Central Film School

Supported Study Procedures

All Courses

1. Introduction

On occasions, students may experience difficulties that have an impact on their studies and require support beyond the remit of the standard School Mitigating Circumstances procedures. The supported study procedures will be invoked following serious concerns expressed over a student's health, wellbeing or behaviour, which has led to:

- Doubts from staff over the student's fitness to study at the School and/or within a placement, and/or the disruption of the teaching, learning or support of other students.

- Students who present the School with difficulties due to their physical, mental or emotional wellbeing should wherever possible be considered from a supportive perspective rather than a disciplinary one.

This procedure has been developed as an alternative to the Disciplinary Procedures. The School however reserves the right to invoke the Disciplinary Procedures where students' health or behaviour poses a risk of harm to either themselves or others or where students do not positively respond to more supportive interventions.

This procedure has three stages, based on the seriousness of risk posed by the behaviour or health of a student. The three stages reflect the level of difficulty or disruption highlighted, as well as the response of a student to any intervention.

A member of staff will be offered to the student to act as a supportive mentor through the process.

It is possible that concerns raised over the health, safety, conduct or emotional wellbeing of a student are of such significance that these procedures can be commenced at any of Stages 1, 2 or 3. Should a student be unwilling to play a part in these procedures, the process should continue in their absence where, if it is deemed appropriate and necessary, the School may invoke a temporary suspension of studies.

2. Stage 1 – Emerging Concerns

Emerging or initial concerns about an individual student's health, safety or mental or emotional wellbeing are raised.

A member of staff with primary responsibility and/or knowledge of the student (e.g. Tutor, Programme Leader) should approach the student in a supportive and understanding manner.

The nature of the concerns should be clearly identified to the student and s/he should be encouraged to discuss the issues (it is possible that s/he will not have realised the impact of his/her actions). If appropriate, information should be provided about sources of support within the School that the student can access.

It is likely that the student will respond positively, co-operate fully, access the available support or modify their behaviour.

Should the student be unable to respond positively then staff must discuss the situation with the Head of School. This may lead to a decision to move to Stage 2 of these procedures.

3. Stage 2 – Continuing Concerns

Continuing or serious concerns about an individual student's health, safety or mental or emotional wellbeing are raised.
The student will be invited to meet their Programme Leader or senior member of staff from the list below to discuss the issues. Together they can assess the student's perception of the impact of his/her ill-health and /or behaviour is having upon him/her self and/or the School community.

Possible lead staff for Stage 2 of the procedures;

- Head of School
- Head of Registry
- Teaching & Learning Support Manager
- Principal

An Action Plan will be devised to put in place support for the student (where appropriate) and formally agree on expectations for the student to observe. These

may include academic expectations, the expectation to engage with support and conduct-related expectations.

This Action Plan will have a review date from the outset, and the consequences of not adhering to the Action Plan will be made clear.

A record of the meeting will be made, with a copy sent to the student and to the lead staff member for Stage 2. A copy of the agreed Action Plan will be submitted to the Teaching & Learning Support Manager and the student's Programme Leader.

It is hoped and expected that the student will respond positively to the Action Plan and as such cooperate fully, access the outlined support or modify his/her behaviour accordingly.

Should the student not respond positively the situation must be discussed between the Programme Leader and Head of School. At this point, Stage 2 may need to be restarted or Stage 3 may be initiated if it is deemed necessary to do so.

4. Stage 3 – Significant or Unresolved Concerns

Significant or persistent concerns are raised about an individual student's actions or behaviour that are putting the health, safety, wellbeing or academic progress of his/herself or other members of the school community at significant risk.

The Head of School will discuss the matter with the Principal, and if in agreement, will call a 'Case Conference' to discuss the situation. Present at the Case Conference will be at least 4 from the following:

- Head of School
- Teaching & Learning Support Manager
- Head of Registry
- Principal
- CEO
- Programme Leader
- Tutor(s)
- Teaching & Learning Support Manager

The Case Conference will determine an agreed action from below:

- Development of an enhanced Action Plan Or
- Recommend to the Academic Board a suspension of the student's studies

The student will be invited to meet with the Teaching & Learning Support Manager to receive and discuss the recommended actions from the Case Conference. The student will be invited to bring their Student Rep or a friend to support them at the meeting.

The Teaching & Learning Support Manager should inform the Academic Board of the outcome from the Case Conference.

If the recommended action is that of an enhanced Action Plan, this plan will have a review date from the outset, and the consequences of not adhering to the Action Plan will be made clear. It is likely that the members of the Case Conference panel will need to review the progress made once the enhanced Action Plan has been agreed and implemented. This review should take place at an appropriate time, based on the plan and the timings of the academic year.

If the agreed recommended action is a suspension in studies, the Head of Registry will temporarily suspend the student with immediate effect. The Head of School will then inform the student in writing of his/her decision in regards to the suspension; and subsequently inform the Academic Board within 10 working days.

In cases of suspension the following must be informed:

- Head of School
- Head of Registry
- Principal
- CEO
- Programme Leader
- Tutor(s)
- Teaching & Learning Support Manager
- Resource Team

If the student wishes to appeal against the outcome from the Case Conference, s/he must write within 14 working days to the Principal.

Upon receipt of the letter, the Principal will respond to the student within 10 working days. The decision of the Principal (after consultation, which may be with relevant staff from the awarding body) will be final.

Any suspension in studies will be subject to periodic review by the Principal in the light of any developments with reports made received. Such periodic review will include consideration of medical evidence supplied by the student, and any professional advice they have received and made available to the School.

5. Crisis Situations

It is possible that a student's mental wellbeing is so extreme that s/he needs emergency assistance outside of these procedures. In such cases, staff should refer to the School's published 'Student Welfare Referral Guide for School Staff'.

6. Investigatory & Disciplinary Procedures

There are occasions where a student who is being supported through these

procedures may break aspects of the 'Student Code of Conduct'. In such cases, they will not necessarily be exempt from investigatory procedures being invoked or from any subsequent disciplinary action being taken.

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