



## **St George's, University of London Suicide-Safer University: Statement and Action Plan**

Suicide is a complex and multi-faceted issue with a devastating impact on individuals, families and communities. At St George's, suicide is everyone's business; we are committed to building a supportive and safe community for both students and staff.

I'm pleased to introduce the St George's Suicide Safer Strategy which sets out our prevention-intervention-postvention approach, and associated action plans for each area. The strategy will help to create a supportive and compassionate environment that fosters good mental health and wellbeing for all.

There is much expertise both here at St George's and within our neighbouring NHS Trust. Our students get involved via initiatives such as the Blue Light Champions—helping to tackle stigma and to change the conversation around mental health—everyone must play their part for this vital work to succeed.

Our Suicide Safer Strategy is informed by welfare leads here at St George's, evidence-based practices and expertise from across the Higher Education sector. I hope that you will read it in full and adopt it as your personal priority.

With very best wishes,

A handwritten signature in blue ink that reads "Jenny Higham". The signature is written in a cursive style and is enclosed within a thin blue oval outline.

Professor Jenny Higham  
Vice-Chancellor

## Introduction

1. St George's University of London is committed to ensuring our university provides a safe environment which considers the health and well-being of students and staff. Within this context we recognise that as a university we must act to minimise suicide and attempted suicides. Any suicide within the university community is a tragedy which affects our staff and students.
2. We aim to take a whole university approach to support students and staff to make the university community safe. This suicide safer strategy supports the joint work and prioritisation of mental health and the welfare of students by the St George's University of London and the Students Union at the University.
3. Our strategy aims to recognise and raise awareness of suicide, to address how the university may play a role in suicide prevention and to reduce the risk of suicide attempts and deaths by suicide.

## Context

4. This strategy should be read in conjunction with the UUK guidance [Suicide -Safer Universities \(Universities UK and Papyrus, 2021\)](#) which contains a great deal of context, information and statistics. There are several links to this guidance throughout these documents for readers to refer to.
5. The Office for Students and Office for National Statistics also provide [analysis](#) of HE student suicides in England and Wales which is also useful in our understanding of the subject:
  - The number of identified students in higher education who died by suicide between 2016-17 and 2019-20 was 319.
  - The rate of deaths by suicide in the higher education student population was 3.9 deaths per 100,000 students between academic year ending 2017 and academic year ending 2020.
  - The number of suicides in the higher education population in the 12 months ending July 2020 was 64. This is equivalent to a rate of 3.0 deaths per 100,000 students. This is the lowest rate seen over the last four years, although the small numbers per year make it difficult to identify statistically significant differences
  - The rate of suicide for female students was significantly lower than the rate for male students. This was observed when looking at overall student suicides.
  - First year undergraduate males had a statistically significantly higher suicide rate at 7.8 deaths per 100,000 students compared with those studying in other years (4.3 deaths per 100,000).
  - The suicide rate for male students was 5.6 per 100,000 compared with 19.0 per 100,000 in the general male population. This is a greater difference than is seen in the female population, where the student rate was less than half that of the general population (2.5 per 100,000 compared with 6.0 per 100,000).
  - Between the academic year ending 2017 and the academic year ending 2020, higher education students in England and Wales had a significantly lower suicide rate compared with the general population of similar ages.

- The data also shows that the suicide rate among higher education students have decreased over the last four years (academic years ending 2017 to 2020). However, low numbers of suicides per year make it difficult to identify significant differences. See [ONS analysis](#).

### **Recognising suicide and what we know**

6. Suicide is the deliberate act of taking one's life. Suicidal thoughts are common, and may be the result of being deeply unhappy, but not always be a manifestation of a mental disorder. What we do know is:
  - Suicide is a significant cause of death in people under the age of 35.
  - A person expressing suicidal thoughts should never be treated as someone attention-seeking, they need support and require care.
  - We need to be able to talk about suicide and not stigmatise or criminalise. Talking about suicide or asking someone if they are feeling suicidal does not increase their risk or worsen the situation.
  - Suicide can be prevented, and prevention is everyone's business.
  - Suicide risk can be short-term and dependent on situations, and there can be warning signs (behavioural or verbal).
  - Postvention to support those affected by and learn from a case of a suicide is important

### **Risk factors**

7. Suicidal thoughts and behaviours are complex and there is often no single explanation for a person's death or suicide attempt. We know that the number of students experiencing and disclosing issues related to mental health is increasing. Mental health can affect individuals in terms of their performance, engagement, and life participation. We also know that risk can change and suicidal thoughts can be temporary, which is why intervention it is so important and any individual assessment of risk needs to be kept under review. There are several factors which can increase vulnerability to suicidal behaviours:
  - Societal – difficulties accessing or receiving care, access to ways of (attempting) suicide, inappropriate media coverage, stigma associated with mental health, suicidal behaviour or substance abuse which prevents help-seeking
  - Community-poverty, experiences of trauma and/or abuse, and experiencing discrimination
  - Relationships- loss, conflict breakdown or isolation and lack of support
  - Individual-previous suicide behaviours or attempts, self-harm, mental health, financial hardship, substance abuse, family history of suicide

### **Students**

8. Factors which might heighten or indicate risk within the student population in particular include:
  - Academic drivers, failure, repeating, workload and assessment
  - Finance – debt, cost of living pressures, employment

- Life transitions – moving to university, new peer groups, mental health service transition [University Mental Health Charter](#)
- Social media, the internet and irresponsible media reporting can increase risk of suicide
- LGBTQ+ people are at higher risk of suicidal behaviour

## Strategy

9. Oversight of this strategy is provided by the Student Support and Welfare Committee. The Strategy is owned by the Dean for Student Welfare and Support and the Academic Registrar.
10. St George's strategic approach to establishing a suicide safer university falls into three areas and an action plan has been developed to support each of these areas:
  - **Prevention:** building a compassionate community, raising awareness, providing support and training.
  - **Intervention:** establishing teams, roles and systems to raise concerns, assess risk, refer to services and implement intervention.
  - **Postvention:** establishing our response to suicide, supporting those affected, communications and review.

## Prevention

### The importance of safety and community

11. We know that people who think about suicide may or may not behave in ways that puts their life in danger (suicide behaviours). Those who already engage in self-harming behaviours may be at risk of death or harm, intentionally or unintentionally.
12. As a university we will empower our students and staff to speak openly and safely about their concerns with people who are able to support them. This will include signposting, support, and help.

## Intervention

13. As a university we will work with the Student's Union and external organisations to provide a range of accessible and appropriate support to staff and students who are experiencing suicidal thoughts or behaviours.
14. The University has staff who are trained to provide student support, including: the Counselling Service, Mental Health First Aiders, staff trained to receive disclosures of assault, personal tutors, staff in the Student Services team and the Dean for Welfare and Support. The Welfare Group meets weekly to oversee current student cases.

## Referring on

15. We will work with local services to develop relationships and ensure that students receive appropriate professional help where this is necessary.

## Sharing information in urgent and emergency situations

16. The university has an emergency contact procedure which enables students to provide contact details of a trusted friend or family member, who may or may not be their next of kin, who the university can contact if we have significant concerns about them. The procedure can be found [here](#).

## Training and Support for Staff

17. Training and support available for staff includes Mental Health First Aid, Mental Health Awareness Training (Recognise, Respond, Refer and Record), suicide awareness training and training to receive disclosures of sexual assault. Staff have also been trained on Trauma Informed Investigation of Sexual Assault and we have TRiM trained practitioners who can support staff and students who have experienced trauma (see <https://strongmindresilience.co.uk/>). The Student Life Centre can provide students with access to trained staff and will treat enquires with discretion.

## Postvention

18. A suicide is a devastating experience for those involved. Suicide postvention includes a series of carefully planned interventions to help those affected by a university suicide (see link <https://sprc.org/sites/default/files/resource-program/Hemha-postvention-guide.pdf>). Postvention is a source of psychological support, crisis intervention and other forms of help and support deemed necessary. The aim is to:
  - Facilitate processes related to grieving or adjustment
  - Stabilise the environment
  - Reduce the possibility of negative behaviours
  - Limit the risk of further suicides due to contagion
19. The university has produced *Guidance on Postvention following a Student Suicide* (see Appendix A), designed to be used in conjunction with the UUK guidance and the university *Procedure in the Event of a Student Death*.

## Action plan

Objectives	Action	Lead
<b>PREVENTION</b>		
Whole University approach to good mental health	<ul style="list-style-type: none"> <li>- Statement and support from VC within strategy and web pages</li> <li>- Training for student facing staff (Action)</li> <li>- Risk to be identified within university strategic risks register (Action)</li> </ul>	Academic Registrar, Dean for Student Welfare and Support, Assistant Registrar (Student Services)
Create compassionate communities between students and staff	<ul style="list-style-type: none"> <li>- It's safe to talk about suicide web information</li> <li>- Promotion of availability of Mental Health First Aiders (Action)</li> <li>- Annual communications plan directed to students, highlighting support services, self care and appropriately timed, eg before exams (Action)</li> <li>- Signatures highlighting support and self-care (Action)</li> <li>- Course initiatives such as the Blue Light Champions peer support programme in Paramedics</li> </ul>	Head of Counselling, Academic Registrar, Dean for Student Welfare and Support, Student Comms
Encourage the disclosure of difficulties, distress, and support needs	<ul style="list-style-type: none"> <li>- Increased Welfare support in Student Services (new staff recruited)</li> <li>- Training for student facing staff (Action)</li> <li>- Staff trained to receive disclosures of sexual misconduct</li> <li>- Report and Support: <a href="http://sgul.ac.uk">Report a case of bullying or harassment (sgul.ac.uk)</a></li> <li>- Concerned colleague procedure <a href="http://sgul.ac.uk">Personal Tutoring (sgul.ac.uk)</a></li> <li>- Personal Tutors <a href="http://sgul.ac.uk">Personal Tutoring (sgul.ac.uk)</a></li> <li>- Accommodation Resident Advisors and Out of hours support (Action)</li> <li>- Consider barriers to disclosure ie student concerns of professional implications of disclosure, address within student communications plan (Action)</li> <li>- Workshops provided by the Counselling Service on disclosure and support seeking</li> </ul>	Head of Counselling, Assistant Registrar (Student Services), Personal Tutor Leads

<p>Ensure students with difficulties or support needs are identified, signposted, and followed up</p>	<ul style="list-style-type: none"> <li>- Weekly meetings of the Welfare Group consider student cases</li> <li>- Referral of students to Student Progression and Monitoring Committee</li> <li>- Course welfare meetings</li> <li>- Promotion of support for students on Placements (including promotion of guidance to Placement Leads: <a href="http://universitiesuk.ac.uk">Supporting placement students (universitiesuk.ac.uk)</a>)</li> <li>- Student emergency contact procedure enables contacting of student trusted contacts where appropriate</li> <li>- Advice to courses on following up on missing students (Action)</li> <li>- Referral to the Counselling Service and the Psychiatrist</li> <li>- Personal Tutors</li> </ul>	<p>Assistant Registrar (Student Services), Head of Counselling, Course teams and Placement Leads, Personal Tutor Leads</p>
<p>Work with schools/colleges, to ensure smooth transitions between educational settings</p>	<ul style="list-style-type: none"> <li>- Induction supports students in transitioning to university</li> <li>- Transition support for disabled students/care leavers is provided by the Student Services and OH</li> </ul>	<p>Assistant Registrar (Student Services), Disabilities Advisor</p>
<p>Raise suicide awareness and destigmatising talking about suicide</p>	<ul style="list-style-type: none"> <li>- It's safe to talk about suicide web information</li> <li>- Staff training (Action)</li> <li>- Annual communications to students (Action)</li> </ul>	<p>Academic Registrar, Dean for Student Welfare and Support, Student Comms, Assistant Registrar (Student Services)</p>
<p>Encourage students to involve parents, guardians or other trusted people early if they experience mental health difficulties</p>	<ul style="list-style-type: none"> <li>- Student Services, Personal Tutors and Counsellors routinely encourage students to involve family and friends where appropriate</li> <li>- Student emergency contact information</li> </ul>	<p>Academic Registrar, Dean for Student Welfare and Support, Student Comms, Assistant Registrar (Student Services)</p>
<p>Adopt a culture of this is everyone's business and provide training on suicide prevention and awareness</p>	<ul style="list-style-type: none"> <li>- Whole university approach</li> <li>- Staff training (Action)</li> <li>- Development and implementation of the Inclusive Education Strategy</li> </ul>	<p>Academic Registrar, Dean for Student Welfare and Support, Student Comms, Assistant Registrar (Student Services)</p>

<p>Ensure a range of culturally appropriate support for those who experience difficulties</p>	<ul style="list-style-type: none"> <li>- Availability of Chaplaincy to students and staff</li> <li>- Bespoke induction and support for international students</li> <li>- Allyship training (under development in Student Services), role of Student EDI officer in advocating the design of support and consideration into processes</li> <li>- Student Life Centre &amp; Horton Halls promotion of cultural festivals and celebrations</li> <li>- Provision of diversity within the Counselling Team</li> </ul>	<p>Student Services, International Advising Team Head of Counselling</p>
<p>Signpost support available from the university, including halls of residence, central support services, and others</p>	<ul style="list-style-type: none"> <li>- Support signposted on website A-Z page <a href="http://sgul.ac.uk">Student support A-Z (sgul.ac.uk)</a></li> <li>- Student annual communications and Halls of Residence communications</li> <li>- Activities of Student Life Centre in person and online</li> </ul>	<p>Academic Registrar, Dean for Student Welfare and Support, Student Comms, Assistant Registrar (Student Services)</p>
<p>Signpost support services available externally, which includes NHS, voluntary sector and others</p>	<ul style="list-style-type: none"> <li>- Support to external services is signposted on the website</li> <li>- Links to NHS Services, A&amp;E and Springfield to be formalised (Action)</li> <li>- Referral from the Counselling Service to Talking Therapies and secondary care (Action)</li> </ul>	<p>Strategic Lead for Student Support, Dean for Student Welfare and Support, Student Comms, Assistant Registrar (Student Services), Head of Counselling</p>
<p>Prevent and act against all forms of bullying, harassment and discrimination</p>	<ul style="list-style-type: none"> <li>- Dignity at Work and Study policies</li> <li>- Annual student communications (Action)</li> <li>- Report and Support <a href="http://sgul.ac.uk">Report a case of bullying or harassment (sgul.ac.uk)</a></li> <li>- Consent and By-stander action training for all new UG students</li> <li>- Allyship training planned for all new students (Action)</li> </ul>	<p>Student EDI Officer, Student Comms</p>
<p>Encourage good communication between all elements of the university involved with student welfare (i.e. if concerns are raised in halls of residence, ensure schools/ personal tutors are aware)</p>	<ul style="list-style-type: none"> <li>-Welfare Group receives and oversees cases</li> <li>- Student Progress and Monitoring Committee oversees individual cases with the input of Occupational Health, clinical colleagues and external advisors.</li> <li>- Comprehensive welfare pathways within programmes link to central services (Action)</li> </ul>	<p>Academic Registrar, Dean for Student Welfare and Support, Student Comms, Assistant Registrar (Student Services), Personal Tutor Leads</p>



<b>INTERVENTION</b>		
Recognise signs and vulnerabilities: use alert systems to detect patterns of difficulty, such as non-engagement or difficulties with academic work, dropping off academic radar, non-payment of rent/fees/fines, disciplinary issues, not engaging with other students or staff or not being involved in community activities	<ul style="list-style-type: none"> <li>- Role of Welfare Group in overseeing student cases</li> <li>- Attendance and engagement processes capture student lack of engagement. Attendance requirements are high for many of our courses</li> <li>- Student emergency contact procedure, covers referral to Welfare Group for missing students</li> <li>- Personal Tutors</li> <li>- Staff training on suicide awareness (Action)</li> </ul>	Academic Registrar, Dean for Student Welfare and Support, Student Comms, Assistant Registrar (Student Services)
Training for all student facing staff in suicide awareness, how to have conversations and how to intervene and signpost	<ul style="list-style-type: none"> <li>- Staff training for all student facing staff (Action)</li> <li>- Mental health module for all staff (Action)</li> </ul>	Academic Registrar, Dean for Student Welfare and Support, Student Comms, Assistant Registrar (Student Services)
Provide and publicise resources such as 'use of language', 'spot the signs', 'it's safe to talk about suicide' to the wider community	<ul style="list-style-type: none"> <li>- Staff Training on suicide awareness (Action)</li> <li>- Promotion of It's safe to talk about suicide leaflet in annual comms (Action)</li> </ul>	Academic Registrar, Assistant Registrar (Student Services), Student Comms
Consider university policy and practice on information sharing agreements, disclosure, and consent	<ul style="list-style-type: none"> <li>- Student privacy notices (Action)</li> <li>- Student emergency contact procedure</li> <li>- Confidentiality policy (Action)</li> </ul>	Academic Registrar
Develop, implement and review support pathways within the university for distressed students	<ul style="list-style-type: none"> <li>-Welfare Group receives and oversees cases</li> <li>- Comprehensive welfare pathways within programmes link to central services, under development by Welfare Officer in Student Services, including pathways to Counselling and Psychiatry (Action)</li> <li>- Students involved in complaints regarding Sexual Misconduct are allocated supporters.</li> <li>- Documentation of support for students involved in other student procedures eg FtP (Action)</li> </ul>	Academic Registrar, Dean for Student Welfare and Support, Student Comms, Assistant Registrar (Student Services)

Establish clear and collaborative local care pathways into statutory mental health services and NHS crisis intervention	- Links to NHS Services, A&E and Springfield to be formalised (Action) - Referral from the Counselling Service to Talking Therapies and secondary care (Action)	Strategic Lead for Student Support, Head of Counselling
<b>POSTVENTION</b>		
<ul style="list-style-type: none"> <li>• Contact the bereaved, offering to meet and provide support</li> <li>• Support affected students and staff – identify risks of possible contagion, including rapid referral for community mental health support if needed</li> <li>• Agree internal (and external, if appropriate) communications, including staff and students where appropriate</li> <li>• Legacy and Anniversaries – celebrate the life of deceased person</li> <li>• Alert local and public health services as appropriate</li> <li>• Be prepared for external communication, -support media in delivering sensitive reporting of suicide</li> <li>• Provide information of available support</li> <li>• Monitor and support continuous improvement of suicide prevention strategies – research, data collection, lessons learned, incident review</li> <li>• Consider how best to support affected communities</li> </ul>	- All objectives in this area are addressed in the following documents: - The Procedure in the Event of the Death of a Student - Guidance on Postvention following a Student Suicide included as an appendix below.	Academic Registrar, Dean for Student Welfare and Support, Student Comms, Assistant Registrar (Student Services)

These links provide additional, helpful information

Office for National Statistics (2018) Estimating suicide among higher education students, England and Wales: Experimental Statistics. Available from: <https://www.gov.uk/government/statistics/estimating-suicide-among-higher-education-students-england-and-wales>

Office for National Statistics (2018) Suicides in the UK: 2017 registrations Registered deaths in the UK from suicide analysed by sex, age, area of usual residence of the deceased and suicide method. Available from: <https://www.gov.uk/government/statistics/suicides-in-the-uk-2017-registrations>  
4th September 2018

Public Health England (updated 2020) Suicide prevention: developing a local action plan <https://www.gov.uk/government/publications/suicide-prevention-developing-a-local-action-plan>  
Accessed May 26, 2022

Public Health England (2015) Preventing suicide: lesbian, gay, bisexual and trans young people. Available from: <https://www.gov.uk/government/publications/preventing-suicide-lesbian-gay-and-bisexual-young-people>  
Accessed May 26, 2022

Public Health England (2019 update) Identifying and responding to suicide clusters. Available from: <https://www.gov.uk/government/publications/suicide-prevention-identifying-and-responding-to-suicide-clusters>  
Accessed May 26, 2022

Public Health England (2015) Suicide prevention: suicides in public places Available from: <https://www.gov.uk/government/publications/suicide-prevention-suicides-in-public-places>  
Accessed May 26, 2022

Public Health England (2017) Support after a suicide: a guide to providing local services Public Health England (2015) Available from: <https://www.gov.uk/government/publications/support-after-a-suicide-a-guide-to-providing-local-services>  
Accessed May 26, 2022

Department of Health and Social Care (2012) Suicide prevention strategy for England Available from: <https://www.gov.uk/government/publications/suicide-prevention-strategy-for-england>  
Accessed May 26, 2022

Department of Health and Social Care (2017) Suicide prevention: third annual report. Available from: <https://www.gov.uk/government/publications/suicide-prevention-third-annual-report>  
Accessed May 26, 2022

Department of Health and Social Care (2019) Suicide prevention: cross-government plan Available from: <https://www.gov.uk/government/publications/suicide-prevention-cross-government-plan>  
Accessed May 26, 2022

BMJ Best Practice: Suicide Risk Management <https://bestpractice.bmj.com/topics/en-gb/1016>  
Accessed May 26, 2022

Erlich, Matthew D., et al. (2017) "Why we need to enhance suicide postvention: evaluating a survey of psychiatrists' behaviors after the suicide of a patient." The Journal of nervous and mental disease 205.7: 507-511. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5962958>

Accessed May 26, 2022

Samaritans Media Guidelines [https://media.samaritans.org/documents/Samaritans\\_Media\\_Guidelines\\_UK\\_Apr17\\_Final\\_web.pdf](https://media.samaritans.org/documents/Samaritans_Media_Guidelines_UK_Apr17_Final_web.pdf) April 2017  
Mind Mental Health Charity <https://www.mind.org.uk/>

Papyrus Prevention of Young Suicide Charity <https://papyrus-uk.org/>

Universities UK (2022) Suicide-Safer universities: sharing information with trusted contacts <https://www.universitiesuk.ac.uk/what-we-do/policy-and-research/publications/features/suicide-safer-universities/supporting-placement-students>

[We need to talk about suicide \(nwyhelearning.nhs.uk\)](https://www.nwyhelearning.nhs.uk/)

Academic Registrar and Dean for Student Support and Welfare  
Dean for Student Welfare and Support  
February 2023

**St George's University of London**  
**Guidance on postvention following a student suicide**

See UUK guidance: [Suicide-safer universities \(universitiesuk.ac.uk\)](https://www.universitiesuk.ac.uk) and the guidance on [Postvention](#) in particular. Elements of this guidance are linked in the document below.

1. The Academic Registrar, Dean for Student Welfare and Support and the Assistant Registrar (Student Services) should be informed as soon as possible in the event of a suicide in the community. They will be responsible for implementing an appropriate postvention plan. The Director of HR should also be notified.
2. The **Procedure in the Event of the Death of a Student** will be referred to and implemented as appropriate. The university response will be guided by the wishes of the family, for example where the family have requested discretion this will be respected.
3. The postvention plan will consider the following elements:
  - Supporting the grieving and adjustment process, helping those affected.
  - Stabilising the situation where necessary to limit the risk of further suicides.
  - Assisting the community to start recovering and returning to normal.
  - Learning from the death
4. A three-stage approach will be used to respond:
  - **Preparation:** death response plan and postvention team.
  - **Response:** comms, preventing further deaths, practical and emotional support, press.
  - **Reflection:** serious incident review, tributes, memorials, inquest
5. The following principles will apply:
  - Responding with compassion, respect and sensitivity
  - Being guided by family and/or the person who has died
  - Timely action – reach out and connecting early
  - Methods used in the suicide will not be communicated
  - Communications will remain sensitive and factual, and will avoid sensationalising or normalising suicide
  - Talking about suicide is OK and does not increase the risk
  - Information protocols and privacy requirements will be applied
  - Sensitivity to cultural and religious perspectives
  - Focus will be given to the person's life and memories rather than their death by suicide
6. **Preparation**
  - Leadership and a response team will be established.
  - The team might consist of: Chair, Care for students lead, Care for staff lead, Family liaison lead, Comms lead, Admin support, see guidance and agenda: [postvention-guidance-forming-a-postvention-team.pdf \(universitiesuk.ac.uk\)](#)
  - A response plan will be drafted – this will cover communicating the death, contacting the family and others, practical and emotional support for the university community.

- The following requirements will be considered: any funding required, bereavement leave, the need for mitigating circumstances and external local support/organisations available.

## 7. Response

8. The response will consider the following
  - The need to involve the emergency services and Police. Consider support at the scene and confidentiality in the immediate aftermath.
  - A [communications plan](#) will be established. This will avoid sensationalising or normalising suicide, remain sensitive, factual and avoid euphemisms. It should be noted that the situation remains a suspected suicide until it is confirmed.
  - The university should be prepared to respond to social media inaccuracies and the Press if this becomes necessary and should consider supporting the family in this. The Samaritan's Media Guidelines (linked in the communications plan guidance above) for reporting suicide may be useful for, example in dealing with sensationalist coverage to help avoid suicide clusters.
  - All communications to the student will be stopped – refer to the Procedure in the Event of the Death of a Student.
  - The support required by family, students and staff and the services which should be signposted to each of these.
  - University, staff and student, representation at the funeral if the family wishes this.
  - Cultural sensitivities and beliefs.
  - If there is concern about a suicide cluster contact should be made with the local public health suicide prevention lead.
  - A checklist in the UUK guidance can be found [here](#).

## 9. Reflection

10. Following a suicide a review will be conducted to consider whether there is any learning:
  - A serious incident review will be undertaken using the SAFER approach:
    - Student story – in the lead up to their death, academic & non-academic
    - Anonymous – protect identities so report can be shared.
    - Fault-free – do not seek to apportion blame.
    - Effective – were procedures followed and were they effective?
    - Recommendations – identify learning
  - This might benefit from a reflective practice group facilitated by the Counselling Service.
  - The university will support any inquest and will support the family through this if necessary.
  - A memorial, memorial book, written tributes, recognition at graduation and an award, and the timing of these will be considered.

Academic Registrar  
February 2023