



**LEEDS
BECKETT
UNIVERSITY**

WELLBEING SUB-COMMITTEE

17 September 2025
at 10.00am Bronte G13, Headingley Campus

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Agenda for the Wellbeing Sub-Committee Wednesday 17 September 2025 meeting

The 19th meeting of the Wellbeing Sub-Committee will be held in Bronte G13 at Headingley Campus at 10.00am – 12.00pm

Part A: Preliminary Items			Led by
A1	Welcome, Introductions and Apologies	Verbal	Chair
A2	Committee Terms of Reference and Membership 2024/25	WSC-2526-001	Chair
A3	Chair approved Minutes of the last meeting held on 21 May 2025	WSC-2526-002	Chair
A4	Matters Arising – 21 May 2025 meeting	WSC-2526-003	Chair
Part B: Main Items of Business			
B1	University Mental Health Charter Update	Verbal	Jo Jones/ Sarah Tomlinson
B2	Wellbeing and Occupational Health Update	Verbal	Sarah Moore/Katie Hughes
B3	Organisational Change and Wellbeing (including workload/engagement)	Verbal	All
B4	Student data reporting	WSC-2526-004 CONFIDENTIAL	Sarah Tomlinson
B5	Reasonable Adjustments – manager guidance – for approval	WSC-2526-005 OPEN	Katie Hughes/Sarah Moore
B6	National review of higher educational student suicide deaths – See link shared with papers	Verbal (20 minutes)	Jo Jones
Part C: Other Business			
C1	Any other business	Verbal	Chair
C2	Schedule of Business 2024/25	WSC-2526-006 OPEN	Chair & Secretary

Date of the next H&S Consultative Committee meeting: Tuesday 7 October 2025 at 13:30

Date of the next Wellbeing Sub-Committee meeting: Wednesday 21 January 2026 at 10.00

Shaded items indicate that the Board / Committee is being asked to make a decision.

** Starred items will be taken without discussion unless a member notifies the Chair or Secretary in advance that she or he wishes the item to be open for debate*

Committee Terms of Reference and Membership 2025/26

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. Wellbeing is a multidimensional concept which is defined in the Oxford English Dictionary as a state of being comfortable, happy and healthy. Wellness for individuals is dependent upon a balance between the following elements: physical, emotional, social, spiritual, intellectual and economic.

Our approach encompasses all areas of the University, its people, culture, policies, practice and environment, so that all students and colleagues can experience an individual sense of wellness.

In taking a strategic overview of the range of activity across campus to improve colleague and student wellbeing aligned to 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 between Human Resources, Student Services, the Students' Union, Trade Unions, key services and Schools.

Specific Areas of Responsibility

- a) As a sub-committee of the Health & Safety Consultative Committee, oversee the strategic direction, progress and impact of wellbeing and mental health priorities with respect to their impact upon colleague and student wellbeing.
- b) To receive and review the effectiveness and suitability of the University's integrated programme of wellbeing development, information and activities.
- c) To support development and improvement activity in relation to the University Mental Health Charter.
- d) To enhance the culture and conversation about wellbeing at work and study, covering both a proactive and preventative approach; to promote and make recommendations regarding wellbeing and mental health considerations with respect to our university's policy and practice, to improve levels of wellbeing.
- e) Consider and determine our key measures of wellbeing with respect to the changing needs of our colleague and student populations.
- f) 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

AGENDA ITEM [A2]
WSC-2526-001
OPEN

policy via the Health and Safety Consultative Committee. To monitor its compliance through supporting procedures including the review of audit results, reports and observations.

- g) 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.
- h) Identify and focus upon the wellbeing needs of specific groups of colleagues and students (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 third parties 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 Consultative Committee and the University Executive Team.
- l) Ensure that equal opportunities and diversity are promoted in relation to all the above.

Reporting

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

Membership

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

- a) Co-Chairs; Sarah Swales and Jo Jones
- b) Director of Student Services; Jo Jones
- c) Deputy Director of Human Resources; Sarah Swales
- d) Director of Facilities; Victoria Johnson
- e) Head of Sport (Health and Wellbeing); Daniel Stanley
- f) Head of Health and Safety; James Chester
- g) Wellbeing Manager; Sarah Moore/Katie Hughes

- h) Head of Student Wellbeing; Sarah Tomlinson
- i) 3 members of SMG; Dev Capps, Oliver Bray, Lee Jones
- j) Schools and Services representatives; Gareth Robertshaw, Bryony Walker, Andrew Manley, Sarah Stone
- k) 2 representatives of the Student Union; Katie Davies and TBC
- l) 3 representatives from our recognised Trade Unions:
 - i. 2 from UCU - Sareen Galbraith, Steve Mardy
 - ii. 2 from Unison - Gary Lawson, Lindsay Trelford
- m) Co-opted members:
 - i. Associate Director of the Centre for Learning and Teaching; Susan Smith
 - ii. Head of Creative; Dee Grismond
 - iii. Senior Lecturer - Carnegie School of Sport; Jackie Hargreaves

The Subcommittee shall have powers to co-opt at any time suitable persons for specialist or specific advice.

- n) Advice, support and guidance will be provided to the Sub-Committee by the Student Wellbeing Team.

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



Reasonable Adjustments – managers' guidance

Purpose of Report

In response to feedback, and after identifying a broader lack of knowledge about reasonable adjustments across the organisation, we've worked with stakeholders to develop managers' guidance including our approach as an organisation, the legal position, and example scenarios.

Feedback on the guidance has been gathered from our Equality networks, disabled colleagues, colleagues currently supported by reasonable adjustments, managers with team members with reasonable adjustments, managers, and colleagues from Joint Consultative Committee and Wellbeing Sub-Committee.

Following Joint Consultative Committee engagement, we are seeking approval from Wellbeing Sub-Committee and Health and Safety Consultative Committee before the launch across the university for academic year 25/26.

We are also presenting to EDI Committee (9th October) for awareness.

Action Requested

The report is for ratification

Author

Name: Sarah Moore & Katie Hughes

Date: 04 September 2025

Approval Route

Name: Sarah Swales, Deputy HR Director

Date: 09 September 2025

'Reasonable Adjustments' at Leeds Beckett University - Guidance for Managers

What are 'Reasonable Adjustments'?

'Reasonable Adjustments' in the workplace are accommodations made to remove or reduce barriers for employees with disabilities or physical or mental health conditions.

Employers in the UK have a legal duty to make reasonable adjustments for employees and job applicants who are disabled - as defined by the [Equality Act \(EA\) 2010](#). The employer determines what is 'reasonable', taking into consideration a range of factors outlined below.

Under the EA 2010, a person is considered disabled if they have a physical or mental 'impairment' which has a substantial and long-term adverse effect on their ability to carry out 'normal day-to-day activities'. According to the EA 2010, disability can arise from sensory impairments, progressive conditions, neurodivergent conditions, auto-immune conditions, organ specific conditions, developmental conditions, learning disability, mental health conditions, mental illness, injuries to the body or brain or long-term fluctuating conditions. You do not need to have a formal diagnosis.

You can read more about these definitions in our EDI Glossary of Terminology [here](#).

But making reasonable adjustments is not just about legal compliance — it's about creating a supportive and inclusive workplace where our community can thrive. When colleagues feel supported, everyone benefits, through improved wellbeing, sense of belonging, performance, and retention.

The Social Model of Disability

The Social Model of Disability distinguishes between impairment and disability. This model defines disability as created not by impairments, but by barriers such as inaccessible environments, prejudicial attitudes, and discrimination.

At Leeds Beckett University we will work to identify and remove or reduce these barriers where possible, so that disabled colleagues can achieve their potential, and work without experiencing discrimination. This is part of our commitment to the Government's [Disability Confident Employer Scheme](#).

Your role as a Manager

As a line manager, you play a key role in this, through:

- Recognising when a colleague may need support
- Responding promptly and empathetically to adjustment requests
- Working with the employee, HR and Occupational Health to identify and implement adjustments

- Ensuring adjustments are reviewed regularly and shared with others who need to know about the adjustment arrangements, with the colleague's written consent (e.g. by email).

You don't need to be an expert in disabilities, but you do need to:

- Treat everyone with dignity and respect
- Treat requests seriously and confidentially
- Listen without judgment
- Ask the individual what they need – don't make assumptions
- Be proactive
- Be open minded to solutions; don't assume something can't be done without investigating what is possible
- Seek advice from HR and Occupational Health

When might you consider making reasonable adjustments?

- A colleague discloses a disability or long-term health condition
- A colleague requests support for a new or existing physical or mental health condition, or changes to their condition
- You notice signs that someone may be struggling at work
- As part of a return-to-work or phased return after sickness absence
- During recruitment, induction, or following a change in role
- Throughout ongoing line management – e.g. during one to ones and when target setting

How to respond to a request for adjustments

1. Listen and Engage:

Talking about disability and adjustments can be difficult, and the colleague may have had negative experiences in the past, so this conversation should be approached with compassion and sensitivity, and in a suitably confidential space. Remember that adjustments need to be individualised – don't assume to know what the colleague needs. You might want to ask:

- What barriers or difficulties are you experiencing in your role?
- What would help you carry out your role?
- What concerns do you have?
- What has helped before/in a previous role?

Take notes and follow up with an email documenting what was discussed. You don't need to have all the answers there and then, but if you need to seek advice give the colleague a timeline and keep them updated. In some cases it may be appropriate to trial a reasonable adjustment and review it together after some time has passed, to see if it is effective in practice.

2. Consult:

Reasonable adjustments can sometimes be complex and require collaboration and input from experts. Consider whether a referral to the [Occupational Health](#) team might help and seek advice from your [HR Advisor](#) if necessary. The role of Occupational Health is to offer impartial advice and make recommendations regarding the individual situation which could be helpful if you or your direct report are not sure what reasonable adjustments they might need. As a Line Manager it is

your responsibility to decide whether the recommendations are reasonable, taking into consideration the needs and resources of the school or service. You can find out more about making a referral to the Occupational Health team [here](#).

3. Assess Reasonableness:

When considering whether an adjustment is reasonable you should keep in mind that the aim is to reduce or remove any disadvantage faced by a disabled colleague, and take into account:

- **Effectiveness** – what impact will the adjustment have? Will it remove or reduce the barrier?
- **Needs of the School or Service** – how practical is the adjustment and how does it align with the needs of the School or Service?
- **Impact on health and safety of colleagues** (e.g. lone working, use of equipment etc.) – would the adjustment cause disruption or risk to colleagues or students?
- **Resources available to support the adjustment** – what are the resource implications?

These prompts will help you assess whether or not an adjustment is reasonable. Remember that your HR Advisor can provide further guidance on determining whether an adjustment is reasonable. If you are unsure, or there is a disagreement about reasonableness, keep a record of your rationale, and consult with your HR Advisor.

4. Act Promptly:

Unnecessary delays are unhelpful for the colleague, can cause uncertainty and distress, and could be considered discriminatory. Keep the colleague updated so that they know you are working on it.

5. Document what has been agreed:

Keep a clear record of what was discussed and any actions agreed / taken, e.g. by sending a follow up email to the colleague after the conversation. Make it clear that you are open to discussing it again should the colleague's needs or circumstances change. Ask the individual what information about the adjustments they are happy to be shared with the team, if any, and document what was agreed.

6. Review Regularly:

Needs and circumstances may change over time so check in regularly. Agree with the colleague how and when this will happen – for example in one to ones, PDRs, or scheduled for every 3 or 6 months – and diarise these reviews. Share notes and any agreed changes by sending a follow up email.

Who is responsible for paying for adjustments?

The employer is required by law to pay for any associated costs of adjustments which the organisation can reasonably afford and should do so without unnecessary delays. Adjustments are paid for from the School or Service budget.

Disabled employees may be entitled to support grants from the Government, that may help them to get in to or stay in work.

[Access to Work](#) is a publicly funded employment support programme that aims to help more disabled people start or stay in work. It can provide practical and financial support for people who have a disability or long term physical or mental health condition. It is something that disabled employees can apply for independently. Employers cannot apply on behalf of individuals.

For further advice on this or anything else related to reasonable adjustments, contact Leeds Beckett Occupational Health team on occupationalhealth@leedsbeckett.ac.uk

What if there are conflicting needs within a team?

Making adjustments for an individual can sometimes impact others on the team. For example, an adjustment that benefits one employee might conflict with another's working style or needs.

In these cases, it's essential to:

- **Consider the needs of the individual, the team, and the organisation**
- **Explore alternative solutions** that could meet multiple needs
- **Communicate openly** with all affected employees to find a workable compromise, while respecting the confidentiality of those involved

If no solution can be found, seek advice from your HR Advisor.

The following examples provide ideas that worked in these scenarios, but these won't work for everyone, so it is important to explore alternatives.

Example 1:

Jay has a long-term health condition that causes fatigue, especially in the afternoons. They request to start work earlier and finish by mid-afternoon to manage their energy levels.

Meanwhile, Alex, a colleague on the same team, relies on afternoon collaboration sessions to stay on track with shared projects and prefers a later start to avoid a long commute during peak hours.

The manager meets with both employees to understand their needs. Together, they agree on a flexible solution: Jay will work earlier hours and provide written updates before finishing for the day, while Alex will adjust their schedule slightly to overlap with Jay for key meetings. The team also agrees to use shared planning tools to stay aligned.

Example 2:

Lin experiences sensory sensitivity due to a long-term health condition and finds the open-plan office environment overwhelming. She asks to work in a quieter space or from home a few days a week.

Jordan, on the same team, thrives in collaborative environments and prefers in-person planning sessions.

The manager arranges for Lin to work remotely on focused tasks and provides noise-cancelling headphones for in-office days. Team meetings are scheduled on days when both Lin and Jordan are in the office, with a quiet room available for Lin to use afterward if needed.

Examples of Reasonable Adjustments

No two experiences will be the same, so a good starting point is to ask the individual what would help them carry out their work, or what has helped them in a previous role.

Reasonable adjustments can be physical, procedural, or based on flexibility and working arrangements. Many adjustments will benefit all colleagues – e.g. sharing an agenda ahead of a meeting and allowing enough time to review.

Some examples of Reasonable Adjustments to consider are included below, but this list is not exhaustive:

Recruitment Adjustments

This can be offered, or requested at any stage of the recruitment process, and might include:

- Considering access needs for an interview
- Providing a typed copy of the questions for the applicant to refer to during the interview

Work Pattern Adjustments

You can find out more about the Flexible Working Principles [here](#).

- Flexible working hours or altered shift patterns
- Reduced or phased return to work after illness
- Exploring whether the role is suitable for hybrid working
- Allowing a later start time for an employee who takes medication that causes morning drowsiness
- Permitting short, customised breaks for someone managing fatigue or pain, or to support regulation

Communication Adjustments

- Providing concise typed instructions in addition to verbal communication
- Providing visual supports such as checklists, flowcharts, or visual schedules to clarify tasks and deadlines
- Providing regular feedback - frequent, structured one-on-one check-ins to discuss progress and address concerns
- Providing an agenda ahead of a meeting
- Using a direct communication style, plain English and avoiding jargon, ambiguity and idioms
- Allowing extra time in meetings
- Providing information in alternative formats e.g. large print, plain text, or audio

Task or Role Adjustments

- Setting clearly defined roles, responsibilities, and expectations
- Minimising sudden changes to schedules or tasks where possible, and providing advance notice of any change

- Chunking work - breaking down tasks into smaller, manageable steps with realistic timelines
- Allowing extra time for tasks that require high levels of social interaction or executive functioning, or reducing the frequency of this type of work where appropriate
- Reallocating non-essential tasks that cause difficulty
- Providing additional training or mentoring
- Removing non-essential travel from the job description
- Adjusting how performance is reviewed, such as offering additional one-to-one check-ins

Workplace Environment Adjustments

- Installing screen-reading software or speech recognition tools
- Improving lighting – e.g. offer natural light or dimmable lights
- Reducing or managing noise e.g. through noise-cancelling headphones, white noise machines, or desk partitions to reduce auditory distractions
- Providing an ergonomic mouse/keyboard for an employee with repetitive strain injury
- Installing ramps or automatic doors for wheelchair users
- Assigning a parking space closer to the entrance for someone with limited mobility.
- Relocating a workstation closer to toilets or lifts if needed
- Providing access to a quiet room or sensory retreat for breaks
- Rearranging office furniture to create space for mobility aids
- Providing a height-adjustable desk or ergonomic chair
- Allowing employees to choose where they work (e.g. quiet zones or remote options)

Some furniture or equipment can be requested via [Planon](#), but certain equipment is by Occupational Health recommendation only. Contact occupationalhealth@leedsbeckett.ac.uk for more information.

Technology and Equipment Adjustments

- Providing a lightweight laptop for someone who has difficulty carrying heavy equipment
- Using assistive technology, like hearing loops or captioning tools in virtual meetings
- Installing voice-to-text software e.g. [Read&Write](#), available to all colleagues through the Software Centre (via Start > Software Center)
- Installing screen magnifiers
- Installing task management apps or project management tools, e.g. [MindView](#), available to all colleagues through the Software Centre (via Start > Software Center)
- Using time management aids such as alarms, timers, or calendar reminders
- You can find specific accessibility features of the Microsoft 365 package (Windows, MS Teams etc) on their website here: [Accessibility Technology & Tools | Microsoft Accessibility](#)

Signposting and Further Reading

[LBU Colleague Networks](#)

[ACAS - Guide to Reasonable Adjustments](#)

[Equality and Human Rights Commission](#)

[Disabled People's employment in the UK: A thematic review of the literature](#)

Schedule of Business 2025/6

Item	Date of meeting 17 September 2025	Date of meeting 21 January 2026	Date of meeting 13 May 2026
	PRELIMINARY ITEMS	PRELIMINARY ITEMS	PRELIMINARY ITEMS
A1	Terms of reference and membership	Terms of reference and membership	Terms of reference and membership
A2	Minutes of the last meeting – held on 21 May 2025	Minutes of the last meeting – held on 17 September 2025	Minutes of the last meeting – held on 21 January 2026
A3	Matters Arising	Matters Arising	Matters Arising
	STANDING ITEMS	STANDING ITEMS	STANDING ITEMS
B1	University Mental Health Charter	University Mental Health Charter	University Mental Health Charter
B2	Wellbeing and Occupational Health Update	Wellbeing and Occupational Health Update	Wellbeing and Occupational Health Update
B3	Organisational Change and Wellbeing (including workload/engagement)	Organisational Change and Wellbeing	Organisational Change and Wellbeing
		Student Wellbeing/Financial wellbeing of students	Student Wellbeing/Financial wellbeing of students
	MAIN ITEMS OF BUSINESS	MAIN ITEMS OF BUSINESS	MAIN ITEMS OF BUSINESS
B4	Student data reporting		
B5	Reasonable Adjustments – manager guidance – for approval		
B6	National review of higher educational student suicide deaths		
	Other Matters		