

Supported Study Policy – Strategy to support students where their health and wellbeing may impact on their academic progression and wider university experience.

1. Introduction

1.1 The University of Bolton is committed to supporting students and recognises the importance of a student's health and wellbeing in relation to his/her academic progression and wider university experience. This commitment is articulated in our mission statement: *providing intensive support for learners by highly qualified and experienced staff.*

1.2 This Policy seeks to address these issues and promote early interventions as far as possible to minimise the impact on their academic progression and wider university experience and may avoid the situation becoming more complex. It outlines the procedure and support available to both staff and students.

1.3 This policy is not intended to give guidance on wider matters relating to students health and wellbeing but is intended to ensure a consistent and sensitive approach to managing situations in cases in which the behaviour, disruption or risk is perceived to be of a serious or potentially serious nature, particularly if the student is unaware of their behaviour or is not prepared to discuss the issue.

Where a student's academic progression and wider university experience is specifically impacted by a Mental Health issue, the Student Mental Health Policy complements this guidance and can be found at <http://www.bolton.ac.uk/studentinformation-policyzone/Home.aspx>

1.4 The University has a duty of care to respond appropriately to situations where there are substantial concerns relating to a student's health and wellbeing in relation to his/her academic progression and wider university experience. Examples of these concerns are:

- The University is concerned that the student's health, well-being and behaviour is preventing them from meeting the learning outcomes of their course, or from completing it.
- The University considers that the student's behaviour is unmanageable.
- The student's behaviour is disrupting the learning and living conditions of other students.
- The student represents a risk to themselves or to others students and staff.

When such concerns are present, the University recognises that the student may benefit from the University's direct intervention and support including making any reasonable adjustments the student is entitled to under the Equality Act.

1.5 This policy may be used for all on-campus students, whatever their level or mode of study.

2. Policy guidelines

2.1 The purpose of these guidelines is to support students and academic and professional staff in managing incidents that result in significant concern. These guidelines should enable staff to:

- i. Ensure the best interests of the student are considered in relation to their personal situation, their health, wellbeing and/or and disability they may experience;
- ii. identify the appropriate response by academic and professional services staff in line with the examples listed in paragraph 1.4 where it should be considered as an alternative to other means of managing concern about academic conduct or progress (eg disciplinary procedures) where there is sufficient concern that a student's behaviour, attendance and academic progress could be the result of mental or physical health or disability or have an impact on the health and safety of other people;
- iii. provide a co-ordinated approach to the management of a situation where it is adversely affecting the student experience of others, or has extended beyond the expertise of the pastoral support that exists within the University;
- iv. enable individual staff to identify their limitations in the support which they can provide and determine the appropriateness of referring the student to external agencies;
- v. ensure students are supported to study to the best of their ability and wherever possible to meet the learning outcomes and complete their course by ensuring students are signposted and supported by the most appropriate members of academic and professional staff;
- vi. identify and implement reasonable adjustments the student is entitled to under the Equality Act;
- vii. consider the application of temporary suspension or permanent exclusion and the justification for such an action.

2.2 These guidelines are therefore intended to enable a non-judgemental, consistent and sensitive approach to managing situations, promote early interventions as far as possible to minimise the impact on students academic progression and wider university experience and may avoid the situation becoming more complex.

2.3 This policy is not intended to deal with emergency situations. Appendix 2 recommends action to be taken should an emergency situation arise.

2.4 This policy is intended to manage and support. It ensures consistency of approach and exercises the University's duty of care. There are occasions where a student may behave in such a way as to invoke the Student Disciplinary Procedure. In such cases, they will not necessarily be exempt from investigation and potential disciplinary action. Each case will be

considered on its own merits, with due regard given to minimizing the risk of causing additional stress. The policy should then be used sensitively ensuring the student understands that the focus is in his/her best interests and any other students affected by their actions and all possible steps are taken to minimize additional concerns and anxieties by the student.

2.5 The policy has three Stages based on the perceived level of risk to the health, safety and mental wellbeing of the student or others, where University intervention is seen as necessary.

Stage 1 – Initial or emerging concerns for informal action by the School

Stage 2 – Continuing and/or more serious concerns

Stage 3 – Serious or persistent concerns where an individual student's actions or behaviour are putting the health, safety, wellbeing or academic progress of him/herself or other members of the University community at significant risk.

2.6 Where it is suspected that a student's behaviour may be related to an existing or emerging disability, the student should be encouraged to disclose this if they have not already done so. It is important that the student, and the member of staff to whom they disclosed, complete the form

<http://www.bolton.ac.uk/studentinformation-policyzone/Home.aspx>

2.7 Where other individuals apart from the student are disrupted by the student's behaviour, the University Counsellor can offer support (if needed) to those students affected in addition to providing support to the student.

3. Stage 1 – Informal Action by the Department for initial or emerging concerns about a student's health, wellbeing and/or behaviour and the impact this has on his/her ability to progress on a course or at University but does not present an immediate crisis

3.1 In situations where there are emerging concerns about a student's health, wellbeing and/or behaviour and the impact this has on his/her ability to progress on a course or at University but does not present an immediate crisis. Examples of these concerns may include deterioration in health, appearance, attitude, particularly if there is an impact on attendance (including missed meetings with supervisors), ability to meet deadlines, failure to submit work, succeed academically or participate in normal student life. Initial support is best delivered through the Personal Tutor in conjunction with the student's Programme Leader on an informal basis. If the behaviour occurs in University owned Halls accommodation, the Halls Team Leader should undertake this role. Personal Tutors/Halls Team Leader should consult with colleagues and contact Student Services for advice if necessary.

3.2 The Personal Tutor ¹ should invite the student to a meeting with them to discuss the issues raised in a sympathetic and understanding way. The aim of the meeting is an informal discussion to identify the underlying causes of the reported concern. The nature of the concern should be explained to the student and they should be encouraged to discuss the issue, (it is possible that the student may not have realised the impact of their actions). However, the process should be made clear to the student that where these concerns are having an impact on their ability to study and/or on other members of the University community, that such concerns need to be investigated and addressed. Notes of the concerns raised and of the meeting should be kept using the Proforma in Appendix 4. The student may bring a friend, colleague or SU Rep to the meeting. It is the responsibility of the student to inform their representative of the date, time and place of the meeting.

3.3 Actions/issues/concerns to be resolved should be discussed and an action plan created (using the Proforma in Appendix 5) if needed. The student should have an opportunity to put their case forward. The action plan should include any reasonable adjustments the student is entitled to under the Equality Act; support measures for the University to make and any conditions for the student to adhere to, to prevent/reduce issues impacting on their academic progression and wider university experience, health/wellbeing and/or behaviour. The student should also be made aware of the support available within the University, such as Student Liaison Officers, Students' Union, Counselling, Disability Support and the Chaplaincy. The action plan should be completed and signed at the meeting if possible. A review date should also be agreed normally within no longer than four weeks of the original meeting, and if it is postponed beyond the date agreed the student will be notified. A copy of the agreed action plan should then be emailed to the student.

3.4 In cases where the student is invited but fails to attend, the situation should still be discussed with relevant colleagues and an action plan created and forwarded to the student as in point 3.3 and a review date set as in 3.5.

3.5 Prior to the review date the Personal Tutor will review all the actions in the plan and review whether the student has made any changes to the original concerns raised and consult with relevant colleagues to determine whether there is any continuing concern. It is hoped that the student will have responded positively, co-operated and taken advantage of the available support or where appropriate, modified their behaviour. The aim is that in most cases issues can be resolved at this level. Therefore if the concerns have been addressed satisfactorily, this will be noted and no further action will be taken at this stage.

3.6 If a student is engaging with the process and has shown improvement in their behaviour, but at the review meeting they have not achieved all of their

¹ For Personal Tutor read 'Personal Tutor and Programme Leader'

targets, the Personal Tutor can agree a further review meeting to give the student more time to complete these, rather than escalating matters to the next stage.

3.7 However, where there is evidence of deterioration or a lack of improvement in behaviour, and the student is unwilling or unable to respond positively, the Personal Tutor may decide to progress to a higher stage. If the Personal Tutor decides to escalate this to Stage 2, they should inform the student of this.

4. Stage 2 – Continuing or ongoing and/or more Serious Concerns

Continuing or significant concerns about an individual student's health, wellbeing and/or behaviour and the impact this has on his/her ability to progress on a course or at University but does not present an immediate crisis

4.1 At Stage 2, the Personal Tutor should inform the Disability Service Manager and Head of School (HOS) if they have not already done so. The HOS should take the lead at this Stage or, if the behaviour is exhibited in Halls accommodation, the Senior Team Leader for the Halls of Residence should undertake this role.

4.2 Direct entry at Stage 2 should be taken where there are significant concerns about an individual student's health, wellbeing and/or behaviour and the impact this has on his/her ability to progress on a course or at University. Alternatively, it may follow Stage 1 action, where there is evidence of deterioration or a lack of improvement in their health, wellbeing and/or behaviour, or there are continuing concerns.

4.3 The Head of School should lead an investigation to determine the full scope and nature of the concerns raised and may consult with relevant colleagues to establish this.

4.4 If as a result of all the information available the Head of School² still remains concerned about the student's health, wellbeing and/or behaviour and the impact this has on his/her ability to progress on a course or at University, the Head of School should invite the student to a meeting to discuss the issues raised. The date, time and place and reasons for the meeting should be notified in writing to the student (giving at least five working days' notice to the student), unless the student agrees to attend earlier or there are good reasons for taking more immediate action. The notification should be sent to the student's University email address and the contact address on SITS. The student may bring a friend, colleague, SU Rep to the meeting. Disabled students may also be accompanied by a Support Worker eg sign language interpreter/Mental health or Asperger's mentor as appropriate to their disability needs. It is the responsibility of the student to inform their representative of the date, time and place of the meeting.

² For Head of School read 'Head of School and Disability Services Manager'

4.5 If the student is on a professionally regulated course, there will need to be consideration of any implications for professional practice in the meeting and if so whether the Fitness to Practice Policy is more appropriate. This decision will need to take into account the concerns raised, where they took place and the potential impact of them and will have to be taken on an individual basis. All of these decisions need to be logged.

4.6 The guidelines for the meeting should mirror those outlined in Stage 1 point 3.3 to 3.6, with the Head of School taking the lead on these Stages in place of the Personal Tutor and taking account of point 4.7 below.

4.7 Where necessary a decision about the action plan can be deferred to allow for evidence to be gathered. In appropriate cases this may involve witness statements to any particular events or for the student to provide supporting documents eg medical evidence. The student should be asked to authorise full disclosure to the University of any medical evidence/assessment. The University recognises that any such information disclosed will constitute 'sensitive data' for the purposes of the Data Protection Act 1998 and will be handled, processed and stored accordingly. The student's explicit consent should be noted.

4.8 One of the options open to the student, by agreement, may be for the student to suspend their studies for a specified period, any decisions about suspension of studies should be considered on a case by case basis. Re-admission following the end of an agreed period of suspension may be subject to the student fulfilling the points laid out in the action plan and these conditions should be made clear to the student at the time of the suspension. The student may also choose to withdraw. Whatever action plan or conditions to be put in place should be confirmed in writing to the student and sent by email and in writing to the contact address on the SITS system.

4.9 Prior to the review date the Head of School will review all the actions in the plan and will consult with relevant colleagues to determine whether there is any continuing concern. If the concerns and actions have been addressed satisfactorily, this will be noted and no further action will be taken at this stage of the policy.

4.10 If a student is engaging with the process and has shown improvement in their health, wellbeing and/or behaviour and the impact this has on his/her ability to progress on a course or at University, but at the review meeting they have not achieved all of their targets, the Head of School can agree a further review meeting to give the student more time to complete these, rather than escalating matters to the next stage.

4.11 However, where there is evidence of deterioration or a lack of improvement in the health/wellbeing/behaviours/ and the impact this has on his/her ability to progress on a course or at University and the student is unwilling or unable to respond positively, the Head of School may decide to progress to a higher level. If the Head of School decides to escalate this to Stage 3, they should inform the student of this.

5. Stage 3 – Serious or Persistent Concerns where an individual student’s actions or behaviour are putting the health, safety, wellbeing or academic progress of him/herself or other members of the University community at significant and immediate risk.

5.1 At Stage 3, the Head of School should inform the Student Services Manager if they have not already done so.

5.2 Direct entry into this Stage should be taken where there are serious or persistent concerns about an individual student’s health, safety or wellbeing, or the impact of their actions has a significant and/or immediate risk to themselves or other members of the University Community and/or their ability to study and/or make academic progress is seriously compromised. Alternatively it may follow Stage 2 action, where there is evidence of deterioration/lack of progress in the student’s health, safety or wellbeing and/or all other options have been explored and exhausted and a wider University perspective is needed.

5.3 The Assistant Vice Chancellor (Academic) or nominee should lead an investigation to determine the full scope and nature of the concerns raised and should consult with relevant colleagues to establish this.

5.4 If as a result of all the information available the Assistant Vice Chancellor (Academic) still remains concerned about the student’s fitness to study they should invite the student to a Case Meeting to discuss the University’s concerns. The objective of the meeting is to ensure the University considers all possible options to enable the student to continue with his/her studies. The meeting will consider the students present situation taking into account past relevant experiences, whilst also considering University policies and procedures. However if concern is raised about the students current ability to continue studying and/or make academic progress, the meeting will need to consider whether it is in the students best interests to consider suspension or withdrawal from study. Due to the serious nature of concerns at this Stage it may not be possible to give the student the standard five working days’ notice in writing, but notice should still be confirmed in writing. The invitation should contain a clear statement of the purpose of the meeting and the student’s right to representation. In exceptional circumstances where there is a clear indication that the student may be vulnerable or written notification of the meeting may exacerbate an underlying health condition, steps should be taken if possible to meet the student personally and explain what is contained in the letter and reassure them that the intention of the meeting is to ensure the University considers all possible and reasonable options to enable the student to continue with his/her studies.

5.5 If the student is on a professionally regulated course, the Head of School will need to consider any implications for professional practice and if so, whether the Fitness to Practice Policy is more appropriate. This decision will need to take into account the concerns raised, where they took place and the

potential impact of them and will have to be taken on an individual basis. All of these decisions need to be logged.

5.6 The Case Meeting will comprise of the following (or their nominee)

- Assistant Vice Chancellor (Academic), who acts as Chair
- Head of School
- Personnel Tutor (if appropriate)
- Programme Leader (if appropriate)
- Disability Service Manager
- Student Services Manager
- Other relevant staff involved e.g. Halls Team Leader or Counsellor (if appropriate)

However the chair should consider the size and balance of the meeting taking into account the potential risk of additional stress and anxiety to the student concerned caused a large and formal panel. In exceptional circumstances where there is a clear indication that attendance at a large formal panel may be detrimental to the student's health, the chair may consider a two stage process where the student has an opportunity to meet a smaller number of key people prior to the full case meeting. However the student should be made aware that the full case meeting may conclude outcomes such as suspension or withdrawal in their absence.

It may be considered helpful to convene the meeting without the student for an initial 15 mins, to allow those who have had no prior involvement with the concerns being raised about the student to familiarise themselves with the information and to update all on the meetings protocol and understand the potential outcomes.

5.7 The student may bring a friend, colleague, SU Rep to the meeting. Disabled students may also be accompanied by a Support Worker eg sign language interpreter/Mental health or Asperger's mentor as appropriate to their disability needs. Students should also be encouraged to prepare for the meeting by speaking to key staff and services and obtaining any supporting documentation and reports including medical reports/consent for disclosure of medical reports if relevant in order to give their perspective of the current issues, any relevant history, past experiences and their insight as to helpful strategies or support that has previously worked for them, as this will help the meeting consider these options in their outcome. The student should also be encouraged to seek the information about the financial implications of any suspension or withdrawal from the University from the Student Union and/or the Student Funding Advisors in Student Services.

5.8 If the student feels unable to attend the Case Meeting as arranged and there is deemed to be no immediate risk, the University will make every reasonable effort to enable the meeting to take place, for example by moving the meeting to a time and location with which the student feels comfortable. The re-arranged meeting, however, should take place within five working days.

5.9 If the student does not attend the arranged Case Meeting, the situation will be discussed in the student's absence. Where a course of action is clear the Chair will write to the student outlining the University's expectations and the outcome of the meeting, the support that will be put in place if relevant and the date of the review if relevant.

5.10 The Chair should make the student aware that a written record will be kept in a secure place for the duration of the student's course.

5.11 The student should be made aware of any relevant regulations or procedures or University boundaries as well as support mechanisms within the University, such as Student Liaison Officers, Students' Union, Counselling or Disability Support. The action plan should be completed and signed at the meeting if possible.

5.12 The outcome of the Case Meeting may be one of the following

- Compilation of a full agreed action plan, including any reasonable support measures for the University to make and any conditions for the student to adhere to including accessing relevant external professional services, relating to student's health, safety or wellbeing, or the impact of their actions has a significant and/or immediate risk to themselves or other members of the University Community and/or their ability to study and/or make academic progress is seriously compromised, including the option of no further action needing to be taken. Previous action plans and the student's commitment to these will be taken into consideration. Consequences of failing to complete the agreed actions must be made explicitly to the student and/or continuation of the causes for concern. The Chair will give appropriate weight to any prejudice or distress the student may experience by reason of being required to undertake tasks as part of the action plan. The Chair will balance such concerns with the University's duty to students in general.
- The student may choose to suspend their studies for a specified period, suspension of studies should be considered on a case by case basis. Re-admission following the end of an agreed period of suspension may be subject to the student fulfilling the points laid out in the action plan and these conditions should be made clear to the student at the time of the suspension. The student may also choose to withdraw. Whatever action plan or conditions to be put in place should be confirmed in writing to the student and sent by email and in writing to the contact address on the SITS system.
- The aim of the supported study policy is to consider all possible options to support the student in order that he/she has the best chance of completion. However there may be some occasions when all available support options have been considered and the meeting considers the student is not well enough to remain

at the University at that point in time. Depending on their severity, a recommendation will be made by the Assistant Vice Chancellor (Academic), who acts as Chair, to the Vice Chancellor that the student should be withdrawn.

- The student may agree to withdraw from the University.

5.13 A review date should also be agreed (if the student has not chosen to withdraw) normally within 4 weeks of the meeting. A copy of the agreed action plan should be sent to the student

5.14 In cases where it becomes apparent that an individual student's support needs are beyond that which can be offered by the University, the Student Services Manager (or nominee) will make appropriate referrals.

5.15 Depending on the nature of the concern and having taken relevant advice the Assistant Vice Chancellor (Academic) will decide whether the student's nominated emergency contact should be informed. Such decision making needs to be guided by the University's duty of care.

6. Case Review Meeting at Stage 3

6.1 A Review Meeting will be called normally within 4 weeks of the original full meeting to review the agreed action plan and if necessary consider why resolution has not been achieved and whether or not a deferment of studies, if not already put in place, is appropriate to help address the current difficulties the student is experiencing.

6.2 The Review Meeting will be convened by the Assistant Vice Chancellor (Academic) or nominee and will be chaired as for the Case Meeting. Those present should ideally mirror the original meeting and should be key academic and professional staff who teach and support the student.

6.3 The Review Meeting may consider various options, including

- a decision that the concerns are resolved
- a decision to continue with any support arrangements currently in place or tweak support arrangements to suit the students changing needs
- disciplinary action, if the review meeting uncovers incidents that the student has been involved in that would constitute this action
- recommendation to the Vice-Chancellor that the student be excluded for a further temporary period or on a permanent basis

6.4 In reaching a decision about the case the Chair must be satisfied that the Review Meeting has obtained and reviewed all possible evidence about the student's health, safety or wellbeing, or the impact of their actions if they remain a significant and/or immediate risk to themselves or other members of the University Community and/or their ability to study and/or make academic progress is seriously compromised. Also the chair should explore all

reasonable alternatives for the student and that no reasonable adjustments the student is entitled to under the Equality Act are considered. Where there is doubt on these points the Review Meeting will be adjourned to allow for further investigation.

6.5 The outcome of the Review Meeting and the agreed course of action will be communicated to the student by the Chair of the Review Meeting. The outcome and recommendations will also be followed up in writing to the student, within five working days by the Chair.

6.6 If the outcome of the Review Meeting is temporary or permanent exclusion, the Chair of the Review Meeting will make recommendations to the Vice-Chancellor or his nominee, providing all supporting evidence.

6.7 In implementing the deferment of studies or temporary exclusion the student should be assisted by their School and Student Services team to ensure that their absence is appropriately managed. They will be given the opportunity to talk to named staff within Student Services to discuss financial and support implications and a named person from the School for study implications and other issues that may arise. Student Data Management and other relevant external agencies will be notified if necessary

7. Temporary or Permanent Exclusion

7.1 Should the Vice-Chancellor or nominee accept the recommendation that a student should be temporarily or permanently excluded, the student will be notified in writing, outlining the reasons for exclusion. Should this be for a specific period the conditions to be met prior to the student's return to study should be confirmed in writing to the student and sent by email and in writing to the contact address on the SITS system.

7.2 It is important to note that temporary exclusion is not a disciplinary sanction; it is intended to allow time for the University to complete a full assessment of the student's fitness to study, and for the student to receive any support they need and time to address any issues and as far as possible to ease their transition and minimise the impact on their academic progression and wider university experience. The temporary exclusion should be reviewed every four weeks by the Case Meeting to ensure any developments are reviewed.

7.3 It is important that for any international students undertaking any temporary or permanent exclusion that advice is sought from the Immigration and Welfare advisor on a case by case basis for the potential impact this may have on their visa.

8. Return to Study

8.1 Following a period of absence from the University students must provide satisfactory evidence that he/she has overcome the original difficulties that originally hindered their ability to study and/or make academic progress. The

precise nature of the evidence needed will depend on the individual circumstances in each case but may include submission of a piece of academic work or a report from a recognised independent health professional with sufficient knowledge about the health and wellbeing of the student during the period of suspended study and any potential impact that returning to study might have on them. Due account will need to be taken of any altered structure of the programme of study and of the ability of the University to support the student that could not reasonably be envisaged at the time of writing the conditions eg the relevant course no longer running. If the student is unable to provide satisfactory evidence that he/she has overcome the original difficulties that originally hindered their ability to study and/or make academic progress and therefore a return to study is not deemed to be an option, this must be communicated to the student in person if possible, and followed up in writing.

8.2 The student should also be offered relevant support on return to the University in order to ease their transition. It will be necessary to ensure that the student is assisted by their School, with advice where appropriate from specialist services such as Student Liaison Officers, Disability Services, Student Funding or the Student Counsellor. Staff should use the information in Appendix 3 to assist them with this process.

8.3 The named person in the School will require the student to produce appropriate confirmation of their health and ability to resume studying and make academic progress, which will be passed onto the Chair of the Case Meeting who will involve other members of the original case meeting, if appropriate, in order to establish fitness to return, so a suitable return date can be agreed. It may only be suitable for the student to return at certain points in the academic calendar, depending on the particular student and/or the course of study. If a student has been under suspension from the University due to ill-health, they will need to provide a formal medical assessment of their fitness before returning to study.

The named people identified in 8.2 should work with relevant members of the Student Services team and other professionals to provide assistance with drawing up a 'Return to Study Plan' in consultation with the student. This will address

- the specific study-related support needs of the student in returning to education
- the support which the student can reasonably expect from the University in the short term;
- involvement of and liaison with external agencies;
- any longer term support or reasonable adjustments the student is entitled to under the Equality Act
- any conditions the University puts in place that might or will apply to the academic provision on offer.

The Return to Study Plan should incorporate a risk management plan that takes account of the experiences that led to the student initially suspending

from their course and any other information that is known to be relevant. Any return to study will be subject to the student's co-operation with this process and full adherence to any conditions made.

8.4 Regular review meetings will be arranged by the Head of School to monitor the student's progress on their return and also to modify any support if necessary.

9 Right of Appeal

If the student is not satisfied with the outcome of this process they have the right to appeal in writing within 10 working days of the decision to the person leading the Stage e.g. Personal Tutor/Head of School/Chair. If the decision of the University is to recommend temporary or permanent exclusion the student has the right of appeal as outlined in the University of Bolton's Student Disciplinary Procedure, Board of Governor's Student Disciplinary Review Committee Paras 21-28. Behaviours within the context of this Policy are not mutually exclusive of existing disciplinary regulations or general powers to terminate studies.

10. Confidentiality

10.1 In all cases where, in the member of staff's judgement, it would be in the student's best interests to disclose sensitive information (e.g. so that appropriate support may be provided) the student's informed consent should be obtained where possible. It will be necessary to inform the student why there might be a need to disclose sensitive information, who will have access to this information, and the likely consequences of giving or withholding consent (e.g. additional support strategies such as reasonable adjustments the student is entitled to under the Equality Act). Once consent has been obtained, it is the responsibility of the person passing on the information to ensure it is done on the terms agreed with the student.

10.2 If the student chooses not to provide their consent this decision should be respected. In this scenario, the implications of non-disclosure in terms of additional support should be made clear. However, there exists rare occasions when the student's consent is withheld, or it is impracticable to try to obtain it, when confidentiality may be broken under the Data Protection Act 1998.

10.3 Staff should consult with their immediate line if they believe there is a need to break the commitment to confidentiality.

11. Equality Impact Assessment

11.1 The University of Bolton is committed to the promotion of equality, diversity and a supportive environment for all members of our community. Our commitment to equality and diversity means that this policy has been screened in relation to the use of plain English, the promotion of the positive duty in relation to the protected characteristics of race, sex, disability, age,

sexual orientation, religion or belief, gender reassignment, marriage and civil partnership, pregnancy and maternity.

11.2 All University policies are subject to periodic review.

12 Monitoring and Review

12.1 This policy will be reviewed after the first year, and every three years thereafter, to judge its effectiveness and updated in accordance with changes in the law by the Organisational Development, Equality and Diversity Committee

13. Related Policies

<http://www.bolton.ac.uk/studentinformation-policyzone/Home.aspx>

14. Dissemination of and Access to the Policy

14.1 This policy will be published on the University of Bolton's website to be available to all staff, students, visitors and contractors on <http://www.bolton.ac.uk/studentinformation-policyzone/Home.aspx>

14.2 The University will ensure that all appropriate staff including academic staff, academic related staff and those who provide a service to or support students are trained on this policy and any associated guidance.

14.3 This document can be produced in alternative formats upon request.

14.4 Further details and guidance for this policy are available on www.bolton.ac.uk/Students/AdviceAndSupport/ServicesForDisabledStudents, by email at disabilityinfo@bolton.ac.uk, by telephone on 01204 903478 or SMS on 07799 657 035.

Policy Ref	
Version Number	1.2
Version Date	<i>February 2018</i>
Name of Developer	Fiona Valentine, Disability Service Manager and Sara Burgess, Head of Library Services
Policy Owner (School/Centre/Unit)	Student Services

Person responsible for implementation (post holder)	Disability Service Manager
Approving Committee/Board	Equality and Diversity Committee
Date approved	Nov 2015
Effective from	Nov 2015
Dissemination method (e.g. website)	Web pages
Review Frequency	12 months
Reviewing Committee	Equality and Diversity Committee
Consultation History (individuals/groups consulted with dates)	All members of the Equality and Diversity Committee and Heads of Schools
Document History (e.g. rationale for and dates of previous amendments)	Equality and Diversity Committee members Standards and Enhancement Office Technical update undertaken Feb 2018

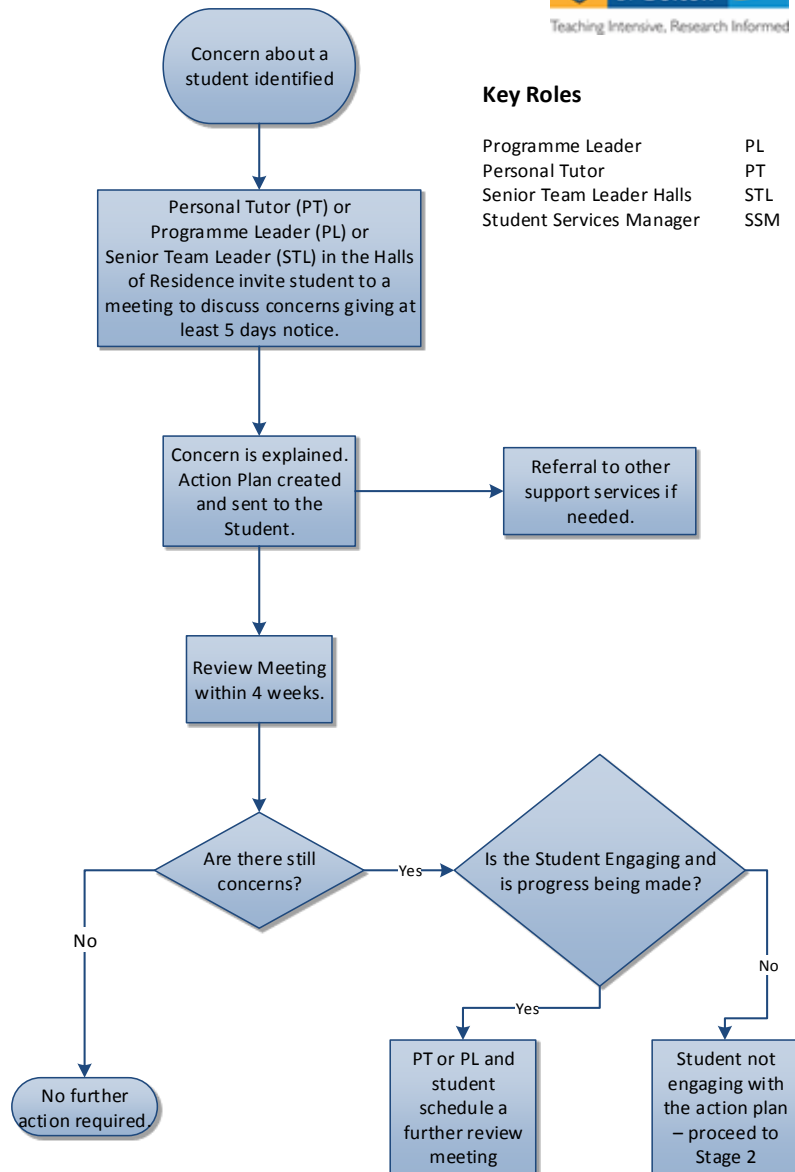
Appendix 1 Procedure Flow Chart (for illustrative purposes only)

Stage One – Initial or Emerging Concerns

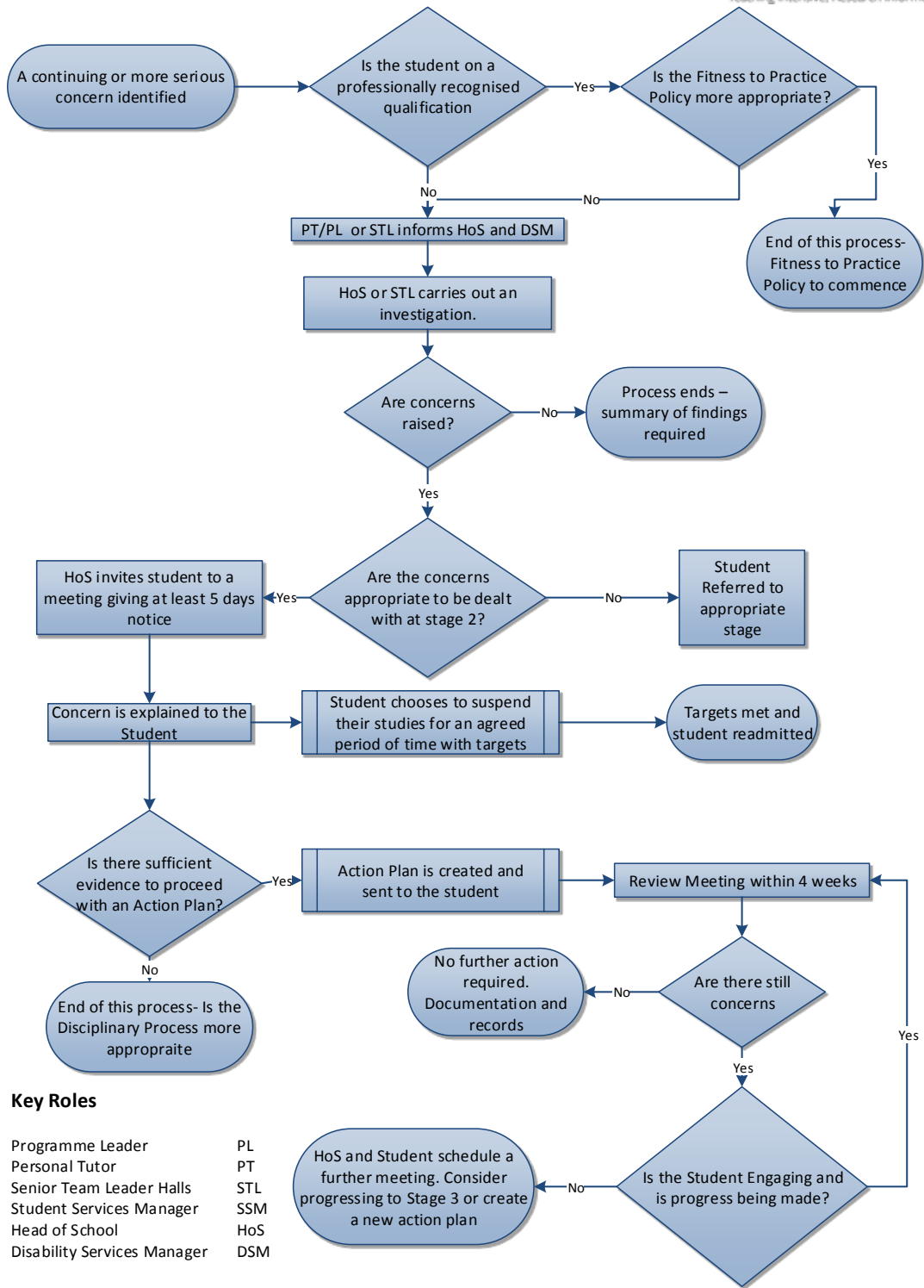


Key Roles

Programme Leader	PL
Personal Tutor	PT
Senior Team Leader Halls	STL
Student Services Manager	SSM



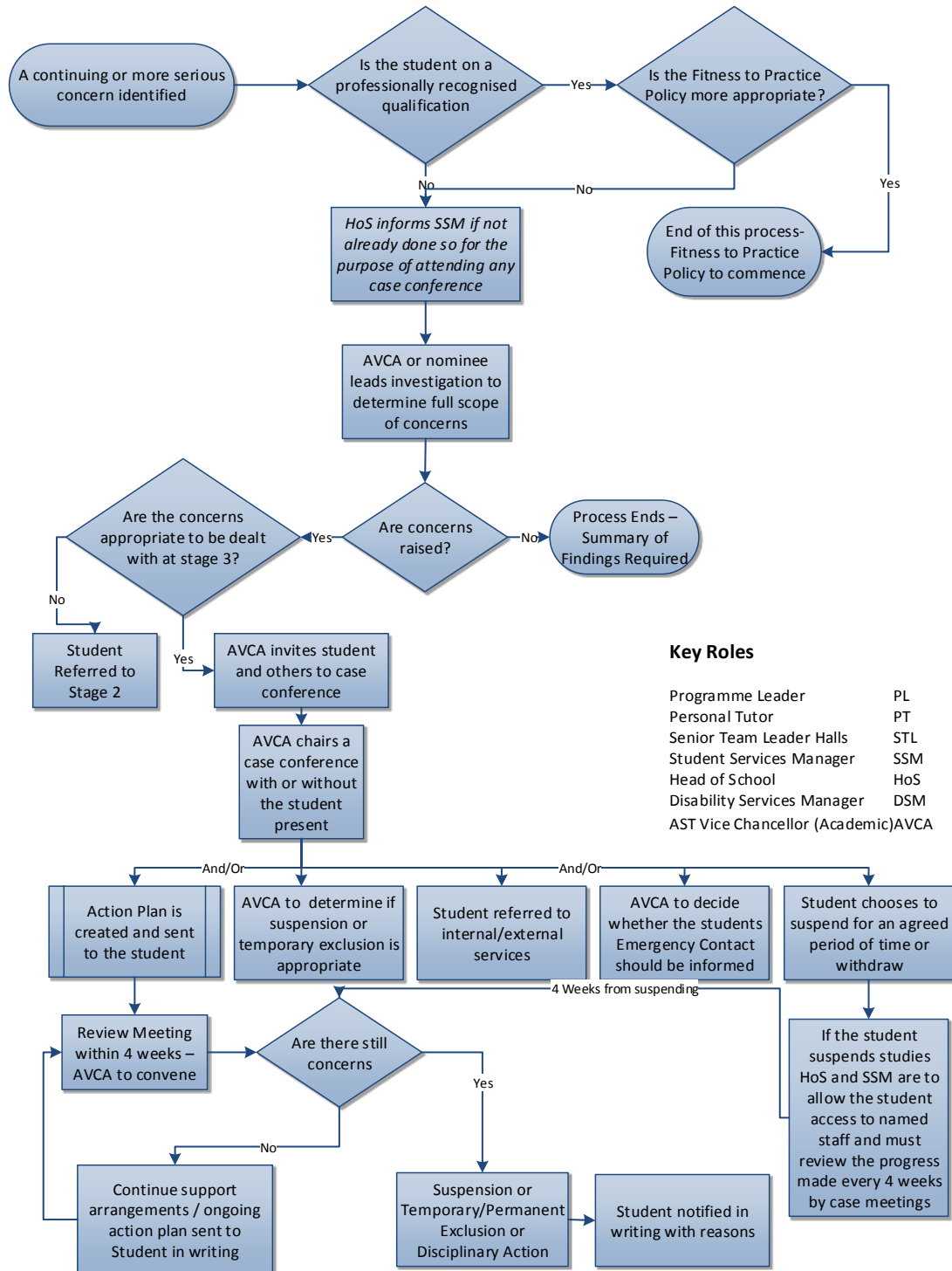
Stage Two – Continuing or More Serious Concerns



Key Roles

Programme Leader	PL
Personal Tutor	PT
Senior Team Leader Halls	STL
Student Services Manager	SSM
Head of School	HoS
Disability Services Manager	DSM

Stage Three – Persistent or Serious Concerns



Appendix 2

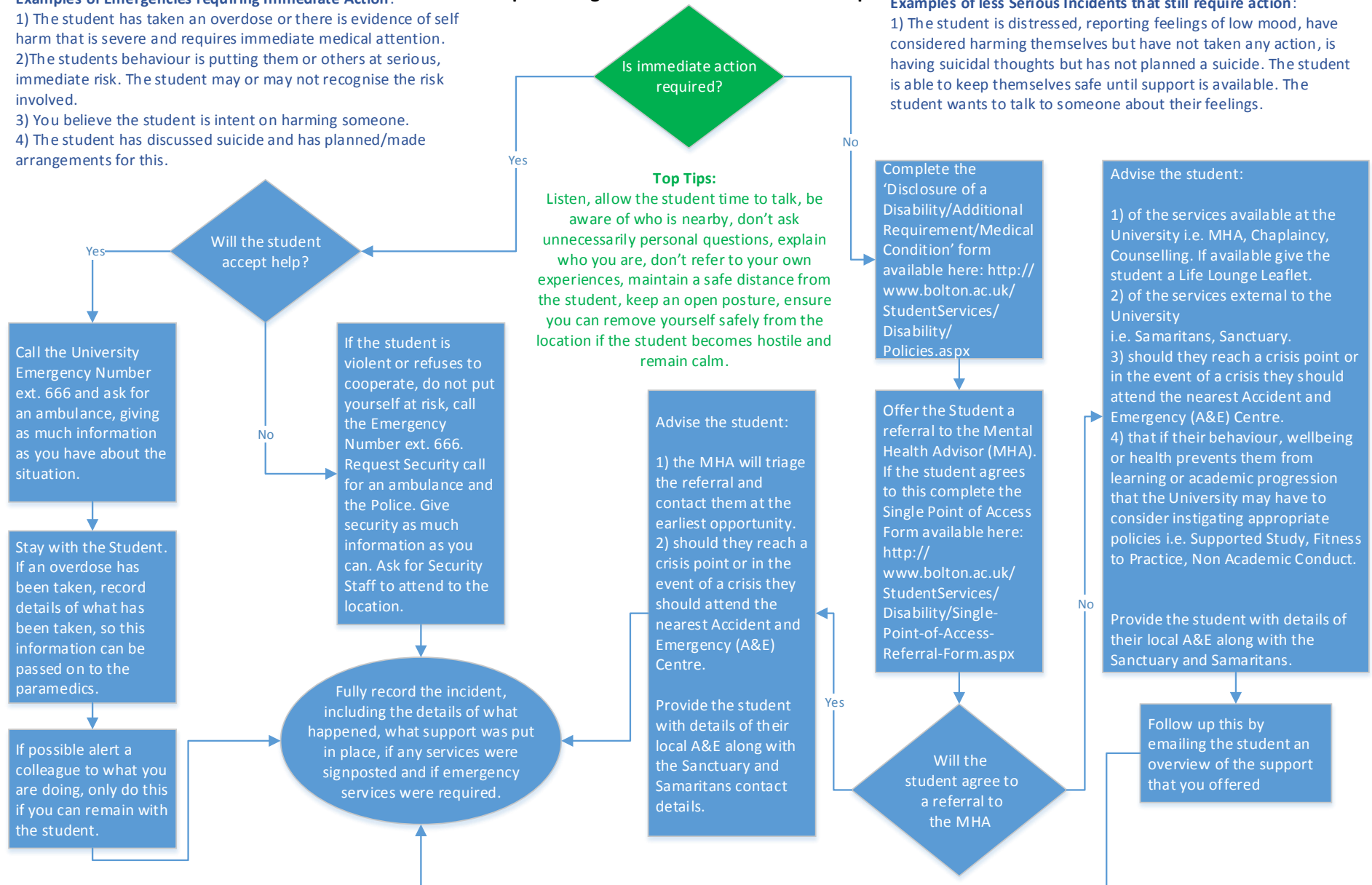
How to Respond to Emergencies Involving a Student Experiencing a Mental Health Crisis on Campus

Examples of Emergencies requiring Immediate Action:

- 1) The student has taken an overdose or there is evidence of self harm that is severe and requires immediate medical attention.
- 2) The student's behaviour is putting them or others at serious, immediate risk. The student may or may not recognise the risk involved.
- 3) You believe the student is intent on harming someone.
- 4) The student has discussed suicide and has planned/made arrangements for this.

Examples of less Serious Incidents that still require action:

- 1) The student is distressed, reporting feelings of low mood, have considered harming themselves but have not taken any action, is having suicidal thoughts but has not planned a suicide. The student is able to keep themselves safe until support is available. The student wants to talk to someone about their feelings.



Appendix 3 SUSPENSION & RETURN TO STUDY CHECKLIST FOR STAFF

TASK	WHO?	WHEN	DATE	SIGNED
Student informed of outcome of Case Meeting and the reasons for any temporary exclusion outlined in writing to the student. They must also be informed of any conditions to be met before their return	Chair of the case conference.	Within 5 working days of case conference decision about deferring studies		
De-briefing meeting(s) for relevant staff on a 'need to know' basis about the outcome of the case meeting and any conditions to be met by the student and the support offered by the University/external services whilst they are suspended.	Chair of the case conference.	Within 14 days of communicating the recommendations to the student concerned.		
Student's absence is appropriately managed, documented and notified to the relevant external agencies and internal services.	Head of School	Within 21 days of communicating the recommendations to the student concerned.		
Student informs the School of their wish to return to study	Student	At least two months in advance of proposed return date		
The Head of School considers the request from the student to return to study and if this is in line with the original conditions eg timeframe and consults with appropriate professional staff eg Personal tutor, Student Services Manager of the student's wish to return	Head of School	Within five working days being advised of intention to return		
Review of the satisfactory evidence from the student that he/she has overcome the original difficulties that originally hindered their ability to study and/or make academic progress see point 8.1 for more details	Chair of the case conference.	Within five working days of receipt of appropriate medical evidence		
Due account will need to be taken of any altered structure of the programme of study and of the ability of the University to support the student that could not	Chair of the case conference, working in partnership with	Within five working days of receipt of appropriate medical evidence		

reasonably be envisaged at the time of writing the conditions eg the relevant course no longer running.	relevant others			
Outcome of the review of satisfactory evidence may be: 1) Drawing up a 'Return to Study Plan' in consultation with the student and key School staff.	Chair of the case conference, working in partnership with others	Within ten working days of receipt of appropriate medical evidence		
2) .If the student is unable to provide satisfactory evidence that he/she has overcome the original difficulties that originally hindered their ability to study and/or make academic progress and therefore a return to study is not deemed to be an option, this must be communicated to the student in person if possible, and followed up in writing.	Chair of the case conference.	Within ten working days of receipt of appropriate medical evidence		
If (2) is the outcome and the student does not accept this decision, the student should be advised to follow the existing complaints policy and procedures of the university.	Chair of the case conference.	Within five working days of student informing staff member that they do not accept decision		
If (1) is the outcome; obtain advice and support 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.	Head of School	During period of planning return to study		
Follow the Return to study Plan	Head of School	During period preceding return to study and for period after return (to be identified in Return to Study Plan)		

APPENDIX 4

Concern/issues raised and meeting notes

Student name:	
ID number:	

Brief outline of concern and member of staff who reported them

Brief overview of meeting with the student

APPENDIX 5

Agreed action plan for stage _____

Student name:	
ID number:	
Date action plan to be reviewed	

Action no	Action to be made	By who	Date to be achieved

I understand the nature of the concern(s) raised by the University, as has been explained to me and outlined in this document and the possible impact/consequences that this/these concern(s) may have upon my own fitness to study.

I also understand the impact that this/these concern(s) may have upon the community of staff and fellow students who are working and studying at the University and to which I belong.

I have agreed to work towards the action plan outlined above, which has been developed to support me.

I understand that if I am unable or unwilling to carry out the action plan, the University will need to consider taking appropriate or remedial actions, or referral as my situation will require.

Whilst I understand that the University has a duty of care to support me, ultimately I am responsible for my own health and wellbeing and it is my responsibility to be fit to study.

Personal tutor/HOS/Chair name _____

Personal tutor/ HOS/Chair signature _____

Student signature _____