# Student Mental Health Policy

**Responsibility of:** Head of Student Services  
**Approval date:** 10 July 2018  
**Review date:** July 2019  
**Approved by** Academic Board/Board of Governors

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1. **Introduction**

1.1 University can represent a key transitional period and important milestone for many students, bringing with it a number of new and exciting experiences. These experiences can be challenging, stimulating and complex. Although this new environment may provide students with a range of opportunities to develop and flourish, the intensity and pace of university may put a strain on mental health and bring pre-existing difficulties to the surface.

1.2 In addition, disability legislation, increased student numbers and widening participation have all impacted the number of students with mental health conditions accessing higher education.

1.3 The university has a duty of care to all students and aims to promote positive mental health and wellbeing. In line with this care it is imperative that the university has a safe, non-judgemental and supportive environment for all students.

2 **Definition of mental health difficulties**

2.1 Mental health is something which all individuals have and it is something which can fluctuate during a lifetime.

2.2 The primary focus of this document is those students who experience mental health difficulties. This term ‘mental health difficulty’ is used for the purpose of this document to describe students who experience:

- A temporary, but difficult response to stress or external pressures, a painful event, physical illness or symptoms of drug or alcohol use. This response is likely to affect other areas of the student’s life.

- A long-term mental health condition which may have a significant impact on their day-to-day life (e.g. anxiety, depression, eating disorder, schizophrenia and obsessive compulsive disorder).

Please note: The above list is not intended to be exhaustive.

2.3 Many individuals, at times will experience some of the symptoms of mental health difficulties (e.g. anxiety, reduced motivation, disrupted sleep) and some are natural reactions to common life events. The severity is reflected in the intensity of the symptoms, their duration and their impact on the student’s life and functioning.

2.4 When supporting a student with a mental health difficulty it is good practice to listen to and respect the terminology used by the student to describe their mental health difficulty.

3 **Supporting legislation**

3.1 The university is committed to supporting any student experiencing mental health difficulties. However it is important to remember that, with a few exceptions, students are adults who have responsibility for their own actions
and choices. Students therefore have the right to decline any support offered or to act upon any advice given.

3.2 Three key pieces of legislation may be particularly helpful when supporting students with mental health difficulties:

- The Mental Health Act (2007). This act outlines the rights of those experiencing a mental health difficulty and under which circumstances they can be detained. It is imperative to be aware of the fact that, people with mental health difficulties have the same rights and responsibilities as other people. The only exception to this is when an individual is detained under the act.

- The Equality Act (2010). This act outlines that within the law, those with a significant and long-term mental health difficulty fall within the definition of disability. These students may require reasonable adjustments to allow fair and equal participation in their learning.

- The Data Protection Act and the University's Data Protection Policy are key in understanding how information is gathered and used. UWL Data Protection Policy

4 Other Policies

4.1 Below are a number of polices that should be read in conjunction to the University's Mental Health Policy. They will provide further context and guidance when working with students experiencing mental health difficulties.

- Dealing with unacceptable behaviour policy
- Fitness to study policy
- Cause for concern policy
- Student's code of conduct

5 Aims of the policy

5.1 To continue supporting the mental health of students, the University policy aims to:

- Provide a clear framework which will ensure a consistent approach towards students, prospective students and their mental health needs across the University.

- Make clear the roles and responsibilities of all staff when working with students experiencing mental health difficulties.

- Outline the support available to students and prospective students within the university around mental health or if there are concerns about another student’s mental health.
6 Scope & Limitations

6.1 This policy covers all current or prospective students with a mental health condition or difficulty and outlines the university’s and individuals’ responsibilities in these circumstances.

6.2 This policy does not address the mental health needs of university staff who are encouraged to consult with the Human Resources department for further information and support.

6.3 This policy does not offer an alternative or replacement for external community mental health services and does not replicate NHS Mental Health provision.

6.4 The university does not offer a crisis service and its services are not available ‘out of hours’.

7 Support available to students

For further information and contact details of any of the services listed below, please see Appendix A

7.1 Wellbeing (Mental Health)

7.1.1 The Wellbeing (Mental Health) Adviser provides confidential, specialist advice and guidance regarding a wide range of mental health difficulties and conditions such as: depression, schizophrenia, bi-polar disorder, anxiety, personality disorder and PTSD.

7.1.2 Support for students can be offered through many different avenues such as: reasonable adjustments, advice and information around Disabled Students’ Allowances (DSAs), Individual Support Plans (ISPs), monitoring of students with mental health difficulties and where appropriate liaison with external agencies. The adviser may also assist, advise and liaise with academic school staff on how best to support students’ mental health.

7.2 What is an Individual Support Plan (ISP)?

7.2.1 An ISP is a confidential document that details the learning and teaching support provisions a student requires. The ISP is intended to assist the student in communicating their requirements to tutors, course leaders and/or doctoral supervisors. The University is required to implement the support recommended in an ISP in order to ensure compliance with the Equality Act 2010.

7.3 Wellbeing (Counselling)

7.3.1 The Counselling Service offers professional, specialist therapeutic and psychological support for current students wishing to explore any difficulties
they may be experiencing. Our team of counsellors provides a safe and confidential space for students to talk about their lives and anything that may

7.3.2 Counselling is offered face to face, by telephone or via online video call (Skype) on a one-to-one basis.

7.4 Wellbeing (Disability)

7.4.1 Wellbeing (disability) Advisers provide confidential, specialist advice and guidance regarding a range of disabilities such as: specific learning difficulties (e.g. dyslexia or dyspraxia), long term medical conditions (e.g. epilepsy, diabetes and asthma), and sensory impairments, autistic spectrum conditions, physical impairments and mobility difficulties.

7.4.2 Support can be offered through many different avenues such as: Assistance with diagnostic assessment, arranging support workers, advice and information around Disabled Students’ Allowances (DSAs) and development of Individual Support Plans (ISPs). The adviser may also assist, advise and liaise with academic school staff on how best to support students with disabilities.

7.5 Student Welfare Team

7.5.1 The Student Welfare Team are the first point of contact in supporting students with low-level emotional, psychological or mental health difficulties. The Welfare Team will refer students to more specialist services when this is appropriate and liaise closely with the relevant teams through case conferencing and relevant follow-up.

7.6 Academic Staff

7.6.1 Staff within academic departments may play a significant role in identifying signs of emerging difficulty, typically through profound changes in patterns of attendance and academic performance. If an ISP has been provided for a particular student, the academic should ensure that all reasonable adjustments have been implemented as a failure to follow the recommendations in the ISP could lead to a change in student’s behaviour and/or academic performance. They can also support students by encouraging them to seek appropriate specialist support through the university Wellbeing Team or their general practitioner (GP).

7.7 Admissions

7.7.1 Prospective students are encouraged to indicate any disability they have at the point they are making their application to the University. A severe or enduring mental health difficulty may be classed as a disability for this purpose. The advantage to the student of disclosing this information at this point is that this starts a dialogue regarding their support needs at an early stage, making it more likely that appropriate support can be in place for their arrival. All staff who have contact with applicants should encourage early disclosure of additional needs in order that this dialogue takes place and to ensure that UWL can meet the needs of the student. This is particularly
important when students apply to UWL as late applicants as this impacts on the time available to organise appropriate support. See Admissions Policy.

7.8 **Interfaith Advisor / Chaplain**

7.8.1 Students can use the University’s Interfaith Adviser/Chaplain for a wide variety of spiritual/faith issues.

7.9 **Fitness to Practise**

7.9.1 Programmes such as Nursing & Midwifery and Social Work which lead to professional registration are required to have their own policies and procedures regarding a student’s fitness to undertake a professional placement as part of their programme or to progress towards or qualify in that particular profession. These are required to assess the risk of harm to members of the public.

8. **Recognising student mental health difficulties**

8.2 **Possible indicators of student mental health difficulty**

8.2.1 Everyone’s experience of a mental health difficulty will be unique and different. Therefore the signs and indicators for someone experiencing a mental health difficulty will vary between individuals.

8.2.2 The indicators below do not directly mean that the student has a mental health difficulty. The indicators should only be used as a trigger to start a dialogue with the student about what they consider the problem to be. This will allow staff to offer support to the student where appropriate.

8.2.3 Any of the indicators below can affect anyone at some time in their life. However, if a student is experiencing a number of these indicators over a period of time or there is an increase in their severity, it may be appropriate to offer support. Some general signs to look out for could include:

<table>
<thead>
<tr>
<th>Behaviour Changes</th>
<th>Cognitive Changes</th>
<th>Physical Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal</td>
<td>Lack of concentration</td>
<td>Panic attacks</td>
</tr>
<tr>
<td>Changes in attendance</td>
<td>Mood swings</td>
<td>Noticeable weight gain/loss</td>
</tr>
<tr>
<td>Deterioration in academic performance</td>
<td>Loss of Confidence</td>
<td>Low energy</td>
</tr>
<tr>
<td>Acting out of character</td>
<td>Irritability</td>
<td>Decline in personal hygiene</td>
</tr>
<tr>
<td>Incongruent responses to situations</td>
<td>Feeling overwhelmed</td>
<td>Sleep disturbances</td>
</tr>
</tbody>
</table>

8.2.4 Any member of staff who is concerned about the mental health of a student, **who is not in distress**, may like to contact the Mental Health Adviser for advice. This conversation does not necessarily require the student’s identity to be disclosed or shared with the Mental Health Adviser.
8.2.5 The University offers mental health awareness training to all staff who would find this helpful. Information about this can be found through the staff intranet or by enquiring about upcoming training events through HR (Learning & Development).

9. Taking Action

9.1 The role of staff in taking action

9.1.1 Not everyone who experiences a mental health difficulty will pose a risk to themselves or others. However on occasion a student may require urgent or emergency attention due to threats of harm to themselves or others.

9.1.2 If staff become concerned about a student’s mental health there are two pathways that can be taken:

i) If it is an emergency: In these situations staff are asked to follow the actions detailed in the emergency section of the ‘Student in Distress’ flowchart [Appendix B] and to inform Wellbeing.

ii) If it is not an emergency: Here staff are asked to refer to the non-emergency section of the ‘Student in Distress’ flowchart [Appendix B].

9.2 The role of students

9.2.1 Any student who is concerned about another student’s mental health is encouraged to read and follow the actions outlined in the ‘Friend in Distress’ flowchart (see Appendix C).

9.2.2 In addition students can complete accredited ‘Look after Your Mate’ training. This aims to equip students with basic tools to recognise the initial signs of difficulty in others, how to approach this where appropriate and provides information around how students can look after their own mental health in the process. Students can access this course by signing up through the University’s Counselling Service.

10. Urgent or Emergency situations

10.1 All University staff should respond to students with mental health difficulties in a non-discriminatory, non-stigmatising and positive manner.

10.2 We recommend that staff do not accompany a student off campus e.g. to the A&E department. This potentially puts a member of staff in a position of risk. We would encourage staff to ask the student if there is anyone they would like to be contacted on their behalf e.g. a friend that could meet them at the hospital.

11. Students in Distress

11.1 Staff are encouraged to refer to Section 6 of the Cause for Concern Policy and the Student in Distress flowchart [Appendix B] for guidance on how to proceed should an urgent or emergency situation arise.
12 Out of Hours

12.1 If a crisis situation is identified out of hours, then normal routes of referral should be followed as appropriate. In the first instance, Campus Security (ext.3333), who operate a 24 hour service, should be informed so that they may guide the appropriate services (Police/Emergency Services) to the student. For further details, please refer to Section 6 of the Cause for Concern Policy.

13 Return to Study

13.1 Following a period of absence from the university for the purposes of recuperation due to a mental health difficulty, it will be necessary to ensure that the student is supported to resume studying. This includes but is not limited to, academic support from within their school and/or reasonable adjustments to be discussed through the Wellbeing Team.

13.2 If a student indicates that within the past week, they have attended a crisis mental health assessment (e.g. via A&E) and were not admitted to hospital.

OR

If a student indicates to any member of staff that they have recently (within 1 month approximately) returned from a hospital stay (voluntary or under section) due to mental health difficulty, staff are required to provide the student with contact details of the Wellbeing Team and to inform the Wellbeing Team. In addition, the student should be advised to visit their GP or follow-up with the relevant NHS aftercare teams which are indicated on their discharge papers, if they have not already done so.

13.3 Please note that engagement with any of the support suggested or offered by staff is at the discretion of the student and their wishes in terms of accessing support should be respected.

13.4 Please refer to ‘Return to Study post Mental Health Difficulty’ flowchart [Appendix D] and the Fitness to Practise policy, in particular the ‘Reporting of Concerns’ (section 3).

14 University’s Impact on other Students and Staff

14.1 Duty of Care

14.1.1 The university has a duty of care to all staff and students. A balance should be found between the duty of care to a student with a mental health difficulty and the overall duty of care to staff and other students. At times, a student with a mental health difficult may present with behaviours which have an impact on others.

14.2 Students impacted by this behaviour

14.2.1 If students are finding another student’s behaviour distressing or challenging it is key that they speak with someone about this and the impact that it is having
on them. Please see: Dealing with Unacceptable Behaviour Policy. Students are encouraged to speak with a member of their academic team, personal tutors/doctoral supervisors or the student welfare team.

14.2 Staff members affected

14.2.2 If staff experience behaviour which they find distressing then they are encouraged to speak directly with their line manager about this situation.

14.2.3 Line Managers are encouraged to agree next steps, follow-up with the staff member and to adopt a flexible and empathetic approach to supporting the needs of the staff member which may include: release from duties or referral to the university Employee Assistance Program (EAP).

14.4 Unacceptable behaviour / Code of conduct

14.3.1 It is key to remember that a student has the right to decline support, even on occasions where their behaviour may be impacting others.

14.3.2 Where the behaviour of a student with mental health difficulties causes significant disturbance or distress to others, efforts will be made by the school or department to resolve such problems through discussion with the individual concerned regarding the negative impact of their behaviour on others. Please refer to Fitness to Study Regulations and/or Dealing with unacceptable behaviour guidelines.

14.3.3 If these efforts are unsuccessful, alternative strategies will be considered under the Student Code of Conduct.

15. Data Protection and Confidentiality

15.1 Every effort should be made to discuss with a student their preferences with regard to how their information is shared and with whom. The General Data Protection Regulation and University’s Data Protection Policy apply to the preferences of the student and may only be over-ridden if there is a significant risk of harm to self or others. Please refer UWL Data Protection Policy for further details.

16. Monitoring and review of the policy

16.1 The Head of Student Services is responsible for monitoring this policy on an annual basis.
Appendix A - Useful Contacts

Internal contacts

- **UWL Wellbeing (Disability & Mental Health) Advice:**
  - Opening hours: 9am – 5pm
  - Tel: 0208 231 2739

- **UWL Student Welfare Team**
  - Opening hours: 9am – 5pm
  - Tel: 0208 231 2315

- **UWL Counselling Service**
  - Opening hours: 9am – 5pm
  - Tel: 0208 231 2218

- **UWL Student Services**
  - Opening hours: 9am – 5pm
  - Tel: 0208 231 2345

- **UWL Security**
  - St. Mary’s Road, Ealing (24hrs) – Tel: 0208 231 2572
  - Paragon House, Brentford (6am–10pm, Monday to Friday) – Tel: 0208 209 4057
  - Fountain House, Reading (Reception/Security 9am–6pm, Monday to Friday) – Tel: 0208 231 4200
  - Emergencies only (all sites – internal only) - Tel: ext.3333
External contacts

- **Emergency Services:**
  - Opening hours: 24HRS
  - Tel: 999

- **Local Hospitals:**
  - Ealing Hospital - 020 8967 5000
  - Wexham Park Hospital - 01753 633 000
  - Royal Berkshire Hospital - 0118 322 5111

- **NHS Out Of Hours:**
  - Tel: 111

- **Common Point of Entry (CPE) (Reading)**
  - Opening Hours: 9am – 8pm (Mon-Fri)
  - Tel: 0300 365 0300

- **West London Mental Health Trust Helpline**
  - Opening Hours: 24hrs
  - Tel: 0300 1234 244

- **Samaritans**
  - Opening Hours: 24hrs
  - Tel: 116 123

- **Nightline (students there for students)**
  - Opening Hours: 6pm – 8am (term time only)
  - Tel: 0207 631 0101
  - Text: 07717 989 900
  - Email: listening@nightline.org.uk
  - Skype: londonnightline
Appendix B – Student in Distress: How to Respond

Student in Distress: How to Respond

Staff member concerned about a student in distress

Non-Urgent

If the student is or appears:

- Withdrawn, low in mood, tearful or unduly anxious or has a sudden deterioration in academic performance

AND

- Does not display features considered as Urgent/Emergency

Urgent/Emergency

If the student is or appears:

- Very aggressive/threatening towards the staff member or other students (seek help from security 3333 and/or Police 999)
- Suicidal/actively talking about suicide.
- Disoriented or is displaying psychotic behaviour.
- Taken an overdose of drugs/alcohol.
- A recent victim of an assault or an attack.
- A risk to self or others.

Actions

- Talk to the student and explain your concerns.
- Clarify why the student is upset and identify what existing support is place.
- Identify if the student wishes to or is willing to seek help.
- Advise the student of the services available to them and encourage the student to make contact with the relevant service themselves by providing them with the contact details (list of services and contact details can be found overleaf).
- If a student does not wish to follow your advice, his/her wishes should be respected. No further action is appropriate at this stage unless the student’s condition deteriorates to become Urgent or Emergency.
- Do not probe further – it is now up to the student how much/if any information they wish to tell you.

- If possible consult a colleague and try not to act alone (it is important to ensure your own safety and that of the distressed student).
- Talk to the student and explain your concern (unless you believe this will aggravate the situation).
- If it is a life-threatening emergency, request an ambulance by calling 999. Inform Campus Security ext.3333 and inform your line manager (seek the student’s consent but contact anyway).
- If the student is violent or armed, inform Campus Security 3333. Security will then contact the Police.
- In non-life-threatening yet urgent situation, identify if the student is willing to seek help and seek consent from the student to contact the relevant professional services (UWL Counselling service, the student’s own GP, UWL Welfare) or students own emergency contact.
- Consider A+E or emergency services if other services are unavailable or closed.

After supporting the student who is distressed you may find that some of your own emotions are triggered, this is normal and it is advised that you debrief on the situation with your line manager to review your course of action and identify if anything else should be done. If you find that you continue to be emotionally affected please consider accessing support by contacting UWLS appointed Employee Assistance Programme - Health Assured (24hrs): 0800 030 5182

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Appendix B – cont’d...

Student in Distress: How to Respond

TIPS & FAQ’s

- How much detail should I obtain from the student in distress?
  - Try not to probe too much – obtain only the necessary information to allow you to assess what’s the most appropriate service for referral. This helps to avoid the student becoming further distressed or needing to share intimate details with multiple people/services. It also protects your boundaries and allows you to keep professional distance.

- Can I follow-up with a student I have referred or supported?
  - Student Services will not be able to give specific follow-up feedback to you after you have referred a student in distress. You are free to check with the student directly, but it remains at their discretion if/how much they wish to disclose at this point. Please do not probe either the student themselves or Student Services for information about the situation as firm confidentiality boundaries and the maintenance of these are essential to allowing the student to feel supported appropriately. Student Services staff are required to uphold confidentiality at all times except in exceptional circumstances.

- When is it appropriate to refer to others and/or breach confidentiality?
  - Please endeavour to uphold confidentiality at all times where possible. In the event of a crisis, the following exceptional circumstances may require that you breach this:
    - If there is evidence of clear and imminent danger of harm to self and/or others, or from others – where appropriate, discuss any disclosure with the student and obtain prior consent where possible.
    - If there is potential concern about radicalisation, then please refer immediately to the University Secretary and do not inform the student of your disclosure.

- Do we offer a crisis intervention service?
  - No! Student Services and the wider services of UWL are here as general support to help our students’ progress through issues that may impact on their academic career. If a crisis situation is identified then normal routes of referral should be followed as appropriate e.g. Police, Emergency Services, GP etc..

- Should I give my personal contact details to students in distress?
  - No! Never give out your personal email or contact (mobile/landline) number to a student in distress. You are welcome to provide your work email and contact number for the student to follow-up with you if they wish.

Produced by: UWL Counselling Service (Version 2.0 Oct 2017)
Appendix C – Friend in Distress: How to Help

Student concerned about a friend in distress

In an Immediately Life Threatening Emergency call:
- On Campus: ext.3333 (Campus Security)
- Off Campus: 999 or go to the nearest Emergency Room

Distress – What may it look like?
- Trouble sleeping
- Loss of interest
- Depressed or lethargic mood
- Lack of motivation
- Excessive tension or worry
- Excessive alcohol or drug use
- Restlessness, hyperactivity
- Social withdrawal
- Self-injury (cutting, scratching; burning)
- Decline in academic performance or attendance at classes
- Changes in eating habits

Crisis – What may it look like?
A crisis is a situation in which a person's coping mechanisms are no longer working. It is an extremely unpleasant emotional state, highly subjective and personal and can vary in severity from mild to life-threatening.
- Extreme agitation or panic
- References to or threats of suicide, or other types of self-harm
- Threats of assault, both verbal and physical
- Highly disruptive behaviour; physical or verbal hostility; violence; destruction of property
- Inability to communicate (for example, slurred or garbled speech; disruptive thoughts)
- Disorientation; confusion; loss of contact with conventional reality

How to Help
- Take the person aside and talk to them in private. Try to give the other person your undivided attention. Just a few minutes of listening might enable them to make a decision about what to do.
- Listen carefully and with sensitivity. Listen in an open-minded and non-judgmental way.
- Be honest and direct, but non-judgmental. Share what you have observed and why it concerns you. For example: “I’ve noticed that you’ve been missing class a lot lately and you aren’t answering your phone or text messages like you used to. I’m worried about you.”
- Note that distress often comes from conflicting feelings or demands. Acknowledge this, and from time to time, paraphrase what the other person is saying. For example: “It sounds like on the one hand, you very much want to please your family but on the other hand, you aren’t sure that what they want for you is what you really want to do.”
- Make a referral. Direct the person to the UNL Counselling Service. Encourage them to make contact to register and make an appointment or even better yet, offer to accompany him or her to UNL Counselling Service.
- Follow up. Let the person know that you’ll be checking back with them later to see how things turned out.
- Responding in a caring way to a person in distress can help prevent the distressed person’s situation from escalating into a crisis.

What to do
If someone you know is exhibiting some of the above behaviours, particularly if you believe there exists imminent danger that the person might harm either themselves or someone else – you should immediately call for assistance (On Campus: Security ext.3333; Off Campus: 999). If you are unsure how to respond to the situation please contact UNL Counselling Service: (020) 231 2215 for advice on what to do. If out of hours call Campus Security: ext.3333.

NB: You should not take it upon yourself to approach someone who is highly agitated or violent or decide by yourself what is in the person’s best interests. For your safety - as well as that of others and the person in distress - those decisions should be left to trained professionals.

NB: Look out for the Student Minds ‘Look After Your Mate’ campaign on campus.
This is a certified workshop delivered for free on campus to teach you all the skills you need to recognize and support a friend in need.
Appendix C cont’d…

Protecting your own safety and wellbeing - Recognising the limits of what you can and can’t do:
In dealing with a distressed person, your own safety and wellbeing are just as important as that of the person in distress. Recognising the limits of what you can and can’t do to help someone else is a crucial part of this.

What you can do:
- Be genuinely concerned and supportive
- Be honest with yourself about how much time and effort you can afford to spend in helping
- Be aware of your own needs and seek support for yourself
- Maintain and respect healthy boundaries

What you can’t do:
- Control how another person is going to respond to you
- Decide for another person whether or not they want help or want to change

After supporting the friend who is distressed you may find that some of your own emotions are triggered, this is normal and it is encouraged that you speak with friends and family and take time for yourself. You are also welcome to debrief with a member of the counselling team to review the situation and establish if there is anything further that should be done.

If you find that you continue to be emotionally affected please consider accessing support for yourself by contacting UWL Counselling Service on 0208 231 2218

Useful Contacts

INTERNAL
- UWL Counselling Service
  - Opening hours: 9am – 5pm
  - Tel: 0208 231 2218
- UWL Welfare Team
  - Opening hours: 9am – 5pm
  - Tel: 0208 231 2315
- UWL Student Services
  - Opening hours: 9am – 5pm
  - Tel: 0208 231 2345
- UWL Security
  - St. Marys Road (24hrs) – Tel: 0208 231 2572
  - Paragon Site (6am – 9:30pm) – Tel: 0208 209-4057
  - Emergencies only - Tel: ext.3333
- UWL Disability/Mental Health Advice:
  - Opening hours: 9am – 5pm
  - Tel: 0208 231 2739

EXTERNAL
- Emergency Services:
  - Opening hours: 24HRS
  - Tel: 999
- NHS Out Of Hours:
  - Tel: 111
- West London Mental Health Trust Helpline
  - Opening Hours: 24hrs
  - Tel: 0300 1234 264
- Samaritans
  - Opening Hours: 24hrs
  - Tel: 116 123
- Nightline (students there for students)
  - Opening Hours: 6pm – 8am (term time only)
  - Tel: 0207 631 0101
  - Text: 07717 989 900
  - Email: listening@nightline.org.uk
  - Skype: londonnightline

Produced by UWL Counselling Service (August 2017).
For any questions or concerns please contact the counselling team at:
T: +44 (0)20 8231 2218 or F: counsellor@uwl.ac.uk
Appendix D – Return to study post mental health difficulty

Return to Study post Mental Health Difficulty

Student currently admitted to hospital

Staff Actions

- Establish if/who the student would like this information to be shared with i.e. Course Leader, Personal Tutor, Wellbeing, Welfare
- Obtain consent from the student (written or verbal)
- Email the student with the details of the Wellbeing Team.
- Encourage the student to make contact when they are discharged from hospital to discuss next steps to returning to study.

Student discloses recent hospital admission or discharge from hospital (within past 3 months) OR Student has had crisis mental health assessment (past 48hrs)

Staff Actions

- Offer the student details of relevant support services available on campus such as the Wellbeing Team.
- Encourage the student to visit their GP or follow-up with the relevant NHS aftercare teams indicated on their discharge papers, if they have not already done so.
- Advise the student that Wellbeing will be informed of their current circumstances.
- Discuss with the student what academic support (if any) they need to aid in their smooth return to study (e.g. encourage the student to arrange a meeting with their personal tutor or course leader)
- Advise the student that upon discussion with their personal tutor or course leader a Fitness to Study or Fitness to Practise process may need to be actioned.

Fitness to Practise or Fitness to Study process if required