

dyson

institute of
engineering+
technology

Student and Staff Mental Health and Wellbeing Strategy 2025 to 2029

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Revision history

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We are committed to a safe, compassionate and welcoming environment that respects everyone's dignity, whilst promoting wellbeing, innovation, creativity, and productivity. Wellbeing is a shared responsibility and every behaviour is a form of communication – let's take the time to pay attention and understand.

At the Dyson Institute, we recognise that mental health and wellbeing are essential to learning, working and community life. Academic studies and the workplace bring unique challenges, so we strive to create an environment where everyone feels supported and valued.

Our strategy, co-created by staff and students, reflects our shared commitment to addressing all aspects of wellbeing.

Mental health and wellbeing are a shared responsibilities, shaped by every interaction in our institute. By fostering understanding and openness, we can break down stigma and build a safe, inclusive, and supportive culture.

To fulfil this strategy, we have identified key outcomes and measures of success, which are outlined on pages 12 to 17 of this policy. Progress and impact will be monitored regularly and reported to the Institute Leadership Group, ensuring transparency and accountability across our community. The Mental Health Leads are responsible for overseeing the delivery and continuous improvement of our mental health and wellbeing initiatives.



The Institute's first Mental Health and Wellbeing Strategy is a major step forward in our commitment to providing a healthy and supportive environment for learning and work. In describing our vision and aims, as well as our approaches to prevention, early intervention and support, this Strategy establishes a solid foundation for a positive environment in which both colleagues and students can thrive. I look forward to seeing its impact, and how we will continue to build on it into the future.

Beverley Gibbs
Director of the Dyson Institute of Engineering and
Technology

As students, mental health makes up the foundation of our successes both inside and outside the classroom. A strong mental health strategy means Access to support, understanding, and tools to help us navigate challenges, build resilience and achieve our goals. It's about creating a community where everyone has the opportunity to be their best self.

Tanzy Kelly
Undergraduate Engineer, Head representative
of the Dyson Institute Student Committee



The Institute recognises that there are current challenges in managing mental health. Below are some statistics which evidence the need for a mental health strategy to address these challenges and support our community.

These statistics focus on the age groups that are our current and future students at the Institute, therefore presenting significant evidence that we may be recruiting students with similar experiences and needs.

1 in 5

Young people ages 8-25 had a probable mental health condition in 2023.

74%

of teachers believe that poor mental health is negatively impacting their pupils' ability to learn.

59%

of young people report their mental health getting worse during the wait for support.

1 in 3

of mental health problems in adulthood are directly connected to an adverse childhood experience.

1 in 3

of 17–24-year-olds have self-harmed or attempted to at some point.

30%

of teenagers with a probable mental health condition missed a week or more of school in 2023.

[Mental Health Statistics UK | Young People | YoungMinds](#)

In this section, we outline **what** we are doing to bring this strategy to life. We will introduce a range of actions aimed at boosting wellbeing, fostering inclusivity, and enhancing creativity and innovation across the Institute.

By breaking down actions into these four pillars, we provide clear pathways to deliver our shared vision of dignity, innovation, creativity, and productivity ([Stepchange: mentally healthy universities, 2023](#)).

Learn
Support
Work
Live

At the Dyson Institute, we are dedicated to fostering an inclusive learning environment that values diversity and supports the unique needs of every student. We promote mental health awareness in higher education through continuous evaluation, research, and innovation, making reasonable adjustments to help all students reach their full potential.

Self-belief and confidence

Students gain the tools, language and strategies to talk about their own wellbeing, and that of others. We provide excellent, accessible wellbeing resources, including coaching, talking therapies and self-help materials.

Community, culture, and environment

We are committed to a learning culture that supports our community's educational journey and wellbeing. Mental health and wellbeing culture is integrated from induction through monthly newsletters, campaigns and events.

Our safeguarding policy reinforces our commitment to a safe, open and positive safeguarding culture.

Curriculum and programme design

We design and improve our programmes to ensure accessible and inclusive learning activities, assessments and feedback, with well distributed workloads.

Using student analytics and early interventions, we provide targeted support at key milestones.

Our embedded personal development curriculum covers gender identity, drug awareness, sexual health and wellbeing, empowering students to make informed choices.

Fitness to study and fitness to practice

Mental health support is embedded in all fitness to study processes. We ensure that there is consistency of approach across the Institute.

Staff education and training

We provide continued professional development (CPD) for the student support team to enhance wellbeing conversations. We clearly signpost methods to contact student support including access to specialist staff in safeguarding, harassment and sexual misconduct. Through the 'Look After Your Mate' training from Student Minds, students gain practical strategies for peer support and mental health awareness.



We are committed to providing robust mental health and wellbeing support to all students, ensuring their needs are recognised, addressed, and met with compassion.

Transitions, whether joining the Institute, progressing through academic programmes and workplace rotations or navigating life's challenges, can have profound impacts on mental health and wellbeing (see page 11 for mental health continuum).

A whole Institute approach

We promote a whole Institute approach to wellbeing and mental health, demonstrated through visible leadership and strong commitment.

Recognising and addressing diverse needs

We provide culturally diverse, responsive support tailored to individual needs, including specialised resources for neurodivergent learners.

We prioritise timely, trauma informed psychological support to address emotional needs and mental health challenges with sensitivity and care.

Flexible and continuous support

From application to graduation, we maintain a consistent culture of support, including through international experience.

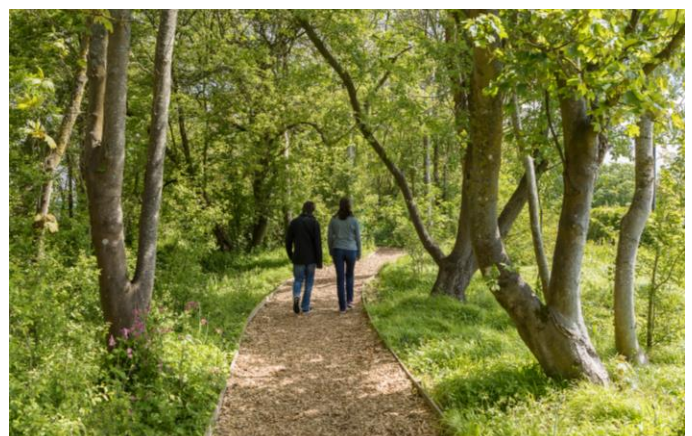
We pay special attention to students facing additional challenges during transitions, providing tailored resources, specialist advice and personalised guidance to ensure all students feel valued and supported.

Safe and effective prevention and intervention

We use data, analytics, and student feedback to proactively identify students requiring additional support and provide targeted early interventions for wellbeing.

Continually develop to respond effectively

We raise awareness of support available for both as a student and employees, working to reduce stigma and normalise talking about mental health. We regularly review and adapt our mental health and wellbeing support, considering local, national and global contexts to meet the needs of all students.



Good mental health and wellbeing are vital to personal and professional success.

We foster a safe, inclusive and supportive work environment throughout students' learning and as they prepare for full-time employment.

Promote mentally healthy workplaces

We support our people with financial, lifestyle, and health benefits that promote wellbeing. We aim to create a healthy working environment and empower informed lifestyle choices.

Mental Health First Aiders are available across the business to support and encourage conversations around mental health and wellbeing.

Accessible resources

We guide line managers to student support pages to keep them informed about available resources.

Our strategy integrates Dyson's six pillars of wellbeing into our strategy, providing a comprehensive approach to mental health and wellbeing. Students also benefit from wider Dyson wellbeing initiatives and campaigns, alongside Institute specific support.

Support positive transitions

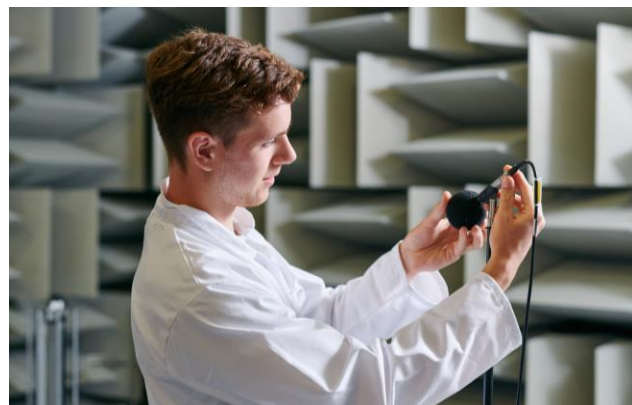
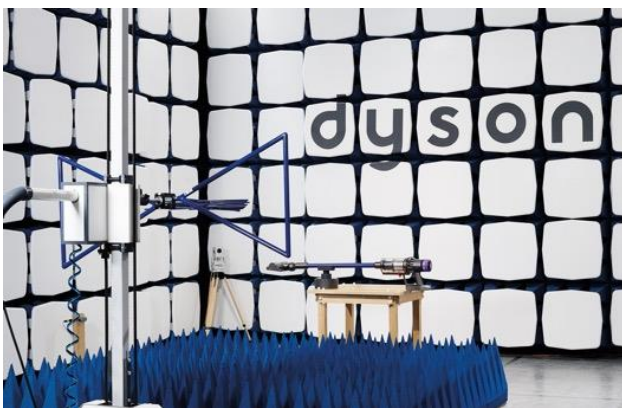
We provide structured support to enable positive transitions as students join the programme, move through rotations or academic stages, undertake international assignments and progress into full time employment.

Inclusive and supportive induction

During induction, we foster a sense of community and belonging. We communicate reasonable adjustments to teams in advance, ensuring student needs are accommodated from the start.

Sustaining supportive spaces and communities

We are an inclusive group that champions diversity and authenticity. Our mental health awareness campaigns foster a supportive culture, and our Neuro-Inclusion Champions assist neurodiverse individuals in both their study and the workplace. We provide wellbeing and neurodiverse-friendly spaces, ensuring reasonable adjustments so everyone can thrive.



We believe that students and staff thrive when they feel they belong, are supported in their wellbeing, and can contribute to a community built on shared values and respect.

Our community includes not only students and staff within our community, but also those who work closely with us. This strategy integrates wellbeing throughout Institute life, enabling everyone to thrive academically, professionally, and personally.

Healthy communities

We foster belonging through proactive engagement, right from induction, setting the tone for an inclusive and supportive culture where everyone feels valued, connected, and confident as they join our community.

Healthy Culture

We celebrate the diverse backgrounds, cultures, lived experiences, sexual orientations, identities, and beliefs that enrich our Institute. We have policies that promote the wellbeing and success of all community members.

Visible Leadership

Senior leaders promote open and supportive conversations to drive and sustain change. Beyond induction, we cultivate an environment where everyone feels empowered to raise questions and concerns without fear of judgment, supported by shared values and trust that define our culture.

Promote mental health and wellbeing

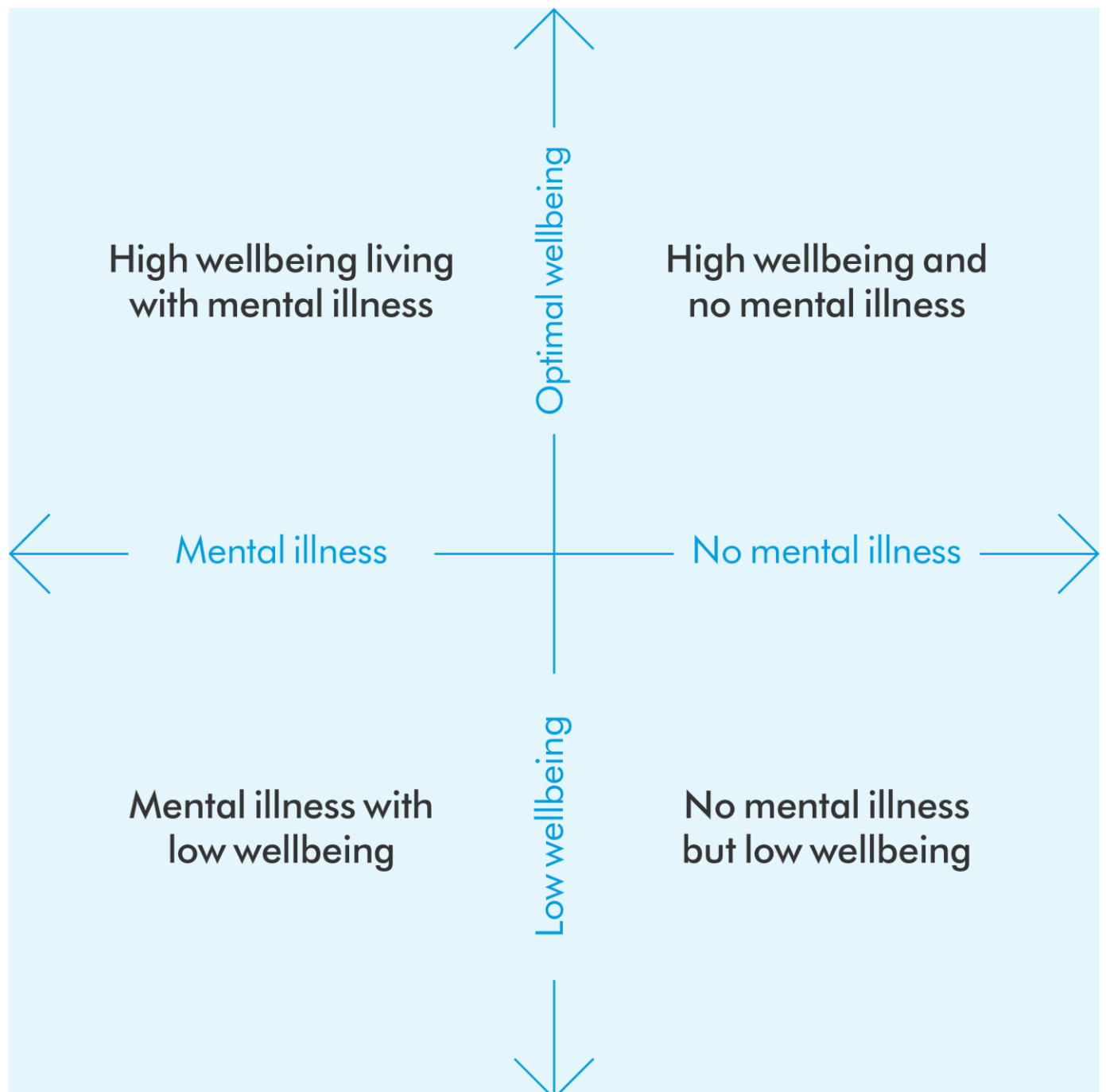
We prioritise mental health to support personal and organisational growth, recognising wellbeing as everyone's responsibility. By sharing this commitment, we identify challenges early and deliver targeted, timely interventions where needed most.



The mental health continuum is a visual framework showing that mental health exists on a spectrum, and can change over time.

Mental health is not simply about having or not having a condition, people can struggle without a diagnosis while those with mental health conditions can thrive.

Ultimately, mental health is dynamic and people can move between different states throughout their lives.



Leadership	
Objective	Measure
a. Prioritise and communicate mental health and wellbeing within Institute strategy and resourcing.	a. Engagement levels with related communications, events and resources.
b. Implement a whole Institute approach to wellbeing and mental health, with governed by the student support team, with impact reported to the Institute Leadership Group.	<ul style="list-style-type: none"> • Feedback from leaders • Engagement with mental health and wellbeing action plans.
c. Shape Institute culture, policies and practices to reduce risk factors and promote open conversations and strategic partnerships.	c. Analysis of staff and student feedback relevant to mental health and culture.
d. Involve Institute leaders in the development and awareness of mental health and wellbeing initiative.	d. Improved leadership awareness mental health and wellbeing work.
e. Establish governance for mental health and wellbeing, assigning ownership to the student support team for implementing and reporting.	e. Bi-annual student support team reports to the Institute Leadership Group and regular action plan reviews.

Prevention	
Objective	Measure
a. Use the learner voice to develop effective prevention strategies.	a. Collect and review learner feedback, data and case reviews to inform prevention planning.
b. Create physical environments that support and enhance student wellbeing.	b. Gather feedback and data on physical places, including input from smart campus services, student reps and disability and inclusivity data.
c. Encourage engagement of students and staff with mental health initiatives, training, and resources.	c. Track engagement, post-event reviews and participant demographics.
d. Enable staff and students to make informed choices through effective processes.	d. Monitor engagement with policy and process reviews.
e. Train student-facing staff to recognise mental health crises and respond appropriately.	e. Deliver and assess training, measuring participation, assessment and case reviews.
f. Equip staff to make reasonable adjustments for students with urgent needs, even without formal diagnosis or medical evidence.	f. Review reasonable adjustments and include in staff training.
g. Ensure all students participate in the Student Minds 'Look After Your Mate' programme to learn peer support skills.	g. Monitor participation and engagement data for the 'Look After Your Mate' programme.

Early intervention	
Objective	Measure
a. Build a well-informed community to support early identification and intervention for mental health concerns.	a. Improved awareness of the support available.
b. Review, map and communicate all internal and external wellbeing referral pathways.	b. Completion and communication of updated referral pathways.
c. Provide robust CPD programme for student support staff to ensure up to date knowledge and skills.	c. Participation and completion rates in CPD for student support staff.
d. Ensure systems and processes support timely, appropriate interventions and efficient case management.	d. User feedback on the ease and confidence in the process and case management system.
e. Develop and sustain an effective triage process, from self-help to professional referrals.	e. Effectiveness of triage process measured by progression through the wellbeing service.
f. Create an intervention pathway for quick response and early help with low level concerns and unwanted behaviours.	f. Feedback on timeliness and effectiveness interventions.

Support	
Objective	Measure
a. Ensure all students' mental health and wellbeing needs are recognised and addressed.	a. The provision adapts in response to local and sector needs.
b. Recognise and respect diverse mental health needs, with flexible, psychologically safe support.	b. Variety and responsiveness of support and proactive campaigns.
c. Raise awareness of the support available at the Institute and Dyson Technology reducing stigma.	c. Reach and engagement of awareness activities and community education engagement.
d. Regularly review and adapt support to be culturally diverse, responsive, and includes specialist services.	d. Range of support, diversity monitoring and specialist staff training engagement.
e. Provide opportunities and training for peer support skills, signposting and language use.	e. Evaluation of annual peer support training data.
f. Ensure CPD for support staff, on promoting wellbeing.	f. Staff participation in wellbeing training and conferences.
g. Use insights from applications and early interventions to offer targeted, timely support, including self-help resources.	g. Evidence of targeted, responsive support provided.

Transitions	
Objective	Measure
a. Ensure positive transitions when joining and throughout the programme (e.g., workplace rotations).	a. Student feedback on transition support.
b. Embed a culture of support from application through to completion, including UK and international experiences.	b. Planned events and feedback on international preparation and SSA support.
c. Provide targeted support (self-help resources, tailored advice, specific support for students facing greater challenges).	c. Quality assurance of resources, advice and support.
d. Support transition into employment through partnership with early careers teams.	d. Student feedback and quality of team handover.
e. Offer tailored support for students returning after taking a break in learning.	e. Feedback from returning students and quality review of support.

Staff	
Objective	Measure
a. Ensure all staff members are trained to identify mental health and wellbeing concerns and know where to signpost for support.	a. Training participation and feedback.
b. Develop a long-term mental health and wellbeing communications campaign, promoting self-help and engagement.	b. Implementation of campaign and staff engagement levels.
c. Ensure student-facing staff can recognise mental health crises, act appropriately and be aware of reasonable adjustments criteria.	c. Staff training completion data.

Data	
Objective	Measure
a. Use evidence and data to design interventions and services.	a. Develop and monitor specific outcome measures for the strategy.
b. Mental health Leads to create an action plan based on service gap analysis.	b. Regularly evaluate support using KPIs set out in the action plan.
c. Collect reliable data on wellbeing to inform a sector-leading approach.	c. Report data to the Institute Leadership Group and compare with sector benchmarks, where available.
d. Ensure access to therapeutic interventions are aligned with NICE guidelines.	d. Review therapeutic interventions against current NICE guidelines.
e. Inform initiatives with data, research and intelligence, for flexible, evidenced based responses.	e. Review initiatives annually for sector and local relevance and responsiveness.
f. Deliver a responsive student support service that adapts to student needs.	f. Regularly evaluate access and engagement with Student Support team, reporting to the Institute Leadership Group.

Partnership and collaboration	
Objective	Measure
a. Establish effective links with the UK Health Security Agency, NHS and other relevant organisations for continuity of care and risk management.	a. Monitor frequency and relevance of partner updates of available services.
b. Provide consistent, cohesive, safe, and effective care and support for student wellbeing and mental health.	b. Report levels of engagement to the Institute Leadership Group; review support quality through feedback, due diligence and accessibility checks.
c. Create clear pathways for students to access internal and external wellbeing and mental health services.	c. Monitor and report service engagement, collect student feedback on awareness, access and suitability of partnerships.

This section identifies key stakeholders and external partners involved in delivering the strategy. Everyone plays a role in making wellbeing and health a priority, working together to ensure seamless support through effective collaboration.

Key stakeholders

Institute Management Board

The Institute Management Board (IMB) made up of the Senior Leadership and is chaired by the Director, oversees day-to-day operations, delivers on strategic goals and ensures safeguarding. The IMB clearly communicates the importance of mental health and wellbeing in all Institute activities.

Institute Leadership Group

ILG brings together the Senior Leadership and operational managers to discuss and make decisions on all matters at the Institute with the exception of HR and Safeguarding.

The ILG approves the policies and strategies, including this one.

Human Resources

We work closely with HR to ensure a consistent approach from both the Institute and the wider business.

Dyson Institute Student Committee (DISC)

The Dyson Institute Student Committee (DISC) formal representative body for is the Undergraduate Engineers' (UGEs), ensuring an independent voice in all aspects of Institute life.

DISC provides feedback to staff, is represented throughout the governance structure, produces reports for senior leadership and runs annual elections for student representative roles.

Security

Working together to ensure the safety and wellbeing of the Dyson Institute community.

Full-time students

On-site Clinical Psychologist

Dr. Anwen Witham, our Clinical Psychologist, is onsite twice a month and specialises in several different kinds of therapy including Cognitive Behavioural therapy (CBT) Solution Focused Brief Therapy.

Dr. Anwen focuses on anxiety, stress, depression and health psychology, helping clients understand and change unhelpful patterns

Referrals to Anwen can be discussed and made with your SSA via the booking system.

Online Talking Therapies

ProblemShared is the online mind health platform, offering a wide range of talking therapies with practitioners from many different backgrounds.

These safe sessions help you explore your feelings and challenges, working with you to find effective solutions.

Referrals can be made with your SSA via our booking system.

Specialist Mentoring and Study Skills

Randstad offer both specialist study skills tutoring and specialist mentoring. Referrals can be discussed and made with your SSA via our booking system.

Student Support and Mental Health Leads

Your Student Support Advisor (SSA) is your primary contact for support at the Dyson Institute. You will have regular check ins and coaching conversations with your SSA, who is formally trained in Coaching to help you reach your potential. Coaching focuses on raising self awareness and self-reflection to boost confidence, insight, and learning.

The Student Support team run regular campaigns aligned with national initiatives, covering topics such as volunteering, stress management, mindfulness and movement. We listen and respond to the students' needs and ideas as much as possible.

The Student Support team deliver training to the students, including Look After Your Mate which is a workshop developed by Student Minds, to equip students with the skills and confidence to support friends experiencing mental health difficulties. Mental Health Leads annually review action plans and conduct gap analyses to strengthen and improve support within the Institute, ensuring a healthy learning and work environment.

Safeguarding and Prevent Team

The Safeguarding team works alongside Student Support team to ensure a strong safeguarding culture and the highest levels of student safety and wellbeing at The Dyson Institute.

Safeguarding is everybody's business.

Our approach includes:

- A dedicated, professionally trained Safeguarding team.
- Regularly reviewed Safeguarding and Prevent policies.
- Mandatory safeguarding and prevent training for all.
- Safeguarding and Prevent training for line managers and mentors on Safeguarding and prevent.
- Ongoing management and review of Prevent risk assessments, based on current risks.
- Safeguarding and Prevent training for all students as part of their Induction and their personal and professional development curriculum.

Sexual Violence Liaisons Officers (SVLOs)

Our Sexual Violence Liaison Officer team supports anyone who has experienced a recent or non-recent incident of sexual violence. The specialist Sexual Misconduct Support Service, run by trained Sexual Violence Liaison Officers, offers confidential guidance without requiring detailed disclosure. You are supported in deciding what information to share and what steps to take next. Information remains confidential unless there is a risk of harm. The SVLO team can help you access external support and make informed decisions.

Mental Health First Aid and Suicide Intervention

The Student Support team are trained in Mental Health First Aid (MHFA) and Suicide Intervention First Aid.

MHFA equips staff to identify, understand and support someone facing a mental health issue.

Suicide Intervention First Aid helps staff recognise suicide risk, initiate life-saving conversations, and connect students with appropriate resources. The team can also help with safety planning to support individuals experiencing suicidal thoughts and urges.

Available to all

Employee Assistance Programme (EAP)

An employee benefit that provides you with support and practical advice on issues that might be impacting your wellbeing and performance.

Online Cognitive Behavioural Therapy

SilverCloud offers online Cognitive Behavioural Therapy (CBT) programmes to help manage stress, anxiety, and depression. It is flexible, easy to use on any device and completely confidential – your access will not be shared with Dyson or others.

If SilverCloud identifies any risk, they will reach out and offer support.

Access SilverCloud via the My Benefits platform via Motor.

Mental Health First Aiders

Across Dyson trained Mental Health First Aiders (MHFAs), are available to identify, understand and support colleagues experiencing a mental health issue. MHFAs can:

- Recognise the early signs and symptoms of common workplace mental health concerns.
- Have supportive, non-judgmental conversations.
- Guide colleagues to appropriate professional help.
- Promote mental health awareness and reduce workplace stigma.

[YoungMinds: Mental Health Statistics](#)

[Office for Students: Student Mental Health](#)

[Office for Students: Student Mental Health Needs of Students](#)

[House of Commons Library: Student mental health in England: Statistics, policy and guidance](#)

[Student Minds](#)

[Universities UK](#)

[Mental Health and Wellbeing Strategy](#)

[Stepchange: mentally healthy universities](#)