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

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## 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



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









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

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 - Please see *Appendix A- DSA Process and Procedures* for more information.

## **11. Suspension or Exclusion**

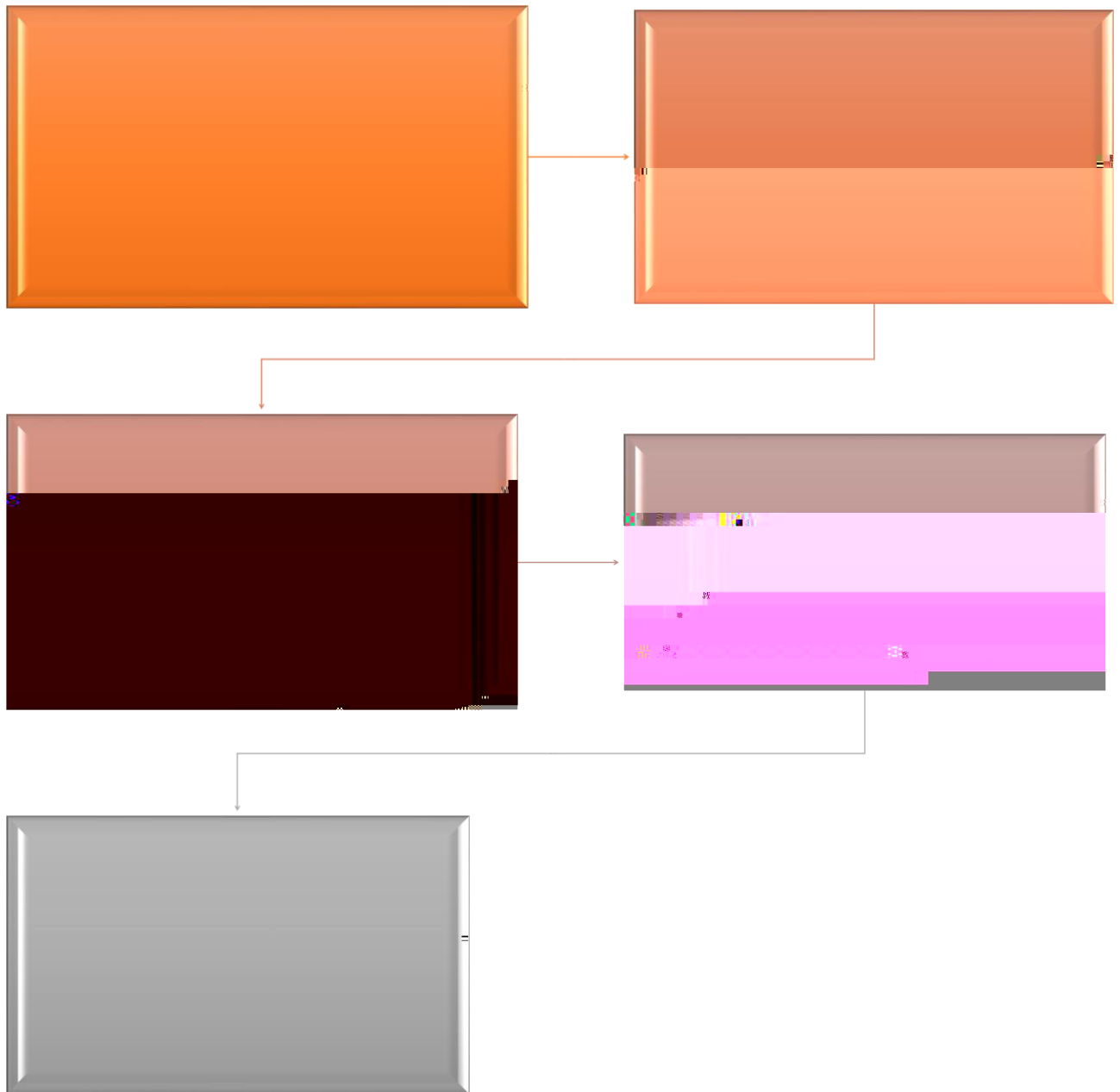
11.1 In some cases, the student will need to defer their studies to get appropriate help. A decision will need to be made by the Dean, with advice from the Head of Student Welfare, on whether the student should be advised to (or required to) take leave of absence from their studies at GBS whilst appropriate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



**Staff member concerned about a student in distress**

**Urgent/Emergency situation**

If the student is or appears:

- Very aggressive/threatening towards the staff member or other students (seek help from Campus Coordinator).
- Suicidal/actively talking about suicide (Contact Welfare Team on campus).
- Disorientated or is displaying psychotic behaviour, (Contact Welfare Team on campus).
- Taken an overdose of drugs/alcohol (seek help from Campus Coordinator & call 999 if student is unresponsive).
- A recent victim of an assault or an attack (Contact Welfare Team on campus).

**Non-urgent situation**

If the student is or appears:

- Withdrawn, low in mood, tearful or



## **External Services**

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

### 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-</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.*

**Student Name**



**Student Learning Support Plan**

<b>Student Name:</b>	
<b>Course:</b>	
<b>Group:</b>	
<b>Location:</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>