ProtectED®
Code of Practice

Ensuring the Safety, Security & Wellbeing of HEI Students & Assets

Instrument 1: Student Wellbeing & Mental Health

SELF ASSESSMENT**WORKBOOK**

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Instrument 1: Student Wellbeing & Mental Health

Andrew B. Wootton, Melissa R. Marselle & Caroline L. Davey
Design Against Crime Solution Centre, University of Salford

Brian Nuttall
K7 Compliance Ltd

Trevor Jones
University of Salford

solution Centre DESIGN AGAINST CRIME

University of Salford MANCHESTER

K7 Compliance Ltd
Accreditation Specialists

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ProtectED INSTRUMENT 1

Student Wellbeing & Mental Health

1. The ProtectED approach to HEI student wellbeing and mental health

This instrument is divided into five sections; the relationships between sections are modelled below in **Figure 1**:


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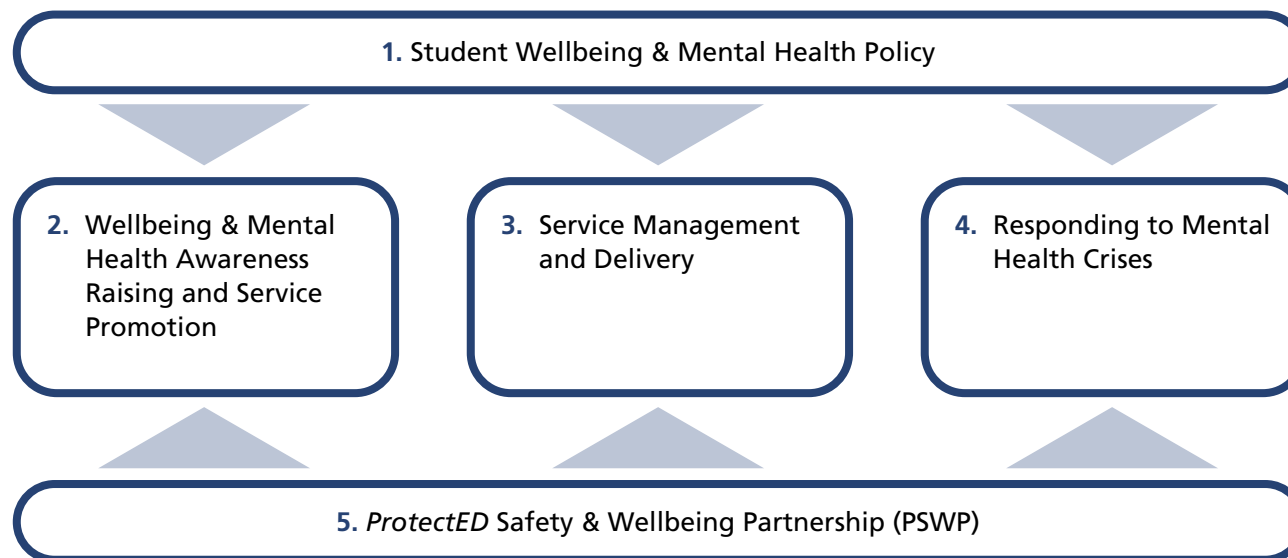
Figure 1. Structure of the ProtectED Student Wellbeing & Mental Health instrument

The *ProtectED* approach to HEI student wellbeing and mental health is focussed on mental health promotion, which involves **"not only attending to the needs of those with mental health difficulties, but also promoting the general mental wellbeing of all staff and students."**[1]

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[1] http://www.umhan.com/guidelines-for-mental-health-promotion.html

Therefore, **Section 2** of the *ProtectED* Student Wellbeing & Mental Health instrument addresses wellbeing and mental health awareness raising, and promotion of the HEI's wellbeing and mental health services. **Section 3** focuses on the needs of students with mental health difficulties by addressing the HEI's approach to wellbeing and mental health service management and delivery. The purpose of the previous two steps is to prevent a student from reaching a mental health crisis — in the event of a crisis, **Section 4** of the instrument specifically addresses the HEI's response. **Section 1** and **Section 5** of the instrument provide the foundation and support for activities in Sections 2 to 4.

2. Specific measures

1. Student Wellbeing & Mental Health Policy

1.1	The HEI can demonstrate that it has appropriate formal procedures in place, covering student wellbeing and mental health.
1.1.1	The HEI has formal written procedures for wellbeing and mental health.

REQUIRED LEVEL	+ 2	+ 3
The HEI has formal procedures that cover the following areas: 1. Principals, aims and objectives 2. Context and legal framework 3. Pre-admission and admission 4. Entry and induction 5. Accommodation 6. On course 7. Interruption of studies and exit prior to completion 8. Preparation for transition and graduation 9. Student diversity 10. Complaints and disciplinary procedures	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:

11. Health promotion, training, support and guidance.

This formal procedure should follow the Mental Health Framework in Annexe 1 of the UUK/MWBHE Good practice guide (2015).

GOOD PRACTICE

UUK/MWBHE (2015) 'Student mental wellbeing in higher education: Good practice guide'

Annexe 1 of the UUK/MWBHE (2015) guide contains an outline of a mental health framework.

GOOD PRACTICE

'Student Mental Health Planning, Guidance and Training Manual'

Chapter 2 of the online manual describes how to develop a student mental health policy: http://www.studentmentalhealth.org.uk/chap2.htm

1. Student Wellbeing & Mental Health Policy

1.1	The HEI can demonstrate that it has appropriate formal procedures in place, covering student wellbeing and mental health.
1.1.2	The HEI has a formal written procedure for staff training in mental health awareness, support services and referral protocols.*

		+ 3
	+ 2	⬉ All aspects of previous levels, plus:
REQUIRED LEVEL	⬉ All aspects of previous levels, plus:	
The HEI has a formal procedure for staff training in relation to mental health awareness, and the institution's support services and referral protocols.		

This links to ProtectED Student Wellbeing & Mental Health Indicator 2.6.2, below.

1. Student Wellbeing & Mental Health Policy

1.2	The HEI has appropriate formal procedures in place for referring students to wellbeing and mental health services.
1.2.1	The HEI has a formal written procedure for staff referral of students to wellbeing and mental health services.

		+ 3
	+ 2	↙ All aspects of previous levels, plus:
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	
The HEI has a formal written procedure for staff referral of students to wellbeing and mental health services.		

1. Student Wellbeing & Mental Health Policy

1.2	The HEI has appropriate formal procedures in place for referring students to wellbeing and mental health services.
1.2.2	The HEI has confidentiality and data protection policies, and information sharing protocols, for internal communication and communication with concerned third parties (e.g. friends, family, placement providers, external agencies, etc.).*

	+ 2	+ 3
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:
The HEI has confidentiality and data protection policies, and information sharing protocols, for internal communication. The HEI has confidentiality and data protection policies, and information sharing protocols, for communication with concerned third parties. **GOOD PRACTICE** **'Student Mental Health Planning, Guidance and Training Manual'** Section 3.2.6 'Confidentiality' states how to respond to requests for information about a student from relatives: *"[...]The institution's normal position would be that personal information can not be*		

disclosed to parents/relatives without the consent of the student." (http://www.studentmentalhealth.org.uk/chap3.htm).		

*This links to ProtectED Student Wellbeing & Mental Health Indicator 2.7.1, below.

1. Student Wellbeing & Mental Health Policy

1.3	The HEI has appropriate formal procedures in place for the evaluation and continuous improvement of wellbeing and mental health service delivery.
1.3.1	The HEI has a formal procedure for evaluating the impact of student wellbeing and mental health services, with results fed into strategic planning and operational service improvement efforts.

		+ 3
	+ 2	↙ All aspects of previous levels, plus:
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	
The HEI has a formal procedure for evaluating the impact of student wellbeing and mental health services. Results are fed into strategic planning and operational service improvement efforts — for example, an Annual Planning or a Strategic Planning Process.		
GOOD PRACTICE		
UUK/MWBHE 'Student mental wellbeing in higher education: Good practice guide'		
This is supported by two recommendations in the UUK/MWBHE (2015) guide:		
▸ *Recommendation #8*: "To ensure that services are adequately resourced and		

working effectively the operation and capacity of services should be regularly assessed in relation to demand and effectiveness. Ongoing evaluative feedback should be sought regularly from service users and other students and staff."

(p.6).

▸ *Recommendation #9*: "Client feedback and service evidence should be collated and reported to the institution's governing body with a view to identifying future enhancements and priorities in promoting student mental wellbeing."

(p.6).

1. Student Wellbeing & Mental Health Policy

1.4	The HEI has a suicide postvention protocol / response plan.
1.4.1	The HEI has a protocol that describes how the institution will provide support and assistance to students after a student suicide.*

REQUIRED LEVEL	+ 2	+ 3
The HEI has a written protocol that describes how the institution will provide support and assistance to students after a student suicide. This protocol will describe: ▸ The formation of a postvention committee and identification of each member's role ▸ Support and assistance for students and staff after a suicide ▸ Specific support for those close to the deceased ▸ Communication strategy — who to communicate with, what to say, when and how ▸ Policies around holding a memorial service. This protocol should be written in advance of a suicide.	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:

GOOD PRACTICE

Samaritans 'Step by Step: How to prepare for and respond to suicide in schools and colleges'

The Samaritans suggest that a postvention protocol should ideally include:

▶ Formation and training of a postvention team — be clear about who will do what

▶ A communication strategy for family, staff, parents and young people, about a suicide

▶ Guidelines on how to communicate with the university community and the media about the suicide

▶ Appropriate postvention services and facilities

▶ Procedures for recognising 'at risk' individuals (including staff) and identifying where they would be referred

▶ Evaluation of the effectiveness of the postvention.

For more information, visit: http://www.samaritans.org/your-community/supporting-schools/step-step/step-step-resources/creating-response-plan

GOOD PRACTICE

HEMHA (2014) 'Guide for response to suicide on [US] college campuses'

This guide is a good starting place when creating a postvention protocol, including:

▸ *'Questions to consider while developing a postvention protocol'* (p.9).

▸ A list of what postvention protocols should contain (p.10).

*This links to ProtectED Student Wellbeing & Mental Health Indicator 5.1.2, below.

2. Mental Wellbeing & Mental Health Awareness Raising and Service Promotion

A *ProtectED* university takes a preventative approach to student mental health by promoting positive wellbeing and mental health, and clearly communicating the mental health services available to students.

2.1	The HEI or SU undertakes wellbeing and mental health awareness raising to reduce the social stigma of mental health difficulties.
2.1.1	The HEI or SU provides wellbeing and mental health awareness raising events.

	+ 2	+ 3
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:
The HEI or Students' Union host awareness raising events around wellbeing and mental health (e.g. Mental health awareness week, Wellbeing Week, University Mental Health Day etc.).	The wellbeing and mental health awareness raising events involve any of the following: ▸ Student led ▸ University and Students' Union working in partnership ▸ Mental health conference (free attendance for students of that university) ▸ Co-organised with the NHS ▸ Co-organised with a mental health charity ▸ Working with other HEIs.	

GOOD PRACTICE

UUK/MWBHE 'Student mental wellbeing in higher education: Good practice guide'

"Universities must also demonstrate how they can play a positive role in the community and wider society by destigmatising mental health difficulties"

(p.4).

CASE STUDY

University Mental Health Day

Initiated by the University Mental Health Advisors Network (UMHAN), University Mental Health Day is an annual student mental health promotion event. It's an opportunity to promote a University's mental health services, and raise awareness about mental health on university campuses.

University Mental Health Day is supported by Student Minds and the Alliance for Student-led Wellbeing.

For more information visit: http://www.umhan.com/university_mental_health_day.html or http://www.umhan.com/university-mental-health-day-2016.html.

CASE STUDY

Time to Change campaign

The Time to Change campaign aims to end mental health stigma and discrimination (see: http://www.time-to-change.org.uk). The campaign is run by Mind and Rethink Mental Illness.

The NUS has created a resource on how to implement the Time to Change pledge on your campus: http://www.nusconnect.org.uk/resources/time-to-change-toolkit--2

2. Mental Wellbeing & Mental Health Awareness Raising and Service Promotion

2.1	The HEI or SU undertakes wellbeing and mental health awareness raising to reduce the social stigma of mental health difficulties.
2.1.2	The HEI considers equality, diversity and inclusion when marketing and delivering mental health services.

	+ 2	+ 3
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:
The HEI considers equality, diversity and inclusion when marketing and delivering mental health services.		
GOOD PRACTICE		
UUK/MWBHE 'Student mental wellbeing in higher education: Good practice guide'		
"Institutions may wish to consider developing dedicated training, information and support measures to address the needs of particular groups within the student body including disabled students, care-leavers, international students, mature students, postgraduates, student who are under 18 and those with caring responsibilities." (p.36).		

"Consultation and collaboration with staff with expertise in equality and diversity and with SUs will help ensure that publicity material is inclusive & non-stigmatizing."

(p.36).

GOOD PRACTICE

UMHAN (2014) 'Access Arrangements for Mental Health Provision in Higher Education'

"Mental health services need to be flexible in their marketing to respect the way students may see themselves, their capabilities and their group identities.

Marketing mental health services in a way that makes them appear obvious for people identifying with the label "mental health difficulty" is important, as is preserving the appeal for those who do not identify with this [...] label."

http://www.umhan.com/practice-and-service-guidance.html

2. Mental Wellbeing & Mental Health Awareness Raising and Service Promotion

2.2 Student Wellbeing and Mental Health Orientation.
2.2.1 The HEI provides students with information on its Student Wellbeing and Mental Health services, prior to their arrival.

REQUIRED LEVEL	+ 2	+ 3
The HEI provides information on its Student Mental Health services to prospective and/or new undergraduate and postgraduate students. Possible methods include: ▸ Prospectus ▸ Promotional literature (e.g. university website) ▸ Videos ▸ Application ▸ Open Days — HEI Mental Health / Student Services staff are present and give talks at Open Days. The purpose of 'front-loading' information about student mental health services to new and/or prospective students is to encourage	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:

students to identify themselves as having a mental health need prior to starting their course. This ensures that student support services are in place right from the start of university life.

GOOD PRACTICE

'Student Mental Health Planning, Guidance and Training Manual'

Section 6.2 'Pre-entry' details how the university can promote student mental health at the pre-entry stage through prospectus, promotional material, events, and at application.

For more information, visit: http://www.studentmentalhealth.org.uk/chap6.htm

2. Mental Wellbeing & Mental Health Awareness Raising and Service Promotion

2.2	Student Wellbeing and Mental Health Orientation.
2.2.2	The HEI runs Student Wellbeing and Mental Health Orientation/Induction for new undergraduates in Fresher's Week.

		+ 3
	+ 2	
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:

REQUIRED LEVEL

The HEI hosts a Student Wellbeing and Mental Health Orientation / Induction for new undergraduates during Fresher's Week.

GOOD PRACTICE

UUK/MWBHE (2015) 'Student mental wellbeing in higher education: Good practice guide'

"It is good practice to promote mental health awareness and provide information on the availability of support services in new staff and student inductions." (p.36).

"Knowledge of general referral procedures is important for students [...] so that house-mates, peers and friends can appropriately refer students who are demonstrating

+ 2

↙ All aspects of previous levels, plus:

New student inductions are in two stages:

- ▸ First-stage takes place when the student first starts
- ▸ A second stage occurs in the *"fourth or sixth weeks of the first term when new students may be feeling at their most vulnerable."* (UUK, 2002, p.16).

This vulnerability may coincide with new students' feelings of homesickness early in their first year. Indeed, UK train journeys for students were found to peak in the third week of October — the only busier time being Christmas (BBC News, 2015).

+ 3

↙ All aspects of previous levels, plus:

behaviour that is causing concern." (p.36).

The 'Inductions' section on page 36 of the UUK/ MWBHE guide suggests that the orientation/ induction should include:

▶ Promotion of mental health awareness

▶ Provision of information on the availability of support services

▶ Knowledge of general referral procedures.

2. Mental Wellbeing & Mental Health Awareness Raising and Service Promotion

2.2	Student Wellbeing and Mental Health Orientation.
2.2.3	The HEI runs Student Wellbeing and Mental Health Orientation for new postgraduate students.

	+ 2	+ 3
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:
The HEI provides a dedicated Student Wellbeing and Mental Health Orientation/Induction for new postgraduates. This induction informs new students about potential mental health difficulties whilst studying for a postgraduate taught or research degree, and outlines the range of mental health support services available to help them. **GOOD PRACTICE** **UUK/MWBHE 'Student mental wellbeing in higher education: Good practice guide'** *"Institutions may wish to consider developing dedicated training, information and support measures to address the needs of particular groups within the student body, including [...] postgraduates."* (p.36).		

2. Mental Wellbeing & Mental Health Awareness Raising and Service Promotion

2.2	Student Wellbeing and Mental Health Orientation.
2.2.4	The HEI runs dedicated Student Wellbeing and Mental Health Orientation for new students who have disclosed a mental health difficulty on their application form.

	+ 2	+ 3
REQUIRED LEVEL Prior to their arrival, the student is provided with information on the support services available to them. This is to ensure that the student's needs are discussed, and arrangements can be made, prior to the student starting university.	↲ All aspects of previous levels, plus: The HEI provides dedicated inductions for students who disclose a mental health difficulty or disability on their application form. **GOOD PRACTICE** **UUK/MWBHE 'Student mental wellbeing in higher education: Good practice guide'** The UUK/MWBHE guide suggests *"dedicated inductions for students who disclose a mental health difficulty or disability on application."* (p.33).	↲ All aspects of previous levels, plus:

CASE STUDY

Keele University orientation for disabled students

Keele University's Moving on Up is a bespoke orientation weekend for students with a disability. New students socialise, tour the campus, meet support staff, ask questions and plan their support.

Students on the autistic spectrum or with Asperger's Syndrome, will be matched with a Social Buddy — a current student — who will support the student in finding their way around campus. The University also provides bespoke Group Support classes for students with autism or Aspergers'.

For more information, visit: http://www.keele.ac.uk/dds/thinkingofcomingtokeele/

2. Mental Wellbeing & Mental Health Awareness Raising and Service Promotion

2.3	Promoting positive student wellbeing and mental health.

2.3.1	The HEI promotes good wellbeing and mental health for students at key points during their course.

		+ 3
	+ 2	↰ All aspects of previous levels, plus:
REQUIRED LEVEL	↰ All aspects of previous levels, plus:	
The HEI organises positive wellbeing and mental health events and initiatives, in order to prevent future mental health issues. The HEI recognises that students at different stages in their university careers may have different wellbeing and mental health needs. The HEI organises positive wellbeing and mental health events during these times. Hot spots for issues include: ▸ After Christmas and New Year ▸ During exam periods.	Bespoke wellbeing and mental health awareness-raising events are provided for students in their second and third years of study. These events differ from those given to first years, in that they concentrate on the mental health concerns and risks facing students as they progress through their course.	
GOOD PRACTICE	**GOOD PRACTICE**	
UUK/MWBHE 'Student mental wellbeing in higher education: Good practice guide' *"Many institutions have introduced*	**UUK (2002) 'Reducing the risk of student suicide: Issues and responses for HEIs'** *"All students, including post-graduate*	

wellbeing initiatives for the prevention of mental health problems and to create a more holistic institutional experience [...]. All students and staff benefit from having access to information about the importance of positive mental health and wellbeing."

(UUK/MWBHE, 2015, p.32).

students, should be informed at induction of the range of support and guidance services available to them — and such information should be reinforced or repeated as they progress through their courses."

(UUK, 2002, p.16).

CASE STUDY

Warwick University SU 'Feel Good'

'Feel Good' is a Warwick University Students' Union year-round wellbeing programme. It has weekly drop-in sessions with a Psychological Wellbeing Counsellor, outdoor group walks, sport activities, wellbeing and study skills workshops, and therapy dogs. The website details activities as well as tips on study skills and healthy eating.

Visit https://www.warwicksu.com/feelgood/ for more information.

2. Mental Wellbeing & Mental Health Awareness Raising and Service Promotion

2.4	Formal peer-to-peer support for new students.
2.4.1	The HEI formally enables peer-to-peer support for new students.

REQUIRED LEVEL	+ 2	+ 3
	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:
The HEI and/or Students' Union provides peer-to-peer support for new undergraduate students (i.e. first years).	The HEI and/or Students' Union provides peer-to-peer support for different groups of students who may benefit from a mentoring scheme (e.g. new postgraduates, international students).	
GOOD PRACTICE		
'Student Mental Health Planning, Guidance and Training Manual'		
Section 6.4 'Mentoring and peer support' of the manual provides guidance on mentoring and peer-to-peer support schemes.		
For more information visit: http://www.studentmentalhealth.org.uk/chap6.htm		

CASE STUDY

Aston University SU 'Aston Aunties'

Aston Aunties are student volunteers who help new undergraduate students settle into university life. A Flat Auntie will visit student flats day and night to see if students are doing well. Welfare Aunties are the 'go-to' people for any student concerns relating to welfare and wellbeing. Activities Aunties promote the sports clubs and societies. Promo Aunties promote night-time events.

Visit http://www.aston.ac.uk/union/get-involved/ become-an-auntie/ for more information.

2. Mental Wellbeing & Mental Health Awareness Raising and Service Promotion

2.5	Promotion of student wellbeing and mental health services and processes.

2.5.1	The remit of different HEI student wellbeing and mental health services are clearly communicated, and distinct from one another.

		+ 3
	+ 2	↲ All aspects of previous levels, plus:
REQUIRED LEVEL	↲ All aspects of previous levels, plus:	
HEI student support service promotion is clear about the remit of each service.	The remit and role of - and the services offered by - the Students' Union support services are clearly identified.	
All student support services at the HEI are clearly defined in terms of what they do, with each service being distinct.	The difference between support services provided by the HEI and those provided by the SU, are clearly communicated.	
Definitions of each service are intelligible, jargon-free and student-facing.		

2. Wellbeing & Mental Health Awareness Raising and Service Promotion

2.5	Promotion of student wellbeing and mental health services and processes.

2.5.2	The HEI provides process diagrams / maps detailing the university's student mental health services, with a single point-of-contact.

		+ 3
	+ 2	↙ All aspects of previous levels, plus:
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	
The HEI provides flow diagrams detailing clear routes of access to the services available for those students who decide to seek advice and help, for themselves or for others (UUK & MWBHE, 2015, p. 27). The flowcharts demonstrate how services link to one other to improve communication, ease of use, and accessibility (e.g. how student wellbeing links to student mental health services). A single point-of-contact for student services (e.g. a Student Services Advice Line) should be included in the flowchart. For an example, see: http://www.bath.ac.uk/staff/student-services/docs/students-in-distress-guidance.pdf		

2. Wellbeing & Mental Health Awareness Raising and Service Promotion

2.6	Training.

2.6.1	Level 1: Whole institutional population.

		+ 3
	+ 2	↙ All aspects of previous levels, plus:
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	
The HEI disseminates information about student mental health to the whole institutional population. Examples include: ▸ How to identify if someone has a mental health issue ▸ How to identify whether the situation is urgent or non-urgent ▸ Process diagrams for urgent and non-urgent responses ▸ Student inductions.		
GOOD PRACTICE **UUK/MWBHE 'Student mental wellbeing in higher education: Good practice guide'** Examples of what might be included in 'Level 1' mental health training can be found on page 33 of the UUK/MWBHE guide.		

2. Wellbeing & Mental Health Awareness Raising and Service Promotion

2.6	Training.
2.6.2	Level 2: Staff and students who have defined pastoral roles, or roles requiring sensitivity to problematic issues.

	+ 2	+ 3
REQUIRED LEVEL	✎ All aspects of previous levels, plus:	✎ All aspects of previous levels, plus:
The HEI ensures that all staff and students with defined pastoral roles receive mandatory mental health training (e.g. personal tutors, course leaders, Students' Union Officers, halls of residence wardens, halls mentors, etc.). This training can be in any form.	Mental health training is provided by external expert organisations (e.g. MIND; Samaritans; The Mental Health First Aid England (www.mhfaengland.org); NHS Scotland Promoting Mental Health Improvement e-learning (http://elearning.healthscotland.com/course/view.php?id=6)).	The HEI provides 'refresher' training to relevant staff and students.
The HEI provides training on institutional mental health provision, policy, general referral procedures, and the Data Protection Act.		
Training is supported by written documents on how to support students. These documents are available in print and online.		
GOOD PRACTICE		
UUK/MWBHE 'Student mental wellbeing in higher education: Good practice guide'		

Examples of what might be included in 'Level 2' mental health training can be found on p.34 of the UUK/MWBHE guide.

The guide also provides guidance on new staff and student inductions on p.36.

UUK/MWBHE (2015) support this in recommendation #11:

> "Consideration should be given to making training on mental health awareness and the protocols for reporting concerns available to all relevant staff. This includes academic and related departments, service and support areas, frontline and auxiliary staff, personal tutors/hall tutors and departmental disability officers. Such training could be cascaded to staff who have a front line role including cleaners, canteen and library staff, whether they are permanent contract or agency staff." (p.7).

GOOD PRACTICE

'Student Mental Health Planning, Guidance and Training Manual'

Chapter 5 of the online manual describes a mental health awareness training programme and

how to embed the training to ensure maximum participation: http://www.studentmentalhealth.org.uk/chap5.htm

Chapter 4, section 4.1.6, describes information sources to support those in a pastoral role, and touches upon source content: http://www.studentmentalhealth.org.uk/chap4.htm

CASE STUDY

Keele University Student Support publications for Staff

Keele University Student Support and Development Services have created two documents for staff on responding to student mental health concerns.

1. *'Supporting students with mental health problems'* provides information about mental health, its affect on students, how to offer support, a flowchart of responses to a student in distress, who to contact if there is a crisis, and the mental health support available.

2. *'Supporting our students together'* is a referral guide that lists responses to the most common student support, academic, or health and wellbeing queries (e.g. a student is

experiencing mental health difficulties; has been a victim of crime; or has an immigration query). Both documents can be found here: https://www.keele.ac.uk/ssds/keelestaff/publications/		

2. Wellbeing & Mental Health Awareness Raising and Service Promotion

2.6	Training.
2.6.3	Level 2: On-going support is provided to all staff with defined pastoral roles, or roles requiring sensitivity to problematic issues.

	+ 2	+ 3
REQUIRED LEVEL	☛ All aspects of previous levels, plus:	☛ All aspects of previous levels, plus:
Staff with defined pastoral roles (e.g. personal tutors, course leaders) should receive on-going support from university student wellbeing and mental health services.	Additional support for staff in pastoral roles is provided, such as:	Debriefing sessions are available to support staff, following a particular incident.
Instances in which such additional assistance is required, may include:	▸ *'Case discussion groups'* – Relevant staff come together to discuss concerns about students deemed to be at risk (UUK/ MWBHE, 2015, p.34).	
▸ Assisting academic staff on teaching students with known mental health needs	▸ *'Staff consultation service'* – Staff members can seek advice directly from counsellors or mental health advisors on how best to support students who may be distressed or disturbed (UUK/MWBHE, 2015, p.34).	
▸ Academic and student support services working together on a student's transition back to their studies after taking a suspension.		
A mentoring scheme may be in place whereby senior individuals act as mentors, to refer to in the first instance, if staff are concerned about a particular situation. These mentors may have		

received advanced mental health awareness training.

GOOD PRACTICE

'Student Mental Health Planning, Guidance and Training Manual'

Chapter 4 'Supporting the Supporters' section 4.1.3 details a mentoring scheme: http://www.studentmentalhealth.org.uk/chap4.htm

GOOD PRACTICE

'Student Mental Health Planning, Guidance and Training Manual'

Chapter 4 'Supporting the Supporters' section 4.1.4 describes staff consultation with student support services: http://www.studentmentalhealth.org.uk/chap4.htm

GOOD PRACTICE

'Student Mental Health Planning, Guidance and Training Manual'

Chapter 4 'Supporting the Supporters' section 4.1.5 discusses debriefing sessions; for more information visit: http://www.studentmentalhealth.org.uk/chap4.htm

2. Wellbeing & Mental Health Awareness Raising and Service Promotion

2.6	Training.
2.6.4	Level 3: Staff specifically employed to work with students with mental health difficulties, or to respond to student mental health crises.

		+ 3
	+ 2	↙ All aspects of previous levels, plus:
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	
The HEI ensures that appropriate training is given to university staff who are specifically employed to work with students with mental health difficulties (e.g. counsellors, mental health advisors, university psychiatrists) or who may respond to student mental health crisis situations (i.e. university security staff). Training may include, for example: ▸ Suicide prevention (e.g. Applied Suicide Intervention Skills Training or ASIST) ▸ Responding to critical incidents. Individuals who receive Level 3 training, have also received Level 2 training.	The HEI provides regular refresher training, as recommended by the training course developers. For example, an Applied Suicide Intervention Skills Training (ASIST) refresher is recommended every 2 years (http://www.prevent-suicide.org.uk/asist_tune_up_refresher.html).	

GOOD PRACTICE

UUK/MWBHE (2015) 'Student mental wellbeing in higher education: Good practice guide'

Examples of what might be included in 'Level 3' mental health training can be found on p.35 of the UUK/MWBHE guide.

GOOD PRACTICE

UMHAN (2010) 'Practical guidance for the development & day-to-day provision of a HEI mental health service'

A mental health advisor should remain up-to-date and carry out regular Continuing Professional Development activities (http://www.umhan.com/practice-and-service-guidance.html page 14).

2. Wellbeing & Mental Health Awareness Raising and Service Promotion

2.7	Information for interested third parties.
2.7.1	The HEI provides information for parents, guardians, carers, dependents, schools or colleges about the availability of student support services.*

REQUIRED LEVEL	+ 2	+ 3
The HEI should provide information for concerned third parties (e.g. parents, guardians, carers, dependents, schools and colleges) on the availability of the university's student support services. Concerned third parties should also be informed about the HEI's confidentiality and data protection policies, and information sharing protocols. This information can be provided via: ▸ University webpages with information for parents/guardians ▸ Prospectus ▸ Open or Visit Days ▸ Parents' Guide.	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:

CASE STUDY

Keele University Family/Parents' Welcome event

The Saturday before Welcome Week, Keele University host a Family/Parents' Welcome event. The Welcome occurs at four different times (11:00, 12:30, 14:00, 15:30). The VC gives a welcome address. The Head of Student Services communicates the support services available to students, who parents/guardians can contact in student services with any concerns, and sets boundaries with regard to contacting teaching staff for information on their child's performance.

CASE STUDY

University of Salford Parents' Guide

The University of Salford Parents' Guide provides information, help and advice to parents/guardians to support their child's move to university. The Guide contains information on the student support services available at Salford University and the webpages for those services.

This links to ProtectED Student Wellbeing & Mental Health Indicator 1.2.1, above.

3. Service Management and Delivery

3.1	Context and location of counselling services.
3.1.1	The HEI ensures that mental health and counselling services are in an appropriate location and context.

		+ 3
	+ 2	⬑ All aspects of previous levels, plus:
REQUIRED LEVEL	⬑ All aspects of previous levels, plus:	
The HEI recognises the importance of the environmental location of Counselling Services, and its role in service accessibility and use.	Student counselling services are offered to students who may not be able to attend the counselling services on the main campus; for example, counselling sessions could be organised through Skype.	
The university mental health and counselling service is located in an easy-to-find building, that should also maintain privacy.		
"[…] Institutions should ensure that there is a commitment to providing appropriate support services in a discreet & student-friendly manner […]."		
(UUK & MWBHE, 2015, p.28).		
GOOD PRACTICE		
UMHAN (2014) 'Access Arrangements for Mental Health Provision in Higher Education'		
This document details the environmental		

considerations for a student mental health and counselling service. It provides recommendations for the location of the service, and the physical space requirements for counselling rooms (e.g. private room where one cannot be observed or overheard by others; near a toilet; access to tea making facilities).

http://www.umhan.com/practice-and-service-guidance.html

3. Service Management and Delivery

Students who are victims of crime, or experience mental health difficulties, will more often confide in their friends than police or university staff.

3.2	Process for non-personal referrals.
3.2.1	The HEI formally recognises to role of students as supporters or invisible carers.

	+ 2	+ 3
		⬑ All aspects of previous levels, plus:
REQUIRED LEVEL	⬑ All aspects of previous levels, plus:	
The HEI has formalised key 'Mental Health Bystander' roles (e.g. personal tutor, Students' Union officer, friends, hall mentors) and provides training for these individuals.	The HEI acknowledges that the student supporter / invisible carer role may be extremely emotional and time consuming. Mental health support is provided to student supporters. If an incident occurs that affects a group of students, mental health support is provided to a group.	
GOOD PRACTICE	**GOOD PRACTICE**	
'Student Mental Health Planning, Guidance and Training Manual' Section 4.2 of the manual 'Students supporting other students' provides example guidelines for	**'Student Mental Health Planning, Guidance and Training Manual'** Section 4.2.1 of the manual states:	

students supporting other students with possible mental health difficulties, see:

http://www.studentmentalhealth.org.uk/chap4.htm

CASE STUDY

Student Minds 'Look After Your Mate'

The Student Minds 'Look After Your Mate' campaign aims to give students the knowledge, skills and confidence to support their friends with mental health difficulties.

The 'Look After Your Mate - Guide for Friends' guide provides information and resources for students on how to support their friend who is experiencing mental health difficulties:

http://www.studentminds.org.uk/guide-for-friends.html

Student Minds run 'Look after your mate Train the Trainer workshops' for universities: http://www.studentminds.org.uk/look-after-your-mate-training.html

"Debriefing sessions are especially important in the wake of any serious incident and should be offered both immediately after the event and on an ongoing basis as long as such support may be required.

If an incident happens that affects a group of students, for instance in a student residence, it may be worth arranging for the group to stay together immediately after the event so that there is an opportunity to implement debriefing as well as to give time for peer support."

(http://www.studentmentalhealth.org.uk/chap4.htm).

3. Service Management and Delivery

3.2	Process for non-personal referrals.
3.2.2	The HEI promotes and operates a clear referral process for students as supporters or invisible carers.

		+ 3
	+ 2	↙ All aspects of previous levels, plus:
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	
The HEI has a referral process for key 'Mental Health Bystanders' — those most likely to identify when a friend, student or colleague is experiencing mental health difficulties — to be able to pass on their concerns. This referral process is promoted to students. *"Knowledge of general referral procedure is important for students as well as staff so that housemates, peers & friends can appropriately refer students who are demonstrating behaviour that is causing concern."* (UUK & MWBHE, 2015, p.36).		

3. Service Management and Delivery

3.2	Process for non-personal referrals.
3.2.3	The HEI promotes and operates a clear referral process for students' parents, guardians or partners.

		+ 2	**+ 3**
	REQUIRED LEVEL	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:
	The HEI has a referral process in place in which parents or guardians are able to pass on their concerns about a student. This referral process is promoted to students' parents, guardians or partners.		
	The procedure should set boundaries on the response from staff to the third party in order to ensure information about the student is not disclosed without their consent.		
	The procedure should be applied to all staff to ensure a uniform response, irrespective of who the third party calls.		

GOOD PRACTICE

'Student Mental Health Planning, Guidance and Training Manual'

Section 3.2.6 'Confidentiality' states how to respond to requests for information about a student from relatives:

> "[...] The institution's normal position would be that personal information can not be disclosed to parents/relatives without the consent of the student."

http://www.studentmentalhealth.org.uk/chap3.htm

3. Service Management and Delivery

3.3	Student mental health services are appropriately and adequately resourced.

3.3.1	The HEI mental health services are regularly assessed to ensure they are adequately resourced for demand and effectiveness.*

		+ 3
	+ 2	
REQUIRED LEVEL	✒ All aspects of previous levels, plus:	✒ All aspects of previous levels, plus:
The HEI student mental health services are annually assessed in relation to demand and effectiveness to ensure such services are adequately resourced and working effectively.	The HEI has established key performance indicators for student mental health service delivery. The HEI creates a scorecard of results from the annual assessment for input into senior management meetings.	
Assessment of service delivery should include:	The HEI takes action to improve performance on targets where a shortfall in student mental health service delivery is identified.	
▸ Ratio of relevant staff to users		
▸ Wait times for counselling services		
▸ Evaluative feedback from users.		
GOOD PRACTICE		
UUK/MWBHE (2015) 'Student mental wellbeing in higher education: Good practice guide'		
Recommendation #8: "To ensure that services are adequately resourced and		

working effectively the operation and capacity of services should be regularly assessed in relation to demand and effectiveness." (UUK/MWBHE, 2015, p.6).		

This links to ProtectED Student Wellbeing & Mental Health Indicator 5.3.1, and ProtectED Instrument 3: Student Harassment and Sexual Assault Indicator 4.3:
 "HEI harassment and sexual assault services are regularly assessed to ensure they are adequately resourced for demand and effectiveness."

3. Service Management and Delivery

3.3	Student mental health services are appropriately and adequately resourced.

3.3.2	Staff who may advise or work with students with mental health difficulties, reflect the student population.

		+ 3
	+ 2	↙ All aspects of previous levels, plus:
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	
The HEI has assessed whether the demographic profile of staff employed in a professional student advisory role (e.g. disability advisors, wellbeing advisors) or employed to work with students with mental health difficulties (e.g. counsellors, mental health advisors, university psychiatrists) reflects the student population.	If the demographic of staff employed to advise or work with students with mental health difficulties does not reflect the student population, then the HEI can show that they have taken measures to try and address this.	

3. Service Management and Delivery

3.3	Student mental health services are appropriately and adequately resourced.

3.3.3	The HEI ensures minimal waiting times / waiting lists for student mental health counselling and support services.*

	+ 2	**+ 3**
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:
The HEI has established maximum waiting times for students wishing to access services, and can demonstrate its ability to meet these targets.		
GOOD PRACTICE		
UUK/MWBHE 'Student mental wellbeing in higher education: Good practice guide'		
This is supported by two recommendations in the Guide:		
▸ Recommendation 8 (p.6): *"To ensure that services are adequately resourced and working effectively the operation and capacity of services should be regularly assessed in relation to demand and effectiveness."*		

▶ Recommendation 9 (p.6): *"Client feedback and service evidence should be collated and reported to the institution's governing body with a view to identifying future enhancements and priorities in promoting student mental wellbeing."*		

*This links to ProtectED Student Wellbeing & Mental Health Indicator 5.3.1, below.

3. Service Management and Delivery

3.4	Formal relationship between university student mental health service and NHS mental health services.

3.4.1	The HEI works with their local NHS mental health practitioner.*

		+ 3
	+ 2	↙ All aspects of previous levels, plus:
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	
The HEI has a formal relationship between its counselling services and the NHS mental health practitioners.	The HEI part-funds an NHS mental health practitioner.	
GOOD PRACTICE	**CASE STUDY**	
UUK/MWBHE (2015) 'Student mental wellbeing in higher education: Good practice guide'	**University of Leeds & NW Leeds Primary Care Trust**	
"Liaison and joint working with the NHS can be vital for student mental health & wellbeing. Good joint-working can enable safe transitions, ensure access to general medical and specialist mental health supports, avoid duplication & facilitate the management of risk and responses to crisis." (UUK & MWBHE, 2015, p.29).	Through partnership working between the University of Leeds and the NW Leeds Primary Care Trust (PCT), both groups created a report for the PCT detailing the health and wellbeing needs of students in Leeds. This report went to the VC and PCT senior executives. Discussions are underway for a joint funded post between the University and the PCT for a student mental health advisor.	

GOOD PRACTICE	For information, visit: http://www.umhan.com/guidelines-for-mental-health-promotion.html (p. 7).	
'Student Mental Health Planning, Guidance and Training Manual'		
Section 3.5 'Liaison with external agencies' describes good practice for linking with external agencies for student mental health support. For more information, visit: http://www.studentmentalhealth.org.uk/chap3.htm		

This links to ProtectED Student Wellbeing & Mental Health Indicators 5.3.1, below.

3. Service Management and Delivery

3.4	Formal relationship between university student mental health service and NHS mental health services.
3.4.2	There is an agreed formal process for referring students with mental health difficulties from university student mental health and counselling services, into NHS mental health services.*

	+ 2	+ 3
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:

REQUIRED LEVEL	↙ All aspects of previous levels, plus:
The HEI has a process for the cross-referral of students with mental health difficulties from the university counselling service to voluntary and statutory mental health agencies.	Local voluntary and statutory mental health agencies offer regular outreach sessions on campus with university students.
GOOD PRACTICE	**CASE STUDY**
UUK/MWBHE 'Student mental wellbeing in higher education: Good practice guide'	**Sheffield Hallam University & University of Sheffield**
This indicator is supported by Recommendation 4 of the UUK/MWBHE (2015) guide:	Both Universities in Sheffield host regular monthly drop-in support sessions for students with an eating disorder. The drop-in sessions are delivered by South Yorkshire Eating Disorders Association. Students are signposted to the drop-in sessions by the GP practice, Student Wellbeing Service, and by other University support services.
"Clear links with the local voluntary and statutory agencies will also ensure that cross-referrals are made more effectively." (p.6).	

Page 29 of the Guidance discusses the development of partnerships and working with the NHS.	For information, visit: http://www.syeda.org.uk/support-at-universities/; http://www.studenthealthatshu.co.uk/clinics-and-services.aspx	
GOOD PRACTICE **'Student Mental Health Planning, Guidance and Training Manual'** Section 3.5 'Liaison with external agencies' describes how to establish a cross-referral system with external health services. For more information, visit: http://www.studentmentalhealth.org.uk/chap3.htm		

This links to ProtectED Student Wellbeing & Mental Health Indicators 5.3.1, below.

3. Service Management and Delivery

3.5	Signposting and provision of an out-of-hours listening support service.

3.5.1	The HEI has a minimum service delivery specification for all mental health services delivered by third parties out-of-hours.

		+ 3
	+ 2	↙ All aspects of previous levels, plus:
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	
The HEI has a minimum service delivery specification in place for all third party services that provide out-of-hours student mental health support.		

3. Service Management and Delivery

3.5	Signposting and provision of an out-of-hours listening support service.

3.5.2	The HEI supports student volunteers involved in out-of-hours listening support services.

	+ 2	**+ 3**
REQUIRED LEVEL The HEI supports students volunteering for out-of-hours peer support networks. This support should encourage students to donate their time and help their fellow students; for example, raise the profile of student volunteers and/or provide student volunteers with adequate training that provides them with professional skills.	⬿ All aspects of previous levels, plus: The HEI provides support and counselling to students volunteering on peer support networks.	⬿ All aspects of previous levels, plus: The HEI and/or SU host a university-wide conference or get-together for all student volunteers. This helps raise the profile of student volunteers, and provide networking and training opportunities.

4. Responding to Mental Health Crises

4.1	24/7 cover.
4.1.1	The HEI provides 24/7 student mental health service cover.

		+ 3
	+ 2	↙ All aspects of previous levels, plus:
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	
The HEI has 24/7 student mental health support to ensure that students who have a mental health crisis are supported at all times of the day/week.		
GOOD PRACTICE		
'Student Mental Health Planning, Guidance and Training Manual'		
The section 4.1.7 'Support outside of normal working hours' provides advice for setting up a 24-hour mental health support service.		
The manual identifies that *"some institutions have created rotas of out-of-hours contacts [...] operated by staff who can be used as a first point of referral."*		
For more information, visit: http://www.studentmentalhealth.org.uk/chap4.htm		

CASE STUDY

Keele University Critical Incident Support

Keele University has a team who provide 24-hour a day support to students, staff and their family members during times of crisis or post-crisis.

Critical Incident Support provides a timely and appropriate response to a range of difficult and distressing situations (e.g. non-elective hospitalisation, threats to commit suicide, student arrest).

For more information, visit: http://www.keele.ac.uk/criticalincidentsupport/

4. Responding to Mental Health Crises

4.1	24/7 cover.

4.1.2	The HEI has a formal 24/7 link to local police for emergency situations.

		+ 3
	+ 2	↰ All aspects of previous levels, plus:
REQUIRED LEVEL	↰ All aspects of previous levels, plus:	
Dialling 999 may be inappropriate if a student mental health crisis occurs that requires an urgent and immediate police response. For such situations that require an immediate police response, there should be a formal link between the HEI and the local police. University security staff, counsellors and others who respond to students in crisis, have access to the mobile telephone number of the local police officer on duty.		

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4. Responding to Mental Health Crises

4.2	Suicide postvention communications.

4.2.1	The HEI takes a proactive role in breaking the news of a suicide, and has a strategy for communicating with concerned parties.

		+ 3
	+ 2	↙ All aspects of previous levels, plus:
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	
The HEI takes a proactive role in breaking the news of a suicide (Papyrus, 2007). It is important that the death be addressed openly and directly—in a timely and effective manner (HEMHA, 2014). The HEI has a strategy for communicating a suicide to: parents and friends of the deceased; staff; the university community; and the media. The communication strategy should detail *when* and *how* people are informed, as well as *what* to tell them.		
GOOD PRACTICE		
HEMHA (2014) 'Guide for response to suicide on [US] college campuses The HEMHA guidance provides instruction on		

how to create a communication strategy (p. 11-13).

Guidance on pages 13-16 provides suggestions for communicating with:

- ▶ Family of the deceased
- ▶ Friends of the deceased
- ▶ Staff
- ▶ University community
- ▶ Media.

GOOD PRACTICE

Samaritans 'Step by Step: How to prepare for and respond to suicide in schools and colleges'

The Samaritans' Step-by-step guidance provides instruction on how to break the news of a student suicide.

For more information, visit: http://www.samaritans.org/your-community/supporting-schools/step-step/step-step-resources/breaking-news

4. Responding to Mental Health Crises

4.2	Suicide postvention communications.
4.2.2	The HEI has developed statements, or a template, for communicating news of a suicide to the university community and the media.

	+ 2	+ 3
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:
The HEI has developed statements or a template for communicating news of a suicide. Communication should be done in a sensitive and responsible manner, to respect the family and reduce the risk of contagion for those at risk of suicidal behaviour (HEMHA, 2014). The way a suicide is communicated can either contribute to contagion or encourage help-seeking (HEMHA, 2014). **GOOD PRACTICE** **HEMHA (2014) 'Guide for response to suicide on [US] college campuses** The HEMHA guidance provides suggestions for creating a statement for the university community (p.12).		

The guidance also provides good practice on what should be included in such a statement in order to reduce anxiety and the risk of suicide contagion.

Statements generally include:

- Condolences to family and friends
- Plans to provide support for those impacted
- Any changes in university schedule.

The Guidance also provides recommendations for reporting suicide — words or phrases to use to reduce sensationalising the suicide, or avoiding providing misinformation (p.16).

GOOD PRACTICE

Samaritans 'Step by Step: How to prepare for and respond to suicide in schools and colleges'

Guidance is provided on what to say to the university community following a student suicide, see: http://www.samaritans.org/your-community/supporting-schools/step-step/step-step-resources/contacting-school-community

The Samaritans' Step-by-step guidance also provides instruction on how to communicate a

student suicide to the media.

For more information, visit: http://www.samaritans.org/your-community/supporting-schools/step-step/step-step-resources/handling-media

GOOD PRACTICE

Papyrus (2007) 'Responses & prevention in student suicide: The RaPSS Study'

This indicator is supported by Papyrus, who state:

"Universities/colleges need to balance keeping people informed with not encouraging speculation, preoccupation or rumour. Details of method of death should not be circulated."

For more information, see: http://www.papyrusuk.eu/attachments/PSSsummary.pdf

4. Responding to Mental Health Crises

4.3	Suicide postvention psychological counselling services.

4.3.1	The HEI provides psychological support for the university community, following a student suicide.

		+ 3
	+ 2	↙ All aspects of previous levels, plus:
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	
Prevention protocols should outline thoughtful and easily accessible psychological interventions to help the university community regain emotional stability (HEMHA, 2014). *"One of the primary goals of postvention is to help individuals impacted by a campus suicide deal with the trauma and grief they experience as a result."* (HEMHA, 2014, p.17) Psychological services should be well-publicised to all staff and students. The postvention committee will need to plan how to do this. *"Postvention should involve reaching out and promoting vigilance toward those at risk for suicide (i.e. individuals and groups*		

that were close to or connected with the deceased and those with psychiatric illnesses [...])."

(HEMHA, 2014, p.17).

GOOD PRACTICE

HEMHA (2014) 'Guide for response to suicide on [US] college campuses'

The guidance provides recommendations for postvention psychological support services (see pages 17-18).

A list of high-risk individuals and groups can be found on page18.

GOOD PRACTICE

Papyrus (2007) 'Responses & prevention in student suicide: The RaPSS Study'

This indicator is supported by Papyrus who state:

"Universities / colleges should have information on bereavement by suicide and relevant support agencies available for students and family members. However, such packs are no substitute for providing face-to-face support tailored to students' individual needs."

For more information, see: http://
www.papyrusuk.eu/attachments/PSSsummary.pdf

GOOD PRACTICE

Samaritans 'Step by Step: How to prepare for and respond to suicide in schools and colleges'

Guidance is provided on identifying and supporting vulnerable students, see: http://
www.samaritans.org/your-community/supporting-schools/step-step/step-step-resources/identifying-and-supporting

4. Responding to Mental Health Crises

4.3	Suicide postvention psychological counselling services.

4.3.2	The HEI provides support for groups of friends or housemates of the deceased, following a student suicide.

		+ 3
	+ 2	↙ All aspects of previous levels, plus:
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	
The HEI provides postvention support for groups of students who knew the deceased (e.g. friends or housemates of the deceased, students on the same course). This support may consist of group discussion and support sessions (HEMHA, 2014, p.19), as well as private counselling. This face-to-face group meeting may coincide with indicator 4.2.1 about communicating with friends of the deceased. A specific member of staff should be identified as the point-of-contact for the group; this person will be responsible for helping the students sort out any academic or accommodation issues.		

HEMHA (2014) 'Guide for response to suicide on [US] college campuses'

This indicator is supported by the following statement in the HEMHA guidance:

> *"When there is a suicide and there is a clearly defined group of close friends connected to the student it is advisable to organize a meeting that includes those close friends, a clinician, and a competent student services staff member. This provides an opportunity to both discuss and gauge how the students are managing and also create a comfortable means to more clinical services."* (p.21).

Guidance on the use of group discussion and support sessions for high-risk groups or individuals can be found on pages 19-21. Guidance on how to help traumatised individuals can be found on pages 20-12.

GOOD PRACTICE

Papyrus (2007) 'Responses & prevention in student suicide: The RaPSS Study'

This indicator is supported by Papyrus:

"Universities and colleges need to acknowledge the impact of a student suicide on the academic progress of students' friends. [...] This involves seeking out students likely to be affected and offering support in the short and longer term."

"Students were more likely to feel supported following the suicide of a friend when one university/college member of staff took responsibility for organising help."

"Friends of students living in private rented accommodation can be especially vulnerable to the impact of a suicide. [...] Accommodation issues following a student suicide need to be considered and students offered assistance."

For more information, see: http:// www.papyrusuk.eu/attachments/ PSSsummary.pdf

4. Responding to Mental Health Crises

4.3	Suicide postvention psychological counselling services.
4.3.3	The HEI provides guidance for staff on how to support students in crisis.

		+ 3
	+ 2	⬑ All aspects of previous levels, plus:
REQUIRED LEVEL	⬑ All aspects of previous levels, plus:	
The HEI provides guidance to staff on how to support students in crisis after a suicide, such as accessing psychological counselling services and academic assistance.		
GOOD PRACTICE		
HEMHA (2014) 'Guide for response to suicide on [US] college campuses'		
The guidance provides suggestions for staff on supporting students in crisis (p.21):		
▸ Recommend psychological counselling to students who are struggling		
▸ Extend an assignment deadline		
▸ Offer special tutoring		
▸ Provide make-up work or exams		

- ▸ Exclude one or more test grade from final grade computations
- ▸ Complete the final grade without all work being completed
- ▸ Facilitate a leave of absence
- ▸ Talk about the loss in class.

4. Responding to Mental Health Crises

4.3	Suicide postvention psychological counselling services.

4.3.4	The HEI provides psychological support for those involved in the suicide postvention response.

REQUIRED LEVEL	+ 2	+ 3
		↙ All aspects of previous levels, plus:
	↙ All aspects of previous levels, plus:	
Those involved in the suicide postvention response are not immune from emotional difficulties and strain after a suicide (HEMHA, 2014). The HEI should actively provide group or individual psychological support services to the following individuals: ▸ Individuals who came in contact with the body of the deceased ▸ Postvention committee members ▸ Psychological counselling / student wellbeing staff. **GOOD PRACTICE** **HEMHA (2014) 'Guide for response to suicide on [US] college campuses'** See the guidance for suggestions on self-care of		

responders with a checklist of do's and don'ts (p. 21).

GOOD PRACTICE

Papyrus (2007) 'Responses & prevention in student suicide: The RaPSS Study'

This indicator is supported by Papyrus, who state :

"The person first on the scene of the death should be actively offered support. This may be another student but it might be domestic or security staff."

"Staff involved in co-ordinating the response following a student suicide should be able to share decisions and feelings with a colleague."

"Senior management should recognise the difficulties of holding key roles in the chain of support and communication."

For more information, see: http://www.papyrusuk.eu/attachments/PSSsummary.pdf

4. Responding to Mental Health Crises

4.4	Suicide memorials, funerals and related events.
4.4.1	The HEI has a suicide postvention protocol regarding memorials, funerals and related events.

REQUIRED LEVEL	+ 2	+ 3
The HEI has a suicide postvention protocol for holding a memorial service after a student suicide. **GOOD PRACTICE** **HEMHA (2014) 'Guide for response to suicide on [US] college campuses'** This indicator is supported by the HEMHA guidance: *"Protocols for holding a memorial service after a campus suicide should be fashioned in light of the challenges of balancing the needs of survivors to honour the deceased and take action of some kind and the risks of others imitating [...] the suicidal behaviour."*	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:

"It is best to limit or not hold memorial services, under ideal circumstances."

For advice on how to develop a protocol for the decision of whether or not to hold a memorial after a suicide, please see pages 23–25 of the HEMHA guidance.

GOOD PRACTICE

Samaritans 'Step by Step: How to prepare for and respond to suicide in schools and colleges'

This indicator is supported by the Samaritans:

"It is natural to want to pay tribute to those who have died. However, it is important not to sensationalise or glamorise suicide as that may act as a trigger for anyone who is deeply affected. School managers should set a time limit for memorials (about two weeks). They may offer to forward cards and other tribute material to the family afterwards. Permanent memorials following a suicide are generally to be discouraged."

For further information, visit: http://www.samaritans.org/your-community/supporting-schools/step-step/step-step-resources/memorials and http://www.samaritans.org/your-community/supporting-schools/step-step/funerals		

5. ProtectED Safety and Wellbeing Partnership (PSWP)

5.1	The role of the *ProtectED* Safety and Wellbeing Partnership.
5.1.1	The PSWP supports promotion, delivery, assessment and improvement of HEI student wellbeing and mental health services.

		+ 3
	+ 2	⬋ All aspects of previous levels, plus:
REQUIRED LEVEL	⬋ All aspects of previous levels, plus:	
Relevant partners internal to the HEI (e.g. Counselling Services, Student Services, University Security, Students' Union, Disability support, etc.) work together to promote, deliver, assess and improve student (and staff) wellbeing and mental health services.	The HEI engages with, and seeks, the advice and expertise of relevant external groups (e.g. local mental health services, psychological services, independent counsellors, health authorities, local user groups, drug and alcohol agencies, local/ national voluntary organisations) (UUK & MWBHE, 2015, p.31). **GOOD PRACTICE** **UUK/MWBHE 'Student mental wellbeing in higher education: Good practice guide'** This is supported by Recommendation 4 of the Guide: *"Institutions are encouraged to work across their communities to ensure students and*	

staff are not overlooked in terms of statutory agencies."

(p.6).

For further guidance on the development of partnerships, see page 29 of the UUK/MWBHE (2015) guide.

5. *ProtectED* Safety & Wellbeing Partnership (PSWP)

5.1	The role of the *ProtectED* Safety and Wellbeing Partnership.
5.1.2	The PSWP helps to create a suicide postvention team.

	+ 2	+ 3
REQUIRED LEVEL		↙ All aspects of previous levels, plus:
The PSWP helps to create a suicide postvention team — individuals responsible for postvention planning and implementation. The postvention team is set up **before** a suicide occurs. The postvention team will develop the postvention protocol and deploy postvention plans in the event of a suicide. Specific individuals and roles should be included in the postvention team (please see HEMHA guidance for a list, pages 7–8). It is essential that the postvention team have a clear understanding of their own responsibilities in the event on a suicide, as well as the duties of other team members.	↙ All aspects of previous levels, plus:	

A chair (or team leader) should be appointed. This person should have experience managing student deaths or a suicide response process, have influence, and be a trusted figure in the institution.

GOOD PRACTICE

HEMHA (2015) 'Guide for response to suicide on [US] college campuses

The HEMHA guidance provides instruction on how to form a postvention team (pages 7-9). Departments that may have a role in a postvention team include:

▶ Student services

▶ Counselling and psychological services

▶ Student Health

▶ Disability office

▶ University Security

▶ Registrar

▶ Communications office

▶ Halls of residence leadership

▶ Legal department

▶ Chaplaincy

▶ Students' Union

▶ International student office

▶ Health and Safety ▶ IT services.		

5. *ProtectED* Safety and Wellbeing Partnership (PSWP)

Facilitating data sharing is central to the PSWP function and is therefore detailed as a separate element in the *ProtectED* Core Security section.

5.2	Information sharing.
5.2.1	The HEI has established data sharing agreements / protocols with internal and external parties.

REQUIRED LEVEL	+ 2	+ 3
The HEI has a protocol for sharing information about students with mental health difficulties with: ▸ Internal parties (i.e. university security, personal tutors, different student support services) ▸ External agencies (i.e. police, social workers, GPs). **GOOD PRACTICE** **'Student Mental Health Planning, Guidance and Training Manual'** Section 3.2.6 'Confidentiality' provides advice for developing an information sharing protocol.	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:

Issues addressed include:

▸ Protocol for sharing information

▸ Obtaining consent from the student

▸ Information for external agencies

▸ Exceptions to codes of confidentiality

▸ Data Protection Act 1998.

For more information, visit: http://www.studentmentalhealth.org.uk/chap3.htm

5. *ProtectED* Safety and Wellbeing Partnership (PSWP)

5.2	Information sharing.
5.2.2	The HEI has established information sharing agreements / protocols with third party out-of-hours phone support services.

		+ 2	+ 3
REQUIRED LEVEL		↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:

REQUIRED LEVEL

The HEI has an information sharing agreement with third party out-of-hours phone support services to obtain information for monitoring and evaluation purposes.

The agreement / protocol should detail that the HEI will receive data from third party services about the:

▶ Numbers of students accessing the third party service

▶ Conditions for which support is requested

▶ Anonymous student demographic data, such as year of study, gender etc.

A central point of communication between the HEI and third party organisations has been identified.

+ 2

↙ All aspects of previous levels, plus:

+ 3

↙ All aspects of previous levels, plus:

GOOD PRACTICE

'Student Mental Health Planning, Guidance and Training Manual'

Section 3.2.6 'Confidentiality' gives advice on providing information for external agencies. For more information, visit: http://www.studentmentalhealth.org.uk/chap3.htm

5. *ProtectED* Safety and Wellbeing Partnership (PSWP)

5.3	Evaluation of student mental health service provision.

5.3.1	The HEI undertakes regular evaluation of partnership working in the provision of student mental health services.*

		+ 3
	+ 2	↙ All aspects of previous levels, plus:
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	
The HEI annually evaluates partnership working in its provision of student mental health services. This may include: ▸ Identifying a central point of communication in partner agencies ▸ Mapping referral pathways ▸ Tracking progression of referrals ▸ Joint training events ▸ Resourcing issues.		

This links to ProtectED Student Wellbeing & Mental Health Indicators 3.4.1 and 3.4.2, above.

5. *ProtectED* Safety and Wellbeing Partnership (PSWP)

		+ 3
	+ 2	↙ All aspects of previous levels, plus:
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	

5.3 Evaluation of student mental health service provision.

5.3.2 The HEI undertakes evaluation of effectiveness and impact of initiatives for student wellbeing and mental health.

REQUIRED LEVEL

The HEI and Students' Union follow an agreed evaluation plan to measure the effectiveness and impact of student wellbeing and mental health initiatives or campaigns.

CASE STUDY

NUS 'Think Positive' campaign

The NUS 'Think Positive' (2014) campaign toolkit contains advice on how to evaluate the impact of a mental health campaign; for example, it describes research designs like collecting data before and after an initiative/campaign.

For more information, see pages 16-18 of the Toolkit here: http://www.nusconnect.org.uk/resources/think-positive-campaign-toolkit--2.

+ 2

↙ All aspects of previous levels, plus:

+ 3

↙ All aspects of previous levels, plus:

5. *ProtectED* Safety and Wellbeing Partnership (PSWP)

5.3	Evaluation of student mental health service provision.

5.3.3	The HEI tracks the impact of wellbeing and mental health services on student retention and completion rates.

		+ 3
	+ 2	↙ All aspects of previous levels, plus:
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	
The HEI formally collects data and undertakes analysis to understand: ▸ The role and impact of student mental health difficulties in student retention and completion rates ▸ The impact of student mental health services on student retention and completion rates. For example, conducting an exit survey with the student to understand why they are leaving, or cross-referencing a list of non-completing students against those who accessed wellbeing and mental health services.		

5. *ProtectED* Safety and Wellbeing Partnership (PSWP)

5.3	Evaluation of student mental health service provision.
5.3.4	The HEI evaluates the suicide postvention efforts and response after a suicide.

		+ 3
	+ 2	↙ All aspects of previous levels, plus:
REQUIRED LEVEL	↙ All aspects of previous levels, plus:	
Postvention efforts and responses should be reviewed to evaluate the effectiveness of a response, and explore how the postvention protocol can be improved (HEMHA, 2015). A review should occur one or two weeks after the crisis, and once again a month or more after the crisis (HEMHA, 2015). **GOOD PRACTICE** **HEMHA (2014) 'Guide for response to suicide on [US] college campuses'** The HEMHA guidance provides advice on debriefing after a crisis event: *"Postvention efforts and responses should be reviewed within 1 or 2 weeks of the crisis and a month or more after the crisis*		

to examine the effectiveness of the response and explore issues that could have been handled better."

"In the aftermath of campus suicide, prevention efforts may also be reviewed to acknowledge and begin to address any gaps that were uncovered by the death."

(p.26).

GOOD PRACTICE

Samaritans 'Step by step: How to prepare & respond to suicide in schools'

The Samaritans recommend that a postvention protocol / suicide response plan include "an evaluation of the effectiveness of the postvention and any follow-up protocol."

For further information, visit: http://www.samaritans.org/your-community/supporting-schools/step-step/step-step-resources/creating-response-plan

5. *ProtectED* Safety and Wellbeing Partnership (PSWP)

5.3	Evaluation of student mental health service provision.

5.3.5	Emergency services share data with university services.

		+ 3
	+ 2	⬑ All aspects of previous levels, plus:
REQUIRED LEVEL	⬑ All aspects of previous levels, plus:	
The HEI has established a procedure whereby they are informed by the emergency services (e.g. police) if they have attended to one of its students. A central point of communication within the university has been identified, through which the emergency services communicate. The HEI has established a data sharing agreement with the relevant emergency services.		

Protect ED®
Code of Practice

Instrument 1: Student Wellbeing & Mental Health

The *ProtectED* Code of Practice is the first code of practice and accreditation scheme designed to support higher education institutions in ensuring student safety, security and wellbeing.

ProtectED recognises that universities have a wider role to play in supporting their students — not only while they are on campus, but throughout their student experience.

The *ProtectED* Code of Practice currently comprises five parts — 'Core Institutional Safety & Security' and four issue-focused instruments. This extensible structure enables *ProtectED* to holistically address safety, security and wellbeing across the wider student experience.

www.Protect-ED.org

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