

SOAS Safeguarding Policy

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Version	4
Date	31 st October 2018
Approved By	Academic Board
Date for Review	October 2019

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1.0 Purpose and Aims

- 1.1 SOAS is committed to providing a safe and secure environment for all within our learning community – including students, staff and visitors who access the School's facilities and services. The policy has been developed in accordance with the School's obligations as set out in the Equality Act (2010), Public Sector Equality Duty and the SOAS Equality, Diversity and Inclusion Strategy.
- 1.2 SOAS acknowledges its responsibility to safeguard the wellbeing of under-18s and those deemed to be adults at risk. SOAS defines an adult at risk as an adult, over the age of 18, who may require services by reason of mental or other disability, age or illness, and who is, or may be, unable to take care of themselves, or unable to protect themselves against significant harm, abuse or exploitation. However SOAS recognises its responsibility to the whole community who may, at a particular time, need to be protected from exploitation whether that be financial, sexual, criminal, extremist or political ends, emotional abuse, domestic abuse, or grooming.
- 1.3 SOAS expects that all staff, students and volunteers accept the fundamental principle and legal requirement that in any given situation, the welfare of a child (any young person under the age of 18) or adult at risk is of paramount importance. The SOAS Safeguarding is applicable to all staff and students.
- 1.4 This policy and associated procedures have been designed following a review of practice in higher education institutions and is cognisant of the advice contained in: *Safeguarding Children: Guidance for English Higher Education Institutions* (DIUS, 2007); *Working Together to Safeguard Children* (HM Government, 2010), Pan-London Child Protection Procedures and the Hefce Monitoring Framework for the Higher Education sector (2015).
- 1.5 This policy is designed to help SOAS meet statutory obligations in respect to:
- Children's Act 1989 & 2004
 - Children and Families act 2014
 - Care Act 2014
 - Care Standards Act 2000
 - Children's Act 2004
 - Safeguarding Vulnerable Groups Act 2006
 - UN Convention on the Rights of the Data Protection Act 1998
 - Health and Safety at Work Act 1974
 - Data Protection Act 1998
 - Equality Act 2010
 - Protection of Freedom Act 2012
 - Rehabilitation of Offenders Act 1974
 - Working Together to Safeguard Children 2015
 - CTSA 2015

2.0 Equality, Diversity & Inclusion

2.1 The policy has been developed in accordance with the School's obligations as set out in the Equality Act (2010) and the SOAS Equality, Diversity and Inclusion Strategy.

2.2 As such, the policy will not disadvantage anyone on the basis of age, disability, ethnicity, gender reassignment, marital status, pregnancy or maternity, religion or belief, sex or sexual orientation. An Equality Impact Assessment will be conducted annually with respect to this policy, with identified actions embedded within the School's equality and diversity action plans.

3.0 Scope

3.1 What and Who the guidelines apply to?

The safeguarding policy relates to all members of the SOAS community. Some examples are included here with reference to interactions with specific groups, individuals or activities:

- a) Students admitted to SOAS whilst under the age of 18

N.B The School also has an [Under 18s policy](#) which provides additional information on how role and responsibilities of the School and students in supporting Under 18s.

- b) Study abroad Students and PhD candidates conducting studies away from SOAS;
- c) Activities organised by the School that take place on its premises or the Student Union's premises;
- d) Research activity which engages with vulnerable groups (which must also conform to SOAS' Ethics Code);
- e) Activities organised by the School whether this takes place i) on SOAS premises, ii) during off-site placements, iii) in other off-site activities that the School is directly responsible for;

NB: If a staff member is working with, at or for a third-party institution on their premises and safeguarding concerns were to arise, the staff member should follow the safeguarding policy and procedure of that institution. Additionally, they should notify the SOAS Safeguarding Officer of the incident via the SOAS reporting form.

- f) SOAS Students with spent or unspent criminal convictions;
- g) SOAS Alumni working with current students;
- h) Any member of the SOAS community whose behaviour raises concerns relating to wellbeing and/or safeguarding issues.

NB: The School will never directly assume *loco parentis* for under-18 students or for the children of staff who are visiting SOAS.

3.2 Examples of how our staff and students may come into contact with vulnerable groups:

- Both staff and students may encounter children or adults at risk through widening participation and other pre-entry activities, on or off site;
- Professional Services staff (for example in in Student Advice and Wellbeing and in other student-facing roles) may work directly with students admitted under the age of 18 or students who could be deemed adults at risk;
- Academic staff may be personal advisors/tutors and may teach students admitted under the age of 18 or who are deemed adults at risk;
- Some student-led groups will engage with young people and adults at risk as volunteers or through specific projects.

4.0 SOAS' approach

4.1 Safeguarding Working Group & Safeguarding Officers

4.1.1 The School has developed a clear approach to safeguarding procedures.

- a) The School will hold bi-annually face to face training sessions on Student Welfare which will include an oversight of the School's Safeguarding Procedure.
- b) The School will provide Safeguarding training for all staff in key roles. Key roles will be identified as those who have or may have regular interactions with Under 18s or potential adults at risk.
- c) The School will have a network of Designated Safeguarding Leads and Safeguarding Co-ordinators in key areas of the School. This minimum expectation will be a representative from IFCELS, Student Advice and Wellbeing, academic support services and Foundation Year provision.
- d) Designated Safeguarding Leads will be required to undertake whole day Safeguarding training.
- e) There will be an Executive Safeguarding Lead who will be the management sponsor of Safeguarding work and have oversight of provision.
- f) The Head of Student Advice and Well-being will be the Lead Safeguarding Officer and lead on the Safeguarding initiatives on a daily basis. All safeguarding concerns should be escalated to this role. In their absence one of the Safeguarding co-ordinators will be asked to undertake this responsibility.
- g) There will be a network of Safeguarding Co-ordinators across the School to support the monitoring and implementation of the School's Safeguarding strategy.

4.1.2 Role of Executive Safeguarding Lead

- Ensuring compliance in this area;
- Oversight and management of safeguarding policies;
- Support for Lead Safeguarding Officer and Safeguarding Co-ordinators;
- Ensuring visibility, engagement and accountability for Safeguarding at the Executive Level;

- Ensuring Executive decisions consider Safeguarding implications at all times.

4.1.3 Role of Lead Safeguarding Officer

- Acting as the main contact within the University for the protection of children, young people and adults at risk;
- Referring cases of suspected abuse or allegations to relevant investigating agencies;
- Maintaining confidential records of reported child abuse and action taken. All personal data will be processed by the University in accordance with the requirements of the Data Protection Act 1998.
- Implementing and promoting this Policy;
- Ensuring this Policy is easily accessible to staff and students;
- Ensuring that the Policy is monitored and reviewed in accordance with changes in legislation and guidance on the protection of children;
- Ensuring that appropriate School staff are provided with information, advice and training about safeguarding;
- Establishing and maintaining contacts with the local Children's Social Care Services departments and the Police;
- Keeping up to date with current policy and legislation and updating the University accordingly.

4.1.4 Safeguarding Co-ordinators

- Providing support, advice and guidance to staff and students about this Policy;
- Referring cases of suspected abuse or allegations to the Lead Safeguarding Officer;
- Liaising with the Lead Safeguarding officer to inform them of any issues and ongoing investigations;
- Ensuring detailed and accurate written records of referrals/concerns are kept and that they are secure and confidential;
- Ensuring appropriate levels of training are provided to staff within their area;
- Assisting in the review of safeguarding policies and procedures.
- Informing the Lead Safeguarding Officer of any changes to the Safeguarding co-ordinator role holder in their area.

4.2 Implementation of Policy

4.2.1 The School recognises its duty to take suspicions and allegations of safeguarding breaches or abuse seriously, and commits to deal with them appropriately and as swiftly as possible.

Risk assessments

4.2.2 Risk assessments should be undertaken prior to any activity with children or adults at risk. Risk assessments should be undertaken for students undertaking placements (to include work placements and language year abroad) as part of their degree programme. Additionally, risk assessments should be undertaken for students or PhD candidates undertaking fieldwork abroad.

4.2.3 The risk assessments should be undertaken by the relevant member of staff responsible for the placement or department responsible for the student during their

fieldwork or year abroad. Any issues of concern surfaced through the risk assessment process should be raised with the Lead Safeguarding Officer or Safeguarding Co-ordinators

4.2.4 External groups running events on site must have approved risk assessments. This includes events being delivered in conjunction with the SOAS Students' Union, where the Union has responsibility for Safeguarding. If concerns are identified, the SU will communicate these with the School in order to ensure appropriate support from School safeguarding structures.

Criminal Convictions

4.2.5 The School must ensure that it follows a clear policy on the admission of ex-offenders. Where admission of ex-offenders raises a safeguarding concern, the Lead Safeguarding Officer will assess whether measures can be implemented to mitigate the concern.

4.2.6 DBS checks will be made for all staff or students who come into frequent, unsupervised contact with children or adults at risk.

Confidentiality

4.2.7 Student Advice and Wellbeing staff (e.g. in Counselling, Disability Support) are most likely to experience issues pertaining to confidentiality, although it is not uncommon for personal advisors/tutors and departmental student support officers to experience similar issues.

4.2.8 Staff who are not obliged to offer confidentiality should not promise this. Where this becomes an issue, limits should be made clear to students.

4.2.9 All information will be treated with respect and only shared on a strict 'need to know' basis. This approach should be applied as a means to demonstrate that help for the situation is available rather than a barrier for information sharing.

4.3 Procedures

4.3.1 Once the Lead Safeguarding Officer is made aware of a concern, they will undertake an assessment to determine whether the concern is taken to the relevant authority.

4.3.2 If a referral is determined to be necessary, the Lead Safeguarding Officer will inform the relevant authority, which may include the Local Authority Designated Officer, Children's Social Care, NHS services, Police or the Independent Safeguarding Authority.

4.3.3 Concerns, incidents or allegations relating to safeguarding should always be referred as quickly as possible to the Lead Safeguarding Officer who will determine the 'route' a referral will subsequently take (e.g. managed internally or referred out to the statutory agencies). The Lead Safeguarding Officer may seek advice and guidance from external partners where appropriate.

4.3.4 All concerns relating to potential abuse should be referred externally as quickly as possible to ensure that those with the correct expertise undertake any subsequent investigation as this is NOT the responsibility of the School or its staff. It is the remit of the statutory agencies (Children's Social Care and/or the Police) and not anyone connected with the School to investigate allegations or suspicions of abuse as detailed in Section 47 of the Children Act 1989.

4.3.5 Children's Social Care (formerly Children's Social Services) have a statutory duty under the Children Act 1989 that is reinforced by the Children Act 2004 to ensure the welfare of a child. When a child protection referral is made, its staff have a legal responsibility to make enquiries.

4.3.6 An internal investigation may take place after the relevant statutory authorities conclude theirs, or if the external authorities decide not to investigate. If it is determined that conduct has breached the Dignity at SOAS policy, then the School will have the right to trigger the relevant disciplinary policy.

4.3.7 Data collected as part of any investigation will be held securely, will be stored separately from the staff or student record and will not be kept for longer than is necessary (in keeping with the [SOAS Data Protection Policy](#)).

Employee Support

4.3.8 The Employee Assistance and Wellbeing Programme offers a confidential service designed to support SOAS employees and their families. The service is available 24 hours a day, 365 days a year by phone and online:

- www.livewell.optum.com
- 0800 282 193 (From abroad: +44 1865 397074)

An employee access code can be obtained through Human Resources.

4.3.9 All those involved in reporting a safeguarding incident will be debriefed by the SSO as necessary.

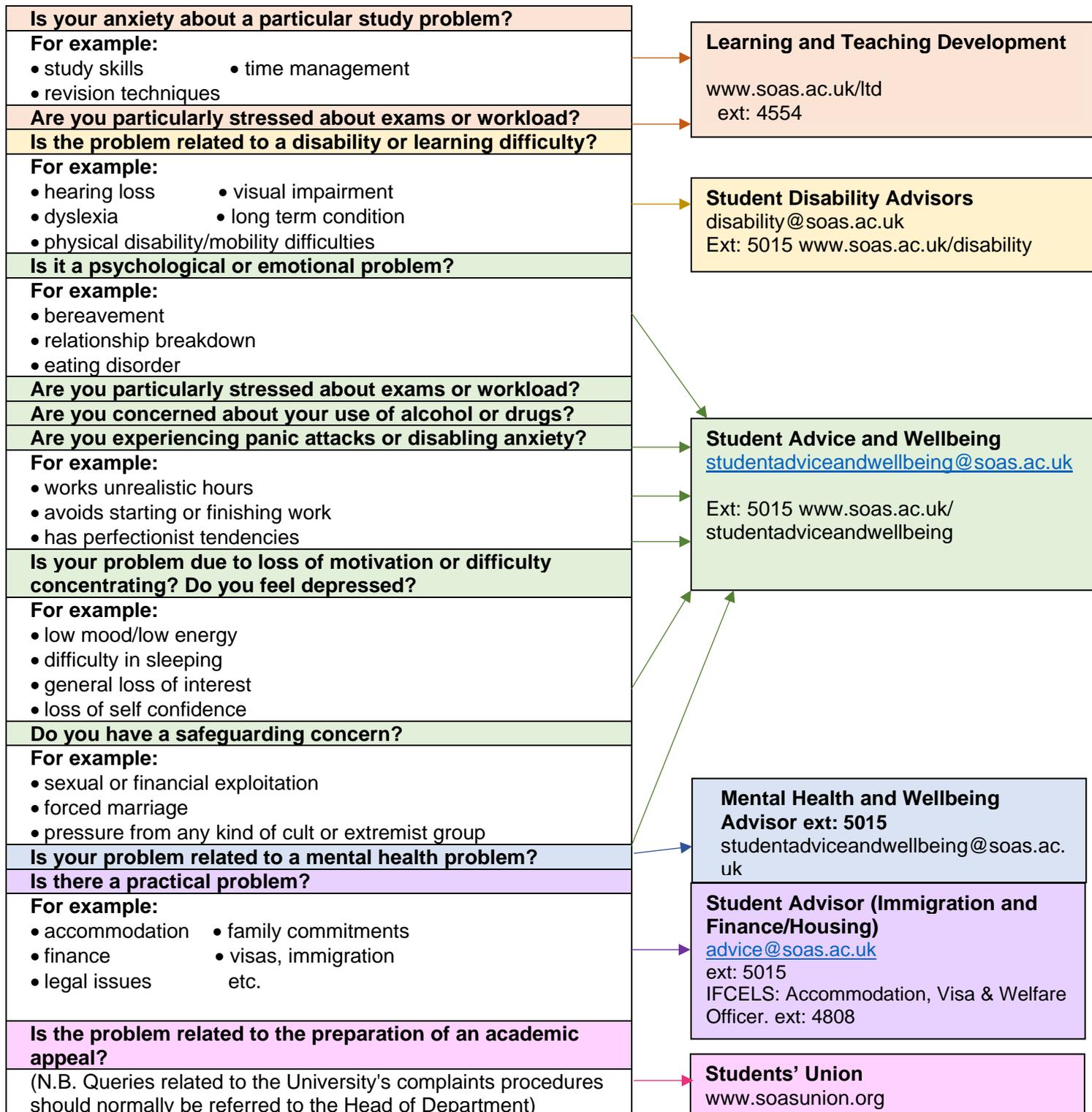
4.4 Additional Policies

As outlined this policy is applicable to all staff and students, including students under the age of 18. However when dealing with Students under the age of 18 staff, and other students where appropriate, should refer to the School's Under 18s Policy.

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Appendix A: What is the most appropriate source of support?



Appendix B: Key contacts

If you believe there is immediate danger please contact the emergency services as quickly as possible by dialling 999.

Internal Contacts

Role	Contact Info
School Safeguarding Officer	Lp35@soas.ac.uk
Anti-Harassment Contacts	As162@soas.ac.uk
Head of Student Advice & Wellbeing	Room: SL48 Email: lp35@soas.ac.uk Tel: 020 7074 5016
HR Recruitment and Operations Manager	Room: FB12 Email: hr-operations@soas.ac.uk Tel: 020 7898 4790
Head of Student Admissions	Email: da10@soas.ac.uk Tel: 020 7898 4324
Doctoral School Manager	Email: tbc Tel: 020 7074 5083
Director of Human Resources	Email: a163@soas.ac.uk Tel: 020 7898 4171
Student Union General Manager	Room: G7 Email: ad88@soas.ac.uk Tel: 020 7898 4996
Head of Widening Participation	Email: mc68@soas.ac.uk Tel: 020 7898 4552
Director of Centre of Innovation, learning and teaching	Email: dw24@soas.ac.uk Tel: 020 7898 4554
SOAS Multi Faith Advisor	<u>Room: 350</u> Email: cd30@soas.ac.uk https://www.soas.ac.uk/chaplaincy/

External Contacts

Organisation	Link	Contact Number
NSPCC	https://www.nspcc.org.uk	0808 800 5000
Camden Safeguarding Children Board	http://www.cscb.org.uk	020 7974 6658/1276
Non-emergency Police number	https://www.police.uk/contact/101/	101
Depression Alliance	https://www.mind.org.uk/about-us/what-we-do/depression-alliance/	020 7633 0557
Domestic Violence helpline	http://www.nationaldomesticviolencehelpline.org.uk	0808 2000247

Muslim Women's helpline	http://www.mwnhelpline.co.uk	0800 999 5786 (landlines) 03039 995 786 (mobiles)
Rape Crisis Centre	https://rapecrisis.org.uk	0808 802 9999
Disclosure and Barring Service (DBS) Checks	https://www.gov.uk/dbs-check-applicant-criminal-record	N/A
Local mental health crisis teams	https://www.candi.nhs.uk/service-users-and-carers/crisis-care	If you are already cared for by their mental health services call 020 3317 6333 . This number is available 24 hours a day, 7 days a week.
Independent Safeguarding Authority	http://www.criminalrecordchecks.co.uk/crb/isa-independent-safeguarding-authority	0845 643 1145

Appendix C: Referrals Form

Please DO NOT take copies of this form for your records. If emailing this form, please ensure you receive a confirmation from the recipient. Please refer to Appendix C and F for extra guidance on handling disclosures and on recognising a cause for concern in children.

1A. Details of person completing this form		
Name:	Position:	
SOAS ID:	Contact number:	
Relationship to student/child or adult at risk		
Are you the person who witnessed the disclosure/incident/cause for concern?	Yes/No (If your answer is 'no' please fill out section 1B)	
1B. Details of the person who witnessed the disclosure/incident/cause for concern		
Name:	Position:	
SOAS ID:	Contact number:	
Relationship to student/child or adult at risk		
2. Details of Disclosure		
Date:	Time:	
Location:	Any Other Details:	
3. Details of student/vulnerable person/child		
Name:	Position:	
SOAS ID (if applicable)		
Date of Birth (or age) if a child		
Relationship		
4. Description of disclosure/ incident/ cause for concern. Please continue on separate sheet if necessary).		
5. Action taken?		
5. Discussed with (please tick and give names)		
Local Safeguarding Officer	<input type="checkbox"/>	Name:
School Safeguarding Officer	<input type="checkbox"/>	Name:
Head of Department	<input type="checkbox"/>	Name:
Line Manager	<input type="checkbox"/>	Name:
Any other people or agencies:		

Appendix D: Disclosure Guidance

General Guidance for handling disclosures:

- a) Listen carefully, stay calm and take everything said seriously.

- b) Ensure that you do not 'quiz' the person making a disclosure. However, if necessary, you may seek to clarify, using open questions, but only to the extent that you understand what is being relayed
- c) Reassure the person making a disclosure that by telling you they have done the right thing.
- d) Inform the person that you must pass the information on (and who this will be to), but that only those who need to know about the safeguarding concern will be told.
- e) Make a detailed note of the date, time, place, what was said, and the questions asked. Be careful not to elaborate or assume circumstances in your notes.
- f) Please do not attempt to investigate or provide a response - this is a job for the relevant agencies and/or safeguarding officer.

The following steps should be followed where there are safeguarding concerns relating to criminality and/or extremism:

- a) Consider the evidence that is giving rise to your concern and assess how objective it is, e.g. is it a gut instinct, is it based on observation or on an explicit report? The purpose of your reflection here is not to arrive at a definite answer, nor is it about determining whether someone is being harmed. It is to clarify if there are good enough grounds to take further action.
- b) Discuss the situation with a colleague, preferably a senior colleague. This will help you to evaluate the information available.
- c) If action needs to be taken, consider whether the action needs to be urgent / emergency. If so, the following steps should be taken: (a) you should contact the police using either the 101 or phone 999 number, (b) inform the directorate office, security and your line manager. If the situation is not urgent you should contact the Local Safeguarding Officer or if they are not available, the School Safeguarding Officer.
- d) Make a written record of your concerns, as soon as possible after the conversation using the form in Appendix B. This record should be sent to the Local Safeguarding Officer and the School Safeguarding Officer and should be written in a way which is understandable to others.

The conversation with the person making the allegations (or whom you suspect may be experiencing activities which raise safeguarding concerns) needs to be handled sensitively. Such conversations are often challenging and for some people, they can stimulate memories of past personal experiences. The following suggestions may be helpful and staff may also find it helpful to speak first with the Student Advice and Wellbeing team.

The following advice may be helpful:

- Listen carefully and respond sensitively without expressing an opinion and without imposing your views and values.
- Do not ask direct and invasive questions. These can prevent the person from telling the full story and can also trigger trauma symptoms.

- Encourage, give lots of time and don't pressurise.
- Be aware that; for various reasons; disclosing such information can be difficult:
 - a) the person may be low in self-confidence;
 - b) s/he may have poor communication skills;
 - c) they may not expect to be believed;
 - d) there may be a background of threat or coercion;
 - e) there may be 'secondary gains' such as presents, power or attention;
 - f) they may be protecting others, including other potential victims;
 - g) the experience may have become a normal reality.
- Stay calm and keep listening, without expressing whatever shock, disgust or alarm you may personally feel.
- Under no circumstances should you contact or confront the person who is alleged to be presenting a safeguarding risk, even if they're known to you or are a student/staff member of the School.

Students are able to access support through a variety of mechanisms; however, we wish to dissuade students from seeking support from personnel without a duty of confidentiality. This is to mitigate the number of staff who know details of the safeguarding concern. The School is primarily supported by the Student Advice and Wellbeing team in this regard.

All staff have access to the Employee Assistance and Wellbeing Programme, which offers a confidential service designed to support SOAS employees and their families. The service is available 24 hours a day, 365 days a year by phone and online:

- www.livewell.optum.com
- 0800 282 193 (From abroad: +44 1865 397074)

An employee access code can be obtained through Human Resources.

Additionally, a staff member may be supported by the Local or School Safeguarding Officer and their line manager.

Staff and students should inform the Local or School Safeguarding Officer if they are experiencing difficulty as a result of witnessing and reporting a safeguarding concern. More specialist help could be accessed through this channel.

When is it appropriate to break confidentiality?

Staff are often rightly concerned about confidentiality, both as far as individual students are concerned and when approaching specialist services. Though it is important for students to trust the staff to whom they speak and to feel that personal details will not be freely disseminated, personal tutors and other staff do not have a duty to maintain confidentiality within the School. However, it is of course essential that personal information about a student is treated with a high level of discretion and only shared on a 'need to know' basis. It is also preferable to let the student know to whom information may be passed and how this may be helpful to the student.

GPs, Student Advice and Wellbeing and Chaplaincy are bound by professional codes of practice and ethics to maintain confidentiality in most circumstances. Though this may

appear restrictive, it does not necessarily prevent a more general consultation taking place. Where the student or a third party appears to be at risk, confidentiality may be overridden by 'duty of care' considerations.

Why interventions don't get made

There are many reasons why interventions do not get made, either by individuals, by teams or at a School level. It is important to be aware of these, so that they can be avoided. These include:

- a) A disclosure has not been made explicitly.
- b) Not recognising the signs of harm.
- c) Differences in cultural understanding.
- d) Changes of perception and social attitudes.
- e) A mistaken perception that safeguarding is not our responsibility.
- f) Fear of scandal and disruption.
- g) Lack of consultation and co-operation with colleagues or with internal and external agencies.
- h) Rigidity in relation to managing confidentiality and information sharing.
- i) Lack of appropriate guidelines and procedures.
- j) Lack of relevant training.
- k) Denial, i.e. reluctance to see that something inappropriate is taking place.
- l) Rigid procedures, for example, reporting is over-complicated and involves excessive paper work.
- m) Fear of being blamed in some way.
- n) Concern about interference with freedom of speech or freedom of belief.

Appendix E: Cause for concern of a child

SOAS employees may not be familiar with working with children and may not be in a position to recognise safeguarding issues.

This list below is not exhaustive but will help you to be aware of the various types of abuse and also identify the different cultural contexts of behaviour.

It is not the place of SOAS employees or students to make a judgement about whether abuse has occurred. This is the remit of external agencies. Child abuse can occur within any setting and abusers may seek to use community and voluntary organisations to gain access to children.

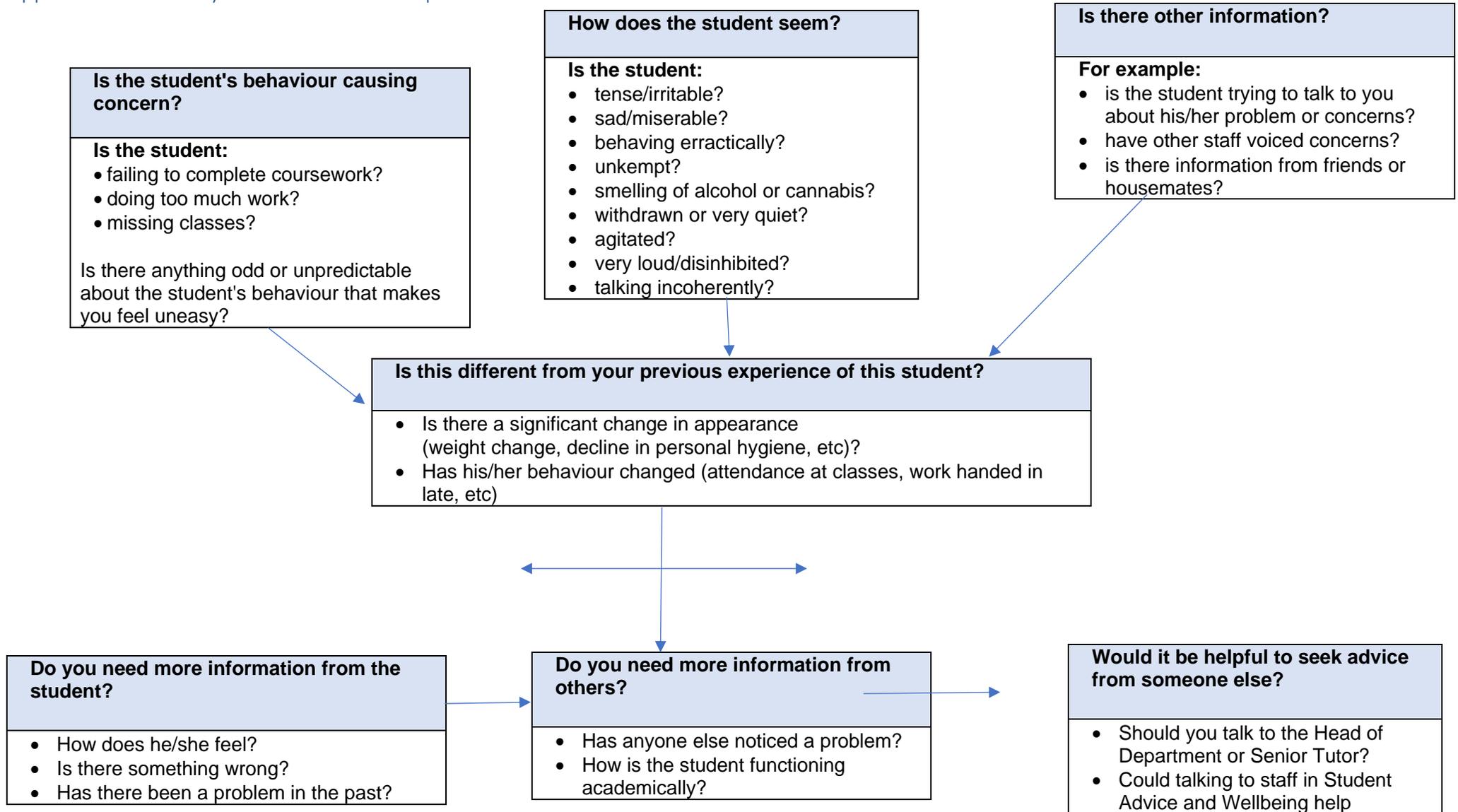
There may be some indicative signs of abuse which include:

- unexplained or suspicious injuries, particularly if such an injury is unlikely to have occurred accidentally;
- an injury for which there may be an inconsistent explanation either from an adult or child;
- the child describes an abusive act or situation;
- unexplained changes in behaviour;
- inappropriate sexually explicit behaviour or sexual awareness
- a distrust of adults; and/or
- the child is not allowed to be involved in normal social activities.

You may also be required to make a safeguarding referral if:

- a child or young person is accidentally hurt;
- there is a concern that a relationship is developing which may be an abuse of trust;
- you are worried that a child is becoming attracted to you;
- you are worried that a child is becoming attracted to a colleague who has regular contact with them;
- you think a child has misunderstood or misinterpreted something you have done;
- you have been required to physically restrain a child to prevent them from harming themselves or another or from causing significant damage to property;
- you receive a report from a child alleging abuse regarding a staff member, volunteer or a member of an external organisation using the School's facilities;
- you see any suspicious marks on a child;
- you observe behaviour which is concerning or which breaches the school's expected behaviour standards;
- a child shares concerns with you that might indicate that they are being groomed, harmed or are at risk of harm; and/or
- you hear of any allegations made by a child at events outside SOAS.

Appendix F: How do you know if there is a problem?



Is the problem urgent?
Do you think that:

- there is a risk of suicide?
- the student may be at risk of hurting her/himself or others?
- the student is seriously physically ill?
- he/she has stopped functioning academically or in other areas of life (e.g. cannot get out of bed in the morning)

Yes

No

If the student will accept help:

- refer him/her directly to their Health Centre or to Student Advice and Wellbeing.
- support the student in referring him/ herself, but check later that he/she has done this.

If the student will not accept help:

- telephone Student Advice and Wellbeing yourself to seek advice.

Is there a safeguarding issue?

No

Yes

Can you help the student?

- Do you have the time and/or the skill?
- Do you know who you should consult for advice?

No

Yes

Offer appropriate support
This might include:

- Listening to the student's concerns
- Offering practical advice
- Providing reassurance
- Showing your concern by following up your conversation at another time

Beware of getting out of your depth and of role confusion

NB. There can be cultural differences in students' perceptions of the role of the Counselling Service. If an international student is reluctant to seek help from the Counselling Service, it may be more acceptable to refer that student to the Student Advice and Wellbeing administrator in the first instance

Refer the student to someone else

- If you are unclear about the help that the student requires, and the person they need to see, then provide the student with the relevant information.
- If you are unsure, then seek further advice (see figure 3 and appendix 2)

Offer appropriate support
This might include:

- Listening to the student's concerns
- Offering practical advice
- Providing reassurance
- Showing your concern by following up your conversation at another time

Beware of getting out of your depth and of role confusion

Appendix G: List of other relevant policies

and procedures

Formal Procedures and Policies

Procedure	Scope	Managed by	Link(s)
Fitness to Study	The procedure covers any student whose ability to cope with university life, to study or progress on their course is significantly compromised as the result of their health, wellbeing or a disability and where intervention beyond normal support mechanisms is deemed necessary and/or where the student has not engaged with support mechanisms offered.	Faculties and departments supported by Student Advice and Wellbeing	https://www.soas.ac.uk/registry/degeregulations/file114939.pdf
Respect at SOAS	The procedure seeks to resolve informally issues including those of harassment, victimisation or discrimination that would otherwise be dealt with by the formal complaints and grievance procedures.	Equality and Diversity	https://www.soas.ac.uk/equalitydiversity/respect/file89778.pdf
Guidance to Prevent and Respond to Gender based Violence on Campus	The guidance outlines initiatives intended to reduce the likelihood of incidents occurring on campus by raising awareness amongst students and staff. It sets out practical steps for the victims of gender based violence and those people supporting them.	Equality and Diversity	www.soas.ac.uk/equalitydiversity/gender-based-violence/file107475.pdf
Student Disciplinary Procedure	The procedure seeks to address circumstances when the behaviour of one or more of its student members threatens the safety of others	Information Compliance Manager	https://www.soas.ac.uk/students/disciplinaryes/
Staff Disciplinary Procedures	The procedure seeks to help and encourage employees to achieve and maintain acceptable standards of conduct, attendance and job performance.	HR	www.soas.ac.uk/hr/procedures/performance/acadisc/ www.soas.ac.uk/hr/procedures/emprel/disciplinary/
Data Protection at SOAS	SOAS has numerous data protection policies and guidelines for different situations. The full suite can be found on the website.	Directorate	https://www.soas.ac.uk/infocomp/dpa/
The Prevent Duty	SOAS' approach to Prevent is primarily one of safeguarding the welfare our students and staff.	Directorate	https://www.soas.ac.uk/prevent/

Student Complaints Procedures	This webpage lays out the various routes through which students can make complaints. The route is determined by the circumstances and the parties involved.	Dependent upon type of complaint	https://www.soas.ac.uk/student-complaints/
Personal Relationships (between staff and students) Code of Conduct	Provides guidance in areas where personal relationships overlap with working relationships and to ensure that individual members of staff do not commit acts of impropriety, bias, abuse of authority or conflict of interest and do not lay themselves open to allegations that they have done so.	HR	https://www.soas.ac.uk/hr/procedures/performance/personalrelationships/file63954.pdf

Informal Procedures

Procedure	Scope	Managed by	Link(s)
SOAS Charter	The Charter seeks to support the School's pursuit of excellence in academic research, learning and teaching by setting out the shared expectations of each member's conduct.	Director of Academic Services	https://www.soas.ac.uk/about/studentcharter/
Wellbeing Network Strategy	Outreach for students who cause concern as a result of non-attendance or failure to respond	Student Advice and Wellbeing	Not Applicable. For more information please contact ab91@soas.ac.uk
Guidance for students concerned about peers	Provides information for students concerned about the wellbeing or safety of their peers	Student Advice and Wellbeing	www.soas.ac.uk/studentadviceandwellbeing/students/selfhelp/worried-about-a-friend/
Helping Students to Succeed	The booklet aims to encourage an effective and sensitive approach to students seeking help, particularly where students are experiencing emotional, psychological or mental health worries. This booklet includes guidance on crisis intervention and confidentiality.	Student Advice and Wellbeing	https://www.soas.ac.uk/studentadviceandwellbeing/information-for-staff/file56324.pdf
Student Advice and Wellbeing Confidentiality and Data Protection	A clear policy statement set out by and adhered to by the Student Advice and Wellbeing team in the course of their daily work.	Student Advice and Wellbeing	https://www.soas.ac.uk/studentadviceandwellbeing/confidentiality/

Mitigating Circumstances Policy	This may be a mechanism through which a student discloses a vulnerability or safeguarding concern.	Registry	https://www.soas.ac.uk/registry/degeregulations/file114936.pdf
Worried about a friend Advice	This information is intended to be of help when a member of our community may be concerned about a friend and is unsure of how to help.	Student Advice and Wellbeing	https://www.soas.ac.uk/studentadviceandwellbeing/students/selfhelp/worried-about-a-friend/

Appendix H: Key Terminology Defined

Abuse:

This is a violation of an individual's human and civil rights by any other person or persons. Abuse may consist of a single act or repeated acts. It may be physical, verbal or psychological, it may be an act of neglect or an omission to act, or it may occur when a person with care and support needs is persuaded to enter into a financial or sexual transaction to which he or she has not consented, or cannot consent. Abuse can occur in any relationship and may result in significant harm to, or exploitation of, the person subjected to it.

This is a violation of human and civil rights by another person. It may be planned or unplanned and consist of a single act or repeated acts. Abuse can take many forms and includes but is not limited to:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect
- Discriminatory abuse
- Online abuse

Child or young person: This applies to a person who has not yet reached their 18th birthday. In legislation and guidance 'child' typically refers to those under the age of eighteen who are still in full time education and 'young person' refers to those under the age of eighteen who have left full time education. The fact that a Child has reached 16 years of age, is living independently or is in Further/Higher education does not change his or her status for the purpose of this Policy.

DBS (Disclosure and Barring Service): This statutory body helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. DBS checks are not performed on all SOAS employees but are utilised when it is clear that an employee will be spending a significant amount of time with vulnerable groups.

Safeguarding: This is the term used to promote the welfare and protection from harm of children and Relationship to student/child or adults at risk. This term is broader than 'child protection' which refers to activities undertaken to prevent children suffering significant harm. Safeguarding, in addition to child protection, also encompasses protecting children and adults at risk from maltreatment, preventing impairment of a child's or an adult at risk's health.

Adult at risk: SOAS defines an adult at risk as an adult, over the age of 18, who may require services by reason of mental or other disability, age or illness, and who is, or may be, unable to take care of themselves, or unable to protect themselves against significant harm, abuse or exploitation. However SOAS recognises its responsibility to the whole community who

may, at a particular time, need to be protected from exploitation whether that be financial, sexual, criminal, extremist or political ends, emotional abuse, domestic abuse, or grooming.

