

Staff Guide to Student Care

	IDENTIFY - What might be happening	ACTION - What you can do	Follow-up and Monitoring
RED	<p>Student thought to be at risk of harm to self or others. For example, repeated anti-social behaviour, evidence of self-harm.</p> <p>Each situation is different, and advice can be sought by any member of staff from Student Welfare Team (call 028 9097 2893) or a member of the Student Care Forum (e.g. Head of Student Welfare, Head of Disability Services, Occupational Health Physician).</p>	<p><u>When speaking to the student:</u> Make sure student is aware that if you perceive a risk to the student or others, you cannot maintain confidentiality. Keep a file note of discussion with student, and actions you have taken up to that point / who you contacted.</p> <p>Send an email to student saying what you agreed, who you recommended they contact for support.</p> <p><u>In emergency / crisis situation:</u> Call Security (028 9097 5099 or emergency x2222) to respond to immediate situation, contact emergency services and/or engage University incident procedures.</p> <p><u>After a crisis situation or when early concerns/suspicious are identified:</u> Discuss as appropriate with Advisor of Studies, Personal Tutor, School Manager, Director of Education or Head of School.</p> <p>Member of staff from the School speak to the Head of Student Welfare (or other member of Student Support Co-ordinating Team) to determine best actions and other points of contact that the student has had within the University. Actions taken at University level may include:</p> <ul style="list-style-type: none"> - Convening a case conference with relevant staff / apply Fitness to Study guidelines - Support staff (often with School) meeting with the student to discuss, make student aware of appropriate support, as well as limitations of University support. - Involving appropriate support providers, e.g. Occupational Health, International Student Support, Disability or Counselling Services, Accommodation, Students' Union, University Health Centre 	<p>Name added to Student Care List. Fortnightly discussion at Student Support Co-ordinating Team</p> <p>Student Support Co-ordinating Team with School, to identify who undertakes appropriate follow-up (1 day, 1 week, 1 month and 6 month)</p> <p>Identify main contact in School.</p>
AMBER	<p>A combination of factors including:</p> <ul style="list-style-type: none"> - Poor attendance at scheduled classes or exams - Poor performance in assessments / exams - Recurrent sickness / accidents - Breach of Conduct Regulations - Non-payment of Tuition fees - Visa difficulties - Absence from Halls of Residence or accommodation 	<p>School to follow academic progress / absence procedures. This may include contacting:</p> <ul style="list-style-type: none"> - Occupational Health (x5541) to advise about adjustments due to medical / recurrent sickness or accidents. - Disability Services (x5251) to undertake assessment if disability-related, recommend adjustments and help student apply for funding. - International Student Support (x3820) for any international student absence issues / concerns <p>Discuss as appropriate with Advisor of Studies, Personal Tutor, School Manager, Director of Education or Head of School.</p> <p>Make student aware of support services in the Student Guidance and International & Postgraduate Student Centres, and Students' Union Advice Centre.</p> <p>Contact Head of Student Welfare / Affairs (x2893) to:</p> <ul style="list-style-type: none"> - Check if issues raised in other parts of University (e.g. counselling, accommodation) - Contact student and offer meeting to discuss personal / welfare issues – often in conjunction with School staff - Determine last point of contact with University and attempt to contact student 	<p>Determine 1 week, 1 month and 6 month follow-up.</p> <p>Name added to Care List, situation discussed at Student Care Forum fortnightly.</p>
GREEN	After being at amber level for a 6 month period, with no further concerns raised. Follow up at key points in academic year.		

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What would alert you to a serious problem?

- Student told you
- Other students or staff have indicated concern
- Smells of alcohol or cannabis on a regular basis
- Notice cuts / marks on arms or parts of body
- Changes in the student's mood or behaviour, e.g. miserable, hyperactive, withdrawn
- Significant changes in appearance, e.g. weight loss/gain, decline in personal hygiene
- Academic performance has changed dramatically

What can you do about it?

- Approach the student, talk to them. Be honest about the amount of time you have and when a subject is beyond what you feel capable to deal with
- Take threats of self harm and suicide seriously – and don't deal with it by yourself
- Speak to a member of staff in student support. Unless you are worried about an immediate risk of harm, this should be done with the student's consent.
- Help the student to identify the support they have available to them, give information on how to access
- Keep a note of actions you have taken and recommendations you have made to the student, email to student
- If you are very concerned about the student's immediate wellbeing, or are not sure about whether there is an immediate risk, call the Head of Student Welfare, Occupational Health physician or another person in student welfare.
- If you are concerned about an immediate risk on University property to the student, another student or member of staff, contact security.
- If there is **not** an imminent risk, check in with the student after an agreed period of time.

What you cannot do:

- Don't promise confidentiality. You might not be equipped to resolve the problem, so will need to speak to someone else. Try to get the student's permission to do this, but if you are concerned about risk to their safety or the safety of others, you must speak to someone.
- You can help a student to contact a support service, or let a service know that you have signposted a student so they can keep an eye out for the student, but it is always best for the student to make the appointment themselves.
- Force them to attend or engage with support. You can only make them aware of what is available, how it can help them and encourage them to attend.