

EDA COLLEGE



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Mental Health and Wellbeing Policy

Version Control/History

Policy Owner	Principal
Custodian	Wellbeing Lead
Approved by	Academic Board
Approval Date	August 2025
Review Date	August 2026
Version	1.1
Approval Date	11 September 2026
Approved by	Board of Governors
Next Review Date	September 2027
Applies To	All students and staff at EDA College, including the Foundation Year and the BSc (Hons) Business Management with Foundation Year

IF YOU ARE IN CRISIS RIGHT NOW

Samaritans (free, 24/7): call 116 123, or email jo@samaritans.org

SHOUT (free, 24/7 text support): text SHOUT to 85258

NHS 111: call 111 for urgent medical or mental health advice

Emergency services: call 999 if there is immediate danger to life

This policy is not a substitute for emergency help. If you or someone else is in danger, contact emergency services immediately.

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1. Introduction and Policy Statement

1.1 Policy Statement

EDA College is committed to promoting and protecting the mental health and wellbeing of every student and member of staff. We recognise that good mental health is fundamental to learning, achievement, and a fulfilling life, and that the College has a responsibility to create an environment in which people feel able to talk about their mental health, to seek help early, and to be supported compassionately and effectively when they need it. This policy sets out how EDA College meets that commitment in practice.

This policy is written for everyone in the EDA College community: every student, regardless of their programme or level of study; every member of academic, support and administrative staff; and every visitor to our campus. It explains what EDA College will do to promote good mental health, how concerns are identified and responded to, what support is available, and what happens in the most serious circumstances, including a mental health crisis or a student or staff death.

1.2 Why This Policy Matters

Mental health difficulties among students are common, and the evidence shows they are rising. National data shows that the proportion of students disclosing a mental health condition to their institution rose from under 1% in 2010/11 to 5.8% in 2022/23, while confidential surveys consistently find much higher rates of self-reported difficulty, with over half of students in some national surveys reporting a mental health concern. Factors known to contribute to poor student mental health include moving away from home, academic and financial pressure, and the loss of familiar support networks — and certain groups, including students from disadvantaged backgrounds, mature students, international students, neurodivergent students, and LGBTQ+ students, are known to be at greater risk.

EDA College recruits significant numbers of students from exactly these groups as part of its widening participation mission. This makes a robust, proactive, and compassionate approach to mental health and wellbeing not a peripheral concern, but central to the College's core purpose of giving every student a genuine opportunity to succeed.

1.3 Scope

This policy applies to:

- All students enrolled at EDA College, on any programme and at any level, including the Foundation Year.
- All staff employed by or working at EDA College, including teaching staff, Personal Tutors, the Academic Support Team, and administrative and operational staff.
- Conduct and circumstances both on and off College premises where they affect a student's or staff member's mental health and ability to study or work, including on placement.

This policy does not replace clinical mental health treatment, and EDA College is not a clinical or therapeutic service. The College's role is to provide a supportive learning environment, to identify concerns early, to signpost and refer to appropriate professional and statutory services, and to make reasonable adjustments — not to diagnose or treat mental illness.

1.4 The Three Pillars of This Policy

In line with established UK sector good practice — including the Suicide-Safer Universities framework developed by Universities UK and PAPYRUS — this policy is structured around three pillars that together form a whole-College approach to mental health:

Pillar 1 Prevention Building a culture and curriculum that protects and promotes good mental health for everyone, before problems arise.	Pillar 2 Intervention Identifying concerns early and responding promptly, proportionately and compassionately when someone is struggling.	Pillar 3 Postvention Supporting the College community to cope and recover after a serious incident, including a death by suspected suicide.
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2. Legal and Regulatory Framework

2.1 Legal Context

EDA College's approach to mental health and wellbeing is informed by the following legal and regulatory framework:

- The Equality Act 2010, under which mental health conditions that have a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities may constitute a disability, entitling the person to reasonable adjustments. Following the Court's judgment in *Abrahart v University of Bristol* (2024–25), this duty to make reasonable adjustments is anticipatory in nature: it can arise as soon as a student's disability is evident to a member of staff, including from what the student says or does, even without a formal diagnosis or disclosure.
- The Health and Safety at Work etc. Act 1974, which requires EDA College, so far as reasonably practicable, to ensure the health, safety and welfare of staff, and which informs the College's approach to workplace wellbeing and risk assessment.
- Data protection law (UK GDPR and the Data Protection Act 2018), which governs how sensitive personal information about a person's mental health is recorded, stored, shared and protected.
- The Counter-Terrorism and Security Act 2015 (the Prevent Duty), which requires EDA College to have due regard to preventing people from being drawn into terrorism, and which intersects with this policy where vulnerability or mental distress is a contributing factor.

EDA College recognises the position set out by government in January 2025 that the existence and extent of any common law 'duty of care' owed by a higher education provider to a student will be determined by the courts based on the specific facts of a case, rather than by a single fixed standard. EDA College does not rely on the absence of a settled general duty of care as a reason for inaction; this policy sets out what the College commits to doing for its students and staff regardless of the precise boundaries of legal liability.

2.2 Sector Frameworks and Guidance

This policy is informed by, and seeks to align EDA College's practice with, the following sector frameworks:

- The University Mental Health Charter, developed by the student mental health charity Student Minds in partnership with Universities UK and the wider sector, which sets out principles of good practice for a whole-institution approach to mental health.
- The Suicide-Safer Universities framework, published by Universities UK and PAPYRUS, which structures institutional suicide prevention activity into prevention, intervention and postvention — the same structure adopted in this policy.
- The Association of Colleges (AoC) Mental Health and Wellbeing Charter, developed for further education and college-based providers, recognising that EDA College's profile and student population have more in common with the college sector than with large campus-based universities.
- The findings and recommendations of the 2025 National Review of Higher Education Student Suicide Deaths, conducted by the National Confidential Inquiry into Suicide and Safety in Mental Health (NCISH), which found that undergraduates make up the majority of cases reviewed, with first-year students being particularly vulnerable — directly relevant to EDA College's Foundation Year and Level 4 population.
- Guidance from the Office for Students (OfS) on suicide prevention and effective practice in equality of opportunity.

EDA College intends to formally register for the University Mental Health Charter Programme, recognising the government's ambition that all higher education providers sign up to the Charter programme by the end of 2026. The College's progress towards this commitment will be reported annually to the Academic Board.

PILLAR 1 Prevention

Building a College culture and curriculum that protects and promotes good mental health for everyone

3. Pillar 1: Prevention — A Mentally Healthy College

3.1 Principle

The most effective mental health strategy is one that prevents difficulties from arising or escalating in the first place. EDA College is committed to embedding good mental health practice into the everyday fabric of college life — from how courses are designed and timetabled, to how staff are trained, to how students are welcomed and supported from their very first day.

3.2 A Whole-College Approach

EDA College adopts a 'whole-college' approach to mental health, recognising that wellbeing is not solely the responsibility of designated welfare staff, but is shaped by every part of the student and staff experience. This includes:

- Curriculum design — ensuring assessment loads are reasonable and well-spaced, in line with the Student Academic Experience Framework's standards on contact hours and the College's published submission calendar, which avoids setting deadlines during Christmas closure or other holiday periods.
- Induction and belonging — delivering a structured induction programme (see the Access, Retention and Learning Experience Strategy) that builds early social connection and a sense of belonging, recognised nationally as one of the strongest protective factors against poor mental health and dropout.
- Physical environment — providing safe, accessible campus facilities, quiet study space, and breastfeeding and nappy-changing facilities, as set out in the Student Handbook.
- Financial wellbeing — providing Student Finance guidance, a hardship bursary fund, and proactive financial hardship checks, recognising financial pressure as a well-evidenced driver of poor mental health.
- Healthy boundaries around technology and assessment — ensuring reasonable submission deadlines (12 noon, with clear notice) and a culture in which staff and students are not expected to be perpetually available.

3.3 Mental Health Awareness and Training

Activity	Audience	Frequency
Mandatory mental health awareness training	All staff, including teaching, support and administrative staff	Induction, then annually as part of mandatory CPD
Suicide prevention and 'difficult conversations' training (e.g. Zero Suicide Alliance training or equivalent)	Personal Tutors, Academic Support Team, Programme Leaders, and frontline student-facing staff	Annually
Mental Health First Aid or equivalent accredited training	Designated Mental Health Advisor and nominated Mental Health Champions across the staff team	Initial certification, with refreshers every 3 years
Student-facing wellbeing campaign	All students	Start of each semester, and around key pressure points (e.g. assessment periods, exam weeks)
Wellbeing content embedded in the curriculum	All students, particularly via the Personal Development for Managers and Entrepreneurs module (Level 4)	Annually, as part of the module

3.4 Promoting Help-Seeking

EDA College actively works to reduce the stigma associated with mental health difficulties and to normalise help-seeking as a sign of strength, not weakness. The College commits to:

- Ensuring that every student knows, from induction onwards, who their Personal Tutor is, what the Academic Support Team and Mental Health Advisor can offer, and how to access support — repeating this information at key points in the academic year, not only once.
- Using language in all wellbeing communications that is warm, non-judgemental, and free from stigmatising or sensationalist framing.
- Encouraging staff to model open conversations about wellbeing and to respond to disclosures with empathy rather than alarm.
- Ensuring that seeking support for mental health has no adverse effect on a student's academic standing, and is never treated as a sign of poor commitment or ability.

3.5 Healthy Use of Technology and Social Media

EDA College recognises that excessive or harmful use of technology and social media can contribute to poor mental health, particularly among young people. The College will:

- Include guidance on healthy and safe use of social media and online communication within induction and the Personal Development module.
- Apply the College's Generative AI in Learning Policy and Academic Integrity expectations in a way that supports student wellbeing, avoiding undue pressure or anxiety around AI-related academic integrity concerns.
- Monitor and respond to concerns about cyberbullying or online harassment through the Student Disciplinary Procedures and this policy together, recognising the wellbeing impact of such behaviour.

PILLAR 2 Intervention

Identifying concerns early and responding promptly, proportionately and compassionately

4. Pillar 2: Intervention — Identifying and Responding to Concerns

4.1 Principle

Early identification and a prompt, proportionate response are the most effective tools EDA College has to prevent a mental health difficulty from escalating into a crisis. This pillar sets out the College's tiered response framework, the support available at each tier, and the specific procedures that apply when there is a more serious or urgent concern.

4.2 Tiered Response Framework

EDA College uses a three-tier framework to ensure that the response to any mental health concern is proportionate to its severity and urgency. This framework builds directly on the early intervention protocol already established in the Student Support Policy.

Tier	Description / Examples	Immediate Action	Lead Responder
TIER 1 — General Wellbeing Concern	A student appears low in mood, mentions stress, is struggling with workload, or shows a change in engagement that may relate to wellbeing but is not urgent.	Personal Tutor or any staff member has a supportive conversation, listens without judgement, and signposts to the Academic Support Team or Mental Health Advisor. Recorded as a Tier 1 contact.	Personal Tutor / Module Tutor
TIER 2 — Significant Concern	A student discloses a diagnosed or undiagnosed mental health condition, displays signs of mania, psychosis, dissociation, or severe anxiety/depression, or a staff member has a clear and reasonable concern about a student's wellbeing.	Referral to the Mental Health Advisor within 2 working days. A Reasonable Adjustment Plan (RAP) or other support plan is considered. The Inclusion Coordinator is informed where appropriate.	Mental Health Advisor / SST
TIER 3 — Crisis or Risk to Life	A student or staff member discloses suicidal thoughts or intent, self-harm, or there are other indicators of an immediate risk to life or safety.	Immediate action under the Crisis Response Procedure (Section 4.5). The person is not left alone if at all possible. Emergency services are contacted where there is danger to life. The Principal is informed without delay.	Any staff member present; Mental Health Advisor; Principal

4.3 Recognising the Signs

All staff, particularly Personal Tutors, Module Tutors, and the Academic Support Team, are trained to be alert to signs that a student or colleague may be experiencing mental health difficulties. These may include, but are not limited to:

- A marked change in attendance, engagement, or academic performance, particularly where this is sudden or out of character.
- Withdrawal from social contact with peers or staff, or expressions of hopelessness, worthlessness, or being a burden to others.
- Visible signs of distress, including tearfulness, agitation, or significant changes in appearance or self-care.
- Direct or indirect statements about self-harm or suicidal thoughts, including comments made in person, in written work, or online.
- Signs that may indicate mania, psychosis, or a loss of contact with reality, including disorganised speech, grandiose or paranoid beliefs, or significant detachment from previously shared understandings of events.

Staff are never expected to diagnose a mental health condition or to act as a substitute for professional mental health services. The expectation is to notice, to respond with care, and to connect the person promptly with the right support — not to manage the situation alone.

4.4 How Staff Should Respond to a Disclosure

1	Listen calmly and without judgement. Thank the person for sharing something difficult, without being effusive or treating the disclosure as alarming.
2	Do not promise absolute confidentiality. Be honest that you may need to share information with relevant colleagues (such as the Mental Health Advisor) in order to arrange support, in line with Section 6 of this policy.
3	Avoid asking detailed risk-assessment questions yourself (for example, detailed questioning about a suicide plan) unless you are a trained Mental Health Advisor. Your role is to listen, respond with care, and refer — not to conduct a clinical risk assessment.
4	Signpost or refer to the appropriate tier of support based on the framework in Section 4.2. Where the concern is Tier 2 or above, make the referral yourself rather than leaving it to the student to do so.
5	Record the conversation factually and proportionately, in line with Section 6 (Confidentiality and Information Sharing), and inform your line manager or the Mental Health Advisor as appropriate.
6	Follow up. Check in with the student or colleague within a reasonable time to show continued care, without being intrusive.

4.5 Crisis Response Procedure

Where a student or member of staff discloses suicidal ideation, expresses an intention to self-harm, or otherwise appears to be in a mental health crisis, the following procedure applies immediately:

1	Stay calm, and do not leave the person alone unless it is unsafe for you to remain. Speak to them gently and without judgement.
2	Where there is an immediate and serious risk to life, call 999 (emergency services) without delay.
3	Where the situation is serious but not immediately life-threatening, contact the Mental Health Advisor or, if unavailable, the Principal or most senior member of staff on site, immediately.
4	Offer the person the crisis resources set out on the front of this policy and at Section 4.6 (Samaritans, SHOUT, NHS 111), and support them to make contact if they are willing.
5	Do not make categorical promises about confidentiality, and do not attempt to manage a crisis alone. This is a Tier 3 situation requiring immediate escalation, not a matter for individual judgement.
6	As soon as the immediate situation is safe, the Mental Health Advisor and Principal complete an incident record and consider whether a welfare check, a referral to external crisis services, or contact with a trusted person (with the student's consent wherever possible) is appropriate.
7	The College will follow up with the student or staff member in the days following a crisis to check on their wellbeing and ensure they are connected with ongoing support, without being intrusive or making them feel under surveillance.

EDA College will never ask a student to leave campus, withdraw from their studies, or otherwise face academic penalty as a punitive response to a mental health crisis. Any decision about suspension of studies in such circumstances is made collaboratively with the student, in their best interests, and in line with the Interruption of Study provisions in the Academic Regulations — never as a sanction.

4.6 Sources of Support

EDA College Mental Health Advisor	Confidential support; can authorise extensions and amendments to Reasonable Adjustment Plans related to health conditions. Contact via the Academic Support Team or Personal Tutor referral.
Personal Tutor	First point of contact for academic and wellbeing concerns; refers to specialist support as needed.
Academic Support Team (AST)	Drop-in Study Skills Clinics and bookable appointments; supports Mitigating Circumstances, extensions and ILPs related to wellbeing.
Inclusion Coordinator / Welfare Officer	Reasonable Adjustment Plans for ongoing mental health conditions; disclosure support.
Samaritans	116 123 (free, 24 hours a day, every day) or jo@samaritans.org
SHOUT	Text SHOUT to 85258 (free, confidential, 24/7 text support)
NHS 111	Call 111 for urgent medical or mental health advice, available 24/7
GP Registration	All students are encouraged to register with a local GP practice on arrival, particularly those with an existing or long-term health condition
Emergency Services	Call 999 where there is immediate danger to life

4.7 Reasonable Adjustments for Mental Health Conditions

Where a student's mental health condition meets the definition of a disability under the Equality Act 2010, EDA College will consider and implement reasonable adjustments through a Reasonable Adjustment Plan (RAP), in line with the full process set out in the Student Support Policy. EDA College recognises, in line with the Abrahart judgment, that this duty can arise even without formal disclosure, where a member of staff becomes aware of a student's condition through what they say or do. Staff who notice signs of a possible disability-related mental health condition should raise this with the Inclusion Coordinator promptly, rather than waiting for the student to self-identify.

PILLAR 3 Postvention

Supporting the College community to cope and recover after a serious incident

5. Pillar 3: Postvention — Responding to a Serious Incident or Death

5.1 Principle

Postvention refers to the actions taken by EDA College after a serious incident, including a death by suspected suicide, the death of a student or staff member from any cause, or another traumatic event affecting the College community. A well-planned postvention response reduces distress and risk among those affected, including bereaved families, friends, peers and staff, and is a core component of the Suicide-Safer Universities framework.

5.2 Immediate Response to a Death

1	The Principal is informed immediately and takes overall responsibility for coordinating the College's response.
2	A small response team is convened, normally comprising the Principal, the Mental Health Advisor, the Registrar, and the relevant Programme Leader, to manage practical, pastoral and communication matters.
3	Accurate facts are confirmed wherever possible before any communication is issued, while avoiding unnecessary delay in offering support to those affected.
4	Immediate pastoral support is offered to those most directly affected — close friends, course peers, and staff who knew the individual — including access to the Mental Health Advisor and, where appropriate, external bereavement support.
5	Sensitive, accurate, and appropriately worded communication is prepared for the wider student and staff community, avoiding any detail that could be distressing or that risks contagion effects, in line with established postvention guidance.
6	Birmingham Newman University is informed promptly, given its role as the awarding body and its own responsibilities and processes in such circumstances.

5.3 Supporting Bereaved Families

EDA College recognises the importance of treating bereaved families with sensitivity, respect, and openness, in line with the direction of national guidance and the government's stated ambition that universities and colleges include bereaved families appropriately in any subsequent review. Following a student death, EDA College will:

- Identify a single named member of staff (normally the Principal or the Mental Health Advisor) as the family's point of contact, to avoid the distress of repeated or inconsistent communication.
- Be honest and transparent with the family about what the College knows, what it does not know, and what steps are being taken, subject to any ongoing investigation by the Coroner or police.
- Offer the family the opportunity to be involved, to the extent they wish, in any internal review the College undertakes following the death.
- Handle the deceased student's academic record, any posthumous award consideration, and personal belongings with care and according to the wishes of the family wherever possible.

5.4 Supporting the Wider College Community

Following a death or other serious traumatic incident, EDA College will:

- Make additional Mental Health Advisor capacity and drop-in support available to any student or member of staff affected, without requiring them to explain why they are seeking support.
- Brief Personal Tutors and Programme Leaders so that they are equipped to respond sensitively to questions or distress among their students, without speculating about the cause of death.

- Consider, in consultation with the family where possible, whether and how to acknowledge the death within the College community, balancing remembrance with the risk of contagion effects associated with high-profile or detailed discussion of suicide.
- Make Mitigating Circumstances and Extensions readily available to any student significantly affected by grief, in line with the existing Academic Regulations provisions on bereavement.

5.5 Internal Review and Learning

Following any death by suspected suicide, or any serious mental health-related incident, EDA College will conduct an internal review, led by the Principal with input from the Mental Health Advisor and, where appropriate, an external review of practice. This review will:

- Establish a clear, factual timeline of the College's contact with and support of the individual concerned, without seeking to assign blame.
- Identify any lessons for the College's policies, training or practice, consistent with the principles of the 2025 National Review of Higher Education Student Suicide Deaths.
- Be reported, in appropriately anonymised form, to the Academic Board, with any resulting actions added to the College's Quality Improvement Plan under the Annual Quality and Standards Monitoring Framework.
- Where appropriate and subject to family wishes, involve the bereaved family in the review process.

6. Confidentiality and Information Sharing

6.1 Principles

EDA College treats information about a person's mental health as highly sensitive personal data, to be handled with care, discretion, and in compliance with UK GDPR and the Data Protection Act 2018. At the same time, the College recognises that some sharing of information between relevant staff is necessary and appropriate to ensure a person receives the right support and to manage risk effectively.

6.2 What Students and Staff Can Expect

- Information shared with a Personal Tutor, Mental Health Advisor, or other member of staff will be shared only with those who need to know it in order to provide appropriate support or manage risk — never shared more widely than necessary.
- EDA College will not make categorical promises of absolute confidentiality, particularly where there is a risk to the safety of the person concerned or others. Staff will be honest about this limitation at the point a disclosure is made, in line with Section 4.4.
- Where a risk to life is identified, EDA College's responsibility to act on that information and, where necessary, to involve emergency services or other relevant parties will always take precedence over a request for confidentiality.
- Students may be asked, at the point of disclosure or during induction, whether they wish to nominate a trusted contact who the College may contact in the event of a serious welfare concern, in line with sector good practice on sharing information with trusted contacts.

6.3 Records

Records relating to a student's or staff member's mental health are stored securely, accessible only to those staff with a legitimate need to know, and retained in accordance with the College's Data Protection Policy. Where a Tier 2 or Tier 3 concern has been raised, a factual record of the concern, the response, and any support plan put in place is maintained to ensure continuity of care, particularly across staff changes or periods of absence.

7. Supporting Groups at Particular Risk

7.1 Why This Matters

National evidence consistently identifies certain groups of students as being at higher risk of experiencing mental health difficulties, including students from disadvantaged backgrounds, mature students, international students, neurodivergent students, and LGBTQ+ students. EDA College's mission to widen access to higher education means that many of its students belong to one or more of these groups. This policy requires that the College's mental health response is genuinely inclusive and tailored, not generic.

7.2 Tailored Considerations

Student Group	Specific Considerations
First-year and Foundation Year students	National evidence identifies first-year students as particularly vulnerable. EDA College's Foundation Year Assessment by Engagement checkpoints (Student Support Policy, Section 3.5) are used as an early opportunity to identify wellbeing as well as academic concerns.
Mature students and those with caring responsibilities	Support recognises the additional pressures of balancing study with family, financial, or caring responsibilities; flexibility is considered through the Mitigating Circumstances and ILP processes.
International students	Staff are alert to the particular pressures of distance from family and support networks, and signpost to appropriate culturally sensitive support and translation services where needed.
Neurodivergent students	Mental health support is coordinated with, not separate from, Reasonable Adjustment Plans for neurodivergent conditions, recognising the higher co-occurrence of anxiety and other mental health difficulties.
LGBTQ+ students	Staff receive training to respond sensitively and without assumption to LGBTQ+ students, recognising the elevated risk of mental health difficulties and the importance of using a student's correct name and pronouns, consistent with the Student Handbook's commitments on identity.
Students from disadvantaged or low-participation backgrounds	Financial hardship checks (Student Support Policy, Section 5) are treated as a core part of mental health prevention, not a separate process.

8. Staff Mental Health and Wellbeing

8.1 Principle

EDA College recognises that staff wellbeing and student wellbeing are interconnected: staff who are supported, well-trained, and not subject to unsustainable workloads are far better placed to support students effectively. This policy therefore applies equally to staff, not only students.

8.2 Commitments to Staff

- EDA College will provide all staff with access to confidential support for their own mental health and wellbeing, including signposting to an Employee Assistance Programme or equivalent where available.
- Workload, including the demands placed on Personal Tutors and Module Tutors by this policy and the Student Support Policy, will be considered as part of regular workload planning and review, to avoid unsustainable demands on individual staff.
- Staff who support a student through a Tier 2 or Tier 3 concern, or who are affected by a postvention situation, will themselves be offered support and a debrief opportunity, recognising the emotional impact of this work.
- Line managers are expected to check in proactively with staff who have been involved in supporting a student in crisis or in a postvention response.

9. Roles and Responsibilities

Role / Body	Responsibility under this Policy	When Engaged
Principal	Overall accountability for this policy. Leads the College's response to any serious incident or death. Reports annually to the Academic Board on the College's mental health and wellbeing activity, including progress towards the University Mental Health Charter.	Annual review; immediate response to serious incidents.
Academic Board	Approves this policy and any amendments. Reviews the annual Mental Health and Wellbeing Report. Receives anonymised learning from any postvention review.	Annual review.
Mental Health Advisor	Provides confidential support to students and staff. Leads the Tier 2 and Tier 3 response. Authorises extensions and RAP amendments related to health conditions. Coordinates training and the annual report.	Continuous; central to all tiers of response.
Personal Tutors	First point of contact for Tier 1 concerns. Identify and refer Tier 2 and 3 concerns promptly. Maintain ongoing relationships that support early identification.	Each semester; as concerns arise.
Academic Support Team (AST)	Delivers study skills and wellbeing-related academic support; processes Mitigating Circumstances and extensions linked to wellbeing.	Continuous; drop-in and appointment basis.
Inclusion Coordinator / Welfare Officer	Manages disclosure and Reasonable Adjustment Plans for mental health-related disabilities.	As cases arise; annual review of RAPs.
All Teaching and Support Staff	Complete mandatory mental health awareness training. Respond appropriately to disclosures in line with Section 4.4. Escalate Tier 2/3 concerns promptly.	Induction; annual refresher; as concerns arise.
Registrar	Maintains records in line with Section 6. Supports postvention administrative processes (records, transcripts, communications).	Continuous; as incidents arise.
Birmingham Newman University	Informed of serious incidents involving franchise students; provides guidance consistent with University-wide policy and processes.	As serious incidents arise.
Student Representatives (SSCC)	Represent student views on mental health support and the wellbeing campaign; contribute to annual policy review.	Each semester.

10. Monitoring, Reporting and Continuous Improvement

10.1 Annual Mental Health and Wellbeing Report

The Mental Health Advisor, working with the Registrar, will prepare an Annual Mental Health and Wellbeing Report for the Academic Board each September. This report will include (in anonymised and aggregated form, protecting individual confidentiality at all times):

- The number of Tier 1, Tier 2 and Tier 3 concerns recorded during the year, and the College's response times against the standards in Section 4.
- The number and nature of Reasonable Adjustment Plans related to mental health conditions.
- Staff training completion rates against the standards in Section 3.3.
- A summary of any postvention response undertaken during the year and the learning arising from it.
- Progress towards registration for, and alignment with, the University Mental Health Charter Programme.
- Recommendations for the following academic year, including any proposed amendments to this policy.

10.2 Relationship to Other Monitoring Frameworks

Mental health and wellbeing data generated under this policy feeds into, and is cross-referenced with, the wider quality assurance infrastructure already established at EDA College:

- The Annual Quality and Standards Monitoring Framework, under which student wellbeing forms part of Strand 3 (Student Outcomes and Experience).
- The Quality Improvement Plan, into which any actions arising from this policy's annual review or a postvention review are logged, owned, and tracked to completion.
- The Access, Retention and Learning Experience Strategy 2026–2030, particularly Pillar 2 (Retention), which recognises mental health and wellbeing support as central to student continuation.

10.3 Student and Staff Voice

This policy is reviewed annually in direct response to feedback from students and staff, gathered through the Staff Student Consultative Committee (SSCC), Module Evaluation Questionnaires where relevant, direct feedback to the Mental Health Advisor, and (where used) anonymous wellbeing surveys. EDA College is committed to 'closing the loop' by reporting back to the College community on what has changed as a result of this feedback.

11. Related Policies and Documents

11.1 EDA College Documents

EDA College Student Handbook 2026–27	Student-facing summary of health, wellbeing and support provisions, including pregnancy and parenthood, and bereavement.
EDA College Student Support Policy 2026–27	Source of the Personal Tutor, AST, RAP/ILP, and early intervention infrastructure that this policy builds upon and extends.
EDA College General Academic Regulations 2025–26	Source of the Mitigating Circumstances, Interruption of Study, and bereavement-related provisions referenced throughout this policy.
EDA College Student Academic Experience Framework	Sets the contact hours and assessment design standards that support Pillar 1 (Prevention) of this policy.
Access, Retention and Learning Experience Strategy 2026–2030	Source of the belonging, induction and early intervention commitments referenced in Pillar 1 and Pillar 2.
Annual Quality and Standards Monitoring Framework	The wider governance cycle into which this policy's monitoring and reporting feeds.
EDA College Data Protection Policy	Governs the handling of sensitive personal data under Section 6 of this policy.
EDA College Student Disciplinary Procedures	Relevant where conduct concerns (e.g. online harassment) intersect with wellbeing.
EDA College Generative AI in Learning Policy	Referenced in Section 3.5 on healthy and safe use of technology.

11.2 External Frameworks and Guidance

University Mental Health Charter (Student Minds)	Principles of good practice for a whole-institution approach to mental health, which EDA College intends to formally adopt.
Suicide-Safer Universities framework (Universities UK / PAPYRUS)	Source of the prevention / intervention / postvention structure adopted in this policy.
AoC Mental Health and Wellbeing Charter	Sector framework for further education and college-based providers, reflecting EDA College's institutional profile.
National Review of Higher Education Student Suicide Deaths (NCISH, 2025)	Evidence base informing this policy's focus on first-year and undergraduate risk.
Office for Students — Suicide Prevention Effective Practice Guidance	Regulatory guidance on suicide prevention strategy for registered providers and their partners.
Equality Act 2010, and Abrahart v University of Bristol	Legal basis for the anticipatory duty to make reasonable adjustments referenced in Section 2.1 and Section 4.7.