ITALIA CONTI

Student Support and Wellbeing Policy

Policy Introduction

This policy explains how Italia Conti supports student wellbeing, responds to welfare concerns, and coordinates support where a student may need help with their safety, health, wellbeing, engagement, training experience or ability to participate in the Italia Conti community.

Students should read this policy if they want to understand the support available to them, how wellbeing concerns may be raised and responded to, how information may be shared where there is a concern about risk or safety, and how wellbeing support connects with academic engagement, safeguarding, attendance, conduct, reasonable adjustments, Support Through Studies and other formal procedures.

This document forms part of the linked policy and guidance framework supporting Italia Conti's Single Comprehensive Source of Information for OfS Condition E6: Harassment and Sexual Misconduct.

Version control and archive note

This is the reference policy document that was most up to date at the time of publication of Italia Conti's Single Comprehensive Source of Information for OfS Condition E6: Harassment and Sexual Misconduct.

This document will be reviewed and updated in line with its normal policy review cycle. Where a newer version is approved, the Single Comprehensive Source and linked policy folder will be updated accordingly.

Archived copies of previous versions of this policy and the 'Preventing and Addressing Harassment, Sexual Misconduct and Violence' guide are available here.

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If you or someone else is in immediate danger, call 999

For support contact wellbeing@italiaconti.co.uk

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1. Purpose

1.1. Italia Conti is committed to providing a safe, inclusive and supportive learning environment in which students are able to engage with demanding professional training, access appropriate support, and raise concerns about their own wellbeing or the wellbeing of others.

1.2. This policy sets out the framework through which Italia Conti supports student wellbeing, responds to welfare concerns, and manages concerns relating to adult students who may require support but who do not fall within the statutory scope of child protection or adult safeguarding procedures.

1.3. The policy is designed to ensure that student support and wellbeing are approached in a consistent, proportionate and coordinated way across the institution. It recognises that support at Italia Conti is provided through both central student support services and course-based pastoral, academic and training structures.

1.4. The policy aims to:

- clarify the support available to students;
  explain how wellbeing concerns may be identified, raised and responded to;
- support timely and appropriate escalation where there is concern about risk, safety or welfare;
- define the relationship between wellbeing support, safeguarding, academic engagement, professional training expectations and student conduct;
- protect appropriate confidentiality while recognising the circumstances in which information may need to be shared;
- promote a culture in which students are encouraged to seek support early and staff understand how to respond to concerns.

1.5. This policy also supports Italia Conti's wider approach to student welfare and safety, including its responsibilities under OfS Condition E6 in relation to harassment and sexual misconduct affecting students. Where a concern relates to harassment, sexual misconduct or sexual violence, the Harassment, Sexual Misconduct and Sexual Violence Policy and Italia Conti's single comprehensive source of information for OfS Condition E6 should be followed.

2. Scope

2.1. This policy applies to all students enrolled on Italia Conti courses, including students on Higher Education, Further Education, Diploma, Foundation, postgraduate, online and short-course provision, unless a separate course-specific or age-specific procedure applies.

2.2. This policy applies to student support and wellbeing concerns arising:

- on Italia Conti premises;
- during timetabled teaching, rehearsals, assessments, performances, tutorials, meetings, visits or other organised activity;
- during online learning, digital communication or remote engagement connected to Italia Conti;
- in external settings where the concern has a direct impact on the student's safety, wellbeing, engagement, training, professional conduct or ability to participate in the Italia Conti community.

2.3. Support arrangements may differ depending on the nature of the course, mode of study, age of the student, location of delivery and whether the student is studying in person, online, through a short-course model, or through another form of provision. Where necessary, students will be directed to the most appropriate support route for their circumstances.

2.4. Where a student is under the age of 18, any safeguarding concern must be managed in accordance with Italia Conti's Safeguarding and Child Protection Policy. That policy takes precedence over this policy in relation to children and young people.

2.5. Where an adult student appears to have care and support needs, is experiencing or at risk of abuse or neglect, and may be unable to protect themselves because of those needs, the matter may meet the threshold for adult safeguarding. In such cases, Italia Conti will take appropriate advice and may refer the concern to relevant external agencies.

2.6. Where an adult student does not meet the statutory threshold for adult safeguarding, Italia Conti may still take reasonable and proportionate steps to provide support, assess risk, encourage engagement with specialist services, and take action where there is a serious concern about the student's safety or the safety of others.

2.7. This policy does not replace academic regulations, assessment procedures, attendance requirements, conduct procedures, safeguarding procedures, complaints procedures, fitness to train processes or reasonable adjustment arrangements. Where more than one policy or procedure may apply, Italia Conti will determine the most appropriate route or combination of routes, taking account of the circumstances of the case.

3. Policy Statement

3.1. Italia Conti recognises that professional performing arts training can be physically, emotionally, creatively and personally demanding. Students may experience pressure arising from high contact hours, rehearsal and performance demands, assessment, independent practice, injury, personal circumstances, financial concerns, accommodation issues, mental health, disability, identity, relationships, or transition into independent adult life.

3.2. Italia Conti seeks to create a learning environment in which students feel safe, respected, listened to and able to access help. Support is embedded across the student experience through course teams, Heads of Year, tutorials, student support services, the Wellbeing Team, safeguarding staff, learning support, peer and representative structures, and signposting to external services.

3.3. The institution's approach is preventative, responsive and proportionate. Wherever possible, concerns should be identified early and addressed through supportive, collaborative action. Where risk escalates, or where a student is unable or unwilling to engage with support, Italia Conti may need to take further action to protect the student, other members of the community, or the safe and effective operation of training.

3.4. Italia Conti respects student autonomy and recognises that adult students will often make their own decisions about whether to access support. However, confidentiality is not absolute. Where there is a serious or immediate concern about risk, safety,

safeguarding, professional suitability, criminal conduct, or harm to the student or others, information may be shared on a need-to-know basis.

3.5. Students are encouraged to seek support early and to engage constructively with support offered. Staff are expected to respond to concerns sensitively, maintain appropriate boundaries, record and escalate concerns in line with this policy, and avoid working in isolation where a student's wellbeing, safety or engagement gives cause for concern.

3.6. This policy is underpinned by the principle that wellbeing support and academic or professional standards are not in opposition. Italia Conti will support students to engage with their training, but support needs do not remove the requirement to meet attendance, conduct, assessment, safety and professional expectations, unless reasonable adjustments or other formal arrangements apply.

4. Definitions

4.1. **Student support** refers to the range of pastoral, academic, wellbeing, learning support, administrative and signposting arrangements that help students engage with their course, participate safely in training and access appropriate help when concerns arise.

4.2. **Wellbeing** refers to a student's emotional, mental, physical, social and practical capacity to engage safely and effectively with their studies and wider student life. Wellbeing may be affected by personal circumstances, mental health, physical health, injury, disability, financial difficulty, housing, relationships, identity, trauma, bereavement, substance use, workload, training pressures or other factors.

4.3. **Pastoral support** refers to non-clinical guidance, listening, advice, referral and practical support offered by staff in relation to a student's general welfare, engagement, training experience or personal circumstances.

4.4. A **Wellbeing concern** is any concern that a student's health, safety, welfare, behaviour, engagement or circumstances may indicate that they need support. A concern may be raised by the student, another student, a member of staff, a parent or carer where appropriate, an external agency, or another third party.

4.5. **Safeguarding** refers to action taken to protect children, young people and adults at risk from harm, abuse or neglect while promoting overall welfare. For students under the age of 18, safeguarding concerns must be managed under Italia Conti's Safeguarding and Child Protection Policy. For adult students, safeguarding may apply where the legal threshold for adult safeguarding is met.

4.6. **Adult Safeguarding** refers to protecting an adult's right to live in safety, free from abuse and neglect, where the adult has care and support needs, is experiencing or at risk of abuse or neglect, and is unable to protect themselves because of those needs.

4.7. A **Safeguarding-adjacent adult wellbeing concern** is a concern involving an adult student that may not meet the formal legal threshold for adult safeguarding, but which nevertheless raises serious concerns about welfare, safety, risk, exploitation, coercion, self-neglect, mental health crisis, harm, or vulnerability. These concerns should be responded to under this policy, with escalation where appropriate.

4.8. **Individual Learning Plan (ILP)** is the formal written document used by Italia Conti to record significant agreed adjustments to a student's engagement, attendance or

learning experience. ILPs are devised under **Stage 2 of the Support Through Studies Policy** and may draw on relevant input from course staff, wellbeing staff, learning support staff, safeguarding staff, medical practitioners, specialist practitioners or other appropriate professionals.

4.9. **Additional Learning Support Plan (ALSP)** is a record of a student's additional learning support needs and agreed support strategies. It may include information about a student's learning profile, recommended teaching approaches, assistive technology, communication preferences, sensory considerations, or other learning-related support.

5. Relationship with Other Policies and Procedures

5.1. This policy sits within Italia Conti's wider student support, safeguarding, academic, conduct and quality assurance framework. It is intended to provide a clear institutional approach to student wellbeing and welfare concerns, without duplicating or replacing more specific policies and procedures.

5.2. Where a concern relates primarily to student wellbeing, pastoral support, welfare, mental health, practical barriers to study, personal circumstances or safeguarding-adjacent adult welfare risk, this policy will normally provide the appropriate framework for response.

5.3. Where the concern relates to a child or young person under the age of 18, the **Safeguarding and Child Protection Policy** will take precedence. Any concern about a student under 18, or about a child connected to a student or member of staff, must be reported to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead in accordance with that policy.

5.4. Where a concern relates to harassment, sexual misconduct, sexual violence or related conduct affecting a student, the matter should be considered in line with the **Harassment, Sexual Misconduct and Sexual Violence Polic**y and **Italia Conti's single comprehensive source of information for OfS Condition E6**. This includes consideration of appropriate support for reporting parties, responding parties, witnesses and others affected, as well as any safeguarding, wellbeing, academic continuity, precautionary or escalation measures that may be required.

5.5. Where the concern relates to an adult student who may have care and support needs, may be experiencing or at risk of abuse or neglect, and may be unable to protect themselves because of those needs, the matter may require consideration under adult safeguarding arrangements. In such cases, Italia Conti will seek appropriate advice and may make a referral to external agencies, including local authority adult safeguarding services, emergency services or health services where required.

5.6. Where a student's health, wellbeing, disability, personal circumstances or behaviour affects their ability to engage with their course, attend reliably, participate safely, meet academic requirements or continue in training, the matter may also need to be considered under the **Support Through Studies Procedure**, **Fitness to Train Policy**, **Attendance and Engagement Policy**, **Extenuating Circumstances Procedure**, or other relevant academic procedures.

5.7. Where a student's behaviour may constitute misconduct, harassment, sexual misconduct, bullying, violence, discrimination, substance misuse, unsafe conduct, or another breach of expected standards, the matter may need to be considered under

the **Student Code of Conduct**, **Harassment and Sexual Misconduct Policy**, **Non-Academic Misconduct Procedure**, or other relevant disciplinary procedure.

5.8. Where a student has a declared or suspected disability, specific learning difference, long-term health condition, mental health condition or other access need, the **Disability, Additional Learning Support and Reasonable Adjustments Policy** should be followed. This policy may operate alongside that policy where the student also requires wider wellbeing, welfare or risk-related support.

5.9. Where a student raises dissatisfaction about the support they have received, or about the way a concern has been handled, this may be considered under the relevant complaints procedure. A complaint will not normally prevent Italia Conti from continuing to provide support or taking action to manage welfare, safety or risk concerns.

5.10. More than one policy or procedure may apply at the same time. For example, a student may require wellbeing support while also being subject to attendance monitoring, reasonable adjustment planning, fitness to train consideration, misconduct investigation or safeguarding referral. In such cases, Italia Conti will determine a coordinated approach, with clear ownership, appropriate information sharing, and regard to fairness, confidentiality, safety and procedural integrity.

5.11. The existence of a wellbeing concern does not automatically prevent the use of academic, conduct, attendance, safeguarding or fitness to train procedures. Equally, the use of another procedure does not remove Italia Conti's responsibility to consider whether the student may require support, signposting, reasonable adjustments or welfare intervention.

5.12. Where there is uncertainty about the appropriate policy route, staff should seek advice from the relevant senior lead, which may include the Head of Student Services, Safeguarding and Wellbeing Lead, Designated Safeguarding Lead, Head of School, Principal, Vice Principal, Head of Quality Assurance, Director of HR, or another appropriate member of the Senior Leadership Team.

5.13. In determining the appropriate route, Italia Conti will consider:

- the nature and seriousness of the concern;
- whether there is any immediate risk to the student or others;
- whether the concern involves a child, adult at risk, or safeguarding threshold;
- whether the student's engagement, attendance, conduct or safe participation is affected;
- whether reasonable adjustments or learning support may be relevant;
- whether there are academic, professional, contractual or regulatory implications;
- whether external agencies need to be contacted;
- the need to ensure fairness, consistency, confidentiality and timely action.

5.14. This policy should therefore be understood as both a support framework and an escalation framework. Its purpose is to ensure that welfare concerns are not ignored, informalised inappropriately, or handled in isolation, while also ensuring that students are treated with dignity, care and respect.

6. Operational Routes for Student Support, Wellbeing and Related Concerns

6.1. Student support, wellbeing, safeguarding, academic, conduct and adjustment-related concerns may require different policy routes depending on the nature, seriousness and context of the concern.

6.2. Appendix 1 provides indicative guidance to help students and staff identify the usual starting point for different types of concern. The appendix is intended as practical guidance and does not replace the relevant policy, procedure, academic regulation, safeguarding requirement or partner university process.

6.3. Some concerns may involve more than one route. For example, a student may require wellbeing support while also being considered under attendance, Support Through Studies, Fitness to Train, conduct, safeguarding, reasonable adjustment, complaints or academic procedures.

6.4. Where more than one route applies, Italia Conti will seek to coordinate the response so that ownership, communication, record keeping, confidentiality, student support and procedural fairness are clear.

6.5. Where there is uncertainty about the appropriate route, staff should seek advice from the relevant senior lead. Serious, urgent, safeguarding, medical, sexual misconduct, violence, criminal, staff-related or immediate risk concerns must be escalated promptly through the relevant safeguarding, senior or emergency procedure. Urgent action should not be delayed while the final procedural route is being determined.

7. Equality, Inclusion and Diversity

7.1. Italia Conti will apply this policy in a way that is consistent with its equality duties and its commitment to inclusive, non-discriminatory practice.

7.2. Support should be offered in an inclusive, non-judgemental and proportionate way, recognising that students may experience difficulty for a range of personal, health, financial, social, cultural, identity-related, disability-related, training-related or other reasons.

7.3. Students should feel able to seek support without fear of stigma or blame. However, Italia Conti may need to take appropriate action where there are concerns about safety, risk, engagement, conduct, professional suitability or the wellbeing of others.

7.4. Where a concern may relate to disability, specific learning difference, long-term health condition, mental health condition or another access need, staff should refer to the **Disability, Additional Learning Support and Reasonable Adjustments Policy** and seek appropriate advice where required.

8. Principles of Student Support and Wellbeing

Italia Conti's approach to student support and wellbeing is guided by the following principles:

8.1. **Early support;** Students are encouraged to seek support at the earliest opportunity. Staff should respond appropriately where a student raises a concern, or where there are signs that a student may be experiencing difficulty with their wellbeing, engagement, health, safety or participation in training.

8.2. **Shared responsibility;** Student support is a shared institutional responsibility. Course teams, support services, administrative staff and senior leaders all have a role in creating a safe, respectful and supportive learning environment, while recognising the limits of their individual roles and expertise.

8.3. **Confidentiality and appropriate information sharing;** Italia Conti will respect student confidentiality wherever possible. Information will only be shared where there is a legitimate need to do so, including where there are concerns about risk, safety, safeguarding, harm, serious misconduct, or the safe operation of training.

8.4. **Student autonomy and engagement;** Adult students are generally entitled to make their own decisions about whether to access support. However, students are expected to engage responsibly with their studies, communicate concerns that affect their participation, and work constructively with support offered where concerns arise.

8.5. **Signposting and external support;** Italia Conti recognises that some student needs require specialist or external support. Where appropriate, students may be signposted or referred to external services, including health services, counselling, crisis support, specialist charities, local authority services or emergency services.

8.6. **Support, standards and formal academic processes;** Wellbeing support and academic or professional standards are not in opposition. Italia Conti will support students to engage with their training and to access the relevant formal process where their circumstances may affect attendance, assessment, engagement, progression or safe participation. Support should not be used as an informal substitute for extenuating circumstances, reasonable adjustments, Support Through Studies, Fitness to Train, interruption of studies, attendance procedures or other relevant routes.

8.7. **Recording and sharing additional learning needs;** Where a student requires learning support strategies or access arrangements relating to a disability, specific learning difference, long-term health condition, mental health condition or other access need, these may be recorded in an ALS Support Plan under the Disability, Additional Learning Support and Reasonable Adjustments Policy.

8.8. **Formalisation of significant adjustments;** Where significant adjustments to engagement, attendance or learning experience are required, these must be considered through Stage 2 of the Support Through Studies Policy and, where agreed, recorded in an Individual Learning Plan (ILP). Staff should not create informal or parallel arrangements for significant adjustments outside this process, except where immediate temporary action is needed to protect safety pending formal review.

9. Italia Conti's Student Support Framework

9.1. Italia Conti provides student support through a coordinated framework of course-based, specialist, peer and external support. The framework recognises that student wellbeing is shaped by academic, vocational, personal, social, financial, medical and practical factors, and that students may require different forms of support at different stages of their training.

The framework is organised around six core areas:

- **Pastoral and Course-Based Support**: support embedded within course teams, Heads of Year, tutorials, teaching staff and administrative structures;
- **Wellbeing, Mental Health and Medical Support**: support provided through the Wellbeing Team, trained staff, Mental Health First Aiders, first aid provision, external wellbeing partners and appropriate health or crisis services;
- **Injury Management, Physical Health and Vocal Health**: support and signposting relating to safe participation in physical and vocal training, injury, illness, rehabilitation and return-to-training considerations;
- **Disability, Additional Learning Support and Reasonable Adjustments**: support for students with declared disabilities, specific learning differences, long-term health conditions, mental health conditions or other access needs, managed through the relevant dedicated policy;
- **Student Voice and Community Support**: support through student representation, peer connection, EDI representatives, student voice mechanisms and community engagement;
- **Adult Wellbeing Concerns and Safeguarding-Adjacent Risk**: proportionate support and escalation where adult students present welfare, safety or risk concerns that may not meet formal safeguarding thresholds but require institutional attention.

9.2. These areas are not mutually exclusive. A student may require support across more than one area, and concerns may move between informal support, formal support planning, external referral, safeguarding, fitness to train, conduct, attendance or academic procedures depending on the circumstances.

9.3. Italia Conti will take reasonable and proportionate steps to support students, but it is not a clinical, therapeutic, social care or emergency service. Where a student requires specialist assessment, treatment, protection or crisis intervention, Italia Conti may signpost, refer or escalate to appropriate external services.

10. Pastoral and Course-Based Support

10.1. Italia Conti recognises that student support is embedded within the day-to-day experience of training. Course-based support is often the first point at which concerns are identified, discussed or addressed.

10.2. Students may access pastoral and course-based support through relevant members of staff, which may include Heads of Year, Course Leaders, Module Leaders, tutors, teaching staff, course administration teams and other designated staff.

10.3. Pastoral and course-based support may include:

- guidance on engagement, attendance and participation;
- support with understanding course expectations, training demands and assessment requirements;
- discussion of general pastoral, personal or practical concerns affecting training;
- advice on communication, professional conduct and working relationships
- referral or signposting to the Wellbeing Team, learning support, safeguarding staff, academic procedures or external services where appropriate.

10.4. Heads of Year and course teams provide regular opportunities for students to discuss their progress, training experience, concerns and support needs. This may

include tutorials, year meetings, development sessions, informal conversations, scheduled check-ins or other course-based mechanisms.

10.5. Course-based support should normally remain within the limits of the staff member's role and expertise. Staff are not expected to provide counselling, clinical advice, social care intervention or specialist mental health support unless this forms part of their professional role.

10.6. Where concerns about attendance, engagement, behaviour, preparedness, communication or participation may indicate an underlying wellbeing, health, disability or personal issue, staff should consider whether support or referral is appropriate. This does not prevent Italia Conti from applying relevant academic, attendance, conduct, support through studies or fitness to train procedures where required.

10.7. Course-based staff may take reasonable immediate action to support safety or access in the moment. However, significant or continuing adjustments to engagement, attendance or learning experience must be considered through Stage 2 of the Support Through Studies Policy and, where agreed, recorded in an Individual Learning Plan (ILP).

11. Wellbeing, Mental Health and Medical Support

11.1. Italia Conti provides wellbeing support for students who may be experiencing emotional, mental health, personal, social, financial, housing, medical or practical difficulties affecting their wellbeing or ability to engage with training.

11.2. Students may access support through the Wellbeing Team, Safeguarding and Wellbeing Lead, trained members of staff, Mental Health First Aiders, first aid provision, or other appropriate internal support routes.

11.3. Wellbeing Provision

Wellbeing provision may include, but is not limited to:

- initial listening, guidance and support;
- discussion of personal or practical concerns affecting student wellbeing;
- signposting to internal support, academic processes or specialist services;
- support with accessing external services where appropriate;
- liaison with relevant staff where concerns affect training, attendance, engagement or safety;
- support in responding to immediate wellbeing concerns or incidents.

11.4. Mental Health Provision

Mental health provision may include, but is not limited to:

- initial support from the Wellbeing Team or other trained staff;
- access to staff trained in Mental Health First Aid, who may listen, provide initial support, encourage appropriate next steps, and signpost or escalate where required;

- signposting or referral to counselling, talking therapy, GP services, NHS services, crisis services, specialist charities or emergency services;
- access to external wellbeing support service, TELUS Health, which includes confidential 24/7 telephone support, online counselling sessions, and digital wellbeing resources;
- support with identifying the appropriate formal process where mental health difficulties affect attendance, assessment, engagement, progression or safe participation.

11.5. Medical support

Medical support may include, but is not limited to:

- first aid and immediate injury or illness response during normal operating hours;
- advice to seek medical assessment through a GP, NHS service, urgent care, emergency service or specialist practitioner;
- support in responding to medical incidents, sudden illness, injury, medication-related concerns or health-related barriers to training;
- liaison with relevant staff where a medical concern affects attendance, engagement, safety or participation;
- consideration of safe participation, temporary adjustments, risk assessment, return-to-training arrangements or referral to relevant formal procedures where appropriate.

11.6. Mental Health First Aiders, Wellbeing Team members and other trained staff do not provide clinical diagnosis, counselling, therapy, medical treatment or long-term specialist mental health care unless this forms part of their professional role.

11.7. Italia Conti's internal support is not a substitute for medical treatment, clinical assessment, therapy, crisis intervention or specialist health care. Where there is a serious or immediate concern about a student's safety, mental health, medical condition or risk of harm, staff should escalate the matter in accordance with this policy and, where necessary, contact emergency services, crisis services, external agencies or a student's emergency contact.

11.8. Where a wellbeing, mental health or medical concern affects a student's attendance, assessment, engagement, progression or ability to participate safely, the student may be supported to access the relevant formal process. This may include extenuating circumstances, Support Through Studies, Fitness to Train, interruption of studies, reasonable adjustments, attendance procedures or other appropriate routes.

11.9. Student meeting records and ILPs are held on ProMonitor, and should be kept up to date by the teams interacting with student wellbeing.

12. Injury Management, Physical Health and Vocal Health

12.1. Italia Conti recognises that conservatoire-style performing arts training places significant physical and vocal demands on students. Injury, illness, acute health episodes, diagnosed conditions, vocal health concerns and recovery from treatment may affect a student's ability to engage safely and consistently with training.

12.2. This section applies to the ongoing management of physical health, injury and vocal health concerns that may affect attendance, engagement, participation, assessment, rehearsal, performance or progression. It includes both diagnosed conditions and

acute concerns that have been triaged by an appropriate medical, health or specialist practitioner.

12.3. Students are expected to inform an appropriate member of staff promptly where an injury, illness, physical health concern, vocal health concern or medical issue may affect their ability to participate safely or fully in training. Students may be asked to provide appropriate evidence or guidance from a relevant practitioner to support safe planning.

12.4. Relevant practitioner guidance may include advice from a GP, consultant, hospital service, mental health practitioner, sports or dance physiotherapist, osteopath, ENT specialist, speech and language therapist, vocal health practitioner, or another suitably qualified professional.

12.5. Where a student's condition requires significant adjustment to their engagement, attendance, participation or learning experience, this must be considered through Stage 2 of the Support Through Studies Policy and, where agreed, recorded in an Individual Learning Plan (ILP).

12.6. An ILP may include, where appropriate:

- agreed exit passes from sessions;
- altered engagement with specific classes, rehearsals or activities;
- observation-based participation;
- temporary restriction from particular physical, vocal or performance tasks;
- modified warm-up, cool-down or preparation strategies;
- rest, recovery or pacing strategies;
- temporary adjustments to timetable expectations;
- an attendance or engagement plan;
- agreed communication arrangements between the student, course staff and support staff;
- return-to-training or phased re-engagement arrangements.

12.7. Any modification to engagement should be considered in relation to:

- the nature and intensity of the activity;
- the student's safety and recovery;
- the safety of other students, staff and participants;
- practitioner guidance or restrictions;
- the feasibility of the adjustment within the training environment;
- attendance and engagement requirements;
- assessment requirements and learning outcomes;
- professional training expectations;
- the likely duration and review point of the arrangement.

12.8. Course staff should not be expected to interpret complex medical information or make clinical judgements. Where specialist advice is required, the student should be encouraged to seek appropriate external assessment or guidance. Italia Conti may use practitioner recommendations to inform support planning, but final decisions about participation in institutional training activity remain the responsibility of Italia Conti.

12.9. Staff should not create informal or parallel arrangements for significant or continuing adjustment to physical, vocal, rehearsal, performance or timetable engagement outside the Stage 2 Support Through Studies process. Immediate temporary action may be taken where required to protect safety pending formal review.

12.10. Students should not be encouraged or expected to continue participating in physical, vocal or performance activity where there is a clear risk that doing so may cause harm to themselves or others. Equally, students should not assume that they may independently modify participation in ways that affect safety, assessment, rehearsal, performance or group learning without appropriate discussion and agreement.

12.11. Where an injury, illness, physical health concern or vocal health concern affects attendance, assessment, engagement, progression or safe participation, the student may be supported to access the relevant formal process. This may include extenuating circumstances, reasonable adjustments, Support Through Studies, Fitness to Train, interruption of studies, attendance procedures or other appropriate routes.

12.12. In an emergency, or where there is an immediate concern about a student's physical health, medical condition, injury or safety, staff should follow Italia Conti's emergency, first aid and incident reporting procedures and, where necessary, contact emergency services.

12.13. Student meeting records and ILPs are held on ProMonitor, and should be kept up to date by the teams interacting with student wellbeing.

13. Disability, Additional Learning Support and Reasonable Adjustments

13.1. Italia Conti is committed to supporting students with declared disabilities, specific learning differences, long-term health conditions, mental health conditions and other access needs, in accordance with its legal duties and its wider commitment to inclusive training.

13.2. Detailed arrangements for disclosure, assessment of need, Additional Learning Support, reasonable adjustments, Individual Learning Plans, ALS plans, Disabled Students' Allowance, and the review of adjustments are set out in the **Disability, Additional Learning Support and Reasonable Adjustments Policy**.

13.3. Students with additional learning needs may have an ALS Plan (ALSP) which records agreed learning support strategies, access arrangements and relevant information for staff.

13.4. Where a student's disability, health condition or access need intersects with wellbeing, attendance, engagement, safe participation, assessment, professional training requirements or risk, staff should refer to the Support Through Studies policy.

13.5. Where significant adjustments to engagement, attendance or learning experience are required, these must be considered through Stage 2 of the Support Through Studies Policy and, where agreed, recorded in an Individual Learning Plan (ILP). **The Disability, Additional Learning Support and Reasonable Adjustments Policy** should be considered alongside this where the adjustment relates to disability, specific learning difference, long-term health condition, mental health condition or other access need.

13.6. This policy should not be used as a substitute for the **Disability, Additional Learning Support and Reasonable Adjustments Policy**. Its purpose is to recognise disability-related support within the wider student support and wellbeing framework and to ensure students are directed to the appropriate process.

14. Student Voice and Community Support

14.1. Italia Conti recognises that a respectful, inclusive and connected student community contributes positively to student wellbeing, belonging and engagement.

14.2. Student voice and community support may include course representatives, student representative structures, EDI representatives, student meetings, surveys, consultation activities, informal feedback routes, peer connection, mentoring, buddying or community-building activities where available.

14.3. Student representatives and peer support structures may help students raise issues, identify themes, strengthen belonging and understand where to access support. However, they are not responsible for managing serious wellbeing, safeguarding, medical, conduct or risk concerns.

14.4. Where a student representative, peer supporter or other student becomes aware of a serious concern about another student's wellbeing, safety or welfare, they should be encouraged to refer the matter to an appropriate member of staff, such as a Head of Year, Course Leader, tutor, course administrator, Wellbeing Team member, Safeguarding and Wellbeing Lead, Designated Safeguarding Lead, or another trusted staff member.

14.5. Student voice and community support routes do not replace formal procedures. Where a concern relates to a complaint, misconduct, harassment, safeguarding, academic appeal, extenuating circumstances, reasonable adjustments, Support Through Studies or Fitness to Train, students should be directed to the relevant policy or procedure.

15. Adult Wellbeing Concerns and Safeguarding-Adjacent Risk

15.1. Italia Conti recognises that adult students may experience wellbeing, welfare or safety concerns that do not meet the formal threshold for child protection or adult safeguarding, but which still require a proportionate institutional response.

15.2. For the purposes of this policy, an adult wellbeing concern or safeguarding-adjacent risk may include, but is not limited to, concerns relating to:

- significant mental health distress, deterioration or crisis;
- self-harm, suicidal ideation or serious risk-taking behaviour;
- self-neglect or significant decline in personal functioning;
- domestic abuse, coercive control, exploitation or unsafe relationships;
- homelessness, food insecurity, financial crisis or serious practical hardship;
- substance misuse or dependency concerns;
- concerning absence, disappearance or sudden disengagement;
- behaviour suggesting that the student may be under duress, pressure or control;
- serious physical health, injury or medical concerns affecting safety;
- behaviour that raises concern for the student's welfare or the welfare of others.

15.3. **Concerns involving children or young people**

Where a concern relates to a student under the age of 18, a child connected to a student, or any other child or young person, the matter must be handled in accordance with Italia Conti's **Safeguarding and Child Protection Policy**. That policy takes precedence over this policy in all matters relating to children and young people.

15.4. Concerns involving adults at risk

Where an adult student appears to have care and support needs, is experiencing or at risk of abuse or neglect, and may be unable to protect themselves because of those needs, the concern may meet the threshold for adult safeguarding. In such cases, the matter should be escalated to the Designated Safeguarding Lead or another appropriate safeguarding lead and handled in line with safeguarding procedures, including referral to external agencies where required or contacting the individual's approved 'trusted contact'.

15.5. Concerns involving staff, visiting professionals, contractors or volunteers

Where a concern involves the conduct of a member of staff, visiting professional, contractor, volunteer or other adult working with or on behalf of Italia Conti, the matter must be escalated promptly and handled in line with the relevant safeguarding, staff conduct, HR, and/or disciplinary procedures. Staff and students should not attempt to investigate such matters informally.

15.6. Concerns involving Harassment, Sexual Misconduct and Violence

Where a concern involves harassment, sexual misconduct, sexual violence, abuse, coercive control, exploitation, stalking, professional boundary concerns, staff-student relationship concerns, unsafe physical contact or other conduct that may present a safeguarding, welfare, criminal, disciplinary or OfS Condition E6 concern, the matter should be escalated in accordance with the relevant safeguarding, harassment and sexual misconduct, student conduct, HR, staff conduct or emergency procedure.

15.7. Adult wellbeing concerns below safeguarding threshold

Where the formal safeguarding threshold is not met, Italia Conti may still take reasonable and proportionate steps to respond. This may include offering support, arranging a welfare meeting, developing a support plan, encouraging the student to access external services, contacting the individual's approved 'trusted contact', contacting emergency services where necessary, or escalating the matter through another relevant internal procedure.

15.8. Consent, autonomy and necessary action

Adult students are generally entitled to make their own decisions about whether to access support. However, where there is a serious or immediate concern about risk, safety, harm, exploitation, coercion, mental health crisis, medical emergency, criminal conduct or the safety of others, Italia Conti may need to take action without the student's consent.

15.9. Internal escalation

Staff should not manage serious adult wellbeing or safeguarding-adjacent concerns in isolation. Concerns should be referred to the Wellbeing Team and Designated Safeguarding Lead. Staff can also seek support from the Head of Student Services, Head of School, Principal, Vice Principal or another appropriate senior lead, depending on the nature and

urgency of the matter, to aid with reporting any concerns. If in doubt, ask for support and guidance.

15.10. Records relating to adult wellbeing concerns and safeguarding-adjacent risk should be made promptly, stored securely, and handled in accordance with data protection requirements. Records should be factual, proportionate, dated, and should include relevant concerns, actions, decisions and reasons for decisions. Student meeting records and ILPs are held on ProMonitor, and should be kept up to date by the teams interacting with student wellbeing.

15.11. Where there is a serious or immediate concern about risk, safety, harm, abuse, exploitation, coercion, medical emergency, mental health crisis, criminal conduct or the welfare of others, information may be shared without the student's consent where there is a lawful and proportionate basis to do so.

15.12. Where a matter is handled under safeguarding procedures, records and information sharing must follow the **Safeguarding and Child Protection Policy**. Staff should also refer to that policy for further guidance on recording concerns, information sharing, confidentiality and escalation.

16. Responding to Concerns

16.1. Student support and wellbeing concerns may be raised by the student, another student, a member of staff, a parent or carer where appropriate, an external agency, or another third party. Concerns may also be identified through attendance, engagement, behaviour, communication, performance, assessment, rehearsal or day to-day interaction.

16.2. Staff should respond to concerns calmly, sensitively and without judgement. Students should be listened to, taken seriously, and directed to appropriate support.

16.3. Staff should not promise absolute confidentiality. Where appropriate, students should be made aware that information may need to be shared if there is concern about safety, risk, safeguarding, harm, serious misconduct, medical need, mental health crisis or the wellbeing of others.

16.4. Low-level or routine concerns may be managed through pastoral, course-based or wellbeing support. Serious, persistent, escalating, complex or risk-related concerns should be referred promptly to the Wellbeing team and Designated Safeguarding Lead (DSL).

16.5. Safeguarding, criminal, serious misconduct, sexual misconduct, abuse, staff-related allegations or emergency concerns must not be investigated informally by staff. Such matters should be escalated through the relevant safeguarding, conduct, HR, disciplinary or emergency procedure.

17. Confidentiality, Consent and Information Sharing

17.1. Italia Conti will respect student confidentiality wherever possible and will handle personal information in accordance with data protection requirements.

17.2. Information should normally be shared only where there is a legitimate need to know, including to provide support, manage risk, protect safety, comply with legal obligations, or ensure the safe and effective operation of training.

17.3. Adult students are generally entitled to make their own decisions about whether to access support and whether information is shared. However, consent is not always required where there is a lawful and proportionate basis for sharing information.

17.4. Information may be shared without consent where there is a serious or immediate concern about risk, safety, harm, abuse, exploitation, coercion, safeguarding, medical emergency, mental health crisis, criminal conduct or the welfare of others.

17.5. Students are asked to provide an emergency contact and/or trusted contact as part of enrolment. For adult students, Italia Conti will not normally contact a parent, carer, emergency contact, trusted contact or other third party without the student's consent unless there is a lawful and proportionate basis to do so. This may include serious risk, safeguarding concerns, emergency circumstances, legal obligation, or a serious concern about the student's welfare or the welfare of others.

17.6. Where a matter falls within safeguarding procedures, confidentiality and information sharing must be handled in accordance with the **Safeguarding and Child Protection Policy**.

18. External Referral and Signposting

18.1. Italia Conti recognises that some student support and wellbeing needs require specialist advice, assessment or intervention beyond the scope of the institution.

18.2. Where appropriate, students may be signposted or referred to external services. These may include, but are not limited to:

- GP, NHS, urgent care or emergency medical services;
- mental health crisis services;
- counselling, talking therapy or external wellbeing providers;
- TELUS Health or equivalent external wellbeing provision;
- specialist charities, helplines or community support services;
- local authority services, including adult safeguarding services where appropriate;
- police or emergency services where there is immediate risk, criminal conduct or serious concern.

18.3. External referral or signposting may be appropriate where a student requires clinical, therapeutic, legal, housing, financial, safeguarding, crisis or specialist support that cannot reasonably be provided by Italia Conti.

18.4. Where Italia Conti makes external support routes available to students, details of current provision, access arrangements and eligibility will be communicated through the relevant student support channels. This may include information about external wellbeing partners, counselling or talking therapy provision, confidential helplines, digital wellbeing resources, and crisis support routes.

18.5. Students are normally responsible for engaging with external services once signposted or referred, unless the circumstances require urgent institutional action or external agency involvement. Where a student does not engage with

recommended external support and concerns remain, Italia Conti may consider whether further internal action is required under this or another relevant policy.

19. Student Responsibilities

19.1. Students are encouraged to take an active role in maintaining their wellbeing, seeking support early, and communicating relevant concerns where these affect their attendance, engagement, assessment, conduct, safety or participation in training.

19.2. Students are expected to:

- engage constructively with reasonable support offered by Italia Conti;
- attend agreed support, pastoral, tutorial or review meetings where required;
- provide relevant information, evidence or updates where this is needed to support
- safe participation or formal decision-making;
- notify appropriate staff promptly where illness, injury, mental health, personal circumstances or other concerns affect their ability to engage with training;
- use the relevant formal procedure where circumstances affect assessment, attendance, progression or continuation;
- behave respectfully towards staff, students and external support providers;
- seek emergency or specialist support where their circumstances require urgent medical, mental health, safeguarding or crisis intervention.

19.3. Students should not rely on informal wellbeing or pastoral conversations as a substitute for formal academic, attendance, extenuating circumstances, reasonable adjustment, interruption, Support Through Studies, Fitness to Train or complaints procedures.

19.4. Students should not independently make significant adjustments to attendance, participation, timetable engagement, rehearsal, performance, assessment activity or group learning without appropriate discussion and agreement through the relevant process.

19.5. Where a student is concerned about the wellbeing or safety of another student, they are encouraged to raise the concern with an appropriate member of staff. Students are not expected to manage serious welfare, safeguarding, medical or risk concerns themselves.

20. Staff Responsibilities

20.1. All staff have a role in contributing to a safe, respectful and supportive learning environment. Staff may notice concerns through teaching, rehearsals, tutorials, assessment, administration, student communication, attendance, performance or day-to-day interaction.

20.2. Staff are expected to:

- respond to student concerns calmly, sensitively and without judgement;
- act within the limits of their role, training and expertise;
- avoid promising absolute confidentiality;

- signpost or refer students to appropriate support where needed;
- escalate serious, persistent, complex or risk-related concerns promptly;
- record relevant concerns, actions and decisions in accordance with institutional expectations;
- follow safeguarding, conduct, HR, emergency or formal academic procedures where these apply.

20.3. Staff should not attempt to provide counselling, clinical advice, medical diagnosis, therapeutic support, social care intervention or specialist mental health support unless this forms part of their professional role.

20.4. Staff should not investigate safeguarding, criminal, sexual misconduct, abuse, serious misconduct, staff-related allegations or emergency concerns informally. Such matters must be escalated through the appropriate policy or procedure.

20.5. Staff should not create informal or parallel arrangements for significant adjustments to a student's engagement, attendance or learning experience. Where such adjustments may be required, the matter must be referred for consideration under Stage 2 of the Support Through Studies Policy and, where agreed, recorded in an Individual Learning Plan (ILP).

20.6. Where staff are unsure how to respond to a concern, they should seek advice from an appropriate colleague or senior lead. This may include the Wellbeing Team, Safeguarding and Wellbeing Lead, Designated Safeguarding Lead, Head of Student Services, Head of School, Principal, Vice Principal, Quality Assurance, HR, or another appropriate senior member of staff.

21. Consideration of Support, Adjustments and Requests

21.1. Italia Conti will consider requests for support, adjustments or changes to engagement in a fair, student-centred, reasonable and proportionate way. Wherever possible, the institution will work with the student to understand their circumstances, identify relevant barriers, and consider appropriate support.

21.2. In considering a request, Italia Conti may take account of available evidence, professional or specialist advice, course requirements, learning outcomes, assessment requirements, professional training expectations, health and safety, safeguarding, available resources, and the rights, safety and wellbeing of other students and staff.

21.3. Not all requested support or adjustments will be appropriate, reasonable, practicable or compatible with the requirements of the course or training environment. Where a request cannot be agreed, or can only be partly agreed, Italia Conti will provide a clear explanation and, where appropriate, consider alternative support, adjustments, signposting or the fitness to train process.

21.4. Where a student is dissatisfied with the way a request for support or adjustments has been considered, or with the handling of a support-related matter, they may raise the matter under Italia Conti's Complaints Policy. The Complaints Policy includes the relevant internal complains and appeal route.

21.5. Once the internal process has been completed, Italia Conti will issue a Completion of Procedures letter, where required.

21.6. Students enrolled with a partner university who approve our HE programmes, may then refer to the relevant academic partner complaints procedure, engaging from Stage 2 (Formal).

21.7. Italia Conti will provide the student with appropriate information about the next stage, including how to access the relevant University of Chichester procedure, any applicable deadlines, and any documentation from the Italia Conti process that may be required.

21.8. At the conclusion of the relevant University of Chichester process, the student will receive a final outcome. Where applicable, a Completion of Procedures Letter will be issued to confirm that the relevant internal procedures have been completed.

21.9. Following completion of the relevant internal and academic partner processes, a student may be able to refer their complaint to the Office of the Independent Adjudicator for Higher Education, provided the matter is eligible under the OIA Scheme. The OIA's good practice framework states that students should normally bring complaints to the OIA within 12 months of the Completion of Procedures Letter.

22. Related Policies and Procedures

22.1. This policy should be read alongside the following Italia Conti policies and procedures, where relevant:

- Safeguarding and Child Protection Policy
- Appropriate Physical Contact and Safe Touch Policy
- Disability, ALS and Reasonable Adjustments Policy
- Data Protection Policy
- Disciplinary Policy
- Complaints Policy and Procedures
- Equality, Diversity, Inclusion and Equal Opportunities Policy
- Extremism and Anti-Radicalisation Policy
- Health & Safety Policy
- Personal Relationships Policy
- Safer Recruitment Procedures
- Social Media Policy
- Student Teacher Policy
- Harassment, Sexual Misconduct and Sexual Violence Policy
- Support Through Studies Policy
- Whistleblowing Policy

22.2. Where there is uncertainty about which policy or procedure applies, staff should seek advice from the relevant senior lead. Where safeguarding concerns arise, the **Safeguarding and Child Protection Policy** takes precedence.

Appendix 1: Guide to Relevant Support Routes

The table below provides a simple guide to the usual route for different types of student concern. It is intended to help students and staff identify the most appropriate starting point. Some concerns may involve more than one policy or procedure.

Concern or situation	Usual route
General wellbeing, pastoral, personal or practical concern	Student Support and Wellbeing Policy
Serious or urgent concern about a student's safety, welfare or risk of harm	Student Support and Wellbeing Policy, with safeguarding or emergency escalation where required
Concern involving a student under 18	Safeguarding and Child Protection Policy
Adult safeguarding concern, including abuse, neglect, exploitation or inability to protect oneself	Safeguarding and Child Protection Policy (alongside Student Support and Wellbeing Policy)
Disability, specific learning difference, long-term health condition, mental health condition or other access need	Disability, Additional Learning Support and Reasonable Adjustments Policy
Learning support strategies or day-to-day access arrangements	ALS Plan
Significant adjustment to attendance, engagement, participation or wider learning experience	Support Through Studies Policy and, where agreed, Individual Learning Plan
Injury, illness, physical health or vocal health concern affecting training	Student Support and Wellbeing Policy, with Support Through Studies, Fitness to Train or first aid/health and safety procedures where required
Difficulty meeting attendance, engagement or participation expectations	Support Through Studies Policy
Assessment affected by personal circumstances	Extenuating Circumstances Procedure
Complaint about support received, service provision or handling of a concern	Complaints Policy
External support need beyond Italia Conti's role	Signposting or referral to external services

Where staff or students are unsure which route applies, they should seek advice from an appropriate senior or specialist member of staff. Serious, urgent, safeguarding, medical, sexual misconduct, violence, criminal or immediate risk concerns must be escalated promptly. Urgent action should not be delayed while the final procedural route is being confirmed.