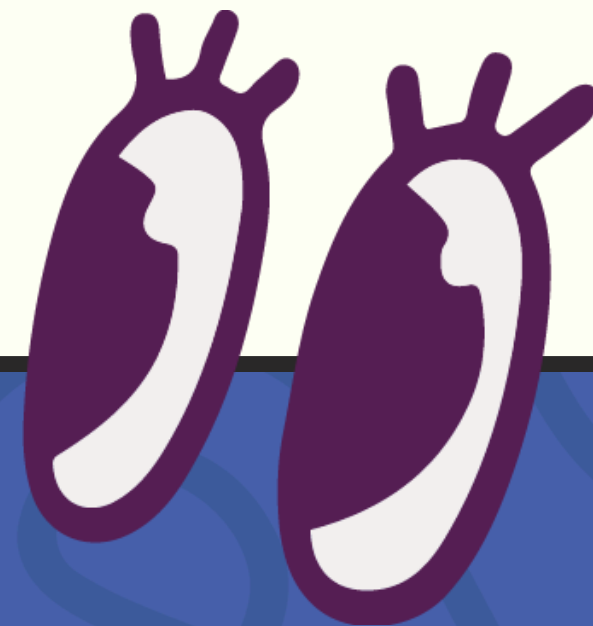




**COMMITTEE TRAINING 25/26**

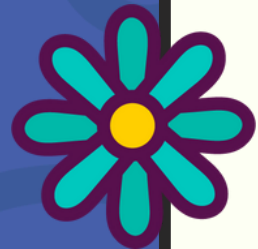
# **WELLBEING AND SUPPORT**



WELLBEING AND SUPPORT

# CONTENT OVERVIEW

- 1. Understanding Wellbeing**
- 2. Managing Disclosures**
- 3. Signposting**
- 4. Misconduct Procedures**
- 5. Looking After You**
- 6. Promoting Wellbeing**





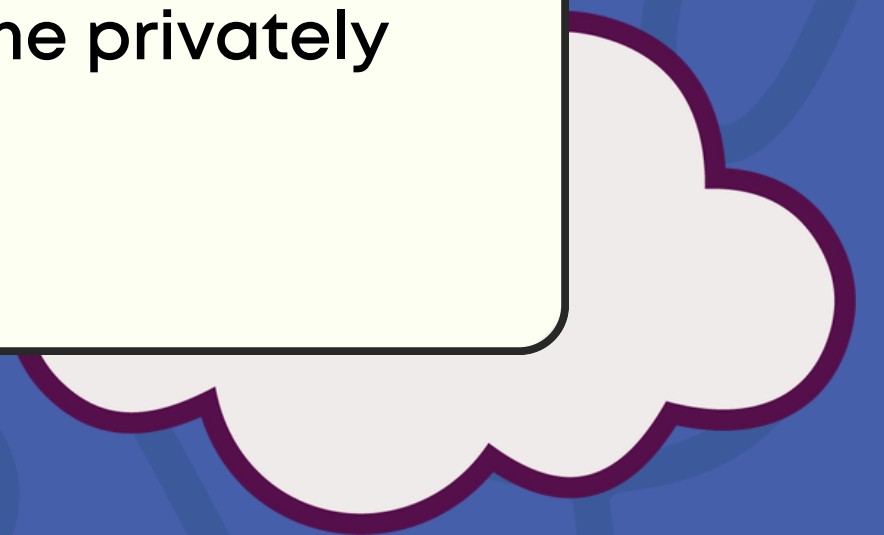
## Emotionally Difficult Content Warning



This session may include discussions on sensitive topics such as sexual violence, domestic abuse, discrimination, mental health, and harassment. We understand that these conversations may be difficult or triggering for some.

Please take care of yourself during the session. Take a second if you need to and know that support is available. If you're affected by anything discussed today, don't hesitate to reach out for support.

If you would prefer alternative support options, feel free to contact me privately after the session.



# WHY DO THIS TRAINING?

**Most of this training is based off real and common experiences.**

**You are putting yourself in a position of influence and will be somebody people can come to for advice.**

**Everybody could encounter wellbeing issues, no matter what role you're in.**

**It also protects you and your own wellbeing!**





01.

**How could wellbeing and student welfare come into your role?**

**Answer Here**



**No event, project or  
campaign can be successful  
without the priority on  
wellbeing and inclusivity.**

02.

# WHAT IS A DISCLOSURE?

**A disclosure is making new or secret information to somebody else. It can happen in person, over the phone, through email and/ or social media.**

**People may disclose because to you because: it could be impacting their studies, they want help, to get it off their chest or to know somebody cares.**



# Disclosure or Report?

## Disclosure

Sharing information or a secret with somebody.

A disclosure does not have to become a report, and you can still get support for it.




## Report

The process of giving a formal account of something that has happened and is the first step in a formal disciplinary process.


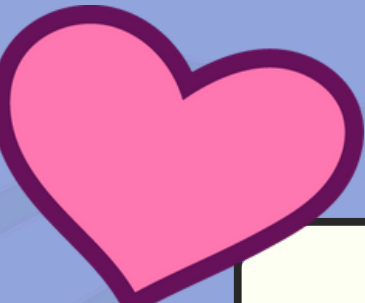


## 02. Types of Disclosures:


**Disclosures can be anything and there is no set list. However, common disclosures you may get as a committee member are as follows:**

- Sexual, Physical, Domestic or Emotional Abuse that somebody has experienced or is experiencing
  - Mental health concerns or thoughts of suicide/harming themselves
  - Coercive control or difficult relationships at home
  - Racism, Homophobia, sexism or other discriminate behaviour
  - Bullying or Harassment
- 





**What should you initially do if  
you think somebody is  
disclosing something to you?**



**Answer Here**



## **SHOULD do's:**

- Thank the student for reaching out to you.
- Make them feel validated and reassured.
- Acknowledge this might have been a big step for them to take.
- Find a quieter area to speak but NOT private.



## Should **NOT** do's:

- Promise them that you will keep it a secret.
- Promise them you can fix their issue.
- Respond in an overly emotional way.
- Prompt or encourage them to tell you the full story.
- Engage in physical contact without consent.



# SETTING BOUNDARIES

**It is important to set boundaries for your own sake.**

- Be clear about what your role is and its limitations.
- Make them aware that you are not personally able to offer advice but that you can help them find somebody who can.
- Be clear that you cannot keep the information confidential for both their welfare but also your own.



# CONFIDENTIALITY

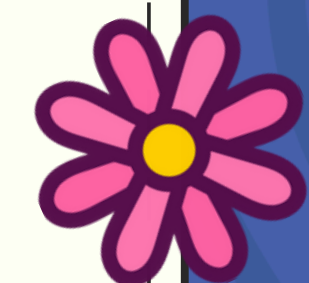


**Confidentiality means keeping information private and not sharing it with others unless you have permission.**

When it is okay to break confidentiality:

- When you feel the person is at risk to themselves or others
- When you need to get professional advice







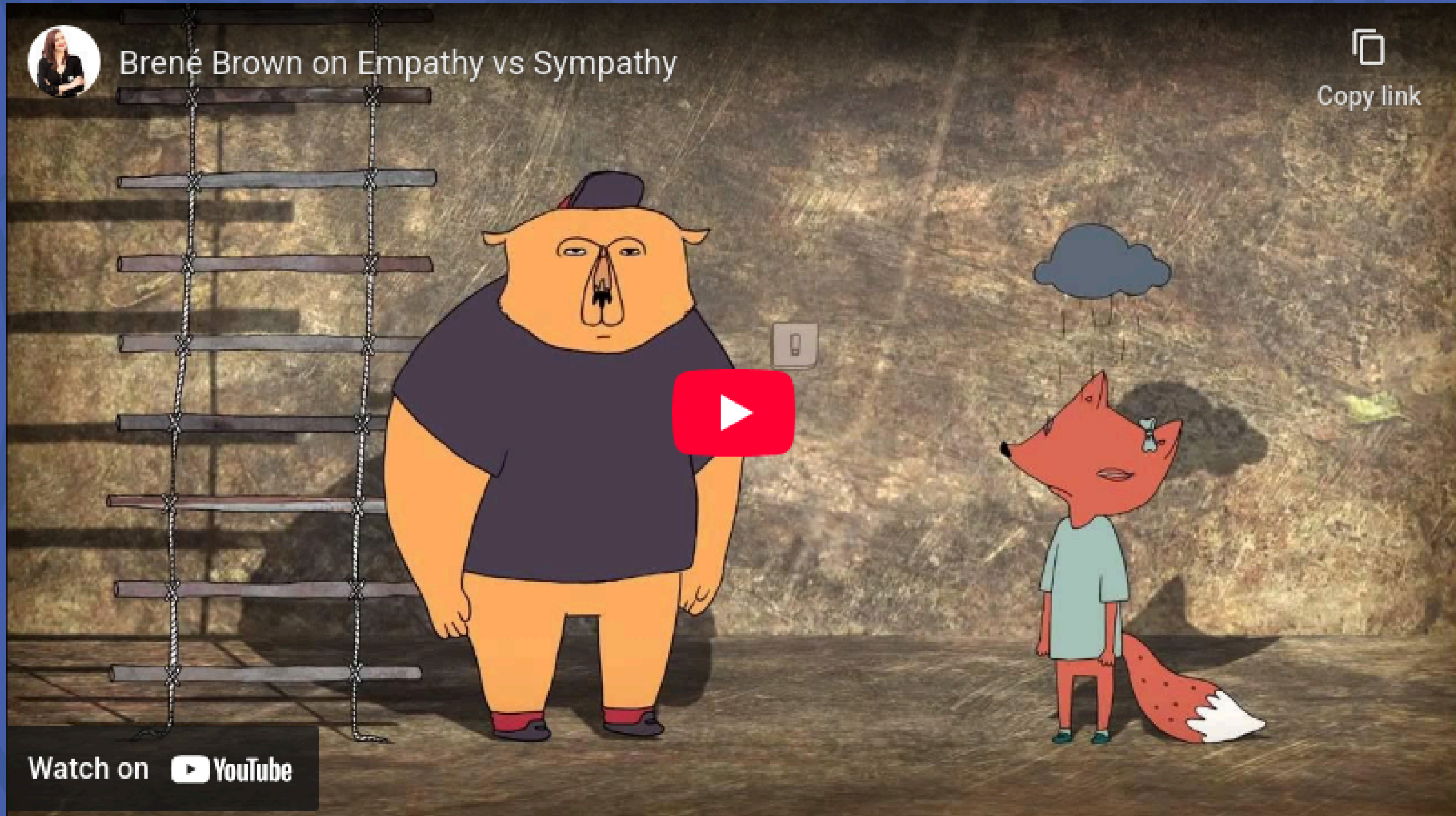
**Remember you are not a  
professional and cannot  
give them all the answers.**



***And that's okay!***



# EMPATHY VS SYMPATHY



03.

## Assessing the disclosure

Is the person in immediate danger to themselves or others?

Yes

Call 999 or the Universities Security Team 01162522888  
Find a safe and comfortable space until help arrives.

No

Is the issue wellbeing or conduct related?



## Wellbeing Related:






If distressed or in crisis:

- Out of Hours/Off Campus: Call 111, select option 2.
- 9am-5pm/On Campus: Call the university welfare team on 1185 or Security via SafeZone app

If disclosing or reporting something that's happened:

1. Report and Support (for reporting misconducts or harassment)
2. Contact the university at [wellbeing@le.ac.uk](mailto:wellbeing@le.ac.uk) or [standingtogether@le.ac.uk](mailto:standingtogether@le.ac.uk)
3. Guide them through finding specific support on the Hub of Hope.
4. If relevant, suggest going to the police to report any crimes

If struggling with mental health/showing signs of concern:

- Email [concerned@le.ac.uk](mailto:concerned@le.ac.uk) expressing your concerns for a fellow students welfare
- 
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# Practice Scenario:

A society member messages you saying they are having a difficult time at the moment and that they won't be coming to the next social. They say they have been quite depressed, and things have been getting worse because they're constantly stressed and worried about their exams.

**Initial response > Actions you need to take immediately > Long term steps**

**Answer Here**



04.

## Conduct Related:

If regarding bullying/abuse/harassment:

- Guide the affected student through the Report and Support system (university based).
- Guide them through finding specific support on the Hub of Hope if off campus or for non-university based support.
- Can contact concerned@ if the affected person does not reach out/accept help but you are still concerned for their wellbeing.

If regarding criminal offences:

Call 999 and ask to report a crime. We advise you also go through report and support as they can support you academically and mentally through the process.

If regarding anything else:

We recommend you email [advice@le.ac.uk](mailto:advice@le.ac.uk) or/as well as [concerned@le.ac.uk](mailto:concerned@le.ac.uk)  
Either teams can hopefully give you alternative options based off of the situation details

# Practice Scenario:

At the end of a lecture, a society member pulls you aside privately asking to speak to you. They say that one of your fellow committee members has been harassing them recently and they're not sure what to do. They also say that they no longer feel comfortable in sessions because of it.

**Initial response > Actions you need to take immediately > Long term steps**

**Answer Here**

## Knowing the SU Processes:

5. Formal Complaint

SU Complaints Procedure

4. Vote of No Confidence

Senate Regulation 11

3. Mediation

University Complaints Procedure

2. Emailing  
unionactivities

Report and Support

1. Addressing it  
Internally







# Knowing Senate Regulation 11:




11.54

Non-academic misconduct includes any act or behaviour that is detrimental to a member of staff, student or visitor to the University, its property, interests or to the reputation of the University.




Examples of non-academic misconduct are detailed below:

- Indecent or offensive behaviour or language expressed in any way, including verbally, in writing, through messaging services or on social media or physically
  - Harassment or unwanted behaviour on the grounds of race, disability, ethnicity, gender, sexual orientation, gender reassignment, age, religion, or belief
  - Organising or participating in initiation activities
  - Disruptive behaviour on University premises
  - Unauthorised use or misuse of property or facilities
  - Actions which may or do bring the University into disrepute
- 
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## Knowing the Complaints Procedure:



- Emailing [su-complaints@le.ac.uk](mailto:su-complaints@le.ac.uk)
  - Applied when a student leader or Society and/or Sports Club member displays inappropriate behaviour and/or acts outside the conduct of their role within an affiliated Students' Union activity or setting. 1.2.2 The Code of Conduct & Matrix can be applied to behaviour ranging from minor harm to the point of breaching University of Leicester Senate Regulation 11.
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# Follow Up



- Once you've followed the distressed/ disclosure procedure: you do not need to follow-up or check in.
  - You need to set and maintain boundaries throughout interactions with students.
  - The best way you can support them afterwards, is through your committee processes and promoting prevention techniques (where possible).
- 
- 

05.

## Looking After You

**Handling these situations can be difficult and mentally straining. Please do not take it on alone!**

**You can always reach out to [wellbeing@le.ac.uk](mailto:wellbeing@le.ac.uk) or call 111 for mental health support.**

**It's also worth taking time to destress, in whichever way works for you.**

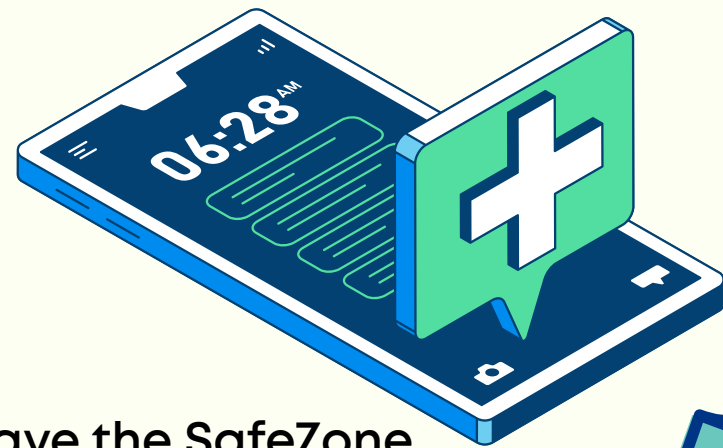


# Promoting Wellbeing

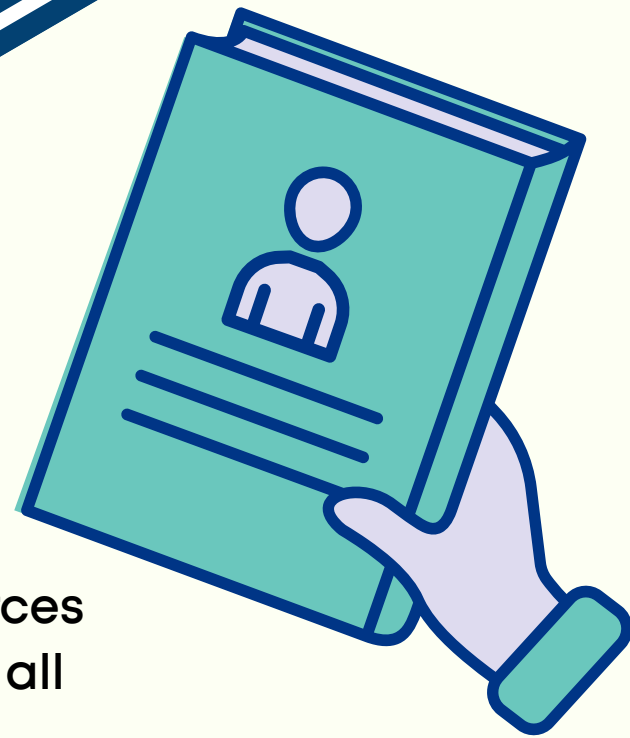
Give an example of a way you could promote better wellbeing within your role remit and activities.

Answer Here

# Recommendations:



Have the SafeZone app downloaded



Have guides and signposting resources easily available to all

Assess club culture problems and implement changes



Ensure considerations are made for those who may need more support



Setting expectations and regulations from the get go

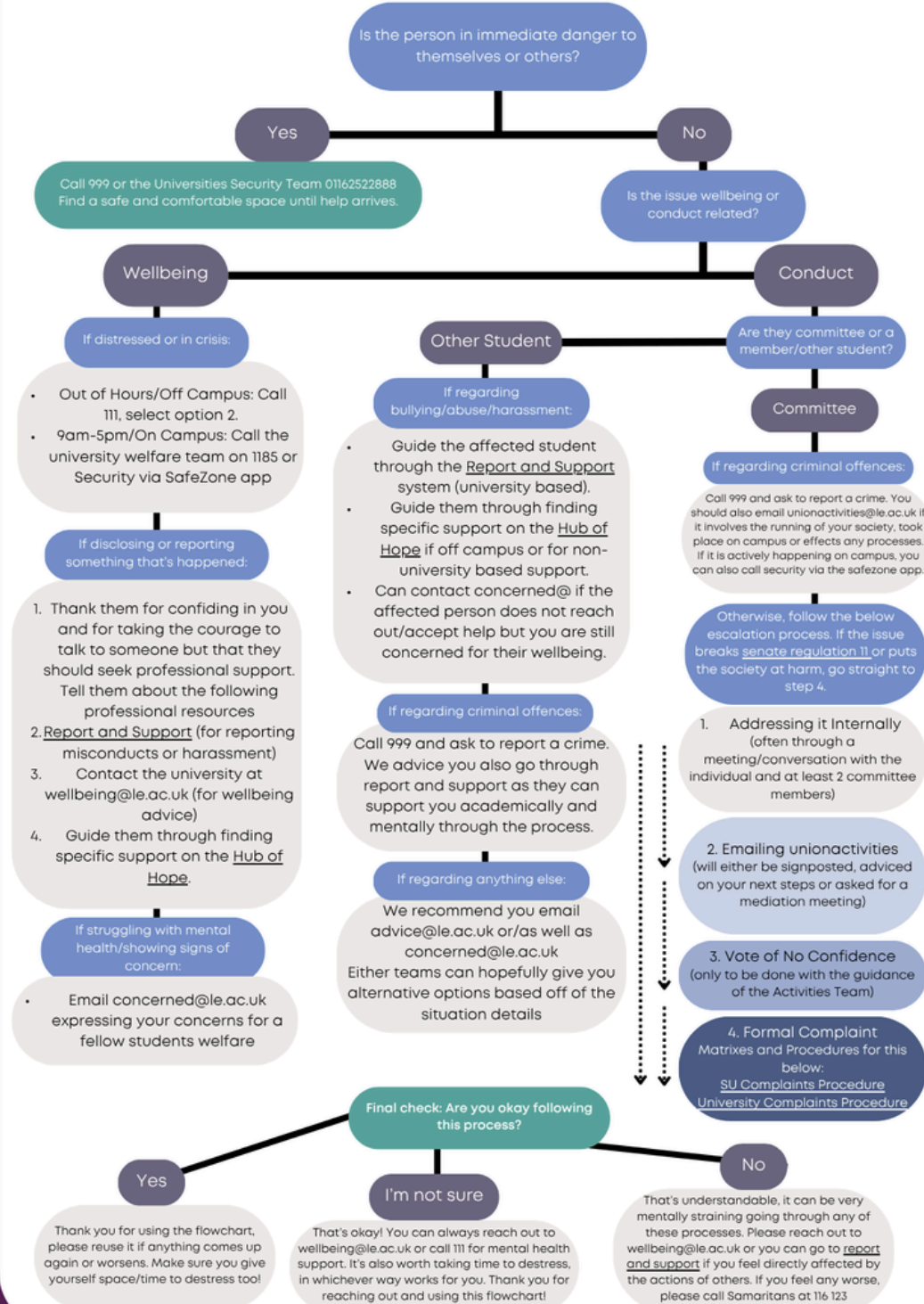


Advocate for your members and ensure issues are heard, not ignored or passed off as tradition



# FLOWCHART

## Misconduct and Managing Disclosures



If you are unsure at any point then please contact [su-complaints@le.ac.uk](mailto:su-complaints@le.ac.uk) for conduct issues and call 111 for medical/wellbeing advice



# **End of Training Quiz**

