

# Support to Study Policy

## 1. Scope and Purpose

- 1.1 This Policy uses the term 'student' or 'students' throughout. This refers to all learners at the university, including undergraduate and postgraduate students and apprentices. Where separate arrangements or rules apply, the target group or groups are named in the paragraph.
- 1.2 The purpose of this policy is to support students and staff in managing scenarios or incidents that cause concern regarding a student's ability to engage in their studies. The procedure is in place to encourage a collaborative approach to support the student to move forward with their studies in a proactive way and with the appropriate support in place. Our primary concern will always be the student's wellbeing.
- 1.3 This policy and the accompanying procedures are to be followed by university staff where a student's behaviours or attitude is giving cause for concern, and where it is believed either that there is an underlying physical, disability or mental health condition, or that the use of the Student Disciplinary Procedures would be inappropriate or counter-productive. The Student Services Referral Framework can be used, for quick reference, alongside these guidelines. Please refer to Appendix 1.
- 1.4 The University aims to ensure that support is offered to all students with exceptional personal circumstances, in line with its Diversity, Equality, Inclusion and Belonging Policy. The University is committed to the fair and equal treatment of all individuals regardless of gender, age, disability, colour, race, ethnic or national origin, socio-economic group, sexual orientation, marital status, family responsibilities, religious or political beliefs. Where a student or staff member working with this policy has specific protected characteristics under the Equality act 2010, all endeavors will be made to ensure that information is available in appropriate formats and reasonable adjustments are made to the proceedings and facilities to accommodate their needs. If you would like this document in a different format, please contact Registry.
- 1.5 This policy aims to ensure that staff do not discriminate against any student because of their mental health difficulties or disability, and that students with underlying conditions are encouraged to access appropriate support.
- 1.6 This policy and its procedures are part of the Student Conduct Policy Framework. Students enrolled on courses leading to professional registration are subject to the University's standard policy and procedures in relation to academic assessment/progress and conduct, in addition to Fitness to Practise procedures. Students who have been found to have broken conduct rules under this policy or are unwilling to engage with this policy and other supportive measures will be referred for consideration under the Fitness to Practise Policy or Student Disciplinary Policy as appropriate.
- 1.7 Healthcare students will be expected to meet the requirements set out in the relevant PSRB (Professional, Regulatory and Statutory Body) practice standards consistent with their stage of progression through their course. Such students who work with clients, service users and patients must have the knowledge, skills, attitudes, and health required to practise within their profession safely and effectively. This policy therefore also aims to protect individuals seeking care as well as protecting the wider HSU community of students and staff.

## 2. Key Responsibilities

- 2.1 The Head of Student Services is responsible for the overall management and implementation of this policy and the accompanying procedures.

- 2.2 Members of staff are responsible for acting within the framework of this policy and the accompanying procedures where a student's behaviours or attitude gives them cause for concern.
- 2.3 Under this policy and associated procedures any University role or officeholder or officer of the Student Union may act through their appointed nominee.
- 2.4 Students are responsible for being fit for study at the University and may self-refer to this policy
- 2.5 An apprentice's employer may contact the University with their own concerns about their apprentice

### **3. Background**

- 3.1 The University is committed to supporting all students to fulfil their potential. Occasionally a student's physical or mental health condition may impact upon their own, or others', ability to fulfil that potential; alternatively, a student's behaviour may give cause for concern. This policy and the accompanying procedures are designed to outline the action that the University will take in such instances to ensure that issues can be dealt with in a clear, transparent and supportive fashion.
- 3.2 This policy and the accompanying procedures are not intended to give guidance on wider matters relating to students with physical or mental health issues but are intended to ensure a consistent approach to managing situations in which a student's behaviours or attitude is giving cause for concern.
- 3.3 There has been a significant rise in the number of higher education students disclosing mental health difficulties over recent years, and teaching and professional services staff are likely to find themselves supporting such students. It should be noted that, within the general population, one in four people experience mental health conditions and approximately half of mental health issues develop by the age of twenty-four.
- 3.4 The University has access to a variety of resources which students and staff may find useful in relation to wider matters relating to students with physical or mental health issues. For more information contact Student Services – [studentservices@ac.uk](mailto:studentservices@ac.uk)
- 3.5 For our apprentices, they are also often able to access support in their workplace provided by their employer. This does not prevent an apprentice from accessing all of the support and resource available for students.

### **Policy**

#### **4. University Ethos and Support**

- 4.1 It should be remembered that mental health difficulties are legally defined disabilities, and it is therefore unlawful under the Equality Act 2010 to discriminate against a student on the grounds of their disability.
- 4.2 The University is committed to an ethos of equality and inclusivity and aims to facilitate and promote positive mental health and well-being through the recognition and understanding of all disabilities. University encourages all students to disclose health needs so we can best support the student during their studies. Where a condition has not previously been disclosed, the University encourages the student to make contact with the appropriate service at the earliest possible opportunity in order that they are provided with the support they need to realise their full potential and complete their course of study.
- 4.3 The University is required to make 'reasonable adjustments' to enable students experiencing disabilities or mental health difficulties to undertake their academic studies and all staff members are required to ensure reasonable adjustments are in place for students they are working with.
- 4.4 UK Students with a disability or mental health issue are eligible for the Disabled Students' Allowance, which can provide them with equipment and personal support. More details are available from Student Services.
- 4.5 The Support to Study Procedure is an internal procedure and is not intended to be a legal process. Nor is it intended to affect the terms and conditions of employment for those students in employment outside of the University. The University does not normally use legal professionals

in the handling of cases, and therefore it is not expected that students would be required to do so either. As such the engagement of legal professionals by students in relation to the Support to Study procedure is normally not permitted, and would be allowed only in exceptional circumstances, in discussion with the Head of Student Services.

## **5. Duty of care**

- 5.1 The University has a duty of care, to all students as a result of the 'proximate relationship' resulting from the relationship between the University and its students. This means that the University has a duty to take reasonable steps to ensure the health, safety and wellbeing of all its students.
- 5.2 There may be an enhanced duty of care owed to particular groups of students who are more vulnerable (for example, under 18s).
- 5.3 No member of university staff should go beyond their level of competence in trying to support or advise a student.
- 5.4 In exceptional cases, the University's duty of care may require the removal a student from the University if that student presents a risk to themselves or to other members of the University community.

## **6. Data protection and confidentiality**

- 6.1 The University is governed by the UK GDPR and Data Protection Act 2018 and will treat all personal information (including sensitive personal information relating to students' mental and physical health) as confidential.
- 6.2 Whilst respecting the apprentice's privacy and non-disclosure, withdrawing an apprentice from their apprenticeship or changing the apprenticeship cannot take place without informing the employer. This is due to the 'dual lock' nature of the separate university and employer apprenticeship systems. Details about the apprentice must match on both employer and university systems to maintain monthly payment and record keeping.
- 6.3 In all cases where, in the member of staff's judgement, it would be in the student's best interests to disclose sensitive information to the University support services and/or to an external agency (e.g. so that appropriate support may be provided) or to an apprentice's employer, the student's informed and express ('explicit') consent to such disclosures should be obtained where possible.
- 6.4 The staff member should record this consent, or at least make a record of how such consent was provided and when, so that the University would be able to demonstrate that the student had specifically agreed to the processing of their sensitive personal data in particular ways. Once consent has been obtained and a record made, it is the responsibility of the person passing on sensitive information to ensure it is done in accordance with the student's explicit wishes.
- 6.5 Transfer of such information should also be carried out in an appropriate secure manner to reduce the risk of inadvertent disclosure to unauthorised persons (including anyone within the University who does not have a legitimate 'need to know' this information to administer support to the student).
- 6.6 If the student chooses not to provide explicit consent to disclosure, this decision should be respected in most instances, except for those exceptional circumstances where the actions would place the university at risk of non-compliance with regulatory requirements. In this scenario, the implications of non-disclosure in terms of additional support available from, for example the University's Student Services or other parts of the University with a need to know all or some part of such information to provide support should be made clear.
- 6.7 However, there exist rare occasions when the student's consent is withheld, or it is impracticable to try to obtain it, when confidentiality may lawfully be broken and disclosure made internally to Student Services and/or to employers in the case of apprentices, or external agencies. These include, for example:
  - a. When the student's health has deteriorated to the extent of threatening their personal safety
  - b. When the student is at risk of serious abuse or exploitation
  - c. When the student's behaviour is adversely affecting the rights and safety of others
  - d. Where the member of staff would be liable to civil or criminal procedure if the information were not

disclosed (e.g. if a crime had been committed)

- e. Where the student is either under 18 years or a vulnerable adult (see also the Safeguarding Policy)

## Procedure

### 7. Applying the support to study policy

- 7.1 In the course of your everyday activities you may develop concern about a student for a number of reasons. It may be that the student themselves raises their concerns with you. Otherwise, typical signs that a student is in difficulty include, but are not limited to:
- Significant changes in appearance such as noticeable loss or gain of weight, deteriorated personal care and hygiene, or signs of sleeplessness
  - Changes of mood or out of character behavior from previous experience of the student.
  - Other people, such as friends, housemates or other colleagues expressing concern.
  - Talk or evidence of self-harming behaviour.
  - Evidence of increased use of alcohol or non-prescription drugs.
  - Inappropriate responses which are disproportionate to the causal situation.
  - Where a student has not attended or engaged with study for a period of time without a reason given.
- 7.2 For Students, absence may be a cause for concern, often in line with one or more of the above signs, and staff should be aware of the wellbeing of students who are on courses of study at the University as absence is often an indication that there is a possible need to be addressed. Course staff should in the first instance make contact with the student and explore the reasons for absence.
- 7.3 For Apprentices, any unplanned absence from learning **must** be followed up immediately by the Course Leader or course administration with the apprentice, and the learning replaced. Every apprentice must undertake some planned learning activity every calendar month. This is an apprenticeship compliance requirement. If they do not do this, the apprentice must be placed on a Break in Learning, backdated to the last learning activity. This requires liaison with the employer to pause the apprenticeship record, stops payments and sets in motion a range of evidence collection and plan requirements,
- 7.4 Concern about how well a student may manage their learning experience on a placement or similar activity. Students may have been receiving additional support and staff may be concerned as to how well a student may cope in an unusual environment even when support issues have been addressed.
- 7.5 The University reserves the right to follow the Student Disciplinary or Fitness to Practice Procedures to respond to student behaviour having an adverse effect or impact or real risk of impact on themselves or others, depending on the individual circumstances of the case.
- 7.6 These procedures should in no way distract from any emergency situation where it is believed that a student's behaviour presents an immediate risk to themselves or others.
- 7.7 It is important to act on concerns, using the following procedures. These procedures provide a staged approach, based on the perceived level of risk to the health and safety of the student and/or others. The cause for concern can be brought under these procedures at any one of the three levels, depending on the severity of the situation. Staff are encouraged to discuss their concerns with Student Services in all instances.

### 8 Stage 1 – emerging concern

- 8.1 You should record any concerns or signs the student may be struggling, including specific incidents and dates. It may be that you have witnessed an isolated incident; maintaining a detailed record will enable you to monitor and assess the situation more objectively.

- 8.2 You should speak informally to immediate colleagues (such as your line manager or Course Leader) to identify any additional concerns.
- 8.3 The member of staff with primary responsibility for the student (e.g. personal tutor / course tutor) should arrange to meet with the student. The aim of the meeting is to inform the student, in a sympathetic and understanding way, that there are concerns regarding their welfare. Some students may lack insight into their own situation and you should be explicit about the causes for concern, giving clear examples and explaining why this presents a concern.
- 8.4 The student may be accompanied by a staff member, another student, friend, family member or representative to the Stage 1 meeting.
- 8.5 Offer the student an opportunity to disclose any underlying disability or mental health condition. For conditions disclosed, ask the student if they are happy for you to refer them to student services. Listen carefully – the aim is to understand the situation from the student’s perspective. Avoid moral judgements or simplistic solutions. Ask if there is anything that the student considers would help them to manage their difficulties. Note that you are not expected to counsel the student – the aim of the meeting is to focus on the student’s behaviour, not to explore their emotional state in depth. You should take notes of the meeting and explain to the student that this will provide a record of your concerns.
- 8.6 For apprentices, there may be an impact in their workplace and on their day-to-day role – as above, the aim is to understand clearly whether there are support mechanisms in place and assist the apprentice in identifying and using these where appropriate.
- 8.7 As a result of the meeting, there are a range of likely outcomes:
- The student acknowledges there is a problem and is willing to seek help: You should refer the student to Student Services, using the Referral Framework (Appendix 1) or advise them to contact their GP, or for apprentices, to use their organisation’s support programme if they wish as appropriate. Follow up one week later to ensure that the student has acted.
  - You are convinced that your concerns are unfounded: The student may give a plausible explanation for their behaviour and you are reassured that there is no cause for concern. No further action is required (unless 7.2 applies).
  - The student is aware of the problem but does not want to seek assistance OR denies there is a problem. In this case you should move to Stage 2 of the procedure.
  - If there is a failure to resolve the situation at stage 1, the student should be informed that the case will be progressed to Stage 2.
- 8.8 Even if no referral to student services is required, please notify the Head of Student Services that a Stage One meeting has taken place using the electronic form provided. This allows us to collate concerns and have an overview of separate discussions which may be happening.

## **9 Stage 2 – Continued Concern**

- 9.1 If the issues have not been resolved by the actions in Stage 1 (including non-engagement), or if there is a high level of concern for the student and / or others, you should contact the Head of Student Services or Student Wellbeing Services Manager to discuss your concerns and to explain any steps you have already taken to address the situation.
- 9.2 The Head of Student and Library Services or Student Wellbeing Services Manager will invite you and the student to attend a meeting to discuss the issues you have raised. It is important such meetings have representation from the course team. The Head of Student Services may invite a Wellbeing Adviser or other member of the Student Services team to attend the meeting depending on the nature of the Cause for Concern.
- 9.3 The aim of the meeting is to encourage the student to acknowledge their difficulties, understand their situation and to seek appropriate help. The Head of Student Services will summarise the issues and, if appropriate, will remind the student that the University has a duty of reasonable care to all students. Although stressing that the aim is to support the student, the Head of Student and Library Services will note that it is the student’s responsibility to be fit to study and stress that there are doubts regarding the student’s current fitness to study. If appropriate, attention will be drawn to the University

- 9.4 The Head of Student Services will strongly recommend that the student seeks help from support services within the University and/or from appropriate external professionals. The name of the student's GP will be noted. If the student is not registered with a local GP, a registration form for a local surgery will be provided. GP registration is a required condition to use the wellbeing services.
- 9.5 All parties will liaise to agree an action plan for the student to bring about changes in presenting behaviour. This may include requiring the student to have weekly discussions with a Student Wellbeing Adviser for regular monitoring. An appropriate date for review will be set. This plan will be emailed to the student following the meeting.
- 9.6 The Head of Student Services will inform the student of the consequences of not following the agreed action plan (moving to Stage 3). –The action plan will be monitored regularly, and agreed with the student, until there is no further Cause for Concern. Review meetings may be held as necessary to review targets and progress. Notes will be filed on the student's record.

## 10. Stage 3 – Acute Concern

12.1 Acute concern may very occasionally arise from a crisis situation, such as a sudden or violent breakdown in behaviour. The student may appear very agitated and volatile, and difficult to engage in discussion. Although these situations are rare (it is unusual for someone with a mental health issue to be violent towards others) staff are advised to deal with any such situation in the following way:

- Aim to create a calm environment. Adopt a non-threatening approach – sit at an equal level to the student and do not block their exit route
- Ask other students and staff to leave the area – it will feel calmer with few people present. However, try to ensure that a colleague is within earshot, leaving the door ajar if necessary. In office hours, you may wish to request a mental health first aider attends to provide support.
- Allow the student time to express their views, listen patiently and allow the student personal space
- If the student decides to leave, do not attempt to stop them, but do offer to accompany them
- If someone is hurt, there is evidence that the student has taken an overdose or if someone appears to pose a significant threat of violence, telephone the emergency services. See the Student Death, Serious Injury or Serious Illness procedure for further guidance.

If possible telephone:

- Reception staff to let them know in order to direct the emergency services upon arrival
- Student Services (during office hours)
- Security (outside office hours), Bournemouth 07841 022368, London TBC.

Once the emergency situation is resolved, alert your line manager and ensure the Head of Student Services is aware of the situation.

12.1 If there has been a crisis incident on or offsite, or the student's behaviour persists following Stage 2 of the procedure, you should contact the Head of Student and Wellbeing Services.

12.1 The Head of Student and Wellbeing Services or the Wellbeing Services Manager will arrange to meet the student with a member of their course team and conduct a risk assessment to identify formally the level of risk to the student and / or others. The aim of the risk assessment is to consider whether continued study may put the student and / or others at unacceptable risk or exacerbate the student's difficulties. In addition to the student's course-related activities, their level of engagement with their studies and the quality of social interactions, consideration will also be given to the student's domestic situation. For apprentices, their employer must be informed and where the student holds part time positions in the University, the Head of People and Development.

12.1 The risk assessment will result in one of two possible outcomes:

- a) The level of risk to the student and/or others currently posed by the student is within acceptable levels. In this case, Stage 2 of these procedures should (continue to) be followed.

- b) The level of risk to the student and/or others currently posed by the student is unacceptable. In this case, Stage 3 of these procedures will continue to be followed.

- 12.1 If the risk assessment highlights an unacceptable level of risk, the Head of Student Services or Student Services and Wellbeing Manager will call an urgent case conference. Attendees at the conference will include the Head of Student Services or Student Wellbeing Services Manager, the Course Leader, the Academic Registrar (or their nominee) and other staff as are necessary and appropriate to consider the case (e.g. the unit leaders, appropriate healthcare professionals, or welfare staff). The student will normally be invited to attend the case conference and may be advised to be accompanied by a staff member, another student, friend, family member or representative. There may be some occasions where it is appropriate to hold the case conference without the student in attendance.
- 12.1 Depending on the situation, it may be necessary to contact the student's emergency contact. The student would always be advised that this action is being considered, to ensure that if their circumstances have changed, they can request an alternative contact.
- 12.1 If there are concerns regarding the safety of the student, referral to external agencies will be considered.
- 12.1 The Head of Student Services or Student Wellbeing Services Manager will confirm that the student's presence at University at the current time represents an unacceptable risk to themselves and / or to others, and the conference will discuss what options are open to the student. If appropriate, the student will be informed that, under University regulations, their studies are suspended. The Academic Registrar will explain any implications for academic progression / award. Any decision will be communicated to the student in writing, whether or not they are present at the meeting.
- 12.1 The case conference may consider various options in relation to the student, including additional support strategies, suspension from study or a recommendation to the Deputy Vice-Chancellor that the student be withdrawn from the University.
- 12.1 The decision of the case conference will be communicated to the student in writing (normally within 5 working days of the conference).
- 12.1 If it is deemed appropriate that the student should be suspended from studies then the student will also be informed in writing of the general procedure for return to study below and any arrangements specific to their case.

## 11. Evidence for Each Stage

- 11.1 At each stage of the procedure, evidence is crucial to help staff and students agree on actions that are in the best interest of all parties. Students are encouraged to provide relevant evidence as soon as possible.
- 11.2 Before a Stage 2 or Stage 3 meeting, the student will be advised to provide any relevant evidence to help staff come to a meeting outcome-decision if they have not provided any evidence previously. Where medical evidence is essential for decision-making, the meeting may be postponed to allow time for the student to obtain appropriate evidence.
- 11.3 During Stage 2 or Stage 3 meetings, where a second medical opinion is considered necessary, the panel can request the student to undertake a medical assessment by an independent third party at the HSU's expense.
- 11.4 Further information may be requested from witnesses or other staff and students to assist staff with their deliberations.

## 12. Return to Study

- 12.1 Following any period of suspension from the University under these procedures, it may be appropriate for the student to return to resume their studies.
- 12.2 Each student's case depends on specific circumstances but in all cases, return to study will be conditional upon satisfactory medical evidence of fitness to study. Medical evidence should be from a GP, OH or relevant health professional who has enough knowledge of the student's

circumstances to be able to make an informed statement about the student's fitness to study.

12.3 The University reserves the right to request medical and/or occupational health reports by way of evidence to support a student's return to study. In such circumstances, the University will reimburse reasonable costs incurred in the production of said reports. The level of costs will be discussed and agreed with the student in advance. In the case of occupational health reports, the student can choose to see these before they are sent to the University.

12.4 The decision to permit a student to return to study will be made by the members of the original case conference who may impose such conditions as they deem appropriate to the relevant case (such as a return to study plan or a requirement for the student to attend regular review meetings). The Academic Registrar (or their nominee) will communicate the decision to the student.

### **13. Appeal/Complaint**

13.1 Students have the right to appeal against any decision taken under Stage 3 of these procedures, if they have evidence that:

- the procedures outlined in this document were not followed
- further material evidence which could not reasonably have been expected to have been submitted for consideration at the Stage 3 case conference
- there was procedural irregularity, bias or failure to reach a reasonable decision.

#### **Appeals against suspension**

13.2 Appeals against suspension must be made in writing to the Academic Registrar within 10 working days of notification of the suspension clearly outlining the grounds for request (see 13.1).

13.3 The Deputy Vice-Chancellor or nominated representative will review the appeal and after consulting with the relevant Course Leader and the Head of School and any other relevant staff, may overturn the decision to suspend a student if they believe it appropriate. The Deputy Vice-Chancellor's decision will be final.

#### **Appeals against Withdrawal**

13.4 Appeals against withdrawal must be made in writing to the Deputy Vice-Chancellor within 10 working days of notification of the suspension clearly outlining the grounds for request (see 13.1).

13.5 The Deputy Vice-Chancellor or nominated representative will review the appeal and after consulting with the relevant Course Leader and the Head of School and any other relevant staff, may overturn the decision to withdraw a student if they believe it appropriate. The Vice-Chancellor's decision will be final.

13.6 At the completion of the appeals stage the Academic Registrar (or their nominee) will issue the student with a Completion of Procedures letter.

#### **Complaints**

13.7 If a student is not satisfied with any decision made by the University or a member of University staff in accordance with any stage of these procedures, the student should follow the Student Complaints Policy and Procedure.

### **14 Referral to the Office of the Independent Adjudicator (OIA)**

14.1 If, after exhausting the Appeals Stages, the student remains dissatisfied, they may refer their case to the OIA. Students wishing to make a case to the OIA must do so within 12 months of the date of the Completion of Procedures letter using the OIA complaint form. Further information is available from the [OIA website http://oiahe.org.uk/making-a-complaint-to-the-oia/how-to-make-a-complaint.aspx](http://oiahe.org.uk/making-a-complaint-to-the-oia/how-to-make-a-complaint.aspx). Students may also contact the OIA by post or telephone and request to be sent a form. The OIA will determine whether the student's case is eligible for consideration under its rules.

Contact details for the Independent Adjudicator are:

Office of the Independent Adjudicator  
OIA Second Floor,



Abbey Wharf  
57-75 Kings Road  
Reading  
RG1 3AB  
Tel: 01189 599813  
Email: [enquiries@oiahe.org.uk](mailto:enquiries@oiahe.org.uk)

Version:	1.1 (formerly Cause for Concern- re titled Aug 2023)
Approved by:	Academic Board
Originator/Author	Academic Registrar
Policy Owner	Head of Student and Wellbeing Services
Reference/ source	Internal & Bournemouth University, AUB and Southampton University
Date approved	26 July 2024
Effective from	September 2024
Review date	2024/25
Target	All staff and all students and apprentices
Policy location	VLE, SIP, public website
Equality analysis	No direct impact. The policy provides for reasonable adjustments to be made, where appropriate, for students with specific protected characteristics under the Equality Act 2010. Monitoring will be undertaken to assess whether there is any differential impact in the handling of cases
Amendments	

# Appendix 1

## Student Services Referral Framework: signposting guide for managing concerns regarding the wellbeing/mental health of students

Many students experience symptoms such as anxiety, low-mood or feelings of not fitting in. Everyone can play a role in supportive listening and signposting support options. However, if these issues become overwhelming or start to have a serious impact on studies and day-to-day life, then students are likely to benefit from contacting the Student Services Team. This brief practical guide is for all University staff.

### 1. When a student requires general wellbeing support, but is not at immediate risk

#### The student has several options:

a. They can explore the information and self-help resources

at: <https://libguides.ac.uk/wellbeing/student-services>

b. They can book a 1:1 session with a Wellbeing Adviser (see point 4.) by emailing Student Services [studentservices@aecc.ac.uk](mailto:studentservices@aecc.ac.uk)

c. If you sense that the student may not engage with the contact process, another option is to offer to email student services on their behalf with their consent, and cc the student in to the email. The referral email can be as simple as 'I have advised [student name] to contact you for wellbeing services' (to [studentservices@aecc.ac.uk](mailto:studentservices@aecc.ac.uk)). Assure the student that the team will contact them within 3 working days to discuss support.

To make sure the student knows how to access emergency support, should they need it in the future (e.g. if you do not think they are at risk now, but want to be sure they know what to do if their mood/wellbeing/mental health was to worsen over the next day or so) make them aware of the Wellbeing Support webpage: <https://libguides.ac.uk/wellbeing> and follow up by emailing the link to the student.

#### Appropriate Referral

Having revealed personal difficulties, the student may wish/expect to continue to receive further support from you and ask for quite a lot of your time. If they are unwilling to be referred to someone in a more appropriate role, you may feel pressurised to provide this support directly. You may feel concern for the student and worry that they may feel rejected if you do not offer support.

It is, however, important to set some limits, otherwise you may end up feeling out of your depth and spending more time than you can afford on one student. It is very important that the student has access to appropriate support from qualified professionals. This can be done in a positive way by letting the student know how much time can be offered and making clear the limits to the support that you can offer. It may be necessary to keep reminding the student of the specialist help available to them. It will be helpful to keep informal notes about any meetings, and if concerned, discuss the situation with your line manager whilst maintaining the confidentiality of the student. It is not advisable to give your personal phone number to students in these situations, but rather encourage them to seek appropriate professional support.

### **1. If the student is anxious, distressed or possibly depressed, but is not at immediate risk:**

- a. Advise the student that they can email: [studentservices@aecc.ac.uk](mailto:studentservices@aecc.ac.uk)
- b. If the student is in Bournemouth, they can visit Student Services in the Main Building (Ground Floor). If the student is in London, they can visit the Student Hub at the Borough High Street site (3<sup>rd</sup> Floor).
- c. If you sense that the student may not engage with the contact process, another option is to offer to email student services on their behalf with their consent, and cc the student in to the email. The referral email can be as simple as 'I have advised [student name] to contact you for wellbeing services' (to [studentservices@aecc.ac.uk](mailto:studentservices@aecc.ac.uk)). Assure the student that the team will contact them within 3 working days to discuss support.

To make sure the student knows how to access emergency support, should they need it in the future make them aware of the Wellbeing Support webpage: <https://libguides.ac.uk/wellbeing> and follow up by emailing the link to the student.

### **2. If, at any time, you become aware of a student who is at imminent risk of harming themselves or others (e.g. stating they feel they might take their own life or do harm to another person)**

First, telephone the emergency services (dial 999 and request an ambulance).

Then, telephone:

**Reception staff** to let them know in order to direct the emergency services upon arrival  
**If the student is in Bournemouth -Student Services** (during office hours, ext. 359) or  
**Security** (outside office hours, 07841 022368).

**If the student is in London, contact the Student Wellbeing Manager (number TBC).**

### **3. General information about Student Services Wellbeing Support**

Student Services can be contacted on ext. 359 for advice in Bournemouth or (Number TBC) in London. Depending on the level of concern, the Team may decide that a student may be seen on the same day, or they might suggest an alternative course of action.

Once a student contacts Student Services they will be contacted with an offer of support. This will include a range of ways to help, from self-help, guided self-help and workshops through to a 1:1 session with a Wellbeing Adviser or a counsellor.

#### **Referring concerns**

If you have a concern about a particular student (in the first instance, there is no need to provide the student's name), or you would like to find out more about the support that can be offered to students, please email [studentservices@aecc.ac.uk](mailto:studentservices@aecc.ac.uk)

#### **Out of office hours follow up referrals**

If Security is involved in an individual case or incident, then once the initial incident is managed, Security will pass the details onto the Chief Operating Officer who will contact the Head of Student and Wellbeing Services to ensure that the team can follow up and offer the student support.