

BPP University – University Policies and Procedures

Wellbeing and Mental Health Policy



Scope	Students/Staff
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Approving Authority	Education and Standards Committee
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Document Owner	Education Services
Purpose	Outlines the University's policies and commitment to supporting mental health and wellbeing.

Regulatory Mapping

BPP University General Academic Regulations
Section C: Registration, Engagement, Progress, and Conduct

BPP University
University Policies and Procedures
Wellbeing and Mental Health Policy

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1. Introduction

- 1.1. BPP University recognises that an individual's mental health and wellbeing (emotional and psychological states) can be affected by a number of issues including academic pressure, bereavement, stress, family and relationship issues, work-life balance, culture shock, financial situations, accommodation issues, alcohol or drugs, trauma or social isolation.
- 1.2. University life can be a trigger for underlying mental health difficulties to surface and more complex issues to arise. The composition of a student's mental health can affect everything they do and whilst many students will self-manage their mental health, for others it can adversely affect their academic performance, achievement and engagement with others and University services.
- 1.3. BPP University will provide reasonably appropriate support services for students whose mental health and wellbeing is a cause for concern and respond in the student's best interests during a crisis situation.
- 1.4. BPP has services dedicated to supporting the mental health and wellbeing of its learners as well as the safety of its community. This policy refers to four services in

particular: Safeguarding, Mental Health and Wellbeing, Counselling and Learning Support. These teams sit under the group service of Welfare and Student Support.

2. Policy Objectives, Legal Context & Terminology

- 2.1. This policy outlines the support available for students with mental health and wellbeing issues and provides details of how the University will respond to crisis and/or emergency situations arising from mental health issues.
- 2.2. The Policy also outlines how the University will discharge its Duty of Care to students experiencing mental health difficulties.
- 2.3. This policy takes into account the following legislation:
 - a) [Equality Act 2010](#) (In relation to taking steps to avert and challenge discrimination, victimisation or harassment;
 - b) Data Protection Act 2018 ;
 - c) [The Health and Safety at Work Act 1974](#);
 - d) [Supply of Goods and Services Act 1982](#), Section 13. Where the institution decides to provide a service such as learning support or counselling services, then there is likely to be an implied duty that these should operate with reasonable care and skill;
 - e) [Occupier's Liability Act 1957](#). Occupiers of premises owe a duty of care to visitors to the premises to ensure that they are reasonably safe.
- 2.4. The definition of 'Mental Health' for the purposes of this policy is twofold.
 - (a) A Mental health condition can be an enduring mental impairment as defined by the [Equality Act 2010](#) which would be defined as a disability. Examples of enduring mental health conditions include Anorexia, Bipolar Disorder, Schizophrenia, Psychosis, Obsessive Compulsive Disorder and long-term depression.
 - (b) Some students may experience short-term episodes of mental health difficulties including distress which may result in a crisis situation and/or anxiety or short periods of depression due to a particular life event.
- 2.5. The [Equality Act 2010](#) defines a disability as a person who has as physical or mental impairment where the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities. For the purposes of the Act, these words have the following meanings:

- i) 'substantial' means more than minor or trivial;
- ii) 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- iii) 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

2.6. Therefore, short-term episodes of mental health difficulties and/or crisis situations, may not be considered as a disability as defined by the [Equality Act 2010](#). In such cases a student may be entitled to support and adjustments to reduce the impact on their student experience and academic performance during these periods. Available and suitable options will be discussed with the student by a member of staff from teams within Welfare and Student Support

3. Disclosing a Mental Health Condition

3.1. Students are encouraged to disclose either a short-term/temporary or long-term mental health condition to the Learning Support Team, at the earliest opportunity in accordance with the Disability Disclosure Policy in this document.

Confidentiality

3.2. Every effort will be made to ensure a student's confidentiality in accordance with the Disability Disclosure Policy. In situations where a student is in distress, crisis, expressing suicidal thoughts and/or the intention to harm others *and* it is the view of the University that the student poses a serious risk to themselves or others, then the University's staff may extend and hence break confidentiality. In these situations, where possible, the student will be informed of this and the reason for this decision. The decision to extend confidentiality will depend on the seriousness of the situation.

3.3. In the event that the emergency services are called following a crisis situation or the requirement for a police welfare check, information pertaining to the incident will be recorded by the Safeguarding Team

4. Learning Support, Counselling, Mental Health and Wellbeing and Safeguarding, and the Scope and Aims of BPP Mental Health Provision

Learning Support

4.1. Students who disclose a Mental Health condition or who experience episodes of low mood, anxiety depression or repeated crisis events related to their Mental Health and

Wellbeing, are encouraged to engage with the Learning Support Service at the earliest opportunity to access and benefit from reasonable appropriate entitlements as set out in the Learning Support policy.

Mental Health and Wellbeing Team and Counselling Service

- 4.2. Students are encouraged to engage with the University Counselling Services which typically offers telephone and virtual counselling. Total Wellness are our partners who provide counselling for BPP Learners and can be accessed here <https://www.totalwellness.info> or by speaking with our Wellbeing Team wellbeing@bpp.com
- 4.3. BPP Operates a Wellbeing team who will also respond to and assist with students who are experiencing a range of personal circumstances which are affecting their wellbeing.
- 4.4. The principle aim of any risk-based system or provision is to minimise the level of risk to which an individual is exposed, either from themselves, towards others or from others. As such, the aim of each service within the provision, such as Learning Support, Safeguarding, Wellbeing, and Counselling Services is to *lower the initially identified level of risk* to which a student is exposed, utilising specialist knowledge and training, and through referral and liaison to external agencies with the intention of *mitigating or decreasing* the student's vulnerability. It is important to note from the outset that, in outlining these processes, BPP will *always* refer to external specialist support agencies, where it is deemed necessary and in the student's best interests, as specialist agencies are equipped to handle emergencies. Internal teams have a duty to respond to the situation and ascertain the most appropriate next steps. Specialist support and intervention can in many cases only be established through the intervention of specialist external agencies and, where appropriate, emergency services.

5. Fitness to Practise

- 5.1. Certain programmes require that an individual is 'fit to practice' due to the nature of the professional work undertaken both during the course and in actual practice. In some circumstances the quality of a student's mental health and wellbeing may preclude fitness to undertake a professional placement on their programme or to qualify in a particular profession. This would be because of the potential risk of harm to members of the public or the requirements of professional competency. If a member of staff is

concerned about a student's, this will be discussed in confidence with the student and the course leader. Further details of our Fitness to Practice Policy can be found [here](#)

6. Disruptive Behaviour

- 6.1. Whilst every effort will be made to encourage students to engage with Learning Support, Safeguarding, Wellbeing and/or counselling services, and /or their GP if their behaviour is linked to issues with their mental health and wellbeing. Any unacceptable behaviour may be responded to through the Student Conduct Policy in order to avert further negative impacts on the individual and the wider BPP community. If a student does not engage with relevant support services or their GP and unacceptable behaviour continues the Student Conduct Policy may be referred to and the student may be subject to disciplinary proceedings. This is to ensure the safety and respect of all staff and students at BPP.

7. Responding to an Emergency Situation or Crisis

- 7.1. When a student displays behaviours which present an immediate risk of harm to themselves or others, for example, experiencing extreme distress, demonstrating signs of physical self-harm or harm to others, psychosis; experiencing delusions, paranoia, mania or hearing voices, or expressing an immediate intention of suicide, BPP staff will take the following action:
- (a) where possible, the student will be encouraged to move to a safe space to minimise the impact on themselves and others;
 - (b) if the risk/crisis is imminent the emergency services will be contacted by the onsite Customer Service Team by dialling 999. Following any emergency services contact, staff should then inform the Safeguarding Team via the Safeguarding Helpline who can circulate information to the appropriate people to support the incident.
 - (c) the Head of Welfare and Student Support, Learning Support Coordinator, Safeguarding Lead, Mental Health and Wellbeing Manager or nominee will be contacted by the safeguarding team (unless they are already involved) and details of the student and situation will be shared to ensure that appropriate ongoing supportive measures can be considered and that emergency services and or mental health, social services teams are contacted to ascertain the outcome of the intervention.

8. Responding to a Non-emergency Situation

- 8.1. When a student expresses distress as outlined in “Responding to an Emergency Situation” or crisis above; but the risk is less immediate the following action will be taken:
- i) if a student communicates in person, by email, phone or social media that they are experiencing distress, where possible, the student should be approached by a member of staff who knows them to discuss their present situation. If a member of staff who knows the student is not available; the issue should be raised with the Safeguarding Team who will inform the on duty Designated Safeguarding Lead
 - ii) if sufficient concern is identified, details will be shared with the Safeguarding Team, who will then contact the student by telephone to discuss and evaluate the situation and/or;
 - iii) if the student is deemed to be at risk of harm to themselves or others *and/or they are not currently in a BPP premises* a member of the Safeguarding Team or nominee will contact the local police welfare team, or the mental health crisis team and/or social services as appropriate to request a ‘welfare check’ and/or external advice and support.

9. Follow up and Further Action

- 9.1. In all cases where it is in the student’s best interests to do so, and within reasonable limits, and where the student meaningfully engages with support services, ongoing support can be provided from the Learning Support team, Wellbeing Team and/or counselling services to ensure that the student can continue with their studies.
- 9.2. The details of students who experience a mental health crisis will be logged on a secure ‘At Risk’ database to ensure that appropriate follow up is maintained.
- 9.3. If the student is receiving support from mental health services they should contact their designated contact person as outlined in their care plan.
- 9.4. All students will be encouraged to contact their GP or Community Mental Health Team (CMHT) in non-emergency situations as well as engage with BPP support services. This is to ensure support remains in place, regardless of academic attainment.
- 9.5. In some cases it may be appropriate to take an Interruption of Studies (IoS)/Break-in-Learning (BiL) after a mental health crisis, suicidal ideation or emergency situation. There may also be a requirement for the student to be referred to the Support to Study Policy to address academic support and intervention that may be required. Where this

is the case, students will be advised by either one of the teams within Student Welfare and Support or the Proctor's Office.

- 9.6. In circumstances involving the emergency services it may be necessary to contact the student's next of kin. This will be discussed with the Head of Welfare and Student Support or nominated member of department and the student's consent obtained where appropriate.
- 9.7. On contacting the emergency services the Customer Service team will record and report in an incident log.

Policy Revision History

Version Number	Description	Author	Reviewed by	Date
1.0	Movement of Policy to stand-alone section for ease of referencing	Director of Academic Governance & Proctor	Dean of Academic Quality & Policy	July 2024
1.1	Updating of terminology to ensure this reflects current University services, and adjustment of terminology to support recent changes in legislation.	Head of Welfare and Student Support	Director of Academic Governance & Proctor/Dean of Academic Quality & Policy	March 2025