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WELLBEING SUB- COMMITTEE

30 January 2020
at 14:00 in Room G06, Leighton Hall,
Headingley Campus.

Nicola Beaumont, Personal Assistant
Human Resources

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AGENDA for the Wellbeing Sub-Committee Thursday 30 January 2020 meeting

The first meeting of the Wellbeing Sub-Committee will be held at 14:00 in Leighton G06 Headingley Campus.

14:00	Part A: Preliminary Items	Paper	Led by
	A1 Welcome, Introductions and Apologies		Priscilla Preston
	A2 Committee Terms of Reference	WSC-1920-001 OPEN	Priscilla Preston
	A3 Draft Committee Principles & Purpose Statement – to consider & approve	WSC-1920-002 OPEN	Priscilla Preston
14:20	Part B: Student and colleague action plans	Paper	Led by
	B1 Student & Colleague Action Plans Status - presentation	Presentation	Sarah Moore Sarah Tomlinson Jess Carrier
14:50	Part C: Suicide Intervention	Paper	Led by
	C1 Suicide Intervention Work Update	WSC-1920-003 OPEN	Sarah Tomlinson Sarah Moore
15:05	Part D: Academic Advising Project and Academic Input	Paper	Led by
	D1 Academic Advising Project and Academic Input Update	WSC-1920-004 OPEN	Sarah Tomlinson Sarah Moore
15:20	Part E: University Mental Health Charter	Paper	Led by
	E1 University Mental Health Charter – presentation update and next steps discussion – See link for full version and summary https://www.studentminds.org.uk/charter.html	Presentation	Sarah Tomlinson
15:40	Part F: Future Committees	Paper	Led by
	F1 Topics and speakers for future Committees - Financial wellbeing	Discussion/Call for topics	Priscilla Preston

15:45

Part G: Other Business

Paper

Led by

G1 Leeds Wellbeing Week 2020

Verbal update

Sarah Moore

G2 Date of Next Meeting: Wednesday 4 May 2020

Terms of Reference

Approval Route

DATE 23 July 2019

DATE University Executive Team

Purpose

The principal purpose of the Wellbeing Sub-Committee is to support the development of a thriving community which promotes and sustains colleague and student wellbeing. In taking a strategic overview of the range of Wellbeing activity across campus, the changing needs of colleague and student populations, the Sub-Committee will make recommendations for enhancements and act as a forum for co-ordination and co-operation amongst HR, Student Services, The Students' Union, Trade Unions and key services with respect to Wellbeing Framework.

Specific Areas of Responsibility

- a) To oversee the strategic direction, review progress and assess the impact of the Wellbeing and Mental Health Colleague Action Plan and the Mental Health and Wellbeing Student Action Plan with respect to its impact upon colleague satisfaction and wellbeing;
- b) To receive and review the effectiveness and suitability of the University's integrated programme of wellbeing development, information and activities delivered across the People team, Student Services, the SU, Trade Unions, Sport & Active Lifestyles and CARES;
- c) To promote and make recommendations regarding wellbeing and mental health considerations with respect to our University's policy and practice;
- d) Consider and determine our key measures of wellbeing with respect to the changing needs of our colleague and student populations;
- e) To monitor and review the effectiveness of the University's Safety Health and Wellbeing Policy, in so far as work-related stress is concerned; recommending amendments to the Policy via the Health and Safety Committee. To monitor its compliance through supporting procedures including the review of audit results, reports and observations;
- f) To monitor and assess the impact of colleague wellbeing initiatives through the periodic review of relevant performance indicators which may from time to time include (i) colleague survey results (ii) absence statistics and trends, (iii) any other relevant reports and statistics;

- g) Identify the support and wellbeing needs of specific groups of colleagues (e.g. carers, BAME, disabled) and make recommendations for enhancements and improvements as appropriate;
- h) Receive and consider reports from related groups including: The Equality & Diversity Committee and forums, Health & Safety Consultative Committee.
- i) Oversee wellbeing activity that is provided by non-University staff members on behalf of the University, for example the Employee Assistance Programme.
- j) To act as a forum for management to consult with colleagues and their recognised Trade Unions (Safety Representatives) on matters relating to their wellbeing, in accordance with the Safety Committees Regulations 1977 and the Health and Safety (Consultation with Employees) Regulations 1996.
- k) To report upon the status of wellbeing matters to the Health and Safety Committee and the University Executive Team.
- l) Ensure that equal opportunities and diversity are promoted in relation to all of the above;

Reporting

The Sub-Committee will provide a report to each meeting of the Health and Safety Committee which reports directly to the University Executive Team.

Membership

The Sub-Committee will consist of members representing the management, colleagues and students of the University including:

- a. Co-Chairs (Priscilla Preston and Sarah Gray)
- b. Director of People;
- c. Director of Student Services; Priscilla Preston
- d. AD Student Services; Jan Daley
- e. Deputy Director of People; Sarah Gray
- f. Director/Head of CARES; Kate Davis
- g. Director of Sport and Active Lifestyles; Sally Nickson
- h. Director / AD Estates; Andy Allison
- i. 4 members of SMG comprising 2 Deans and 2 Directors, each from different Schools and Services; Dev Capps, Andrew Cooper, Barbara Colledge, Chris Watts
- j. 4 Schools (not represented by Deans); Oliver Bray, Gareth Robertshaw, Bryony Walker, Andrew Manley
- k. 2 representatives of the Student Union; Jess Carrier and Kate Davies

Note: colleagues appointed under J and K will be for two years. Student representatives will be for term of office.

- l. 4 representatives from our recognised Trade Union (2 from UCU, 2 from Unison); Roland Cross, Mobina Begum, Annemarie Piso, one other to be confirmed.
- m. Co-opted members: The SubCommittee shall have powers to co-opt at any time suitable persons for specialist or specific advice.
- n. Advisers to the Sub-Committee: Advice, support and guidance will be provided to the Sub-Committee by the Wellbeing Manager, Occupational Health Manager, Student Wellbeing Team and Health and Safety Adviser.

Health & Safety Committee

Wellbeing Sub-Committee

Purpose and Statement of Commitment

leedsbeckett.ac.uk

Supporting the mental health and wellbeing of both our students and colleagues is a major priority for Leeds Beckett University. Our Vice Chancellor and Senior Management Group have made long-standing commitments to mental health; in 2014 by signing MIND's 'Time to Change' mental health pledge to end negative attitudes towards people with mental health problems, and by renewing our Mindful Employer Pledge earlier this year.

As part of our continued commitment, the University has developed Wellbeing & Mental Health Action Plans for Students and Colleagues focused upon four inter-related dimensions of wellbeing: physical, mental, financial and community and mapped against the UUK Step Change framework. Our Wellbeing and Mental Health approach works across all areas of the University, its people, culture, policies, practice and environment, to help all students and colleagues to stay well and to thrive.

The principal purpose of the Wellbeing Sub-Committee is to support the development of a thriving community which promotes and sustains colleague and student wellbeing. In taking a strategic overview of the range of Wellbeing activity across campus, the changing needs of colleague and student populations, the Sub-Committee will make recommendations for enhancements and act as a forum for co-ordination and co-operation amongst HR, Student Services, The Students' Union, Trade Unions and key services with respect to Wellbeing.

The Wellbeing Sub-Committee will further the culture and conversation about wellbeing at work and at study; covering both a proactive and preventative approach for good levels of wellbeing. We recognise that we all, colleagues and students alike, have a role to play in wellbeing at Leeds Beckett, for our own wellbeing and the wellbeing of others. We further recognise the crucial role that peer support, leadership, management and academic roles play in this.

Signed by the chairs, members and attendees of the Wellbeing Sub-Committee

January 2020 (TBC)



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Wellbeing Annual Review

Update on our colleague-facing Wellbeing & Mental Health Framework

People Team

January 2020

Introduction

This report provides an update on the steps being taken to ensure that the University is a healthy and productive workplace in line with the People Strategy aim of supporting colleagues to be their best selves.

The costs (losses) associated with a lack of wellbeing are due to sickness absence, reduced productivity and regrettable labour turnover. The current approximate cost to the University of sickness absence is £3.5m per annum. An effective wellbeing strategy and implementation of a 'healthy University' should positively effect this; in addition to its positive effects on the University's values, colleague retention, productivity and engagement.

Additionally, a wellbeing approach has been identified as key mitigation of the impacts of organisational change to colleagues and operations.

The action plan continues for academic year 2019-20 through its 'educate and embed' phase; focusing on communications and engagement, leaders' and line managers' skills, giving colleagues tools to help themselves, and support and signposting.

Updated for this academic year, the revised [colleague wellbeing intranet pages](#) are a 'one-stop-shop' for information about staying well, and support if you're not, across physical, mental and financial health and wellbeing. The pages are more user-friendly; featuring easier to navigate content including information, resources, support services both internal to LBU and those available externally around Leeds and nationally.

Bringing the Framework to life

What we
commit to

Intended Framework impacts

How?

We will encourage colleagues and students to maximise their physical, mental and financial wellbeing so our community can flourish together.

University Vision

Colleagues who are healthy and happy are more engaged, will deliver a better experience and ultimately help achieve our strategic aims

We will achieve this through a programme that:

- Helps colleagues stay well, to thrive, and supports them in times of ill-health
- Supports colleague engagement and affinity with the University
- Reinforces our values
- Recognises a colleague's whole person
- Reduces absence and facilitates a quicker return to work

Leaders' Vision

"I'm proud that LBU genuinely cares about our people and supports our colleagues. I know my people, I can tell when something's amiss, and feel comfortable to have a conversation and to provide support & signposting."

We will achieve this through a programme that:

- Is easy and simple to use
- Emphasises the need for colleagues to look after themselves
- Focuses on the wellbeing issues which affect teams and performance
- Respects the size of a leader's day job
- Provides support and tools to help managers

Colleagues' Vision

"I know how to maintain my own wellbeing and encourage my colleagues to do the same. I believe that my team and manager care and will support me in times of difficulty. I feel comfortable to initiate a conversation about my wellbeing."

We will achieve this through a programme that:

- Emphasises what is available to colleagues for their own wellbeing
- Provides support both within, and external to, the University
- Can be tailored to what works for them
- Aids openness and support between managers and colleagues and within teams

Action Plan

Completed Feb –
August 2019:
Engage & Educate

Develop framework & infrastructure

Framework approval
Establish Wellbeing Sub-Committee
Health needs assessment
Assess data & develop potential measures

Continue the conversation with leaders & colleagues

Exec engagement
Wellbeing survey & feedback

Give colleagues tools to help themselves

University Mental Health Day, Mental Health Awareness Week
Information & communications
Review of resources

Update of intranet site, content & signposting
EAP tender

Support colleagues through change

Resilience sessions for managers involved in organisational change
Develop proposal for wider colleague population

2019-20 Academic Year:
Educate & Embed

Leaders' and line managers' skills

More wellbeing content in mandatory health & safety training

Resources for (new) managers through Why Wellbeing?
Management Matters development
Manager guide to mental health services across Leeds

Suicide Intervention for colleagues

Give colleagues tools to help themselves

Colleague exercise & lifestyle offer in conjunction with Sport & Active Lifestyles

Wellbeing through your career / work journey e.g. menopause, retirement, long-term conditions

'For Academic Advisors' development with CLT and Student Services

Support & Signposting

Mind Mentally Healthy Universities programme with Student Services

Evaluate occupational health service & impact

Promote existing forums, social clubs & activities

Review wellbeing benefits

Support colleagues through change

2020 onwards:
Enhance

Colleague participation

Colleagues looking after their own wellbeing
Colleagues developing more of the content & campaign material themselves

Support colleagues through change

Colleagues and managers feel more comfortable and resilient with change

Develop wellbeing lifestyle offer

Link to reward & benefits
Possibility to simplify offer

Measures

Increased awareness
Reduced stigma
Colleagues remain engaged, NSS scores
More accurately-recorded data
Reduced absence, higher productivity & greater retention

Key:

Complete

In progress

To start

Additional to planned programme

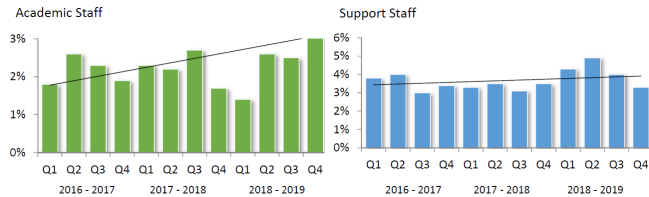


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Baseline data

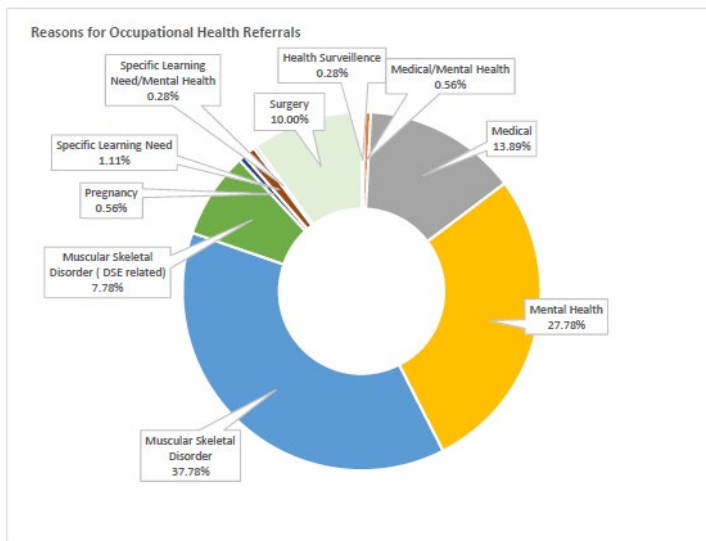
Organisational health data

Sickness absence trend



16182.06 days (FTE equivalent) of **sickness absence** 1 Aug 18 – 31 Jul 19. The approximate cost of this to the University is £3.5m. Top reasons are mental ill-health, operations/hospital treatment, colds & flu, and cancer.

Health Assured **Employee Assistance Programme utilisation** is at 18.9% (1 Oct 18 – 30 Sept 19). 78.6% of calls were for counselling, and 21.4% were for advice. Those colleagues who engage in structured therapy on average experience a 50% reduction in the severity of their symptoms.



Employee feedback

Colleague Survey September 2018

70.1% response rate (excluding PTLs)

79.3% **staff satisfaction** (excluding PTLs)

Colleague wellbeing survey March 2019

215 respondents

- 73% of respondents describe themselves as being **physically active**
- 89% agree or strongly agree that '**mental health** is something we all have' but only 14% would talk about it at work
- The majority of colleagues (65%) have a 'plan in place' or enjoy financial freedom; but 8% respond their **finances** are 'out of control'
- 55% of respondents say that they experience worry because of their finances

Development

'Leading for Good Mental Health' Leadership Masterclass delivered to Senior Management Group in September 2019 – 24 attendees

18 School & Service Leadership briefings completed Sept-Dec 2019 (150 leaders)

Mental Health First Aid for Higher Education training completed by 230 University staff throughout 2019

'Why Wellbeing? What Works?' Management Matters session delivered October 2019 – 13 attendees

Added to management matters suite of sessions - next session due March 2020

Engagement

170 views of colleague wellbeing hub per month
500+ views since launch in September 2019 – 355% increase from the same period in 2018

Fewer queries of what's available and where to find support

Semester 2 campaigns:

- Employee Assistance Programme 20-25 Jan
- World Cancer Day 4 Feb
- Time to Talk Day 6 Feb
- University Mental Health Day 5 March
- Mental Health Awareness Week May (theme is sleep)

Cross Campus Suicide Intervention Group (CCSIG) Summary

Executive Summary

This paper provides a summary of the work completed by the CCSIG and outlines for the focus of activities going forward relating to the promotion of student mental health and the prevention of suicide.

Action Requested

This report is for discussion.

Appendices

[Please list and give details of any appendices accompanying the report.]

Author

Name: Sarah Tomlinson
Job title: Head of Student Wellbeing
Date: 16th January, 2020

Approval Route

21st January 2020 Priscilla Preston – Director of Student Services

Cross Campus Suicide Intervention Group (CCSIG) Summary

1 Introduction

This report summarises the work of the Cross-Campus Suicide Intervention Group and outlines further development and implementation activities, in line with the student and colleagues mental health action plan.

The group formed in December 2018 against a background of high levels of public concern about student mental health and incidence of suicides in higher education. It is important to note that the suicide rate for HE students is considerably lower than amongst the same age group in the general population (Gunnell et al., 2020). However, suicide is the leading cause of death in young people in the UK and the second leading cause of death among 15-29 year olds globally (WHO, 2018). In addition, the suicide rate amongst students is increasing with the rate between 2009/10 and 2016/17 increasing by 15% (Gunnell et al., 2020).

In line with the Universities UK (2017) Step Change framework for mental health, a University-wide mental health and wellbeing action plan was drafted with suicide prevention being an integral part of this. The University has a crisis protocol relating to the death of a student, but did not have a fully developed approach to suicide response. Some population groups, including universities, may be more vulnerable to 'contagion' whereby a death by suicide influences the risk of others engaging in suicidal behaviour (Hawton et al., 2019). Having a plan in place following a suicide with, for example, agreed templates for communications and a nominated lead is recommended as good practice (Universities UK, 2018) and important in addressing suicide risk and improving the mental health of those affected by a suicide (Public Health England, 2016).

2 Group Aims and Objectives

- a) To bring to the work a variety of expertise and knowledge of evidence-based practice from internal and external perspectives
- b) To review approaches already in use within HE and the third sector and identify best practices that can be replicated
- c) To review an updated suicide response plan and related protocols
- d) To recommend a set of resources and activities for building awareness, skills and confidence levels
- e) To advise on key messages and the content of an information campaign.

The work of the group was targeted primarily at students and those who support them including friends, peer groups, academic and professional staff, but also acknowledged the postvention needs of all those affected by a suicide.

3 Group Membership

The group was attended by colleagues from across the wider University. Public Health England attended the opening meeting. The group's adviser from STORMS has lived experience of losing a loved one to suicide and her input was invaluable.

Name	Position	Representing
Sarah Tomlinson	Chair – Head of Student Wellbeing	Student Services
Michael Austin	Student Voice Manager	Students' Union
Jess Carrier	VP Welfare and Community	Students' Union
Jan Daley	Associate Director (Student Wellbeing and Equality)	Student Services
Katie Davies	SU Advice Service Manager	Students' Union
Dr Katie Dhingra	Reader. School of Social Sciences	Schools
Valerie Fletcher	Lecturer, School of Health & Community studies	Schools
Lorraine Foster	Security Manager	Security
Alwyne Greenbank	Director	Leeds Samaritans
Vicki Johnson	Head of Trading Services - CARES	CARES
Melvyn Kelly	Chaplain	Chaplaincy
Suzanne McAllister	Adviser	SToRMS (Strategies to reduce male suicide)
Sarah Moore	Wellbeing Manager	HR Operations
Sheila Duxbury	Senior Project Manager	Student Services

4 Activities and Outputs

Key Output	Status/Notes
Suicide Response Plan.	Partially Completed. After review by the group and consultation with the Director of Student Services, the existing Crisis Response Plan for student death and students in distress were updated to address suicide prevention and respond to a death by suicide. The protocols are in draft form until approved by the Director of Student Services.
Terms of reference for a suicide/crisis response team.	Completed. These are included in the appendices of the Crisis Response Plan.
Email and statement templates for use following a suicide.	Completed. These have been included in the appendices of the Crisis Response Plan.
Updated protocols.	Completed. Existing crisis protocols available at the staff homepage were updated. The protocol for students in mental distress was updated to prompt colleagues to ask the student directly about suicidal ideation and to ask if family/friends can be contacted on their behalf. The protocol for a student death was updated to address death by suicide.
Key messages and information campaign content.	Completed. The group drafted a booklet called 'It's Ok to Talk About Suicide' available at https://www.leedsbeckett.ac.uk/

	<p>/media/files/student-hub/student-wellbeing-team/des00793--suicide-prevention-booklet.pdf</p> <p>The theme for World Mental Health Day in October 2019 was Suicide Prevention and a wide range of activities and social media messaging were targeted around this event. The next relevant campaign is University Mental Health Day on the 5th March, 2020 where there will be ongoing plans to deliver key information.</p> <p>The group approved a public facing document called 'Our Response to a Student Death by Suicide' which is to be included in the website.</p>
<p>Training and development.</p>	<p>Completed. There was a review of online modules on mental health and funding was provided by Student Services and POD to purchase a new module called 'Mental Health Awareness'. The module addresses suicide and has local signposting information.</p> <p>There was also overlap with the Academic Advisor project which included a plan to provide two classroom sessions per month with collaboration between CLT, POD, People Team, and Student Wellbeing. These sessions address student mental health, responding to concerns about suicidal ideation, and signposting.</p> <p>A number of colleagues have been trained by Student Minds to facilitate 'Look After Your Mate' workshops for students and this is being co-ordinated by the Student Advice Hub, Student Services.</p> <p>Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid and more. ASIST teaches participants to recognise when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. A number of Student Services colleagues have completed this training and we will be rolling this out further to key front line roles this academic year.</p>
<p>Review of publicly available information that could be promoted to colleagues and students.</p>	<p>Completed. The group reviewed resources and agreed a list of recommended online training, information, and digital apps that could be promoted in order to raise awareness about suicide prevention and student mental health.</p>
<p>Development of a long-term response plan</p>	<p>A key output from the group was the development of a long-term response plan that is a practical document to provide guidance to colleagues and a checklist of postvention activities following a student death by suicide. Universities UK (2018) identify this as being important in ensuring an effective, appropriate and timely response to a suicide but they advise that universities also develop a suicide-safer strategy and action plan as a distinct component of an overarching mental health strategy. This should also address how lessons will be learned and shared to prevent future deaths by suicide.</p>

5 Conclusion

The group completed a significant amount of work towards creating greater awareness about suicide prevention and which enabled the University to confidently become one of the first university members of the National Suicide Prevention Alliance. This should be seen as the beginning of a journey which will include the embedding of an institution-wide approach to assuring the wellbeing and mental health of students and colleagues.

The group identified the following future ambition which will be of interest and for or discussion by the Wellbeing Sub-Committee:

1. The creation of an on-going plan to raise awareness about existing resources and how students and colleagues can be helped when or, ideally prior to, experiencing problems.
2. The role of Module leaders to encourage and support mental health as a key discussion point throughout a course and not just at induction.
3. Colleagues with expertise in this area should be identified and supported to contribute to the development of others.
4. There should be a focus on raising awareness about self-harm as this is an important indicator for poor mental health.
5. The further development of a plan to provide development opportunities specifically around suicide prevention to all colleagues.

References and further information

Gunnell D., Caul S., Appleby L., John A., Hawton K., (2020). The Incidence of Suicide in University Students in England and Wales 2000/2001 – 2016/2017: Record Linkage Study. *Journal of Affective Disorders*. 261: 113-120.

Hawton K., Lascelles K., Husband D., John A., Percy A., (2019). Identifying and Responding to Suicide Clusters: A Practice Guide. *Public Health England*, London.

Public Health England (2016). Support After Suicide: A Guide to Providing Local Services. *Public Health England*, London.

Universities UK (2017). #StepChange. Available at: <https://www.universitiesuk.ac.uk/policy-and-analysis/stepchange/Pages/default.aspx> [accessed 16/1/2020].

Universities UK (2018). Suicide-Safer Universities. Available at: <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2018/guidance-for-universities-on-preventing-student-suicides.pdf> [accessed 16/1/2020].

World Health Organisation (2018). Suicide. Available at: <https://www.who.int/news-room/fact-sheets/detail/suicide> [accessed 16/1/2020].

Author:

Sarah Tomlinson, Head of Student Wellbeing, 16th January 2020.

Academic Input to Wellbeing Action Plans

Executive Summary

This paper provides a summary of the academic members of staff who have so far expressed an interest in supporting the work of the Wellbeing Sub-Committee and collaborating in the Wellbeing Framework & Action Plans.

We are looking to expand this summary with other academics and invite the Committee to provide recommendations and details.

Action Requested

This report is for information and input.

Appendices

[Please list and give details of any appendices accompanying the report.]

Author

Name: Sarah Moore
Job title: Wellbeing and Engagement Manager
Date: 22nd January, 2020

Approval Route

22nd January 2020 Sarah Gray – Deputy People Director

Wellbeing – Academic Input

Introduction

The following Academic Staff have expressed an interest in supporting the work of the Wellbeing Sub-Committee and collaborating in the Wellbeing Framework & Action Plans. They are happy to be contacted both by the Sub-Committee and by the Corporate Communications team for opportunities to work on wellbeing approaches, initiatives and research; and as experts that can provide comment for articles for students and colleagues, and/or comment on stories in the media.

Psychological Therapies and Mental Health team, School of Health & Community Studies

- **Dr Divine Charura** – Individual coaching, Psychologist offering consultation to teams and group supervision to identify ways of maximizing opportunities for wellbeing, active interest in conducting research in wellbeing of working in organisations.
- **Tara Fox** – building resilience individually and collectively, spirituality.
- **Tracy Hitchcock** - Mindfulness meditation and Labyrinth work (which is a particular therapeutic mode/technique).
- **Bryony Walker** – Achieving work life balance, self-help or peer support groups, families

School of Social Science

- **Dr Katie Dhingra** – suicide intervention (prevention & postvention)

School of Sport

- **Dr Marianna Kaiseler** - Supporting Wellbeing in University staff through Physical Activity, Engagement and Work-life balance.
- **Dr Laurie Patterson** – Sport and Exercise Psychology. Particularly interested in looking at staff work balances – e.g. tensions between teaching and research
- **Dr Faye Didymus** - Building and maintaining individuals' psychological well-being; creating resilient individuals, teams, and organisations; primary, secondary, and tertiary stress management
- **Dr Antonis Stavropoulos Kalinoglou** - Promoting physical activity among sedentary individuals