



Chapter 2

Students of Concern

1. Introduction

- 1.1. The University welcomes a diverse Student body and seeks to ensure that all students have the opportunity to study, achieve and enjoy University life to the best of their ability, in a safe and supportive environment which allows for academic and personal development.
- 1.2. The University has a commitment to student experience and offers a range of student services and support to help students reach their potential while at University. Whilst students are responsible for their own learning, the University provides a range of support services to help students reach their potential while at University. Whilst students are responsible for their own learning, the University provides a range of support services to help students reach their potential while at University.



- 1.6. The University has statutory obligations under Equality Legislation, to make reasonable adjustments for Students who have a disability.
- 1.7. Consideration will be given, if it seems helpful, as part of this process to engaging emergency contacts. This would ordinarily be with the student's consent, but in exceptional circumstances, consideration may be given to engaging them anyway. Any such decision would be carefully balanced, and will only happen after consultation with the Information Governance Office, to the28 0c



- 2.5 Staff members should recognise that most welfare concerns will fall below the Level 1 threshold and staff members (Academic and Professional Services) should make all reasonable efforts to provide appropriate academic and pastoral support/sign-posting and to engage students in the provision of that support before a Student of Concern Referral is made to Student Welfare. Information on academic and pastoral support can be found in multiple locations including mandatory training, the [Healthy DMU staff toolkit](#) and within [DMU Student Support](#).
- 2.6 This policy is not intended as a way of responding to crises. In cases of emergency situations e.g. immediate risk of serious self-harm, suicide or to harm others, Staff must always ring 999.

3. Applying the six principles of Safeguarding

- 3.1 The six principles of Safeguarding will be at the heart of the operation of this procedure, as follows;
- 3.2 Prevention – this policy should be understood as being about preventing unwanted outcomes, such as a student not achieving their academic potential, or experiencing harm / harming the wider university community. It should therefore whenever possible be enacted at an early stage, rather than being seen as a 'last resort'.
- 3.3 Partnership – in order for this policy to achieve its aims it will be necessary for both students and the university to work together to devise plans which have a chance of succeeding. The student's views should always form a central part of decision making
- 3.4 Empowerment – the aim of this policy will be to assist the student to identify and access resources and support which put them in the best position to develop as an independent learner.



- 3.5 Proportionality – students, as with any other member of society, have the right to make choices which other may not perceive to be in their best interests. The purpose of this policy is not to interfere with those choices, and the policy should only be enacted when there are serious concerns, and escalation through the three stages, should also be carefully considered.
- 3.6 Protection – as an organization DMU is committed to providing support and protection to those in the greatest need, and wherever possible the exercise of this policy, should be about trying to ensure students with the most difficult circumstances are afforded that protection.
- 3.7 Accountability – plans which are made as part of this process will involve commitments from both the university and students,223 Tw 0.51 (s)0.8nT-3 (b)i10 Tw



- 4.4 All Student Welfare services at DMU are committed to the six principles of Safeguarding, and in particular will seek to agree plans in partnership with students, which empower them to succeed in their education.
- 4.5 If the Student does not engage at this level and /or there is continued risk of nonengagement and /or concern of a Student's activities which is beyond a welfare service(s) business as usual (see 4.2), the principle of partnership remains important and this should wherever possible be discussed with the student, and a joint decision reached on a productive way forward.
- 4.6 A service may escalate the Student to Level 2, but should only do so, when it is proportionate to do so, for example because the principles of protection or prevention cannot be achieved without that escalation occurring: Enhanced Concerns.

5. Level 2: Enhanced Concerns

- 5.1 Where there is an enhanced concern, or a pattern of behaviour which goes beyond a welfare service(s) and/or Security's business as usual and/or continues to impede a Student's ability or other Students' ability to progress.
- 5.2 A service notifies the Student at Risk Committee (via the Clerk) of a Student who they have Enhanced Concerns about. The Committee considers whether with the six principles of Safeguarding in mind, whether an escalation would be proportionate to the situation, and where appropriate ratifies the escalation and confirms the lead service for the Enhanced Concern.
- 5.3 The lead service invites the Student to a meeting to work in partnership to cocreate a support plan. A Student can be accompanied by a companion.
- 5.4 Prior to the meeting the lead service will collate and document information from relevant colleagues (across Professional Services and Faculty) on a support plan to ensure a whole-individual approach. Any written submissions by the Student will considered at this stage also.



5.5 At the outset of the meeting the purpose of the meeting should be explained, in particular emphasizing that the intention is to work in partnership to find a way to empower the student to succeed in their studies, and prevent as far as possible negative outcome occurring.

5.6





11. Return to Study

- 11.1 Following a period of absence from the University it may be appropriate for the Student to return to resume studies and return to University. If this is the case, it will be necessary to ensure that the Student is supported by their Faculty and/or Programme team (which may include Associate Professor Student Experience, Programme Leader, Personal Tutor) with advice from welfare services.
- 11.2 Other members of staff within welfare service(s) will be available to provide advice and support, as appropriate, to facilitate the Student's transition back onto the course, particularly in relation to any action that might be required under the Equality Act 2010 and other relevant Equality Legislation. This will be arranged by the Faculty with the direct involvement of, or in consultation with welfare services.

12. A Student's right of appeal

- 12.1 The Student has the right to appeal against decisions made as part of this process. The Student can appeal in writing to the Academic Registrar or nominee and Academic Services, within 10 working days of being sent details of the outcomes of any stage of this process.



- 12.4 The Academic Registrar or nominee, shall convene the Appeals Panel and arrange for the appeal to be heard if they feel there is substance to do so. The Appeals Panel shall comprise: Chair: The Vice Chancellor (or nominee), A member of the Students' Union Executive Committee, and a member of staff from Registry Services.
- 12.5 The student will be given notice in writing of the hearing and the members of the Appeals Panel due notice will be deemed to have been given if the notice and supporting information was securely using an encrypted and password protected document to the Students University email and any personal email addresses provided by the Student, no less than 10 University working days before the date of the hearing.
- 12.6 If the Student does not attend the hearing, without reasonable explanation, as determined by the Chair, the appeal shall be considered to have lapsed.
- 12.7 If the Student, on good grounds, wishes to object to any member of the Appeals Committee, the Student shall submit their objections in writing to be received by the Academic Registrar or nominee and Registry Services at least 5 University working days before the hearing. If the grounds for objection are upheld, an alternative member of the Panel will be identified.
- 12.8 The student has the right to appear and be heard and to be accompanied by a representative ([as outlined in the Glossary to these Regulations](#)).
- 12.9 The Appeals Panel may set aside, vary or confirm the decisions made as part of the student concern process.
- 12.10 The decision of the Appeals Panel is final and not subject to review by any other University body.
- 12.11 The Appeals Panel shall inform the student, the Academic Registrar or nominee the Head of Student Welfare and the PVC/Dean of the Student's Faculty of its decision.



13. Data Protection

- 13.1 The University and its Staff are governed by the Data Protection Act 2018 and the UK General Data Protection Regulation (GDPR). It also adheres to the duty of confidence and the Human Rights Act (Article 8).
- 13.2 Further information on confidentiality and how DMU processes personal data, and the legal basis for doing so are within DMU's privacy notice [and data protection information](#)

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