



Student Support & Wellbeing Policy

Policy/Procedure Number: AC005

Date of Approval: 20th March 2025

Effective Date: 1st April 2025

Review Date: 1st April 2026

Person Responsible: Student Services Manager

Approved By: Governing Board

For Information To: Student Services, Admissions, Academic Board, Exam Centre

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1. Introduction

At ISBM University [India] London, we are deeply committed to nurturing the physical, mental, and emotional health and wellbeing of our students. We understand that a student's wellbeing is fundamental not only to their academic success, but also to their personal growth, safety, and overall happiness.

We believe that creating a compassionate and inclusive environment helps everyone thrive. By promoting a proactive and positive approach to health and wellbeing, we aim to empower students to look after themselves and one another, both within the University and beyond. The impact of good wellbeing reaches far, benefiting individuals, their families, and wider communities.

We are dedicated to fostering a supportive culture where all students feel valued, understood, and encouraged to seek help when needed. Together, as a caring University community, we can ensure that every student has access to meaningful support, opportunities, and the resources they need to flourish.

2. The Purpose of our Student Health and Wellbeing Policy

This policy sets out the framework for the University to provide a positive environment that promotes and supports a positive state of physical and mental health and wellbeing for our students. The policy also aims to ensure those who are experiencing physical and mental health issues are supported with dignity, respect, confidentiality and without discrimination.

3. Policy Scope

This policy applies to the entire University but with an emphasis on the student experience. Where applicable, due consideration should be given to this policy and its goals when dealing with people outside of the University. This policy should be read in conjunction with the Safeguarding Policy, Health and Safety Policy, Equality Policy and Handbooks. The policy scope encompasses physical and mental well-being.

4. Policy Aims

This policy to achieve the following aims:

- To promote good physical and mental health and wellbeing of all students through effective communication of our policies and best practices.
- To increase our workforce and student body's awareness of issues associated with physical and mental health and wellbeing and to develop the skills and knowledge of staff and students to deal with these issues.
- To provide support to students experiencing a physical or mental health problem while at the University and upon return from any absence, whilst also preventing discrimination.

5. Achieving the Policy Aims

The University will promote a culture of good physical and mental health and wellbeing to all students as follows:

- Through effective communication designed to raise awareness and understanding about physical and mental health and wellbeing.
- By implementing measures that provide an environment and culture which promotes good physical and mental health.
- By listening to our students (through individual needs assessments, reviews and student representative participation in the Student Affairs & Engagement Committee and Academic Board) and adapting policies and practices (as required) to ensure student needs are met.

- The Student Services Manager and Student Wellbeing Officer will coordinate the implementation of the policy and offer a point of contact for students regarding any wellbeing-related issues.
- The University will provide knowledge and skills training to help management, staff and students support their own mental health and wellbeing and that of others. This training will be designed to address the following:
 - The promotion of understanding of the importance of physical and mental well-being to all students, including best practices.
 - How to deal with issues around mental health and stress effectively.
 - Ensure that any individual suffering from physical or mental illness is treated fairly, with respect and confidentiality and without discrimination.
 - The University will train First Aiders, including Mental Health First Aiders to support the goals and implementation of this policy.

6. Advice on Wellbeing

The Student Services Department offers confidential information, advice, and guidance, with a strong focus on student wellbeing, acknowledging that life at university can sometimes bring unexpected challenges, both academic and personal. This support is inclusive and accessible to all students, whether they're navigating a difficult time, seeking academic adjustments, or simply need someone to talk to.

Students can access this service in whatever way feels most comfortable, either through self-referral or by being referred by a member of staff who may recognise that support would be helpful. No matter the route, students will be met with empathy, respect, and a commitment to your well-being and success.

7. Disability Policy & Services

The University is deeply committed to fostering an inclusive, supportive, and accessible learning environment for all students and staff. We believe that every individual regardless of disability, long-term health condition, or learning difference, deserves the opportunity to succeed and feel fully part of our academic community.

We are guided not only by compassion and our institutional values, but also by our legal responsibilities under key legislation. This includes the Special Educational Needs and Disability Act 2001 (SENDA), the Equality Act 2010, and the Human Rights Act 1998, which collectively protect individuals from discrimination and promote equality of opportunity in education. In addition, our practices align with the expectations of the Public Sector Equality Duty under the Equality Act, which requires proactive steps to eliminate discrimination, advance equality, and foster good relations.

Through our Equality Policy and Reasonable Adjustment and Special Consideration Policy, the University actively works to eliminate discrimination during the admissions process and throughout the student lifecycle. We are committed to making reasonable adjustments that support equitable access to learning and campus life.

Students who identify as having a disability, long-term health condition, or learning difference are warmly encouraged to connect with our Student Services Department. Our dedicated team offers compassionate, confidential advice and personalised support tailored to individual needs. This may include academic adjustments, specialist referrals, assistive technologies, and ongoing wellbeing support.

8. Equality, Diversity & Inclusivity

Promoting equal opportunities is fundamental to the aims and ethos of the University and is also addressed in the Equality Policy. We welcome applications from as diverse a range of backgrounds as possible. The University understands that positive representation contributes to overall wellbeing and endeavours to ensure that representation of diversity is embedded throughout the resources used during the student's learning journey. The University is committed to equal treatment for all, regardless of an individual's real or perceived race, ethnicity, gender, religion, sexual orientation, disability, learning difficulty, body image, social background etc.

9. Progression, Careers & Employability Advice

The University has a Careers Hub on site to provide career education, information, advice and guidance to all students. The Careers Hub is intended to help students assess their values, interests, abilities, skills and learning journey and relate these to opportunities for employment or further study. This helps them to make informed decisions and develop strategies and career plans. The Careers Hub can also advise on how students can present themselves effectively at interviews and cope with the transition from HE to employment, make a career change or simply need advice with additional education options.

The Careers Hub liaises with academic colleagues to promote the employability of students, including careers education within the curriculum. The University also actively engages students in networking opportunities through participation in industry events, sessions conducted by industry speakers and guest lecturers and through establishing relationships with local employers. The University embeds the Gatsby Benchmarks in careers advice and guidance.

10. Physical Activity

Physical activity is essential for good health and contributes to positive wellbeing. Many of the leading causes of disease and disability in our society such as coronary heart disease, strokes, obesity, type 2 diabetes, hypertension (high blood pressure), colorectal cancer, stress, anxiety, osteoarthritis, osteoporosis and low back pain, are associated with physical inactivity.

The University learning environment is an important setting in which people can increase their levels of activity to benefit their health and help protect against illness. Physical activity can help students manage stress, back pain, weight and medical conditions. Physically active students also report less illness and recover more quickly from illness. Students engaged in physical activity initiatives have reported greater enjoyment of their studies, improved concentration and mental alertness and improved cooperation and rapport with their peers. Our objectives with regard to physical activity are:

10.1. To raise awareness of the benefits of physical activity:

- Provide educational leaflets and resources on physical activity.
- Provide workshops and seminars on the benefits of activity and risks of inactivity/sedentary behaviour.
- Hold physical activity promotional events.

10.2. To support students in becoming more active in a variety of ways:

- Encourage students to make active choices by promotional and motivational resources, for example encouraging them to walk or cycle all or part of the way to their learning space, or to use the stairs instead of the lift.
- Map out walking trails or routes within the local area and publicise them with times and distances.
- Provide information on local sports and leisure facilities, classes and clubs.
- Establish and support activity clubs.

10.3. To remove barriers and enable students to be active in and around the University:

- Provide flexible working hours to allow for physical activity before, during and after their studies.
- Provide safe storage areas for bicycles.

11. Healthy Eating

Healthy eating is essential for good health and contributes to positive well-being. Many of the leading causes of disease and disability in our society such as obesity, coronary heart disease, type 2 diabetes, certain types of cancer, mental ill health and osteoporosis, are associated with poor nutritional choices. A healthy, balanced diet contains a variety of different types of food, including lots of fruit, and vegetables; plenty of starchy foods such as wholemeal bread and wholegrain cereals; some protein-rich foods such as meat, fish, eggs and lentils; and some dairy foods. We should also be drinking about 6 to 8 glasses (1.2 litres) of water, or other fluids, every day to stop us from getting dehydrated.

The University learning environment is an important setting in which people can increase their intake of healthy foods to benefit their health and protect against illness. A healthy, balanced diet also helps people to recover more quickly from illness. The food we eat, and what we drink, not only have a physical impact on our body but can also contribute to our mental health, resulting in improved levels of concentration, mental alertness and ability to cope with everyday stresses and strains. At the University, we endeavour:

11.1. To raise awareness of the benefits of healthy eating:

- Provide educational leaflets and resources on healthy eating.
- Provide access to workshops and seminars on the benefits of healthy eating and the risks of poor nutrition.
- To encourage awareness that 'malnutrition' could lead equally to overweight or underweight presentation.

11.2. To support students to make healthier eating choices in a variety of ways:

- Encourage students to make healthy eating choices through promotional and motivational resources.
- Provide food storage and preparation areas.
- Encourage engagement with other agencies to help promote a healthy relationship with food for students.
- Provide access to cool drinking water for all students.

11.3. To remove barriers and enable students to make healthy eating choices:

- Review the current provision of services.
- Provide cool storage areas for lunchboxes and snacks.
- Encourage students to not forgo their lunch breaks. To ensure that rest breaks are seen as an essential and obligatory segment of the day.
- Offer fruit instead of biscuits during meetings/events.

12. Mental Health

Mental ill health and stress are associated with many of the leading causes of disease and disability in our society. Promoting and protecting the mental wellbeing of students is important for individuals' physical health, social wellbeing and productivity. Mental wellbeing at the University is relevant to all students and everyone can contribute to overall improved mental wellbeing.

Addressing mental wellbeing can help strengthen positive, protective factors, reduce risk factors for mental ill health and improve general health. It can also help promote the employment of people who have experienced mental health conditions and support them once they are at work.

Important aspects of mental wellbeing include providing information and raising awareness; management skills to deal with issues around mental health and stress effectively; providing a supportive work environment; offering assistance, advice and support to anyone experiencing poor mental wellbeing or returning to work after a period of absence due to poor mental wellbeing. At the University, we endeavour:

12.1. To develop a supportive culture, tackle factors that may negatively affect mental wellbeing, and develop management skills:

- Give students information on, and increase their awareness of, mental wellbeing including awareness of everyday contributory factors, such as stress and excessive workload, that undermine mental health.
- Give non-judgemental and proactive support to students who experience mental health problems.
- Implementing training and awareness programmes to create a culture where students can talk openly about mental health problems and disclose difficulties without fear of discrimination or reprisal.
- Include information about mental health (this policy) in the student's induction programme.
- Ensuring that staff and students are aware of their obligations to promote a good learning environment for all students and peers as defined within this policy.
- Provide opportunities for students to look after their mental wellbeing, for example through physical activity, stress-buster activities and social events.
- Offer students flexible study arrangements where feasible.
- Set students realistic targets that do not require them to work unreasonable hours.
- Manage conflict effectively and ensure the learning environment is free from bullying, harassment, discrimination and racism.
- Establish good two-way communication to ensure student involvement.

12.2. To provide support for students experiencing mental health difficulties:

- Providing proactive support for students who are experiencing mental health problems, inside and outside the learning environment, in a positive manner.
- Ensure individuals suffering from poor mental health are treated fairly, sensitively and consistently and are not made to feel guilty about their problems.
- Recognise that the presentation of mental health challenges is varied, some of which are temporary and others long-term.
- Encourage students to consult the Student Wellbeing Officer, their own GP, or are signposted to other NHS or independent support.
- Treat all matters relating to individual students and their mental health illness in the strictest confidence and share on a 'need to know' basis, only with consent from the individual concerned.
- Identifying and remediating any factors within the learning environment that are contributing to the negative mental health issues.
- In cases of long-term sickness absence, put in place where possible graduated return to study plans.

- Make every effort to identify suitable alternative study arrangements, in full discussion with the student, where a return to the same course is not possible due to identified risks or other factors.
- Proactively making students aware of third-party organisations that might be able to provide information, advice and support in these situations.

12.3. To encourage the engagement of people who have experienced mental health ill health.

- Show a positive and enabling attitude to students and applicants with a mental health illness. This includes having positive statements in recruitment literature.
- Ensure that all staff who are involved in the recruitment, selection, teaching and assessment of students are briefed on mental health issues, relevant legislation such as the Equality Act 2010 and that they are trained in appropriate skills.
- Do not make assumptions that a person with a mental health illness will be more vulnerable to learning environment stress or take more time off than any other student.

12.4. To recognise that learning environment stress is a health and safety issue.

- Identify all learning environment stressors and conduct risk assessments to eliminate stress or control the risks from stress.
- Workload demands and expectations placed on students should be effectively communicated, be realistic and achievable.
- Promote an environment where students are encouraged to feedback to their representatives about factors they experience that may induce stress.
- Provide sufficient communication to keep students adequately informed about any information that may impact the University and their studies.
- Consult with appropriate professionals on actions relating to the prevention of learning environment stress.
- Provide training in good management practices, ensuring that managers and supervisors are aware of their responsibilities towards their students, with respect to positive mental wellbeing.
- Provide confidential support and adequate resources.

13. Responsibilities

Executive Board Members and all senior managers:

- Ensure that this policy receives the necessary support and prioritisation to achieve its aim.
- Participate in the annual review of this policy and its effectiveness.
- Ensure that managers are aware of, and are implementing their responsibilities.

Managers:

- Ensure that students are made aware of this policy, at induction and how to access it afterwards.
- Actively promote a culture of good mental health and wellbeing through the implementation of this policy.
- Manage and review the effectiveness of this policy on students, and feedback to relevant Committees/Boards as appropriate.

All staff:

- Read and understand this policy, including changes, seeking clarification where required.

- Support our aim of providing a culture of good mental health and wellbeing through their activities and when considering others.
- Take care of their own health and wellbeing, including mental health.
- Ensure that their actions do not affect the health safety and general wellbeing of other people in the learning environment.
- Consider the Mental Health Rubric in Appendix 1 in order to raise issues or concerns and seek help from their Line Manager or an appropriate senior manager/ Executive Board Member.

All students:

- Read and understand this policy, including changes, seeking clarification where required.
- Support our aim of providing a culture of good mental health and wellbeing through their activities and when considering others.
- Take care of their own health and wellbeing, including mental health.
- Ensure that their actions do not affect the health safety and general wellbeing of other people in the learning environment.
- Raise issues or concerns and seek help from their representatives or an appropriate member of staff e.g. Student Wellbeing Officer.

14. Communication

All students should receive a copy of this policy during the induction process and have continued access to it throughout their time at the University. Students should remain informed if the policy changes and be empowered to actively contribute and provide feedback through representation at Student Affairs & Engagement and Academic Board levels.

15. Monitoring and review

The University will review this policy annually or more frequently as required, for example, to address issues highlighted through student feedback or to react to legislative changes. The Student Services Dept should objectively assess whether the stated policy aims have been met and review the effectiveness of the measures within this document. The effectiveness of the policy will be assessed through:

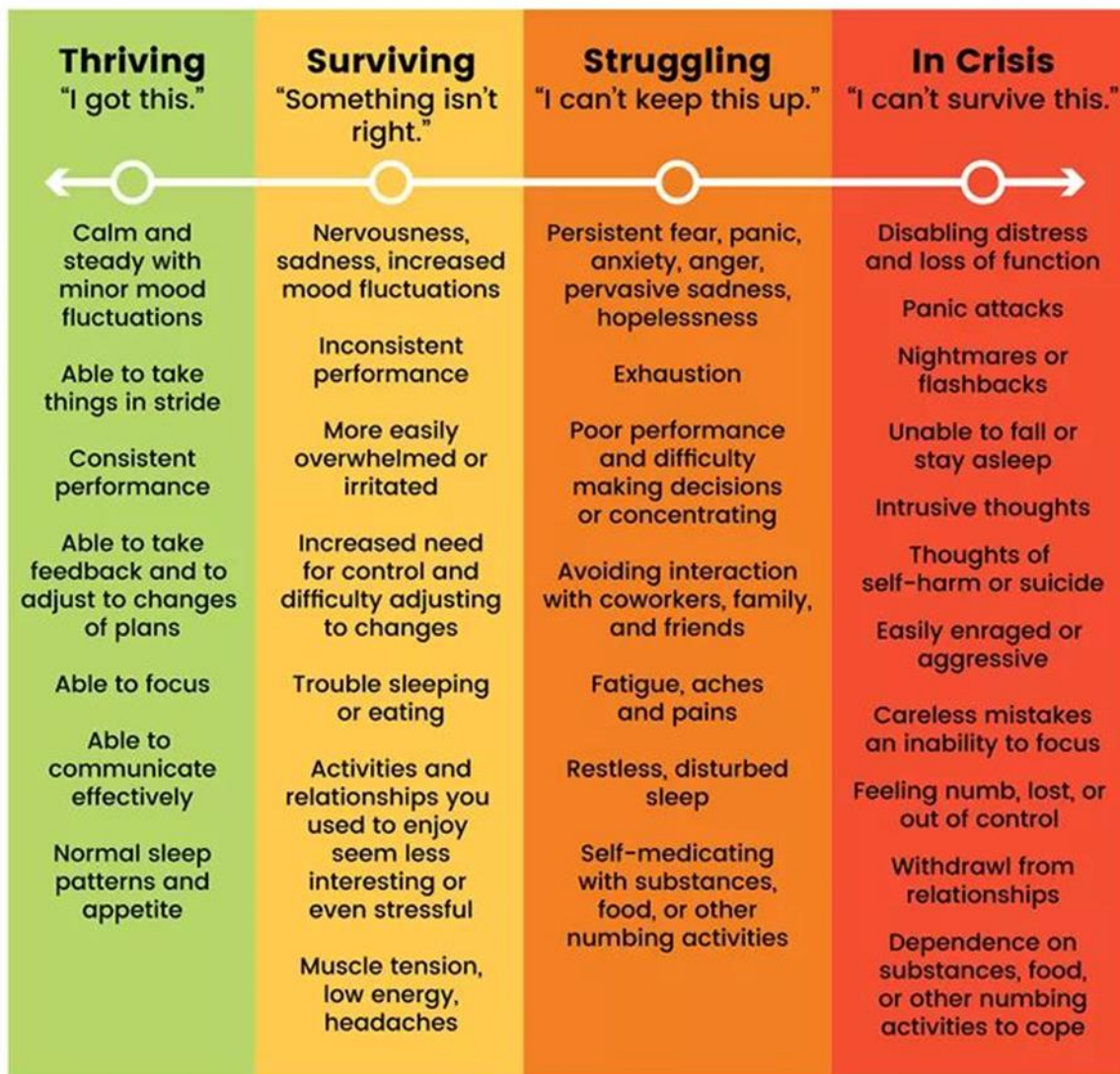
- Feedback from the students and student representatives, including complaints, return to study surveys and exit interviews as appropriate.
- Student attendance and sickness statistics.
- Outcomes of any mental health issues supported through this policy.

16. Covid-19 & Other Contagions

The University recognises that the Coronavirus (COVID-19) pandemic had the effect of exacerbating and exaggerating the pressures that students face. Should there be a return to a national pandemic status, the University will ensure that it:

- Consults students on their anxieties and vulnerabilities.
- Ensure as is much as practicable that the learning environment is contagion secure.
- Take appropriate action to safeguard the well-being of students in the event of a suspected rise in COVID-19 (or other contagion).

17. Appendix 1: Mental Health Rubric



Adapted from: Watson, P., Gist, R., Taylor, V., Evlander, E., Leto, F., Martin, R., Vaught, D., Nash, W.P., Westphal, R., & Litz, B. (2013). Stress First Aid for Firefighters and Emergency Services Personnel. National Fallen Firefighters Foundation.