



**Global Banking School**  
**+44 (0) 207 539 3548**

[info@globalbanking.ac.uk](mailto:info@globalbanking.ac.uk)

[www.globalbanking.ac.uk](http://www.globalbanking.ac.uk)

**891 Greenford Road, London**  
**UB6 0HE**

## **GBS Mental Health and Wellbeing Policy**

**©2023 Global Banking School**

<b>Document title</b>	GBS Mental Health and Wellbeing Policy
<b>Version</b>	V3.2
<b>Approved by</b> (Oversight Committee)	Academic Board
<b>Policy lead</b> (Staff member accountable)	Provost
<b>Date of original approval</b>	March 2019
<b>Date of last review</b>	Dec 2024
<b>Changes made at the last review:</b>	Minor editorial changes (Dec 2024)
<b>Date effective from</b>	Dec 2024
<b>Date of next review</b>	June 2025

#### Related GBS policies

- GBS Data Protection Policy
- GBS Equality and Diversity Policy
- GBS Freedom of Speech Code of Practice
- GBS Anti-Harassment and Anti-Bullying Policy – Staff, Students
- GBS Student Disciplinary Policy and Procedure
- GBS Staff Disciplinary Policy
- GBS Support to Study Policy
- GBS Student Charter
- GBS Capability Policy

#### External Reference Points

1. Information Commissioner's Office, Accessed online at: <https://ico.org.uk/>
2. UK Public General Acts, *Data Protection Act 2018*, Accessed online at: <https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>
3. UK Public General Acts, *Mental Health Act 2007*, Accessed online at: <https://www.legislation.gov.uk/ukpga/2007/12/contents>
4. UK Public General Acts, *Equality Act 2010*, Accessed online at: <https://www.legislation.gov.uk/ukpga/2010/15/contents>
5. UK Public General Acts, *Disability Discrimination Act 1995*, Accessed online at: <https://www.legislation.gov.uk/ukpga/1995/50/contents>

## Contents

1. Policy Statement .....	4
2. Purpose .....	4
3. Scope .....	4
4. Definitions .....	4
5. Legislation .....	5
6. Reasonable Adjustments .....	5
7. Roles and Responsibilities .....	6
8. Risk Assessments .....	7
9. Support available to Staff .....	9
10. Support available to Students .....	10
11. Suspension or Exclusion .....	11
12. Return to Study .....	11
13. Monitoring and Review .....	12
14. Data Protection and Confidentiality .....	12
15. Alternative Format .....	12
Appendix A: DSA Process and Procedures .....	13
Appendix B: Student in Distress – How to respond .....	14
Appendix C: Mental Health and Wellbeing Assessment Matrix .....	16

## **Global Banking School Mental Health and Wellbeing Policy**

### **1. Policy Statement**

1.1. Global Banking School (GBS) recognises the importance of mental health; therefore, this policy aims to provide a clear, transparent, and practical framework relating to mental health issues for students and staff at GBS. Many people who experience mental health difficulties recover or learn to manage their symptoms, especially if they are supported early on.

### **2. Purpose**

2.1 The purpose of this policy is to outline GBS commitment to mental health support for students and our staff and the actions GBS will take to respond to concerns to ensure mental health difficulties are identified and addressed early. GBS aims to:

- Promote positive mental health and wellbeing by providing advice
- Provide information on the support options available.
- Offer regular training and lectures on issues surrounding mental health
- Enable those with mental health related issues to self-disclose and seek help.
- Offer guidelines to students and staff regarding their responsibilities.
- Explain the legal context and responsibilities.

### **3. Scope**

3.1 This policy applies to:

- All full-time, part-time, and temporary staff employed by, or working for or on behalf of GBS
- All students studying at GBS
- Contractors and consultants working for GBS
- All other individuals or groups, including visitors, who have accessed our GBS Welfare Management Services.

### **4. Definitions**

4.1 Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Experiencing mental health problems affects thinking, mood, and behavior. Many factors contribute to mental health problems, including biological, life experiences and family history. (<https://www.mentalhealth.gov/basics/what-is-mental-health>). The

term “mental health difficulties” is one which encompasses a wide range of experiences which affect an individual's ability to cope with his/her life and/or work responsibilities. The difficulties can range from stress and anxiety through to serious mental health conditions diagnosed and treated by health services. It is important to avoid the use of negative terms with stigma attached which may deter staff and/or students from accessing the support required. Students and/or staff may experience:

- A temporary, but difficult response to stress or external pressures, a painful event, trauma, psychosis, physical illness or symptoms of substance misuse. This response is likely to affect other areas of their life.
- A long-term mental health condition which may have a significant impact on their day-to-day life (e.g., anxiety, depression, eating disorders, schizophrenia, and obsessive-compulsive disorder).

## **5. Legislation**

5.1 The following legislation have helped to inform the guidelines and procedures within this policy.

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

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

## **6. Reasonable Adjustments**

6.1 The Equality Act 2010 places a duty of care upon Higher Education institutions to make reasonable adjustments for disabled students in relation to:

- provisions, criteria, or practices
- physical features
- auxiliary aids.

6.2 These adjustments apply where a disabled person is placed at a substantial disadvantage in comparison to non-disabled people. It is important to note that an institution can treat a disabled person favorably compared to a non-disabled person, and this would not amount to direct discrimination of a non-disabled person.

6.3 GBS owes a 'duty of care' to students and staff. The following outlines what is covered by 'duty of care':

- Duty to take positive steps regarding students/staff 'wellbeing'
- Duty to exercise the reasonable skill and care of their calling in providing education and in identifying and/or meeting students' educational needs
- Duty to act reasonably to protect the health, safety and welfare of students and staff
- Provision for support
- Higher duty to those aged under 18<sup>1</sup>

## **7. Roles and Responsibilities**

7.1 All GBS staff are expected to:

- Exercise duty of care in their dealings with students; if a person shows signs of mental health difficulty, staff should offer or seek appropriate assistance.
- Treat each student with dignity.
- Recognise the boundaries of their roles, knowing where, when, and how to refer on, uphold confidentiality and exercise responsibility regarding disclosure.
- Contribute towards building a non-stigmatising community.

7.2 Academic Staff within academic teams may play a significant role in identifying signs of emerging difficulty, typically through profound changes in patterns of attendance and academic performance. They can also support students by encouraging them to seek appropriate specialist support through the Welfare Team or their general practitioner (GP).

7.3 All GBS students are expected to:

- Help towards creating a non-stigmatising community
- Students with mental health difficulties are encouraged to avail themselves of the range of internal and/or external support services, and to inform relevant staff if unable to fulfil academic commitments, so that GBS can provide them with appropriate personal and academic support.

---

<sup>1</sup> GBS currently does not have any students under 18 years of age.

- Students who are supporting friends and peers experiencing mental health issues should take cognisance of their personal limits and know where, when and how to refer on.

## 7.1 Admissions

7.1.1 Prospective students are encouraged to indicate any disability or learning difficulty they have at the point they are making their application to GBS. A severe or enduring mental health difficulty may be classed as a disability for this purpose. The advantage to the student of disclosing this information at this point is that it starts a dialogue regarding their support needs at an early stage, making it more likely that appropriate support can be in place for their arrival. The Welfare Officers are able to create support plans before students begin their studies.

7.1.2 All staff who have contact with applicants should encourage early disclosure of additional needs in order that this dialogue takes place and to ensure that GBS can meet the needs of the student.

## 8. Risk Assessments

8.1 Health and wellbeing are crucial ingredients to a successful and fulfilling student experience. GBS aims to create an educational environment which supports and promotes positive mental wellbeing and are committed to taking reasonable steps to ensure the wellbeing of our students. However, GBS recognises that difficulties with mental health and wellbeing are very common. A student's health and wellbeing may impact on their ability to study, reach their potential, and make the most of their time at GBS.

8.2 In specific cases as the expertise of GBS lies in the provision of higher education, there will be certain services that GBS cannot and should not provide. All students are provided access to Togetherall wellbeing platform (<https://togetherall.com/en-gb>), via their GBS email address. Where GBS do not provide a specific mental health service, students who are enrolled onto a program will be encouraged to seek alternative mental health services, which can be discussed with Welfare Officers on their campus.

## 8.3 Initial Assessment

8.3.1 If any member of staff is concerned about a particular student, perhaps because they observed one or more concerning signs, then the next stage is to refer to the Welfare

Team by emailing [welfare@globalbanking.ac.uk](mailto:welfare@globalbanking.ac.uk) . Welfare Officers will gather information and make recommendations for the student. In many cases it is sensible to have an informal, private conversation with the student to discuss any concerns and to ask them if they need any additional support.

8.3.2 It is important that all emergency and non-emergency cases are reported so they can be followed up according to the severity of the situation. The Welfare Team will record all cases via their referral system.

#### **8.4 Emergency situations (on campus, during office hours)**

8.4.1 The situation is an emergency if:

- There is an imminent risk of suicide, i.e., the student is actively suicidal and has the intention to act or threatening to act on it.
- If the student is likely to hurt other people, or there is a serious risk to their wellbeing.
- If the student is clearly mentally or physically ill and needs urgent help.
- If the student is very disturbed or aggressive to the extent that others feel threatened.

8.5 Any staff member who is seriously concerned about the mental health of a student during office hours should contact the Welfare Team on their campus. If the student will accept help and if it is appropriate, Welfare Officers can facilitate them by making an emergency appointment with their GP, referral to crisis team or A&E department of a hospital. This option would be appropriate if, for example, the student is experiencing suicidal thoughts and wants to act to prevent them getting worse. Head of Student Welfare will lead on emergency situations.

8.6 If the student will not accept help, or if they are so ill that they would not be able to get themselves to a GP or to A&E, they should be informed that they need emergency help and that a staff member is going to contact emergency services. It is best if the student consents to this, however staff can call emergency services without their permission if there are concerns for the student's safety or that of other people.

8.7 Staff member(s) should stay with the student until emergency services arrive (unless it is dangerous to do so) and answer any questions that the emergency services have. The Data Protection Act 2018 permits the disclosure of sensitive personal information if it is in

the 'vital interests' of the individual or another person (e.g., information that could prevent their death). A factual account should be written down and sent to the Welfare Team at GBS who can follow up to see if any additional support is needed for the student or for other students/staff who were involved.

8.8 The Head of Student Welfare will be consulted, and a decision will be made between the student, Welfare Team and the Dean about any future actions.

### **8.9 Non-emergency situations (Support to Study Policy)**

8.9.1 If a student is suffering from a serious mental health difficulty, they may seek to take time out to become fit to study again. Different processes for making this request apply to students (as per the GBS Support to Study Policy) and medical conditions may be set regarding fitness to return to study.

8.9.2 In a limited number of cases the student's behaviour, arising from their medical condition, impacts adversely on the wider student body and on staff. The Support to Study Policy focus on managing this impact in the least restrictive way possible. This will usually involve discussions with the individual student concerned, regarding the negative effects of their behaviour on others. Staff involved in these discussions should ensure that they are adequately equipped to have such discussions and are sensitive to issues related to mental illness.

8.9.3 A student's medical condition may be such that they are unable to meet the reasonable academic requirements of the program; and the reasonable social and behavioural requirements of a student member without their physical, mental, emotional, or psychological health or state having an unacceptably harmful impact upon the health, safety and/or welfare of the student and/or other students and/or GBS staff. In such cases it may be necessary to request that the student suspend study for a period or to initiate the Support to Study procedures, through which suspension may be imposed.

## **9. Support available to Staff**

9.1 Staff Welfare Support Service

9.2 All staff are encouraged to declare any mental health issues to their line manager so that they can be offered appropriate support. Staff who declare mental health difficulties may be offered adjustments to their duties or hours to support them at work if operationally

feasible. All staff have access to the confidential Welfare Support Service at GBS. In addition, staff have access to online wellbeing support at Togetherall wellbeing platform (<https://togetherall.com/en-gb>).

9.3 Line Managers have a responsibility to ensure that their staff members are aware of the support available to them. Line Managers should also familiarise themselves with information on mental health issues/procedures to ensure that they can offer the required support. A range of mental health awareness training, events and initiatives are promoted at GBS.

## **10. Support available to Students**

### 10.1 Student Welfare Support Service

10.1.1 The Welfare Team at GBS provide confidential, specialist advice and guidance regarding a wide range of mental health difficulties, disabilities, and conditions such as depression, anxiety, personality disorder and PTSD. In specific complex mental health cases, students will be signposted to specialist agencies to receive support. Welfare Officers are based at each campus and appointments can be made by emailing [welfare@globalbanking.ac.uk](mailto:welfare@globalbanking.ac.uk) or by visiting the welfare office on campus. The Welfare Team are available to listen to student concerns, offer support and address issues that may impact academic and personal achievement.

10.1.2 One of the principle aims within Welfare is to try to identify students with difficulties, as early as possible. It is helpful when students disclose their additional needs or long-term illness during admission and enrollment stage. Students have a responsibility for being proactive in managing their own wellbeing and in seeking support as and when appropriate. Students must provide information about any situation, difficulty or medical condition that will impact on their welfare or learning and for which they would like support.

10.1.3 Support for students can be offered through many different avenues such as reasonable adjustments, advice, and information, monitoring of students with mental health difficulties and where appropriate liaising with external agencies. The Student Welfare Team will refer students to more specialist services when this is appropriate. The Welfare Team will also assist, advise, and liaise with academic school staff on how best to support students' mental health or disabilities.

10.1.4 The Student Welfare Team are the first point of contact in supporting students with low-level emotional, psychological, mental health difficulties or those struggling with the transition to higher education. Students can seek advice from the Welfare Team if they have been diagnosed with a learning need, applying for a diagnostic assessment or require support with learning adjustments by emailing [welfare@globalbanking.ac.uk](mailto:welfare@globalbanking.ac.uk). Students may be eligible to apply for Disabled Students' Allowance- Please see *Appendix A- DSA Process and Procedures* for more information.

## **11. Suspension or Exclusion**

11.1 In some cases, the student will need to defer their studies to get appropriate help. A decision will need to be made by the Dean, with advice from the Head of Student Welfare, on whether the student should be advised to (or required to) take leave of absence from their studies at GBS whilst appropriate means of addressing the situation are being considered.

11.2 In cases of suspension, GBS should take this decision when there is sufficient evidence that the student is not functioning effectively, and their behaviour is seriously disturbing or threatening others around them and/or themselves. The student should also be encouraged to access the support of an advocate from one of the Welfare Officers, who can refer to mental health charities (Please see – *Appendix B External Services*).

11.3 It is important that the student is informed that the above procedure in the first instance is quite separate from GBS disciplinary procedures. It should also be made clear that GBS is recommending this course of action because the student's behaviour is disturbing others around him/her or is of such a level that they are unable to successfully continue with their learning experience. The student should be reminded that either support in dealing with this has been offered and declined, or that support has been put in place and the behaviour is still resulting in an unmanageable situation for the individual and/or GBS.

## **12. Return to Study**

12.1 Following a period of absence from GBS for recuperation, it may be appropriate for the student to return to resume studies. If this is the case, it will be necessary to ensure that the student is assisted in their return to their studies by Welfare Officer and Student Success Tutor. It should be noted when returning to study, that the programme may have changed from initial enrolment, particularly if returning after significant absence.

12.2 If a student has been formally suspended by the Dean, this suspension must formally be lifted before return to study. GBS will require the student to produce appropriate confirmation of their health and ability to resume studying and may also be encouraged to have a meeting with Welfare Officer. Ideally, documentation should be provided by the student's Psychiatrist; however, a GP report can also be accepted.

12.3 The Student Welfare Team will be available to provide advice and support to facilitate the student's transition back onto the program, particularly in relation to any action that might be required under the Equality Act 2010, such as learning adjustments

### **13. Monitoring and Review**

13.1 This policy may be amended by GBS at any time and will be reviewed annually to ensure it is fit for purpose. Any issues related to the monitoring and review of this policy, please contact [asqo@globalbanking.ac.uk](mailto:asqo@globalbanking.ac.uk).

### **14. Data Protection and Confidentiality**

14.1 GBS is registered with the Information Commissioner's Office as a Data Controller. Details of the School's registration are published on the [Information Commissioners website](#). GBS as a Data Controller shall implement appropriate technical and organisational measures to ensure that processing of personal information is performed in accordance with the UK General Data Protection Regulations (UK GDPR) and under the Data Protection Act 2018 (DPA).

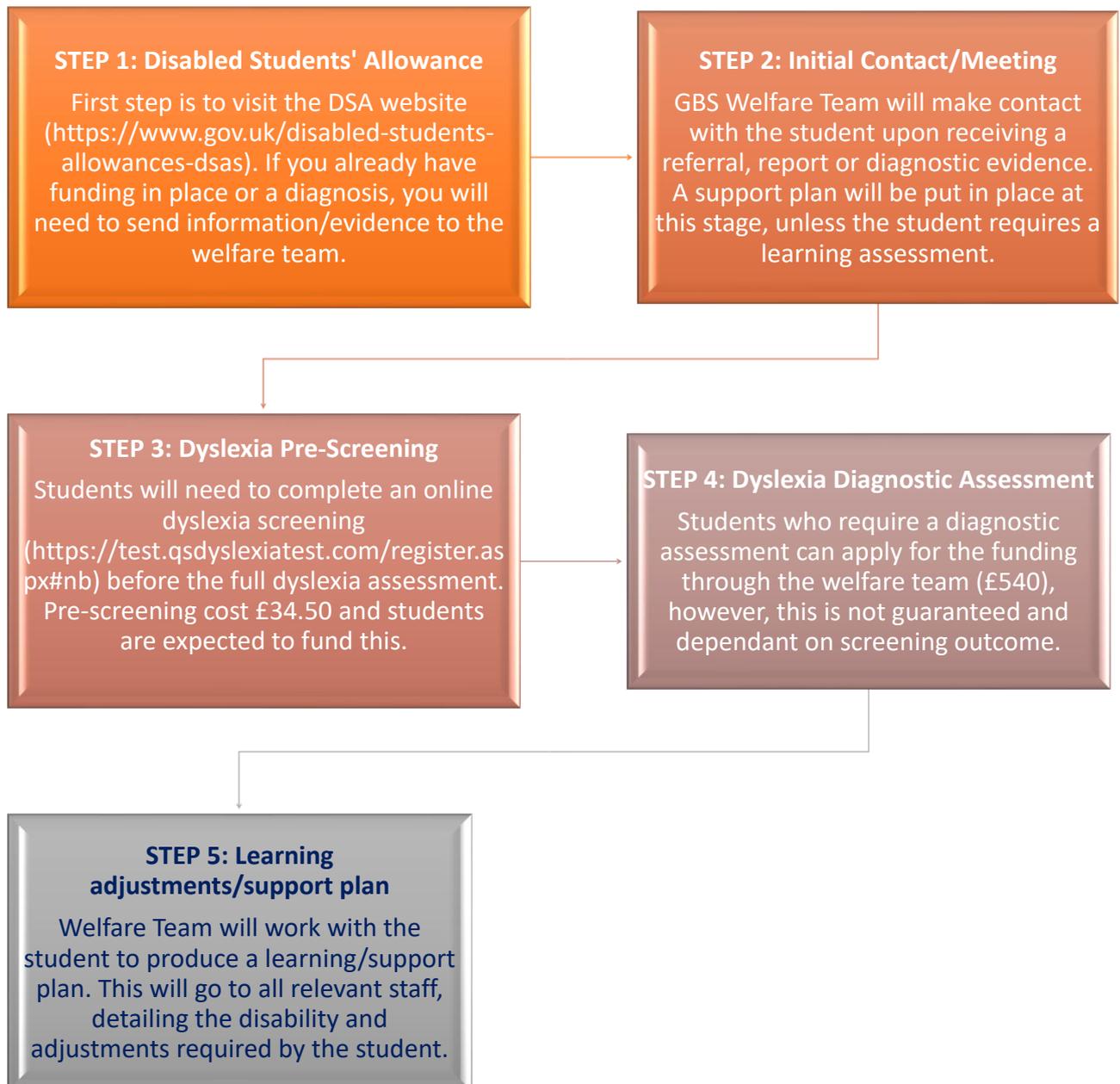
14.2 All GBS staff and students should be clearly informed about the limits of confidentiality in terms of information sharing in line with data protection law. Information relating to a person's mental health difficulty is classed as sensitive personal data. Please refer to GBS Data Protection Policy for further guidance.

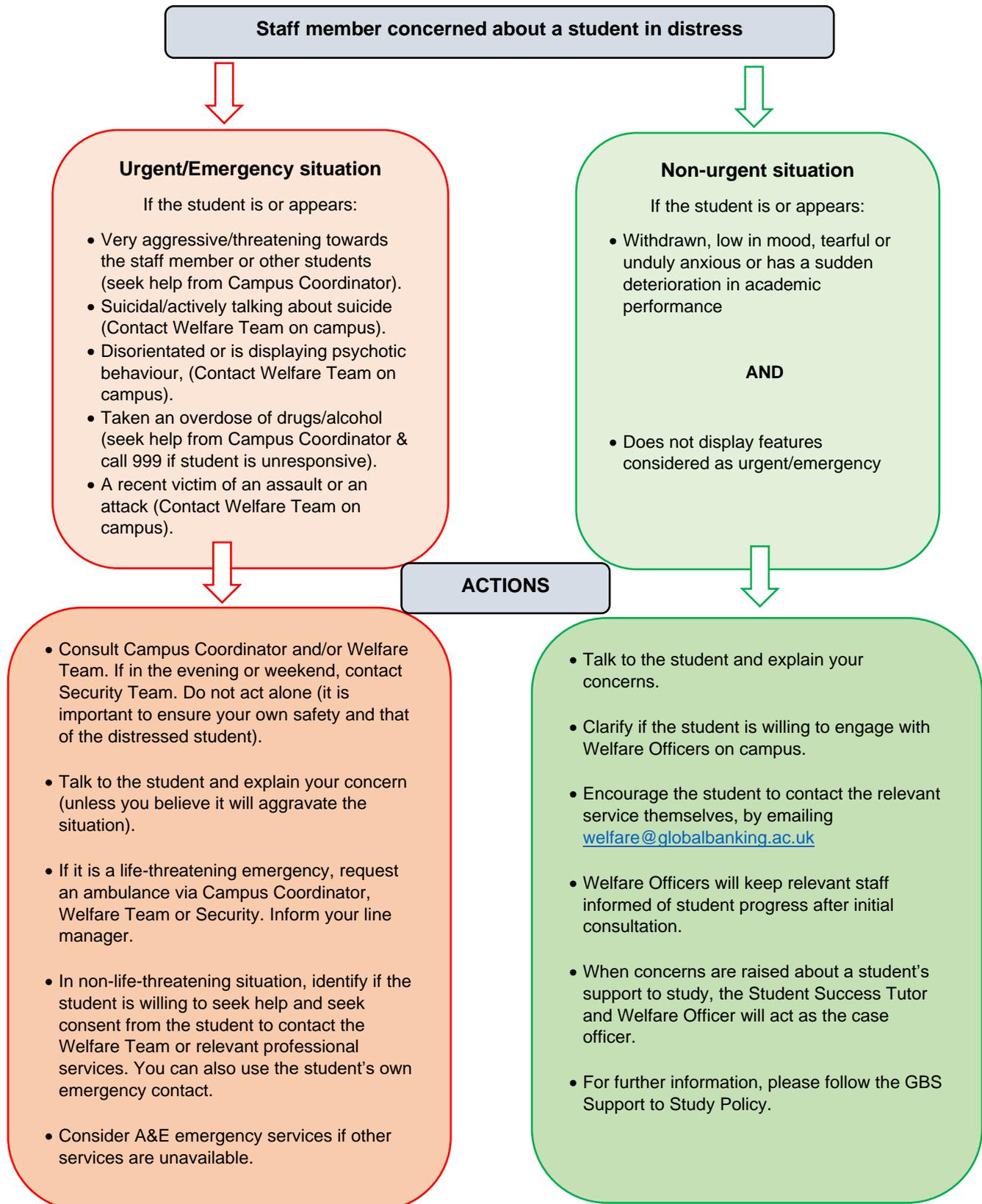
### **15. Alternative Format**

15.1 This policy can be provided in alternative formats (including large print, audio and electronic) upon request. For further information, or to make a request, please contact the Academic Standards and Quality Office at [asqo@globalbanking.ac.uk](mailto:asqo@globalbanking.ac.uk)

## Appendix A: DSA Process and Procedures

The information below is intended to highlight the process and procedures for students who have been diagnosed with a learning need or have a disability. The steps below are also for those seeking a dyslexia assessment. The Welfare Team communicate with relevant staff to ensure you receive the right support. For further queries with regards to DSA funding or dyslexia screening, please email [welfare@globalbanking.ac.uk](mailto:welfare@globalbanking.ac.uk).





## External Services

*These organisations are very happy to advise anyone mental health difficulties:*

- ❖ **Mind's service**  
[Mind's helplines](#)  
[Local Minds](#)  
[Side by Side](#)
- ❖ **Anxiety UK**  
[03444 775 774](#) (helpline)  
[07537 416 905](#) (text)  
[anxietyuk.org.uk](#)
- ❖ **Beat**  
[0808 801 0677](#) (adult helpline)  
[0808 801 0711](#) (youth line)  
[0808 801 0811](#) (student line)  
[beateatingdisorders.org.uk](#)
- ❖ **British Association for Counselling and Psychotherapy (BACP)**  
[bacp.co.uk](#)
- ❖ **Campaign Against Living Miserably (CALM)**  
[0800 58 58 58](#)  
[thecalmzone.net](#)
- ❖ **Carers UK**  
[0808 808 7777](#)  
[029 2081 1370](#) (Carers Wales)  
[advice@carersuk.org](#)  
[carersuk.org](#)
- ❖ **Disability Rights UK**  
[disabilityrightsuk.org](#)
- ❖ **FRANK**  
[0300 123 6600](#)  
[talktofrank.com](#)
- ❖ **Hafal**  
[hafal.org](#)
- ❖ **Hearing Voices Network**  
[hearing-voices.org](#)
- ❖ **MindOut**  
[mindout.org.uk](#)
- ❖ **National Institute for Health and Care Excellence (NICE)**  
[nice.org.uk](#)
- ❖ **NHS UK**  
[nhs.uk](#)
- ❖ **No Panic**  
[0300 7729844](#)  
[nopanic.org.uk](#)
- ❖ **Papyrus HOPELINEUK**  
[0800 068 41 41](#)  
[07860 039967](#) (text)  
[pat@papyrus-uk.org](#)  
[papyrus-uk.org](#)
- ❖ **Samaritans**  
[116 123](#) (freephone)  
[jo@samaritans.org](#)  
[samaritans.org](#)
- ❖ **Sane**  
[sane.org.uk](#)
- ❖ **Student Minds**  
[studentminds.org.uk](#)
- ❖ **Time to Change**  
[time-to-change.org.uk](#) (England)  
[timetochangewales.org.uk](#) (Wales)
- ❖ **Turning Point**  
[turning-point.co.uk](#)
- ❖ **YoungMinds**  
[0808 802 5544](#) (Parents Helpline)  
[85258](#) (Crisis Messenger for young people – text the letters YM)  
[youngminds.org.uk](#)

**Appendix C: Mental Health and Wellbeing Assessment Matrix**

Level of Risk	Type of situation	Key assessment information
<b>Low Risk</b>	<b>Non – emergency situation</b>	<ul style="list-style-type: none"> <li>• Mental health problem may be present, but the student has no thoughts of plans regarding harm to self or others.</li> <li>• Student has no plan or thoughts relating to self-harming behaviour.</li> <li>• Student is confident about maintaining his/her own safety and confident about resolving any academic matters.</li> <li>• No evidence of immediate or short-term physical vulnerability or risk.</li> </ul>
<b>Medium Risk</b>		<ul style="list-style-type: none"> <li>• Mental health problem(s) present and/or has non-specific thoughts or ideas regarding harm to self or others.</li> <li>• There is no plan to act on self-harming or suicidal thoughts. However, the student’s wellbeing is at risk of deterioration and they may be physically vulnerable in certain circumstances.</li> </ul>
<b>High Risk</b>	<b>Emergency situation</b>	<ul style="list-style-type: none"> <li>• Serious mental health problem(s) present, including possible features and symptoms.</li> <li>• May well have frank plans to engage in further self-harming behaviour, or to harm others.</li> <li>• Has clearly identifiable risk characteristics, such as imminent thoughts or plans relating to self-harm (or harm to others) or suicide.</li> <li>• May have already engaged in self-injurious or self-harming behaviour.</li> <li>• May lack capacity and competence to consent to or refuse on-going help.</li> <li>• Students wellbeing and mental health are likely to deteriorate without intervention and the student will almost certainly be physically vulnerable.</li> </ul>

**Appendix D: Crisis Management Plan**

<b>Student Name</b>	
<b>ID Number</b>	
<b>Programme</b>	
<b>Diagnosis</b>	
<b>Safety concerns</b>	
<b>Potential triggers</b>	
<b>Support strategies</b>	
<b>Student duty</b>	Student will engage with Welfare Team and use the support strategies.
<b>Staff duty</b>	Staff members will ensure the safety of the student in an emergency.
<b>Staff Lead</b>	Loretta Miller

## Appendix E: Learning Support Plans

### Learning Support Plan - Staff

*This form gives an overview of the reasonable adjustments to the teaching and learning requirements for the student and is only shared with relevant staff due to confidentiality. The student has given permission to share the information. This is a working document and may be changed in accordance with the needs of the student.*

<b>Student Name</b>	
<b>ID Number</b>	
<b>Programme</b>	
<b>Group</b>	
<b>Nature of Disability</b>	
<b>Adjustments to Teaching &amp; Learning</b>	
<b>Student duty</b>	Student will engage with programme materials and inform Welfare Team of any changes.
<b>Evacuation Plan</b>	The fire marshal or staff member will ensure the safety of the student.
<b>Staff Lead</b>	Loretta Miller

**Student Learning Support Plan**

<b>Student Name:</b>					
<b>Course:</b>					
<b>Group:</b>					
<b>Location:</b>					
<b>Category of support need:</b>					
<b>Disability information:</b>					
<b>Reasonable adjustments to teaching and learning:</b>					
<b>Support Start Date:</b>		<b>Planned End Date:</b>		<b>Actual End Date:</b>	
<b>The content of the additional learning support plan has been discussed and created with the student, to be reviewed bi-annually.</b>					
<b>Student Signature:</b>		<b>Welfare signature</b>			

**Progress Review**

<b>Student Name:</b>			<b>Student ID Number:</b>
<b>Date Learning Support Reviewed:</b>	<b>Summary of additional support provided</b>	<b>Further actions taken</b>	<b>Name of Adviser completing Review:</b>