



UNIVERSITY  
OF LONDON

# Intercollegiate Halls Support to Reside Policy and Procedure

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# Contents

<b>SUPPORT TO RESIDE POLICY .....</b>	<b>3</b>
INTRODUCTION .....	3
TYPES OF CONCERN – DEFINITIONS.....	3
WHEN TO USE THIS POLICY AND PROCEDURE.....	4
BEHAVIOUR THAT MAY AMOUNT TO MISCONDUCT.....	4
SUPPORT AVAILABLE FOR STUDENTS .....	4
GUIDANCE FOR HALL WARDENS AND HALL MANAGERS.....	6
IMMEDIATE RISK OF HARM .....	6
RECORDING INFORMATION.....	6
SHARING INFORMATION .....	6
EQUALITY & DIVERSITY .....	8
<b>SUPPORT TO RESIDE PROCEDURE.....</b>	<b>9</b>
STEP 1: INITIAL CONCERNS REPORT.....	9
STEP 2: INITIAL DISCUSSION AND RISK ASSESSMENT .....	9
STEP 3: ONGOING OR SERIOUS CONCERNS.....	10
STEP 4: CRITICAL OR UNRESOLVED CONCERNS .....	12
APPEALS .....	14
THE OFFICE OF THE INDEPENDENT ADJUDICATOR FOR HIGHER EDUCATION .....	15
<b>STUDENT SUPPORT CHECKLIST .....</b>	<b>16</b>
IN AN EMERGENCY.....	16
NON-EMERGENCY SITUATIONS.....	16
<b>INFORMATION SHARING FLOWCHART .....</b>	<b>18</b>

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# Support to Reside Policy

## Introduction

This policy and the associated procedure relate to the management of concerns regarding a student's capacity to live independently and safely, interact appropriately with others, and to participate fully in the life of the University whilst resident in the Intercollegiate Halls. Such concerns may arise out of a student's health and wellbeing (including, but not limited to, physical health, mental health, disabilities and caring responsibilities). The University has a duty of care to respond appropriately to situations where there are substantial concerns relating to a student's health or behaviour that is having a detrimental impact on themselves or other members of the University community.

The University is committed to supporting student wellbeing and recognises that a positive and recovery-focussed approach to the management of physical and mental health is crucial. All members of the University community have a responsibility to support each other in creating a safe environment which is conducive to study, living and working.

The University expects students in the Intercollegiate Halls to be able to live safely, independently and in harmony with others, and not to conduct themselves in a way which has an adverse impact on those around them. Some students may require additional support to achieve this, but all students are responsible for managing their own health, wellbeing, and behaviour. This policy aims to encourage and foster independence, self-awareness, resilience and personal responsibility within our students.

The purpose of this policy and procedure is to outline what support is available and the steps to be followed in circumstances where safe and appropriate participation in the life of the hall cannot be sustained by the available support pathways. Other procedures, such as the Student Disciplinary Procedure, may need to be used in addition to supportive measures under this policy, in cases where student behaviour may amount to misconduct.

Staff are expected to support students in a person-centred, respectful manner. They must take into consideration and seek to minimise the stress and anxiety that engagement in any formal process may cause students. Every effort should always be made to address concerns with the full and informed agreement of the student. However, where a student is unable or unwilling to cooperate in the management of their health, wellbeing, or behaviour, this policy and procedure make provision for proceeding where consent cannot be obtained.

## Types of concern – definitions

- **Safeguarding concern:** Vulnerable to, or at risk of, abuse, exploitation or neglect.
- **Prevent Duty concern:** Vulnerable to, or at risk of, radicalisation or being drawn into terrorism.
- **Significant mental health concerns:** Risk to self (e.g. suicide, self-harm) or risk to others (e.g. violence).

## When to use this policy and procedure

The following instances, behaviours and circumstances may give rise to the use of this policy and procedure.

- A student's health or behaviour poses a risk to their own health, safety or wellbeing, or that of others.
- A student's health or behaviour is at risk of disrupting or negatively affecting their own learning or student experience, or that of other students.
- A student's health or behaviour is at risk of negatively affecting the day-to-day activities of the University.
- A student's health or behaviour is impacting adversely upon the health, safety or wellbeing of other students and/or staff.

This policy and procedure may be activated by:

- a Hall Warden;
- the Residential Life Manager;
- the Student Health & Wellbeing Manager; or
- the Director of Residential Services.

Throughout this policy and procedure, this group of staff is referred to as "a Hall Warden or other appropriate staff member".

## Behaviour that may amount to misconduct

The Support to Reside Procedure is not an alternative to the Student Disciplinary Procedure.

Where a student's behaviour may amount to misconduct as defined in the Student Disciplinary Procedure, nothing in this Support to Reside Policy and Procedure should preclude investigation or action under the Student Disciplinary Procedure. However, in some circumstances it may be appropriate to delay disciplinary proceedings at the discretion of the Hall Warden or Residential Life Manager.

It is always necessary to consider if wellbeing support is needed in parallel with any disciplinary proceedings. Since the Warden in a student's hall would normally be responsible for both wellbeing support and the conduct of disciplinary procedures, in some circumstances it may be appropriate for an alternative avenue of support to be made available (e.g. a Warden from another hall, not involved in the disciplinary proceedings).

## Support available for students

Primary responsibility for student support rests with the university, college, or institute where a student is enrolled to study. At most universities and colleges, this includes disability advisors, psychological services, and wellbeing advisors. The University is entitled, at any stage of the Support to Reside Procedure, to inform the student's university, college, or institute about any concerns being managed under the Procedure, where there is a *substantial public interest* or *vital interest* legal basis for doing so, and as before where consent cannot be obtained.

All students who meet the eligibility criteria to live in the Intercollegiate Halls are also eligible to receive National Health Service care, free at the point of use.

There is more information about the support available for our students at <https://london.ac.uk/current-students/support-wellbeing>.

## Residential Life: Wardens and Resident Advisors

Within the Intercollegiate Halls, students have access to wellbeing support provided by live-in Wardens and student volunteer student Resident Advisors – the Residential Life team. This is primarily a safety netting and signposting service and is not intended to replace the counselling and therapeutic services provided by member institutions or the National Health Service. The service provided by Wardens and Resident Advisors is designed for occasional use only and is not suitable for responding to frequent crises or providing regular long-term support.

### What Resident Advisors (RAs) can offer

- RAs can be a non-judgmental, empathetic listening ear for any worries or concerns.
- As fellow students, RAs may be able to share their own experience of university life and offer tips or suggestions for managing common challenges.
- RAs can help students work through low-level disagreements with other residents.
- The duty RA, available whenever the Hall office is closed, is available to be a first point of contact for any emergencies or crises. They can assist students in contacting the emergency services or other professional help if necessary.
- The duty RA may offer a friendly, once-daily check-in with any students who have been unwell or distressed, for up to a few days after the incident.

### What Wardens can offer

- A non-judgmental, empathetic listening ear for any worries or concerns.
- Advice or guidance about how to manage the kinds of problems commonly encountered by students.
- Help with resolving conflicts and disagreements in the Hall.
- Help with finding and navigating the professional support options available at colleges, universities, from charities, and within the health service.
- Help with creating a personal safety plan if a student experiences thoughts about self-harm or suicide.

### Residential Life team boundaries

Our Residential Life teams are not trained to be counsellors, coaches, therapists, or mental health advisors. They are not trained or qualified to carry clinical risk, so students with more complex or serious difficulties – including thoughts of self-harm or suicide – will always need to be treated by professional healthcare or support services. The Residential Life team is not able to offer intensive, frequent or regular support for individuals.

## Halls Management

The Hall Management team in a student's hall can help with physical adaptations where required for students with disabilities, and with developing personal emergency evacuation plans for students who may need special consideration in the event of a building evacuation.

### How students can contact the team in halls

Part 2 of the [Hall Handbook \(https://www.london.ac.uk/halls/useful-documents\)](https://www.london.ac.uk/halls/useful-documents) provides contact details for the Warden and Hall Management team in each Intercollegiate Hall. We also publish contact information on our [CampusLife website \(https://campuslife.london.ac.uk/tag/contacts\)](https://campuslife.london.ac.uk/tag/contacts). In an emergency, students should contact the reception desk for their hall, which is open 24 hours a day. The reception team will alert the member of staff or Resident Advisor on call.

## Counselling referrals

We work with Equality Focus to offer up to six sessions with a counsellor for students whose needs cannot be met by the mental health services at the university where they study, but which are

within the professional scope of our counsellors. Access to this service is by referral from the Residential Life Manager, within defined service criteria. Wardens may discuss with the Residential Life Manager to put forward students for consideration of a referral.

## Guidance for Hall Wardens and Hall Managers

Hall Wardens and Hall Managers may seek advice from the Residential Life Manager at any stage in supporting a student. Where more specialist health advice may be required, the Residential Life Manager will consult with the Student Health & Wellbeing Manager or other specialist colleagues.

In general, the Hall Warden will lead; the Residential Life Manager will be the primary support/guidance for the Warden; and the Student Health & Wellbeing Manager will advise and provide secondary support for specific issues.

Wherever possible and appropriate, guidance-seeking conversations will be made anonymous, so that the student's identity is not disclosed.

## Immediate risk of harm

If a student is reasonably considered to pose an immediate risk of harm to themselves and/or others, they are likely to require emergency assistance. In such cases, the individual(s) who identifies the incident should contact the emergency services. Relevant information may be shared in these circumstances under the *vital interests* legal basis. They must also report it immediately to the Hall Warden or other appropriate staff member.

The senior staff member will assess and manage the incident. This will normally include informing the student's emergency contact or next of kin.

Where possible, the student's consent to the disclosure of information to emergency services and emergency contact / next of kin should be obtained, but consent is not required where there is a reasonable belief that the student is at risk of immediate and/or serious harm. If it is not possible or appropriate to capture consent, a dated and timed secure record must be made on StarRez of why this was impossible or inappropriate.

When the immediate risk of harm has been managed and de-escalated, the Hall Warden will meet with the student and activate Step 2 or Step 3 of the Support to Reside Procedure, as applicable.

## Recording information

All information relating to students of concern must be recorded in the relevant sections within StarRez. Wherever possible, recording this information in the "Notes" section should be avoided; it is preferable to use the Residential Life, Incidents, or Concerns sections of StarRez.

## Sharing information

### Sharing information within the team

Resident Advisors must always share any concerns about a student's health or wellbeing with the Hall Warden. When dealing with urgent or emergency situations, Resident Advisors will always submit a report that is shared with the Warden, other RAs, and the Hall Management team.

Conversations with a Warden are normally confidential. If the Warden considers that information about a student needs to be shared with other members of the team, and if this cannot be done

on an anonymised basis, they will normally ask for the student's consent to share as part of the [Information Sharing Flowchart on page 18](#).

### Sharing information with third parties

In a situation where we believe a student is at risk of serious or lasting harm, or is placing others at risk of such harm, we will consider contacting a third party such as next of kin, emergency contact, the emergency services, safeguarding services, or a student's university or GP. This may arise at any stage in the Support to Reside Procedure. The [Information Sharing Flowchart on page 18](#) will guide decision-making around the sharing of information. Wherever possible, we will seek consent before sharing information with a third party.

### Situations when the University will contact third parties

Situations in which we may need to contact a third party include, but are not limited to:

- A student is exhibiting behaviour that may pose a serious risk to safety and wellbeing.
- A student attends or is admitted to hospital in an emergency.
- A student suffers serious physical injury, including significant self-harm.
- A student has not recently been seen in the Hall accommodation, we have been unable to contact the student and they are considered missing.
- A student is experiencing a serious mental health crisis.

### Equality Focus confidentiality statement

Counselling from Equality Focus may be offered to residents living in the Intercollegiate Halls. The Residential Life Manager would need to make a referral to Equality Focus, and this would include the student's name, age, contact details, and the reason for the referral.

Equality Focus provides a confidential service and the information students discuss with their counsellors is not routinely provided to the University unless the student's health, wellbeing or welfare is judged to be at imminent risk. In these circumstances and where the counsellor thinks the student needs additional support, they will seek the student's consent to share their name and information about the concerns with the Residential Life team so that they can provide further help. In some circumstances where the student is not able to provide consent or where the student refuses consent, Equality Focus may still decide to share relevant information with the University where it is necessary to protect the student's or another person's vital interests.

### Information-sharing principles

The following principles govern how and when the University shares information:

- There must be a clear and legitimate purpose for sharing the information.
- We will be open and honest about why, what, how, and with whom the information will be shared.
- We will share anonymised information wherever doing so does not compromise the purpose for which information is being shared.
- We will seek consent before sharing identifiable information unless it is inappropriate, unsafe, or impossible to do so.
- We will only share information without consent if there is a reasonable belief that the sharing of information is necessary to help prevent significant harm (*vital interest* or *substantial public interest* legal basis).
- Information sharing will be necessary, proportionate, relevant, adequate, accurate, timely, and secure. We will share only the information that is necessary for the purpose it is being shared. We will share information only with people who need to have it, and we will share the information in a secure manner.

- We will keep records (in StarRez) of our decision-making around sharing information.

### Special category data

The UK GDPR singles out some types of personal data as likely to be more sensitive, and gives them extra protection:

- personal data revealing racial or ethnic origin;
- personal data revealing political opinions;
- personal data revealing religious or philosophical beliefs;
- personal data revealing trade union membership;
- genetic data;
- biometric data (where used for identification purposes);
- data concerning health;
- data concerning a person's sex life; and
- data concerning a person's sexual orientation.

This is often referred to as *special category data*.

If personally identifiable special category data relating to a student is transferred to a third party under this Policy and Procedure, the following process must be adhered to:

1. The data must be stored in a password-protected file on University systems only (e.g. on SharePoint or WebDrop).
2. A link to the password-protected file may be shared by email with the third party.
3. The password must be shared separately.

### Data protection impact assessment

A data protection impact assessment (DPIA) has been completed for this Policy and Procedure.

### General information sharing and data protection policies

- Halls Privacy Notice: <https://london.ac.uk/halls/useful-documents>
- Data Protection at the University of London: <https://london.ac.uk/about-us/how-university-run/policies/data-protection>

## Equality & diversity

An equality impact assessment (EIA) has been completed for this Policy and Procedure.

The prevalence of health and wellbeing issues varies between different age, sex, and ethnic groups. The University monitors cases managed under Step 3 and Step 4 of the Support to Reside Procedure to help identify any differential impact of the procedure (positive or negative) on different groups.

# Support to Reside Procedure

## Step 1: Initial concerns report

Any member of the University community with concerns about the health or behaviour of a student resident of the Intercollegiate Halls should discuss their concerns with the Hall Warden, or other appropriate staff member. Wherever possible and appropriate, the person should ask for consent from the student before disclosing their identity as part of such a conversation.

## Step 2: Initial discussion and risk assessment

The Hall Warden or other appropriate staff member should discuss the concerns with the student in an informal and supportive manner, and give the student the opportunity to explain their perception of the matter. The nature of the concern will be identified, encouraging the student to reflect on the issues, including the potential impact on themselves and others. The student and staff member should discuss if change is needed and if the student is willing and able to make changes to address the concerns. The student should be supported in considering solutions and be guided towards obtaining additional support or reasonable adjustments.

The student must be made aware that safety and wellbeing concerns within the Intercollegiate Halls are managed according to this Support to Reside Policy and Procedure.

A secure record of this discussion and any agreed actions must be made in StarRez.

### Risk assessment

The Hall Warden or other appropriate staff member will conduct an informal risk assessment of the student's health, wellbeing, and behaviour. This is not a clinical risk assessment, but should attempt to determine whether there is clear evidence that the student:

- is vulnerable to harm, including abuse, exploitation, or neglect;
- poses a risk to their own or others' health, safety or wellbeing;
- is at risk of disrupting or negatively affecting their own learning or student experience or that of other students;
- is at risk of negatively affecting the day-to-day activities of the University; or
- is impacting adversely upon the health, safety or wellbeing of other members of the University community.

If a clear risk is identified, the Hall Warden or other appropriate staff member will work through the [Student Support Checklist \(pages 16-17\)](#). If the student is unable or unwilling to engage with support, the Hall Warden or other appropriate staff member may escalate directly to Step 4.

### Step 2 outcomes

Possible outcomes from Step 2 might include:

- No follow-up action necessary
- Signposting or referral to appropriate support or healthcare services
- Direct referral to the Student Assistance Programme
- Supporting the student to apply for extenuating circumstances or an appropriate change to their programme status
- Agreed actions for the student to complete

- Agreeing a [safety plan](#)<sup>1</sup>, [crisis management plan](#)<sup>2</sup>, and/or [wellness recovery action plan](#)<sup>3</sup>
- The student's agreement about changes to behaviour
- A follow-up date to review progress
- Informing the student's university, college, or institute of the concerns
- Informing the student's emergency contact or next of kin – with consent wherever possible and only if safe and appropriate
- Activating the University's Safeguarding Policy (if the student is vulnerable to harm, including abuse, exploitation, or neglect)
- Initiating a Prevent Duty referral
- Direct escalation to Step 3 below
- Direct escalation to Step 4 below

In most cases, resolution or at least a satisfactory de-escalation of risk with ongoing, low-key monitoring will be possible at Step 2.

### Students of Concern monitoring

The Hall Warden or other appropriate staff member must complete the anonymised case monitoring report at <https://forms.office.com/r/w9EFacRiMj>.

## Step 3: Ongoing or serious concerns

Step 3 may be activated by the Hall Warden or other appropriate staff member in the following circumstances:

- The student's health, wellbeing, or behaviour deteriorates despite measures taken at Step 2
- The student has support needs that may exceed the capacity of the Intercollegiate Halls to reasonably provide without support from third parties
- There is potential for serious, severe, continuing, sustained, repeated, or prolonged risk to the student's or others' health, safety, or wellbeing
- There is potential for serious, severe, or continuing disruption to the day-to-day activities of the University
- There is potential for serious, severe, or ongoing adverse impact upon the health, safety, or wellbeing of other members of the University community

Activation of Step 3 will normally take place only after a documented discussion between any two or more of:

- the Hall Warden
- the Residential Life Manager
- the Student Health & Wellbeing Manager
- the Director of Residential Services

Where there are critical safety concerns, Step 3 may be omitted, moving instead directly to Step 4.

### Step 3 meeting with student

The Hall Warden or other appropriate staff member will invite the student to a meeting, making it clear in the invitation that this will be "a formal meeting under Step 3 of the Support to Reside Procedure" and including a reference link to this document.

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<sup>1</sup> <https://get.gg/docs/SafetyPlan.pdf>

<sup>2</sup> <https://get.gg/docs/CrisisManagementPlan.pdf>

<sup>3</sup> <https://www.getselfhelp.co.uk/docs/WRAP.pdf>

The student is entitled to be accompanied to a Step 3 meeting in a supportive capacity by another member of the University community or a healthcare professional involved in supporting them.

The Step 3 meeting should be a supportive process. The [Student Support Checklist](#) should be worked through and the discussion should include the points below.

- Clear and specific identification of the issue, concern, or risk that resulted in the meeting being called.
- An opportunity for the student to give their perspective on the issues and if appropriate a history of events, past experiences and helpful strategies or support for managing these issues.
- A review of the student's standing at the University (including any disciplinary or credit history issues) and the implications thereof.
- Clarification of the student's responsibility to the University community (i.e. to live safely, independently and in harmony with others, and not to conduct themselves in a way which has an adverse impact on those around them).
- Identification of an action plan to support the student with clear targets to be reviewed within a defined timeframe.
- Understanding that a failure to engage with the action plan is likely to result in moving to Step 4 of this procedure.

A secure record of this discussion and any agreed actions must be made in StarRez.

### Step 3 outcomes

Possible outcomes from the Step 3 meeting might include:

- No follow-up action necessary
- Signposting or referral to appropriate support or healthcare services
- Direct referral to the Student Assistance Programme
- Supporting the student to apply for extenuating circumstances or an appropriate change to their programme status
- Required actions for the student to complete within a defined timeframe
- Agreeing a [safety plan](#)<sup>4</sup>, [crisis management plan](#)<sup>5</sup>, and/or [wellness recovery action plan](#)<sup>6</sup>
- The student's agreement about changes to behaviour
- A follow-up date to review progress
- Informing the student's university, college, or institute of the concerns
- Informing the student's emergency contact or next of kin – with consent wherever possible and only if safe and appropriate
- Activating the University's Safeguarding Policy (if the student is vulnerable to harm, including abuse, exploitation, or neglect)
- Initiating a Prevent Duty referral
- Direct escalation to Step 4 below

### Students of Concern monitoring

The Hall Warden or other appropriate staff member must complete the anonymised case monitoring report at <https://forms.office.com/r/w9EFacRiMj>, including in situations where the same case has been reported at Stage 2. Please note, this form is only to be completed by staff.

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<sup>4</sup> <https://get.gg/docs/SafetyPlan.pdf>

<sup>5</sup> <https://get.gg/docs/CrisisManagementPlan.pdf>

<sup>6</sup> <https://www.getselfhelp.co.uk/docs/WRAP.pdf>

### Equality & diversity impact monitoring

The Hall Warden or other appropriate staff member must complete a Support to Reside referral monitoring form at the conclusion of Step 3: <https://forms.office.com/r/8dAgSH8Y7p>. Please note, this form is only to be completed by staff.

## Step 4: Critical or unresolved concerns

Step 4 may be activated by the Hall Warden or other appropriate staff member in the following circumstances:

- The student is unwilling to agree to required actions at Step 3 or Step 4 previously
- The student fails to engage with actions agreed at Step 3 or Step 4 previously
- The student's health, wellbeing, or behaviour deteriorates despite measures taken at Step 2, Step 3, or Step 4 previously
- The student has critical support needs that exceed the capacity of the Intercollegiate Halls to reasonably provide
- There is continuing, sustained, repeated, or prolonged risk to the student's or others' health, safety, or wellbeing
- There is critical or continuing serious disruption to the day-to-day activities of the University
- There is a critical or ongoing serious adverse impact upon the health, safety, or wellbeing of other members of the University community

Activation of Step 4 will normally take place only after a documented discussion between any two or more of:

- the Hall Warden
- the Residential Life Manager
- the Student Health & Wellbeing Manager
- the Director of Residential Services

### Step 4 Student Support Panel Review

At Step 4, the student's case is reviewed by a Support to Reside Panel. The Panel should normally be constituted as follows:

- the Residential Life Manager **or** Student Health & Wellbeing Manager (Chair);
- the Hall Warden **or** Hall Manager **or** Residential Operations Manager; and
- another member of University of London staff who has not previously been involved in the case.

In addition, a member of staff from the student support service of the university, college, or institute where the student is enrolled to study, or the student's personal tutor, should be invited to join the Panel; however, their attendance is not a requirement.

The Hall Warden or other appropriate staff member will invite the student to attend the Support to Reside Panel Review. They will make it clear in the invitation that this will be "a formal Panel Review under Step 4 of the Support to Reside Procedure" and will include a reference link to this document. They will make it clear that the Support to Resident Panel will meet as scheduled, and that the student's attendance is not a requirement for the Panel Review to proceed.

If the student chooses to attend the Panel Review, they are entitled to be accompanied to a Step 4 Support to Reside Panel Review in a supportive capacity by another member of the University community or a healthcare professional involved in supporting them.

The Step 4 Support to Reside Panel Review should be a supportive process. Discussion should include the points below, in addition to a review of the [Student Support Checklist](#).

- Clear and specific identification of the issue, concern, or risk that resulted in the Panel Review being called.
- A review of any previous agreed action plans and the extent to which these have been completed.
- An opportunity for the student to give their perspective on the issues and if appropriate a history of events, past experiences and helpful strategies or support for managing these issues.
- A review of the student's standing at the University (including any disciplinary or credit history issues) and the implications thereof.

If the student chooses to attend the Panel Review, the following points should also be included.

- An opportunity for the student to give their perspective on the issues and if appropriate a history of events, past experiences and helpful strategies or support for managing these issues.
- Clarification of the student's responsibility to the University community (i.e. to live safely, independently and in harmony with others, and not to conduct themselves in a way which has an adverse impact on those around them).
- Clarification of the University's duty of care to protect the health and safety of all members of the University community, including all students and staff.

If the student chooses to attend the Panel Review, the Panel will retire to make its conclusions in private after hearing from the student. The outcome will be communicated to the student within 3 working days.

A secure record of the Support to Reside Panel Review and any agreed actions must be made in StarRez.

#### Step 4 outcomes

Possible outcomes from the Step 4 meeting might include:

- No further action necessary
- Signposting or referral to appropriate support or healthcare services
- Direct referral to the Student Assistance Programme
- Supporting the student to apply for extenuating circumstances or an appropriate change to their programme status
- Required actions for the student to complete within a defined timeframe
- Agreeing a [safety plan](#)<sup>7</sup>, [crisis management plan](#)<sup>8</sup>, and/or [wellness recovery action plan](#)<sup>9</sup>
- The student's agreement about changes to behaviour
- A follow-up date to review progress
- Informing the student's university, college, or institute of the concerns
- Informing the student's emergency contact or next of kin – with consent wherever possible and only if safe and appropriate
- Activating the University's Safeguarding Policy (if the student is vulnerable to harm, including abuse, exploitation, or neglect)
- Initiating a Prevent Duty referral

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<sup>7</sup> <https://get.gg/docs/SafetyPlan.pdf>

<sup>8</sup> <https://get.gg/docs/CrisisManagementPlan.pdf>

<sup>9</sup> <https://www.getselfhelp.co.uk/docs/WRAP.pdf>

- Allowing the student to voluntarily end their Licence Agreement and leave the accommodation and releasing the student from ongoing accommodation fees liability from the date their room is vacated and the key returned
- Placing conditions on the student's continued occupancy of the accommodation
- Terminating the student's Licence Agreement with 24 hours' notice
- Terminating the student's Licence Agreement with 28 days' notice

### Termination of Licence Agreement

A student's Licence Agreement will normally be terminated only if, in the opinion of the Review Panel:

- the student cannot be safely and reasonably supported within the Intercollegiate Halls to reduce the risk to the student to an acceptable level; or
- the student's health or behaviour constitutes a significant risk to others' health and safety.

If the student will continue to study at their university, college, or institute after termination of their Licence Agreement, the University will endeavour to support the student to access alternative accommodation; usually this will be provided by the university where they study.

### Risk of homelessness

Students managed at Step 4 of this Procedure are likely to be vulnerable. If it is apparent that the student would not have access to alternative accommodation in a suitable environment, or would be at risk of homelessness, the decision to terminate their Licence Agreement must only be made in circumstances where this is the only reasonable option to manage a serious risk to others' health and safety and to fulfil the University's duty of care to other students and staff.

### Students of Concern monitoring

The Hall Warden or other appropriate staff member must complete the anonymised case monitoring report at <https://forms.office.com/r/w9EFacRiMj>, including in situations where the same case has been reported at Stage 2. Please note, this form is only to be completed by staff.

### Equality & diversity impact monitoring

The Chair of the Step 4 Review Panel must complete a Support to Reside referral monitoring form at the conclusion of Step 4: <https://forms.office.com/r/8dAgSH8Y7p>. Please note, this form is only to be completed by staff.

## Appeals

A student may appeal against the following outcomes of a Step 4 Support to Reside Review Panel:

- Placing conditions on the student's continued occupancy of the accommodation
- Terminating the student's Licence Agreement with 24 hours' notice
- Terminating the student's Licence Agreement with 28 days' notice

To make an appeal, the student must write to the Director of Residential Services within 10 working days of the date of the email informing the student of the Review Panel's decision.

Appeals may only be made on the following grounds:

- procedural irregularity in the conduct of the case; and/or
- if there is new evidence that can be substantiated, and may have affected the outcome had it been known to the Support to Reside Review Panel and there is a valid reason for not making it known at the time.

Appeals against the decision of the Support to Reside Review Panel will be considered by an Appeals Panel, within 10 working days of the date of receiving the appeal. The Appeals Panel will be constituted as follows:

- the Director of Residential Services (or their deputy); and
- another senior member of University staff (director or above).

The student may make written submissions to the Appeal Panel and will not normally be invited to attend in person.

Where a student's Licence Agreement has been terminated with 24 hours' notice, making an appeal will pause the requirement for the student to move out of the hall, and the Appeals Panel will convene at the earliest possible opportunity. Where a student's Licence Agreement has been terminated with 28 days' notice, making an appeal does not alter the date of the termination.

## The Office of the Independent Adjudicator for Higher Education

The procedure detailed above completes the University's consideration of a student's case within Halls. Attention is however drawn to the Office of the Independent Adjudicator for Higher Education (OIAHE). The OIAHE provides an independent scheme for the review of student complaints about a final decision of a University's appeal body.

Full details of the OIAHE and how to make a complaint are available from the University or on the website of the OIAHE <http://oiahe.org.uk>.

The postal address is:

Office of the Independent Adjudicator for Higher Education  
Second Floor, Abbey Gate  
57–75 Kings Road  
Reading  
RG1 3AB

Telephone: 0118 959 9813

# Student Support Checklist

Not every point will be relevant for every student and every situation. What is important is that no point is overlooked. Remember that guidance conversations between colleagues can often be anonymised, not disclosing the identity of the student(s) involved.

## In an emergency

- Consider calling the police
- Consider calling an ambulance
- Consider accompanying to A&E
- Consider calling crisis team / single point of access
- ALWAYS escalate and report (see below)

## Non-emergency situations

### Communication with the student

- Student is aware of our concerns
  - If not, *document why* this discussion was inappropriate or impossible
- Student encouraged to self-disclose difficulty to next of kin and other supportive family/friends (if safe and appropriate)
  - They agreed? *Document who*
- Preferred way to stay in touch

### Check details with student and document

- Email and phone number
- Next of kin
- One or more other family/friends who are supportive
- General practitioner

### Student consents to...

*Consent must be sought unless it is impossible or unsafe to do so. If sharing information is necessary to save a life, or to prevent serious harm to a child or individual at risk, you may share information without consent, but still seek consent if possible – and document why if it is not.*

- In Halls: Sharing with Resident Advisors
- Sharing with university/college student support service
- Sharing with next of kin (*if safe and appropriate*)
- Sharing with other family/friend supportive person (*document who*)
- Sharing with general practitioner
- Sharing with other healthcare provider (*document who*)

### Signposting

- Local IAPT mental health services (self-referral)
- Local addiction services (if relevant)
- General practitioner
- University/college/teaching centre student support service
- Counselling
- Disability services if reasonable adjustments required
- Financial support
- Chaplaincy
- Personal tutor
- Third sector
- Websites, books, self-help tools

### Sense & context-checking

- Consideration given to who else could provide insight into this student's circumstances, including cultural influences
  - Conversation with these people (*only with documented consent, or anonymised*)
- Conversation with an experienced colleague to sense-check concerns (*this can normally be an anonymised conversation*)

### Professional support

- Student is engaging with GP
- Student is engaging with crisis team
- Student is engaging with local IAPT mental health services
- Student is engaging with local addiction services
- Student is engaging with university/college/teaching centre student support service
- Student is engaging with personal tutor
- Student is engaging with third sector support

### Family & friends

- Next of kin aware (*if safe and appropriate*)
  - Supportive
- Other family members aware (*if safe and appropriate*)
  - Supportive (*who?*)
- Friends aware (*who?*)
  - Supportive

### Safety planning

- Student has a crisis safety plan

### Supporting the supporters

- Opportunity for debriefing offered
- External support options discussed (e.g. EAP)
- Clear action plan shared with team in case of future incidents

### Escalation and reporting

- Line manager aware
- Reported for monitoring purposes
  - Student of concern anonymous reporting (all cases) - <https://forms.office.com/r/w9EFacRiMj>
  - Equality & diversity impact monitoring (cases managed under Step 3 or Step 4 of the Support to Reside Procedure) – <https://forms.office.com/r/8dAgSH8Y7p>

*Please note, these forms are only to be completed by University of London staff.*

### Safeguarding-specific

- Departmental Safeguarding Officer (DSO) informed
- Student Health & Wellbeing Manager and University Secretary informed via [safeguarding@london.ac.uk](mailto:safeguarding@london.ac.uk)
- Referral to local authority safeguarding services considered
- Referral made to local authority safeguarding services

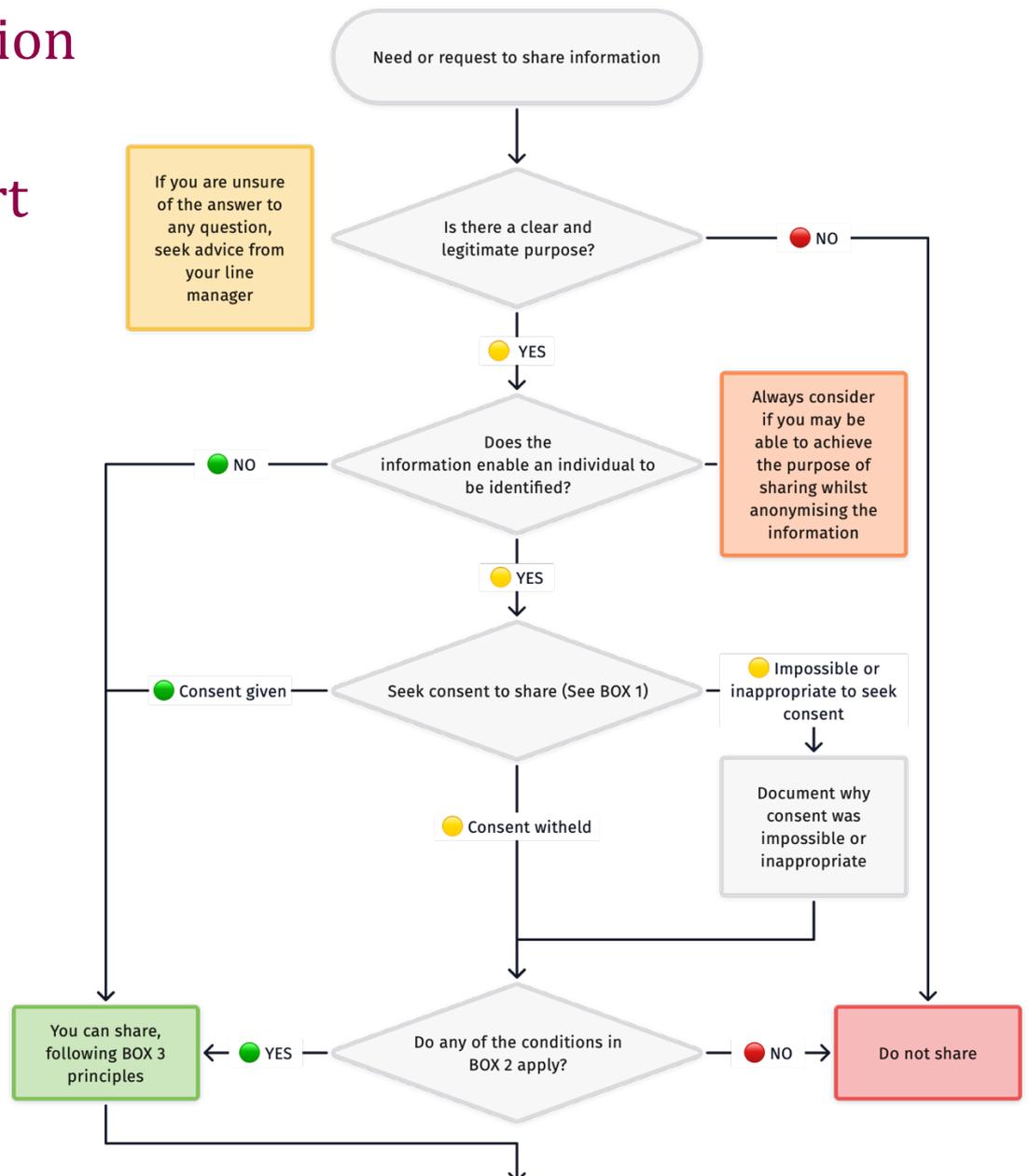
### Prevent Duty-specific

- Departmental Safeguarding Officer (DSO) informed
- Departmental Prevent Duty Lead informed (if different from DSO)
- Student Health & Wellbeing Manager and University Secretary informed via [safeguarding@london.ac.uk](mailto:safeguarding@london.ac.uk)
- Considered informal discussion with local authority
- Considered informal discussion with DfE Prevent Lead
- Formal referral to local authority made
- Channel referral made

### Documentation

- Responses to all above checkpoints clearly and contemporaneously documented in StarRez

# Information Sharing Flowchart



Make a written record of what information was shared, when, with whom, and for what purpose. Include a note of the lawful basis on which the information was shared and the decision-making process that was followed.

**BOX 1 (CONSENT)**

- (a) Valid consent must be informed and given freely, without coercion.
- (b) Consent may be verbal or written, but must be explicitly given and a record made.
- (c) The more sensitive the information, the greater the need for written consent.
- (d) Prior, general consent should be re-affirmed for the specific situation wherever possible.
- (e) If there is a significant change in the use to which the information will be put compared to that which had previously been explained, consent should be sought again.
- (f) Individuals have the right to withdraw consent at any time.

**BOX 2 (VITAL & PUBLIC INTERESTS)**  
Sharing is necessary to...

- (a) Save life (vital interests)
- (b) Prevent significant harm to a child or serious harm to an adult at risk (significant public interest)
- (c) Prevent serious crime or disorder, including terrorism (significant public interest)
- (d) Comply with a statutory obligation or court order

**BOX 3 (PRINCIPLES)**

- (a) Share only information that is necessary and proportionate: the minimum required to fulfill the purpose for which it is being shared.
- (b) Share only information that is relevant to the purpose.
- (c) Ensure that the information shared is adequate, accurate, and timely for the purpose it is being shared.
- (d) Share information securely.



[london.ac.uk](http://london.ac.uk)