



“Enabling Students to Accomplish their Academic Goal”

Mental Health and Wellbeing Policy

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1. Introduction

Bellmont College is committed to promoting positive mental health, wellbeing, inclusion, safety and belonging for all students. The College recognises that mental health and wellbeing are central to student engagement, academic progress, continuation, achievement and the overall student experience. The College therefore seeks to provide a supportive, respectful and accessible environment in which students are encouraged to seek help early, disclose support needs where appropriate, and receive clear guidance about available support.

This policy explains how Belmont College identifies, supports, monitors and escalates student mental health and wellbeing concerns. It also explains how wellbeing support connects with academic support, reasonable adjustments, safeguarding, attendance and engagement monitoring, fitness to study, complaints, data protection, student voice and partnership oversight. The policy is read alongside the College's wider student support and governance framework, including (*HSP1 Belmont College Safeguarding and PREVENT Policy*), (*SWP2 Belmont College Equality, Diversity and Inclusion Policy*), (*SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy*), (*SWP3 Belmont College Disability Policy*), (*QGP3 Belmont College Student Handbook*) and (*QGP1 Belmont College Quality Assurance Handbook*).

Bellmont College currently delivers higher education provision in collaboration with Liverpool Hope University (LHU). Under this partnership, Belmont College provides local teaching, academic support and student support while aspects of academic oversight, regulations, quality assurance and student services may operate through Liverpool Hope University arrangements, depending on the programme and the applicable partnership framework. Belmont College signposts students clearly to the relevant Liverpool Hope University procedures where they apply, including Liverpool Hope University student support, wellbeing, complaints, conduct and fitness to study arrangements.

Bellmont College is also progressing its institutional development with the Office for Students, including approval for its own funding arrangements. The College recognises that future regulatory or funding approval may affect student support processes, governance responsibilities, data reporting, partnership arrangements and referral routes. Any transition is managed carefully and transparently, with student wellbeing, continuation of study, equality of opportunity and protection of student interests remaining central to decision-making.

2. Purpose of the Policy

The purpose of this policy is to provide a clear, practical and institution-wide framework for supporting student mental health and wellbeing at Belmont College. It sets out how the College provides information, encourages early disclosure, responds to concerns, signposts to internal and external support, manages sensitive information, supports

reasonable adjustments, and escalates safeguarding or urgent wellbeing concerns when required.

The policy is intended to ensure that students are treated with dignity, compassion, fairness and consistency. It also supports staff by clarifying professional boundaries, referral routes, escalation responsibilities and governance arrangements. Belmont College does not provide on-site medical, clinical psychology, psychiatric or counselling services. The College does, however, provide initial wellbeing guidance, academic and pastoral support, reasonable adjustment signposting, mental health first aid, safeguarding response and referral to external specialist services where appropriate.

This policy also supports institutional accountability. Mental health and wellbeing are not treated as isolated pastoral matters. They are connected to academic quality, student outcomes, equality, safeguarding, attendance, complaints, risk management, staff training, partnership oversight and continuous improvement. The policy therefore explains how mental health and wellbeing matters are implemented, monitored and reviewed through Belmont College's committees and governance bodies.

3. Scope of the Policy

This policy applies to all prospective students, applicants, enrolled students and former students with ongoing support, complaint, appeal or continuation matters where mental health or wellbeing may be relevant. It also applies to staff, governors, student representatives, contractors, visiting lecturers, volunteers and third parties acting on behalf of Belmont College.

The policy applies across the whole student journey, including recruitment, admissions, pre-entry information, induction, teaching and learning, assessment, academic support, attendance and engagement, wellbeing signposting, safeguarding, fitness to study, interruption or return to study, complaints and appeals, student voice, student protection and completion.

Where a student is studying under collaborative provision with Liverpool Hope University, Belmont College acts within the relevant partnership arrangements and cooperates with Liverpool Hope University where academic regulations, wellbeing support, fitness to study, complaints, safeguarding or student protection processes require partnership coordination. Where Belmont College operates future direct funding or independent regulatory arrangements, this policy is reviewed and updated to ensure that the support framework remains legally compliant, operationally clear and protective of students.

4. Regulatory and Legal Framework

This section consolidates the main legal, regulatory and sector expectations that inform the policy.

Framework / requirement	Relevance to this policy
Equality Act 2010	Supports non-discrimination, reasonable adjustments and inclusive access for students with long-term or recurring mental health conditions that meet the statutory definition of disability.
UK GDPR and Data Protection Act 2018	Governs personal data and special category health data, including disclosures, wellbeing records, referrals, consent, confidentiality and emergency information sharing.
Health and Safety at Work etc. Act 1974 and Management of Health and Safety at Work Regulations 1999	Supports safe learning and working environments and proportionate management of foreseeable risks.
Safeguarding Vulnerable Groups Act 2006, Care Act 2014 and Counter-Terrorism and Security Act 2015	Applies where mental health concerns intersect with safeguarding, risk of harm, exploitation, abuse, radicalisation or PREVENT concerns.
OfS Conditions B2 and B3	Supports adequate resources, support, student engagement, continuation, completion and progression monitoring where wellbeing affects outcomes.
OfS Conditions C1-C4	Supports clear information, fair complaints routes, student protection and continuity of study where wellbeing, support or disruption affects students.
OfS Conditions E1, E2 and E6	Supports public interest governance, management oversight, accountability, risk management and response to harassment and sexual misconduct.
Competition and Markets Authority guidance, Consumer Rights Act 2015 and Consumer Contracts Regulations 2013	Requires clear, accurate and accessible information about support, services, terms and complaints.
UK Quality Code for Higher Education 2024	Supports academic standards, student support, student partnership, monitoring, evaluation and partnership working.
Office of the Independent Adjudicator Good Practice Framework	Supports fair, accessible and evidence-based complaint handling where students raise wellbeing or support concerns.
Liverpool Hope University partnership requirements	Applies where students are registered on Liverpool Hope University awards or where partnership responsibilities require coordination of support, safeguarding, complaints or continuation arrangements.

5. Definitions, Principles and Limits of College Support

For the purpose of this policy, mental health refers to emotional, psychological and social wellbeing. It affects how students think, feel, relate to others, make decisions, cope with stress and engage with study. Mental illness refers to diagnosed, suspected or recurring conditions that may affect a student's mood, behaviour, thinking or functioning, including but not limited to depression, anxiety, eating disorders, psychosis, addiction-related difficulties, trauma responses and other conditions. Wellbeing is a wider concept that includes mental, emotional, physical, social, financial and academic wellbeing, together with a sense of safety, belonging, purpose and achievement.

Bellmont College's approach is based on early support, dignity, inclusion, confidentiality, proportionate risk management, professional boundaries, clear referral routes and academic continuity wherever reasonably possible. Students are encouraged to seek help early and staff respond without stigma, judgement or unnecessary delay.

The College's support is not a substitute for medical, clinical or emergency care. Staff are not expected to diagnose mental illness or provide therapy. Where specialist support is needed, students are signposted or referred to appropriate external services, including NHS services, emergency services, GPs, crisis helplines, local mental health services, charitable support organisations and, where relevant, Liverpool Hope University support services. In urgent situations, protecting life and preventing serious harm takes priority over normal confidentiality expectations, while still requiring proportionate and secure information handling in line with *(BCP5 Belmont College General Data Protection & Regulation (GDPR) Policy)*.

6. How this Policy Protects Students Across the Wellbeing Journey

Bellmont College recognises that student wellbeing needs may arise at different points in the student journey. The table below explains how this policy is implemented in practice.

Student stage	What students can expect	Implementation route
Pre-application and admissions	Clear information about support, disability disclosure, reasonable adjustments, course expectations and the limits of College wellbeing services.	Recruitment, Admissions and Registry Committee; admissions staff training; <i>(RAP1 Belmont College Recruitment, Selection and Admission Policy)</i> .

Student stage	What students can expect	Implementation route
Enrolment and induction	Accessible induction information about wellbeing support, safeguarding, academic support, attendance, complaints, reasonable adjustments and emergency support routes.	Induction records; Student Staff Committee; Quality Committee; (<i>QGP3 Belmont College Student Handbook</i>).
Learning and engagement	Supportive academic contact, early signposting, monitoring of attendance and engagement, and referral where wellbeing concerns affect learning.	Learning and Teaching Committee; Academic Committee; programme teams; (<i>LTP9 Belmont College Attendance, Retention and Submissions Policy</i>).
Assessment and progression	Consideration of reasonable adjustments, special considerations, mitigating circumstances and academic support where mental health affects assessment or progress.	Academic Committee; Learning and Teaching Committee; (<i>SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy</i>).
Urgent concern or safeguarding risk	Prompt escalation to appropriate staff, safeguarding leads, emergency services or external agencies where there is risk of harm.	Safeguarding and PREVENT Committee; Senior Management Committee; (<i>HSP1 Belmont College Safeguarding and PREVENT Policy</i>).
Interruption, return to study or fitness to study	A proportionate and supportive process that considers wellbeing, academic readiness, safety, continuation and return-to-study planning.	Academic Committee; Student Staff Committee; Quality Committee; relevant Liverpool Hope University procedures where applicable.
Review and improvement	Themes from support activity, complaints, feedback and risk monitoring inform enhancement while respecting confidentiality.	Quality Committee; Audit & Risk Committee; Board of Directors.

7. Student Information, Admissions, Induction and Early Disclosure

Bellmont College ensures that student-facing information about mental health and wellbeing support is accurate, current, accessible and realistic. Applicants and students are able to understand what support is available locally at Belmont College, what support may be available through Liverpool Hope University where partnership arrangements apply, and when external or emergency support is required.

Applicants and students are encouraged to disclose mental health conditions, disabilities, personal circumstances or additional support needs as early as possible. Early disclosure helps the College consider reasonable adjustments, learning support, safeguarding needs, attendance support and referral options. Disclosure is voluntary unless a student is required to provide information for a specific process, such as a reasonable adjustment request, special consideration request, safeguarding assessment or fitness to study review.

Admissions decisions focus on academic suitability and the published entry requirements for the programme. A declared mental health condition or disability is not used to disadvantage an applicant. Where support needs are disclosed, admissions and support staff consider whether reasonable adjustments, access arrangements or additional information are required in line with (*RAP1 Belmont College Recruitment, Selection and Admission Policy*), (*SWP3 Belmont College Disability Policy*) and (*SWP2 Belmont College Equality, Diversity and Inclusion Policy*).

During induction, students receive signposting to wellbeing, academic support, safeguarding, complaints, reasonable adjustments, attendance expectations, assessment support and emergency services. Students are also reminded that Belmont College is not an emergency clinical service and that urgent risks are escalated immediately to emergency services or appropriate external support.

8. Mental Health and Wellbeing Support, Signposting and Referral

Bellmont College provides initial wellbeing guidance, pastoral support, mental health first aid, academic support, disability and reasonable adjustment signposting, and referral to external services where appropriate. The College's support model brings together academic and pastoral support so that students are not expected to navigate complex processes alone.

Academic support is led by the Head of Academic Programmes and includes Module Tutors, Academic Support Tutors and programme teams. Pastoral and wellbeing support is coordinated through the Head of Quality & Operations, Mental Health and Wellbeing Adviser, Student Mental Health and Wellbeing Support Officer and trained Mental Health First Aiders. Student Representatives may help promote wellbeing and signpost students to support but are not expected to provide specialist advice.

Where appropriate, students may be referred or signposted to NHS services, GP support, crisis services, counselling providers, local services, specialist charities, domestic abuse support, bereavement support, substance misuse support or Liverpool Hope University services where applicable to the student's registration or partnership arrangements. Liverpool Hope University information indicates that its Student Life Team provides access routes into wellbeing and counselling services, and Belmont College signposts students to Liverpool Hope University services where the partnership framework permits.

Students identified as vulnerable or potentially at risk may be supported through regular check-ins, individual support planning, learning support arrangements, safeguarding review, academic support, attendance monitoring, wellbeing signposting and external referral. Monitoring is proportionate, respectful and focused on supporting engagement, safety and continuation of study.

9. Responding to Student Concerns, Risk and Urgent Situations

All staff have a responsibility to take student wellbeing concerns seriously. Staff listen calmly, avoid making clinical judgements, explain the limits of confidentiality where appropriate, and refer the concern through the correct route. Staff do not promise secrecy where there may be risk of harm, safeguarding concern, legal obligation or need to involve emergency services.

Urgent situations may include risk of suicide or self-harm, risk of harm to others, serious deterioration in mental or physical health, suspected abuse or neglect, severe distress, disappearance or significant disengagement, disclosure of sexual misconduct or harassment, domestic abuse, exploitation, radicalisation concern, or behaviour that seriously affects the safety or wellbeing of others. In such circumstances, staff contact the appropriate senior member of staff, Mental Health and Wellbeing Adviser, Student Mental Health and Wellbeing Support Officer, Safeguarding Lead, emergency services or external agencies as required.

Where a student declines support, staff respect the student's autonomy unless there is a serious risk of harm or a legal or safeguarding duty to act. Staff continue to provide clear information about available support and record the concern appropriately. Where a risk appears high or immediate, the College may need to share information without consent if this is necessary and proportionate to protect life or prevent serious harm, in line with *(BCP5 Belmont College General Data Protection & Regulation (GDPR) Policy)* and *(HSP1 Belmont College Safeguarding and PREVENT Policy)*.

The College maintains records of serious wellbeing concerns, referrals, actions, outcomes and follow-up arrangements. Records are factual, respectful, proportionate and securely stored.

10. Reasonable Adjustments, Learning Support and Inclusive Practice

Students with long-term or recurring mental health conditions may be disabled under the Equality Act 2010. Belmont College considers reasonable adjustments where a student's mental health condition, disability or additional learning need places them at a substantial disadvantage. Reasonable adjustments may relate to teaching, learning, assessment, communication, attendance expectations, access arrangements, learning support or engagement planning.

Support may include a Learning Support Plan, additional assessment arrangements, accessible communication, academic skills support, separate rooms or additional time where appropriate, support with deadlines through approved procedures, referral to external services, or adjustments to engagement and communication arrangements. Adjustments are considered on the basis of evidence, professional judgement, academic standards, health and safety, feasibility and the individual circumstances of the student.

Reasonable adjustments do not compromise academic standards or the integrity of assessment. Where a mental health difficulty affects assessment, the student is advised where appropriate to use the relevant mitigating circumstances, reasonable adjustment or special consideration route under (*SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy*) and, where applicable, Liverpool Hope University academic regulations.

Inclusive practice is also important. Belmont College seeks to reduce avoidable barriers by providing clear instructions, timely assessment information, accessible learning materials, supportive academic communication and early signposting to support. Inclusive practice is monitored through the Academic Committee, Learning and Teaching Committee, Quality Committee and Equality, Diversity and Inclusion Committee.

11. Attendance, Engagement, Fitness to Study, Interruption and Return to Study

Bellmont College recognises that mental or physical ill health may affect attendance, engagement, assessment submission and progression. Students are encouraged to notify the College as early as possible if health or wellbeing circumstances are affecting their studies. Early contact allows the College to consider academic support, wellbeing guidance, reasonable adjustments, special considerations, interruption of studies or return-to-study planning.

Attendance and engagement concerns are managed supportively and proportionately. Where a student is repeatedly absent, disengaged or at risk of non-continuation, staff consider whether academic, wellbeing, financial, safeguarding, disability or personal circumstances may be contributing factors. Any action is taken in accordance with (*LTP9 Belmont College Attendance, Retention and Submissions Policy*), (*LTP7*

Bellmont College Academic Progress Procedure) and (CAP1 Bellmont College Student Protection Plan and Policy).

Where a student is admitted to hospital or is receiving significant mental health treatment, Bellmont College handles academic communications sensitively and considers appropriate support arrangements for absence, assessment, progression and return to study. Where consent is available, the College may liaise with relevant professionals, family contacts or external services. Where consent is not available but there is serious risk, information sharing is managed on a necessary and proportionate basis.

In some circumstances, interruption of studies, leave of absence or temporary suspension may be necessary to protect the student, other students, staff or the integrity of the learning environment. Such action is considered case by case, with regard to the student's wellbeing, safety, academic position, support needs and the safety and wellbeing of others. For Liverpool Hope University collaborative provision, Bellmont College coordinates with Liverpool Hope University where fitness to study, interruption, suspension or return-to-study processes fall within Liverpool Hope University regulations or partnership responsibilities.

12. Confidentiality, Data Protection and Information Sharing

Mental health and wellbeing support often involves personal data and special category health data. Bellmont College processes such information lawfully, fairly, securely and transparently in accordance with *(BCP5 Bellmont College General Data Protection & Regulation (GDPR) Policy)* and relevant privacy notices.

Student wellbeing information is normally treated confidentially and shared only with staff who need to know in order to provide support, manage academic processes, protect safety, comply with legal duties or fulfil partnership responsibilities. The College seeks consent where appropriate, but consent is not the only lawful basis for processing or sharing information.

Information may be shared without consent where there is a serious risk of harm to the student or others, where disclosure is necessary to protect life or prevent serious physical, emotional or mental harm, where there is a safeguarding obligation, where emergency services or healthcare professionals require relevant information, or where disclosure is required by law or regulation. Such sharing is necessary, proportionate and limited to relevant information.

Staff do not keep private informal records of student wellbeing concerns outside approved systems. Records are factual, dated, limited to relevant information and stored securely. Committee reports normally use anonymised or aggregated information unless identifiable information is necessary for safeguarding, risk, governance or legal reasons.

13. Safeguarding, Harassment, PREVENT and Student Protection

Mental health and wellbeing concerns may overlap with safeguarding, harassment, sexual misconduct, domestic abuse, bullying, discrimination, exploitation, radicalisation, online harm or other risks. Belmont College responds through the appropriate route, which may include the Safeguarding Lead, Mental Health and Wellbeing Adviser, Student Mental Health and Wellbeing Support Officer, Senior Management Committee, emergency services or relevant external agencies.

Where a concern relates to harassment, sexual misconduct, discrimination or dignity at study, Belmont College considers both the student's support needs and the relevant conduct or complaint process. Students are offered support and clear information about options, including safeguarding, reporting, complaints and external support, in line with *(HSP1 Belmont College Safeguarding and PREVENT Policy)*, *(SWP2 Belmont College Equality, Diversity and Inclusion Policy)* and *(CAP3 Belmont College Complaint and Appeal Policy and Procedure)*.

PREVENT-related concerns are treated as safeguarding matters. The College balances protection from radicalisation with lawful freedom of speech, academic freedom, respectful debate and non-discriminatory practice. PREVENT concerns are escalated through *(HSP1 Belmont College Safeguarding and PREVENT Policy)*.

Student protection is relevant where wellbeing issues affect continuation of study or where institutional disruption affects student wellbeing. The College seeks to minimise disruption, maintain support, communicate clearly and protect continuation of study wherever reasonably possible under *(CAP1 Belmont College Student Protection Plan and Policy)*.

14. Student Voice, Partnership and Wellbeing Culture

Belmont College recognises that student wellbeing is strengthened when students feel heard, respected and involved in the development of their learning environment. The College gathers student feedback about wellbeing, support, accessibility, teaching, assessment, communication and belonging through student representatives, surveys, module evaluation, Student Staff Committee discussions, focus groups and informal feedback routes.

Student Representatives support wellbeing awareness campaigns where appropriate and help identify themes affecting the student experience. They are not expected to act as counsellors, safeguarding specialists or wellbeing practitioners. Where concerns are raised, representatives signpost students to staff and support services.

The College promotes a culture in which students are encouraged to seek support early, staff respond compassionately and professionally, and wellbeing is understood as part of academic success. Themes from student voice inform annual monitoring,

staff development, support planning, equality review, risk assessment and policy enhancement.

15. Governance and Committee Implementation Framework

Mental health and wellbeing are implemented through Belmont College’s governance and committee structure. The model is: identify concern; assess support or risk; assign an owner; take proportionate action; record the action; report themes through the appropriate committee; escalate material risks; review evidence of completion; and use learning to enhance policy and practice.

Committee / body	How it implements this policy
Board of Directors	Provides ultimate governance oversight of student wellbeing, safeguarding, student protection, equality, risk, regulatory compliance, academic quality, student outcomes and institutional performance.
Audit & Risk Committee	Reviews risk, internal control, compliance and assurance matters where wellbeing, safeguarding, student protection or continuity risks require escalation.
Academic Committee	Acts as the academic authority for oversight of academic quality, standards, student support, student outcomes, assessment arrangements and academic risks linked to wellbeing.
Senior Management Committee	Coordinates operational implementation, resources, urgent risk response, partnership coordination, policy actions and management reporting.
Quality Committee	Monitors policy implementation, student experience themes, complaints and appeals trends, equality matters, support effectiveness, enhancement actions and annual review.
Learning and Teaching Committee	Reviews teaching, learning, academic support, inclusive practice, assessment support and learning resources where wellbeing affects student engagement and progression.
Recruitment, Admissions and Registry Committee	Oversees fair admissions information, early disclosure routes, induction, student records, attendance and registry processes connected to wellbeing support.
Student Staff Committee	Provides a student voice route for wellbeing themes, support experiences, communication issues and enhancement suggestions.
Safeguarding and PREVENT route	Escalates safeguarding, PREVENT, harassment, sexual misconduct or serious risk matters through the designated safeguarding and senior management route.

Committee / body	How it implements this policy
Liverpool Hope University partnership routes	Where Liverpool Hope University processes apply, Belmont College coordinates relevant matters through the Operational Group, Academic Oversight Group and Strategic Oversight Group as appropriate.

16. Roles and Responsibilities

Role	Responsibilities
Board of Directors	Retains ultimate oversight of student wellbeing, safeguarding, student protection, equality, risk, regulatory compliance, academic quality, student outcomes and institutional performance.
Chief Executive Officer (CEO)	Holds executive accountability for implementing Board-approved strategy, institutional leadership, regulatory compliance, quality assurance, financial sustainability and successful student outcomes.
Head of Quality & Operations	Leads and oversees the quality assurance framework, policy monitoring, wellbeing oversight, regulatory alignment, reporting and escalation through the Senior Management Committee, Quality Committee and Academic Committee routes.
Head of Academic Programmes	Provides academic leadership for programme quality and standards, academic support, inclusive learning opportunities, assessment arrangements and positive student outcomes.
Head of Professional Services	Oversees professional services across the student lifecycle, including recruitment, admissions, student support and outcomes monitoring. Ensures support provision is effective, applicant selection is fair and improvement is data-informed.
Head of IT & Human Resources	Ensures staff development, fair employment practices and secure, reliable and accessible digital systems that support teaching, data management, student support and regulatory reporting.
Programme Coordinator	Ensures effective programme delivery at module/block level, monitors engagement, escalates wellbeing-related barriers and maintains alignment with learning outcomes and assessment integrity.
Module Tutors	Deliver inclusive teaching and assessment, identify wellbeing or engagement concerns, implement approved academic support arrangements and refer students to appropriate support routes.

Role	Responsibilities
Academic Skills Tutor and Academic Support Tutors	Provide academic skills development, personal tutoring and cohort support, monitor engagement and support timely referral where wellbeing affects learning or progression.
Mental Health and Wellbeing Adviser and Student Mental Health and Wellbeing Support Officer	Provide initial wellbeing guidance, support planning, signposting, referral coordination, staff advice and escalation guidance within the limits of the College's non-clinical support model.
Student Support and Wellbeing Team	Coordinates pastoral support, wellbeing signposting, disability support, reasonable adjustment liaison, confidential records and escalation of serious concerns.
Admissions and Registry Teams	Provide accessible applicant communication, enrolment, induction, student records, attendance monitoring, assessment support administration and policy signposting within Belmont College and relevant Liverpool Hope University processes.
Student Representatives	Support student voice, identify wellbeing themes and signpost peers to appropriate College support routes without acting as counsellors or safeguarding specialists.
All staff	Take wellbeing concerns seriously, communicate accessibly, maintain confidentiality within the limits of the policy, refer concerns appropriately and implement this policy within their roles.
Students	Engage with support processes, provide relevant information where requested, tell Belmont College when needs change and raise concerns promptly where agreed support is not implemented.

17. Training, Monitoring, Audit and Evidence

Bellmont College provides proportionate training and guidance to staff involved in student support, teaching, admissions, safeguarding, registry, complaints and committee reporting. Training may include mental health awareness, safeguarding, PREVENT, emergency response, reasonable adjustments, equality and inclusion, data protection, student conduct, professional boundaries and signposting.

Monitoring includes student feedback, attendance and engagement analysis, complaints and appeals themes, safeguarding reports, wellbeing referral themes, reasonable adjustment data, fitness to study or interruption themes, equality monitoring, staff training records, risk register review, committee action logs and annual quality monitoring. Individual student details are anonymised or restricted unless identifiable information is necessary for safeguarding, legal, operational or governance reasons.

The policy is normally reviewed annually or earlier where there are significant changes to legislation, OfS requirements, Liverpool Hope University partnership arrangements, institutional funding status, student support arrangements, serious incidents, risk profile or student feedback. The Head of Quality & Operations coordinates review activity and reports through the Quality Committee, Senior Management Committee and Board of Directors.

Evidence retained includes, where relevant, policy approval records, committee minutes, action logs, induction materials, training records, anonymised case themes, safeguarding logs, support referral records, student communication records, audit outcomes, equality monitoring, risk register entries and evidence of corrective action.

18. Conclusion

Bellmont College is committed to supporting student mental health and wellbeing as an essential part of academic success, student protection, equality of opportunity and institutional responsibility. The College recognises that wellbeing support is compassionate, practical, confidential, proportionate and connected to academic and safeguarding processes.

Through this policy, Belmont College provides clear information, encourages early support, respects confidentiality, responds to risk appropriately, considers reasonable adjustments, supports continuation of study and uses student voice and committee oversight to improve practice. The College continues to work with Liverpool Hope University where partnership arrangements apply and updates support processes as its OfS approval and funding arrangements develop, while protecting student interests throughout any transition.

Appendix 1. Internal Mental Health and Wellbeing Support Routes

The following internal support routes are retained and strengthened from the existing policy. Details are checked at each annual review so that students receive accurate and current support information.

Name / role	Support services provided	Contact
Mrs Elaine Wayne-Walker, Head of Quality & Operations	Lifestyle-related support including accommodation, finance, wellbeing, disability advice, pastoral coordination and escalation.	quality@bellmontcollege.co.uk
Dr Syed Jafri, Head of Academic Programmes	Programme support, module and assessment support, academic progression guidance and Learning Support Plan support.	Telephone: 020 3929 7665 syed@bellmontcollege.co.uk
Dr Susan Marchant-Haycox, Academic Skills	Emotional support, wellbeing guidance, academic skills support	susan@bellmontcollege.co.uk

Name / role	Support services provided	Contact
Tutor / Senior Module Tutor and Psychologist / Mental Health and Wellbeing Adviser	and signposting to appropriate services.	
Ms Solomiia Kasiian, Student Mental Health and Wellbeing Support Officer	Emotional support, wellbeing advice, student check-ins and signposting to services.	Telephone: 020 3959 7784 wellbeing@bellmontcollege.co.uk
Student Representatives	Peer signposting, feedback on wellbeing themes and promotion of student voice. Student Representatives do not provide specialist advice.	Contact through programme or College student representative routes.

Appendix 2. External Mental Health and Wellbeing Support Services

Bellmont College may signpost students to external services where specialist, clinical, crisis or community support is required. This appendix is provided for guidance and is checked regularly because external services and contact details may change.

Service	Support / purpose	Contact
Emergency Services	Immediate risk to life, serious injury, immediate risk of harm to self or others.	Call 999 or attend Accident & Emergency.
NHS 111	Urgent health advice and access to GP or urgent mental health guidance where appropriate.	Call 111 or visit the NHS website.
Accident & Emergency: Whittington Hospital	Emergency healthcare support.	18 Magdala Avenue, London N19 5NF Telephone: 020 7272 3070
Accident & Emergency: North Middlesex University Hospital	Emergency healthcare support.	Sterling Way, London N18 1QX Telephone: 020 8887 2000
Samaritans	Free confidential emotional support for anyone in distress or despair.	Telephone: 116 123 Email: jo@samaritans.org

Service	Support / purpose	Contact
Shout	Free 24/7 confidential text support.	Text SHOUT to 85258
CALM	Suicide prevention charity and helpline.	Telephone: 0800 58 58 58 Webchat available through CALM website.
Papyrus HOPELINE247	Support for young people experiencing thoughts of suicide and those concerned about a young person.	Telephone: 0800 068 4141 Text: 88247
Mind / Mind in Haringey	Advice and support for people experiencing mental health problems.	Mind: 0300 123 3393 Mind in Haringey: 020 8340 2474
SANEline	Emotional support for people affected by mental health problems, including carers and families.	Telephone: 0300 304 7000
Refuge	Support for survivors of domestic abuse.	National Domestic Abuse Helpline: 0808 2000 247
Solace Haringey Floating Support Service	Support and advocacy for women and girls affected by domestic and sexual violence.	Telephone: 020 8885 3557 Email: haringey.fs@solacewomensaid.org
The Grove (NHS)	Confidential drug treatment service.	276 High Road, London N22 8JT Telephone: 020 8702 6220
Student Minds	Student mental health charity and resources.	Website: studentminds.org.uk
UMHAN	Information about support for university students with mental health conditions.	Website: umhan.com/pages/resources

Appendix 3. Staff Guide for Responding to Mental Health Concerns

This guide supports staff in responding appropriately where a student appears distressed or discloses a mental health concern. It does not replace safeguarding or emergency procedures.

What staff do:

- Provide an open, calm and non-judgemental space where possible.
- Let the student speak at their own pace and avoid unnecessary interruption.

- Listen carefully, clarify and summarise what the student has said.
- Explain available support and encourage the student to seek professional help where appropriate.
- Recognise the limits of your role and do not attempt to diagnose or provide therapy.
- Contact the Mental Health and Wellbeing Adviser, Student Mental Health and Wellbeing Support Officer, Head of Quality & Operations or Safeguarding Lead if you are concerned.
- Take urgent action and contact emergency services if there is immediate danger, injury, risk to life or serious risk of harm.

What staff do not do:

- Do not try to diagnose the student or second-guess their feelings.
- Do not dismiss symptoms, deny feelings or compare the student's situation with others.
- Do not promise secrecy where there may be risk of harm or safeguarding concern.
- Do not offer open-ended continuing support beyond your role or availability.
- Do not manage a serious risk alone; escalate through the appropriate route.

If a student declines support, staff remind them of available support routes, record the concern appropriately and seek advice if risk remains. Where there is a high or severe risk to safety, or where a student's behaviour presents a physical threat or serious safeguarding concern, staff escalate even if the student does not consent.

Appendix 4. Useful Resources and Support Information

Resource	Relevance
Beat Eating Disorders UK	Information, advice and support for students affected by eating disorders.
Cruse Bereavement Support	Bereavement support for students and families.
Education Support	Wellbeing support and advice for education staff.
Royal College of Psychiatrists	Accessible information about mental health conditions and treatments.
Women's Aid	Domestic abuse support and resources.
Mental Health Foundation	Guidance on supporting someone with a mental health problem.
NHS Mental Health Services	Information about NHS mental health services and urgent support routes.

Resource	Relevance
ICO Data Sharing Guidance	Guidance on sharing personal data in emergency and mental health crisis situations.
Student Space	Student wellbeing information and support resources.
Liverpool Hope University Student Life Team	Relevant where students are studying under Liverpool Hope University partnership arrangements and require signposting to Liverpool Hope University support services.

Bellmont College Mental Health and Wellbeing Policy					
Version	Date	Author(s)	Amendments	Approved by	Next review
1	January 2025	Mental Health and Wellbeing Adviser	New Document	Board of Governors	January 2026
2	March 2026	Mental Health and Wellbeing Adviser	Revised Document	Board of Directors	March 2027