledged and staff CPD is encouraged for all staff, but specifically those working directly with students with SEND
- 25.27 The additional vulnerabilities of students with SEND in relation to safeguarding are recognised, with staff with direct responsibility for SEND students undergoing more in-depth training, as required, to help support them in recognising concerns and supporting students accordingly.
- 25.28 The School acknowledges the need to keep up to date with government legislation, advice, publications, and research and therefore this document is subject to review at regular intervals. The School will strive to maintain excellent communication and relations with the Local Authority and with other external agencies in order to access the very best provision for the students.

26. SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) PROCEDURE

Introduction

- 26.1 This procedure takes into account the requirements as set out in the SEND Code of Practice and outlines the School's approach to its commitment to equal opportunities and the ways it actively seeks to remove barriers to learning and participation that can otherwise hinder or exclude students with special educational needs and disabilities (SEND).

Definitions

- 26.2 Definitions are as outlined in the [SEND Policy](#)

Purpose

- 26.3 This procedure aims to provide clear guidance to enable prompt identification of students with SEND, individual assessment of student need and the implementation of appropriate, timely and effective support.
- 26.4 It also aims to outline the process of supporting the student through the whole learner journey, from application, including transition into the School to supporting the student to progression onto their next steps whether that be into further learning or employment.

Responsibilities

- 26.5 The Student Services Manager has responsibility for overseeing the School's SEND Provision. Applying for additional high needs funding and liaising with the Local Authority for Element 2 place funding;
- 26.6 The Academic Services Manager has responsibility for ensuring there is sufficient staff resource in place to ensure high quality support for learners with additional needs and supporting the role of the SENDCo); managing and co-ordinating a team of Learning Support Assistants to ensure all SEND students have appropriate and sufficient support in place to improve their progress and attainment.
- 26.7 Special Educational Needs Coordinator (SENDCo). The role of the SENDCo is to raise academic achievement by leading and coordinating provision for pupils with special educational needs. They are also responsible for:
- Working with tutors, the school leadership team, parents, and relevant external agencies to carry out assessments of support needs and then develop, implement and monitor individual support/learning plans;
 - Making referrals and liaising with professionals outside of The School - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists;
 - Providing advice, guidance and training to classroom teachers on supporting pupils with SEN;

- Developing and maintaining systems for keeping student records, ensuring information held is accurate, up to date and available to those who need it;
 - Reporting on SEND provision to the FE Academic Committee.
- 26.8 All academic staff are responsible for ensuring that all High Needs students, and students with a special education need, benefit from effective support and differentiation of tasks to develop their knowledge, skills, and behaviours to support achievement of their qualifications.
- 26.9 The Learning Support Assistants are responsible for delivering appropriate support to students that are assigned to them, by making sure they are aware of their support needs and have the appropriate information and strategies to enable them to help the students to access learning. The LSAs will remove barriers by encouraging, motivating and note-taking in lessons, whatever the student needs to thrive. They are also responsible for recording support given on the students' ILP.
- 26.10 The Dyslexia Support Practitioner is responsible for assessing and delivering appropriate support for students with Specific Learning Difficulties (SPLD) such as dyslexia, and liaising with the SENDCo to ensure that any required exam concessions are in place.
- 26.11 Tutors should be aware of students' exam requirements and the contents of their SEN plans and EHCPs.

Identification of SEND

- 26.12 The Northern School of Art has a robust system in place to ensure that support needs are captured at the earliest opportunity, giving time for in depth assessment and ensuring support is in place as soon as possible.
- 26.13 Information regarding SEND is requested at application stage. Any potential student indicating a need will be flagged to the Student Services Team who will ascertain whether the support needs require discussion and/ or whether support at interview is required.
- 26.14 Support needs are also discussed and further explored at interview, with the involvement of the SENDCo, if required.
- 26.15 Enrolment also provides a further opportunity for identification and exploration of support needs.
- 26.16 If support needs are identified at a later stage through assessment by tutors a referral for additional support will be made to the SENDCo for consideration.

Assessment of needs

- 26.17 In order to conduct a full assessment of needs, information is gathered from a variety of sources:
- the student themselves – their views on their own strengths and support needs;

- information from parents and carers, feeder schools, any relevant specialist supporting organisations;
- existing EHCPs and SEN plans;
- prior education achievement;
- student portfolios;
- initial assessment activities on commencing study;
- screening and psychometric assessments where appropriate (for example for exam concessions);
- ongoing tutor and SEN assessment.

High Needs Students

- 26.18 Where a student has been identified as a high needs student (i.e., with support costs over £6000) the Student Services Manager will apply for additional funding based on an assessment of the support required and associated costs. The SENDCo will complete all paperwork based on the assessment of needs and information as described above and applications will be submitted to the relevant Local Authority according to their requirements and deadlines.
- 26.19 Funding applications for continuing students will be submitted as early as possible at the end of the academic year, for the coming year as soon as progression into the next year has been confirmed.

Transition into the School

- 26.20 The School will work with feeder Schools to ensure that students with SEND have as smooth a transition as possible into FE provision.
- 26.21 Dependent upon student need, potential students with SEN will be offered the opportunity to undertake a variety of activities to ensure that they are familiar with the environment they will be studying in and the staff they will interact with on a regular basis. This could include activities such as taster sessions, and additional one-to-one visits, in addition to usual Applicant Days.

Delivery of support

- 26.22 For students with identified SEND, the SENDCO, in collaboration with other staff, will:
- use information gathered to shape the student's additional learning support and pastoral provision in the first few months;
 - ensure ongoing observations/assessments provide regular feedback on achievements/experiences to plan the next steps in learning;
 - ensure students have opportunities to demonstrate knowledge and understanding in subjects and the pastoral programme;
 - involve students in planning/agreeing on their targets;
 - involve young people and families in a joint home-School learning approach.
- 26.23 Dependent upon individual need, students will be supported by Learning Support Assistants who will provide the following as required:

- note taking;
 - interpretation of briefs;
 - breaking down of tasks into manageable chunks;
 - repeating tasks and/or instructions;
 - strategies to keep students focussed;
 - differentiation of resources;
 - advising on social skills and interactions;
 - behaviour management;
 - support with assistive technology;
 - personal support (for example, wheelchair assistance).
- 26.24 For any students requiring specialist support that is unable to be covered internally, the relevant organisations will be contacted who does this? and worked with in collaboration to facilitate support needed. Any external support will be documented on the student's ILP and form part of the student's EHCP or SEN plan as appropriate.

Review of support

- 26.25 Formal reviews of the students' progress against their targets are completed each term.
- 26.26 Reviews will be co-ordinated by the SENDCo and involve input from all relevant parties, the student themselves, tutors, parents/carers and other organisations as appropriate.
- 26.27 Students will be regularly assessed to ensure that:
- support and intervention continue to match the need;
 - barriers to learning are being identified and overcome;
 - interventions are effective in supporting progress.
- 26.28 Students with EHCPs will additionally have on an annual basis:
- their progress assessed against their EHCP outcomes;
 - a review of the provision made for the student in the context of the School's Curriculum;
 - their levels of attainment in basic literacy/numeracy and life skills;
 - a consideration of the appropriateness of the existing EHCP about the student's performance during the year and whether to cease, continue, or amend it;
 - setting of new targets for the coming year.

Support for exams

- 26.29 The need for support during exams is identified through enrolment and assessment in the first few weeks of study.
- 26.30 Students will be invited for further assessment, as appropriate, according to the JCQ regulations. The relevant assessments and forms will be completed

to apply for exam concessions to the Awarding Body. Details of the process for applying for exam concessions is covered in a separate procedure.

Record Keeping

- 26.31 All interventions, agreed targets and progress against them, will be recorded on the students' ILPs as appropriate. Additional information will also be held on the students' records within Student Services.
- 26.32 Support within studios and classrooms will be entered by the Learning Support Assistants as soon as possible after the session.
- 26.33 Quality of records will be monitored by the SENDCo.

Transition – next steps

- 26.34 Being supported towards greater independence and employability is a key theme within the SEND Code of Practice.
- 26.35 Students will be prepared for their next steps in a variety of ways including attending pastoral workshops, progression talks, professional study workshops, Creative Career talks, and talks by visiting industry speakers. Students are also assisted with their portfolios and UCAS applications, as appropriate.
- 26.36 Where students are progressing internally information will be shared to ensure a smooth transition into higher education does HE actually use this though or is it gathered another way?.
- 26.37 Students that are eligible and wish to progress onto a Supported Internships will be supported to access the available opportunities. The School works closely with Choices College to ensure the student accesses the correct path for their interests and further development.

Monitor and Review

- 26.38 Provision of support for SEND students is subject to review by the FE Academic Committee, which meets three times a year. Support for students at a course level is also reviewed as part of the Course Strategic Meetings.

27. SUPPORT FOR STUDENTS WITH DYSLEXIA AT H.E.

Introduction

- 27.1 The Northern School of Art is committed to equality of opportunity for all current and potential students. The School therefore believes that it is important to ensure that students requiring additional support in their learning are identified in a timely manner and appropriate support put in place as quickly as possible.

Scope

- 27.2 This procedure relates directly to all current and potential students at The School studying, or looking to study, at undergraduate and post-graduate level.
- 27.3 The procedure also relates to both staff within Student Services and the wider academic teams who participate in undergraduate delivery.

Definitions

- 27.4 **QuickScreen** - the computer-based screener assessment currently used by The School in order to identify a student's likelihood of experiencing the Specific Learning Difficulty, dyslexia. The tool tests a student's verbal processing and literacy skills through six short assessments of Vocabulary, Memory, Sequencing, Visual Skills, Verbal Skills and Processing Skills. Results are interpreted as detailed below:

Screener Result	Descriptor Banding	Likelihood of Dyslexia being present
0% – 24%	None	Unlikely
25% - 36%	Borderline	Low
37%-62%	Mild	Possible
63%-94%	Moderate	Likely
95%-100%	Strong	Highly likely

- 27.5 Likelihood results take both of the following into account:
- attainment levels in verbal processing, literacy and speed of processing (which can be influenced by Specific Learning Difficulties other than dyslexia or wider disability, illness/injury or instances of interrupted education)
 - degrees of compensation (learned strategies or previous support that may reduce the measurable impact of dyslexia on current performance)
- 27.6 Therefore, the screening tool is not a diagnostic tool and cannot determine if dyslexia is present or absent.

- 27.7 The screener does provide a detailed report of a student's current learning strengths and difficulties for signposting each student to the most appropriate support within The School and to inform individual support programmes to support the student's current studies.
- 27.8 **Specific Learning Difficulties (SpLDs)** - SpLD is an umbrella term used to cover a range of frequently co-occurring difficulties, more commonly:
- Dyslexia
 - Dyspraxia/Developmental Co-ordination Disorder (DCD)
 - Dyscalculia
 - Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD)
 - Auditory Processing Disorder
- 27.9 SpLDs can also co-occur with difficulties on the autistic spectrum, such as Asperger Syndrome.

PROCEDURE

Identification

- 27.10 Students with SpLD can be identified in a number of ways:
- On application
 - At interview
 - At enrolment
 - At induction, through assessment
 - On course, by academic staff
- 27.11 Those students who identify themselves as being dyslexic or experiencing another SpLD on their application form will have this information entered onto their student record and will then be contacted by the Student Services Adviser to provide them with advice and guidance with regard to the support available and the evidence they will need to provide of their diagnosis.
- 27.12 Those students who do not have suitable evidence will have the opportunity to undergo a screening and diagnostic assessment. Students do, however, have the option of seeking appropriate evidence prior to the start of their course at their own expense.
- 27.13 Students declaring an SpLD at enrolment will be referred for a short discussion with the Specialist Study Skills Lecturer to arrange an initial appointment to discuss support needs.
- 27.14 If no evidence is available, the student will be either invited to attend a screening assessment, if required, or made an appointment for further assessment with the Specialist Study Skills Lecturer.
- 27.15 If the student does not wish to take up the offer of further assessment and support a 'Declined Support Form' will be completed with the student so that they are fully aware of the benefits of support and the implications of declining

it. Students can, however change their mind and access support at any later date.

- 27.16 Students identified as of low risk or showing no indications of dyslexia will be informed of their result by text or email, with the offer of discussing the results further if they should wish to do so.

Internal Assessment / Initial appointment

- 27.17 At the initial appointment with the Specialist Study Skills Lecturer the student will be asked for their preferred contact method, which will be recorded on the electronic ILP.
- 27.18 Students with identified dyslexic tendencies (i.e., those scoring High and Moderate in the assessment) will be offered further assessment, as applicable, to confirm the outcome of the screening.
- 27.19 Those students with a confirmed diagnosis of dyslexia will have the opportunity to discuss their diagnosis, and any evidence they may have, with the Specialist Study Skills Lecturer and may be offered further assessment if necessary.
- 27.20 Based on the results of the additional assessment the Specialist Study Skills Lecturer will advise on the next steps which may be one of the following:
- Referring the student to the Student Services Adviser to make arrangements for a full diagnostic assessment in order to access funding to enable them to access ongoing support (if not already in place)
 - Where further diagnostic testing is not required, providing the student with details of resources they can access to address any minor difficulties they are experiencing
 - Referral to the Academic Support Tutor
- 27.21 All associated documentation, including any evidence of diagnosis, will be saved on the student's individual folder within the secure Student Services drive.

Diagnostic Assessment

- 27.22 Students requiring a full diagnostic assessment or additional funding from Disabled Students Allowance will be supported by the Student Services Adviser to access this. Students will not however be able to access support unless they agree to seek all the required diagnostic testing and funding.
- 27.23 Student will be required to agree to the conditions of payment for the diagnostic assessment that are applicable for the current academic year (Appendix 4).
- 27.24 All interventions related to the DSA process will be recorded as a meeting on the student's electronic ILP.

Students eligible for DSA

- 27.25 On receipt of the entitlement letter from DSA the Student Services Adviser will record the student's entitlement on their ILP and also on monitoring sheet to be able to track delivered hours against their allocation.
- 27.26 Students will be contacted using their preferred method of communication within one working day of the request for support being received.
- 27.27 All sessions will then be booked with the student by the Specialist Study Skills Lecturer or the Student Services Adviser either in person or via their preferred method of communication, detailing the date, time, location and support to be offered. Students will be asked to confirm their appointment by replying to Dyslexia@northernart.ac.uk or signing the confirmation sheet (Appendix 5). Students will also be sent a reminder 24 hours prior to their appointment.
- 27.28 The Student Services Adviser will be the main point of contact for all queries relating to DSA support, including annual leave cover and staff sickness. In their absence any member of the Student Services Team will be able to provide support.
- 27.29 All queries and interventions relating to DSA support will be logged by the Student Services Adviser as a meeting record on the student's ILP.
- 27.30 Students' timesheets will be forwarded to the Student Services Adviser on a regular basis for checking, recording hours delivered and invoicing to the funding body. A regular check will also be made on students repeatedly missing or cancelling sessions. Such students will be asked to attend a meeting with the Student Services Adviser to look into the reasons behind the non-attendance and offer additional support if required.
- 27.31 If the student feels more hours of support are required, they will be supported to contact their assessor to consider the request, who will then approach the funding body to gain authorisation for any additional support. The Student Services Adviser will also confirm this request by email to the assessor.

Delivery of sessions

- 27.32 All sessions will be delivered in a private, confidential teaching room appropriate for one to one and small group sessions.
- 27.33 Sessions will be delivered by suitably qualified and trained staff who are registered with the appropriate organisations for providing support and have a current, relevant professional body membership. Staff will undertake relevant professional development and regular updates of training to ensure that their skills and knowledge are up to date with current thinking and they maintain their knowledge of appropriate assistive software.
- 27.34 At their first session all students will be provided with a copy of the Cancellation Policy (Appendix 6), which details how to cancel sessions, the timescales for doing so, the implications for missing sessions and any relevant charges. Each student will be asked to sign a copy of the Cancellation Policy to confirm their

understanding of the procedure. The student will also be required to give their permission to share their information for audit purposes (Appendix 7) and also sign an agreement outlining their responsibilities for attending the session (Appendix 8).

- 27.35 Students will also be reminded of the procedure for making complaints and mechanisms for providing feedback.
- 27.36 At each session the Specialist Study Skills Lecturer will log the details of the session on a timesheet (Appendix 9) and ask the student to sign to confirm attendance. Any missed or cancelled sessions will also be logged on the student's timesheet.
- 27.37 Details of all sessions will be recorded on the student's ILP, including the work planned for the session, the work undertaken, the work planned for the next session and any comments on the pace and breaks within the session. The student will be required to agree the contents recorded on the ILP by ticking the appropriate box.
- 27.38 The Specialist Study Skills Lecturer will liaise with the appropriate academic staff where required to ensure that students are appropriately supported within studio sessions and there is a shared understanding of the support needs of individual students. They will also liaise with academic staff where there are concerns about attendance and progression.
- 27.39 A formal review of student progress will take place on a termly basis and the ILP updated accordingly.
- 27.40 Any further details and documents relating to the student's work will be held confidentially on the Student Services drive, within their individual folders.

Termination of support

- 27.41 If a student wishes to terminate their support, they will be first reminded of the benefits of accessing support. If, however they still wish their support to cease they will be asked to complete a declaration (Appendix 10) to confirm they understand the implications of terminating their support.
- 27.42 The funding body will be notified of the termination by the Student Services Adviser within 10 working days of receiving the student's decision.

Feedback

- 27.43 Students will be offered the opportunity to provide feedback on the service in a variety of ways. The School has a Student Representative system through which students can provide feedback within Student Assemblies and Programme Boards. They are also able to provide feedback anonymously by the use of QR codes linked to an online survey, comment cards and also mini targeted surveys which are carried out on a regular basis at key points through the students learning journey.

- 27.44 Feedback will be considered at Student Services meetings and any actions required will be fed into the overall Student Services Action Plan as appropriate.

ROLES AND RESPONSIBILITIES

- 27.45 Specialist Study Skills Lecturer – It is the role of the Specialist Lecturer to arrange and undertake any of the initial and follow up screening/testing; complete with the student the documentation referred to in the above procedure and ensure the student is aware of their responsibilities in receiving support sessions. The Specialist Lecturer will also prepare, plan and deliver appropriate learning sessions for students with SpLD (dyslexia) and undertake regular reviews of learning. They will also provide specialist and specific advice and guidance relating to Specific Learning Difficulties (dyslexia) to students and staff.
- 27.46 Student Services Adviser – It is the role of the Student Services Adviser to provide initial communications between the student, the Specialist Lecturer and relevant academic staff. The Student Services Adviser will also take responsibility for providing a student with advice and guidance relating to the steps they need to take in order to receive support, and also any documentation that they may need to provide or complete. They will also monitor delivery of hours against entitlement, check timesheets and prepare the associated invoices.
- 27.47 The Student – it is the role of the student to ensure that they follow all the advice and guidance that they are given and to ensure that where they do not understand, they ask appropriate questions. The student must also ensure that they complete required assessments and documentation within time scales set out by the Student Services team.
- 27.48 School staff – All School staff are required to act upon any information they are sent by the Student Services team and make all necessary reasonable adjustments. Staff should ensure that they contact Student Services with any concerns or questions and treat all information they receive with confidentiality.

MONITORING AND EVALUATION

- 27.49 This procedure will be reviewed by the Student Services Manager and will be approved and by the Academic Board to ensure that it is reflective of current practice and meets the needs of both learners and staff. Any amendments will be consulted upon and an updated version of this document referred to relevant staff.