

**Student concern referral guide** The examples below are neither exhaustive or exclusive to each category but represent likely scenarios. Use your judgement about what action to take in every scenario and ask for advice from your line manager or call the UWE Bristol Serious Concerns line if unsure on 44 (0)7788 725507 during office hours, or +44 (0)7814 791212 out of hours

	Severe risk	High risk	Moderate risk	Low risk
Definition	Immediate action is required due to a <b>risk of significant harm</b>	There is no immediate risk but there <b>may be risk of significant harm</b> if the concerns are not addressed.	You have identified <b>welfare concern/s</b> , which may require some additional support to reduce the impact.	You have identified issues which may require some additional support which can be met by signposting to UWE services
Examples	Student has had some bad news about their family, they are highly distressed and inconsolable. They are agitated, incoherent and aggressive. They have already failed modules. They are unsupported and facing other major stressors.	Student has had some bad news about their family, they are highly distressed. They have assignments coming up and are already struggling academically. They are socially isolated and there are other significant stressors on them.	Student has had some bad news about their family, they are very upset. They have assignments coming up. They do not have a strong social support and there are other stressors on them. They are open to support to make a plan of next actions.	Student has had some bad news about their family, they are upset but under control. They have assignments coming up. They have a support network and a plan of their next actions.
	Student says they are going to kill themselves and they have an immediate plan. They have a history of suicide attempts. They are not looking after their basic needs and they appear unkempt. They are resistant to support.	Student says that they want to die. They don't have an immediate plan. They have self-harmed before and they are neglecting themselves. They haven't engaged with support.	Student says that they sometimes really struggle with their mental health but do not think about self-harm. They have self-insight, plans for the future and engage/will engage with support.	Student is having a hard time but maintaining self-care and taking steps to address issues. No mention of suicide or self-harm.
	Student uses drugs including alcohol to excess. Strong aspect of self-medicating for mental/emotional distress. Very high risk, self-destructive behaviours. Very negative impact on other areas of their life. History of accidental or purposeful overdose.	Student uses drugs including alcohol to excess. Strong aspect of self-medicating for mental/emotional distress. Not knowledgeable or uncaring about potential harms, high risk behaviours. Negative impact on other areas of their life.	Student uses drugs including alcohol. Recreational use and/or an aspect of self-medicating for mental/emotional distress. Not fully knowledgeable about potential harms and some risk behaviours. Some negative impact on other areas of their life.	Student doesn't use/uses drugs including alcohol in moderation. Recreational use, not self-medicating for any mental/emotional distress. Knowledgeable about potential harms and no high risk behaviours. No negative impact on other areas of their life.
	Student reports that they have been the victim of a crime or involved in a distressing incident, they are highly distressed and inconsolable. They have not told anyone else nor taken appropriate steps to safeguard themselves. They have untreated injuries and/or the nature of the assault suggests others may be at risk.	Student reports that they have been the victim of a crime or involved in a distressing incident. They have not told anyone else nor taken appropriate steps to safeguard themselves. They are socially isolated and there are other significant stressors on them.	Student reports that they have been the victim of a crime or involved in a distressing incident, they are very upset. They do not have a strong social support and there are other stressors on them. They are open to support to make a plan of next actions. The alleged perpetrator is not a UWE student or staff member.	Student reports that they have been the victim of a crime or involved in a distressing incident. They are upset but under control. They have reported to the police or made a conscious decision not to, they have taken appropriate steps to safeguard themselves. The alleged perpetrator is not a UWE student or staff member.
Risk to children or vulnerable adults	<ul style="list-style-type: none"> <li>The student has caring responsibilities for a child or vulnerable adult and for any reason is unable to care adequately for them or may be abusing them</li> <li>The student works professionally with children or vulnerable adults and for any</li> </ul>	<ul style="list-style-type: none"> <li>The student has caring responsibilities for a child or vulnerable adult and for any reason may not be able to care adequately for them</li> <li>The student works professionally with children or vulnerable adults and for</li> </ul>	<ul style="list-style-type: none"> <li>There are children or vulnerable adults indirectly involved but no suggestion that they are at risk of abuse or neglect</li> <li>The student works professionally with children or vulnerable adults but no suggestion that their professional</li> </ul>	<ul style="list-style-type: none"> <li>No children or vulnerable adults involved, even indirectly</li> </ul>

	<p>reason is unable to care adequately for them</p> <ul style="list-style-type: none"> <li>The student is an immediate risk to children or vulnerable adults</li> <li>The student is under 18 or a vulnerable adult and is at immediate risk or experiencing abuse or neglect</li> </ul>	<p>any reason may not be able to care adequately for them</p> <ul style="list-style-type: none"> <li>There is a suggestion that the student may be a risk to children or vulnerable adults</li> <li>The student is under 18 or a vulnerable adult and is possibly at risk of experiencing abuse or neglect</li> </ul>	<p>capabilities are affected</p> <ul style="list-style-type: none"> <li>The student is under 18 or a vulnerable adult but no suggestion that they are at risk of abuse or neglect</li> </ul>	
<b>Next actions</b>	<p><b>Call the UWE Bristol Serious Concerns line to share your concerns: 44 (0)7788 725507 during office hours, or +44 (0)7814 791212 out of hours</b></p> <p>Call <b>emergency services on 999</b> if there is an immediate risk of harm</p> <p>Call UWE Security if student is on a UWE campus <b>+44 (0)117 328 9999</b> if there is an immediate risk of harm</p> <p>Signpost to relevant services and support</p> <p><a href="#">Support options web pages</a>  <a href="#">Crisis support</a>  <a href="#">Report and Support</a> (contains links to relevant external agencies)</p>	<p><b>Call the Uwe Bristol Serious Concerns line to share your concerns: 44 (0)7788 725507 during office hours, or +44 (0)7814 791212 out of hours</b></p> <p>Signpost to relevant services and support</p> <p><a href="#">Support options web pages</a>  <a href="#">Crisis support</a>  <a href="#">Infopoint</a>  <a href="#">Study support</a>  <a href="#">Report and Support</a> (contains links to relevant external agencies)</p>	<p>Signpost to relevant services and support</p> <p><a href="#">Support options web pages</a>  <a href="#">Infopoint</a>  <a href="#">Study support</a>  <a href="#">Report and Support</a> (contains links to relevant external agencies)</p>	<p>Signpost to relevant services and support</p> <p><a href="#">Infopoint</a>  <a href="#">Study support</a>  <a href="#">Support options web pages</a>  <a href="#">Report and Support</a> (contains links to relevant external agencies)</p>

If you are unsure of what actions to take next, discuss with your line manager.

If breaching confidentiality is a concern, you can contact the Safeguarding Manager to discuss cases without identifying the student.

No staff member should feel that they cannot seek advice about how to address matters relating to individual students due to concerns about breaking confidentiality.

No staff member should feel that they must manage concerns on their own.

### What raises or lowers concerns – what issues to look for

Be clear in your referral what issues concern you from what you know of the student/their situation and what factors raise or lower these concerns. This is a guide only - you are not expected to establish these factors.

Severe risk	High risk	Moderate risk	Low/no risk
<ul style="list-style-type: none"> <li>• Part of a series or pattern of incidents</li> </ul>		<ul style="list-style-type: none"> <li>• One off incident, no previous history</li> </ul>	
<ul style="list-style-type: none"> <li>• Risk or history of abuse, neglect and harm from others</li> </ul>		<ul style="list-style-type: none"> <li>• No risk or history of abuse, neglect and harm from others</li> </ul>	
<ul style="list-style-type: none"> <li>• Ongoing or history of self-harm</li> </ul>		<ul style="list-style-type: none"> <li>• No current or past self-harm</li> </ul>	
<ul style="list-style-type: none"> <li>• Ongoing or history of mental illness</li> </ul>		<ul style="list-style-type: none"> <li>• No current or past mental illness</li> </ul>	
<ul style="list-style-type: none"> <li>• Student is unable/unwilling to protect themselves or take steps to protect themselves</li> </ul>		<ul style="list-style-type: none"> <li>• Individual has taken steps to access support/protect themselves/reduce risk</li> </ul>	
<ul style="list-style-type: none"> <li>• Time critical to prevent further risk of harm</li> </ul>		<ul style="list-style-type: none"> <li>• Support requirements are less time critical (e.g. can be addressed beyond 24hrs)</li> </ul>	
<ul style="list-style-type: none"> <li>• Socially isolated and/or a care leaver or estranged from family</li> </ul>		<ul style="list-style-type: none"> <li>• Strong support network around the student</li> </ul>	
<ul style="list-style-type: none"> <li>• Issues are complex across multiple areas (financial, accommodation, disability...)</li> </ul>		<ul style="list-style-type: none"> <li>• Issue is singular and other stressors are low</li> </ul>	
<ul style="list-style-type: none"> <li>• Student is academically disengaged/struggling</li> </ul>		<ul style="list-style-type: none"> <li>• Student is academically engaged</li> </ul>	
<ul style="list-style-type: none"> <li>• Problematic drug including alcohol use</li> </ul>		<ul style="list-style-type: none"> <li>• No or low risk drug including alcohol use</li> </ul>	
<ul style="list-style-type: none"> <li>• Reluctant to engage with necessary support services</li> </ul>		<ul style="list-style-type: none"> <li>• Open to/already engaging with support (internal or external)</li> </ul>	
<ul style="list-style-type: none"> <li>• Children/vulnerable adults are directly/indirectly involved</li> </ul>		<ul style="list-style-type: none"> <li>• No children/vulnerable adults are directly/indirectly involved</li> </ul>	
<ul style="list-style-type: none"> <li>• Student is not yet known to the Serious Concerns Line, Policy team, Wellbeing or Student is already known to the Serious Concerns Line /Policy team/Wellbeing Service but evidence of increase in risk/continuation of high risk</li> </ul>		<ul style="list-style-type: none"> <li>• Student is already known to the Serious Concerns Line /Policy team/Wellbeing and no increase in risk/reduction in risk</li> </ul>	