



MINUTES of the 30 January 2020 meeting

Present:

Priscilla Preston* (Chair)

Andy Allison

Jessica Carrier

Jan Daley

Sally Griffiths

Gareth Robertshaw

Mobina Begum

Barbara Colledge

Katie Davies

Andrew Manley

Bryony Walker

Oliver Bray

Roland Cross

Kate Davis

Annemarie Piso

Chris Watts

In attendance:

Nicola Beaumont (Secretary)

Dee Grismond

Sarah Tomlinson

Melissa Askew

Sarah Moore

Paul Tyrer

Michelle Broxup

Simon Morgan

Laurie Wilson

Apologies:

Andrew Cooper

Corrie Staniforth

Dev Capps

Sarah Gray (Joint Chair)

*Chaired the meeting

Part A: Preliminary Items

Welcome, Introductions and Apologies

001.2019.WSC The Chair welcomed all members to the first Wellbeing Sub-Committee and apologies were reported by the Secretary.

Committee Terms of Reference

002.2019.WSC It was **noted** that:

- a) The Terms of Reference were agreed by UET in July 2019.

003.2019.WSC It was **RECOMMENDED** that:

- a) The roles and responsibilities relevant to the function of this committee be clearly outlined in the Terms of Reference and that these should be aligned to the Terms of Reference of the Health and Safety Committee.
- b) Point f) of the Terms of Reference clearly identifies relevant reports and statistics.
- c) The Draft Committee Principles and Purpose Statement be combined with the Terms of Reference.
- d) All suggested changes be brought back to the next committee meeting on the 4 May 2020 for discussion.

004.2019.WSC

It was **AGREED** that:

- a) The Terms of Reference would be updated to explicitly refer to the Health & Safety Consultative Committee in all incidences.
- b) Students be referenced as well as colleagues in relation to point a) of the Terms of Reference.
- c) A representative from the Centre for Learning and Teaching be co-opted for the remainder of this academic year and be subsequently included on the Terms of Reference going forward.
- d) The committee would notify the Secretary in advance of the next Wellbeing Sub-committee meeting on the 4 May 2020 whether they would prefer a hard copy of papers.
- e) The Director of Sport and Active Lifestyles surname be updated on the Terms of Reference.
- f) The spelling of the student representative's forename be corrected on the Terms of Reference.

Draft Committee Principles & Purpose Statement – to consider and approve

005.2019.WSC

The Chair highlighted that this was an important document to put forward to the committee and welcomed discussion on whether this should be kept separate to the Terms of Reference. (paper reference WSC-1920-002).

006.2019.WSC

It was **noted** that:

- a) The purpose of the committee is clearly set out in the Terms of Reference.
- b) The whole institutional approach to supporting the wellbeing and mental health of students and colleagues was agreed last year.
- c) It is important to ensure that oversight and activity is embedded.
- d) There needs to be a way of establishing whether wellbeing across staff and students is improving.

007.2019.WSC

It was **RECOMMENDED** that:

- a) The purpose of the statement needs reframing.
- b) There be clarification on whether this is about the purpose of the committee, or the roles and commitments to engaging in it.
- c) This statement form part of the Terms of Reference.
- d) It would be useful to have a definition of what wellbeing is at the start of the statement.
- e) The second paragraph of the statement refer to diversity, as individual approaches differ.
- f) The word 'good' be changed to 'improving' in the last paragraph of the statement.
- g) All suggested changes be brought back to the next committee meeting on the 4 May 2020 for discussion.

008.2019.WSC

It was **AGREED** that:

- a) 'HR' be omitted from the third paragraph of the statement and amended to the 'People Team'.

Part B: Student and colleague action plans

009.2019.WSC

The Committee received a three-way presentation from the Head of Student Wellbeing, the Wellbeing and Engagement Manager and the Welfare and Community Officer providing a summary of Student and Colleague Action Plans and associated work across campus in relation to mental health and wellbeing.

010.2019.WSC

The following was noted/discussed:

COLLEAGUE FOCUS

- a) In terms of a colleague wellbeing approach, it was about employer and employee proactivity.
- b) The interrelated key themes that recognise wellbeing were physical wellbeing, mental and emotional wellbeing, financial wellbeing and community and environment.
- c) People bringing their whole selves to work had a significant impact on an individual's wellbeing.
- d) The current approximate cost to our University of sickness absence was £3.5m per annum.
- e) It was less easy to quantify presenteeism, when colleagues came into work because of the pressures going on.
- f) There are legal responsibilities covered under the Health and Safety at Work Act.
- g) The aim was to help people identify their own needs and shift some conversations to improve wellbeing.
- h) Since joining in January 2019, the Wellbeing and Engagement Manager had been working on establishing a framework infrastructure and talking about colleague wellbeing to leadership.
- i) There had been an update to the intranet site, improving content and signposting, including the Mind Mentally Healthy Universities Programme.
- j) There are resources for (new) managers through Why Wellbeing, and work has been carried out in relation to the development of Management Matters.
- k) Specific pieces of work had been carried out with the Unions around menopause and retirement.
- l) It is World Cancer day on Tuesday 4 February 2020, these such days will encourage the promotion of awareness.
- m) On Thursday 6 February it is Time to Talk Day, which aims to increase conversations in the workplace about mental health. This is one of the most accessible campaigns, as it focuses on just talking.
- n) The University Registrar fed back positively about the available resources online.

- o) The Colleague Wellbeing Programme is funded until January 2021 aligned to the Wellbeing and Engagement Manager's contract length.
- p) There appears to be a disconnect between the reasons for staff absence, and the referrals to Occupational Health.
- q) It was noted that musculoskeletal referrals and mental health can often be closely linked.
- r) UNISON questioned whether there was any data around long-term absence and disabilities, as there were inconsistencies in terms of engaging with and supporting colleagues when they were off on long term absence.
- s) Colleagues may be accessing different routes, such as using the Employee Assistance Programme as oppose taking the Occupational Health route.
- t) A leading for good mental health class ran in September 2019 for Senior Management group, and a future session (lead by The Mental Health Foundation) is running on 27 February 2020 for the People Team and Trade Union colleagues.

STUDENT FOCUS

- u) All Students' Union staff must complete Mental Health training online, which will be built into the induction training for new staff.
- v) The Students' Union are opening a food bank on the 12 February 2020, as it has been highlighted by several students that they cannot afford to eat.
- w) Mental Health and Wellbeing is a whole institution approach and a collaboration between Students, Students' Union, Colleagues, Parents and Carers and External Partners.
- x) There was a need to develop students and embed life skills in course delivery, as well as fostering an environment of kindness.
- y) Kooth Student for online/telephone counselling was running until August 2020.
- z) The 2019 summer priority was to continue to develop partnerships with statutory mental health services and with the third sector. Strong working partnerships have been consolidated with MindWell, Samaritans and Leeds Mind (who are running a session on the 21 February 2020).
- aa) In collaboration with Leeds Mental Wellbeing Service (formerly improving Access to Psychological Therapies) workshops were running throughout the year.
- bb) Student Minds would be working with our University to train and support our peer support group delivered out of the Students' Union in 2019/20.
- cc) Leeds Beckett University were one of ten universities to receive a successful bid to the Mind (partnering with Goldman Sachs) new pilot programme.
- dd) There had been several School and Course developments, including the School of Education developing and shaping their administration team into a Pastoral Support Team. (A full overview was provided in the meeting).
- ee) A short booklet aimed at colleagues and hosted within the Academic Advising Toolkit in MyBeckett and on the Student Wellbeing page entitled 'It's OK to talk about suicide' had been produced.
- ff) Carnegie Great Outdoors had been approached about working with external organisations in relation to mental health.

- gg) From a staff supporting students' perspective it was noted by UCU that there was no reference to deployment, and consideration that staff are not overloaded when they are deployed.
- hh) UCU suggested that we could learn from other organisations and more needed to be done in terms of prevention, such as having common lunches.
- ii) The School of Cultural Studies & Humanities were running an English Literature module embracing mental health as the subject matter, which was an excellent example of curriculum development.
- jj) The culture of openness needed to be a whole institutional concept shared with every School and Service.
- kk) UNISON highlighted how there needed to be more developments around student part time work opportunities, and recognition to how financial barriers and bursaries were linked. It was questioned whether students were being actively engaged in well paid part-time work.
- ll) It was noted that WAMS software provided by Simitive offers clarity and transparency around workload allocation, allowing parity at School and institutional level.
- mm) It was felt that there needed to be a coherent workflow contingency model and a robust system for a team response to people feeling overburdened at work, in order that colleagues are best supported, and the student experience is not impacted upon negatively.

011.2019.WSC

It was **RECOMMENDED** that:

- a) All the good work around development for staff and students be collated into one report to be circulated to all, in recognition of and to celebrate and highlight the good practice to date.
- b) Progress on recommendations be brought back to the next committee meeting on the 4 May 2020 for discussion.

012.2019.WSC

It was **AGREED** that:

- a) The People Team would welcome suggestions regarding future 'leading for good mental health' development events.
- b) All development and training be mapped out into a matrix akin to the one developed for safeguarding, to facilitate tracking and monitoring.
- c) That the development of an all year timetable approach (rather than by semester) would give more consistency and stability. The University Registrar highlighted how this approach had been well received by Schools and Deans in relation to improving staff and student satisfaction.
- d) It would be worthwhile including an anonymous case study on our webpage to encapsulate how things had been put in place to support an individual returning to work following a period of long-term sick.
- e) It would be useful for Occupational Health to separate out the data with regard musculoskeletal and mental health referrals to use as a benchmark.
- f) The piece of work around long term absence in the organisation be picked up by The People Team.

- g) The Wellbeing and Engagement Manager circulate the Wellbeing Annual Review slides to committee members.
- h) The Wellbeing and Engagement Manager, Health and Safety Advisor, and Occupational Health Manager pick up on separating out the data with regard musculoskeletal and mental health referrals, which would make it easier to benchmark.
- i) The Welfare and Community Officer circulate the Student Union Mental Health update slide presented to the committee after the meeting.
- j) The Head of Student Wellbeing to disseminate information to the committee about the pastoral support model in Carnegie School of Education.

Part C: Suicide Intervention

Suicide Intervention Work Update

- 013.2019.WSC The Committee received a report from the Head of Student Wellbeing providing 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 (paper reference WSC-1920-003).
- 014.2019.WSC It was **noted** that:
- a) The Cross-Campus Suicide Intervention Group formed in December 2018 and looked closely at student suicide.
 - b) The suicide rate for HE students was considerably lower than amongst the same age group in the general population (Gunnell et al., 2020).
 - c) Suicide was 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).
 - d) The trend on student suicide was on the increase.
 - e) The group aims and objectives (clearly outlined in the report) included reviewing an updated suicide response plan and related protocols.
 - f) The theme for World Mental Health Day on the 10 October 2019 was suicide intervention.
 - g) The group's adviser from STORMS had lived experience of losing a loved one to suicide and her input had been invaluable.
 - h) The group approved a public facing document called 'Our Response to a Student Death by Suicide' which was included on our University website.
 - i) Training was reviewed online, and a long-term responses plan was created.
 - j) Leeds Beckett University were the second university to sign up to National Suicide Prevention Alliance and are taking this pledge very seriously.
 - k) There was discussion around next of kin/parental contact and that before crisis stage, institutionally should staff be asking students if they can engage with their parent(s), as a form of advanced consent. However, it was noted that this is a very complex ethical, legal and relational issue. It was noted that advance consent does not legally

constitute direct consent at a future moment in time and as such can be argued to be no more than a paper exercise.

- l) Students at 18 years are deemed in law to have capacity and should there be an emergency situation it is appropriate to contact emergency services. Without expressed consent parents or next of kin cannot and should not be contacted.
- m) As an institution, Leeds Beckett University will take a risk-based decision exceptionally to contact a parent or next of kin (this decision would be made by the University Secretary, Director of Student Services, or the Associate Director Student Services on an individual case by case basis).
- n) The University of Bristol and some others have adopted an opt-in or an opt-out contact scheme, but the sector has mixed views on the effectiveness and efficacy of these, and the new University Mental Health Charter is not advocating adoption of these practices.
- o) It was noted that student protocols were significantly further ahead than colleague ones, but the work was commencing for the provision of support to managers of colleagues attempting suicide (on or off campus).
- p) It was noted that Suicide Intervention work would be discussed at SMG in February 2020 along with an update on the new Universities Mental Health Charter.

015.2019.WSC

It was **RECOMMENDED** that:

- a) The next step should be about raising awareness of self-harm, as this is a strong indicator of suicide.
- b) The role of module leaders to be considered.

016.2019.WSC

It was **AGREED** that:

- a) The Cross-Campus Suicide Intervention Group (CCSIG) look at Social Media to establish how it fits in with suicide intervention from a positive and negative perspective.
- b) The Wellbeing and Engagement Manager would bring the piece of work around providing managers with support, should a colleague attempt suicide (both on our off campus) to the next Wellbeing Sub-Committee on the 4 May 2020.

Part D: Academic Advising Project and Academic Input

Academic Input to Wellbeing Action Plans

017.2019.WSC

The Committee received a report from the Wellbeing and Engagement Manager providing a summary of the academic members of staff who had so far expressed an interest in supporting the work of the Wellbeing Sub-Committee and collaborating in the Wellbeing Framework and Action Plans (paper reference WSC-1920-004).

- 018.2019.WSC It was **noted** that:
- a) The Academic Advisor module was led by the Centre for Learning and Teaching and Student Services, and covered suicide and self-harm.
 - b) The guidance for academic advisors had been updated.
 - c) 1260 staff had enrolled on the module, 312 staff had accessed it, 231 staff had actively engaged in it, and 40 staff members across our university had completed it.

019.2019.WSC It was **AGREED** that the Head of Student Wellbeing, the Wellbeing and Engagement Manager and the Organisational Development Partner consider how to increase uptake along with uptake of the new introductory online module on Mental Health.

Part E: University mental Health Charter

University Mental Health Charter – presentation update and next steps discussion

020.2019.WSC The Committee received a presentation from the Head of Student Wellbeing on our University Mental Health Charter.

- 021.2019.WSC It was noted that:
- a) The Charter was launched by Student Minds on the 9 December 2019.
 - b) The aim of the Charter was to provide clarity and a framework for adopting a ‘whole university approach’ to improving mental health for all.
 - c) The Charter had eighteen interrelated themes that emerged from it, mapped against the four domains from the 2017 UUK Step Change model. The sector is awaiting the revised UUK framework to be released. It was due early January and it is intended to align to the Charter.
 - d) The four domains to the Charter are learn-support-work-live with overarching enabling themes.
 - e) The Charter could be more expansive and clearer about where the NHS and its systems/processes related to expectations of the sector
 - f) The Charter emphasises how University leaders have a significant role in delivering a strategic whole-university approach to mental health.
 - g) In 2020 the Charter Award Scheme would be looking for 3 universities to pilot the Scheme, and Leeds Beckett University had flagged interest in applying for the Charter Mark in Autumn/Winter 2020.

022.2019.WSC The Chair **AGREED** that:

Once the revised UUK framework is released we assess whether or not to apply to be one of the three pilot institutions. It was also suggested that we then decide upon our way forward to reframe our existing action plans in line with the charter and new UUK framework. The Chair also noted that our whole institutional approach so far and vast array of work on the part of the Students’ Union, The People Team and Student Services aligned well to the Charter’s recommendations.

Part F: Future Committees

023.2019.WSC The Chair proposed an online discussion around future committees.

024.2019.WSC It was **AGREED** that the Wellbeing and Engagement Manager would generate an online discussion (between committee members) around topics and speakers for future committees, to include financial wellbeing.

Part G: Other Business

Leeds Wellbeing Week 2020

025.2019.WSC It was **AGREED** that the Wellbeing and Engagement Manager send an electronic update on Leeds Wellbeing Week to the Sub-Committee.

Date of next meeting

026.2019.WSC The date of the next Wellbeing Sub- Committee meeting is confirmed as:

Wednesday 4 May 2020 at 14:00 in the Acre Room, Headingley Campus

Confirmed by the Committee/Board as a correct record and signed by the Chair:

Signed: _____ Date: 18 May 2020