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# WELLBEING SUB-COMMITTEE

12 May 2022  
at 13:30 Teams meeting

Nicola Beaumont, Personal Assistant  
Human Resources

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## Agenda for the Wellbeing Sub-Committee Thursday 12 May 2022 meeting

The 8<sup>th</sup> meeting of the Wellbeing Sub-Committee will be held as an MS Teams meeting.

13:30	<b>Part A: Preliminary Items</b>			<b>Led by</b>
	A1	Welcome, Introductions and Apologies	<b>Verbal</b>	<b>Chair</b>
	A2	Insights gained from the Student Advisory Group (University Mental Health Charter)	<b>Presentation</b>	<b>Lucy MacDonald / John Goodwin Students Union</b>
	A3	Committee Terms of Reference and Membership 2021/22*	WSC-2122-014 <b>OPEN</b>	<b>Chair</b>
	A4	Chair approved Minutes of the last meeting held on 20 January 2022	WSC-2122-015	<b>Chair</b>
	A5	Matters Arising – 20 January 2022 meeting	WSC-2122-016	<b>Chair &amp; Secretary</b>
	<b>Part B: Main Items of Business</b>			
	B1	Colleague & Student COVID update (a substantive item for this meeting going forward whilst in the pandemic)	<b>Verbal</b>	<b>Sarah Swales / Jo Jones</b>
	B2	The University Mental Health Charter <ul style="list-style-type: none"> <li>- Update on the wider project &amp; student aspects</li> <li>- Update on the colleague aspects</li> <li>- Colleague advisory group terms of reference and membership</li> </ul>	<b>Verbal</b>  WSC-2122-017 <b>OPEN</b>	<b>Jo Jones</b>  <b>Sarah Swales/ Sarah Moore Sarah Moore</b>
	B3	Update on student mental health support	<b>Verbal</b>	<b>Sarah Tomlinson</b>
	B4	a) Stress Risk Assessment collation – Key themes	WSC-2122-018 <b>OPEN</b>	<b>Paul Tyrer</b>
		b) Stress Risk Assessment review project	WSC-2122-019 <b>OPEN</b>	<b>Sarah Moore</b>
	B5	‘Occupational Health Update’ Report	WSC-2122-020 <b>OPEN</b>	<b>Ann Coulson</b>
	<b>Part C: Other Business</b>			
	C1	Any other business	<b>Verbal</b>	<b>Chair</b>

	<b>C2</b>	<b>Schedule of Business 2022/23</b>	WSC- 2122-021 <b>OPEN</b>	<b>Chair &amp; Secretary</b>

**Date of the next H&S Consultative Committee meeting:** Thursday 9 June 2022 at 13.30.

**Date of the next Wellbeing Sub-Committee meeting:** Thursday 15 September 2022 at 13:30.

	<i>Shaded items indicate that the Board / Committee is being asked to make a decision.</i>
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*\* 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 2021/22

### 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.

As part of our continued commitment to the wellbeing of our community, the University has developed Wellbeing & Mental Health Action Plans for Students and Colleagues focused upon four interrelated dimensions of wellbeing: physical, mental, financial and community. Our approach encompasses all areas of the University, its people, culture, policies, practice and environment, so that all students and colleagues are able to 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 with respect to the Colleague and Student Wellbeing Action Plans.

### Specific Areas of Responsibility

- a) As a sub-committee of the Health & Safety Consultative Committee, oversee the strategic direction, progress and impact of the Wellbeing and Mental Health Colleague Action Plan and the Mental Health and Wellbeing Student Action Plan 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 (mainly delivered by Human Resources, Student Services, the Students' Union, Trade Unions, Sport & Active Lifestyles and CARES).
- c) 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, in order to improve levels of wellbeing.
- 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 Consultative 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 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 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 Consultative 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 Consultative 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 (Sarah Swales and Jo Jones)
- b. Assistant Director Student Services; Jo Jones
- c. Deputy Director of Human Resources; Sarah Swales
- d. Director/Head of CARES; Kate Davis
- e. Head of Sport, Health and Wellbeing; Daniel Stanley
- f. Director / AD Estates; Andy Allison

- g. Head of Health and Safety; Wendy Huntriss
- h. 4 members of SMG comprising 2 Deans and 2 Directors, each from different Schools and Services; Dev Capps, Andrew Cooper, TBC, Chris Watts
- i. 4 Schools (not represented by Deans); Oliver Bray, Gareth Robertshaw, Bryony Walker, Andrew Manley
- j. 2 representatives of the Student Union; Mphango Simwaka and Katie Davies

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

- k. 4 representatives from our recognised Trade Union (2 from UCU, 2 from Unison); Roland Cross, Mobina Begum, Annemarie Piso, Steve Mardy.
- l. Co-opted members: Associate Director of the Centre for Learning and Teaching; Susan Smith. Head of Creative; Dee Grismond.  
The Subcommittee shall have powers to co-opt at any time suitable persons for specialist or specific advice.
- m. Advisers to the Sub-Committee: Advice, support and guidance will be provided to the Sub-Committee by the Wellbeing Manager, Occupational Health Manager, and Student Wellbeing Team.



## University Mental Health Charter: Colleague Advisory Group

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### **Purpose of Report**

An update on the newly-established Colleague Advisory Group in support of the University's work towards the University Mental Health Charter. This report includes the agreed Terms of Reference of the Group and its current membership.

### **Action Requested**

The report is **for information and to note**

### **Author**

Name: Sarah Moore, Wellbeing Manager, Human Resources

Date: 20 April 2022

### **Approval Route**

Name: Sarah Swales, Deputy Director of Human Resources

Date: 28 April 2022

# University Mental Health Charter: Colleague Advisory Group

## Purpose

To provide colleagues' perspective on mental health at Leeds Beckett University. We all have mental health; yet how we talk about it, and what helps us to thrive, can be different for all of us. A variety of voices are essential to help us build a mentally healthy university where colleagues and students can thrive.

To be consulted on, and to inform, new developments in the colleague wellbeing approach as identified as part of the University Mental Health Charter. To provide feedback on how the wellbeing and mental health approach is perceived, received and any changes that are undertaken as a result.

## Principles

- Reflective of the LBU staff community in terms of role, academic and professional services, diversity, usual work location and lived experience
- All members of the group have a chance to speak, expressing their own ideas and feelings freely, and to pursue and finish out their thoughts
- All members of the group can hear others' ideas and feelings stated openly
- Group members can receive and respond to respectful but honest and constructive feedback.
- A variety of points of view are put forward and discussed

## Logistics

- Organised and chaired by HR
- To be established March 2022 and to run to October 2022 (current agreement)

## Time Commitment

- 4 1.5 hour meetings bi-monthly to October 2022 (online / on campus / hybrid as the working situation allows)
- 2 hours a month to review documents, gather feedback, provide insight and ask questions



## **Membership**

- Abi Cairnswood – Learning Support Officer, Carnegie School of Sport
- Akbar Sheikh Akbari - Reader - School Of Built Environment, Engineering And Computing
- Alison Munn - Head of Subject - Leeds School Of Arts
- Aneliese Jackman - School Support Officer - Leeds School Of Arts
- Anthony Walker - Senior Lecturer - Leeds School Of Arts
- Bryony Walker - Course Director - School Of Health
- Di Conroy - Senior Lecturer - School Of Health
- Elisabeth Hamilton - Personal Assistant - External Relations
- Hannah Buschini - Accommodation and Residential Services Manager - Cares
- Jackie Hargreaves - Senior Lecturer - Carnegie School Of Sport
- Janine Lee - Course Director - School Of Health
- Jenny Malcolm - Service Secretary - Quality Assurance Services
- Kate Kluttz - Learning Spaces and Operations Manager - Library And Student Services
- Laurence Morris - Academic Skills Tutor - Library And Student Services
- Louise Morby - Senior Lecturer - Carnegie School Of Sport
- Nigel Buckland - Associate Director IT Operations - It Services
- Samantha Heeson - Electronic and Data Services Librarian - Library And Student Services
- Sharon Meredith - Business Services Manager - Sport And Active Lifestyles
- Tara Fox - Senior Lecturer - School Of Health

## **Next meeting**

Tuesday 3<sup>rd</sup> May 1pm – 3.30pm Microsoft Teams



## School/Service - Stress Risk Assessment Themes

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### **Purpose of Report**

This report provides a summary of findings based on the most recent Stress Risk Assessment reports (carried out in the last six months). It sets out common and emerging themes and highlights common actions being taken in response, at both a local and university wide level.

### **Action Requested**

The report is for information and comment, prior to going forward to the next Health & Safety Committee in June 2022.

### **Key Issues**

The Wellbeing Sub-Committee is invited to review this report and consider any further recommendations that could be included and highlighted for action or consideration at the next H&S Committee. The Wellbeing Sub-Committee is also asked to consider what recurring or emerging themes

### **Appendices**

N/A

### **Legal / Regulatory Implications**

This report is connected to activity in support of our legal duty to protect employees from stress at work by doing risk assessment and acting on it.

### **Author**

Name: Paul Tyrer, Organisational Development Partner, Human Resources

Date: 4 May 2022

### **Approval Route**

Name: Sarah Swales, Deputy Director of Human Resources

Date: 4 May 2022

## Stress Risk Assessments – Key themes 2022

### Introduction

- 1) Our workforce plan sets out our commitment to investing in and supporting colleague wellbeing. Our Stress Risk Assessment process and framework is one way managers at LBU are supported to take a proactive approach to supporting wellbeing and identifying and managing potential causes of work-related stress.
- 2) Stress Risk Assessments (SRAs) are carried out under the University Stress Management Policy and Procedure. They are the responsibility of each Dean and Director and should be reviewed every six months (or more frequently where there are significant changes within the School or Service).
- 3) This report provides a summary of findings based on the most recent Stress Risk Assessment reports (carried out in the last six months). It sets out common and emerging themes and highlights common actions being taken in response, at both a local and university wide level.

### Context

- 4) The reports submitted reflect conversations in the last quarter of 2021 and the first quarter of 2022. Whilst Covid restrictions were gradually being lifted nationwide, the university position was that colleagues whose role allowed were still required to work from home. The principles and guidance for how and when we would return to campus were yet to be communicated.
- 5) Given these SRA conversations were undertaken at the same time as the institutional colleague survey, we've also taken the opportunity in this report to set out how SRA themes and colleague survey themes correlate. The University Colleague Survey was conducted in November 2021 and focussed on the following themes:
  - a. Sense of team, both locally and at Service/School and University level
  - b. Communication
  - c. Line Management
  - d. Wellbeing
  - e. Remote and future ways of working

### Findings

- 6) These findings are thus based on the School and Service SRAs submitted by the end of April 2022 together with the November 2021 colleague survey.
- 7) The combined findings suggest some clear recurrent themes with no notable changes in how risks have been rated. These include:
  - a) **Work/life balance** – from the SRA analysis, common reported stressors include conflicting demands, excessive workload, rigid work patterns, 3rd party deadlines, and in some areas the risk of the 'normalisation' of longer working. Conversely there is also evidence of colleagues enjoying a better work life balance in connection with new ways of working. In the colleague survey 71% colleagues reported regularly or occasionally working more hours than usual. 56% of respondents answered positively to maintaining a healthy work-life balance, with 28% answering in the negative.
  - b) **Feelings of connection with others** - stressors identified include reduced feelings of connection when working remotely together with some lack of clarity over their own role/the role of others.

Increased risk of isolation with continued remote working. Colleague survey results reveal positive outcomes in relation to a sense of connection with our own teams and the university, however 23% disagreed that they have a strong sense of belonging to their school/service.

- c) **Continued impact of the pandemic** - changing external restrictions, increased mitigation and extension requests impacting both academic and support colleagues, alongside increased pastoral care requirements. Thoroughness of assimilation/induction of new colleagues into the organisation during the pandemic and continued adjustments to government guidelines are both set out as risks.
  - d) **Staffing:** tightening budgets impacting ability to fill vacancies and a pressure on resource in some areas, concern over and impact of sickness cover, growth in more resource intensive international student numbers.
- 8) The findings also evidence an emerging theme connected with ways of working:
- a) **Uncertainty** – there is clear evidence in the SRA reports of uncertainty connected with what our ways of working might look like as we emerge from the pandemic. Concerns include job security, changes to the way we work, and what our overall approach to this as a university will be. There is also evidence in the reports of colleagues getting to grips with ‘new business as usual’ as we emerge from government restrictions. On a positive note, 70% of colleagues reported they were satisfied with their current working arrangements and flexibility in the colleague survey.
- 9) Positive mitigating actions identified at a local level by Schools and Services:
- a) **H&S resources** - sharing the Pan University risk assessment within teams and encouraging all colleagues to complete the Working from Home risk assessment to ensure individuals are working safely and to ensure any issues are identified and resolved as quickly as possible.
  - b) **Developing local communication strategies** - many areas are reporting communication as a key action. Ensuring messages from UET/SLT are cascaded to colleagues as appropriate and that all colleagues are kept informed of strategic school/service activity. Alongside reinforced messaging regarding expectations for regular 1-2-1 and team meetings as opportunities for colleagues to feedback any concerns.
  - c) **Local induction methods** - some areas have agreed to review and update their local induction methods for new starters to better align with expectations around remote working.
  - d) **Engagement in school/service level plans** - another action identified to support engagement and communication within areas is specific activity designed to allow colleagues the opportunity to feed into school/service strategic plans, identified methods include drop-in sessions, away days and team meetings.
  - e) **Deployment reviews** - some school plans have identified actions to regularly review deployment responsibilities alongside ongoing projects, to ensure workload monitoring is taking place.
  - f) **Connection within Schools/Services** - many areas have identified actions to enable teams to connect with each other more regularly. Some are continuing with virtual social activities established during lockdown, as well as making plans for face-to-face interaction when circumstances allow. Some areas are also considering how teams within areas can connect more regularly with each other by looking at cross team working opportunities. There is an acknowledgement in some areas of the impact of back-to-back online meetings, with areas taking action to reduce the standard length of meeting times (50mins/25mins).

10) Actions taken at an organisational level connected to the themes above:

- a) **Creation of 'Ways of Working' principles and guidance** – working with a range of stakeholders across the university, a 'Ways of Working' webpage was launched in March. The purpose of this was to set out the university's position and principles in relation to hybrid working and provide a source of clarity and guidance for colleagues and managers. The webpage has been visited just under 900 times, with colleagues also accessing a range of FAQs and resources.
- b) **University Mental Health Charter** – work is now well underway in connection with the UMHC, with one of the first planned outputs being a gap analysis of the development opportunities we provide to colleagues and managers in connection with wellbeing. The following summary of this work is taken from the UMHC webpage:
- Colleagues from the university and Students' Union, with the support of a colleague and a student advisory group, are working to understand how our university is performing against the principles of good practice, outlined in the Charter.
  - These principles of good practice span across 18 themes which cover all aspects of the university. From the physical and virtual environment to our culture, from our support services to our curriculum design.
  - We are using this information to create and put in place an improvement plan.
  - Working and studying in a mentally healthy community supports us all to attain good wellbeing, feel happier, to have clarity of purpose and to achieve.

Timescales are to submit in February 2023 with the required on-campus audit happening after the LBU assessment period, in March 2023.

- c) **University Values** – colleague voice and engagement is at the heart of how the university project team is developing the new organisational values. All colleagues have been invited to share their views and engage in the conversation as we develop the underpinning descriptors for the values and start to embed them in our culture.
- d) **Development and Wellbeing Offer** – this continues to be regularly refreshed based on organisational drivers. Newly developed offers are launched in Sept, January and most recently in May 2022, and connect to wellbeing, ways of working, IT skills, leadership, career development and communication skills. A new bespoke approach to development for 'New LBU Managers' is also now in place, including 1:1 development discussions and a curated set of appropriate resources that include how to support their own wellbeing and that of their team. We also actively engage with external events (e.g. 'Mental Health Week 9-13 May 2022) as a way of promoting the supportive resources that colleagues are able to access.
- e) We continue to invest in and promote Active Care and the university's Employee Assistance Programme:
- i) Active Care provides support to colleagues reporting stress related absence at a much earlier stage. It enables managers to refer members of their team (with their consent) to the Active Care service on the first day of their absence due to stress and up to two weeks after; ensuring colleagues receive information and are signposted to support services sooner.
  - ii) Our EAP provides confidential advice to all colleagues and some family members including support on mental health and stress. The support available can range from referring you to a specialist professional (i.e. - counsellor or financial/consumer expert), signposting you to self-help on their online hub or signposting an external organisation. The specific EAP support service for managers is designed to work alongside their role, offering services to help them to support their team.

## Conclusions

- 11) This report continues to be an established route for how the Wellbeing Sub Committee and the Health & Safety Committee are made aware of and subsequently respond to organisational themes in relation to people risk. This report is produced annually in connection with the established process for how we conduct School and Service Stress Risk Assessments.
- 12) We continue to operate in a period of significant change connected with our ways of working as we emerge from the restrictions associated with the pandemic. University wide and local actions are in place and can be evidenced in relation to new and recurrent themes that have been identified. There are no notable changes in how risks are rated. The next set of SRA discussions in 2022 will be key to how we monitor and evaluate the impact of local and university wide approaches to hybrid working.
- 13) The colleague survey results and SRA discussion outputs correlate at both a local and an organisational level. There is opportunity here for efficiencies in the actions being taken, and for actions to be jointly connected to the insight provided from both listening exercises.
- 14) It is worth referencing in this report the School/Service Stress Risk Assessment Review Project that is underway. This project aims to build on current good practice connected with SRA discussions and reporting, with a renewed focus on positive actions to support wellbeing alongside actions needed to mitigate work place stressors, improved communication of expectations and the development of manager guidance. The detail of this is set out in a connected paper.

## Stress Risk Assessment Review

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### Purpose of Report

This Report provides an update on the Stress Risk Assessment Review since the last Sub-Committee in January.

### Action Requested

The report is **for ratification**

The Sub-Committee is requested to review the proposed changes and ratify these for decision at Health & Safety Consultative Committee (5 June).

### Key Issues

Considering all the stakeholder feedback, the project team are proposing a number of changes to the Stress Risk Assessment process, including expanding its scope to wellbeing at work, changing its name and as a consequence, updating the purpose and procedure documentation, including the form.

The Sub-Committee is requested to review these changes in light of the stakeholder feedback gathered and agree the proposal to be put forward to be considered by Health & Safety Consultative Committee on 9 June 2022.

### Appendices

Appendix 1 – Stress Risk Assessment Review update (Powerpoint)

Appendix 2 – Proposed form

### Legal / Regulatory Implications

As the proposals expand and enhance the scope of assessment from the legal requirement of work-related stress to the broader consideration wellbeing at work it is considered that there are only positive implications in light of the law.

### Author

Name: Sarah Moore, Wellbeing Manager, Human Resources

Date: 20 April 2022

### Approval Route

Name: Sarah Swales, Deputy Director of Human Resources

Date: 29 April 2022



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# Stress Risk Assessment Review

May 2022



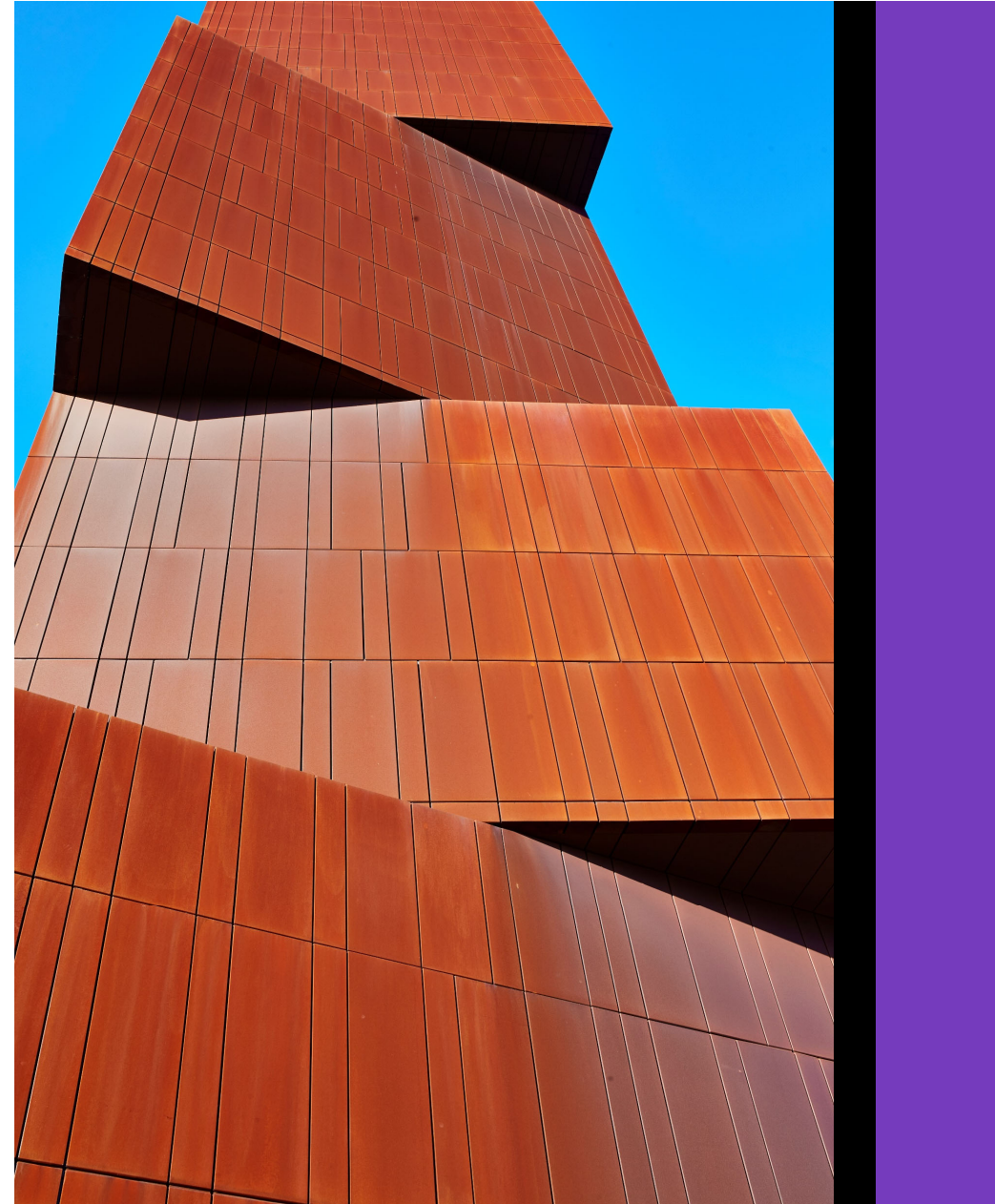
# Stress Risk Assessment (SRA) Review

- Background
- Stakeholder consultation and feedback
- Proposed changes
- Next steps

# Background

## Why review? Why now?

1. Our Workforce plan commits us to investing in the wellbeing and resilience of all colleagues. Conversations that are generated by the SRA process remain central to how we manage and mitigate concerns and work-based stressors for colleagues.
2. The current process was established in 2018 and although well-established we need to determine that it's still fit for purpose, and we also need to remind the organisation of the importance of assessing and mitigating stress risk.
3. Since 2018 and partly due to the pandemic, the conversation and emphasis on stress, mental health and wellbeing has changed to become more proactive. The process needs to better reflect that change.
4. We've had feedback that the form is onerous and doesn't support the conversation. We've also had feedback that the SRA is sometimes completed as a desk exercise without consultation.
5. We've committed to Wellbeing SubCommittee to review and it's a HR Priority for this year.

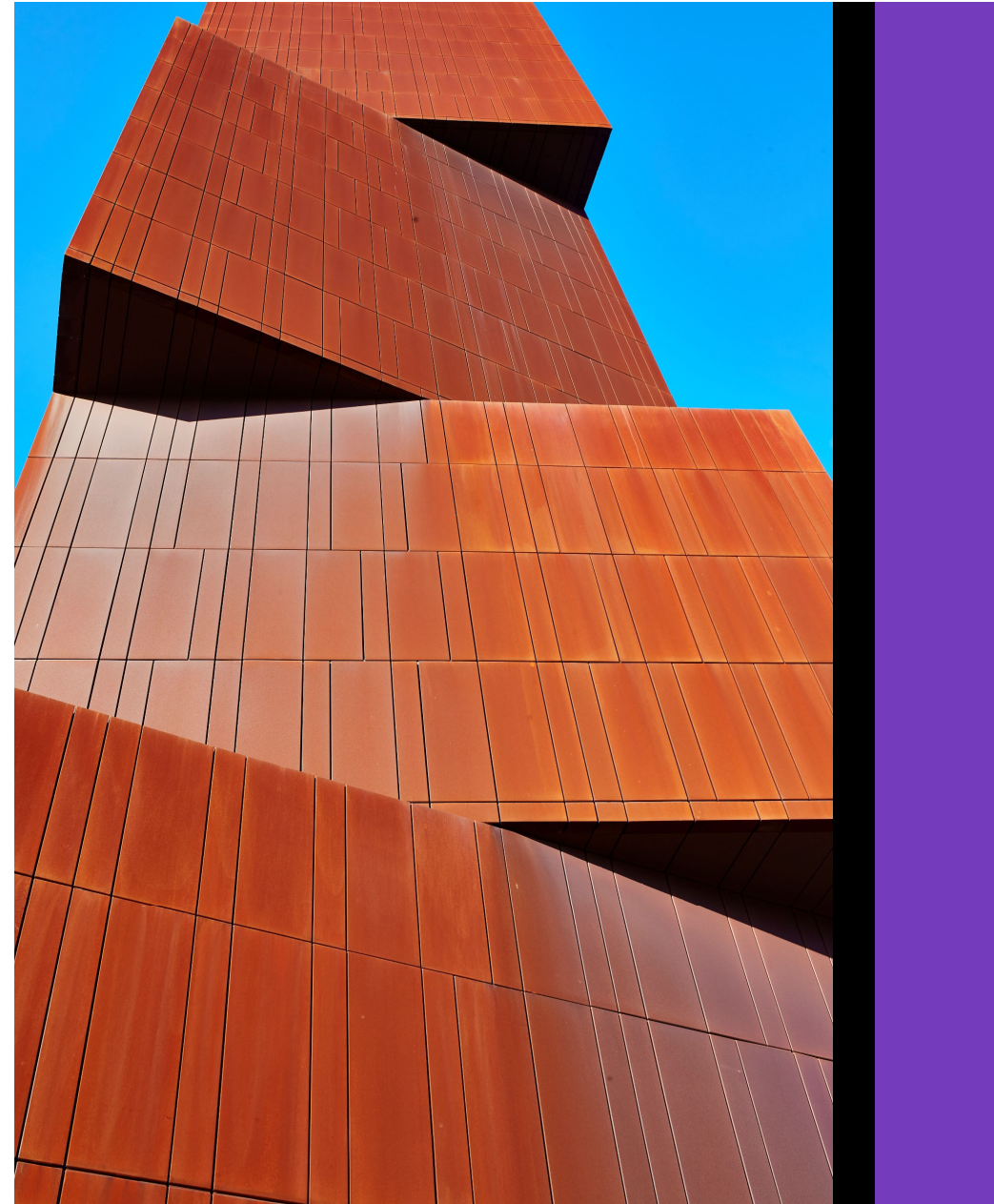


# Actions to date

- Current SRA cycle unaffected. Collation report complete
- Feedback gathered from a range of stakeholders from across the University
- Key themes identified
- Presented impetus for change and project plans at Wellbeing Subcommittee Jan 2022
- Key themes confirmed
- Project team identified and agreed project scope
- Project team agreed high-level project milestones and timescales
- Developed proposals for revised purpose, form and name

## Current

- Presenting update and proposed changes at Wellbeing Sub-Committee May 2022 and then at Health & Safety Consultative Committee June 2022



# Stakeholder consultation

- Stakeholders consulted December 2021 – February 2022.
- 18 colleagues and managers from across the University.
- Trade Unions.
- Members of the Wellbeing Sub-Committee.

# Stakeholder feedback: what currently works well?

Current process is well established, known about and is completed across the University

Some areas already focus on broader wellbeing in addition to the reduction of stress

Opportunity to have a different conversation about work

Examples of leaders and managers using multiple opportunities to have the conversation e.g. 121s, team meetings

Opportunity for team discussions in larger Schools or Services

Process is visible, responsibility and accountability is shared across the School / Service

# Stakeholder feedback: what doesn't work well?

Some feeling that it can be a 'tick-box' exercise by management, with little consultation

Not everyone realises they have a responsibility, both individually and collectively, to reducing stress and enhancing wellbeing

The view that 'management' or 'the University' needs to solve everything

Form contains lots of information that could be in a guidance document, it is repetitive and doesn't help organise the iterative nature of the process

Some teams' stressors feel to 'get lost', while others can 'dominate'

Some concern that stressors aren't addressed, due to a lack of feedback loop or visibility of actions

# Stakeholder feedback: what would you change?

Simplify the form, avoid duplication and could include a 'status dial'

Stop using a deficiency model approach and instead use a strengths-based approach to better identify improvements as well as risks and issues

Change the name and positioning to reflect enhancing wellbeing

More guidance or training for managers to support teams' wellbeing and reduce stress

More support for leaders' and managers' wellbeing at work

Have more regular conversations about wellbeing, in 121s, in team meetings, as well as through this process

# Key themes

- Feedback that we need to **reposition the SRA conversations** based on what they're intended to achieve, i.e. a conversation and actions around mitigating the risk of stress and boosting wellbeing. Feedback includes reflecting a more positive approach - 'enhancing wellbeing' as opposed to 'reducing stress' and possibly changing the name.
- Feedback concerning an appetite to **review the forms** for ease of use. There is a legal need to document and monitor but in some areas this can be a barrier to the conversation and action planning.
- Feedback from all levels about more **support/guidance needed for managers** to empower/enable them to have an effective discussion and how best to relate action to other processes and conversations e.g. colleague survey, general team discussions.
- Feedback concerning how the process supports (or is perceived not to support) both **local team and school/service wide actions**. Eg local team actions can be fed into the overall SRA but then not appear, and the perception is then that these are 'lost'/not heard'; or conversely that issues dominate when not applicable to the wider School or Service.



# Proposed actions

1. We will update the policy and guidance to re-position this process as focussing on both wellbeing and stress. This will be underpinned by the following proposed principles that will also provide a structure for future SRA conversations:
  - What is happening that is helping to maintain our wellbeing?
  - What is negatively affecting our wellbeing or has the potential to do so?
  - Action Plan Summary
  - Communication and next steps
2. We have redesigned the form to better support more meaningful and better balanced conversations in line with this (see appendix 2)
3. We would like to change the name from Stress Risk Assessment to School/Service Wellbeing Assessment Tool.
4. The process will remain the responsibility of the Dean/Director, and the required frequency of form completion will not change (i.e. every 6mths or whenever there is significant change).
5. We will be clearer on how risk is managed and escalated as part of this process, whilst also sharing good practice. An annual report will go to the H&S Committee in June each year (via WSC), so areas will be required to submit their most recent documentation to feed into that. We may set a deadline for this e.g. end of March for all forms to be received, including an expectation around frequency of discussions (in line with policy).



## Next steps

1. Health & Safety CC
  2. Pilots
  3. Review manager guidance
  4. Update Stress Management Policy to reflect language changes
  5. Update online training modules
- Future work (resource to be agreed) could include aligning to colleague survey, automating the form, reviewing individual SRAs



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# Thank you

Any questions?

## School/Service Wellbeing Assessment Tool

The purpose of this activity is to identify and manage workplace stressors alongside measures that support positive wellbeing. To support your discussions, please refer to the School/Service Wellbeing Assessment tool guidance.

School/Service	
Group/Team (optional)	

### Section 1

1. What is happening that is helping to maintain our wellbeing? (Things that you may want to continue or build upon.)	
Notes	Agreed action
<i>We meet regularly as a team and have 1:1s in place.</i>	<i>Meetings to continue as scheduled.</i>

2. What is negatively affecting our wellbeing or has the potential to do so? (Things we may want to stop, change or mitigate.) For each theme, including a consideration of the control measures in place, what is the final risk rating? See guidance for risk rating definitions.		
Notes	Agreed action	Risk Rating (High, Medium, Low)
<i>1. Too many back to back meetings.</i>	<i>50 min meetings to be adopted.</i>	
<i>2. New project being initiated that will impact BAU and team resource.</i>	<i>Team meetings/1:1s to include discussions around priorities and managing timescales/expectations.</i>	

**Section 2 - Action Plan Summary**

Action	Who	By when	Progress
<i>Current schedule of team meetings and 1:1 to remain in place.</i>	<i>Mgr</i>	<i>n/a</i>	
<i>50 min meetings to be adopted</i>	Whole team	Beginning of May	Review in 1 month
<i>Team meetings/1:1s to include discussions around priorities and managing timescales/expectations.</i>	Whole team	July onwards	

**Section 3 - Communication and next steps**

A key principle of this activity is that agreed actions are communicated to colleagues, along with any updates on progress. Some questions to consider are as follows:

- How do you plan to communicate your actions?
- How will you keep colleagues up to date with progress?
- How will you keep these conversations going between reviews (typically 6 monthly)?
- What is similar or different to your colleague survey results?

**Section 4 – Authorisation and key dates**

Completed by:				
Date completed:				
Review dates planned for:				



**Occupational Health Report**

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**Purpose of Report**

This report provides an overview of the Occupational Health Service provisions.

**Action Requested**

The report is **for information and to note**

**Key Issues**

Overview of Occupational Health referrals and Occupational Health provision.

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Date: 22/04/2022

**Approval Route**

Name: Sarah Swales

Date: 22/04/2022

# OCCUPATIONAL HEALTH UPDATE

## Occupational Health Statistics 01/11/21 – 31/01/22

1. In the last reporting quarter, there were 63 Management referrals, which is a slight increase in the number of referrals for the same quarter last year (56). There were 12 colleagues absent at the time of referral, for the remaining colleagues' adjustments were advised to support their continuance in work. The three main reasons for colleagues to be referred to Occupational Health this quarter were, Muscular Skeletal Disorders, Mental Health conditions then Medical Conditions, (examples of medical conditions are Respiratory and Cardiac issues and Cancer related). There have been 5 re-referrals this quarter, re-referrals are classed as when a colleague is referred for the same reason and further additional adjustments may need to be considered.
2. There have been 7 Coronavirus specific referrals, for both colleagues returning post-acute Covid infection and those experiencing the impact of Long Covid. This increase in referrals corresponds with the national spike in Covid cases in December 2021. There are currently 5 colleagues who are engaged in the Long Covid programme, provided by our Physiotherapy Service provider.
3. Occupational Health continue to provide ongoing support to colleagues who are deemed as being clinically extremely vulnerable and we have been involved in the review of the new Risk Assessment, identifying those who continue to be at risk.
4. As more colleagues return to Campus based work, the number of Management referrals relating to advice on supporting specialist equipment for hybrid working has gradually increased, including the need for ergonomic chairs both on Campus and remote working. Occupational Health assess each case on an individual basis and advise accordingly.

Reason for referral	Number of referrals	Previous year comparison
MSD including DSE issues	19	15
Mental Health	18	14
Medical	12	15
Coronavirus	7	1
Surgical	4	3

5. Further categorisation of Mental Health referrals is per the table below. To maintain confidentiality where there has only been a single referral in a category, these have been grouped together under Other. Anxiety is currently the main reason for Mental Health referrals, issues around role and demands remain the highest causes of perceived work-related stressors. Both these categories include colleagues who have been working remotely and are now returning to campus work-based activities.

Reason for referral	Number of referrals
Anxiety	8
Work Stress	4
Personal	2
Depression	2
Other	2

6. The table below shows the 4 highest Service/School areas for Management referrals

Service /School	Number of referrals
CARES	12
SCHOOL OF HEALTH	8
LIBRARY/STUDENT SERVICES	8
SECRETARY REGISTRAR OFFICE	5

7. The percentage of Support colleagues (42) referred remains double that of the number of Academic colleagues (21). The number of CARES, Library and Student Services colleagues referred reflects that most continue to work on campus and are unable to undertake their role solely from home.

#### **Occupational Health Service – ways of working**

8. Occupational Health have moved to a hybrid way of working. Most appointments will continue to be offered remotely; during the pandemic, telephone appointments have worked well, with minimal cancellations or no answer at the time of the call. The Occupational Health team have adapted well to this new way of working and it has been a valuable tool in enhancing the Service provision. Moving forward, following triage of an Occupational Health referral and if deemed appropriate, an in-person appointment will be offered. Occupational Health continue to have access to their own rooms at Headingley Campus, but no longer have a room at City Campus. For the time being, Dr Suleman’s clinics will remain remote.
9. Deborah Caspi, RGN, PG Dip. Specialist Community Public Health Nurse (Occupational Health) started in post on the 21/03/22 as a permanent Occupational Health Advisor. Deborah is an experienced Advisor and will be undertaking the full Occupational Health remit, including Management referrals, Pre-Employment Health screenings and Health Surveillance. Deborah will be working Monday – Thursday inclusive (28hrs).

#### **Active Care Overview**

10. The Active Care service from Health Assured provides a proactive and effective intervention on the very first day a manager receives a ‘fit note’ from an employee for a stress-related absence (work or personal or both). It also covers absences from day 1 due to Anxiety and Depression. Referrals through Active Care can be made up to day 14 of an absence as indicated above.



11. The Active care service enables managers to refer and engage members of their team (with their consent), ensuring colleagues receive information and are signposted to support services sooner. There have been 8 referrals to the service between February 2021 to February 2022.
12. Once referred to the service, the Active Care team will contact the colleague by telephone, through a maximum 30-minute structured consultation with an Occupational Health Advisor, they will offer advice and with consent provide a written report to the manager within 4 working days. In the case of work-related stress, they will obtain an understanding of the issues and identify any barriers preventing a return to work.
13. Further details can be found on the Managers Guidance of the intranet and Occupational Health and HR colleagues continue to actively promote the service to Managers. Referrals over 2 weeks follow the normal referral process; if the individual is unable to self-refer, with consent a Management referral can be initiated.
14. Occupational Health do not receive a copy of any reports sent to the manager. However, advice can be sought from the team on whether a follow up Occupational Health referral would be advisable.

#### **Student Union – Occupational Health provision**

15. Historically Occupational Health have provided ad- hoc support to the Student Union including Management referrals and general advice. The Service Level Agreement is currently under review and will now include Occupational Health undertaking Pre-Employment Health Screenings for candidates who have answered yes to any questions on their health forms.

#### **Author**

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22nd April 2022

**Schedule of Business 2021/22**

Date of Meeting <b>12 May 2022</b>	Date of meeting <b>15 September 2022</b>
Insights gained from the Student Advisory Group (University Mental Health Charter)	Terms of reference and membership
Terms of reference and membership	Minutes of the last meeting – held on 12 May 2022
Minutes of the last meeting – held on 20 January 2022	Matters Arising
Matters Arising	The University Mental Health Charter
Colleague & Student COVID update	'Occupational Health Update' Report
The University Mental Health Charter <ul style="list-style-type: none"> <li>- Update on the wider project &amp; student aspects</li> <li>- Update on the colleague aspects</li> <li>- Colleague advisory group terms of reference and membership</li> </ul>	Absence Report
Update on student mental health support	Schedule of Business
Stress Risk Assessment collation – Key themes and Stress Risk Assessment review project	
'Occupational Health Update' Report	
Schedule of Business	

**STANDING ITEMS**

- Apologies
- Membership & terms of reference
- Minutes of the last meeting
- Matters Arising
- Colleague & Student COVID Update
- The University Mental Health Charter
- 'Occupational Health Update' Report
- Schedule of Business

**Other Matters**