

Mentally Healthy SUs

Students' Union Mental Health Framework

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About this Framework

The Students' Union Mental Health Framework has been created as part of the Student Minds SUs programme. The aim is to provide SUs with a helpful framework that can support the adoption of a whole-Union approach to mental health and wellbeing.

The framework has been informed by research, learning and insight that Student Minds has gained through its work in UK higher education so far. It draws from the [University Mental Health Charter](#), the [Co-Production Toolkit](#) and a wide range of reports and publications that the Charity has led or supported.

The framework has also been shaped by our listening work with SU Officers and Senior Managers since 2018, which has helped us to understand the needs and experiences of SUs and their memberships. We have piloted and further refined the framework as part of an audit at the Westminster SU and Portsmouth SU. We would like to thank Oliver Kasper-Hope for driving the creation of and authoring the Framework, our SU partners who provided valuable feedback, as well as our consultancy partner, Coole Insight, and our clinical advisor, Gareth Hughes, who have reviewed and edited the framework.

Student Minds SUs is an innovative, iterative programme that tests out different interventions for supporting SUs to develop their approach to mental health and wellbeing. As such, this framework will be reviewed and adapted as we continue to learn more.

How to use this Framework

This framework is designed to support informal self-assessment of an SU's organisational approach to mental health and wellbeing and help SUs to identify areas for improvement.

The framework starts by outlining the different roles SUs play in supporting mental health and wellbeing.

It provides a set of 10 principles for good practice in achieving a whole-Union approach to mental health. For each principle, we set out what "modelling each principle" would look like in practice, and to which SU roles the principle applies.

Students' Unions are unique organisations. We would like to emphasise that the framework is not intended to be a "one-size-fits-all" checklist. We encourage you to work with your teams and stakeholders in your organisation and university to reflect on the principles and how they might best be applied in your local context.

The framework will be used most effectively where students' Unions are working in direct partnership with Student Minds, as much of the Student Minds SU's programme will inform and support activity towards the principles within this framework. The framework is also used as a basis for the Student Minds SUs appraisal processes.

A whole-Union approach

The idea of a whole-Union approach to mental health draws from our understanding of the range of societal and environmental factors that, combined with our personal characteristics and background, determine our mental health.¹ Every aspect of our experience as part of a university or SU - our teams, colleagues, peer groups, policies, culture and physical environment - can impact our mental health. We also know that no one single intervention, whether medication, therapy or lifestyle changes works for everyone in improving mental health outcomes.

Organisations that take a whole-Union approach recognise this. They take a multi-stranded, strategic approach to promoting good mental health. They consider how all aspects of their work can impact mental health and ensure that they have an intentional, positive impact on the lives of their staff and students.

The role of students' Unions in the space

Students' Unions are multifaceted organisations. As such, it is useful to define the different roles SUs play in supporting mental health and wellbeing in order to conceptualise their work in this space. There will often be overlap between these differing roles, and they may be exercised at the same time. Equally, not all SUs will have these roles, but these are some of the roles we see as being broadly represented in the majority of SUs that are applicable in the mental health/ wellbeing space.

- Service provider
- Supporting welfare and wellbeing networks
- Campaigning for change and improvement within the student experience
- Community building on campus (sports, societies, networks, volunteering, community projects and events)
- Volunteer manager and developing student leaders
- Employer
- Critical friendship and partnership with the institution

Service provider (advice service/centres)

Although SUs rarely offer counselling or specialised mental health support, advice services, where they exist, are a crucial part of the student support landscape. This role considers the SU advice service and the part the service plays in the wider support landscape of the university and the wider community. Often offering practical advice and guidance, these services will signpost or refer students to relevant services for more specific support and can also utilise case statistics to inform the SU's campaigning and lobbying work.

Supporting welfare and wellbeing networks

SUs support student-run wellbeing services, societies and groups. This may include student-led groups that the Students' Union supports and funds, such as a facilitated peer support group or a wellbeing telephone listening service. They also incorporate wellbeing networks as part of their democratic governance structures or informal networks. The SU may also support committees or bring together a committee of different welfare-focused groups as part of a "Welfare Committee/Network".

Campaigning for change and improvement

This relates to the SU's role as a campaigning organisation, with officers and student leaders empowered and supported to listen to the student experience and lead positive change within the University and wider community. This can exist on multiple levels, from sabbatical officers, to halls/college committees as well as academic representatives.

Community-building on campus (sports, societies, networks, volunteering, community projects and events)

It is well understood that a sense of belonging and community is not only good for student wellbeing, but for academic achievement and retention.² There is emerging evidence that participation in clubs or societies can increase a student's sense of belonging.³ SUs play a vital role in supporting all student activities and as such are "Community builders" for students to make friends, connect with people and experience a sense of belonging in the university or wider community.

Volunteer manager and developing student leaders

SUs are volunteer managers and take an active role in developing student leaders to campaign or run services, activities and networks. These could be lead society committee members (presidents or chairs), part-time officers and/or heads of networks. It is important to look at how an SU proactively

supports the mental health and wellbeing of volunteers and student leaders and develops them to play a role in promoting the mental health of their peers.

Employer

Students' Unions often employ staff, although this number can vary depending on the size of the organisation, and a number of SUs do not employ any staff. In SUs that do employ staff there are often a number of part-time student staff and full-time professional or career staff. The recognition of the importance of workplace mental health and wellbeing is something that is prevalent in UK workplaces and so one would expect SUs to be the heart of this. In this role there is also a key consideration of the SU as employers in respect to sabbatical officers.

Sabbatical officers can exist in a grey area where they are not quite seen as staff and not quite seen in the same light as student volunteers/leaders, but they are employees of the SU. It is also worth noting that many sabbatical officers serve as SU trustees in their organisations, so this can be an added layer for consideration in the role of employer.

Critical friendship and partnership with the institution

This role relates to the continual work that SUs do to influence the work of their university; working in partnership with staff and sitting on committees and working groups. Here the SU can play a vital role in providing insight into student voice or lobbying the institution to engage more with student voice as a practice.

Good Practice Principles for a whole-Union approach:

The Good Practice Principles are a series of strategic statements that should be considered as high-level actions for SUs who want to take a whole-Union approach to mental health and wellbeing. Below is a list of the 10 Principles and underneath the list of principles we offer some ideas of what “modelling each principle” would look like in practice. This is as a way of unpacking and defining how each Good Practice Principle can be realistically adopted.

For each of the Principles, we have also indicated which of the roles outlined above the principle is relevant to.

1. The Students' Union has a strategic, whole-Union commitment to mental health and wellbeing.
2. The Students' Union's internal processes and culture supports a high level of understanding and insight into the student experience, which informs their approach to mental health and wellbeing.
3. There is a shared language and understanding between staff, officers, representatives, volunteers and stakeholders around mental health and wellbeing at university.
4. Understanding of the SU's role in the wider student support landscape within the community and carrying out that role effectively in partnership with the university.
5. Actively practicing and promoting co-production with students, student campaigning and movement building in order to create change locally and nationally.
6. The Students' Union has well supported, performing and thriving sabbatical officers.
7. Staff wellbeing and development is a strategic priority and people can speak openly about their mental health.
8. Students' Union staff have the knowledge, confidence and skills to respond to a student or a colleague experiencing mental health difficulties.
9. Student leaders and volunteers are equipped with the knowledge, confidence and skills to understand their role in supporting student mental health and respond effectively to a student disclosing that they are experiencing difficulties.
10. The SU creates an environment and culture that supports positive mental health and wellbeing.

1. The Students' Union has a strategic, whole-Union commitment to mental health and wellbeing

A strategic commitment is important to achieving a whole-Union approach. It helps to ensure that activities across the SU work in a joined up way towards a shared goal. A true whole-Union commitment considers how every part of the organisation can have a role in creating positive change and considers the mental health and wellbeing of the whole community, both students and staff.

However, strategic commitment alone is not enough to lead to real, sustained change. Successful strategies are driven by leadership, which creates a clear plan for their implementation and are held accountable for achieving outcomes. They are relevant to the needs and experiences of the communities they serve and there is a sense of shared ownership for the strategic vision across the organisation. Finally, effective strategies are evident in the policy, procedures and everyday practice of the organisation.

Modelling the principle

- The SU has a strategic commitment to mental health and wellbeing.
- The strategic commitment includes a commitment to mental health and wellbeing of both students and staff, and considers how all aspects of the organisation can impact mental health.
- The SU communicates its strategic commitment publicly.
- The SU trustee board has a defined role in ensuring a whole-Union approach to mental health and wellbeing.
- There is a clear plan to implement and deliver on the strategic commitment and there are clear structures of accountability for delivery.
- The strategic commitment is evidence-informed and has been co-produced with both staff across the Union and members of the student population, including staff and students who are less engaged and from underrepresented groups.
- The SU has embedded the strategic commitment in everyday culture and practice, and considers it as part of other strategies, policies and procedures.

Relevant Role(s)

- Service provider
- Supporting welfare and wellbeing networks
- Advocating for change and improvement
- Community building on campus
- Volunteer manager
- Employer
- Critical friendship and partnership with the institution

2. The Students' Union's internal processes and culture support a high level of understanding and insight into the student experience, which informs their approach to mental health and wellbeing.

The determinants of mental health and wellbeing are diverse and complex, and so are the needs and experiences of our student communities. Any activity to improve wellbeing requires proactive engagement with, and understanding of, a wide range of student views. This improves the relevance and likely success of any service, activity, campaign or intervention.⁴

Understanding the complex needs and experiences of students means being proactive in creating ongoing, multiple and varied opportunities for

students to share their views. It means identifying and addressing barriers to engagement wherever they may be. Democratic structures in SUs can be effective in amplifying student voice and driving change. However, unless they are informed by an understanding of wider student experiences, reliance on elected representatives could mean some experiences are overlooked or create gaps in the SU's approach to mental health. Instead, the SU should listen to and consult with a diverse range of students regularly, and empower staff and student leaders to do the same.

Listening is not sufficient on its own. To truly empower students, SU's need to systematically consider the information they receive from multiple sources and create processes for insight to lead to action.

Modelling the principle

- The SU takes action to understand the perspectives and experiences of its diverse student population all year round and through a variety of methods, that go beyond formal democratic structures and mandates.
- The SU provides staff, officers and student leaders with a clear structure and support for listening to and consulting with students.
- The SU supports staff, officers and student leaders to identify and remove barriers to engagement and understand the needs and experiences of students from a diverse range of backgrounds.
- The SU considers research, student data and student voice from multiple sources as part of a systematic, evidence-based approach to identifying priorities with regard to student mental health and wellbeing.
- A high level of insight and understanding of the student experience is used to inform the SU's strategic approach, campaigning priorities, co-production of services and interventions and representational and advocacy work in relation to student mental health and wellbeing (See principles 1, 4, 5).

Relevant Role(s)

- Service provider
- Supporting welfare and wellbeing networks
- Advocating for change and improvement
- Critical friendship and partnership with the institution
- Volunteer manager and developing student leaders

3. There is a shared language and understanding between staff, officers, representatives, volunteers and stakeholders around mental health and wellbeing at university.

A whole-Union approach requires all staff, students and volunteers to have shared responsibility for mental health and wellbeing, alongside staff and volunteers who have a specific responsibility in this area. Similarly, a whole-university approach, as outlined in the [University Mental Health Charter](#), stipulates that all aspects of university life can

support good mental health.⁵ As such, any staff or student leader with a campaigning or advocacy role can influence mental health, whether they are involved in welfare, liberation, housing and community, academic representation or beyond.

In developing this framework, Senior Leaders and Officers identified that there is often a varied understanding or lack of confidence around mental health and an individual's role in promoting good mental health at university. This can be a barrier to proactive activity and effective collaboration in this space.

Modelling the principle

- The SU supports staff, officers and students across the organisation to develop their understanding of the history of mental health, mental health in higher education and different models and definitions that can be used to talk about mental health and wellbeing.
- The SU supports staff, officers and students across the organisation to develop their understanding of their responsibilities with regards to promoting mental health as part of the whole-Union approach, even if they do not have a specific welfare or wellbeing role.
- The SU supports staff, officers and students to understand the whole-university approach to mental health and that all aspects of the university should support good mental health.
- This understanding is used to inform priorities with regards to mental health and wellbeing (See principles 1, 4, 5).

Relevant Role(s)

- Service provider
- Supporting welfare and wellbeing networks
- Advocating for change and improvement
- Volunteer manager
- Employer

4. Understanding of the SU's role in the wider student support landscape within the community and carrying out that role effectively in partnership with the university.

All SUs are part of the student support landscape as students often reach out to SUs for help and advice. Our research has shown that inconsistent advice, ineffective signposting and misinformation about support services can have negative impacts on student mental health.⁶ However, when different teams collaborate and work well together, support to students is more effective.⁷ Effective partnerships with support services and can ensure SUs are able to give clear and accurate information to students who seek help.

Although SUs rarely offer counselling or specialised mental health support, they often run advice centres, support student-run wellbeing services, societies and groups and create wellbeing-related educational interventions and resources. It is important that interventions designed to support mental health and wellbeing are safe, appropriately resourced, well managed and, where appropriate, delivered or overseen by clinical professionals.

SUs are a key component of a whole-university approach, beyond referring students to support services. SUs can work with the university to develop a shared understanding of their role within the landscape and build effective partnerships to help improve aspects of university life that impact on student mental health.

Modelling the principle

- The SU takes proactive steps to build relationships with relevant support services including University, NHS, third sector and social care services.
- The SU Advice service works in partnership with University services, to build collaborative relationships and a shared understanding of each other's roles and support pathways between services.
- The SU routinely maps out the different support pathways available to students across the University and wider community and ensures students are aware of where to access support.
- The SU ensures that any student-led or peer support interventions are safe, appropriately resourced, well-managed and supervised by an appropriately qualified staff member.
- Students involved in leading interventions are equipped with the knowledge, confidence and skills to understand their role in supporting student mental health and respond effectively to a student disclosing that they are experiencing difficulties (see principle 9)
- The SU works with the university to define its place in the whole university approach to mental health and wellbeing.
- The SU works with the University (and constituent departments) to develop a shared vision and understanding towards mental health.
- The SU has staff and representational input into university committees or working groups that have both an operational and strategic focus on mental health and wellbeing.
- The SU works in partnership with the University and students to shape the ongoing development and oversight of support services and interventions, encouraging co-production (see principle 5).

Relevant Role(s)

- Service provider
- Supporting welfare and wellbeing networks
- Advocating for change and improvement
- Critical friendship and partnership with the institution

5. Actively practicing and promoting co-production with students, student campaigning and movement building in order to create change locally and nationally

SUs can empower students to influence change locally and nationally through co-production, lobbying, campaigning and movement building. Co-production is based on the principle that service-users have valuable knowledge through experience and so should be involved in joint decision-making about their mental health care.⁸ When students are involved in co-production, this can lead to a number of benefits for both students and organisations, including improved mental health outcomes, the feeling of connectedness among communities and increased likelihood of project success.⁹ SUs

can practice co-production in their activities and encourage the university to co-produce strategies, interventions and services.

SUs can also empower students by supporting them to identify areas for improvement, turn these into structured, impactful campaigns and connect with others to build movements for change. It is important to support students to distinguish between awareness-raising campaigns and campaigns that lead to change and improvement. Although raising awareness of mental health can change perspectives on mental health, awareness raising alone does not tend to significantly alter behaviours or improve wellbeing.¹⁰ SUs can support students to create campaigns that focus on improving services and aspects of student life that contribute to better mental health.

Modelling the principle

- The SU actively engages students at all levels to co-produce interventions, services and projects relating to student mental health and wellbeing.
- The SU champions co-production with the University, constructively challenging the institution where appropriate to engage with a diverse range of students and seek meaningful involvement in all areas relating to student mental health and wellbeing. This could involve the designing of strategies, services, interventions, policies and procedures.
- The SU supports student campaigning and lobbying to create change and have a positive impact on the mental wellbeing of students.
- The Students' Union encourages mental health and wellbeing activism by building grassroots student movements to create change and have a positive impact on the mental wellbeing of students in the institution, in the local community and wider society.
- The SU uses a clear and consistent campaigning model that distinguishes between awareness raising and change campaigns.
- The SU uses listening and understanding the student experience to shape its campaigning, lobbying and change-making priorities and activities.
- The SU supports officers and students to develop the knowledge, confidence, skills to campaign, lobby and work in partnership with staff effectively.

Relevant Role(s)

- Service provider
- Supporting welfare and wellbeing networks
- Advocating for change and improvement
- Volunteer manager
- Critical friendship and partnership with the institution

6. The Students' Union has well-supported, performing and thriving sabbatical officers

Through our listening, staff and student officers continually highlighted the unique pressures associated with the sabbatical officer role. The role often comes with a large sense of responsibility, long working hours, and a lack of clarity over where their role sits between being a staff member, student and sometime trustee. Officers are often approached by students seeking support, and many take on student casework with limited support. Officers report finding it difficult to manage their wellbeing, maintain an

appropriate work-life balance and find the time to be proactive in creating positive change for students.¹¹

SUs can support officers by clarifying the requirements of their role and investing in their personal and professional development. Supporting officers to develop the skills to manage their wellbeing can be helpful, but this must be balanced with creating a role and workplace culture that is conducive to maintaining healthy and fulfilling working practices. They can also help officers to support students and colleagues whilst maintaining appropriate boundaries.

Modelling the principle

- The SU clearly defines the role of sabbatical officers with regard to mental health, ensuring they are not responsible for casework or advising students.
- The SU proactively supports their sabbatical officers to understand, maintain and communicate appropriate boundaries to students and staff.
- The SU supports sabbatical officers to develop the knowledge, confidence and skills to respond when a student or colleague is experiencing mental health difficulties (see principle 8).
- The SU trains, develops and supports their sabbatical officers to carry out their role effectively whilst managing their wellbeing in all phases of their journey, from campaigning for election to transition out of the SU.
- The SU has a strong culture of mentoring and coaching for sabbatical officers, utilising both internal and external support.
- The SU has a strong and supportive culture, allowing for constructive conflict. Staff feel comfortable and safe to challenge officers on their projects, campaigns and work plans - with an appropriate balance of professional support and insight into the student experience blending to create impactful campaigns and activities.
- Staff in the SU role model good working behaviours for newly elected sabbaticals.
- The SU enables their sabbatical officers so that their day-to-day duties are primarily representative; limiting the amount of operational and administrative duties.
- The sabbatical officers are able to enjoy all the same employee benefits as other members of the staff team.
- As an employer, the SU prioritises officers' wellbeing by being proactive in taking responsibility for ensuring a healthy work/life balance and preventing burnout, and ensuring they can speak openly about their mental health (see principle 7).

Relevant Role(s)

- Advocating for change and improvement
- Employer

7. Staff wellbeing and development is a strategic priority and people can speak openly about their mental health

Staff wellbeing is crucial to any whole-Union approach. Although working to improve students' lives can be incredibly motivating and rewarding, employees of charities and non-profit organisations experience higher sickness absence rates than in the private sector.¹² Our listening highlighted that long hours, staff burnout and a perception of student concerns taking priority over those of staff are real risks amongst SU staff. Our research with

academics shows that, when staff are not adequately prepared to respond when students are experiencing poor mental health, this can also have negative consequences for staff wellbeing.¹³

Staff should have access to support services and interventions that encourage them to improve their wellbeing. However, these must be grounded in a working culture in which staff can speak openly about mental health, adopt healthy working behaviours and feel valued and supported.¹⁴

Modelling the principle

- The SU provides staff with a platform to openly discuss their wellbeing, and raise concerns about aspects of SU culture and practice that might impact their mental health.
- The SU responds proactively to feedback, changing or adjusting their approach to improve staff wellbeing.
- Staff are able to talk about any problems they are experiencing without fear of judgement or negative consequences for their career.
- The SU has a person-centred culture, encouraging staff to work in ways that are best for them.
- The SU has a number of proactive approaches that seek to prevent burnout.
- Line managers are supported and developed formally to enable them to promote good wellbeing within teams, understand the challenges staff may face, provide appropriate support for their teams and have knowledge of resources that could help.
- The SU ensures staff have access to effective and easily accessible support, either within the University or external that staff are both aware of and understand.
- The Union has specific interventions to support staff to improve their mental health and wellbeing as part of a wider strategic approach.
- The SU provides mental health training for staff that is context and role specific (see principle 7).

Relevant Role(s)

- Employer
- Volunteer manager
- Community builder
- Supporting welfare and wellbeing networks

8. Students' Union staff have the knowledge, confidence and skills to respond to a student or a colleague experiencing mental health difficulties

Our research into [The Role of an Academic](#) and for the [University Mental Health Charter](#) found that student-facing staff often respond to students in distress, and are seeing an increase in students presenting with difficulties. SU staff we talked to

during the development of this framework reported similar experiences. They, too, feel as though their role in regard to responding to students isn't always clear and that they don't always have the knowledge, confidence or necessary support to respond effectively. This can present a risk to the mental health of students and the staff themselves. Many of the recommendations in the reports above can be translated into the SU context.¹⁵

Modelling the principle

- The SU helps staff understand their role and boundaries with regard to supporting staff and student mental health and supports them to set and maintain these.
- All staff, officers and volunteers are supported to have good knowledge of the support landscape at the University.
- The SU has clear signposting policies and procedures.
- The SU supports staff that work with students to recognise and respond appropriately to a student that they think may be experiencing poor mental health, identify signs of risk and signpost effectively, and maintain the safe boundaries of their role.
- The SU supports line managers in their role to respond to a student or colleague disclosing that they are experiencing difficulties.
- Line managers are equipped with the knowledge, confidence and skills to debrief with staff and students that have had to navigate individual disclosures.
- The SU invests to support the development of knowledge, confidence and skills as a part of a wider wellbeing approach/strategy/plan.

Relevant Role(s)

- Service provider
- Supporting welfare and wellbeing networks
- Advocating for change and improvement
- Volunteer manager
- Employer

9. Student leaders and volunteers are equipped with the knowledge, confidence and skills to understand their role in supporting student mental health and respond effectively to a student disclosing that they are experiencing difficulties

There is strong evidence that many students turn to their friends when experiencing problems with their mental health and that peer support, when done well, can be effective.¹⁶ However, it is important that

student leaders and volunteers understand their role with regards to supporting students and are equipped with the necessary skills to maintain boundaries, respond to students in distress and signpost effectively, in order to prevent any risk to students or student leaders themselves. Those in welfare specific roles might also benefit from additional, role-specific training and support. Student-led activities can also contribute to a culture and environment that promotes good mental health.

Modelling the principle

- The SU supports student leaders and volunteers to understand their role in supporting student mental health and wellbeing and that they are not responsible for giving advice.
- The SU supports student leaders and volunteers to develop the knowledge, confidence and skills to maintain and communicate appropriate boundaries to students.
- The SU trains and develops student leaders and volunteers on how to respond effectively to a student disclosing that they are experiencing difficulties.
- The SU has a clearly defined signposting process, which student leaders and volunteers are engaged with at training, meetings or at an otherwise appropriate juncture.
- The SU has tools and resources available to assist student leaders and volunteers in responding to a student in distress.
- Any new systems or processes that the SU introduces with regards to student groups responding to individuals disclosing are fully researched, have been co-produced with students, and have had clinical oversight.
- Any student leader that is elected or appointed in a role that involves student welfare does not undertake that role without appropriate and role-specific training and support.
- Student leaders and volunteers are supported to understand how they can create safe, inclusive activities that promote positive wellbeing and healthy behaviours (see principle 10).

Relevant Role(s)

- Community builder
- Supporting welfare and wellbeing networks
- Advocating for change and improvement
- Critical friendship and partnership with the institution

10. The SU creates an environment and culture that supports positive mental health and wellbeing

Our environment and culture has a significant effect on our behaviour, wellbeing and mental health.¹⁷ There are many ways in which the SU's everyday activities can promote good mental health. We have already noted how participation in community-building activities can create belonging, which is so essential to our wellbeing. Community-building activities can also encourage students to engage in behaviours that have been shown to be good for wellbeing, including volunteering, exercise and connecting with nature.¹⁸ However, some students face additional barriers to creating a sense of belonging.¹⁹ Also, some sports clubs and societies

have been associated with cases of excessive alcohol consumption, bullying and harassment, all of which can have negative implications for mental health.²⁰

The physical environment can support good wellbeing, too. It can promote connection with nature, create supportive working environments and encourage socialising.²¹ To support the wellbeing of all, environments should be inclusive, accessible and help promote positive wayfinding.²² All of the principles in this framework need to be supported by an SU culture that clearly prioritises mental health and wellbeing, in which staff and students can talk openly about their mental health and feel supported to disclose if they are experiencing poor mental health.

Modelling the principle

- The SU provides multiple, varied opportunities for staff and students to engage in community-building activities and supports its staff and students to create activities that are inclusive, encourage healthy behaviours, and support positive wellbeing.
- The SU actively works to prevent and address marginalisation, discrimination and harassment among staff and students.
- The SU takes steps to create a culture in which staff and students feel safe and supported to disclose when they are experiencing poor mental health.
- The SU ensures that the working environment supports the wellbeing of its staff, including access to natural light, good ventilation, appropriate temperature, a space that is physically comfortable and is appropriate to the work being carried out.
- Social spaces facilitate and actively encourage connection and wellbeing.
- SU spaces are accessible and the SU invests in positive wayfinding.
- Any redevelopment of space or new designs that are to be SU spaces are designed with accessibility and wellbeing in mind.

Relevant Role(s)

- Employer
- Volunteer manager
- Community builder

Endnotes

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