



Mental Health and Wellbeing Charter¹

Principles of good practice

DOMAIN 1: LEARN

1 Transition into higher education

<u>What does it cover?</u> <ul style="list-style-type: none">• Pre application communication and outreach activity• Pre entry support and preparation for study at Rambert School• Recruitment and admissions processes• Student induction/ orientation for the first year*	<u>Principles of good practice:</u> <p>Rambert School has</p> <ol style="list-style-type: none">1. measures to support the positive transition of all students into the curriculum.2. measures to support transition from pre-application, through application, pre-entry, arrival, induction and the first year.3. measures to support transition to promote wellbeing, efficacy, academic integration and social connectedness.4. additional or specific interventions for students who face additional barriers.
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**This doesn't just mean first year undergraduate. It also covers postgraduate students and direct undergraduate entrants onto year 2 and 3.*

2 Learning, teaching and assessment

<u>What does it cover?</u> <ul style="list-style-type: none">• Curriculum design• Pedagogy• Assessment strategies• Support for learning• Inclusivity and academic integration• The role of academic staff*	<u>Principles of good practice:</u> <p>Rambert School ensures that</p> <ol style="list-style-type: none">1. curriculum takes a holistic and inclusive view of learners, using evidence informed practice and secure scaffolding to enable all students to develop skills, confidence, academic self-efficacy and improve performance.2. curriculum is designed to facilitate students to acquire skills, knowledge and understanding at an appropriate pace.3. curriculum and pedagogic practice encourage deep learning, meaning, mastery and development.4. curriculum design, pedagogic practice and academic processes consider and seek to impact positively on the mental health and wellbeing of all students.5. clarity of the role of academics in supporting student mental health with guidance to maintain supportive, appropriate boundaries.6. staff with teaching and learning support roles understand how they can support student mental health and wellbeing through good pedagogic practice.
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NOTE: principles 1 – 4 are a shared responsibility with the validating institution.

¹ Available in full at https://www.studentminds.org.uk/uploads/3/7/8/4/3784584/191208_umhc_artwork.pdf and a summary at https://www.studentminds.org.uk/uploads/3/7/8/4/3784584/191202_summary_leaflet_01.pdf

**All staff involved in teaching and learning, including supervisors, personal tutors, teaching only staff and learning support staff.*

3 Progression

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Progression from each academic year to the next and/or between academic levels • Progression to time out on placement and back in • Progression back through intermission of study • Progression and transition to life on graduation 	<p><u>Principles of good practice:</u></p> <p>Rambert School</p> <ol style="list-style-type: none"> 1. supports students to prepare for the multiple, ongoing transitions they encounter during their university career, e.g. between years/ levels of study. 2. provides targeted support for students on placement, who may require more in–depth preparation and specific interventions. 3. provides adequate support for students taking intermission of study and proactively supports their transition back into education. 4. supports students to prepare for life, career and further study beyond graduation. 5. ensures that support for these transitions is structurally embedded into curriculum and school practice.
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DOMAIN 2: SUPPORT

4 Support services

<p><u>What does it cover? *</u></p> <ul style="list-style-type: none"> • Services to respond to students experiencing mental health problems • Support for long term mental illness • Services to support students with issues that may impact on mental health and wellbeing e.g. finance, disability, faith, etc. 	<p><u>Principles of good practice:</u></p> <p>Rambert School ensures that support services are</p> <ol style="list-style-type: none"> 1. appropriately resourced. 2. safe. 3. effective. 4. responsive to current and future need and to local context. 5. equally accessible to all students. 6. well governed.
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**Staff support is discussed in the Staff Wellbeing section. For student support, Rambert School collects Secondary Contact/Trusted other - contact information on the student's registration forms in the case of mental health crisis (in addition to secondary contact for medical emergencies). The contact could be a parent/guardian but can also be a 'trusted contact' (a person over 18 whom the student feels comfortable with and is able to support the student in the event of a mental health crisis).*

5 Risk

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Risk related to suicide • Risk related to mental health crisis • Risk to wellbeing from others 	<p><u>Principles of good practice:</u></p> <p>Rambert School</p> <ol style="list-style-type: none"> 1. has in place effective practice, processes and training for alerting and assessing risk to staff and students, and appropriately referring those at risk to internal or external services. 2. ensures staff have access to timely, expert advice and guidance. 3. provides interventions for all affected by risk and suicide and provide support for those at risk, when waiting for external interventions. 4. plans for prevention, intervention and post-intervention activities, including planning for suicide clusters and reporting to the media. 5. reduces risk by ensuring they provide a safe physical environment and university culture. 6. supports students to be able to report concerns.
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6 External partnerships and pathways

<p><u>What does it cover?</u>¹</p> <ul style="list-style-type: none"> • Relationships with primary and secondary health care • Relationships with social care • Relationships with 3rd sector providers • Relationships with Disabled Students Allowances (DSAs) funded private suppliers 	<p><u>Principles of good practice:</u></p> <p>Rambert School</p> <ol style="list-style-type: none"> 1. works collaboratively with NHS/Social Care to support individual students. 2. supports NHS/Social Care and other relevant agencies to understand the context of student life and the implications of treatment options and other decisions. 3. has arrangements in place to assess risk and effectively communicate this to NHS/Social Care. 4. works with NHS/Social Care to support students to return to study when appropriate. 5. works collaboratively with DSA funded private providers, ensuring they are aware of providers who provide support to their students and that those providers understand the mechanisms for reporting concerns.
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7 Information sharing

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Sharing information with families, guardians, spouses or relevant people in the lives of students 	<p><u>Principles of good practice:</u></p> <p>Rambert School</p> <ol style="list-style-type: none"> 1. mobilises available resources to support student's mental health– especially in instances of crisis. 2. acknowledges and demonstrates understanding that working with families, statutory services and others can provide effective support for students with poor mental health.
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¹ Rambert School provides therapy support to its students via external counsellors service, which is funded by the School. Support offered to students who disclose an eating disorder includes nutritional advice and counselling along with support from a General Practitioner. The School supports the cost of 6-8 sessions but will continue to offer support in cases where the counsellor suggests the student should continue to access support. All students who disclose any mental health problems are encouraged to also see their GP.

Rambert School also engages the service of external counsellors including one from the global majority and one from the LGBTQ+ community.

<ul style="list-style-type: none"> • Sharing information with statutory services 	<ol style="list-style-type: none"> 4. ensures that any decision to override student wishes or to pass on information without consent is done as a result of an appropriate, well governed, clinical assessment, is consistent with relevant national guidance, is clearly justifiable and is in the best interests of the student. 5. ensures that information is passed to the most appropriate people, who can reduce risk. 6. has clear, accessible and highly visible confidentiality arrangements and relevant Data Sharing Agreements.
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DOMAIN 3: WORK

8 Staff wellbeing

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Workplace culture • Interventions to support good staff wellbeing • Support for staff who are experiencing problems with their mental health 	<p><u>Principles of good practice:</u></p> <p>Rambert School</p> <ol style="list-style-type: none"> 1. ensures staff feel able to discuss their own mental health and wellbeing and have access to effective, accessible support and proactive interventions to help them improve their own mental health and wellbeing. 2. equips managers with the knowledge, skills and confidence to support good wellbeing within their teams and respond appropriately when staff experience poor mental health. 3. enables staff to adopt and maintain healthy lifestyle and workplace behaviours.
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9 Staff development

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Staff training and development on mental health • Role specific training on responding to student mental ill health and clarifying boundaries • Ongoing development of staff in mental health roles • Training managers to support staff in supporting students • Training managers to support good wellbeing, within their teams and respond appropriately to staff experiencing poor mental health 	<p><u>Principles of good practice:</u></p> <p>Rambert School</p> <ol style="list-style-type: none"> 1. supports staff to develop, individually and collectively, the confidence and ability to promote positive mental health and respond appropriately to poor mental health. 2. supports staff to recognise and respond appropriately to poor mental health and signs of risk, signpost effectively and maintain the safe boundaries of their role. <p>Staff</p> <ol style="list-style-type: none"> 3. receive mental health training that is context and role specific.
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DOMAIN 4: LIVE

12 Social integration and belonging

<u>What does it cover?</u> <ul style="list-style-type: none">• Ensuring students become socially integrated into university• Creating a safe, inclusive community• Tackling isolation	<u>Principles of good practice:</u> Rambert School <ol style="list-style-type: none">1. takes considered action to ensure a diverse, safe community.2. actively and systematically supports the social integration of all students.5. works to prevent and address marginalisation, discrimination or harassment of individual students and groups.6. ensures social cohesion and individual differences exist alongside each other, taking account of power dynamics and imbalances.
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13 Physical environment

<u>What does it cover?</u> <ul style="list-style-type: none">• Design and maintenance of work, learning and living spaces within the university• Provision and use of green spaces and nature• Movement between buildings and way finding• Reducing risk through the physical environment	<u>Principles of good practice:</u> Rambert School <ol style="list-style-type: none">1. engages with evidence and their communities to embed wellbeing and accessibility within the design of new buildings and developments.2. engages with evidence and their communities to embed wellbeing and accessibility into the redevelopment and maintenance of current estate.3. ensures that the design and allocation of working and learning spaces effectively supports the learning/work undertaken within that space.4. ensures that wayfinding is clear and makes navigating campus easy for all.
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ENABLING THEMES

14 Leadership, strategy and policy

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • School wide strategy • School policies and procedures • Visible and effective leadership committed to improving mental health 	<p><u>Principles of good practice:</u></p> <ol style="list-style-type: none"> 1. Rambert School has a strategic whole school approach to mental health that is embedded in day-to-day practice and culture. 2. Rambert School has an approach to mental health and wellbeing that is robustly evidence informed. 3. Rambert School has an approach to mental health and wellbeing that is co-produced with staff and students, seeks to mobilise the whole community and considers mental health across the whole–university. 4. Rambert School's approach to mental health and wellbeing is evident in other strategies, policies, procedures and practice. 5. There is visible leadership and commitment to mental health across the entire organisation. 6. Rambert School’s approach to mental health is clearly linked to and part of core institutional missions.
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15 Student voice and participation

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Student involvement in the development of mental health strategies • Student voice and participation in shaping key university strategies that affect mental health (e.g. teaching and learning strategies) • Student voice, participation and co–creation of services and responses to mental health • Processes for students to raise concerns and highlight issues which may positively or negatively impact on their mental health 	<p><u>Principles of good practice:</u></p> <p>Rambert School</p> <ol style="list-style-type: none"> 1. works in partnership with students and staff to <ul style="list-style-type: none"> ▪ develop mental health related strategy and policy. ▪ shape the ongoing development and oversight of support services. ▪ create a culture that supports good wellbeing. 2. takes proactive steps to ensure that a diverse range of student and staff voices are considered in developing responses to mental health. 3. nsures that student–led or peer support interventions are safe, appropriately resourced and well– managed.
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16 Cohesiveness of support across the provider

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Collaboration and cohesiveness across and between student support service teams • Collaboration and cohesiveness of response between student support services and academic staff • Collaboration and cohesiveness of response between student support service teams and other professional services staff 	<p><u>Principles of good practice:</u></p> <p>Rambert School</p> <ol style="list-style-type: none"> 1. ensures cohesion and appropriate collaboration between <ul style="list-style-type: none"> ▪ different support services. ▪ support services and academic teams. ▪ support services and other professional services staff 2. facilitates appropriate sharing of information across the School to support individual students. 3. ensures effective signposting and triage across the School. 4. works to develop a shared vision and understanding between different parts of the School community, towards mental health.
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17 Inclusivity and intersectional mental health

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Staff and students who may face additional challenges due to structural, personal or cultural inequalities e.g. LGBTQ+ students, BAME students, care leavers, carers, disabled students, mature students, widening participation, first generation students, international students, students for whom English is a second language and others (this is not an exhaustive list) • Students who may face additional challenges due to Higher Education specific inequalities such as their mode of study, relationship to campus or status as non-traditional students e.g. Online learners, part time students, postgraduate taught students, commuter students, students on professional placements and students studying overseas. 	<p><u>Principles for good practice</u></p> <p>Rambert School</p> <ol style="list-style-type: none"> 1. takes action to understand their populations and staff and students' differing needs and experiences. 2. ensures that the culture and environment is inclusive, welcoming and safe for all members of the Rambert School community. 3. develops specific interventions that address the barriers to mental health and wellbeing faced by particular groups due to structural, personal or cultural inequalities. 4. develops specific interventions that address the barriers to mental health and wellbeing faced by particular groups due to higher education specific inequalities, such as mode of study or access. 5. ensures support services work to improve their cultural competence and are able to respond to different student backgrounds, characteristics and experiences.
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The Rambert School Mental Health Charter is drawn directly from all applicable principles of the Student Minds University Mental Health Charter (published 2019). With effect from 2021-22 academic year onwards, Rambert School uses the Rambert School Mental Health Charter to inform its student and staff support strategies and approaches, and to set relevant targets that can be benchmarked by Rambert School.

EDIC 22-23 05 (2 Nov 2022)
Version 2 revised Sept 2024