

Student Mental Health Policy

Operational Owner	Holly Latham (Wellbeing and Welfare)
Executive Owner	
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Related documents:	Child Protection & Adults at Risk Policy Data Protection Policy Disability Policy Regulations for Fitness to Practice Regulations for Fitness to Study Suicide Safety Policy Student Death Policy

Approval History

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1	Holly Latham	First Draft	August 2019
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	HR		

1	Introduction
	<p>Student mental health is a growing focus of mental health literature, the media and higher education sector discourse. Although estimates vary research suggests that the number of students identifying as experiencing mental health difficulties is rising as is the demand for effective and efficient support services. There are increasing calls for universities to adopt a ‘whole university approach’ to improving student mental health support, engaging the entire community and expanding support to include options beyond the traditional offerings.</p> <p>The University of Surrey recognises that that we play a vital role in creating a compassionate environment that values mental health and is open and transparent when it comes to discussing mental health difficulties.</p>
1.1	Purpose
1.1.1	The University of Surrey recognises that there is an increasing requirement for mental health support within the higher education sector. The purpose of this policy is to enable the University to establish their commitment to mental health support for all students and the staff who support them.
1.2	Scope
1.2.1	This policy applies to all staff and students of the University of Surrey.
1.3	Definitions
1.3.1	Mental health is often defined as having the capacity to live in a resourceful and fulfilling manner, and the resilience to deal with the challenges and obstacles which life may present.
1.3.2	Mental health difficulties exists across a spectrum of states of mind and behaviours, from temporary responses to challenging life events through to more debilitating and persistent conditions.
1.3.3	Clinical definitions of recognised mental health conditions are not considered helpful within the context of an institutional response and will not be used within the document. It is important to avoid tendencies to pathologise student wellbeing and instead to concentrate on the issues of response and support.
1.3.4	<p>For the purposes of this policy, the term ‘mental health difficulties’ refers to:</p> <ul style="list-style-type: none"> • Long term mental illness or psychiatric conditions which may be classified as a disability under the Equality Act (2010) • Emerging mental health difficulties which may develop into conditions which require ongoing support or intervention • Temporary debilitating mental health challenges or reactions which impact on a student’s ability to fulfil their academic potential
2	Policy
2.1	Principles
2.1.1	The University of Surrey aims to foster a community that is committed to supporting student mental health and wellbeing. The University intends to ensure that those students experiencing mental health difficulties are offered appropriate support in order to facilitate and promote positive mental health and fulfil their potential.
2.1.2	<p>The University seeks to implement these aims by:</p> <ul style="list-style-type: none"> • Working towards creating a culture in which conversations surrounding mental health are actively encouraged and stigma is openly challenged. • Promoting positive mental health within the curriculum, co-curricular activities and in the use of spaces on campus • Making reasonable adjustments to policies and procedures which may otherwise discriminate against students with mental health difficulties • Establishing consistent procedures across the university for supporting students with mental health difficulties • Delivering effective support services which are easy to access and meet the needs of a diverse student body

	<ul style="list-style-type: none"> • Ensuring that the availability of support is accurately and widely publicised to both prospective and current students through effective communication • Fostering strong collaborative working partnerships with external organisations to support the delivery of comprehensive mental health services • Providing consultation, guidance and training to staff delivered in-house via the Centre for Wellbeing
2.2	Available support
2.2.1	The University will make available information on mental health support to all current and prospective students through the University website and other published materials.
2.2.2	The University encourages early disclosure of any pre-existing mental health difficulties so that additional support requirements can be discussed and, where appropriate, put in place prior to arrival.
2.2.3	<p>For the duration of their studies, the following sources of support are available to students who have concerns about their mental, emotional or psychological health and wellbeing:</p> <ul style="list-style-type: none"> • Centre for Wellbeing • Disability and Neurodiversity • Chaplaincy • Student Life Mentors • Peer support • Personal Tutors • University of Surrey Students' Union
2.3.3	In addition to support services provided by the University, students are encouraged to review and make use appropriate of external sources of support, including NHS provision. More detailed information about these services can be found in the supporting documents.
2.3	Studying away from the University
2.3.1	<p>The nature of some of the courses at the University means that students may spend extended periods of time away from Surrey. Distance from campus may place constraints on the support the University is able to offer. The university will provide the best possible package of support in these circumstances which may involve:</p> <ul style="list-style-type: none"> • Telephone, email and/or video call contact with a Wellbeing Advisor • Support to identify suitable local mental health services • Pastoral support from academic tutors as appropriate
2.4	Academic Assessment and Reasonable Adjustments
2.4.1	<p>Students with a mental health difficulty that meets the definitions supplied by the Equality Act (2010) may be eligible for reasonable adjustments, as detailed in the Disability Policy.</p> <p>Students who require such adjustments are encouraged to liaise with Disability and Neurodiversity Service at an early stage to allow ample time for discussion and organisation.</p>
2.4.2	Students who are not considered disabled but whose academic performance is temporarily affected by a mental health difficulty can apply for extenuating circumstances, as detailed in Regulations for Extenuating Circumstances
2.5	Fitness to Study/Fitness to Practice
2.5.2	<p>The university is committed to supporting students to reduce the impact of mental health difficulties on their studies, however it is recognised that occasionally a Fitness to Study or Fitness to Practice issue may arise.</p> <p>Specific regulations can be found in the Fitness to Study and Fitness to Practice regulations documentation.</p> <p>In situations where a student's ability participate in Fitness to Study/Practice proceedings is affected by mental health difficulties, the situation will be approached with due sensitivity and the student will be offered relevant support.</p>
2.6	Interruption of Studies or Withdrawal

2.6.1	The University will make all reasonable efforts to enable students with mental health difficulties to reach their full academic potential. However, in some circumstances, it may be clear that continued study is having a negative impact on a student's health and wellbeing.
2.6.2	Where it is determined that it is in the students best interest to take a period of interruption or permanently withdraw, the University will offer appropriate support.
2.7	Conduct and discipline
2.7.1	Mental health difficulties must not exclude students from the requirement to comply with the University's regulations on conduct as noted in the Student Disciplinary Regulations and the Student Handbook, however it is recognised that certain difficulties may provide a level of mitigation.
2.7.2	In situations where a student's ability participate in disciplinary proceedings is affected by mental health difficulties, the situation will be approached with due sensitivity and the student will be offered appropriate support.
2.8	Crisis Intervention
2.8.1	Occasionally a student will exhibit behaviour that causes considerable and immediate concern and rapid mental health support is required. This may include, but is not limited to, the following: <ul style="list-style-type: none"> • Suicidal behaviours or voicing of suicidal plans • Serious mental health concerns that leaves a student without capacity to make an informed decision about their wellbeing • Risk of serious harm to self or others <p>In these circumstances the University will offer an appropriate level of support through appropriate services whilst suitably utilising NHS services. In these circumstances individuals are encouraged to contact Security and the Centre for Wellbeing. Please refer to Appendix A for additional information.</p>
2.8.2	The University recognises that mental health support may be required outside of office hours and is committed to ongoing review of the 'out of hours' provision to ensure effectiveness. Further information about external services that are available can be found in Appendix B
2.9	Confidentiality and disclosure
2.9.1	The University recognises that choosing to disclose a mental health difficulty is personal matter and the decision lies wholly with the student.
2.9.2	The University does encourage students to disclose any mental health difficulty which has a substantial impact on their day to day activities as this enables the University to offer appropriate support.
2.9.3	Whilst it is beneficial to disclose as early as possible, disclosure can be done at any time
2.9.4	Any disclosure made by a student regarding mental health difficulties will be treated confidentially, unless explicit permission is given by the student to share information with others. The exception to this is if there are immediate concerns that the students or other persons personal safety is at risk. In these circumstances information can be shared without the student's consent if it is considered 'vital interest' to do so. The University will fulfil its obligation under the institutional Data Protection Policy which is aligned to GDPR.
3	Governance Requirements
3.1	Roles and responsibilities
	<ul style="list-style-type: none"> • All staff and students have a responsibility to ensure they work towards a University which is free from stigma and in which mental health difficulties are discussed with transparency and respect.
	<p>Students</p> <ul style="list-style-type: none"> • Those experiencing mental health difficulties are encouraged to inform the University at the earliest opportunity in order to receive appropriate support. • Those who chose not to disclose should understand that this means that may not be receiving all the support that is available to them.

	<p>Staff</p> <ul style="list-style-type: none"> • Staff should exercise their duty of care in their dealings with students; if a student shows signs of mental health difficulty staff should refer to the Appendix A (Guidelines for Staff Supporting Students with Mental Health Difficulties). • Staff should recognise the boundaries of their role, understanding when, where and how to refer on to specialist services • Staff should familiarise themselves with this policy and the supporting guidance and apply it to their everyday work as appropriate • Staff should be aware of the principles of confidentiality and disclosure
	<p>The University</p> <ul style="list-style-type: none"> • The University has a responsibility to develop, review and promote Wellbeing Strategy, which envisions an institution where mental health is valued and stigma surrounding mental health difficulties is challenged • Where a student discloses a mental health difficulty to the University, the University has a responsibility to ensure that reasonable adjustments are made to prevent the student being unduly disadvantaged by this difficulty. • The University has a responsibility to disseminate the information and guidance relating to the mental health policy to all staff and ensure that individual staff members are made aware of their responsibilities in relation to this • The University will ensure that appropriate training is provided to all staff on recognising and supporting students experiencing mental health difficulties as well as raising awareness of the wider HE context. Those staff who are in a front-line role (for example, security and personal tutors) will have access to enhanced Mental Health First Aid training. • The University recognises that supporting someone with a mental health difficulty can be distressing, particularly in a crisis scenario, and will ensure that support and debriefing is available to those affected. • All aspects of this policy will be subject to ongoing review and amendment in order to ensure its effectiveness
3.2	Implementation / Communication Plan
3.2.1	This policy and supporting documentation is communicated to all staff as part of the University Policy website and through relevant staff training. Further relevant information is also published on the University intranet and MySurrey pages.
3.3	Exceptions to this Policy
3.3.1	This policy applies to all University of Surrey staff and students. There should be no exceptions to this and each case will be treated in line with the policy and individual circumstances.
3.4	Legislative context
	This policy complies with the requirements of the Equality Act (2010) and other associated legislation.
3.5	Stakeholder statements
	Relevant stakeholders have been consulted during the drafting of this policy and associated guidance.
3.5.1	Equality
	Consideration is given to the protected characteristics of all people groups identified in the Equality Act 2010. The protected characteristics are gender, age, race, disability, sexual orientation, religion/belief, pregnancy and maternity, and marriage/civil partnership. The University recognises the need for specific measures to ensure the safety of each of these groups.
3.5.2	Health & Safety
	Health & Safety implications have been considered during the drafting of this policy and are incorporated where necessary. For further information please see the University Health & Safety Policy

3.6	Supporting Documents
	Appendix 1: Guidance for Staff Supporting Students with Mental Health Difficulties Appendix 2: External Support Services

Appendix A:

Guidance for Staff Supporting Students with Mental Health Difficulties

Introduction

These guidelines have been developed by the Centre for Wellbeing, to assist University staff in providing appropriate support for students with mental health difficulties. This document should be read in conjunction with the University's Student Mental Health Policy.

The Centre for Wellbeing recognises that this document cannot cover all eventualities in such a complex area as mental health. It is recommended that staff attend the in-house mental health awareness training offered by the Centre for Wellbeing's mental health professionals and are aware that we welcome contact from staff who wish to raise concerns or require advice in managing mental health related situations.

Background

There are a number of reasons why the University has a recognised need to provide appropriate support to students with mental health difficulties:

- Many students are of a typical age for the onset of some forms of mental illness (around 18-24) and thus a proportion of them will develop mental health problems whilst at University. Others will arrive at University with pre-existing conditions.
- Going to University is a major life transition that can bring a great deal of personal change and stress. Thus students may be particularly vulnerable to experiencing mental health difficulties, whether transient in nature or more troubling and persistent.
- There is increasing diversity among the student population with some groups of students with protected characteristics being more vulnerable to developing mental health conditions.
- Furthermore, certain groups of students are more likely to experience mental health difficulties e.g. Postgraduate Research students have around 6 times the likelihood of the general population to experience depression and anxiety.
- Many students have raised expectations as to what should be provided in terms of support due to the introduction of higher fees and a more clearly defined legal framework of rights and responsibilities.
- There are greater numbers of international students who may be coping with a new culture while living apart from established support networks.
- Legislation such as the Equality Act (2010) and the Human Rights Act (1998) defines the responsibilities of Higher Education Institutions with regard to discrimination or disabilities issues.

These guidelines are intended to set out a framework of policy, procedure and practice and also to provide information about the sources of help available to students with a mental health difficulty and to those supporting them.

Mental Health and Mental Illness

Defining mental health is a highly individual pursuit, however for the purposes of this document we define mental health and wellbeing as having the emotional resilience to cope with everyday pressures, enjoy life and undertake productive work while having a belief in one's own and other's worth. It is not just the absence of mental illness.

Mental illness is a term used for a condition that affects an individual's mood, behaviour and thoughts in a way which is distressing and/or impairs functioning.

Throughout this document, the term 'mental health difficulties' is used in a broad sense to include:

- Long term mental illness or psychiatric conditions – which may be classified as a disability under the Equality Act (2010)
- Emerging mental health problems which may develop into conditions which require ongoing support or intervention
- Temporary debilitating mental health conditions or reactions which impact on a student's ability to fulfil their academic potential

It can be helpful to view mental health as a spectrum. Everyone falls somewhere on this spectrum and will move around it throughout their life. The diagram below can be helpful in recognising that someone can have a diagnosed mental illness and still have good mental wellbeing and equally someone can be without a diagnosis but still be experiencing a high level of distress.

Mental health continuum



Many individuals with mental health difficulties have effective coping strategies and support already in place; they may not need or wish to seek adjustments or additional support. It may help to be aware that not all individuals experiencing difficulties, even relatively severe, need any action to be taken beyond

- Understanding and sensitivity
- Tolerance of difference
- Awareness of activities which may heighten anxiety for a particular student or member of staff
- Trying to create a climate of acceptance among fellow students or colleagues without compromising confidentiality

What causes mental health difficulties?

Mental health difficulties can have a wide range of causes – some biological, some social and some psychological. For most people there is a combination of factors.

Risk & Protective Factors

One way of looking at what makes someone susceptible to mental health difficulties is to consider what are called risk and protective factors. It is helpful to think about the factors that keep us well and those that put our wellbeing at risk. Once we are aware of those factors it is possible to consider ways in which the HE environment can undermine or support and promote mental health.

Risk Factors	Protective Factors
<ul style="list-style-type: none"> • Bereavement • Family history of mental illness • Financial strain • Relationship problems • Substance misuse • Bullying • Low self-esteem • Sleep deprivation • Perfectionism • Life transitions or change • Lack of access to support services • Academic failure • Socioeconomic disadvantage • Chronic illness 	<ul style="list-style-type: none"> • Supportive family/friends • Feeling safe • Resilience and problem solving skills • Good physical health • Access to social networks • Access to professional support • Sense of community/belonging • Physical activity • Strong cultural identity • Meaningful activities and roles • Economic security • Academic achievement • Psychoeducation

Early warning signs

University staff, especially those working 'front line' are often well placed to spot any signs of mental health difficulty at an early stage. Often the most significant alert is a change in a student's typical behaviour. Mental health difficulties are very individual and not all of the possible signs indicated below are indicative of mental health difficulty, however there are some potential indicators to be mindful of

Spotting the signs

Physical

- Constant tiredness/fatigue
- Sickness absence
- Being run down with frequent minor illnesses
- Headaches
- Difficulty sleeping
- Weight loss or gain
- Lack of care over appearance
- Gastrointestinal disorders
- Rashes/eczema
- Tearfulness

Psychological

- Anxiety or distress
- Feeling low
- Mood changes
- Indecision
- Loss of motivation
- Loss of humour
- Increased sensitivity
- Distraction or confusion
- Difficulty relaxing
- Lapses in memory
- Illogical or irrational thought processes
- Difficulty taking information in
- Suicidal thoughts

Behavioural

- Increased smoking/drinking/drug use
- Withdrawal/isolation
- Irritability, anger or aggression
- Over-excitement or euphoria
- Restlessness
- Lateness/leaving early/extended lunches
- Working far longer hours
- Intense or obsessive activity
- Repetitive speech or activity
- Impaired or inconsistent performance
- Uncharacteristic errors
- Increased sickness absence
- Risk-taking
- Disruptive or antisocial behaviour

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Recognising when support is needed

Although some students will tell you that they are having difficulties, other may be less willing to disclose that they are struggling. The reasons for this are multiple – students may be concerned about confidentiality, or how this disclosure may impact on their academic

progression and future career, some may be concerned about experiencing a stigmatising reaction and others may not even recognise that their mental health difficulties are impacting on their University experience.

Mental health difficulties affect individuals in different ways, however there are some key signs and symptoms for you to be aware of. You may have noticed a change in mood, energy levels and communication which may prompt you to think about other areas, such as:

- Is there anything unusual or unpredictable about the student's behaviour?
- Is the student having difficulties with their academic work?
- Is the student requiring a lot of your time?
- Is the student absent from seminars or lectures?
- Have you noticed changes in their appearance or behaviour?

How to offer support

If you are concerned about the wellbeing and/or mental health of a student, it is recommended that you have a conversation with them as early as possible. Although the subject of mental health can be sensitive and difficult for some to discuss, an open and honest conversation can open up the dialogue between student and staff member and enable appropriate support measures to be put in place.

The following advice is useful in helping to guide conversations.

DO	DON'T
<ul style="list-style-type: none"> - Frame the conversation around what you've observed - Acknowledge the difficulties they are experiencing - Dispel any myths – is IS common, it's NOT a sign of weakness - Use open ended questions to encourage individual to talk - Ask for clarification - Ask how they've been coping e.g. 'What has kept you going so far?' - Offer hope 	<ul style="list-style-type: none"> - Minimise the problem (e.g. 'it can't be that bad') - Offer simplistic solutions (e.g. 'you just need a good nights sleep') - Argue or act shocked. Avoid saying things like 'you have so much to live for', 'think about your family' etc. - Avoid the use of too many 'why' questions – this could make an individual feel defensive or cause distress if they feel unable to explain - Feel as though you have to 'fix' the situation or take responsibility - Don't go it alone

If the student will accept help:

Discuss with the student where they would like to get support from. This may be a University service, or it may be somewhere external (e.g. GP, NHS Mental Health Services). If a student is known to NHS Community NHS mental health services always encourage them to make contact with their Care Co-ordinator as a first action.

If you feel that you could help the student you must ensure that:

- You have the time
- It does not conflict with your role
- You have strong professional boundaries in place and are clear with the student about what support you can offer
- You have access to support and advice should you require it
- You can follow up on the conversation at a later date, to ensure that the situation has not worsened

If you feel that someone else should support the student:

- Consider what the student needs, and the best route for accessing this support
- Inform the student about the services available and encourage them to access the services themselves.
- If you are unsure of the best source of support, contact the Centre for Wellbeing for further advice

If the student will not accept help

- Make it clear that you will help if the student changes their mind
- Ensure that the student understands the implications of not accessing help e.g. they will not be able to access reasonable adjustments such as special exam arrangements
- Explain issues of confidentiality especially in relation to passing on information in exceptional circumstances
- If your concerns remain, seek further advice from the Centre for Wellbeing

In all situations

- If you feel overwhelmed make sure that you debrief by talking to a colleague or Centre for Wellbeing
- Make sure you follow the University's guidelines regarding confidentiality
- It is recommended that you record the meeting by emailing the student a brief note of your conversation, the services you have discussed and any actions agreed.

How to make a referral

Encouraging a student to access support services can make a real difference if a student has never considered accessing support before, or feels their concerns are not important enough.

If the student is encouraged to make contact with the service themselves, it may be more likely that they will follow through with attending. It can help to create a sense of empowerment for taking responsibility for themselves.

Routine appointments at Centre for Wellbeing can be made by emailing centreforwellbeing@surrey.ac.uk, calling 01483 689498 or registering online via the following link: <https://corenet4.coreims.co.uk/surrey/selfreferral/selfreferralstart.aspx>

After completing a registration form, students will be contacted within 48-hours with an offer of an appointment.

The Centre for Wellbeing also offers a 'duty' service Monday – Friday 9.30am – 4.30pm to provide support in urgent situations. This can be accessed by calling 01483 689498.

What to do in a crisis situation

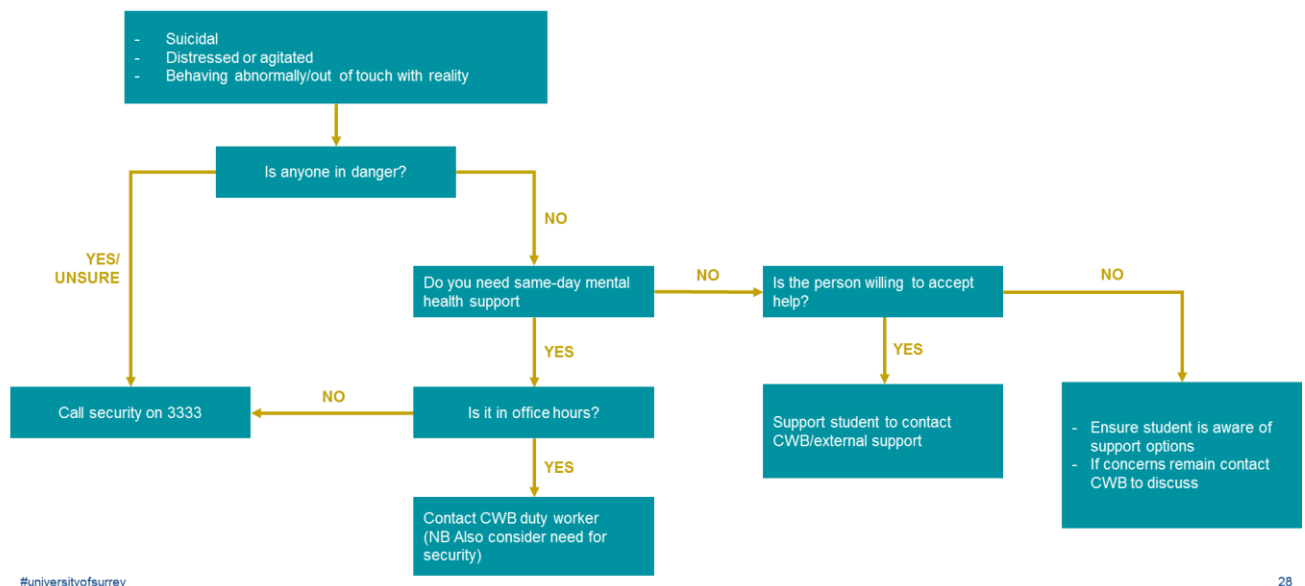
It is important to note that not all mental health difficulties lead to immediate risk, however sometimes situations may arise that cause significant concern that urgent support is required.

The following are examples of 'crisis' situations:

- Suicidal behaviours or voicing of imminent suicidal plans
- Risk of serious harm to self or others
- Highly distressed or agitated behaviour causing serious concern

The flowchart below offers a protocol to follow if you believe urgent mental health support may be required.

Crisis flowchart



Mental Health Crisis Line

Alongside University support, staff are encouraged to make use of the local [Mental Health Crisis Line](#) on 0800 915 4644

This is a 24-hour support helpline for people living in Surrey and North East Hampshire experiencing mental health crisis, or those supporting them.

Other support services

For information on other relevant support services please see Appendix B

Confidentiality

It is understood that students may feel uncomfortable about information relating to their mental health being shared with other members of staff within the University and outside agencies. In order to reinforce students confidence and their willingness to seek help, and in line with General Data Protection Regulations, the University makes the following assurances about the way in which sensitive information will be handled:

- Information relating to a student's mental health will not normally be shared with other University schools or departments, parents, other students or outside agencies without that student's express permission.
- Under normal circumstances, students will be aware of who their information is being shared with, and the reason for this.
- It is recognised that there may be situations where there is a need to act within a limited time frame in order to ensure that appropriate support can be organised for a student. In such situations all reasonable steps will be taken to obtain permission from the student, but where this is not possible, and the issue is serious and considered to be in the best interests of the student, communication will take place.
- There may be exceptional circumstances in which there is a need to disclose without a student's permission. For example, it may be necessary if it is felt that a student's mental health poses an immediate danger to themselves or to others. In these rare instances, information will be disclosed to appropriate third parties and outside agencies.

Consultation and Advice

Situations concerning students mental health can be highly complex, and Centre for Wellbeing staff are always happy to be contacted for further advice and guidance.

Please contact us on centreforwellbeing@surrey.ac.uk or call 01483 689498






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Appendix B: External Support Services

If you are feeling unable to cope, experiencing a mental health emergency or require urgent psychological/emotional support please make use of the following services. If you are already under the care of NHS Mental Health Services you should contact your current team and ask to speak to your Care Co-ordinator or the Rapid Response Worker.

Somewhere to go...	Someone to speak to...
<p>Safe Haven An evening and weekend drop-in service that offers a safe, calm and friendly environment when you need support for your emotional and mental health or feel unable to cope. Trained mental health professionals are on hand to support you.</p> <p>When is it open? 6pm – 11pm every evening, 365 days a year</p> <p>Contact details: Oakleaf Enterprise, 101 Walnut Tree Close, Guildford, GU1 4UQ Telephone: 01483 303649</p>	<p>Mental Health Crisis Line The Crisis Line is staffed by care professionals who are experienced in working with people with mental health issues. They can offer support and advice in times of distress and assess what additional help may be required.</p> <p>When is it open? Monday – Friday: 5pm – 9am Weekends: 24 hours a day</p> <p>Contact details: Telephone: 0800 915 4644</p>
<p>Royal Surrey A&E The Accident and Emergency department offers 24-hour care for medical emergencies including severe self-harm injuries and serious suicidal thoughts.</p> <p>When is it open? 24 hours a day, 7 days a week, 365 days a year</p> <p>Contact details: Royal Surrey County Hospital, Egerton Road, Guildford, GU2 7XX If unable to attend A&E in person, please call NHS 111 for further advice and support or, in emergency situations, please call 999.</p>	<p>Samaritans Samaritans offer a free, confidential listening service. A trained volunteer will listen to you and help you talk through your concerns, worries and troubles. They focus on your thoughts and feelings and can help you to see things more clearly.</p> <p>When is it open? 24 hours a day, 7 days a week, 365 days a year</p> <p>Contact details: Telephone: 116 123 (Free to call) They also offer an email service (jo@samaritans.org.uk) however if you want an immediate response it is best to call them on the phone.</p>

Helplines and Websites

Who are they?	What do they do?
	<p><u>Big White Wall</u> A digital mental health service offering peer support, guided self-help and 1-2-1 chat with a therapist. Accessible 24/7 and free for all students and staff (sign up with a valid university email address) bigwhitewall.com</p>
	<p><u>Self Injury Support</u> An online and telephone/text advice service for women affected by any form of self-injury. Offers free, confidential, non-judgemental emotional support around self-injury Open Tuesday, Wednesday and Thursday 7pm-9.30pm 0808 800 8088 (call) 07537432444 (text)</p>
	<p><u>SANE</u> National out-of-hours mental health helpline offering emotional support, guidance and information affected by mental illness. Open 4.30pm-10.30pm 365 days a year 0300 304 7000</p>
	<p><u>CALM</u> A national helpline for men who are feeling low in mood and want to talk or to ask for information and support. Open 5pm-midnight 365 days a year 0800 58 58 58</p>
	<p><u>Papyrus Hopeline</u> A specialist support service staffed by trained professionals. They can give non-judgemental support, practical advice and information to anyone to the age of 35 who is feeling unable to cope. 9am – 10pm weekdays, 2pm – 10pm weekends, 2pm – 10pm bank holidays 0800 068 4141 (call) 07786209697 (text)</p>