STUDENT WELLBEING AND MENTAL HEALTH SUPPORT FRAMEWORK AND GUIDANCE

Purpose and Context

To promote good student mental wellbeing and mental health, to reduce the risk of harm and support student success.

To outline how the University supports student mental health and wellbeing.

To provide University members with clarity about their role in supporting the mental wellbeing of students and managing student mental ill health.

Scope

Applies to all students enrolled with the University of Huddersfield; inclusive of those students who have taken the decision to suspend their studies for a period of time.

Contents

1   Student Wellbeing and Mental Health is Important

1.1   Mental wellbeing is dynamic, it can change from moment to moment and day to day. It describes how a person is feeling and how they are able to cope with daily challenges. Promoting mental wellbeing improves a person's ability to cope with the challenges life presents and enables them to be able to enjoy life.

1.2   Having good mental wellbeing allows an individual to:
- Have good self-esteem and be confident in their abilities.
- Positively express their emotions.
- Have healthy relationships with others.
- Be engaged in their environment.
- Manage the stresses which life presents.
- Be adaptable and able to manage change and uncertainty.

1.3   Poor mental wellbeing and mental ill health is common.

1.4   1 in 4 adults experience at least one diagnosable mental health problem in any given year, with 75% of all mental health problems having been established by the age of 24 (NHS 2016).

1.5   One in eight (12.8%) 5 to 19 year olds had at least one mental disorder when assessed in 2017 (NHS Digital 2018, Mental Health of Children and Young People in England)

1.6   Suicide is the leading cause of death for men aged 15-49 (NHS 2016). Across the UK, at least 95 students took their own lives in 2016/17. The rate of suicide amongst students is increasing but does remain lower than the general population in England and Wales (UUK 2018 *Suicide Safer Universities*).

1.7   57,305 students declared a mental health condition to their HE institution in 2016/17, compared to 24,630 in 2012/13 (UUK 2018 *Minding Our Future*).

2   Student Wellbeing at University

2.1   For a student to get the most out of their university experience, they need to be able to fully engage in the experience and feel connected to the university. Having good mental wellbeing enables a student to benefit from personal and academic growth to sustain them both at university, post-graduation and their wider life.

2.2   We want to provide a culture of support and acceptance of mental wellbeing amongst our students and staff contributing to:

- Personal development, individual flourishing and development of a growth mind-set.
- Successful student progression through their degree and beyond.
- Retention of students and achievement of good academic attainment.
- Graduates who achieve good employment outcomes and are able to thrive and contribute in global workplace.

3 Key Factors Affecting to Student Wellbeing

Transition and Change

3.1 The university experience involves transitions and discovering a sense of self. It is often a time of discovering independence, learning about adulthood, exploring identity, embarking upon a different career path. Examples of this include:

- Becoming independent of family.
- Managing own finances and domestic arrangements.
- Moving away.
- Staying at home and balancing new study pressures with home life, care responsibilities and commuting to campus.
- Making new friends and exploring new interests.
- Exploring sexuality or gender identity.
- Exploring new beliefs, ideas and perspectives.
- Developing self-management skills and becoming an independent learner.

3.2 Supporting students to manage transitions, recognise and respond to normal stress and pressure and identify what is exceptional is a key objective of this mental health framework.

Pressure, Stress Triggers and Responses

3.3 Increasing amounts of pressure will affect different students in different ways. Factors to be aware of include:

3.4 Time, task and commitment pressures caused by:

- Long and tiring commutes.
- Paid work to make ends meet.
- Family and caring responsibilities.
- Assessment deadlines and exams.
- Performance anxiety.
- Perfectionism.
- Procrastination.

3.5 Family, cultural and personal expectations:

- Academic performance pressures.
- Unrealistic expectations of self.
- Unrealistic comparisons with others via social media and face to face reference groups.
- Balancing religious observances with university life.
- Home and university values and expectations being incongruent.
- Unwanted arranged or forced marriage.

3.6   Isolation and independence:

- o Feelings of homesickness, and dislocation from friends and family.
- o Money worries, financial hardship, and budgeting challenges.
- o Students being overwhelmed by independence and new responsibilities.
- o Forming relationships with peers, academics, and others.
- o Learning the 'rules' of social norms within a university environment.

3.7   Incidents and events may lead to a deterioration in wellbeing:

- o Traumatic events.
- o Bereavement.
- o Relationship breakdown or unhealthy relationships.
- o Being subject to bullying, harassment or anti-social behaviour.
- o Being subject to an assault violence or sexual assault.
- o Peer pressure to partake in alcohol, drugs or new activities.

Mental Health and Disability

3.8   A mental health condition is considered a disability if it has a long-term effect on normal day-to-day activity. 'Long term' means it lasts, or is likely to last, 12 months. 'Normal day-to-day activity' is defined as something you do regularly in a normal day. This includes things like using a computer, working set times or interacting with people. The University has a duty not to discriminate against disabled students under the Equality Act 2010.

- Approximately 2500 students declare a disability to the University via UCAS.
- A further 500 students, enrol with the University via different routes and declare a disability.
- Approximately 600 students declare a mental health condition to the University via UCAS.
- Approximately 1000 students declare a specific learning disability (dyslexia, dyscalculia, dyspraxia).

3.9   Students with disabilities may face additional challenges and complexities whilst at university which can affect their mental wellbeing. For example:

- A student with autism may find it difficult to form relationships with their peer group.
- A student with a mobility impairment may encounter difficulties with the physical environment such as navigating campus for short notice room changes.
- A student with a visual impairment may lack the confidence to engage in the group work taking place as they are unable to see the group materials being used.

3.10   Students with mental health conditions may experience barriers accessing the full range of University opportunities. For example:

- Students diagnosed with depression may struggle to find the motivation to engage with the full range of lectures, seminars and other learning experiences available to them.
- Students diagnosed with General Anxiety Disorder may find it difficult to ask for help or support from a librarian or academic skills tutor who is unfamiliar to them.
- Students with Emotionally Unstable Personality Disorder may find it a challenge to regulate their emotions and manage what may be considered everyday pressures or challenges.
- Students who have high levels of attainment and appear to be functioning to a high level but inwardly are struggling to cope and are highly critical of themselves and their abilities resulting in poor self-esteem, low mood and high levels of anxiety and stress.

3.11   Wellbeing and Disability Services develop Personal Learning Support Plans for students with disabilities, including those whose mental health conditions qualify as a disability.

Other Factors Affecting Students Mental Wellbeing:

3.12   There are a number of things which can build and affect students' mental wellbeing, some key factors in a university context include:

- The absence of skills to be able to look after emotional and physical health.
- Unhealthy use of social media, and a constant strive for 'perfection'.
- Fear of stigmatisation, discrimination, and isolation.
- Denial or avoiding of acknowledging there is a problem.
- Not being able to identify within oneself the indicators of deteriorating mental wellbeing.
- Distance and independence from family members able to care, spot triggers and act as a protective factor.
- Not knowing how or where to seek support, particularly when away from home, family, or familiar services.
- Cultural differences: different nationalities and cultures have different conceptualisations, manifestations, and approaches to wellbeing and mental ill health.

4 A Holistic Approach to Student Wellbeing and Mental Health

4.1 The wide variety of circumstances in which a student may experience poor wellbeing or mental health requires a holistic University approach incorporating:

- A balanced approach providing challenge and support which enables students to grow and develop; but does not create an overwhelming volume of pressures (section 5).

- Schools and services considering student mental health and wellbeing as curricula and services are developed (section 5).

- Clear statements of roles and responsibilities (section 6 and 7).

- Confidential support services (section 8).

- Staff training and learning opportunities that develop confidence and capabilities to support student wellbeing (section 9).

- A culture of taking notice of individuals and effective referral.

- Working with external partners to ensure appropriate referrals and service provision (accommodation providers, health care providers, third sector providers, students, and the Students' Union) (section 7 and 9).

- An integrated framework of services and support that enable students to flourish (section 10).

- Regular review and evaluation to enhance support to students (section 11).

5 A Balanced Approach: Challenge, Support and Personal Development

5.1 The volume of students, transitions and diversity of students' lives, means there is not a standard or limited suite of approaches to supporting students. However, the following maxims are accessible, practical and useful.

Curricula and Service Design

5.2 Schools and services to understand their responsibility towards student mental health and wellbeing as curricula and services are developed, due consideration should be given to:

- Designing in approaches that support good student wellbeing and mental health.
- Designing out factors that adversely affect student mental health.
- Providing challenge and support which enables students to grow and develop, but does not create an overwhelming volume of pressures.
- Undertaking Equality Impact Assessments that consider mental health.

Five Steps to Mental Wellbeing

5.3 The NHS promotes five steps to improve mental wellbeing:

- Connect – Connect with the people around you; friends, family, colleagues, and peers.
- Be Active – Participate in physical activity that is enjoyable for you.
- Keep Learning – Learn new skills and develop a sense of achievement.
- Give to others – Be kind to others and offer a smile, thank-you, or a hello when you can. If you are able to, consider volunteering or helping out at an event.
- Take notice (be mindful) – Live in the present, recognise what is happening in your body, your mind and the environment around you.

5.4 Wellbeing Services promotes and uses this practical framework with students. Schools, services and University members should be mindful of this practical framework as they plan and deliver services and activities.

Destigmatising Mental Ill Health; Normalising Stress and Pressure

5.5 A proportionate approach to the problems students face will support the maintenance of good mental health. Key practices include:

- Destigmatising and explaining mental health, pressure and stress to better enable our students to cope with everyday events, pressures and transitions.
- Normalising everyday stress and pressure: explaining that stress and pressure is a normal part of life, and that stress and pressure can have both benefits and some negative impacts.
- Avoiding over pathologising normal stress and pressure, but taking seriously signs of emerging mental ill health, and making appropriate referrals.

5.6   Some students, will need more intensive specialist support; most students will need some straightforward interventions to cope with a transition that has created a particular pressure point.

Reflective Practice

5.7   Reflective practice within teaching and learning provides opportunities for students to develop their self-awareness, develop perspective, and improve their capacity to cope with pressure and stress.

5.8   Course teams may wish to consider the input required to prompt proportionate reflection on mental wellbeing in the context of the curricula and reflective practice

A Growth Mindset

5.9   The concept of a growth mind-set considers attitudes and how individuals cope with setbacks, to impact upon how their potential can be fulfilled. It originally explored the impact of growth mindset on the academic performance of young people (Dweck 2006 & 2017).

5.10   There can be an assumption that poor emotional and mental health is a fixed state. A fixed mindset is more likely to show severe symptoms of anxiety, depression and aggression. In deploying growth mind-set principles and adopting the approach that good mental health is a growth process, students can develop improved ability to cope with stress, and reduce anxiety and depression symptoms.

5.11   Growth mindset interventions can improve academic performance, increase social interaction, help students to manage anxiety and depression as well as improve self-esteem and self-efficacy as they develop the belief and experience of being able to manage setbacks.

5.12   The Wellbeing Service aims to promote a growth mindset by:

- Being honest about a student's current situation and working together to do something about it and find a solution.
- Supporting the development of enhanced capability through effort, strategies, facing challenges and learning from mistakes.
- Encouraging the belief that you can improve; developing a solid foundation to cope with adversity in the future.

6   Roles and Responsibilities

6.1   Key responsibilities are detailed below:

Schools and Services	Responsibilities
Deans and Directors	Ensuring appointment of Student Mental Health champions.
School and Service Student Mental Health Champions	To champion student mental health and wellbeing. To have completed the 2-day Mental Health First Aid training, or have at least an equivalent qualification. To be aware of, promote, and refer to student support services.
Personal Academic Tutors, Teaching Staff School support staff	Be attentive to students, notice when things aren't ok and listen to concerns. Refer and support students to access school support and Wellbeing Services. Seek advice and support when it is required – know the limitations of their role and when to pass it on.
Curriculum and Assessment designers	Consider deadlines, workloads and provision of guidance to manage priorities across the full range of course requirements.
Student Services	**Responsibilities**
Director of Student Services	Ensuring delivery of Student Wellbeing & Mental Health Support framework. Annual review and reporting to evidence compliance, review student needs, monitor capacity and identify enhancement opportunities.
Student Wellbeing Manager	Development of procedures and practice to support good mental health. Development, leadership, and management of high quality wellbeing and support services. Championing student wellbeing across the institution through developing and supporting an effective network of practitioners and mental health champions.
Wellbeing and Disability Services (a central University team)	Raising awareness of services, support, and de-stigmatising mental health. Deliver interventions to address students emotional and mental health difficulties. Signposting and referral to specialist support through public and third sector providers where the need is indicated. Provide expertise, guidance, and training for staff who may support students. Collaborative working with other services to support students during their time at university.

University Community	Responsibilities
Managers and Leaders	Support good mental wellbeing in their staff. Ensure colleagues supporting students have appropriate supervision support, offering support and guidance on issues they may encounter through the course of their work supporting students.
University Community: Staff and Students	Take notice of others and be sure to ask or check if they are okay. Develop your awareness of mental health and wellbeing. Know how to refer to Wellbeing Services Look after your own wellbeing.

7   External agencies and third party support

7.1   The University will work with the following agencies to ensure effective support to students:

Agency	Summary responsibilities
University Health Centre and GP Practices	Ensure effective diagnosis and support is offered to patients Signpost students to support at the University Provide medical evidence as requested to support applications for DSA, extensions, extenuating circumstances. Maintain effective links with Wellbeing Service, including open channels of communication to review processes and operational matters. Registration at the University Health Centre for students who wish to access support within the Kirklees area but who are residents outside of this geographical area.
Kirklees IAPT (Improving Access to Psychological Therapies)	Provide effective non-urgent psychological interventions to students for common MH problems Work collaboratively with the Wellbeing Service to ensure students' needs are being met; identifying opportunities for joint working
SPA (Single Point of Access Calderdale and Kirklees)	Accept referrals for urgent and non-urgent mental health assessment Work collaboratively with the Wellbeing Service to ensure students are able to access the support they need at the time they need it.
Residential Accommodation Providers	Engage in the network meetings hosted by the Wellbeing Service Seek support and engage in discussions with the Wellbeing Service when incidents occur that involve students; paying attention to data protection whilst also taking a balanced view on the need to provide support at the time to the student (such as when Vital Interests come into play).

8 Student Mental Health and Confidentiality

8.1 Students are more likely to seek appropriate help if they can be sure that they will receive respect and the information they disclose is treated confidentially. Student Services, incorporating Disability Services, Wellbeing Services and Counselling have a detailed confidentiality statement to enable students to be supported, safeguarded and data protected. It is supported by the following general principles:

   A. Wellbeing and Disability Services offers a confidential service to all students. Information that is disclosed to a member of Wellbeing and Disability Services will only be shared outside of the Service on a need to know basis with relevant individuals. Wherever possible this will be with the consent of the student.

   B. Students who disclose information to the Wellbeing and Disability Service need to be aware that although the service will deal with this information sensitively, the information they are sharing is being provided to the University and as such there may be occasions when this information will need to be shared with other services or schools within the University.

   C. Wellbeing and Disability Services will process and protect student personal data to offer and provide student support services, including wellbeing and disability support, counselling services.

   D. Wellbeing and Disability Services comply with the University Data Protection Policy, Student Privacy Notice and Data Retention schedules.

   E. There are a controlled set of circumstances where Wellbeing and Disability Services may be required to disclose confidential information.

University engagement with parents and family members

8.2 The University is unable to give any information about a student to a third party, without that student's expressed permission to the service (either verbally or in writing). Third parties include parents, spouses, siblings and external agencies such as the police and health services.

8.3 Families or friends who are worried about a student can contact a member of staff who will take your concerns seriously. The University is unable to confirm whether the student actually attends the institution but can tell you what procedure or action would be taken in such cases.

8.4 A contact indicating a cause for concern may prompt a range of checks and interventions, however onward communication to the concerned individual can only progress with the explicit consent of the student or where there is a clear risk to safety or vital interests.

8.5 Wellbeing Services can provide guidance on responding to third party wellbeing concerns. Staff members should contact Wellbeing Services for guidance.

9   Mental Health Training – equipping staff to support students

9.1   Ensuring that staff have an awareness of student mental wellbeing, the ability to support others and refer appropriately, is a key objective. In order to reflect the differing levels of responsibility, a range of training is will be developed.

Tier 1: Student Wellbeing and Mental Health online awareness training.
- To raise awareness of wellbeing and mental health.
- To outline techniques for engaging in supportive conversations.
- To detail local referral options.

Tier 2 – short classroom based learning (such as MHAware ½ day course).
- To reinforce online learning objectives
- To explore the risk factors and pressures students face
- To consider stigmatisation, normalisation and risks related to over pathologising mental health.

Tier 3 – 2 Day Mental Health First Aid course.
- To train a core group of staff in Mental Health First Aiders.
- To enable participants to raise awareness of good mental health and wellbeing to students in their area.
- To provide opportunities to practice techniques for engaging with students' experiencing poor emotional wellbeing and mental ill health.
- To enable staff to be able to have supportive conversations with students and signpost to support as needed

9.2   Student Services and Staff Development will agree with Directors/Deans the roles requiring training at each level to support students.

10 A Framework of Services and Support

Wellbeing Services

10.1   Wellbeing Services provides a central resource for students, schools and services to access support. Key wellbeing support includes:

- **Promotion** of positive wellbeing, mental health and signposting to support, through student engagement at events, fairs and providing sessions to students within academic programmes.

- **A 24/7 digital wellbeing service [Big White Wall](#)** which provides access to a moderated peer support network, online self-assessments and courses. Big White Wall is CQC regulated and based on CBT therapies.

- **1-1 and group support** to students including
  - Same Day Appointments to resolve and triage student matters.
  - A weekday Duty Advisor to pick up urgent issues.
  - Mental Health interventions, advice and support.
  - Referral to short-term psychological counselling.
  - Back on Track Support – for students struggling with attendance.
  - Groups, sessions and workshops: providing opportunities for students to develop their capabilities, tactics for coping and develop their networks.

School and Service Support

10.2   A range of services provide a supportive and accessible learning environment, some examples are

- Schools provide a range of support and guidance this includes information, advice, and guidance (IAG) related to attendance monitoring and academic progression, Personal Academic Tutors and Academic Skills Tutors.

- Induction programmes to support the transition to university (including Flying Start)

- The Researcher Environment team run weekly drop-in sessions for PGR and research staff to bring any issues that might be affecting their research, this includes mental health and wellbeing issues.

- Library services: provides a range of academic support including support with assistive technology, course specific librarians and a librarian dedicated to supporting students with disabilities.

- Registry provide processes to apply for Extenuating Circumstances, suspension when needed.

- University of Huddersfield Students' Union: is a key partner lobbying for change, providing opportunities for students to connect and create

communities and has developed a [Mental Health Manifesto](). The Students' Union Advice Centre provides independent advice on a wide range of matters.

- Team Hud, the University's sports services and facilities support an exercise referral scheme. Wellbeing Services can refer students to Team Hud where an individualised personal training programme and discounted access to fitness classes can be set up.

- The Careers and Employability Service provide general IAG, and can provide 1-1 support for students with anxiety, poor mental health or disability to plan their career strategy.

- Care Leavers and Estranged Students have access to a dedicated support worker in Wellbeing Services to support their student journey

- The International Office have Student Support Advisers who can provide support and guidance to international students.

- The Faith Centre and Chaplains can provide support to student of all faiths and none.

- The Student Finance Office, provides advice, guidance, budget planning and a hardship fund to mitigate financial pressures students may face.

- Disability Services supports students to access the full range of University services and opportunities. Students can access Disabled Student Allowance Assessments, and Personal Learning Support Plans are developed to support their learning. Students with mental health conditions may be entitled to specialist mentoring support.

- www.reportandsupport.hud.ac.uk provides students with an accessible gate way to report matters related to their safety and impacting on their wellbeing.

University Policies and Procedures

10.3 A range of University policies and regulations consider student wellbeing and mental health.

- The [Personal Academic Tutoring Policy]() makes provision for regular contact with Students and academics and details "PATs are there for students to help them get the most out of their time at university, and to discuss academic progress, but they are also there to direct students towards appropriate support services such as wellbeing and finance should personal problems arise".

- Attendance Monitoring enables the University to start supportive conversations with students who may be having difficulty engaging in their course.

- Extensions, Extenuating Circumstances, Fit to Sit, and Fit to Study regulations afford students the opportunity to notify the University of circumstances that are impacting on their ability to engage in their studies and complete assessments.

Students are expected to engage with the University early to agree alternative arrangements.

- [Fitness to Practise](#) procedures have the scope to consider the impact of students' health including mental health.

Supporting Staff to Support Students

10.4   Staff who support students often deal with distressed students who have or are experiencing trauma. This may affect staff. Both staff and line managers need to be aware and identify how staff can protect their own wellbeing.

10.5   Line managers should consider the boundaries, support and supervision that staff require.

10.6   Line managers should be aware and promote the use of [Silver Cloud](#) staff members' online mental health platform and occupational health.

10.7   Wellbeing Service can provide advice, guidance and debrief (1-1 with a member of the Wellbeing Team or with a group of staff if it has involved multiple individuals) after any challenging student support.

External Partners

10.8   Students' wellbeing is affected and supported by factors beyond the immediate University environment. Key external partnerships include:

- A network of private accommodation providers and practitioners concerned with student safety is convened by Wellbeing Services.

- Estate Services commission a campus Police Officer to enable a safer campus and investigate matters related to student wellbeing.

- Key health service providers are detailed in section 7. Whilst the University can provide support to students, it is not a substitute for services provided by the NHS and Social Care sectors. Students will be encouraged to access support through these services alongside any support offered by the Wellbeing and Disability Service

11 Review, Evaluation, and Continuous Improvement

11.1 This guidance will be reviewed and updated every three years.

11.2 The review will consider compliance, student needs, and enhancement opportunities. Core evaluation themes and focus will include:

- evaluating compliance with recommendations of UUKs Step Change Framework and/or; any OfS/Student Minds Mental Health Charter;
- Progress toward development priorities, service uptake, response times and capacity issues.

Development Priorities 2018/19 – 2020/21

- Embed and promote the Student Wellbeing and Mental Health Support Framework and Guidance.
- Narrowing access gaps with under-represented groups identified by service usage data (2018/19 data indicates that the following student groups have a lower propensity to access support; male students, international students, and students from BAME backgrounds).
- Improving timely access to central wellbeing support through extending use of digital services, maximising access to same day face to face and telephone support, reducing missed appointments and minimising waiting times for specialist support.
- Increasing numbers of staff trained at each level.
- Developing and supporting safe student peer support networks.

12   Appendix 1: What to do when supporting a student?

During Normal working hours

12.1   If you are concerned about a student, please contact Wellbeing Services. Colleagues are available 9am-5pm Monday to Friday and work flexibly to resolve issues and ensure students are supported and safe.

12.2   iPoint provides a face to face and telephone reception, and this is where appointments or contact with a duty advisor can be arranged. Telephone extension 1001 (open 8am-6pm Mondays to Fridays during term, or 9am-5pm outside term)

12.3   Email: studentwellbeing@hud.ac.uk and backontrack@hud.ac.uk can be contacted to arrange support.

How to refer and encourage students to access support

12.4   For some students it may be appropriate to simply share service details; for other students it may be helpful to support them accessing the Service by arranging an appointment by phone and/or walking them over to meet with an advisor.

12.5   If iPoint is busy it may be useful to settle the student in the Wellbeing waiting area whilst you approach the iPoint.

When to refer

Concern level	Issues a student may present with	What you can do to help	Key contact information
Low level of concern	• A student is upset (but can calm themselves with some reassurance) • You are concerned about a change in their presentation or behaviour • They are feeling overwhelmed with the challenges of university	• Talk to them; find out what might be wrong • Signpost them to support within the school • Signpost them to self-help (Big White Wall, the Wellbeing website) • Encourage them to access a Same Day Appointment with Wellbeing Services	• bigwhitewall.com • hud.ac/wds • iPoint, Level 4, Student Central, 01484 471001
Moderate concern	• A student is distressed (struggling to manage their emotional response to a situation) • A student has disclosed to you that they are having mental health difficulties	• Talk to them; reassure them that help is available • Help them make contact with Wellbeing Services (via iPoint) • Seek advice from Wellbeing Services by contacting iPoint or by emailing the team	• iPoint, Level 4, Student Central, 01484 471001 • studentwellbeing@hud.ac.uk • bigwhitewall.com • hud.ac/wds • Signpost the student to self-help resources

Concern level	Issues a student may present with	What you can do to help	Key contact information
	• A student is struggling to cope with daily life tasks (e.g. looking after dependents) • A student is struggling academically	• Signpost the student to self-help resources (Big White Wall, the Wellbeing website)	
Serious concern	• You are concerned about the immediate welfare and/or wellbeing of a student due to their current circumstances (e.g. they are unable to return home due to not feeling safe) • A student is distressed and has disclosed concerning information (e.g. suicidal thinking)	• Offer reassurance that help is available • In working hours: request the support of the Duty Adviser (part of the Wellbeing Service) by contacting iPoint • Out of hours: help the student to access statutory services, and refer them to the support directory on Wellbeing website	• iPoint, Level 4, Student Central, 01484 471001 • NHS 111 • A+E: Huddersfield Royal Infirmary or Calderdale Royal Hospital • Emergency Services: 999 • Samaritans: 116 123 • Papyrus: 0800 068 41 41 Papyrus-uk.org
Emergency situations	• There is imminent risk of harm to a person	• Contact campus security and request attendance of emergency services • Contact emergency services directly	• Campus security: 2222 • Emergency services: 999

What to do if supporting a distressed student out of hours

Wellbeing Services operate Monday-Friday 9am-5pm. Outside of these hours in non-urgent situations, where students are able to access online self-help information, they can go to:

- Hud.ac/wds
- Bigwhitewall.com

In urgent crisis situations students can get face to face support from:

- A+E – where a mental health practitioner will assess risk and the need for immediate intervention
- NHS 111 – the call operator will triage the situation and offer options which may include an out of hours appointment with a GP or attendance at A+E

- Emergency services – the situation requires an immediate and urgent response from the police/ambulance/fire service in order to ensure the safety of the person and/or others

Alternatively, telephone support can be accessed from:

- Samaritans – telephone 116 123, 24-hour phone line
- Saneline – telephone 0300 304 7000, available daily 4.30pm-10.30pm
- Papyrus – telephone 0800 068 41 41 available Monday-Friday 10am-10pm, Bank Holidays and weekends 2pm-10pm

Practical guidance is summarised in the flowchart over leaf and the University Security Hub hold the emergency contact details of Student Services colleagues.

You have encountered a student in distress and requiring support outside of Wellbeing Service's usual operating hours

Concerns about imminent harm
- Intent to end life
- Intent to harm self
- Imminent threat of harm to others
- Vulnerable state; out of touch with reality due to intoxication from drugs/alcohol or psychotic state (where a person may be experiencing delusions, hallucinations and unusual beliefs)

If you need immediate support
Access immediate support through engaging colleagues in the vicinity and asking for their support
Call University Security(2222) to alert them and if appropriate to dispatch a colleague to support

Explain your concerns to student and why you think they need support
- Student is able to safely get self to local A+E department for mental health assessment.
- Offer support to co-ordinate transport (taxi via Mount taxi service 01484 515006)

If student is unable to get self to A+E or refuses help then need to contact emergency service

Contact emergency services (999)
- Explain situation to call operator and they will advise on dispatch of appropriate emergency service (police/ambulance)
- If student refuses service or leaves before arrival of emergency service, contact emergency services and advise of situation – they will determine next steps.

Student discloses to staff or staff alerted to concerns from 3rd party (such as contact from parent)
- Gather information about current concerns

Understand the situation and assess risk
- Start a conversation to understand their current distress or concerns?
- Ask if they are okay and what help they think they need/the student needs?
Useful questions may be:
- What has caused you to be upset/concerned now?
- Has this happened before? Has it been happening for a long time?
- What they think would help now?
- What do they plan to do next?

Student calms and is less distressed
Student is not at immediate risk to self or others

Closing, Signposting and Referring:
Closing
- Check with student what their plans are now.
- Check with student what support they have to access to (see signposting if no friends/family to contact)

Signposting
- Advise that they can access support via their GP or University Wellbeing Services the next working day
- They can contact NHS 111 out of hours
- Provide information about Big White Wall or the Samaritans 116 123 if they need be in touch with others or be listened to

Referring
Explain that you will send a short email to wellbeing services who will be in touch to explain the support they can offer.

Email Wellbeing Service studentwellbeing@hud.ac.uk giving brief overview of situation and circumstance and actions taken.
Wellbeing will co-ordinate subsequent follow-up as needed with student and opportunties for debrief with staff if wanted.

13   Appendix 2: Further Guidance and References

13.1   Resources that have informed this framework and provide further context useful and guidance include:

Universities UK Step Change initiative encourages universities to adopt mental health as a strategic priority. Taking a whole university approach to enabling students to realise their potential and supporting those students who are experiencing mental ill health. It sets out a framework which can be adopted alongside two checklists (strategic leadership and operational leadership) which can be used to identify good practice and priorities for development.

Equality Act 2010: Under the Act, mental health conditions may be considered as disabilities and are therefore protected characteristics. Legally universities are obliged to protect people with disability against harassment, victimisation and discrimination – including indirect discrimination and a failure to comply with the duty to make adjustments.

Five Year Forward View for Mental Health: This NHS document sets out the case for transforming mental health care in England. The main aim of the report is to shift the focus of mental health intervention towards prevention and early identification in order to transform care.

UUK Suicide Safer Universities: This guide provides a framework to understand student suicide and identifies step that can be taken to make the university community suicide-safer.

NHS' website provides information related to a range of common mental health matters. Health A-Z helps you to find summaries. Moodzone provides resources to cope with stress, anxiety and depression including detailed guidance on the Five Steps to Wellbeing.

The Charlie Waller Memorial Trust provides e-learning resources for University Staff. The e-learning package is designed to give non-specialist staff the skills, knowledge and confidence to offer a first line of support to students who may have mental health issues. The package consists of six, easy-to-follow 20-minute sessions including; signs to look out for, key helping skills, knowing who else to involve, and supporting students at risk or in crisis.

Further Reading and References

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Related Policies/Procedures:	**University** Safeguarding & Vulnerable Adults Policy Fitness to Practise Handbook Student Handbook of Regulations (Extensions and Extenuating Circumstances; Fitness to Sit, Fitness to Study) Data Protection Policy Equal Opportunities **Wellbeing Procedures** WDS Confidentiality and Data Protection Practice Statement Wellbeing Service Guidance: What to do when wellbeing concerns are raised by a third party Student Fatality Procedure Duty Advisor Guidance and Procedures Admissions and Student recruitment

REVISION HISTORY

Version	Date	Revision description/Summary of changes	Author
1.0	Sept-2014	Student Mental Health Policy and Guidance: Foundation policy and guidance document	David Keegan
2.0	01/10/2018	Substantive revision considering contemporary service use and UUK guidance.	Emma Carpenter