

# Mental Health at Work Commitment

Guide for the Higher Education Sector

Mentally  
Healthy  
Universities

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# Foreword

## Meeting the Mental Health at Work Commitment

At Mind, we're proud to be working with nine universities to test mental health early intervention and prevention initiatives with both staff and students. The programme aims to provide support and specialist training to equip these communities with the knowledge, skills and confidence to support their own mental health and that of others.

There's growing recognition of the challenges faced by both staff and students in higher education. Research suggests people still don't feel comfortable talking about their mental health: just 1 in 125 students and around 1 in 500 staff have disclosed experiencing poor mental health to their university<sup>1</sup>. It's in everyone's interest to do more in this area.

As part of our Mentally Healthy University Programme students participate in sessions on wellbeing essentials, managing their mental health at university and the transition to the workplace. We support university staff to set up a network of Staff Mental Health Champions and Staff Mental Health Peer Supporters. We are also working with each university as an employer to help them meet the [Mental Health at Work Commitment](#).

## Coronavirus and beyond

We know how tough it's been for so many university staff and students over the last twelve months, and it's important they're able to get help and support for their mental health when they need it. Even before the pandemic many university staff were struggling with their mental health. Coronavirus has caused staff unprecedented interlinked challenges: like adapting to a new way of working, balancing work and home life and feeling more lonely and isolated due to social distancing.

This guide provides advice to universities on how to support their staff both during the pandemic and when campus life adapts again beyond coronavirus. The unique additional pressures of the pandemic have highlighted the urgent need for a systematic approach to mental health support in line with the recommendations of the Mental Health at Work Commitment. Over the coming months, we encourage every university to set out a clear plan to improve the mental health of their staff, with Board-level leadership, support for people who may be struggling and clear pathways to clinical care if needed.

## Clear evidence for change

The Mental Health at Work Commitment is a simple framework that builds on what we know. It's based on the strong evidence-based Thriving at Work standards and is informed by the pledges and standards already out there, using up-to-date research from UK employers and mental health experts.

<sup>1</sup> Equality Challenge Unit (2015)

This guide aligns with the whole-university approach set out by Universities UK and Student Minds. The Commitment will support universities to address the ‘Work’ domain (staff wellbeing and development recommendations) of the whole university approach set out in Student Minds’ [University Mental Health Charter](#) and Universities UK’s [Stepchange: Mentally Healthy Universities](#).

We’ve long been calling on employers to create an open culture where people feel able to discuss their wellbeing and tackle the causes of stress among their staff. So, we’re proud to be working with our nine pioneering universities in the first programme of its kind. Our university partners clearly recognise the importance of supporting staff with their mental health and are taking positive action to prioritise better staff mental health in their university.

We’d like to thank our pilot universities and local Minds, who have contributed to the development of this guide and our interventions with university communities. They are:

- University of Bath and Bath Mind
- University of Bristol and Bristol Mind
- University of Cambridge and Cambridge, Peterborough & South Lincolnshire Mind
- University of Central Lancashire and Lancashire Mind
- University of Greenwich and Bromley, Lewisham & Greenwich Mind
- London School of Economics and Brent, Wandsworth & Westminster Mind
- Leeds Beckett University and Leeds Mind
- Teesside University and Middlesbrough & Stockton Mind
- University of Sheffield and Sheffield Mind

This guide outlines the Commitment and features resources to help universities prevent poor mental health and promote wellbeing. Smart, responsible universities recognise that staff who feel valued and supported tend to be more productive and are less likely to take time off sick or leave the organisation.

We hope you find it useful.



**Paul Farmer**  
Chief Executive at Mind

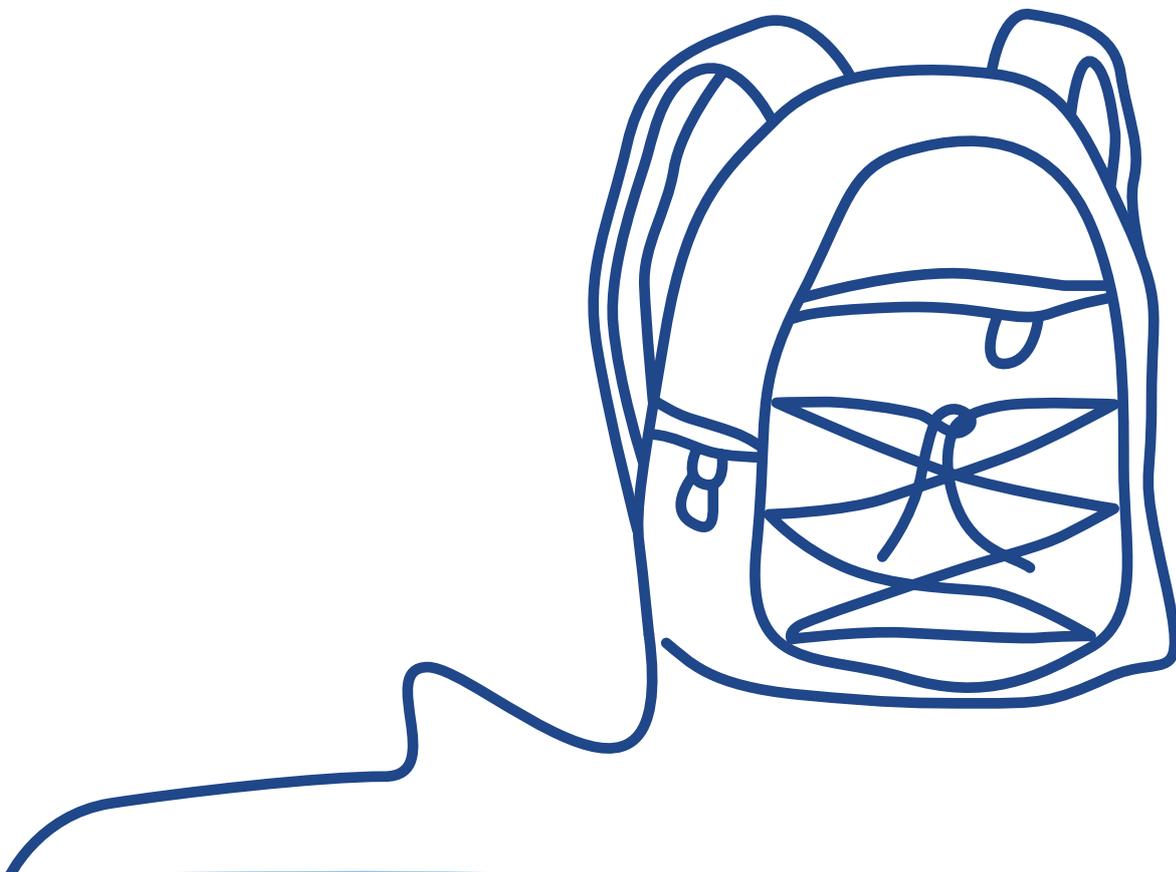
# The language we use

In this guide, when we talk about mental health we're talking about the entire mental health spectrum.

Here are some useful definitions:

- **Employee/staff:** shorthand for anyone who's part of your workforce including volunteers, part-time and full-time staff, academics and lecturers.
- **Line manager:** anyone whose role includes line management, developing or supervising people at work. For universities this could include coaching, welfare and performance staff.
- **Mental health:** we all have mental health, just as we all have physical health. How we feel can vary from good mental wellbeing to difficult feelings and emotions, to severe mental health problems.
- **Mental wellbeing:** the ability to cope with the day-to-day stresses of life, work productively, interact positively with others and realise our own potential. When we talk about wellbeing we're referring to mental wellbeing.
- **People with lived experience:** This term includes people who directly experience mental health problems, people who support a family member or friend who experience mental health problems or those who work to support or care for them.
- **Poor mental health:** when we're struggling with low mood, stress or anxiety. This might mean we're also coping with feeling restless, confused, short tempered, upset or preoccupied. We all go through periods of experiencing poor mental health – mental health is a spectrum of moods and experiences and we all have times when we feel better or worse.
- **Mental health problems:** we all have times when we struggle with our mental health. A mental health problem is when difficult experiences or feelings go on for a long time and affect our ability to enjoy and live our lives in the way we want. You might receive a specific diagnosis from your doctor, or just feel more generally that you're experiencing a prolonged period of poor mental health.

- **Work-related stress:** work-related stress is defined by the Health and Safety Executive as the adverse reaction people have to excessive pressure or other types of demand placed on them at work. Stress, including work-related stress, can be a significant cause of illness. We know it's linked with high levels of sickness absence, staff turnover and other issues such as making more mistakes. Stress is not a medical diagnosis, but severe stress that continues for a long time may lead to a diagnosis of depression or anxiety, or other mental health problems.
- **Burnout:** burnout isn't technically a diagnosis, but refers to a collection of symptoms. You may feel exhausted, have little motivation for your job, feel irritable or anxious and you may see a dip in your work performance.
- **Stigma:** stigma is the perception that a certain attribute makes a person unacceptably different from others, leading to prejudice and discrimination against them.



# Introduction

**So many people are struggling with mental health problems in Higher Education with ever-increasing demands and decreasing numbers of staff... People need to know that they are not alone and many others are finding it difficult.**

**Nick, Sheffield Hallam University**

## Who is this guide for?

This guide has been created for HR teams and line managers in universities and designed to provide you with tools to support staff mental health. Although it's not aimed at students, Mind has lots of information available on [students' mental health](#).

We'll set out how universities can support their staff with their mental health using the [Mental Health at Work Commitment](#) framework as a basis. As part of the Mentally Healthy Universities Programme we've been supporting nine pilot universities to take forward the Commitment. This guide includes their learning and best practice.

## What is the Mental Health at Work Commitment?

The Mental Health at Work Commitment includes six standards for how organisations can better support staff mental health. It aims to:

- prioritise mental health in the workplace by developing and delivering a systematic programme of activity
- proactively ensure work design and organisational culture drive positive mental health outcomes
- promote an open culture around mental health
- increase organisational confidence and capability
- provide mental health tools and support
- increase transparency and accountability through internal and external reporting.

## Why it's important

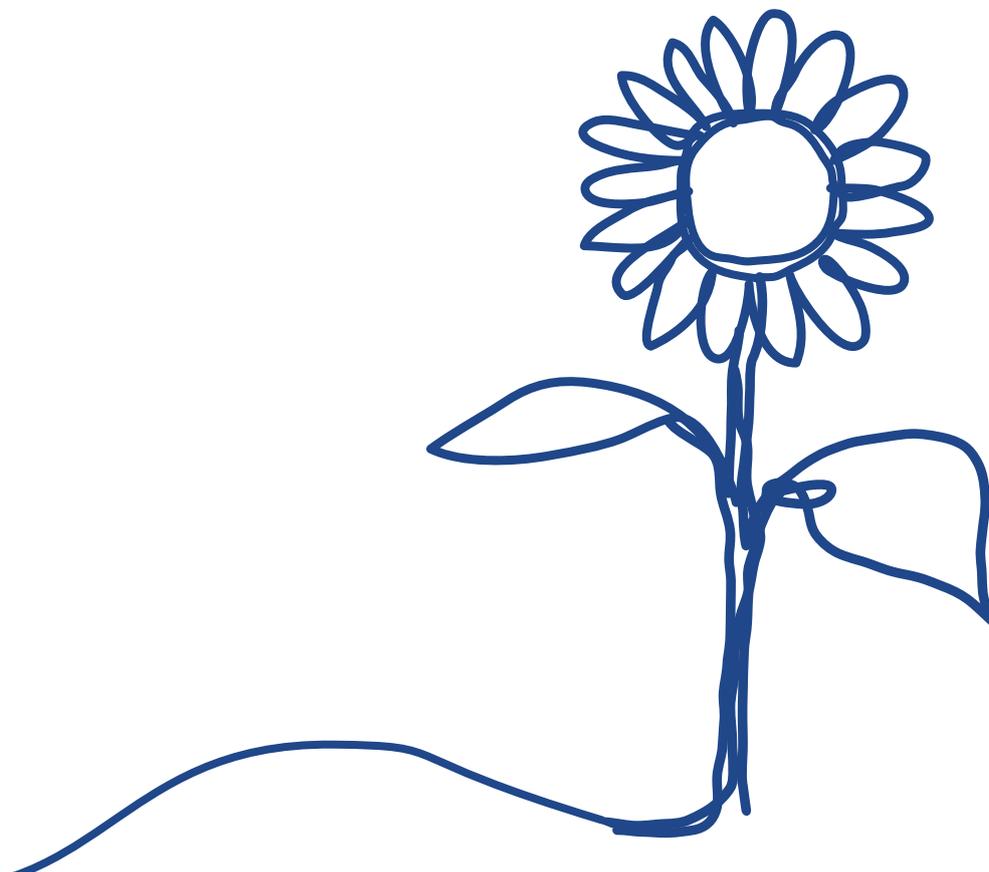
We know coronavirus has impacted both students and staff in different and complex ways. We all have mental health and supporting everyone's wellbeing throughout this period, and beyond, is more important than ever.

We recognise that different universities may be at different stages of their journey in supporting staff mental health. For those universities at the start, use this guide to help you take the first steps and make a long-term commitment to a better way of working. For those further along, use it to formalise your approach and use the standards to benchmark how well you support the mental health and wellbeing of your staff.

[Make the Commitment](#) and show staff that their mental health is your priority.

[The Commitment is] providing a useful framework for us to map our approach to mental health, and to celebrate successes and highlight any gaps.

**Catherine Querin, Learning and Organisational Development Adviser,  
Leeds Beckett University**



# Why we need to prioritise staff mental health: the current situation

Pre-pandemic research showed an urgent need to support university staff's mental health.

## Before the pandemic...

Education Support found in 2019:

1 in 3

higher education employees had experienced a mental health problem (higher than the average population).

76%

have experienced behavioural, psychological or physical symptoms due to their work, compared with 60 per cent of UK employees.

## During the pandemic...

The pandemic and lockdowns have affected people's mental health. This is likely to have long-lasting consequences.

Research by the University and College Union of over 12,000 members shows a decline in university staff's mental health in the last year:

85%

of respondents reported feeling more stressed as a result of the crisis.

75%

of those with long-term mental health issues said they were exacerbated by the pandemic.

23%

of all respondents said their employer had not signposted to any support for mental health issues.

## Stigma is a problem...

60%

Education Support (2019) found that 60 per cent of staff would not feel confident disclosing mental health problems or unmanageable stress to their employer.

## The business case...

Alongside wanting university staff to be well and healthy, there's also a clear business case for supporting staff.

£1,203 -  
£1,585

The cost of poor mental health per employee in the education sector is between £1,203 and £1,585 per year. That is regardless of whether they have a mental health problem.<sup>2</sup>

Meanwhile, the return on investment for workplace mental health support is overwhelmingly positive. Every £1 spent on workplace wellbeing returns an average investment of £5. Organisation-wide culture change and awareness-raising can provide a return on investment of £6 for every £1 invested.



<sup>2</sup> Deloitte - Mental Health and Employers Research

# Standard one:

## Prioritise mental health in the workplace by developing and delivering a systematic programme of activity.

This standard contains four main actions:

- 1 Produce, implement and communicate a mental health at work plan, drawing from best practice and representing the views of staff across the organisation, specifically exploring feedback from people with mental health problems.
- 2 Demonstrate senior ownership and drive board-level accountability, underpinned by a clear governance structure for reporting.
- 3 Routinely monitor staff health and wellbeing using available data.
- 4 Seek feedback from your staff and create clear opportunities to make improvements based on it.

### Developing your mental health at work plan

A mental health at work plan shows everyone how you support staff. Developing yours is a great way to take a structured approach to supporting your university.

You may already have lots of initiatives in place such as an Employee Assistance Programme or Mental Health Champions. The plan should formalise your approach and bring these initiatives together in one place.

Please see the action plan template in the [Useful Links](#) section.

In the development of your mental health at work plan you should consider:

- setting up a cross-organisational group, including representation from senior leadership, to take the plan forward
- reflecting on what you already have in place using the questions in the action plan template
- gathering staff input through staff surveys and focus groups. Find out how aware staff are of the support that exists, how supportive they find the university and what else they think the university can be doing to support staff
- making sure to link staff and student wellbeing agendas for a whole university approach
- allowing up to six months to develop and launch your plan. Ensure that staff can always easily access it.

## Involving your staff

### Why it's important

Design your plan with input from staff across your university including people with lived experience of mental health problems. This boosts buy-in and gives you a clearer idea of the support people need.

Academic, administrative, facilities and support staff will have different needs and experiences, as will staff from under-represented groups. Set up a formal communication and consultation process with your staff networks, such as Black and Minority Ethnic, LGBTQ+, and mental health networks, if you have them.

If you don't have any staff networks in place, consider establishing these groups. Engage with a wide range of staff who have different experiences. This will boost engagement and build mutual trust.

Consider how best to gather input from part-time and contract staff. Caterers, cleaning and security staff may be employed by third party contractors but can have a lot of contact with students. It's important they can manage their own mental health and are confident in signposting students who may be experiencing poor mental health. Include them in the conversation and create ways for them to feedback to ensure a whole university approach.

### Continue the conversation

The conversation doesn't end when your plan's finished. It should be a living document which is regularly reviewed and continuously updated and refreshed. Set up regular communication, so you can keep asking staff what works, what can be improved, and assess what's effective. It's important to communicate changes made as a result of staff feedback. Also consider asking other universities for best practice.

It's important to make sure staff still get the chance to feedback during the pandemic – [our guide can help](#).

## Case study: University of Bristol

At the start of our mental health journey, we set up a taskforce across the institution to address both staff and student wellbeing. This involved an expert advisory group with representation from Universities UK, a south-west region health champion, the Vice Chancellors of both the University of the West of England and our own university, and an academic with research interest in the area. We also worked with our trade unions who fed into the action plan. We felt it was important to discuss both staff and student wellbeing together to ensure staff wellbeing had focus and didn't get forgotten. It is important to recognise the impact that staff can have on student wellbeing if they themselves have positive mental health.

We also run a staff engagement survey every three years. The 2018 survey led us to examine stress at work more closely and the causes in more detail. This led to a separate focused survey on wellbeing to give us more information on what we should and shouldn't include in a staff mental health and wellbeing strategy. This led to the development of a clear strategy implementation plan.

It is important to ensure you factor in all staff groups in your university when formulating your action or implementation plan. Initially, we didn't specifically factor in technical staff. However, we realised as these staff were often the first port-of-call for students in distress, it was important that their needs were identified and included. We now have technical staff who are Staff Mental Health Champions.

**Head of HR Operations, University of Bristol**

## The role of senior leaders

Senior buy-in is vital to send a clear message that staff wellbeing is a priority. Appointing a board-level lead, such as your Vice Chancellor or a Director, helps ensure that it's given proper attention and accountability for the long-term. It also shows that wellbeing is a core part of how you work, not a distraction or add-on.

## Case study: Teesside University

At Teesside, our Executive Director of HR is a Staff Mental Health Champion, and our Pro Vice Chancellor (Learning and Teaching) is our Mental Health Lead for Students. Both of these roles sit on the University Executive Team. Staff wellbeing is also reported through the Health and Safety Groups to the University Executive Team, ensuring it is discussed at the highest level.

**Human Resources Department, Teesside University**

Consider including an objective on supporting staff mental health as part of senior leaders' annual performance objectives. Make them accountable for adopting the mental health at work plan. For example, their performance review could include measurements like sickness absence, people survey results, take-up of Employee Assistance Programmes or Occupational Health Services.

Senior leaders should promote staff wellbeing by:

- speaking out about mental health and how it's a priority for the university. This could include sharing their own mental health experiences, where they feel able to do so, or how they handle stress
- role modelling healthy workplace behaviours such as working sensible hours, taking breaks and annual leave
- supporting a campaign to encourage healthy work behaviours
- signing the Time to Change Wales Organisational Pledge, for universities in Wales
- publicly signing the Mental Health at Work Commitment
- attending mental health awareness training and wellbeing events
- including mental health and wellbeing in senior level meeting agendas
- endorsing, promoting, and celebrating the work of Champions.

## Case study: University of Greenwich

Our Vice Chancellor at the University of Greenwich promotes wellbeing by being open and using her weekly forum message to share wellbeing tips.

During the annual appraisal training cycle, the Deputy Vice Chancellor and Chief Operating Officer have encouraged the setting of a personal wellbeing objective in appraisals with a link to Mind's [Wellness Action Plan](#) tool.

Our Director for Student and Academic Services and Pro-Vice Chancellor for the Faculty of Health and Human Sciences jointly lead the strategic direction for health and wellbeing at the university, frequently delivering key note talks at our wellbeing events, and advocating health and wellbeing initiatives among the wider leadership.

**Laleh Williams, Head of Organisation and People Development,  
University of Greenwich**

## Monitoring staff mental health and wellbeing

Routinely monitoring your staff's mental health helps you understand what affects it and how well you're supporting them. It also lets you assess whether your approach is effective and makes it easier for you to plan further improvements.

You've probably got a lot of this information already. Especially if you already ask your staff about their experiences, perceptions and wellbeing formally or informally. Putting relevant questions into existing tools such as staff surveys, HR monitoring forms or appraisals will help you build a comprehensive picture, without creating extra work.

### Using different types of data

#### HR data:

Use absenteeism data, staff turnover and exit interviews to gather information on wellbeing. You could also look at retention/return to work rates for people with diagnosed mental health problems to understand whether staff feel supported. Just because staff don't give mental health problems as the reason for being absent doesn't mean they don't exist. It could be that people just don't feel comfortable sharing problems because they're afraid of the reaction they'll get.

Some staff may not report absence. Or there may be high levels of presenteeism where people are at work but significantly less productive due to poor mental health. Remember, routinely asking staff how they are helps build people's confidence to speak up so they get the help they need sooner.

You can find more information about taking stock in our guide.

#### Staff surveys:

Your staff survey (or staff satisfaction survey) can be a great tool to capture information about wellbeing. You may already ask staff about their workload, leadership and management, opportunities for personal development and internal communication. However, you may not make the links between these issues and the impact on staff wellbeing. Think about how you can integrate mental health into the existing survey, or run a specific survey on mental health. It's important to ensure confidentiality. Make sure you don't ask any questions which might identify someone such as name, address or email. Create strict policies around confidentiality and emphasise the survey is anonymous, so you collect genuine experience and honest feedback. For information on data protection see the Information Commissioner's Office.

#### Team mental health audits:

It's important managers regularly take stock of the mental health of their staff, the types of pressures they're under and how to alleviate them. Carry out a regular mental health audit which allows staff to share their challenges and work together to identify solutions. See this resource from Bupa on taking stock.

## Case study: London School of Economics

At the London School of Economics, we hold staff voice workshops. They act like a focus group, as they are drop-in sessions focusing on different topics that are highlighted in staff surveys. We then write a report based on the session and share this with senior management. These sessions have had good engagement in comparison to surveys, as we find staff are 'survey fatigued'.

**Chris Watt, Head of Organisational Learning, London School of Economics**

## Case study: University of Bath

We developed a Departmental Wellbeing Action Plan process that enables us to work closely with the diverse areas within the University and engage employees in developing their Wellbeing Action Plans. The process begins with a survey that incorporates the Health and Safety Executive 35-question Management Standards, the Office for National Statistics 4 as well as questions on support and disclosure. The surveys are followed up with focus groups to get qualitative feedback from staff, understand what is going well and what can be changed, together with ideas for action.

**Health and Wellbeing Manager, University of Bath**

## Useful links

- [Mental Health at Work Webinar on Standard One, featuring Mind and CIPD](#)
- Please see the Mental Health at Work Commitment [Action Plan template](#). This template can help you get started with your approach to mental health in your university if you are at the beginning of your journey, or it can help to formalise your approach.

## Questions to include in your staff survey

### Do you know how many of your staff have a mental health problem?

A staff survey question can be a good way of capturing this data, reinforced by the message that your organisation will respond supportively. When you ask people about their mental health, it's vital to keep information confidential. Emphasise that surveys are anonymous, so feedback is honest.

#### Sample questions:

- Qs 1.** How would you describe your mental health currently?  
(Scale: Very Good, Good, Moderate, Poor, Very Poor)
- Qs 2.** "I feel comfortable talking about my mental health at work with other colleagues." (Scale: strongly disagree, neutral, strongly agree)
- Qs 3.** How could [our university] better promote the wellbeing of all our staff?  
You can provide up to three ideas.

For more guidance on what questions you could include, look at:

- [The Warwick-Edinburgh Wellbeing Scale](#): This 14-item scale has five response categories, added up to provide a single score. It's been used across the world for monitoring and evaluation.
- [The HSE Management Standards](#): These cover six key areas of work design that, if not properly managed, are associated with poor health, lower productivity and increased accident and sickness absence rates.

# Standard two:

## Proactively ensure work design and organisational culture drive positive mental health outcomes.

This standard contains five main actions:

- 1 Provide staff with good physical workplace conditions.
- 2 Create opportunities for staff to feedback when work design, culture and conditions are driving poor mental health.
- 3 Address the impact that a range of activities have on staff, including organisational design and redesign, job design, recruitment, working patterns, email, 'always-on' culture and work-related policies.
- 4 Give permission to have work/life balance and to work flexibly and agile.
- 5 Encourage openness during recruitment and throughout employment so appropriate support can be provided.

### Organisational policies

Ensure that mental health is at the heart of all your policies. Pay particular attention to policies relating to staff wellbeing like health and safety, working time, sickness absence and return-to-work. Clear and fair policies will promote an open culture and encourage staff to come forward when they're struggling.

Remember that staff with disabilities are protected from discrimination under the Equality Act 2010. This includes mental health, if a person's mental health problem has a substantial and long-term negative effect on their ability to carry out day-to-day activities. This means staff with a mental health problem shouldn't face structural barriers to developing their careers. For example, missing out on promotions and projects because of sickness absences, or because of how performance is measured.

#### Top tips on creating effective policies

- Offer guidance on how to balance the needs of the individual and the organisation.
- Take account of the way in which mental health interacts with people management policies.
- Review your mental health policy, if you have one in place, to ensure that it outlines how you aim to promote the wellbeing of all staff, the support in place for staff experiencing poor mental health and how you'll address any concerns about mental health.

- Check that mental wellbeing is at the heart of policies relating to staff wellbeing such as people management, diversity and equality, performance management, health and safety, working time, sickness absence and return-to-work.
- Consult with staff and other relevant groups in the development and implementation of policies.
- Establish a clear and continuous policy review process including consulting with staff including those with lived experience of mental health problems.
- Be clear on roles and responsibilities of those involved in delivering the policy including indicative timescales for addressing issues.
- Include case studies in policies to highlight to managers and staff how they work in practice. The people in the case studies could remain anonymous if that is their preference.

## Physical workplace conditions

The physical workplace can have a big impact on staff wellbeing. Ask staff how to improve the work environment and take action to ensure it's suitable.

We know many universities operate from heritage buildings, so won't be able to use some of these suggestions. However, you may be able to make changes elsewhere.

Some ways you might explore improving your staff's workplace environment include:

- ensuring staff have access to natural light or improve poor lighting
- ensuring there's good air quality and access to water – improve ventilation if necessary
- offering comfortable workstations which can be adjusted
- ensuring staff can adjust the temperature
- offering a variety of breakout spaces, so staff have space to do both concentrated work as well as group work
- providing quiet rooms for down-time and mindfulness exercises
- providing recreational space for staff separate to student areas
- offering access to an outside space where possible
- consulting staff on workplace redesign and refurbishment
- providing some plants and greenery around the workplace – it can improve staff wellbeing
- having different colours, pictures and paintings around workplaces.

## Returning to the campus

During the coronavirus pandemic many university staff will have had to adapt to new ways of working, including teaching remotely. They may now feel anxious about returning to campus, whether related to safety procedures in place on campus or their commute.

Ensure people feel their voices are being heard by asking them to consult and feedback on your plans to reopen the workspace. Send clear messages on return-to-work plans and make sure managers hold one-to-one conversations with their teams. Our return to work guidance stresses one-to-one conversations with all staff before returning to campus.

See our [guide](#) on coronavirus on how to support staff both working at home and returning to the workplace.

At UCLAN we have a page on our staff intranet with tips for home/remote working. It features sections such as our flexible working policy and how to get set up while working remotely, as well as some sections that are specific to Covid-19 such as a guide to thriving in isolation. We have offered any staff concerned about returning to campus following lockdown a 30-minute walk around it to reintroduce them and to show them the safety measures that have been put in place.

**HR Manager, University of Central Lancashire**

## Designing better jobs

Research shows that “good work” is where staff have some control over their work, have a say in how the organisation is run and can build social networks.<sup>3</sup> Managers and HR need to make sure staff are confident, well equipped and supported to do their job to a high standard.

Risk assessments, in particular stress risk assessments, are an effective planning tool to help managers and leaders identify what measures could support their staff. Risk assessments should be used as a preventative tool, to stop issues occurring.

We understand that throughout the coronavirus pandemic many universities may have been restricted in carrying out risk assessments. However, despite challenges it remains vital that universities look at how risk assessments can be undertaken.

Find out more about stress risk assessments from the [Health and Safety Executive](#).

You can find more information on what makes good work on page 30 of our [guide](#).

<sup>3</sup> CIPD (2019)

## Case study: University of Sheffield

At the University of Sheffield, the pandemic has given us an opportunity to introduce more of a Risk Assessment approach to managing mental health and wellbeing. We developed an institutional level Equality and Wellbeing Risk Assessment and a dedicated version for those staff working from home. Signposting to clear guidance, resources and routes for support were developed and documented to mitigate each risk. For stress specifically, we have a Stress Risk Management Working Group in situ (with our trade union colleagues). This group has worked to produce tools such as the Departmental Stress Risk Assessment & Action Plan and adapted the Mind Wellbeing Assessment Plan to fit our organisational requirements.

As a point of best practice, we recommend to managers at the University that the completed Departmental Stress Risk Assessment and Action Plan is added as a standing item on meeting and committee agendas to enable regular review of progress and updates to be captured.

We have developed a Managers' Toolkit that also includes a series of stress management tools and encourages the opportunity for self-reflection on their own management practice and how this may impact on staff experiences of stress.

**HR Manager, Wellbeing, University of Sheffield**

## Understand the impact of insecure and unstable work

Insecure and unstable work may be a theme throughout many people's careers in the university sector. Many staff are on term-based contracts or insecure contracts based on research and funding cycles. Restructures are also common.

Employers and line managers can and must take action to support staff mental health. Review change management policies, involve staff in the process and get feedback on how it can be improved. During periods of change it's important to check in with people regularly and to signpost to support both inside and outside your organisation.

During redundancy consider the wellbeing of:

- the people you're letting go
- their colleagues who might be staying on without them
- the people making tough choices and leading on these processes.

Understanding your obligations as an employer can help you to feel less anxious about your decisions, and your staff to fully understand their rights. This [guide](#) from the Chartered Institute of Personnel and Development (CIPD) offers advice on providing support for all affected staff members.

## Case study: University of Bristol

We run a staff engagement survey every three years at the University of Bristol. The 2018 survey gave strong indications that we needed to examine stress at work, including its causes, in more detail. Precarious contracts were a key theme which came through, therefore we worked with trade unions to develop a working group, with a dedicated HR project officer, to understand the scale of the problem and our reliance on casual staff in more detail. We came up with proposals to better define our fixed-term contract policy so that it was clearer when this type of contract was appropriate, and limited the duration that someone can be on one of these contracts. We converted 130 staff from fixed-term to open-ended contracts. The project focus has created a change in culture towards prioritising more stable contracts.

**Head of HR Operations, University of Bristol**

## Creating positive working practices and promoting a healthy work/life balance

Work/life balance isn't just about rules and permissions. It's important to signal, through our behaviour and the culture we create, that people aren't expected to check emails late at night. That it's OK to have other things going on in your life, and that sometimes these will affect work. That annual leave, lunch breaks and flexible working hours are not only actively encouraged, but a core part of how your organisation thrives.

Long hours might seem manageable in the short term. But over time, constant pressure and a poor work/life balance can quickly lead to stress and burnout. This reduces people's productivity, performance, creativity and morale. So, it's important to support staff to see their career as part of their life, not their whole life.

Your action plan should set out how your university encourages staff to:

- work sensible hours
- take full lunch breaks
- rest and recuperate after busy periods
- avoid working at weekends – especially from home
- take their full annual leave entitlement.

Wherever possible, senior leaders and managers should be role models for healthier work habits and encourage staff by example.

At Leeds Beckett we have put together a staff website to help with work/life balance. There are resources, webinars and online modules focusing on this area which include:

- Working at Pace, Working with Confidence (advice about how to work effectively and confidently in the current situation).
- Managing your Self-Talk (advice on how to manage this to keep a positive outlook).
- Essentialism: How to Focus on What Really Matters (strategies to help manage time and avoid feeling overwhelmed).
- Looking after your Wellbeing (general information and advice).
- Let's talk about Burnout (understanding signs, causes and stages of burnout; self-care tips for prevention).

**Catherine Querin, Learning and Organisational Development Adviser,  
Leeds Beckett University**

In response to the pandemic we developed a practical guide 'How to Facilitate Flexibility' which was endorsed by the Vice Chancellor in a video message to all staff. This focused on where, when and how staff work as well as ensuring open discussion around preferences. Enabling flexible working has been acknowledged as one of the biggest mechanisms in which we can support staff in managing their wellbeing.

**HR Manager, Wellbeing, University of Sheffield**

The University takes an holistic approach to wellbeing, including highlighting the importance of physical health, emphasising the mental health benefits of exercise and that regular exercise can have a profoundly positive impact on depression and anxiety. It also relieves stress, improves memory, helps you sleep better and boosts your overall mood. We launched a webpage taking on James Brown's theme of '[Get Up Offa That Thing](#)' to encourage people to think about not sitting all the time. It highlights lots of activities, online classes, walks and yoga.

**Health and Wellbeing Manager, University of Bath**

## Managing workload

Managing workload is a common challenge for university staff.

The nature of academic and research work can result in long hours. If staff are asked to take on extra roles and responsibilities due to illness or restructures this can make work unmanageable. Overall, there needs to be support for staff to have a healthy work/life balance. This should be underpinned by robust policies around flexible working and organisational culture and expectations.

Support staff in flexible ways. Workload models may work for some academic staff for managing contact and background hours – but won't for others. Try looking at resource support and management rather than workload balancing. Encourage managers to discuss workloads with their teams on a regular basis and work with them to prioritise tasks.

### Impact of workload issues

- A University and College Union survey found that on average staff in further education work an extra two days a week unpaid.
- 78 per cent said their workload is unmanageable at least half the time.<sup>4</sup>
- Research by Education Support found that 73 per cent of higher education staff cited workload as a reason for considering leaving their jobs.<sup>5</sup>

Remote working can sometimes lead to an 'always on' feeling. So it's beneficial to create a culture where staff feel comfortable enough to switch off at the end of the workday and take short breaks during it.

You can find more information on how to support staff throughout the pandemic in this [guide](#).

### Case study: London School of Economics

We have been focusing on helping and supporting our staff through the lockdown. We've sent messaging to managers to help them have conversations with employees about managing their workload. We're also writing guidance and toolkits to help performance be based on outcomes, rather than activity or time spent working. We're running online workshops for all managers to help work towards output-based objectives. Anecdotal feedback so far has shown it is useful to measure outcomes when analysing someone's work.

**Chris Watt, Head of Organisational Learning, London School of Economics**

<sup>4</sup> 2016. Workload is an Education Issue. UCU Workload Survey Report. University and College Union

<sup>5</sup> 2019. Staff wellbeing in higher education. Education Support Partnership & YouGov

## Case study: University of Bath

Building good relationships between colleagues and managers is essential and often there is a common understanding around hours of work/shifts and responding to emails or MS Teams calls. At times it can be beneficial for these messages to be reinforced, so we encourage staff to add their working pattern to their email signature. The University recognises the need to provide flexible employment options which give staff choice over their working hours subject to the operational needs to deliver services effectively. Requests for flexible working are considered carefully and sympathetically.

**Health and Wellbeing Manager, University of Bath**

## Case Study: Teesside University

At Teesside University we have a policy of not sending emails on bank holidays, weekends or between 7pm and 7am, unless they are essential. We have asked Deans, Directors, and managers to support this by being role models. We've also highlighted this policy in our new and widely publicised and promoted Values and Behaviours Framework.

**Human Resources Department, Teesside University**

## Workplace adjustments

Workplace adjustments for mental health are often quite small, simple, practical and cost-effective changes. They could include everything from offering rooms for quiet work, to starting a buddy system. Often the change isn't physical, but about attitude, expectation or communication.

Remember, once aware that something about work is causing a problem for someone with a disability, employers have a legal duty to make reasonable adjustments. Find out more on page 25 of this [guide](#).

## Useful links

- The Mental Health Foundation has some helpful [guidance](#) on overcoming barriers to disclosure around mental health problems.
- Look at the [People Managers' guide to Mental Health](#) for more information on how to support staff who are experiencing a mental health problem, including how to manage an employee's time off sick and return to work.
- Watch the [Mental Health at Work Webinar on Standard 2](#) featuring Mind and Business in the Community.
- Read the Mind and CIPD guide to [Managing and supporting mental health at work: disclosure tools for managers](#).
- The Universities and Colleges Employers' Association and the sector trade unions jointly developed the [Stress and mental wellbeing resources pack for HEIs](#).
- The [UCU stress toolkit](#) provides resources to help branch/LA officers to tackle stress in the workplace.
- The Health and Safety Executive has lots of work related stress [tools and templates](#).
- Mind have worked in partnership with the Society of Occupational Medicine alongside ACAS, BITC and CIPD to produce a [Return to Work Toolkit](#) which provides a comprehensive guide on how to approach the return to work process.
- The CIPD and Mind have developed a template health questionnaire which sensitively covers mental health, which you can find on page 15 of this [guide](#).



# Standard three:

## Promote an open culture around mental health

This standard has three action points:

- 1 Proactively change the way people think and act about mental health by raising awareness and challenging mental health stigma.
- 2 Empower staff to champion mental health and positively role model in the workplace.
- 3 Encourage open two-way conversations about mental health and highlight the support available at all stages of employment.

### Being open and supportive

It's important to be open and supportive in the way we talk about mental health at work. Negative language and unhelpful stereotypes add to the stigma faced by staff and students. By raising awareness of mental health, and encouraging discussion, you can challenge this harmful culture.

Ensuring staff and managers have a good understanding of mental health, and the factors that affect workplace wellbeing, is essential for building a healthy, happy and productive workforce.

You can do this by:

- providing opportunities for staff to learn about how to manage their own mental health through mental health awareness training, workshops on resilience-building and stress reduction techniques
- ensuring staff get information about what support is available from their induction and are reminded of this throughout employment
- sharing tips with staff to help them support their own wellbeing such as [the Five Ways to Wellbeing](#).

### Case Study: University of Bath

We run a range of workshops for all staff to help and support with the management of wellbeing. These have now been redesigned, moving from face to face to online Wellbeing Workshops that offer a variety of interactive activities for attendees to promote, reflect on and build wellbeing and resilience. The key aims are:

- developing knowledge of mental health, stress, resilience and wellbeing
- enhancing skills, behaviours and confidence in managing these topics effectively and positively.

**Health and Wellbeing Manager, University of Bath**

**Speaking up not only destigmatises and demystifies mental illness, but it also highlights that those of us with mental illness within universities are just as capable of contributing to higher education as our counterparts who don't have any mental health struggles.**

Furaha, University of Leicester

## Raising awareness and tackling stigma

There are a number of ways in which your university can look to raise awareness of mental health and tackle mental health stigma and discrimination:

- **help people understand mental health** – find workplace resources on the [Mind, Time to Change](#) and [Mental Health at Work](#) websites
- **embed mental health in your induction and training** – give people information on how best to manage their own mental health and how to support colleagues. Set out what support is available
- **invite an outside speaker on mental health to your workplace** – this could be part of broader diversity, disability or mental health awareness activities and happen on significant dates like World Mental Health Day
- **make the most of internal communications** – raise awareness through blogs, factsheets, tips for line managers, useful web links and FAQs. You can use posters, noticeboards, staff newsletters, magazines and intranet and internet pages to get the message out. Update content regularly and make sure you represent diverse perspectives and experiences
- **recruit Mental Health Champions** – Champions are staff who volunteer to help challenge stigma and change the way staff think and act about mental health. See [page 30](#) for more information
- **share your experience** – if you have a story to share on mental health you can help improve people's understanding and change their attitudes. People follow their leaders' behaviour, so lead by example. Create opportunities for others to do the same
- **support co-workers and colleagues** – put in place, and shape, mental health programmes and policies at work. Play your part and others will follow.

## Case Study: University of Sheffield

For University Mental Health Day 2021 we arranged for senior leaders to promote taking time out for 'self-care' and the Five Ways to Wellbeing with suggested activities in the week running up to it. They included free yoga sessions, a mindful drawing class, mindfulness meditation, ideas for connecting with colleagues and the Staff Book Club. We use a Staff Wellbeing Twitter account for daily wellbeing updates and promote awareness days in the wellbeing calendar. We also use the weekly university All Staff Newsletter to highlight activities and signpost to sources of support. We have a set of web pages dedicated to [Mental Wellbeing](#), including [mental health wellbeing resources](#), links to our Employee Assistance Programme, external charities and suggestions for how managers can support the wellbeing of others in the workplace.

**HR Manager, Wellbeing, University of Sheffield**

## Case Study: University of Greenwich

We developed [a video](#) with our senior leadership team talking about how they look after their wellbeing and support their own and other people's mental health. This is included in our staff resilience toolkit on our website.

**Laleh Williams, Head of Organisational and People Development,  
University of Greenwich**

## Case Study: University of Bath

A dedicated wellbeing area has been developed online to reflect our Health & Wellbeing plan. This enables easy access to a range of information, resources and support that includes: stories and news, workshops and events, online and printable factsheets and resources, coaching, counselling and Employee Assistance Programme (EAP) services. The Deputy Vice-Chancellor communicates updates and development activities around mental health via emails and blogs particularly around awareness days such as Time to Talk Day.

**Health and Wellbeing Manager, University of Bath**

## Empower staff to be Mental Health Champions

Passionate staff, at any level of the organisation, often drive cultural change. Empowering staff to take an active role in championing mental health can help create a culture which fosters wellbeing and enables people to come forward if they need support.

**The experience of my mental breakdown was challenging. But I have always believed that with any challenge in life comes the opportunity of a learning experience. As I worked through my recovery, to help me make sense of what had happened to me I chose to reflect on it and design a session around it to share with colleagues on World Mental Health Day.**

**I'm fascinated by the stigma that surrounds mental health and also the gender inequalities in how men respond to discussing it (or even thinking about it). I recorded a one-minute trailer for the session for Twitter, in which I talked about some of the feelings I had experienced. I was amazed at the response it got.**

**So many male colleagues contacted me to say they recognised what I was talking about and commended me for talking so openly about feelings like crying and feeling guilty and dealing with anxiety and depression. This motivated me massively and gave me confidence in building up to delivering the session.**

Chris McLay, Learning and Development Adviser and Staff Mental Health Champion, Leeds Beckett University

**Being a Mental Health Champion is voluntary but extremely rewarding... Meeting up with other Mental Health Champions is great as we all have a common goal and thinking of ways to spread awareness can be creative and fun.**

Muhammed, MSc Programme Manager and Staff Mental Health Champion, LSE

## What is a Mental Health Champion?

Mental Health Champions take action in the workplace to raise awareness of mental health problems and challenge mental health stigma. The role is voluntary and undertaken alongside their day-to-day role. Champions make a difference to their workplace culture and to the lives of their colleagues by:

- starting conversations about mental health
- holding activities to make mental health a normal topic of conversation
- helping to dispel myths and stereotypes
- signposting colleagues appropriately to support
- supporting the mental health at work action plan by feeding back on new policies or processes.

As part of the Mentally Healthy Universities Programme our nine pilot universities, in partnership with local Minds, have recruited, trained and supported 291 Staff Mental Health Champions.

You can find some practical steps to set up your own Champion network below.

### Recruiting Mental Health Champions

The role should be open to everyone in your university and aim to bring together people with different perspectives and experiences. Mental Health Champions may or may not have personal experience with mental health.

The main criteria to consider when recruiting Mental Health Champions is:

- do they demonstrate passion for tackling the stereotypes, stigma and discrimination associated with people who experience mental health problems in the workplace?
- are they willing to be proactive about normalising mental health at work and signposting to information and support?
- can they fit the role into their current workload?
- have they carefully considered how they will look after their mental health while doing the role?

Please see pages 35 and 36 for a role description and template application form.

## Case Study: University of Bristol

Our Champions at the University of Bristol ran a “It’s Okay to” campaign from January 2021 until the Easter break. They focused on building awareness on the theme of overcoming social isolation during the pandemic. Champions ran informal workshops, sharing experiences on juggling family and work life during lockdown and tips for dealing with isolation. Champions also wrote blogs about topics such as home schooling and the Pro Vice Chancellor wrote a blog about it being OK to disconnect from work and reconnect with colleagues through informal social interaction such as ending a meeting early to make time for a cup of tea with a colleague. The campaign had good engagement from staff. I think it started to generate a shift in how people approach online meetings. Across the board we could see people putting this into practice by making default meeting times 50 minutes to take 10 minutes back for yourself, to connect with a colleague, go outside or make a drink.

**Head of HR Operations, University of Bristol**

## Supporting Mental Health Champions

To achieve change, Champions need to be valued, supported and encouraged. This could include support from the communications team and senior leadership in promoting their activities, plus support from facilities and HR with providing meeting rooms and training.

## Case Study: University of Sheffield

Our community of Wellbeing Champions continues to grow, we currently have over 60 across all areas of the University. To support them in the role we have designed an internal induction and continuous development programme. We write to them through a monthly newsletter which contains information on key wellbeing initiatives, and share relevant resources and information with them – for example, our EAP (Health Assured) monthly newsletter, webinars and any new university wellbeing resources. We are currently engaging a working group of Champions to establish a Champions Forum/Network where they can share experiences, best practice and continue their development.

**HR Manager, Wellbeing, University of Sheffield**

Line managers should support Mental Health Champions by:

- checking in about how they're finding balancing the role with their workload
- listening to any suggestions and taking on board any recommendations to improve the wellbeing of your team
- celebrating the fantastic contribution they're making to improve the culture at your university.

We recommend adding associated objectives to a Champion's personal development plan.

## Case study: University of Greenwich

We have an active network with over 50 Champions. Champions have shared some of their own lived experience of mental health problems through blogs and in workshop sessions they've run for staff in libraries, local directorates and faculties. The university supports this activity by raising awareness about mental health and the support available for students and staff through Digital Screens, our online portal, email banners and social media.

During lockdown Champions set up a wide range of activities such as virtual coffee mornings so staff could discuss their wellbeing and concerns, as well as learning information about university support. They shared tips for looking after wellbeing while working remotely.

University Mental Health Day also fell during lockdown and was widely supported by the network of Champions through organising and delivering a range of events for staff and students.

**Laleh Williams, Head of Organisational and People Development,  
University of Greenwich**

## Useful links

- [A guide to supporting your Champions.](#)
- [Take 10 together](#) – MHFA England have put together [this](#) poster full of tips on how to have a conversation about mental health.
- [Mental Health at Work Webinar on Standard Three](#) – featuring Mind and This is Me.
- [This is Me](#) is a mental health initiative that aims to change attitudes towards mental health in the workplace and support organisations to create healthier and more inclusive workplace cultures.
- For universities in Wales the [Time to Change Wales Organisational Pledge](#) is a public declaration that an organisation wants to step up to tackle mental health stigma and discrimination.
- Time to Change offers a wide [range of materials](#) including social media assets, postcards, email signatures and short videos that can support your organisation to raise awareness of the importance of mental health.
- You can also find a [range of activities](#) designed to address mental health stigma in workplaces on the Time to Change website.
- We offer expert training and consultancy to help you put wellbeing into practice. Visit [our website](#) to find out more.
- Our [Guide for Employees](#) offers advice on how staff can manage their own mental health.
- Find more information on [mental health problems](#).
- Find more resources on [workplace mental health](#).



### Mental Health Champion role description

#### What is a Mental Health Champion?

A Mental Health Champion is an employee who takes action to raise awareness of mental health problems among staff. They challenge mental health stigma in their department, division and wider university.

Mental Health Champions are not expected to act as counsellors to their colleagues or share their own experiences. This role is not about replacing counselling or therapeutic interventions. It's one of the many things the university is doing to keep workplace mental health on the agenda, and to create an open culture where staff feel confident talking about mental health.

Champions are focused on changing attitudes. They create opportunities to start up conversations about mental health, dispel myths and make it easier for people to seek support.

#### What's the difference between this role and other mental health roles at the university?

This role is specifically focused on staff raising awareness among their colleagues.

- A Mental Health Champion is an employee who takes action to raise awareness of mental health problems among staff and challenges mental health stigma. Champions may or may not have their own experiences of mental health problems.
- A Mental Health Peer Supporter is an employee with personal experience of poor mental health or a mental health problem, who provides peer support to their colleagues. The role is founded on shared experiences of poor mental health and mental health problems.
- A Mental Health First Aider steps in, reassures and supports a person in distress, reacting in a crisis. They may or may not have their own experiences of mental health problems.

#### What do Champions do?

A Champion raises mental health awareness and helps to make it part of normal conversation at work. How you do this is completely up to you but you will be provided with training and ideas to help. This will include face-to-face and online activities.

Activities could include:

- raising awareness and encouraging colleagues to talk about mental health
- signposting colleagues to support
- organising or attending events, meetings and training to talk about valuing mental health at work
- if you have lived experience, sharing this if you feel comfortable to do so
- continuing to raise awareness among managers and supporting wider mental health initiatives at the university. Every activity, no matter how big or small, contributes to our goal of tackling stigma.

This is an example template designed to be accommodated within our guide. We recommend using an editable version that leaves applicants more space than this form provides.

Name: .....

Contact number: .....

Job title: .....

Email: .....

Department: .....

Why are you interested in becoming a Staff Mental Health Champion?

.....

What skills and experiences can you bring to the role of Staff Mental Health Champion?

.....

Are you willing to be proactive about normalising mental health at work and signposting to information on support?

.....

**We want the Champion opportunity to work for you, so there is no set time commitment. We just ask that you undertake meaningful anti-stigma activities.**

Do you anticipate being able to fit the role into your workload?

.....

Have you considered how you would look after your mental health while doing this role?

.....

What support do you think you'll need as a Staff Mental Health Champion?

.....

Do you have any other roles within the university? How do you see the Champion role interacting with these?

.....

Please add a cross in this box to confirm that you understand that if you are successful we will share your email address with other Staff Mental Health Champions at the university as part of the Champion network.

Thank you for expressing interest in being a Staff Mental Health Champion. We anticipate a number of applications so will be reviewing the responses and ensuring we have a diverse range of staff involved.

# Standard four:

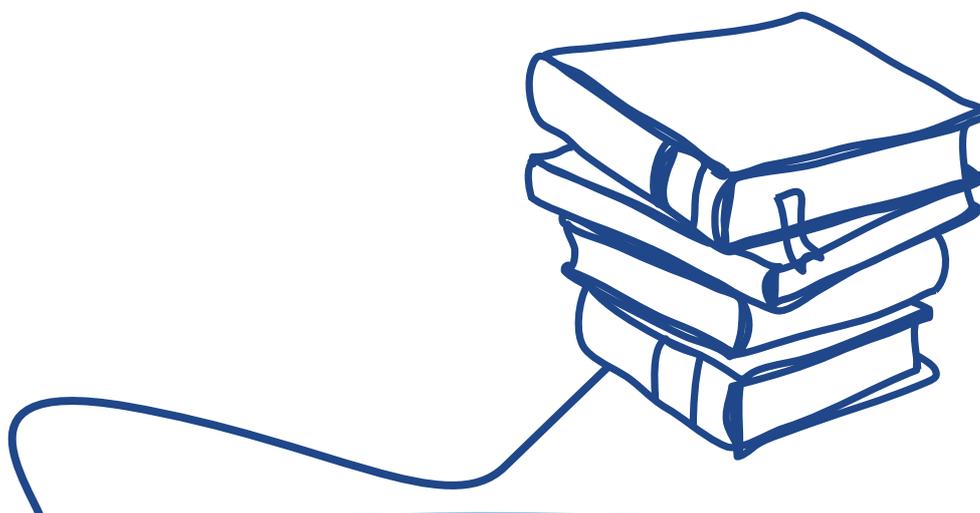
## Increase organisational confidence and capability

This standard has four action points:

- 1 Increase mental health literacy of all staff and provide opportunities for staff to learn about how to manage their own mental health.
- 2 Ensure all staff are suitably prepared and educated to have effective conversations about mental health, and where to signpost for support, including in inductions for all new staff.
- 3 Train line managers in spotting and supporting all aspects of mental health in the workplace and include regular refresher training.
- 4 Support managers to think about staff mental health in all aspects of their role including during staff inductions, one-to-one meetings, team meetings and return-to-work meetings.

We run a virtual induction session which includes speakers from across the university who introduce the services available. There is a five-minute slot specifically about the importance of wellbeing and our university's approach. We highlight key resources and support services available and invite new colleagues to join the Wellbeing and Mental Health network, which has over 450 staff members, so they can keep up with new initiatives.

**Catherine Querin, Learning and Organisational Development Adviser,  
Leeds Beckett University**



# The role of line managers

## Having conversations about mental health

Supporting staff's mental health isn't just a one-off action. Open conversations about mental health and offers of support should happen at every stage of a person's journey with your university. Below we explore some key points when effective conversations between manager and staff should happen:

- **first day** – mental health should be part of conversations from day one. Staff should feel able to have a conversation about mental health and know they will be supported
- **team meetings** – mental health can also be integrated into team meetings. For example, start with a temperature check where you ask everyone to talk about how they are doing, perhaps asking them to rate their mental health from a scale of 1-10. Making them a regular part of meetings gives staff permission to share how they are and feel heard. You could also do a team mental health audit (see page 15)
- **regular one-to-ones** – having a regular time in the diary to check in individually with staff is fundamental to effective people management. Ideally these should take place every four to six weeks. Staff should also be able to request a meeting outside the normal schedule if they need to discuss anything important.

There are several benefits of regular one-to-one meetings:

- boosting staff engagement and building mutual trust
- identifying issues early, so staff can get the support they need
- ensuring staff wellbeing is monitored throughout the organisation
- providing an opportunity for line manager and staff to have two-way conversations and share feedback.

### Wellness Action Plans

A [Wellness Action Plan](#) is a great tool to promote two-way conversations. It's an easy, practical way of helping you to support your own mental health at work, and for managers, helping you to support the mental health of your team members.

When undertaking Wellness Action Plans, but also meetings such as one-to-ones, ask your team how they can be tailored to suit their needs. For example the University of Bath also runs one-to-ones in 15-minute coaching sessions following feedback on time constraints.

We have also produced a checklist for line managers which you can find on page 34 of this [guide](#).

The [Workplace Wellbeing Wheel](#) and individual Wellbeing Action Plans are regularly used as management tools for team and individual meetings. This has helped managers feel more confident in having conversations about mental health and gives permission to staff to share how they are feeling.

**Health and Wellbeing Manager, University of Bath**

## Ensuring staff can get support

As a manager, one of the easiest ways to support staff is to make sure your staff are aware of the help, tools and services available to them. But it's not just about signposting. Actively promoting wellbeing tools, mental health support and local and national services is a way of creating a culture in which these things are OK to talk about.

Remember to consider staff employed by third party contractors who work in your university. We recommend you encourage and support contractors you work with to prioritise the mental wellbeing of staff. For example, you could share resources, knowledge and training courses.

### Case study: University of Greenwich

We signposted Wellness Action Plans in appraisals in 2020, and encouraged managers to support staff to consider wellbeing objectives. The appraisal training was led by our Deputy Vice Chancellor and Chief Operating Officer. This helped support the importance of the expectation and messaging around wellbeing.

We recommend staff receive meaningful feedback on their performance as part of their one-to-ones and appraisal meeting. This is so they can consider what they do well and are recognised for their efforts. This also supports personal development for their future.

We suggest managers should attend training on giving and receiving feedback, coaching skills and motivating teams as part of their role and that they ask for feedback from staff at appraisal. Training is offered on our open programme and leadership and management training programmes. These courses cover management communication, style and personal effectiveness.

**Laleh Williams, Head of Organisational and People Development,  
University of Greenwich**

## Support and training for managers

Our [2018-19 Workplace Wellbeing Index](#) found that of those who disclosed poor mental health at work, 76 per cent disclosed to their line manager. However, lack of manager understanding can be a barrier to disclosure – less than half (45 per cent) feel their manager understands their problems. That's why it's absolutely vital that line managers get training on mental health.

Training for managers should cover:

- spotting the signs of poor mental health
- awareness of relevant personal issues affecting staff such as illness, bereavement, financial worries or stress-related factors which might be contributing to them struggling to cope in the workplace
- policies in place for dealing with these issues
- how to have conversations about mental health
- signposting to support and offering reasonable adjustments
- having effective return to work conversations
- promoting wellbeing in their team.

**What I have found more problematic is individual line managers' confidence/knowledge of mental health issues and how to put effective support in place. Local line managers need to appreciate that mental health issues are ongoing and that it is important to check in with staff regularly to ensure support is in place to avoid problems rather than only getting involved at the point of crisis.**

University staff member



## Case study: Leeds Beckett University

The People and Organisational Development team have created Wellbeing Conversations – A Manager’s Guide. This includes advice on how to spot signs of mental health difficulties and possible triggers. Because we’ve found that staff appreciate resources which give them tangible structures to follow, this document acts as a step-by-step guide to having a wellbeing conversation. We have also encouraged all managers to focus on wellbeing during appraisals and have produced a question bank of coaching style questions which has been well received. We used a mixture of NHS wellbeing resources and the team’s experience as coaches to devise the questions.

We have also signposted [Mind’s Wellness Action Plan](#) as a resource for discussion during appraisals on our website, in communications to managers and in webinars.

**Catherine Querin, Learning and Organisational Development Adviser,  
Leeds Beckett University**

Consider how you will train line managers who are reluctant to talk about mental health. Non-compulsory training only reaches those who are open to talk about it.

Some important things to consider when thinking about training are:

- training shouldn’t be a one-off but refreshed regularly so managers are up to date and in line with the latest university policies so they feel confident in supporting people’s mental health
- have clear guidelines and policies for managers on managing mental health issues which they can refer to after the training. Encourage managers to role model positive, healthy behaviours
- the University of Bath encourages people to attend by asking key staff to influence people to do the training.

## Case study: University of Greenwich

We have a line manager's induction which covers how to support staff wellbeing and managers roles in terms of using our resources, policies and how they can signpost staff that may need additional support by using information on the university wellbeing hub. We have training to support all tiers of line management (five programmes which support those in supervisory roles, up to those in senior management posts) covering greater knowledge for how to support wellbeing through communication, coaching, managing conflict, developing individuals and managing boundaries and resources. Line managers must also complete online mandatory training for managing Equality, Diversity and Inclusion.

Our annual staff survey asks if individuals feel their managers know how to support their wellbeing and we have a comments section for gathering how we can improve this. We feel our training packages are working well as they're being cited as a positive intervention from the annual survey results, with staff reporting that their line managers are flexible and caring.

**Laleh Williams, Head of Organisation and People Development,  
University of Greenwich**



## Useful links

- Explore a [range of toolkits](#) that are useful when planning and delivering mental health support plans for your workforce, these include details on other services you can use.
- Mind's [Mental health at work module](#) can be used to support conversations about mental health in your workplace, to inspire your own colleague-led workshops or activities focused on mental health, or to form part of your induction programme for all new staff. It can also act as a refresher for people who have already done mental health training.
- Mind provides a [range of training for workplaces](#) including mental health awareness and how to support others.
- [This PDF guide](#) from Acas has tips for managers when approaching a conversation about mental health.
- [Talking Toolkit](#) – preventing work-related stress: The Health and Safety Executive has produced an easy-to-use Talking Toolkit. It walks you through six specific conversations to have with staff, each on a different theme relating to workplace stress.
- [Mental Health at Work Webinar on Standard 4](#).
- Mental Health at Work have produced an article on [supporting staff returning to work after long-term leave](#).
- The [Mind Infoline](#) provides support on managing mental health problems.
- Local Minds across the country can help source advice and support. Use [our online tool](#) to find your local Mind for more information.

### Agenda for one-to-one meetings

One-to-ones aren't just about checking progress. They should create a space to understand the person's wellbeing and how this may relate to their work. Putting these points into an agenda ensures they consistently happen.

- Encourage managers to ask about their line report's wellbeing and workload.
- Regularly review what's gone well and why, what's not gone so well, and any actions needed. Ensure managers are providing positive and constructive feedback.
- Get feedback on your management and communication style.
- Support the employee to look ahead to what's coming up before the next one-to-one. This will enable you to plan for this together and put in place any support that you both anticipate may be needed.
- Offer personal development opportunities, which can boost people's wellbeing. This could include opportunities to shadow other staff or do formal training.
- Encourage staff to take regular breaks and rest to maintain mental health and avoid burnout. Working longer or shorter hours than usual may be a sign that someone needs support.
- Refer to their Wellness Action Plan.

# Standard five:

## Provide mental health tools and support

This standard has three action points:

- 1 Raise awareness of the resources and tools available, including [Mental Health at Work](#).
- 2 Ensure provision of tailored in-house mental health support and signposting to clinical help, including but not limited to digital support, occupational health, employee assistance programmes, the NHS.
- 3 Provide targeted support around key contributors of poor mental health, for example financial wellbeing.

### Identifying triggers and tailored support

Some staff may need support from outside mental health services or other practical support. Find out more on page 51 of our [guide](#).

Identifying potential triggers and putting in place tailored support for staff is essential to creating a safe and secure working environment.

Some triggers might include:

- financial insecurity
- trauma
- relationship breakdown
- bereavement
- organisational change
- having children
- physical safety risks
- bullying.

### Case study: University of Sheffield

We have run financial wellbeing seminars which have proven popular with staff. Feedback has been generally positive with staff reporting an overall increase in knowledge post-delivery. To supplement these specific sessions we have also improved our signposting to available financial wellbeing resources during the pandemic including those available via the EAP.

**HR Manager, Wellbeing, University of Sheffield**

## Providing support for mental health

It is important to review and assess mental health and wellbeing support tools. Ineffective support can make a staff situation worse and, in some cases, having no support at all is less detrimental than having ineffective support. Our 2018-19 [Workplace Wellbeing Index](#) found that 17 per cent of those with ineffective support said their situation got worse, compared to 5 per cent of those who had no support at all.

Organisations should collect data and report on how often support tools are accessed by staff, as well as requesting this information from suppliers e.g. your Employee Assistance Provider. You should also seek feedback from staff as to how easily accessible, effective and well publicised your support tools are through regular staff surveys.

It's also important to support any contractors you work with to prioritise the mental health of their staff by sharing resources, knowledge, and training courses.

**Targeted support:** It's important to consider and include services which cater specifically for different groups of people, for example staff from Black and ethnic minorities or staff who identify as LGBTQI+. Standard support services might not cater to all specific needs in different communities.

**Online support:** Have a look at our guide for [supporting staff through Coronavirus](#).

**Employee Assistance Programmes:** It's important to highlight to staff that EAP services are confidential. You could also promote case studies from those who have used the support (asking people's permission, or making sure they remain anonymous).

**Information in one place:** Have a section on the intranet with all the support tools listed so they're all in one place including external support signposting. The information should be easy to find and accessible.

**Promotion:** Managers and staff should know where they can get support, and where to signpost colleagues and students. This should be included in induction training and frequently communicated to all staff.

### Case study: University of Bristol

We know that promoting the support available just through our university website is not enough. We ran two mental health road shows in 2019 where we showcased the support we provide to staff and brought in external support providers running talks to highlight what services they provide and build awareness of support available. This year due to Covid we ran a virtual festival instead. This worked really well as it allowed us to do a programme of events across a whole week which we found was easier for people to attend rather than having an all-day event in one place.

**Alison Wall, Head of HR Operations, University of Bristol**

## Case study: University of Greenwich

It's really important to have regular signposting of the support services available with consistent messaging around mental health and wellbeing so people recognise the support available and see it as a normal service offer.

**Laleh Williams, Head of Organisational and People Development,  
University of Greenwich**

## Case study: University of Sheffield

To date the awareness and utilisation of our EAP with Health Assured has not been quite what we would have liked. It came to our awareness that a significant proportion of staff were not aware that the EAP was the university-endorsed route to professional counselling for staff or how to go about accessing it when it was needed. Since this time, we have made messages about Health Assured more prominent on our staff wellbeing pages. We have promoted the Health Assured App 'My Healthy Advantage' to help increase accessibility for those staff who do not have access to PCs in their roles.

Improving Access to Psychological Therapies (IAPT) has a strong presence in Sheffield and we worked with them to improve our overall signposting to their services. We piloted a Sheffield IAPT 'Improving Wellbeing in the Covid-19 pandemic' webinar with HR colleagues. As an outcome of the pilot we are currently working with IAPT to develop an informative introduction to IAPT Services that we can share with all staff. We are also promoting Sheffield IAPT's new BBC Sounds Podcasts on various mental health-related themes.

**HR Manager, Wellbeing, University of Sheffield**

## Case study: University of Greenwich

During the pandemic the university completed comprehensive equality impact assessments. We found that BAME employees were more affected and felt isolated during the pandemic, which fed into our ongoing work around equality, diversity and inclusion and wellbeing. We shared information with the Chair of the BAME staff network and sought relevant information to share within the university's wellbeing hub.

**Laleh Williams, Head of Organisation and People Development,  
University of Greenwich**

## Mental Health Peer Support

Peer support is about the mutually beneficial relationships that build as people share their own experiences to help and support each other.

Mental Health Peer Supporters are university staff with personal experience of poor mental health or a mental health problem, who provide support to their colleagues on a voluntary basis alongside their day-to-day roles.

They're not expected to be counsellors, or replace therapeutic interventions. Their role is about understanding another person's situation through shared experiences. Peer support can take the form of peer support groups, one-to-one support or be online.

As part of the Mentally Healthy University programme the nine pilot universities, in partnership with local Minds, have recruited, trained and supported over 120 Peer Supporters. Below are practical steps to support you in setting up your own Peer Supporter network and practical examples from universities.

### Case study: University of Greenwich

What's so great about this scheme is it allows people to get in contact with Mental Health Peer Supporters to get that support in work, whether it be just a friendly ear to offload or someone who can advise a little on where that person can get additional help and support. Sometimes just having someone tell you it's OK to feel as you do and listen is enough. A little can make a big difference.

Clare, Research Assistant, University of Greenwich

### Benefits of peer support

[Mind's Side by Side programme](#) is the largest ever UK study of peer support in the community. It found that as people engaged with more peer support, their wellbeing, hope for the future, connections to others and self-efficacy (feeling like they can make positive changes to their own situation) improved.

**I think it's important because it eases loneliness so if you're in work and you're struggling with something and you don't feel you can go to your line manager... it's a really useful thing to be able to talk to other colleagues. [There's] relief that you're not the only one that feels like that.**

Suzanne, University of Worcester

## Recruiting Peer Supporters

The main criteria to consider when recruiting Mental Health Peer Supporters are:

- do they have lived experience of a mental health problem or experienced poor mental health?
- do they demonstrate passion for providing peer support to their colleagues?
- have they demonstrated how they will fit the role within their current workload?
- have they carefully considered how they will look after their mental health while doing the role?
- are they clear that this role is focused on supporting their colleagues, not students?
- have you recruited a range of peer supporters at different levels of the organisation? It is important that all members of staff, including those in senior leader positions, feel they can access this service.

Please see [page 52](#) for a template application form for recruiting Mental Health Peer Supporters.

### Supporting Mental Health Peer Supporters

Peer support should be led by staff for staff, but senior leadership and the university have roles too. To achieve change, Peer Supporters need to be valued, supported and encouraged. This could include support from the communications team and senior leadership in promoting their role as well as support from facilities and HR with providing meeting rooms and training. HR should also ensure the Peer Supporters are kept up to date with university signposting information and are trained in the university's safeguarding policy as well as any policies around General Data Protection Regulation.

Managers are not expected to provide expertise or supervision around the role. But they should support Mental Health Peer Supporters by:

- checking in about how they're balancing the role with their workload
- speaking to them about the role and listening to any suggestions they make
- working with them to support good mental wellbeing for them and the team. For example by encouraging them and others to complete a Wellness Action Plan
- celebrating the fantastic contribution they're making to supporting colleagues at your university

We recommend adding associated objectives to a Peer Supporter's personal development plan.

## Case study:

### University of the West of England Bristol

At the University of the West of England Bristol a peer support staff network was introduced for staff by staff as a result of their Time to Change Employer Pledge action plan. Originally peer support group meetings were set up and run by two staff members. The group meets once a month with the date and time varying to ensure it is as accessible for as many colleagues as possible. The meetings provide a safe and confidential space where colleagues can share their experiences and support one another. They did start with an agenda but have found that staff preferred a more informal approach.

Since those first meetings, network colleagues have grown in confidence and many have developed their own individual peer support contacts, often within their own departments. The network now has over 100 members. Staff at the university are allocated 15 hours a year to attend staff network groups so colleagues can make time for the peer support group. They also offer one-to-one peer support called 'coffee connections' which has worked well. Each month, those who are interested put their names forward and are paired off with another colleague to go for coffee. Successful 'connections' have been carried forward into the workplace expanding future peer support options.

Peer support for me has been the key ingredient for my mental wellbeing. [It's the] capacity to go in and say to one of my colleagues that I'm having a difficult time at the moment – can we have a chat over lunch or coffee? That was enough to keep me on the straight and narrow. Whereas in the past I would have just kept going against it, not talking about it, not sharing it, often ending up with quite long-term sickness absence.

**Sue, Peer Supporter, University of the West of England Bristol**

## Useful links

- This [Mental Health at Work](#) website can help you find the right resources for your university.
- [Mental Health at Work Webinar on Standard 5](#) – featuring Mind and Mental Health at Work.
- [Education Support](#) – Education Support is a UK charity dedicated to supporting the mental health and wellbeing of education staff in schools, colleges and universities. They offer a free support and counselling helpline for staff and also provide an Employee Assistance Programme for education institutes across the UK.
- [Developing peer support in the community: a toolkit](#) – This toolkit was developed in 2017 to gather learning from our Side by Side project.
- [Remote and online peer support: A Resource for Peer Support Groups and Organisations](#) – This guide brings together experiences of people working online following Covid-19.
- Mind has more information on [peer support](#).



This is an example template designed to be accommodated within our guide. We recommend using an editable version that leaves applicants more space than this form provides.

Name: .....

Contact number: .....

Job title: .....

Email: .....

Department: .....

Why are you interested in becoming a Staff Mental Health Peer Supporter?

.....

What skills and experiences can you bring to the role of Staff Mental Health Peer Supporter?

.....

**We want the Peer Supporter opportunity to work for you, so there is no set time commitment. But we ask that you reflect on the time you could give to this role before applying.**

Do you anticipate being able to fit the role into your workload?

.....

Have you considered how you would look after your mental health while doing this role?

.....

What support do you think you'll need as a Staff Mental Health Peer Supporter?

.....

Do you have any other roles within the university? How do you see the Peer Supporter role interacting with these?

.....

Please add a cross in this box to confirm that you understand that if you are successful we will share your email address with other Staff Mental Health Peer Supporters at the university as part of the Peer Support network.

Thank you for expressing interest in being a Staff Mental Health Peer Supporter. We anticipate a number of applications so will be reviewing the responses and ensuring we have a diverse range of staff involved.

# Standard six:

## Increase transparency and accountability through internal and external reporting

This standard has two action points:

- 1 Identify and track measures for internal and external reporting, including through annual reports and accounts.
- 2 Measure organisational activity and impact using robust external frameworks, e.g. the [Business in the Community Responsible Business Tracker](#) and Mind's [Workplace Wellbeing Index](#).

The wellbeing of staff and students are two of your most important assets. So it's important to ensure you record and assess the wellbeing of both in your university's performance.

Honestly assessing and reporting on the wellbeing of staff shows people, from staff to investors and potential recruits, that you take mental health seriously.

### Report publicly on your progress on mental health

Use the data you've collected to produce an annual mental health and wellbeing report. This can be shared with staff and wider stakeholders to increase accountability and encourage discussion.

Your report could include:

- a statement from leaders on your commitment to adopting the Mental Health at Work Commitment standards and the support you offer
- an update on initiatives currently in place and priorities for the future
- evidence of the impact of your initiatives or support through case studies and data like staff survey results, sickness absence and engagement in mental health activities
- how staff can feedback and ask questions on the report.

Many trade unions run surveys and report on their findings – so compare your survey findings against wider sector trends. You could take this further by benchmarking your performance against others, as well as sharing key data and information on what is working well to learn from other organisations.

The Department for Work and Pensions and the Department for Health and Social Care have worked with employers to create this [voluntary reporting framework on disability, mental health and wellbeing](#) which you could use.

## Use external measuring tools

Using a standardised tool or framework like the Mind Workplace Wellbeing Index or the Business in the Community Responsible Business Tracker helps you identify areas to focus on for improvement, with specific and actionable recommendations. This can create a positive cycle in which reporting, planning, taking action and measuring impact are parts of an ongoing process that continually improves outcomes for staff – and your university.

**Mind's Workplace Wellbeing Index:** [Our Workplace Wellbeing Index](#) is a benchmark of best policy and practice. It will help you find out where you are doing well and where you could improve your approach to mental health at work. It can also help you gain public recognition for what you're doing and find out where you benchmark in comparison to other participating universities and workplaces.

**Business in the Community (BITC) Responsible Business Tracker:** The [Responsible Business Tracker](#) is a measurement tool which assesses your performance as a responsible business by tracking your progress against BITC's Responsible Business Map, built on the UN's Global Goals or Sustainable Development Goals.

It enables you to identify gaps, compare your practices against other organisations in your sector and recognise leading practice.

### Case study:

#### University of Southampton – Wessex Institute

Taking part in Mind's Workplace Wellbeing Index has helped us improve our understanding of, and support for, people with mental health issues. We believe this has benefited everyone, with 77 per cent of our workforce reporting an improvement in their wellbeing in this period (regardless of mental health issues) and 94 per cent of our workforce now recommending us as a good place to work (up from 70 per cent in 2018).

**Ruth Pullen, Assistant Director – Finance, People & Business Services, University of Southampton – Wessex Institute** (The University of Southampton – Wessex Institute were awarded Gold in our 2020/21 Index)

## Useful links

[Mental Health at Work Webinar on Standard 6](#) featuring Mind and City Mental Health Alliance.

# Steps for getting started

Unsure of how to get started? Follow these simple steps and see the tips from our partner universities.

1. Sign the [Mental Health at Work Commitment](#) to signal to your staff you're going to make a genuine long-term positive impact on wellbeing.
2. Share our [short guide](#) with senior leaders in your university to ensure buy-in and establish who'll be leading the agenda.
3. Please see the [Useful Links](#) section in standard one for the action plan template and establish a cross-organisational group to develop your action plan for change.

## Tips from our universities

### Teesside University

“Keep on going, and pushing, and developing things. If an initiative isn't successful now, it may just not be the right time. Put it on hold for now and perhaps try again later when conditions are more suitable.”

### University of Bristol

“Be clear about what taking forward the Commitment means and what's involved. Don't be driven by the Commitment alone, think about what you're trying to achieve.”

### University of Sheffield

“Ensure you're representing a wide range of staff and make sure your messaging is consistent throughout the year.”

### University of Bath

“Keep the 'wellbeing is good for business' message alive. It's not about doing more, it's about doing things differently. Don't get disillusioned, keep communicating and ensure a variety of initiatives are in place.”

### Leeds Beckett University

“Reflect on your successes, however small, and find a simple way of capturing the positives. You could have a Red/Amber/Green rating for your action plan so you can easily see what you have taken forward.”

### External sources of mental health support you can share with staff and students

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#### Mind Infoline

The Mind Infoline can help you to find out what services are available in your area.

You can call us on **0300 123 3393**, or email [info@mind.org.uk](mailto:info@mind.org.uk). We're open 9am to 6pm, Monday to Friday. Or find out if there's a local Mind near you at [mind.org.uk/information-support/local-minds](http://mind.org.uk/information-support/local-minds)

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#### Agenda

Provides support to women and girls at risk of abuse, poverty, poor mental health, addiction, homelessness and contact with the criminal justice system.

Find out more at: [weareagenda.org](http://weareagenda.org)

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#### Anxiety UK

Advice and support for people living with anxiety.

Find out more at: [anxietyuk.org.uk](http://anxietyuk.org.uk) Helpline: **08444 775 774**

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#### BAATN – The Black, African and Asian Therapy Network

Extensive directory of free services available throughout the UK which offer counselling specifically set up to serve the Black, Asian and Minority Ethnic community.

Find out more at: [baatn.org.uk/free-services](http://baatn.org.uk/free-services)

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#### Beat

Supporting people affected by eating disorders.

Find out more at: [beateatingdisorders.org.uk](http://beateatingdisorders.org.uk) Adult helpline: **0808 801 0677**

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#### BlackOut UK

Provides a sense of community between black queer men in the UK.

Find out more at: [blkoutuk.com/about](http://blkoutuk.com/about)

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#### British Association of Counselling and Psychotherapy

Information and details of accredited practitioners.

Find out more at: [bacp.co.uk](http://bacp.co.uk) Call: **01455 883 300**

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#### Campaign Against Living Miserably (CALM)

Information and mental health support for men.

Find out more at: [thecalmzone.net](http://thecalmzone.net) Call: **0800 58 58 58**

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#### Carers UK

Independent information and support for carers.

Find out more at: [carersuk.org](http://carersuk.org) Call: **0808 808 7777**

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## Disability Rights UK

Information and support for people living with a disability, including contact details of local disability groups. Find out more at: [disabilityrightsuk.org](http://disabilityrightsuk.org)

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## Education Support

A UK charity dedicated to supporting the mental health and wellbeing of education staff in schools, colleges and universities. Their helpline offers telephone support and counselling. It is free and available to all serving and retired teachers, lecturers and staff in education (primary, secondary, further or higher) in England, Wales and Scotland 24/7, 365 days a year.

Find out more at: [educationsupport.org.uk](http://educationsupport.org.uk) Helpline: UK-wide: **08000 562 561** day or night, Text: **07909 341229** (answered within 24 hours)

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## FRANK

Confidential drugs advice and information.

Find out more at: [talktofrank.com](http://talktofrank.com) Call: **0300 123 6600**

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## Galop

Provides support to lesbian, gay, bisexual and trans people experiencing hate crime, domestic abuse or sexual violence. Find out more at: [galop.org.uk](http://galop.org.uk)

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## Hearing Voices Network

Information and support for people who hear voices or have other unshared perceptions.

Find out more at: [hearing-voices.org](http://hearing-voices.org) Call: **01142 718 210**

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## MindLine Trans

A confidential, emotional and mental health support helpline for people who identify as Transgender, Agender, Gender Fluid or Non-binary. You can call them from anywhere in the UK. Find out more at: [bristolmind.org.uk/help-and-counselling/mindline-transplus/](http://bristolmind.org.uk/help-and-counselling/mindline-transplus/) Helpline: **0300 330 5458**

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## MindOut

Brighton-based mental health charity, offering information and support for anyone who identifies as LGBTQ+. Offers online chat and peer support.

Find out more at: [mindout.org.uk](http://mindout.org.uk)

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## The National Institute for Health and Care Excellence (NICE)

Evidence-based guidelines on treatments. Find out more at: [nice.org.uk](http://nice.org.uk)

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## NHS Choices

Provides information on a wide range of health and social care topics. Also provides an online search tool to find NHS services near you. Find out more at: [nhs.uk](http://nhs.uk)

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## No Panic

Provides a helpline, step-by-step programmes and support for people with anxiety disorders. Find out more at: [nopanic.org.uk](http://nopanic.org.uk) Helpline: **0844 967 4848** (10am–10pm)

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## Papyrus

Provides information and support for anyone under 35 who is struggling with suicidal feelings, or anyone concerned about a young person who might be struggling. Find out more at: [papyrus-uk.org](http://papyrus-uk.org) Helpline: **0800 068 4141** (weekdays 10am–10pm, weekends 2pm–10pm and bank holidays 2pm–10pm)

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## Rethink Mental Illness

Founded 40 years ago through voluntary groups for people affected by mental illness, [Rethink Mental Illness](http://RethinkMentalIllness.org) have over 100 groups in England. Call them on **0300 5000 927**. They are open 9.30am to 4pm, Monday to Friday.

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## Samaritans

Samaritans offer a safe place for you to talk any time you like, in your own way – about whatever’s getting to you. You don’t have to be suicidal. Call Samaritans free any time, from any phone on **116 123**. They are open 24 hours a day, 365 days a year.

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## Sane

Offers emotional support and information to anyone affected by mental health problems. Find out more at: [sane.org.uk](http://sane.org.uk) SANEline: **0300 304 7000** (4.30pm–10.30pm)

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## Side by Side

[Side by Side](http://SideBySide.org) is a supportive online community where you can feel at home talking about your mental health and connect with others who understand what you are going through. We all know what it’s like to struggle sometimes, but now there’s a safe place to listen, share and be heard. Whether you’re feeling good right now, or having a hard time, it’s a safe place to share experiences and listen to others. The community is available to all, 24/7.

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## Student Minds

Mental health support for students. Find out more at: [studentminds.org.uk](http://studentminds.org.uk)

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## Time to Change Wales

National campaign to end stigma and discrimination against people with mental health problems in Wales. Run by Mind and Rethink Mental Illness. Find out more at: [timetochangewales.org.uk](http://timetochangewales.org.uk).

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## Turning Point

Provides services for people with drug, alcohol and mental health problems. Find out more at: [turning-point.co.uk](http://turning-point.co.uk) Call: **02074 817 600**

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## YoungMinds

Information for both parents and young people. Find out more at: [youngminds.org.uk](http://youngminds.org.uk), Parent helpline: **0808 802 5544**

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## We're Mind, the mental health charity.

We're here to make sure anyone with a mental health problem has somewhere to turn for advice and support.

[mind.org.uk/universities](http://mind.org.uk/universities)

We're a registered charity in England (no. 219830)

Mentally  
Healthy  
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