

Policy

Title: MENTAL HEALTH

Ref: HR/H&S

Last updated: 12 November 2013

1. Scope

The policy set out in this document applies to all employees and students of the University of Southampton.

2. Purpose of the policy

To create a context, culture and appropriate services in the University that positively promote mental health and help prevent mental health problems.

To ensure that all employees and students who experience mental health difficulties are treated fairly, sensitively and with respect, and are offered the support that they need to deal with their particular situation.

To provide consistent, fair and effective procedures to monitor the mental well-being of staff and students, and take action to deal with any issues that arise out of that monitoring.

For the purposes of this policy mental health promotion is taken to include the promotion of positive mental wellbeing of all staff and students, the prevention and management of mental health problems such as stress, anxiety and depression, as well as support for those with a defined mental illness. The focus of mental health promotion is on the University environment as well as members of the University community.

3. General principles

The promotion of mental health is essential to enable the University to realise its mission of carrying out teaching and research to the highest standards.

Promoting mental health effectively involves the whole University organisation, including its services, ethos, policies, organisation, management, patterns of communication, relationships, working conditions and physical environment, all of which need to be explicitly organised in ways that support mental health.

The University is committed to preventing, so far as is reasonably practicable, work-related stress by addressing those factors identified in risk assessments as being possible sources that, amongst other considerations, may lead to work-related stress.

4. Policies

This policy should be seen as overarching other policies that are in place and can be considered as part of the University's positive approach to mental well-being. These include:

- Equal Opportunities Policy Harassment Policy
- Smoking policy Substance misuse policy
- Health and safety policy

For employees:

- Family friendly suite of policies
- Appraisal
- Job share
- Violence at work
- Career breaks

- Voluntary reduced hours
- Flexible working
- [Recruitment policy](#)
- Induction programme
- Training & development programme
- Sickness absence policy

For students:

- Disability statement & admissions
- GP service
- Student disciplinary procedures
- Student complaints procedures

(Please also see the information in the appendices detailing the support and referral systems within the University)

To promote the positive mental health of all employees and students the University will:

- Make every effort to foster and create a context and culture that positively promotes mental health and well-being and the attitudes and practices that support mental health.
- Expect all staff and students, especially those with management and supervisory responsibilities, to take proactive steps to ensure that the overall working and learning environments it provides are conducive to mental well-being.
- Require those with management and supervisory responsibilities to take positive action in support of the implementation of this policy and to exercise a duty of care to all employees. (Reference should be made to specific roles and responsibilities set out in the appendices, and to the information given in the appendices which gives signs to watch for in someone who is experiencing mental health difficulties or stress.)
- Expect that all staff and students take positive steps to safeguard their own mental health, in particular by taking regular and proper breaks and working reasonable hours.
- Require that those in a position to influence the working patterns of others such as those with management and supervisory responsibilities, encourage and allow employees and students to look after their own mental health, including encouraging a proper work-life balance, for example by not putting staff or students under pressure to work through breaks, work unreasonable hours or fail to take proper leave.
- Monitor indicators of mental health and ill health for staff and students (such as sickness, accidents, ill-health retirements, and occupational health referrals) as appropriate to identify mental health problems and plan interventions.
- Take steps to prevent mental health problems that appear to be related to the working and learning environment of the University.
- Regularly embark on positive campaigns which aim to reduce the stigma attached to mental health difficulties, encourage individuals to seek help with mental health difficulties, and encourage healthy lifestyles, including an appropriate work life balance for individuals.
- The University has a legal requirement to include work-related stress among the risks it considers when carrying out risk assessments because work-related stress can lead to ill health. In making these assessments, the University must consider the factors that are likely to cause intense or sustained levels of work-related stress, taking into account the precautions/control measures that are already in place. It is reasonable to assume that employees are mentally capable of withstanding reasonable pressures at work.
- It must also be recognised that there will be other external factors that cannot be controlled by the University and that employees must, so far as is reasonably practicable, do whatever they can to help prevent stress in the work place.
- To ensure that it is not discriminating against those with mental health difficulties, and to ensure that all those experiencing mental health difficulties are given appropriate support the University will:
- Provide appropriate, properly resourced and well-advertised mental health services to which employees and students can be referred, or can refer themselves where appropriate, for support. (Please refer to appendix three detailing these services and their responsibilities within this policy).
- Encourage all employees and students to be aware of the services available to them, and seek support for any mental health difficulties they experience. As some employees and students may find

it difficult to seek such support for fear of subsequent discrimination, it is vital that they are given the confidence needed to seek the assistance they require.

- Require that staff and students with mental health difficulties are treated with consideration, sensitivity and respect, in confidence and in a non-judgmental way. Every effort should be made to assist them in dealing with their difficulties and to safeguard their employment or ability to study at the University.
- Ensure that those who seek help with mental health know that anything they say will be treated in strict confidence unless there is an overriding reason to the contrary. (See the appendix, which deals with confidentiality).
- Require that those who become involved in the mental health problems of other people, especially those with management and supervisory responsibilities, refer those who consult them on to appropriate agencies, recognise their own limitations, and the boundaries of their role, and seek and receive the help they need to help them support others.
- Attempt to counteract the stereotypes negative attitudes and stigma that can be attached to mental illness, through positive practices and regular campaigns.
- Not discriminate unjustifiably in offering places to students, or appointments or promotion to staff, who declare mental health problems.

5. Employees who are experiencing mental health difficulties

The University recognises that mental health difficulties may impact on an employees' ability to perform at work. It might also impact on their attendance at work, including episodes of sickness absence.

If an employee has been absent from work as a result of a mental health difficulty this will be considered under the University's existing policies for sickness absence. These policies include procedures for managing both short and long term absences and include within them the ability to refer an employee to the Occupational Health Service as well as other solutions to manage the situation such as alternative duties, job modification, light work or redeployment.

If an employee's attendance at work is not satisfactory and the reason relates to a mental health difficulty the line manager and employee should discuss options available to manage the situation. This might include a referral to the Occupational Health Service, flexible working arrangements or a period of light work dependent on the circumstances. Human Resources will offer advice and support as appropriate.

If an employee who has been experiencing mental health difficulties is unable to continue in their role as a result of that difficulty and other options have been considered or tried out, then the University through the line manager and the Human Resources Service will follow the redeployment procedures set out in appendix 5 of the Sickness Absence Policy.

Appendix 1

1. Roles & responsibilities

This appendix sets out the implications of the policy for various sections of the University. It should be regarded as illustrative rather than exhaustive.

1. University Central Management

Members of the University central management team should either carry out the following roles and responsibilities themselves, or ensure that they are being done effectively somewhere in the University, and actively monitor the progress made.

Engage in proactive needs and risk assessment

- Take active steps to assess the types and level of mental health needs that exist in student and staff bodies, by carrying out specific information gathering as necessary, collecting, collating and interpreting routine data, and regularly updating this information to monitor and keep abreast of changing needs.
- Carry out regular risk assessment for pressures at work which could be causing high and long lasting levels of stress or other mental health difficulties

Ensure adequate and effective service provision and communication between agencies

- Provide levels of staffing and resources in the key services, for example occupational health, counselling, human resources, that are appropriate and adequate for the types and level of need of its staff and student bodies, and audit and monitor the effectiveness of this provision.
- Ensure that lines of communication and referral are clear and open between the key agencies that are concerned with mental well-being in the University, and that different parts of the University are fully aware of others roles and responsibilities, and are working together effectively to promote mental health.

Ensure the development and implementation of effective policies and procedures

- Actively disseminate and enforce clear policies and procedures in areas that relate to mental health of the whole university community, for example concerning harassment, equal opportunities.
- Actively disseminate and enforce clear, sound policies and practices that particularly relate to student mental health, e.g. oversight of student welfare, student guidance and support, teaching and tutorial entitlement etc.
- Actively disseminate and enforce clear, sound policies and practices in areas that particularly relate to staff mental health, e.g. staff leave, appraisal, promotion, workloads, roles and responsibilities etc.

Provide a positive physical and cultural environment

- Provide a physical environment that helps promotes mental health, for example, by providing adequate facilities for staff and students to work in without undue interruption, to communicate effectively with one another, to take proper breaks, to eat healthy food, to relax in peace, and to engage in physical exercise if they wish.
- Encourage sound staff and student management and good working practices throughout the University in relation to mental health, for example: allocating workloads, roles and responsibilities according to clear and transparent criteria; allowing a proper work-life balance; encouraging all staff and students to work sensible hours and take proper leave; encouraging clear and effective lines of communication between people; encouraging participation in decision making etc.
- Ensure that nothing is done to reinforce stereotypes and negative attitudes towards mental health problems and mental illness, and taking steps to counteract such attitudes where they exist in the University, including campaigns, monitoring student recruitment, staff appointment and promotion, and disciplinary actions concerning staff and students.

Identify those with difficulties

- Encourage managers of staff and tutors of students to identify, intervene and provide support for students or staff who are having mental health difficulties, and provide managers/tutors with clear information about procedures and referral processes to do this.

Ensure adequate training and information

- Ensure there is adequate and appropriate training to encourage sound mental health, for example training in leadership and management for heads of service, stress management for all staff and students, study skills for students, and student support skills for tutorial staff.
- Ensure that there is adequate and appropriate information available to staff and students on mental health issues.

2. Deans/Heads of Academic Units/Services/Line Managers

Manage Services and Faculties in ways that promote mental health

- Manage Faculties and Services in ways that help promote mental health, for example ensuring that communication between all members – staff and students– is open and respectful; that service policies and procedures are clear, fair and transparent; that workloads and responsibilities are allocated fairly; that staff and students take proper leave; that expectations of students and staff are clear, well publicised, and reasonable; that students are taught and tutored effectively; and that staff and students take part in the decision making process.
- Encourage all staff and students to take positive steps to safeguard their own mental health.

Liaise with other parts of the University

- Collect and analyse data on absence, for example sickness absences as part of identifying potential problems.
- Plan any appropriate interventions in conjunction with service providers.
- Liaise with others in the University to ensure that the whole organisation is promoting mental health, for example alerting others to developing problems within the Services and Faculties, giving feedback to others on the effectiveness of actions to support staff and students etc.
- Encourage a climate of support for those with mental health problems in the service, and actively challenge, and/or identify other ways to address negative, unhelpful and judgmental attitudes towards mental health problems.

Raise awareness and spread information

- Be aware of the procedures for helping staff and students who are having mental health problems, the services available and the referral processes that exist to help such staff and students, and publicise these procedures within Services and Faculties, including and especially to staff and students having difficulties.
- Understand their own role in responding to staff and students with mental health problems, including looking after their own mental health as managers.
- Ensure that individual staff and students in their service understand their roles and responsibilities in this area and undergo appropriate training.
- Ensure that information about changes in policies and practice that affect mental health is disseminated to all staff, including staff managers.

Work with those in difficulties

- Know how to recognise staff and students who are having mental health difficulties, and be prepared to intervene, talk to staff, communicate with others, and refer as appropriate, with due regard for the need for sensitivity and confidentiality, and their own limitations.
- Carefully and sensitively manage the return of staff and students returning to work after a period of absence due to mental health problems.

3. Occupational Health

Help prevent and manage mental health problems

- Provide confidential and impartial advice for managers and colleagues concerned about the mental health of a member of staff.
- Identify any recurring patterns, which may point to an underlying cause of mental health problems, and take action and alert others, as appropriate.
- Inform the Human Resources Service/Safety Office of any trends within service or work areas where there appears to be an increased incidence of staff having mental health problems.

- In liaison with the Human Resources Service, provide training in the recognition and initial management of someone presenting with acute mental health problems at work.

Work with those in difficulties

- Provide a confidential service where staff experiencing mental health difficulties can seek advice and support.
- Advise staff members about treatment options to help them overcome problems, including referral to General Practitioner/other agencies where appropriate.
- With the employee's consent, liaise with Head of Academic Unit where work-related factors might be a contributory factor in causing mental health problems.

Liaise with those off work with mental health problems

- With the employee's consent, liaise with the GP of anyone absent through mental health problems about fitness to remain at or return to work.
- Advise Line Managers/Heads of Service, and Human Resources Managers about arrangements for and timing of return to work following a period of absence due to mental health problems, including a suitable rehabilitation program.

4. Human Resources

Help prevent and manage mental health problems

- Work to create a culture in the University which is supportive of mental health, for example by encouraging staff to admit to having mental health problems and seek help if they feel they are under too much pressure.

Monitoring effectively

- Assist Heads of Services in the analysis of data they may collect (e.g., absences, accidents, ill health retirements, occupational health referrals) to help identify potential mental health problems and plan interventions accordingly.

Liaise with agencies and services

- Work with other services to rectify any recurring problems.
- Clarify the referral process for staff with mental health difficulties.
- Provide other services as appropriate e.g. mediation and conciliation services.

Help provide appropriate education and training

- Offer training as appropriate, e.g. to managers to ensure they can fulfil their responsibilities, and to all staff on related areas such as stress management, time management, and managing change.
- Encourage the production of materials on mental health, the inclusion of mental health issues in routinely developed literature such as staff and student handbooks, and the provision of appropriate training on mental health.
- Link mental health with other campaigns and training as appropriate.

Work with staff with mental health difficulties

- Refer staff having difficulties to Occupational Health, Counselling or other mental health services as appropriate, and be aware where the boundaries and paths of referral lie between these groups.
- Offer confidential and impartial advice to staff having mental health difficulties, to staff who may be worried about their colleagues, and to Head of Service and other managers.
- Assist managers in supporting staff and colleagues who are experiencing mental health difficulties.

Generate and implement appropriate policies

- Ensure that human resource courses reflect mental health issues in their content.
- Ensure that other policies, such as equal opportunities, and harassment, reflect mental health issues in their content.

5. University Counselling Service

(All aspects of this service's role are concerned with mental well-being)

Overall

- Observe the procedures and codes of the University, and also be bound and responsible to the detailed codes of ethics and practice of its professional body, BAC(P).
- Embody in every part of its functioning a positive and respectful culture of commitment to the well-being of all members of the University community.

Working with people concerned about their psychological well being

- Act as a confidential self-referral facility, offering a counselling service to distressed students and staff.
- Develop group work where appropriate.
- Maintain scrupulous professional and confidentiality boundaries, making these clear to clients and operating them in relation to clients' rights under the Data Protection Act.
- Have in place backup systems of psychiatric and other consultative support for the counsellors to aid referral for clients as appropriate, (e.g. Brookvale, medical and other specialist agencies).
- Provide an accessible service which minimises waiting time and which responds to the client needs and preferences wherever practical.
- Provide suitable premises, with a degree of seclusion and privacy.

Help provide appropriate education and raise awareness

- Develop awareness of the Counselling Service, and access through publicity materials and activities (e.g. new student and staff induction, leaflets, posters, self-help booklets, contributions to University materials, setting up a website, providing 24-hour phone message access and a locked mail cage, etc.).

Help prevent and manage problems

- Respond sensitively to patterns of demand.
- Offer a consultancy service for individuals and agencies, contributing to policies, engaging in outreach, training and support work throughout the University (e.g. with Tutors, Clerical Staff, Wardens, SAIC, Nightline etc.)
- Monitor client needs and outcomes, research and liaise in the wider counselling field, and report back to the University in Annual and other Reports.
- Care for the well-being of its own staff by complying with professional requirements for regular independent counselling-supervision, as well as managing workloads, monitoring staff needs and development, and putting in place safety protection such as alarm buttons, evening cover and adequate indemnity provision.

6. General Practitioners

GPs are independent, self-employed medical practitioners, contracted to the Health Authority to provide personal medical services to NHS patients. Some students and staff are registered with the University Health Service and Highfield Health, both on campus; others are registered with other GPs in Southampton or surrounding areas. It is therefore not possible or proper for the University to have any direct influence over the roles and responsibilities of GPs on this issue. However the following list, compiled from suggestions made by GPs from the University Health Service and Highfield Health, may help others in the University to understand and appreciate their role more clearly.

- Offer appropriate NHS based services, including advice and pharmacological and other treatments, to those with mental health problems.
- Identify and help the distressed individual, ascertain their medical history, and explore the effect of their health on their work and their work on their health.
- To help people with their mental health problems promptly and efficiently, with the aim of minimising disruption to the work and/or studies of the distressed person.
- To be aware of the range of services on offer for those with mental health problems, and refer those in difficulties (with their permission) to other agencies as appropriate.

7. Members of Staff in Halls of Residence

Help prevent and manage problems

- Support the maintenance and enhancement of the quality of communal living within the Hall of Residence, by contributing to a social infrastructure and positive and supporting environment.

- Provide pastoral support to student residents, maintain discipline and good order, and sustain and develop social life and cohesion within the Hall.
- Inform residents about the assistance available within the University and externally for those with mental health problems.
- Where appropriate, direct residents with mental health problems to particular support services.
- Be aware of and sensitive to, within the bounds of confidentiality, the impact of those with mental health problems on fellow residents, and intervene where appropriate.
- Liaise and communicate with other supporting bodies and agencies.

8. Disability Service and Admissions

Overall

- Provide a professional service for students with disabilities, including those related to mental health problems.
- Set examples of good practice in relation to work with students and others within and outside the University.

Education and awareness

- Ensure that students are aware of the services available, the implications of the service's confidentiality policy, and its limits.
- Provide appropriate information for prospectuses and other University publicity / other materials.

Work with prospective students and applicants with mental health problems

- Receive from Admissions staff a copy of any application forms from students who have identified a disability, including a mental health problem.
- Deal with any enquiries from potential applicants who may have a disability, including mental health difficulties.
- Liaise with the applicant, academic service and the members of the Admissions Advisory Team to arrange a speculative / prospective visit for the applicant which permits them to discover the facilities available at the University and the other support (e.g. the Disabled Students' Allowance) which may be available once they become a student.
- The Disability Coordinator and other members of the Admissions Advisory Team provide a written report detailing the support needs of the applicant and how those needs may be met, including special examination arrangements etc.. This report includes reminders to Services about risk assessments, appropriate training of staff, etc.
- Assist the applicant in making their support arrangements, as appropriate to their individual needs.

Work with current students experiencing mental health difficulties

- Where students have not been referred through the Admissions process to advise them as appropriate about obtaining the evidence and other information required for access to Disabled Students' Allowance and other resources.
- Assist students as necessary in making their support arrangements and obtaining the Disabled Student's Allowance and other funding.

Liaise with Services

- Make recommendations to Services regarding how students with mental health difficulties can best be enabled to access course materials, undertake exams and other assessments, etc.
- Provide information on appropriately qualified colleagues who may be available to undertake various support roles (e.g. mentors, specialist study skills tutors, note takers, etc.) and to assist students with mental health difficulties in obtaining and funding that support.
- Be aware of behaviours which may indicate increasing (or very high) levels of stress, illness or distress and to undertake the appropriate actions, including referral to other agencies as appropriate.

Work on behalf of students

- Represent the interests of students with a range of disabilities, including mental health problems, across the University, for example on University Committees.
- Advocate on behalf of students with mental health problems as appropriate.

Education and awareness raising

- Offer general disability awareness training to staff, including explicit recognition of a mental health problem having the potential to be a disability.
- Assist in drafting policies and guidelines as appropriate to the needs of students with disabilities, including mental health problems.

9. Students Union

The Students' Union is an independent body, and as with the GPs, the University cannot and should not influence it directly. The following suggestions have however been provided voluntarily by the Students' Union and approved by them.

- Ensure that student life contributes to the overall culture, ethos and environment of the University in a way that helps prevent and manage mental health problems and promotes positive mental well-being.
- Offer information and advice concerning the services available to students who are experiencing mental health difficulties, such as contact names, telephone numbers, and addresses of services and self-help organisations.
- Run regular educational events, awareness campaigns and promotional activities which promote mental health, for example by helping reduce stress, by increasing students' understanding of mental health problems and tolerance and understanding of those with problems, and giving information about where to go for help.
- Ensure that student related policies reflect appropriate attitudes and encourage actions conducive to mental health.
- Through the Athletic Union, provide (in conjunction with the Service of Sport and Recreation), organised and accessible physical and sporting activities, and through clubs and societies to provide organised and accessible extra-curricular activities, to help promote mental health, good relationships and reduce stress among students.

10. All Staff and Students

- Support and contribute to the management and running of Services in ways that help promote mental health.
- Take, and encourage others to take, positive steps to safeguard their own mental health, in particular by taking regular and proper breaks and working reasonable hours. Do not put colleagues or students under pressure to work unreasonable hours or fail to take proper leave.
- Be aware of, and inform others about, the procedures, services and referral processes for helping staff and students who are having mental health problems.
- Be aware of the need to promote the mental well-being of their colleagues, give help wherever possible and encourage colleagues having difficulties to seek help as appropriate.
- Know how to recognise staff and students who are having mental health difficulties, and be prepared to intervene, talk to others, and refer as appropriate, with due regard for the need for sensitivity and confidentiality, and their own boundaries and limitations.
- Liaise with others in the University to ensure that the organisation is promoting mental health, for example alerting others, to any problems they see developing within the University, giving feedback to others on the effectiveness of actions to support staff and students etc.
- Be aware of the services available to help them if they have mental health difficulties, and how they can access them.
- Where they feel able, discuss any mental health difficulties they may themselves have with appropriate people in the University and make use of appropriate services.

Appendix 2

Signs that a person is experiencing a mental health problem, or that a person or group is experiencing stress

Caveat

These signs should be interpreted with caution. Many people have personalities that may be, for example, naturally withdrawn, anxious or volatile: it is when normal patterns of mood or behaviour change that there may be cause for alarm.

There may also be many reasons why a person or group is exhibiting these types of behaviour, and it should not be assumed that they necessarily have a mental health problem. Even if they do, the cause of that problem will almost certainly lie not solely in themselves, but in their interaction with others, including those at the University. So these signs should be used simply as a trigger to starting to explore with the person or group what they think may be the matter and encourage them to seek help if appropriate, or, if they will not talk and the problem seems serious, seeking advice from elsewhere in the University as to what to do.

IN AN INDIVIDUAL

Changes in mood or behaviour, such as:

- Change in working patterns, working much longer hours, or a lot less, not taking leave entitlement
- Deteriorating relationships e.g. with colleagues – students and/or staff, avoiding people
- Increase in negative emotions, e.g. irritability, anger, moodiness, loss of motivation and commitment, cynicism, despair, self-deprecation, self-blame
- Decrease in intellectual abilities, e.g. indecisiveness, lack of concentration, reduced memory, reduced creativity
- Increased absence
- Increased lateness
- Accidents, or dangerous occurrences
- Reduced performance e.g. unexpectedly poor exam results in students, failure to keep up with marking by staff
- Over perfectionism: over meticulous work, or inability to present on time due to desire to make the work 'perfect'
- Smoking and/or drinking more than usual, and at different times to usual
- Rapid increase or decrease in weight
- Complaints about health e.g. headaches, stomach pains, insomnia, tiredness, lack of appetite, nausea, dizziness

IN A GROUP

(e.g. SERVICE, OR TUTORIAL GROUP)

An increase in and/or an abnormally high level of:

- Absenteeism
- Short spells of sickness
- Lateness
- Disciplinary problems
- Complaints
- Requests for mediation of staff disputes
- Staff turnover
- Accidents or dangerous occurrences

Reduced output/quality of service

Appendix 3

Support and referral systems within the University of Southampton for students with mental health difficulties

1. Enquiries from prospective students who have a mental health difficulty

Such enquiries would usually be referred to University Admissions or to the Admissions Tutor of a specific service, who would then refer the person to University Admissions.

There is information on the University website about the support available, both in the Information for students with disabilities and specific learning difficulties ("Disability Statement") section in the Academic Registrar's Service pages and in the sections concerned with general Practitioners' services etc.

2. Students who disclose their mental health difficulties on application to the University

The UCAS forms are checked for indications of any medical condition, disability etc. including mental health problems, both in the specified boxes on the forms and also any comments in personal statements or references.

Where such information is noted, the 'Procedure for handling applications from disabled candidates' is implemented by Admissions. This essentially triggers a review process where the application is passed to the appropriate person in Admissions, who ensures it is considered by the Admissions Advisory Team (which includes a GP from the University Health Service, an Accommodation Officer and the Disability Coordinator). If any action is required, the applicant may be invited for a visit or may be sent a letter – in either case they will be offered information about the support available – see Support Available below.

NB: one change to the procedure is that now all reports from the Disability Coordinator are to be copied to the Head of Academic Unit as well as to the Academic Unit Admissions Tutor.

3. Students about who tutors or other staff are concerned

Where staff have concerns about a student they are advised (e.g. during induction training and in the Tutors' Handbook) to refer the students to an appropriate support service such as their GP, the University Counselling Service or the University Disability Service, etc. The "triggers" for such concerns may be specific comments by the student, or specific signs that they display, or they may be more non-specific (e.g. excessive procrastination, inability to write anything, more than usual levels of stress in relation to exams, claustrophobic reactions to certain teaching rooms, etc.). Staff should note that a duty of care may supersede their duty of confidentiality to the student where there are concerns about the student.

Pastoral support from the wardenal teams the Accommodation office offers training to all wardenal team members which includes information about dealing with mental health concerns. The wardens will refer to other support systems as appropriate.

4. Referrals from GPs, the Counselling Service, the Dyslexia Service and other support systems

Where a student attends either their GP or Counselling Service or other service and the doctor/counsellor/ other colleague feels that it is appropriate, the student may be referred to the University Disability Service for "mentoring" or specialist tuition (see Support available below) or to other agencies as appropriate.

5. Self-referrals

Some students self-refer to one or more of the above mentioned services and will then be encouraged to take up the support available from whichever services are appropriate to their needs. There is information in the Student Handbook, Tutors' Handbook and (as previously noted) on the website.

6. Support available

All services do their best to co-operate with one another, within the limits imposed by legislation and confidentiality, and will refer students across to other services as appropriate.

General Practitioners

The General Practitioners can offer all of the "usual" NHS based services including:

- Advice and general support, Pharmacological and other treatments,
- Referral to appropriate others (the University (or other) Counselling Service, the University Disability Service, a psychiatrist, the NHS Psychotherapy Service, NHS Adolescent Service, Community Psychiatric Nurses, etc.).
- The University Counselling Service offers students a professional counselling service, which can address both general difficulties and also some specific problems. The Counselling Service will refer a student on to appropriate others as necessary.

University Disability Service

Can offer students advice and support with obtaining equipment and human assistance in their students (and in other areas if required). For example the Disabled Students' Allowance (paid by the Local Education Authority appropriate to a UK student) can be claimed for equipment, "non-medical helpers" and sundry other items. Other students may be able to get assistance from Access / Hardship Funds and we can advise them on this.

For example, if a student's mental health difficulty disrupts their concentration so that they find it difficult to work in a busy computer room, and perhaps disturbs their sleep so that they need to be able to work at "unsocial hours" then it may be possible to get funding for their own computer equipment – which optimises the person's ability to work when they feel well enough.

If the student has difficulties with producing work, for example through having a tendency to procrastinate and not "get down to it" or difficulties with organising materials and making best use of their time, or difficulties in planning and perhaps "over-working", then assistance from a "mentor" or specialist tutor can often be helpful. The aim of such support is to optimise their study skills so that the time they are able to spend working is maximally productive (we believe that this is likely to feedback into more positive feelings about coping with their illness alongside their academic workload. We consider mentoring to be complementary to the support available from GPs and the Counselling Service etc. Mentoring can be arranged through the Disability Service and is usually paid for the DSA or by the Access Fund.