



MINUTES of the 18 May 2020 meeting (held via Skype for Business)

Present:

Priscilla Preston* (Chair)

Andy Allison

Jessica Carrier

Andrew Cooper

Kate Davis

Annemarie Piso

Corrie Staniforth

Mobina Begum

Barbara Colledge

Jan Daley

Sally Griffiths

Gareth Robertshaw

Bryony Walker

Oliver Bray

Roland Cross

Katie Davies

Andrew Manley

Susan Smith

Chris Watts

In attendance:

Nicola Beaumont (Secretary)

Ann Coulson

Sarah Tomlinson

Louisa Ashley

Sarah Moore

Michelle Broxup

Sarah Swales

Apologies:

Dev Capps

*Chaired the meeting

Part A: Preliminary Items

Welcome, Introductions and Apologies

027.2019.WSC The Chair welcomed all members to the Wellbeing Sub-Committee and apologies were reported by the Secretary.

Draft revised Committee Terms of Reference

028.2019.WSC The Committee received a report from the Chair which merged the Terms of Reference from the last committee held on 30 January 2020 (paper WSC-1920-001) with the Draft Committee Principles & Purpose Statement (paper WSC-1920-002)

029.2019.WSC The Committee members present **AGREED** that the Terms of Reference be taken forward to the Health & Safety Consultative Committee for approval.

Minutes of the last meeting held on 30 January 2020

030.2019.WSC a) The Committee members present **AGREED** that the minutes of its meeting held on 30 January 2020 were an accurate record.

b) It was **AGREED** that the Secretary would revisit Chair's approval of the minutes from the last meeting held on 30 January as confidential to align to H&SCC and Committee conventions.

Matters Arising

031.2019.WSC The Secretary presented a report on the matters arising from the minutes of the previous meeting of the Committee held on 30 January 2020 (paper reference WSC-1920-007). It was **noted** that:

- a) This report provided a comprehensive and full update.
- b) There were several actions that had been actioned completed.
- c) There were several minutes with the forward actions annotated.
- d) The two ongoing actions related to minute 022.2019.WSC and 060d.2019.HEA.
- e) The University Registrar provided a verbal update on minute 012c.2019.WSC. With the Covid-19 developments, Schools had been reviewing how they may deliver next year and were in agreeance to look at the whole year timetable as far as possible.

032.2019.WSC It was **AGREED** that:

- a) Once the revised UUK framework was released the University assess whether to apply to be one of the three pilot institutions. And to reframe existing action plans in line with the charter and new UUK framework. However due to the current national situation, the updated UUK framework had not been published to date (Previous minute reference 022.2019.WSC).
- b) I-Trent's capability for enhanced sickness reporting (i.e. recording multiple sickness absence criterion) to be investigated (previous minute references: 060d.219.HEA and 041.2019.HEA).

Part B: Main Item of Business: COVID-19

033.2019.WSC The Committee received a joint presentation from the Associate Director of Human Resources, the Director of Student Services and the Welfare and Community Officer providing an update on the University and Student's Union Response to Covid-19, along with Colleague and Student status reports.

University and Student's Union Response

034.2019.WSC The following was noted/discussed, and Committee members were asked to feed forward their assurance and thoughts on this response to the Health & Safety Consultative Committee.

1. COVID 19 & UNIVERSITY MAJOR INCIDENT PLANNING

- a. The Director of Student Services summarised the approach that our University had taken.
- b. The University Executive Team, as the Gold Major Incident Team (comprising of Directors of External Relations, Estates, ITS, LLI, Student Services, Human Resources, University Registrar, Head of Legal, Head of Regulatory Compliance & Risk, SU Chief Executive) oversaw and advised the work of the Silver group.
- c. The University Secretary was the link between Silver and Gold.
- d. When the crisis first started the Silver Major Incident Team met daily, and this was now weekly.
- e. The frequency of these meetings was soon to increase in terms of getting into the business recovery phase, during the planning around returning to campus.
- f. The focus was on both the staff and student experience as well as all aspects of University operations, including health and safety, managing risk, the external factors to which there needed to be response, as well as national policy, city and regional factors and key partnerships.
- g. Alongside the work of the Major Incident Team, the Deputy Vice Chancellor and the University Registrar had been working with Deans of School to look at the academic response to the crisis, and reframing academic delivery for the remainder of this year (to get students through their assessments in May 2020 and graduation to level 6), then to plan what the academic year would look like from September 2020.
- h. A new learning and teaching framework had developed as a result of point g above.
- i. The Deans were planning to have their academic delivery plans established by 12 June 2020.
- j. The University Registrar explained that the framework was still evolving in the sense that Deans were looking at this with colleagues in their Schools; an important thing to note was that there was a range of different types of provisions. The predominant focus was on a full-time undergraduate but there also needed to be flexibility and thought shown to those completing apprenticeships, part-time students, postgraduates, nursing students (who sit through more of a longer year).
- k. The Director and Associate Director of the Centre for Learning and Teaching, along with the Director of Distance Learning and the Director of Libraries and Learning Innovation were doing a lot of work around the online delivery experience.
- l. A member of the Trade Union highlighted how there had been significant concern amongst members when the announcement was made on the 11 May 2020 about the reframing and restructuring of the academic year next year.
- m. Trade Unions held meetings with the Vice Chancellor and Deputy Vice Chancellor on the 14 and 15 May 2020 because members were incredibly concerned that on top of the already existing crisis, the restructuring next year had created another crisis. The concern was that this would become unmanageable in terms of workload and potentially lead to stress and mental health issues.

- n. The Chair acknowledged the Trade Unions involvement in the University's response to the crisis, despite them not being explicitly referred to in the presentation.
- o. The Centre for Learning and Teaching and other academic services were working on pulling together more training and updating guidance around digital tools to support the new academic framework; these would be available through the academic continuity website, which would hopefully allay staff concerns. It would all be in one place, with greater detail and links to digital tools which supported the appropriate pedagogy.
- p. A lot of updated information from ITS, the Digital Learning team in LLI and Centre for Learning and Teaching had been fed through onto the academic continuity page.

2. COVID-19 & SUPPORTING STAFF WELLBEING – PRACTICAL QUERIES

- a. Initially at the start of the pandemic when staff were on campus a lot of the calls that Human Resources received around self-isolating, and questions about whether that was appropriate or not, therefore a lot of advice and support was provided on this.
- b. The guidance changed on a regular basis, including the period of self-isolation, and the different rules that were put in place for vulnerable staff.
- c. Queries relating to point q and r above had now lessened. Managers were now responsible for putting data into I-Trent and there seemed to be greater clarity and understanding about what was required.
- d. There had been queries as to why Human Resources needed to record when staff who were already working from home were also self-isolating.
- e. It was important that Human Resources got the sense of those staff who were experiencing symptoms even though they were working from home.
- f. There had been several queries around annual leave, the practicalities of people working from home, holidays and plans being cancelled.
- g. The wellbeing message was to encourage people to take holiday, and to have a break.
- h. More recently the support had been to staff who were struggling with self-isolation or working remotely. Several colleagues lived alone and had limited contact with other people during the lockdown, other than via a screen.
- i. It was noted that the majority were working from home, a small number were on campus, mainly CARES and Estates staff, including security and domestics (to ensure that where staff were working was clean), as well as some maintenance and grounds staff.
- j. There was also a proportion of staff who were not able to work, for example those in catering, who were neither on campus or working because the nature of their work meant they were not able to.

3. COVID-19 & SUPPORTING STAFF WELLBEING

- a. The Associate Director of Human Resources provided some background in terms of how staff were being supported from a wellbeing approach; primarily this had been about information and advice.

- b. As the situation evolved and adapted, Human Resources had subsequently adapted the advice provided on the current situation and changing ways of working.
- c. New information and guidance had been provided to colleagues, covering leadership and management as well as individual perspectives, including wellbeing, practicalities and top tips. Some of this information could be accessed from the Coronavirus microsite, and some on the Human Resources homepage.
- d. Human Resources had been working with Corporate Communications to get the best routes out to staff in terms of the information that was available.
- e. Work had been undertaken with the chaplaincy to support staff dealing with bereavement.
- f. Human Resources continued to provide occupational health services, which were continuing remotely.
- g. There had been an increase in musculoskeletal queries in relation to working from home.
- h. It was noted that Sport and Active Lifestyle were providing online classes and fitness tips.
- i. Health Assured who provide the Employee Assistance Programme were continuing to offer support and guidance to staff who needed to access this service.
- j. Moving forward Human Resources were starting to think about the approach to exiting lockdown, and the longer-term impact of working from home and how they could help and support people through that.
- k. It was noted that the Director of Estates was carrying out an exercise in terms of thinking about a sustained period of working from home, and how things could either be retrieved from campus, or what else could be done to ensure staff had the right equipment to use at home.

4. COVID-19 & SUPPORTING STUDENT WELLBEING

- a. The Director of Student Services highlighted the briefing pack in the papers that provided a more in-depth picture of the work being done across the University to support vulnerable students. It was noted that this work sits alongside the wealth of work being done by Schools and Registry Services to reframe academic delivery.
- b. There were aspects of student life, such as finance, mental health, as well as certain groups of students for whom it was felt that they needed amplified communications and specific interventions put in place.
- c. The Associate Director of CARES had carried out a significant piece of work in terms of making sure that there were regular touchpoints and support for vulnerable students in halls.
- d. There were circa. 300 students left in halls; primarily made up of students for whom halls was their permanent residence and they didn't have anywhere else to go, students self-isolating in the prior lockdown arrangements, international students as well as disabled students, or students with long term health conditions who were deemed vulnerable as well.
- e. Measures had been put in place for students in halls who were struggling to get food deliveries, medication and general support.

- f. The Financial Assistance Fund was increased to reach out to as many students as possible (statistics in the briefing paper around the applications and awards that have been made). This would be a sustained piece of communication and work right through the summer period. It was recognised that students would potentially struggle to get summer jobs, which would have a significant impact on their wellbeing over the summer period and potentially their return to campus next year.
- g. There was a whole scoping exercise done for under 18's (statistics in briefing paper); those that had remained in Leeds had remained in regular contact with the University, and the University had been in touch with all their guardians or parents with respect to their circumstances.
- h. A wealth of communications and support was being cascaded with respect to general mental health and wellbeing for staff and students.
- i. For those students that went out on study abroad or overseas placements, a number had returned to the UK and some had stayed overseas for various reasons; these students were in regular contact with the University.

5. **STUDENTS' UNION UPDATE**

- a. The entire Student Union provision had moved online in-light of the lockdown.
- b. Despite not being able to offer a face to face or a drop-in service on campus, the advice service was functioning well remotely and retained a full-service provision through email, telephone and Skype calls.
- c. Many enquiries since lockdown had been about Covid-19, and related to questions around mitigation, financial concerns relating to loss of employment, and particularly concerns around housing; more so at the start around halls of residences and private accommodation but now more so about the private rental sector and the impact on students.
- d. Since the implementation of the safety net mitigation enquiries had increased however this was in line with the rates expected at this time of year.
- e. Student activities had developed a volunteer from home programme for students who may be self-isolating. Over 100 students had engaged in this.
- f. Membership for societies had continued to flourish despite the outbreak, and many societies had been doing remote events for their members.
- g. Examples of recent online events that had run included art therapy, Netflix parties and quiz nights, meaning students isolating on their own still had a community to report to.
- h. Student Voice was utilising the Course Rep feedback tool to collect information from students about their experiences of online learning; this has also been fed back to the Deputy Vice Chancellor.
- i. The Leeds Beckett Coronavirus Community Group had been created on Facebook and had circa 700 members to date. This had been a useful tool in terms of sharing resources.
- j. The Students' Union had received positive feedback in terms of connecting students with each other at this time, and digital engagement had increased.
- k. Housing and accommodation were the most prominent issue that the Student Union had seen since lockdown. The Accommodation Update page

had been created on LBSU website; moving forward the Students' Union were to be working closely with Unipol.

- l. From the 18 - 22 May 2020 the Students' Union were carrying out work around online suicide prevention campaigning activity.
- m. A live stream was carried out during week commencing 11 May 2020 with Shaykh Idris Watts, an Islamic sheikh who did an event about mental health, which had good engagement particularly from some students of the Muslim faith who were able to ask questions in relation to their mental health and Ramadan whilst being in lockdown. A live stream would be posted online for people to view.
- n. A live tea and talk event took place on Wednesday 20 May 2020 to give students the opportunity to talk; focusing on interconnectedness and encouraging them to engage.
- o. The Chair recognised the importance of social networks. There had been enquiries from course teams about bringing students together in an online forum but without the course team being a part of that.
- p. It was acknowledged that there may be a role for the course reps to facilitate the online interconnectedness when considering the course experience for next year.
- q. The Dean of School of Cultural Studies and Humanities highlighted positive reports on various activities that had been underway within their School; this varied from some quite innovative uses of digital learning platforms that had brought students together, through to a successful quiz night.
- r. The Director of Leeds School of Arts acknowledged that there was a lot arising from the curriculum which was interesting in terms of bringing the students together. The School were putting together an end of year festival website which would profile all work in the same place. In a sense there was a digital community developing out of this that would stay in place and extend beyond the assessment period.
- s. The Director of Leeds School of Arts recognised that as the move shifted from a reactive kind of emergency measure into something which felt sustainable and valuable in the longer term, there was a big difference in terms of what the students were feeding back. The attitudes of students and staff had been generous to this changing landscape.
- t. The Director of Leeds School of Arts highlighted how the focus wasn't to be primarily on what had happened whilst in flux but also about how the technologies could be used moving forward to enrich the student experience and the student community.
- u. To supplement the four points above, the Associate Director of the Centre for Learning and Teaching added that the new guidance (which was an update of the course principles) would include sections about how to combine humans into the online delivery, and also how to energise the curriculum to make sure students were interacting, engaging, and not feeling isolated.

Colleague Status Report

035.2019.WSC It was **noted** that;

- a) As of the 13 May 2020 there were 82 staff who were self-isolating due to symptoms, 51 were self-isolating due to other reasons, primarily around the household and the need to self-isolate if other people had symptoms, and there were 3 confirmed cases that were staff members.
- b) It was noted that there may be some under reporting here, due to staff not reporting symptoms when they didn't feel the need to, (given they were either working from home, or at home because they couldn't work); it was acknowledged that this may pose an ongoing challenge for reporting purposes.
- c) The Trade Union fed back that members would welcome more support from the University, rather than being directed to external organisations. For example, in relation to having the right equipment when working from home, and the measures that should be put in place from within the university to address this support.
- d) In the context of working from home and getting the right equipment and working environment for staff working remotely, UNISON had sent all their members a DSE assessment to complete and advised them that if they identified any barriers how this would be a mechanism that they could then use to have conversations with their line managers about what adjustments were required in the first instance.
- e) The Associate Director of Human Resources acknowledged that any conversation about an individual's working arrangements should always be with their line manager in the first instance, and that this would apply to either a normal DSE assessment or any other Health & Safety risk assessment.
- f) A draft DSE working from home risk assessment template was in development.
- g) Depending on the outcome of an individual's DSE assessment, and the conversation with their line manager, a referral to Occupational Health may be the next step, or it may be that a conversation about equipment or facilities was required.
- h) UCU noted how there may be under reporting of musculoskeletal conditions. They were getting some reporting which they were not sure was being reported back to management, in terms of people suffering computer glare quite significantly, or people having ergonomic problems in terms of appropriate chairs and laptops whilst working remotely. And that advice from Human Resources was needed so that managers could be proactive.
- i) Several conversations had taken place between the Associate Director of Human Resources and the Director of Estates. The Director of Estates was looking at what needed to happen in order to proactively assess needs for working from home.
- j) Taking equipment from the office or campus wasn't necessarily going to be the best solution. For example, the chairs that staff used on campus

were designed for an office setting which may not be suitable or appropriate in a home setting.

- k) The Associate Director of Human Resources reported how the Director of Estates was concerned about staff coming back onto campus to collect equipment or chairs and in the process doing more damage to themselves, and the equipment. Consideration was being given to how equipment could be delivered or whether porters could be available at collection points.
- l) In principle there was recognition that working from home was now a longer-term scenario, and there needed to be consideration, planning and management for what staff required at home to provide the best possible set up; this included their IT requirements, furniture and equipment acquirement.
- m) The University Registrar acknowledged how there was a proactive approach in asking managers to have those initial conversations and collecting the risk assessments to determine what people really needed and sought an update from the Associate Director of Human Resources on this.
- n) The Associate Director of Human Resources acknowledged there was a working from home risk assessment in draft form being developed by the Health and Safety team.
- o) Stress risk assessment implications were being looked at for the longer working from home conditions.
- p) UNISON noted how working groups had been set up off the back of the JCC Committee, to look at the long- and short-term impact on staff returning to campus or working from home and sought clarification that they would be consulted on any health and safety related guidance going out to staff.

036.2019.WSC It was **RECOMMENDED** that:

- q) Human Resources support managers to instigate DSE assessments, to ensure appropriate equipment was supplied.

037.2019.WSC It was **AGREED** that:

- a) The Associate Director of Human Resources would update the Committee Members on the percentage of staff working from home, the percentage of staff unable to carry out their role from home, and the percentage of staff who were currently working on campus.
- b) The Associate Director of Human Resources would get confirmation on whether the 3 confirmed COVID staff cases were working on campus or remotely.
- c) The Associate Director of Human Resources to check with the Health and Safety Team whether the draft working from home risk assessment and draft stress risk assessment had been published and finalised.
- d) The Associate Director of Human Resources to use the working group (formed off the back of the JCC Committee) to disseminate and discuss with UNISON any health and safety related guidance going out to staff as requested.

Student Status Report

- 038.2019.WSC It was **noted** that;
- a) Many students had responded to the call out.
 - b) The discussion was around the online reporting tool (a form) which fed into MyHub.
 - c) The figures cited were cumulative figures as it wasn't possible to track cases when someone's health status changed.
 - d) 8 tested and confirmed cases in total had been notified to Student Services, 2 of those were overseas and were tested confirmed when they returned home to the Middle East, and the other 6 were predominantly confirmed as a result of close contact with family members in the medical profession, or it had been a family scenario in terms of confirmation of Covid-19.

Part C: Wellbeing Developments and Projects

Cross Campus Suicide Intervention

- 039.2019.WSC The Committee received a report from the Wellbeing and Engagement Manager and the Head of Student Wellbeing providing a summary of the work completed so far in relation to the Cross Campus Suicide Intervention Group (CCSIG), outlining the focus of activities going forward relating to the promotion of student and colleague mental health, and the prevention of suicide (paper reference WSC-1920-008).
- 040.2019.WSC It was **noted** that;
- a) Student protocols had been updated around suicide intervention; the committee had received an update on this at the last Wellbeing Sub-Committee meeting on 30 January 2020.
 - b) Human Resources had been working on the colleague aspects to update the protocols and processes around suicide intervention both on a preventative side but also postvention.
 - c) The aim was to provide better signposting and support for colleagues and managers in relation to suicide and prevention.
 - d) This work had been led by the wellbeing working group across Human Resources.
 - e) A new recommended process had been developed, with five elements to it.
 - f) New resources had been developed including a managers ten step toolkit, providing more information and greater support for themselves, the wider team and the individual colleague.
 - g) A flow chart had been developed that offered a decision matrix to provide help and support both to an individual in distress and an individual on the receiving end of that distress.
 - h) The current provision of training was predominantly mental health first aid; the wellbeing working group were looking at what else was needed

to supplement this specifically on suicide and were working with Student Wellbeing to bring this together.

- i) The Trade Unions and Human Resources have regular meetings about wellbeing and the next was scheduled for the 10 June 2020.
- j) The Cross-Campus Suicide Intervention Group had their last meeting on 16 September 2019.
- k) Mental Health Awareness Campaign work had commenced on Monday 18 May 2020.
- l) Student Services were focusing on training and development.

041.2019.WSC It was **RECOMMENDED** that:

- a) The committee feedback to the Wellbeing and Engagement Manager on the colleague suicide intervention proposed new approach. And when the documents were finalised, and the guidance shared how best to cascade this across the University.

042.2019.WSC It was **AGREED** that:

- a) The Wellbeing and Engagement Manager would share the new colleague suicide intervention proposal resources and documents ahead of the meeting with the Trade Unions on 10 June 2020 and would pick up the feedback at that point.
- b) The committee would feed forward any thoughts and comments to the Wellbeing and Engagement Manager following the sub-committee meeting, when they had digested the proposal.

Staff Development Update

043.2019.WSC The Committee received a report from the Wellbeing and Engagement Manager, the Head of Student Wellbeing and the Organisational Development Partner regarding a draft proposal of the Mental Health Development Plan, that outlined the objectives and the corresponding development interventions that had been proposed (paper reference WSC-1920-009).

044.2019.WSC It was **noted** that;

- a) Providing colleagues with a greater understanding of mental health awareness and mental ill health was a focus.
- b) A new mental health awareness module was available online, that should be considered essential for all to complete.
- c) Although the online module included colleague wellbeing, the scenarios were predominantly focused around students.
- d) A day course of mental health first aid training was available for people to attend, as well as the Charlie Waller training.
- e) There had been a focus to split out the audience rather than looking at a wider group, in terms of who needed what, and to what extent.
- f) The report separated student facing colleagues and managers with an additional need or requirement within their role, versus colleagues who were in non-facing student roles and were not managers.
- g) A gap was identified between remaining well and mental health promotion.

- h) The training currently in place focused on responding, yet it was deemed equally important to look at prevention.
- i) There was appreciation that gaps had been addressed, particularly with the preventative work.
- j) The more the university moved towards implementing adopting a whole institutional approach to student and colleague mental health, the higher the uptake & completion of training.
- k) As much as there were pressure points during the year, mental health was a year-round issue and the university needed to create and embed a culture of openness, help and guidance to mental health to ensure students felt supported all year round.
- l) In terms of sustaining things throughout the year, the Associate Director of Human Resources highlighted the importance of one to ones with managers, KIT days, and ongoing regular contact with individual members of staff, with wellbeing being a part of the conversation.
- m) The Trade Unions agreed the move towards prevention was important but acknowledged that that was a wider piece here in terms of looking at the University's policies and procedures.
- n) The Trade Unions questioned whether the University's policies and procedures aided and embedded wellbeing, for example the flexible working policy.
- o) The policy refresh schedule was being shared with the Trade Unions through JCC.
- p) As part of both the colleague and student mental health and wellbeing action plans there was an intention to build in consideration of wellbeing and mental health to all policy and practice right across the institution.
- q) The Chair highlighted how an impact assessment should be undertaken in local areas whatever the policy or practice.
- r) UCU highlighted the plan to fundamentally restructure the pattern of work for the next academic year and had asked the Vice Chancellor and Deputy Vice Chancellor on 15 May 2020 whether this had been risk assessed and consideration given to the impact on individual's wellbeing. There was concern from the Unions that in their view this discussion had not taken place.

045.2019.WSC

It was **AGREED** that;

- a) The online training for managers needed an update, and this was being looked at from a Human Resources perspective.
- b) Human resources would reflect on mental health within the upcoming policies as part of their updates with the Trade Unions.
- c) The committee would feed forward their thoughts to the conclusion in the paper to the Head of Student Wellbeing.

Mentally Healthy Universities Update

046.2019.WSC

The Committee received a report from the Wellbeing and Engagement Manager and the Head of Student Wellbeing providing an overview of the Mind 'Mentally Healthy Universities' project, and the University's involvement in it (paper reference WSC-1920-010).

047.2019.WSC It was noted that this report was for information. The Chair took this as read, with no further action required.

Part D: Reporting

'Occupational Health Update' Report

048.2019.WSC The Committee received a report from the Occupational Health Manager providing an update of the University's Occupational Health activities (paper reference WSC-1920-012).

049.2019.WSC It was **noted** that;

- a) The occupational health statistics within the report did not include the current period of coronavirus pandemic and how that had impacted on occupational health referrals.
- b) Mental health issues and musculoskeletal issues were the main reasons why colleagues referred to occupational health.
- c) The report documented where the occupational health referrals were highest within Schools and Service areas.
- d) The contract for the provision of the Occupational Health Physiotherapy Service had been renewed.
- e) The University's annual contract with the Occupational Health physician Dr Suleman had been renewed.
- f) Throughout the coronavirus pandemic, the Occupational Health team were still offering a full remote service, and all consultations were being undertaken by telephone.
- g) Lung function tests could not be carried out until it was deemed by the appropriate body that these would be taking place.
- h) The University's physiotherapy provider had remained open during the coronavirus pandemic, initially doing consultations then remote services, and were hoping after the 1 June 2020 to be able to see people in person adhering to strict guidelines.
- i) The homeworking DSE risk assessment was under review by the Health and Safety team and was expected to be published on the Health and Safety website shortly.
- j) The Health and Safety Liaison Officer had taken the lead on reviewing DSE advice, and this would be reviewed by the Director of Estates.
- k) Two case studies had been included as appendices in the report in line with the actions from the 30 January Wellbeing Sub-Committee meeting (minute 012d.2019. WSC).
- l) Occupational Health had planned to undertake four sessions throughout the year, titled – 'The menopause: something worth talking about' for colleagues in CARES. Other areas interested in facilitating a session were advised to contact Occupational Health directly.

050.2019.WSC

It was **AGREED** that;

- a) The Occupational Health Manager would bring the piece of work about colleagues who had been referred to occupational health with the same underlying reasons to the next Wellbeing Sub-Committee meeting, when this information had been collated.
- b) The Occupational Health Manager would provide a copy of the DSE Risk Assessment to the Trade Unions.
- c) The Occupational Health Manager would investigate whether the menopause sessions could be carried out virtually as opposed to in person.

Colleague Wellbeing Report

051.2019.WSC

The Committee received a report from the Wellbeing and Engagement Manager providing an update on the management of colleague-focused wellbeing at the University. This included detail regarding the proactive wellbeing related activity undertaken by Human Resources.

052.2019.WSC

It was **noted** that;

- a) as university staff were now going to be working online for a longer period, this would need to be reflected and updated in the report.
- b) Across the People and Organisational Development Team all training had moved online in terms of developing webinars, and a lot of the offer was now focused around individual's wellbeing.

Sickness Absence Report

053.2019.WSC

The Committee received a report from the Associate Director of Human Resources and the Wellbeing and Engagement Manager that explored the downwards trend to sickness absence over the last year, across the University for both academic and professional services colleagues.

054.WSC.2019

It was **noted** that;

- a) Going forward there needed to be more proactive management of absence and for the report to be more reflective as to how the university were supporting staff.
- b) Reflected in the report was the support provided by Human Resources to managers and staff through the Employee Relations Team.
- c) The Occupational Health provision focused on how the university got people back to work or supported them whilst they were off.
- d) This report would be taken forward to the Health and Safety Consultative Committee on the 4 June 2020, and any feedback or suggested changes would be considered in advance of the meeting.
- e) Leadership teams were invited to note the contents of this report and to address any areas of concern in consultation with Human Resources.
- f) This report would ordinarily go to Senior Management Group (SMG) however SMG meetings were not taking place in their usual way, so it

was likely that this would need to be an email exchange supported by the HR Business Partners.

- g) The Chair queried whether the paper should be annotated as open or confidential.
- h) The Trade Unions highlighted the benchmarking versus the Higher Education averages that showed it by School and department and questioned whether there was an overall figure for this.
- i) Leeds Business School was missing from the absence rates by School.

055.2019.WSC It was **RECOMMENDED** that the paper be annotated as open because no individual should be identifiable in the broader context of the report however the Associate Director of Human Resources was open to take feedback should the Committee see a risk there.

056.2019.WSC

It was **AGREED** that;

- a) The HR Business Partners would disseminate the revised Sickness Absence Report (to include Leeds Business School) via email exchange to their respective Deans and Directors for feedback, in advance of the Health and Safety Consultative Committee on the 4 June 2020.
- b) The Associate Director of Human Resources provide the Trade Unions with more detail, to include the overall figure for staff with no absence in the past year.
- c) Leeds Business School be added to the report for the absence rates by School before the report goes forward to the Health and Safety Consultative Committee meeting on 4 June 2020.
- d) If documents were marked as confidential, making them exempt from publication, reason needed to be given as to why this were the case. Consistency was required when using this approach.

Kooth Student Annual Report

057.2019.WSC The Committee received a report from the Head of Student Wellbeing summarising the key results and impact of Kooth Student at Leeds Beckett University.

058.2019.WSC

It was **noted** that;

- a) This report went up until the 31 March 2020 however there was more data available up until the end of April 2020.
- b) Over 1000 students were registered; with 21% of these being BAME students.
- c) 791 students registering were female, which made up the majority.
- d) The platform was getting used out of hours with people accessing it during the night.
- e) A high number of students were recommending it, at the last report this was 92%.
- f) The Worker Hours Quarterly Total chart on the final page of the report was incorrect and would be updated by Kooth.
- g) The contracted hours for counselling: 75 hours a month and 900 a year hadn't all been used. However more had been used recently.

- h) The new Engagement worker was doing a good job regarding reaching out to Schools.
- i) The Chair added how the support of this platform would be invaluable moving into next year.
- j) There had been good reports on the service through the School forums for students.
- k) Some students hadn't heard of it and were not aware what it was.

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It was **AGREED** that;

- a) The Head of Student Wellbeing had asked Kooth for an up to date Kooth report, which would be shared with the committee along with the Chair approved minutes.
- b) There was a bit more work to be done in looking further into the BAME experience of the service. And to also consider how this could be marketed to those harder to reach groups.
- c) Consideration be given to how this service could be embedded into the student induction to raise its visibility, and to be a standard offer as part of the wider platform that is put in place for students.

Date of next meeting

060.2019.WSC The date of the next Wellbeing Sub- Committee meeting is to be confirmed.

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

Signed: _____ Date: 22 September 2020