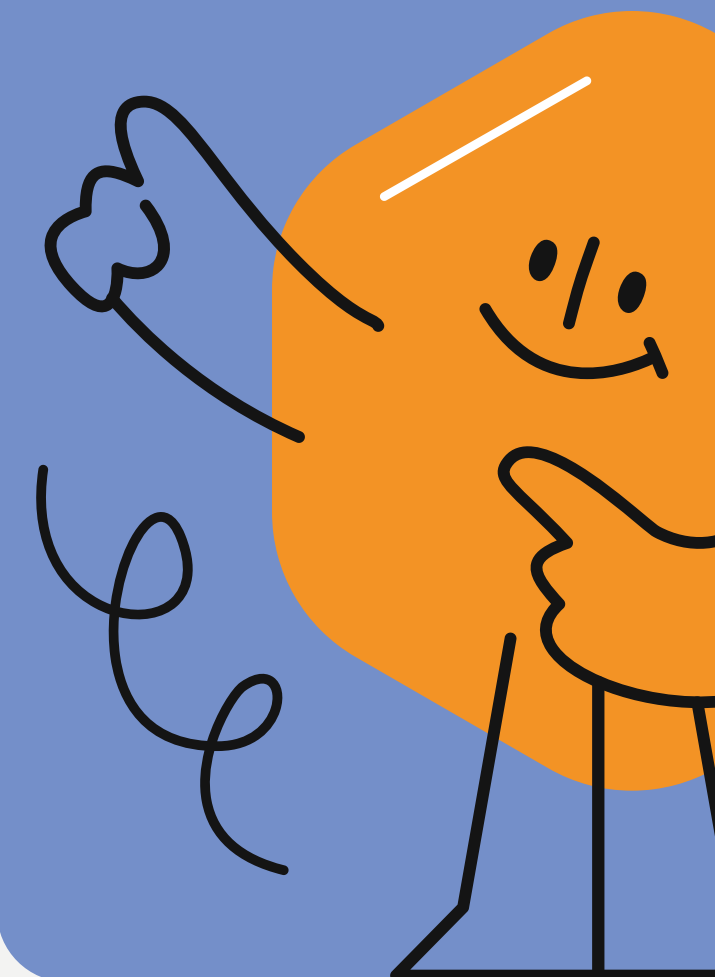
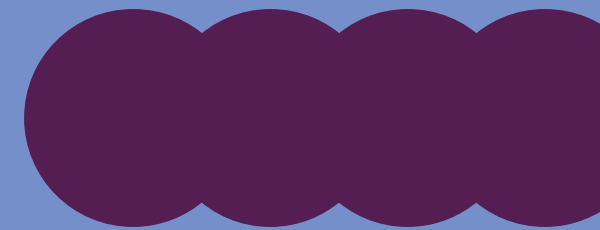
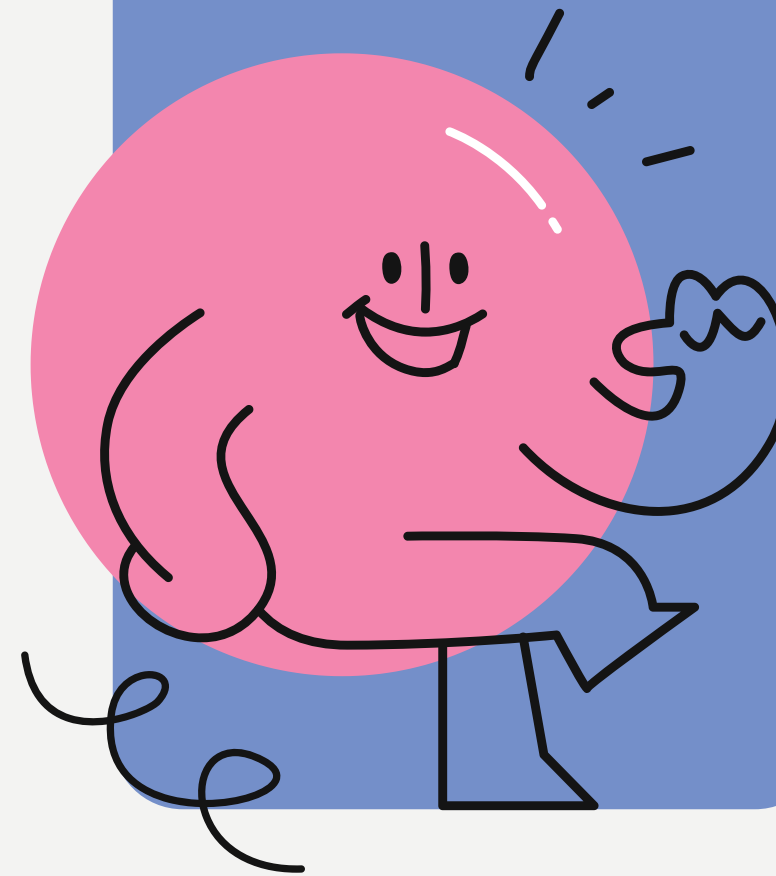


WELLBEING AND SUPPORT

Committee Training 26/27



LEICESTER
STUDENTS'
UNION





Individual Interactive:

HOW COULD WELLBEING AND STUDENT WELFARE COME INTO YOUR ROLE?

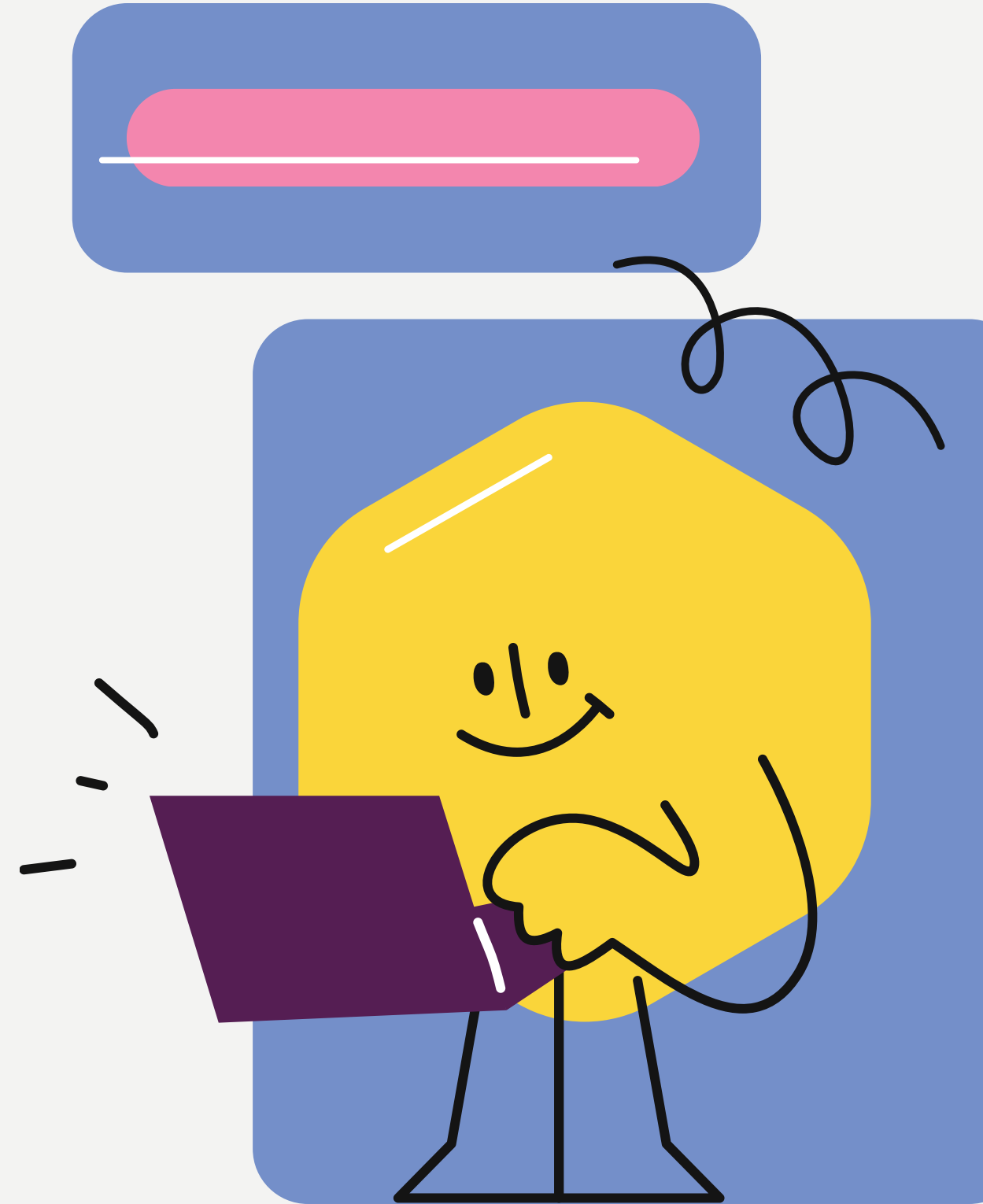
Both your general role on committee and the specifics of your position?





WHAT WE ARE COVERING

- 1 Where You Fit In
- 2 Managing Disclosures
- 3 Wellbeing and Mental Health
- 4 Misconduct and Complaints
- 5 Promoting Wellbeing





WHY DO THIS TRAINING?

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

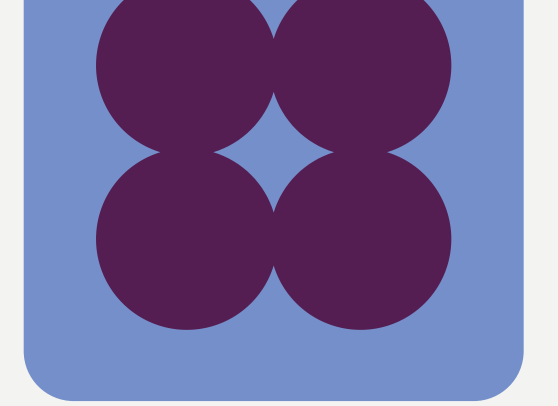
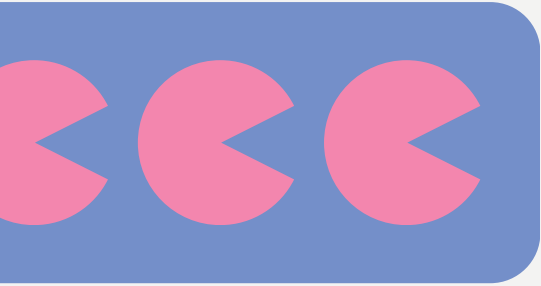
You are putting yourself in a position of influence and will be somebody people can come to for advice.

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

It also protects you and your own wellbeing!

Let's get started!





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.





WHERE YOU FIT IN

- ✔ You are a role model as a committee member. People are looking to you and see you as somebody with influence.

- ✔ You are leading a community. For some this might be their only safe space or social interaction.

- ✔ You are responsible for the events and activities you put on. If something goes wrong it is on you.





WHERE HAS IT COME IN BEFORE?

- Members of a society coming to committee members with welfare concerns such as bullying, harassment, mental crisis or sexual violence.

- Regulations not being followed and things going wrong because of it. This has lead to offence to others, violence against others and reputation damage.

- Situations occuring during events and socials that have lead to suspension of the society or individuals within it.

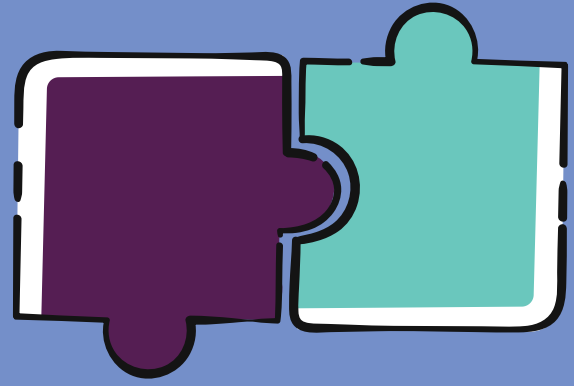




MANAGING DISCLOSURES

Committee Training 26/27

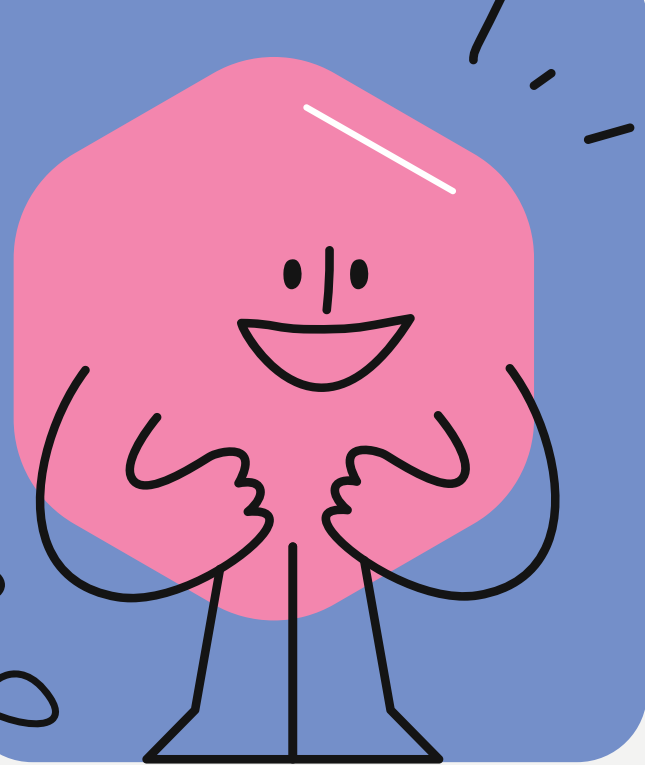




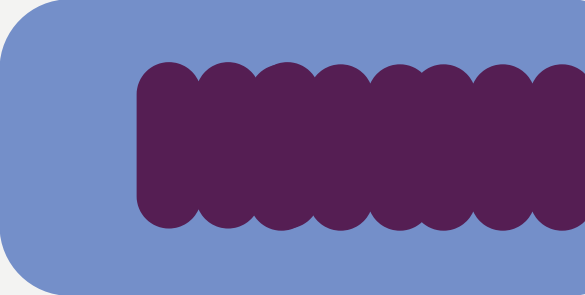
Breakout Interactive:

WHAT CAN A DISCLOSURE LOOK LIKE?





TYPES OF DISCLOSURES:



Sexual, Physical, Domestic or Emotional Abuse

Thoughts of suicide/harming themselves

Difficult relationships at home

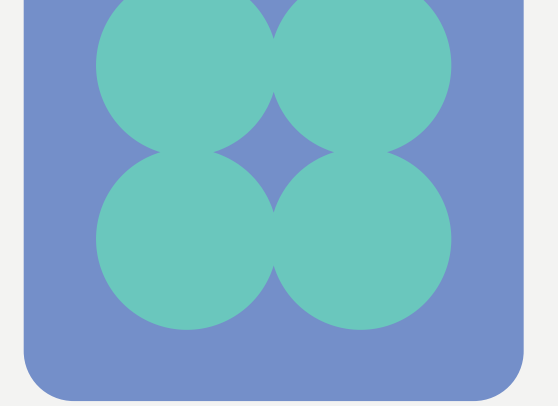
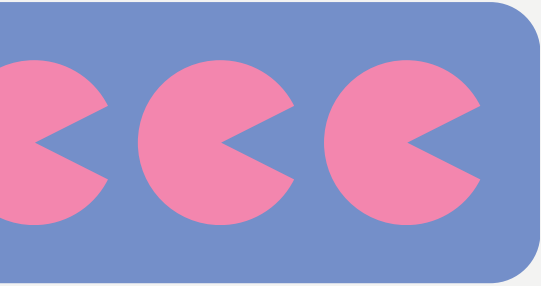
Prejudice or other discriminate behaviour

Bullying or Harassment

Ongoing, previous or potential future concerns

Disclosures can be anything and there is no set list.





DISCLOSURE OR REPORT?

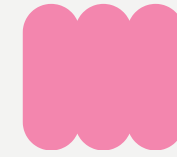
DISCLOSURE

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.





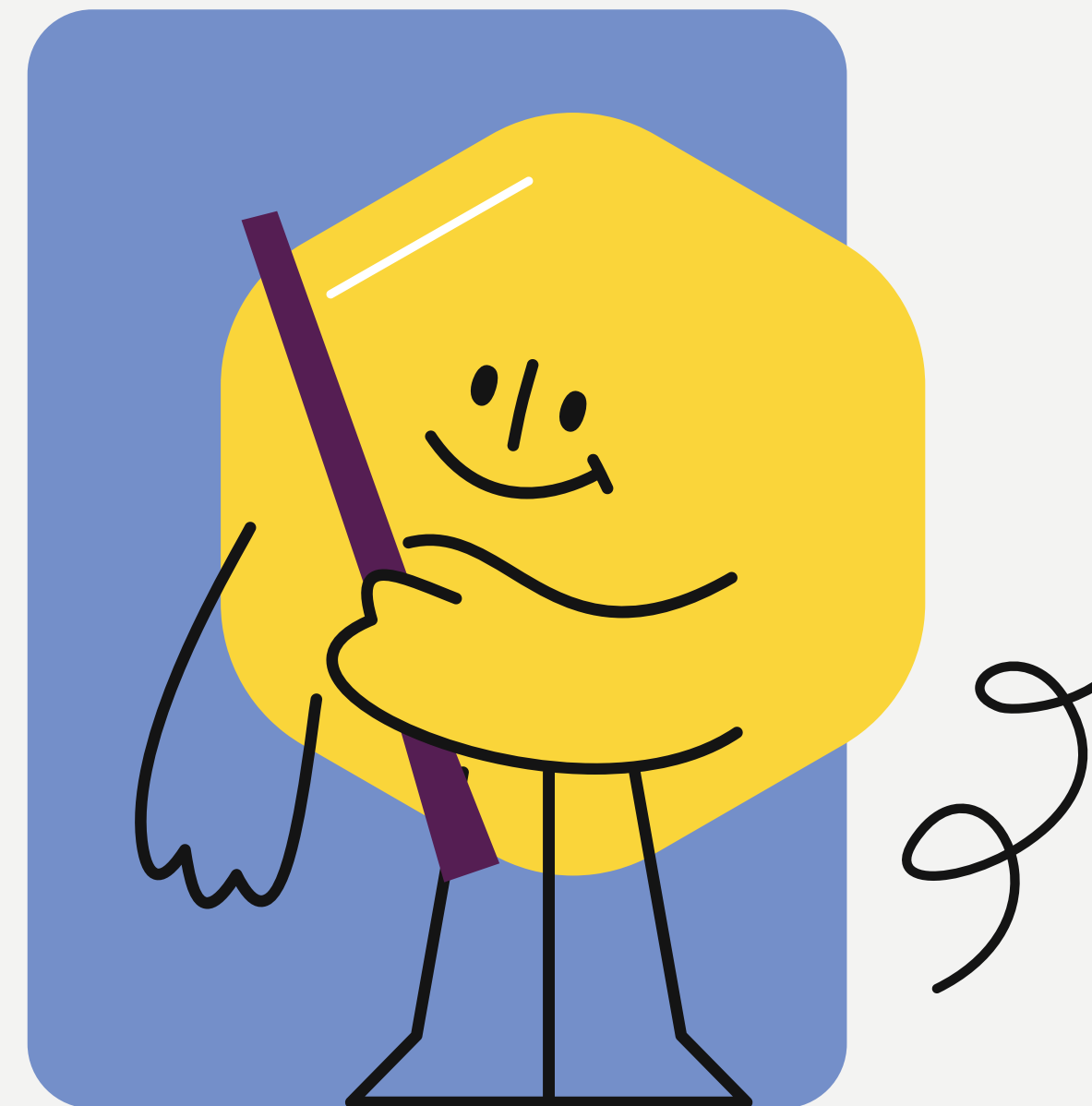
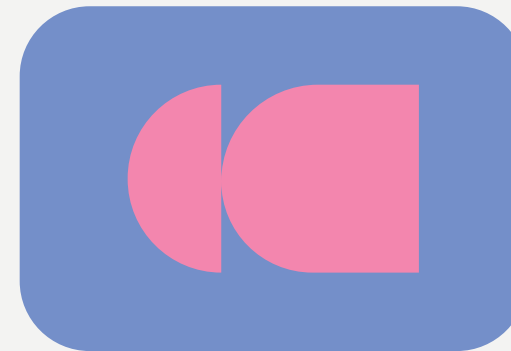
Individual Interactive:

IMAGINE YOU NEEDED TO MAKE A DISCLOSURE TO SOMEBODY

What would help you? How would you want to be responded to and what support would you need?



SHOULD NOT DO'S



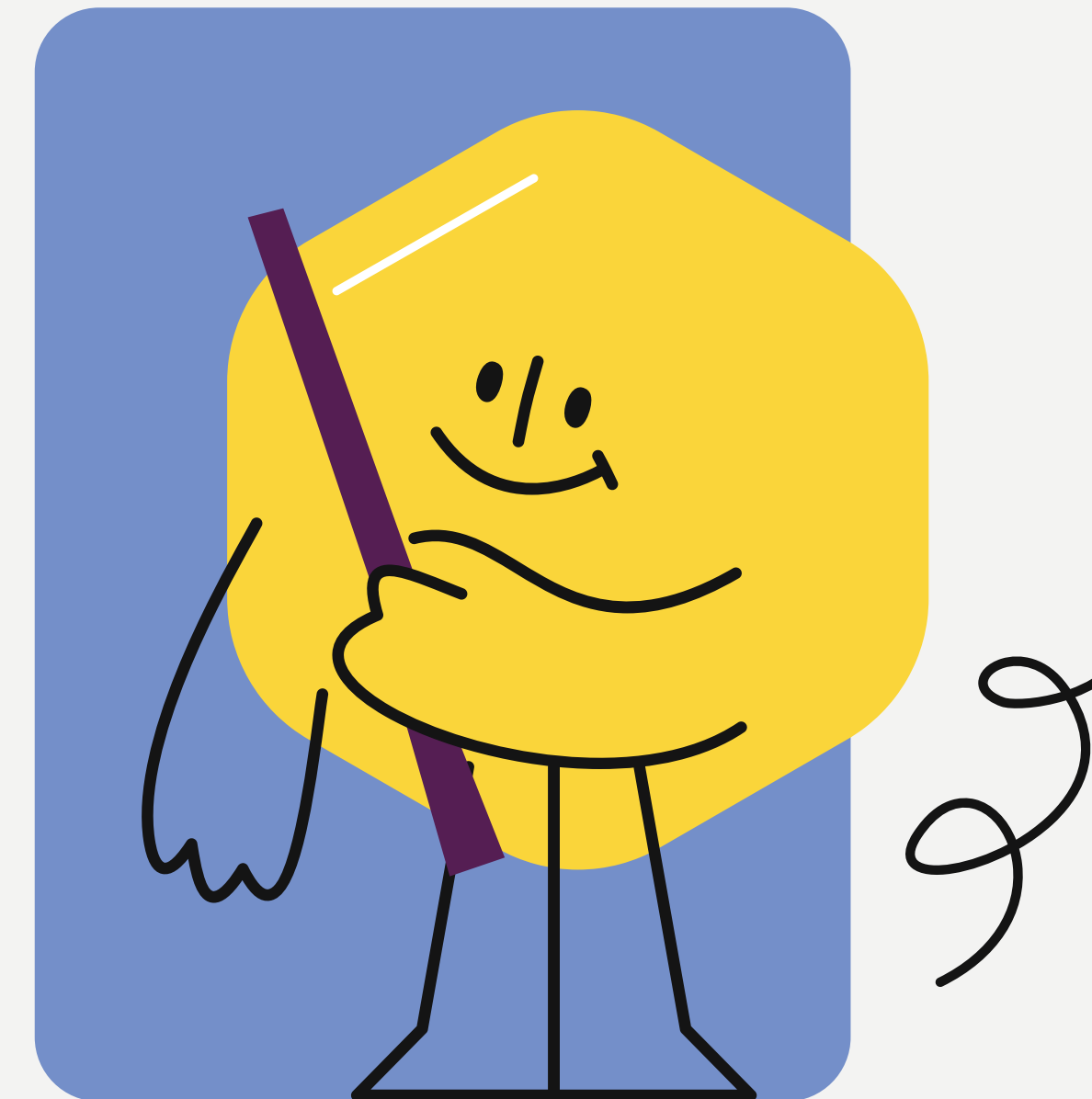
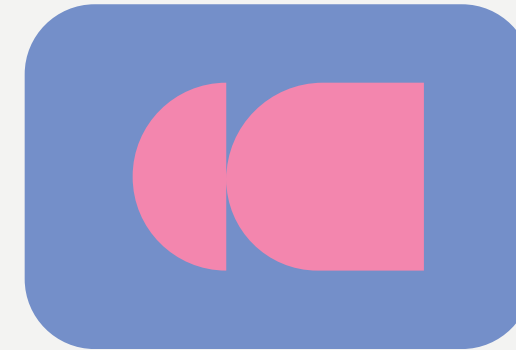
SHOULD NOT DO'S:

- ✔ Promise them anything .e.g. you will keep it secret or that you can fix the problem.

- ✔ Respond in an overly emotional way.

- ✔ Prompt or encourage them to tell you the fullstory.

- ✔ Engage in physical contact without consent.





SHOULD DO'S





SHOULD DO'S:

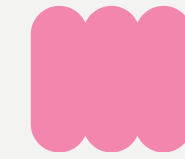
- ✔ Thank the student for reaching out to you.

- ✔ 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.





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

When is it okay to break confidentiality?

When you feel the person is at risk to themselves or others

When you need to get professional advice

To tell somebody else on committee or in the society.





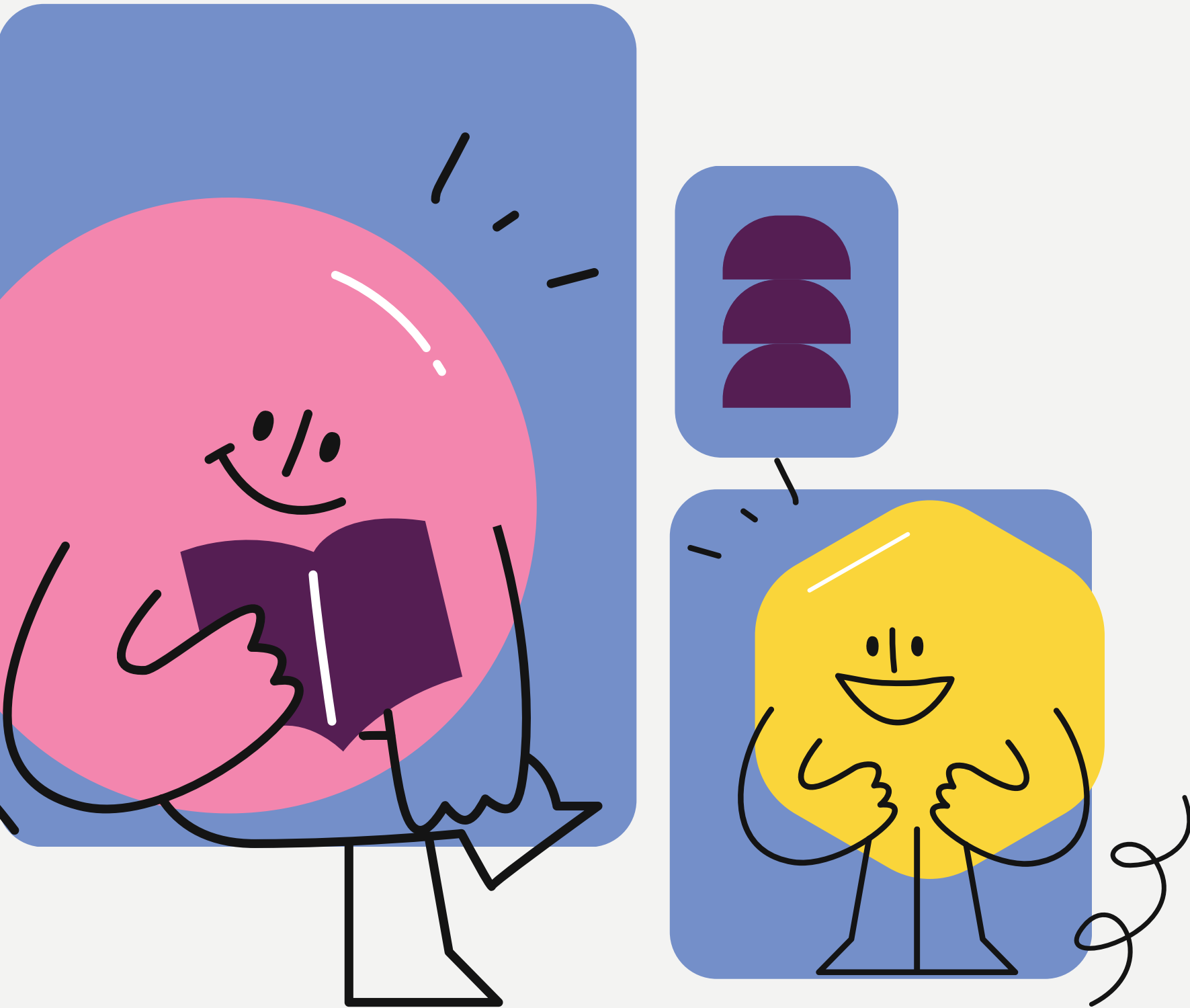
Brené Brown on Empathy vs Sympathy

Diana Simon Psihoterapeut



Watch on  YouTube

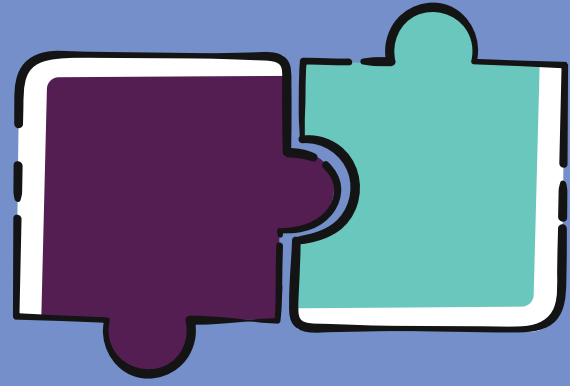




ASSESSING AND RESPONDING

Committee Training 26/27





Committee Training 26/27

WELLBEING AND MENTAL HEALTH





BREAKOUT SCENARIO:

A normally bubbly and proactive member of the group, appears low energy and quiet at today's session. This is out of character for them. They are not approaching anybody and look visually upset.

How would you react and approach this situation?





Is the person in immediate danger to themselves or others?

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



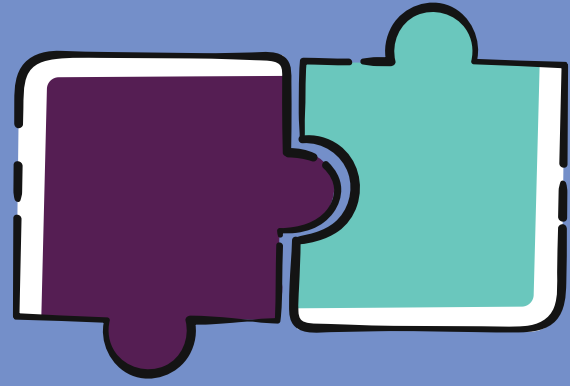
If distressed or in crisis:

- 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 struggling with mental health/showing signs of concern:

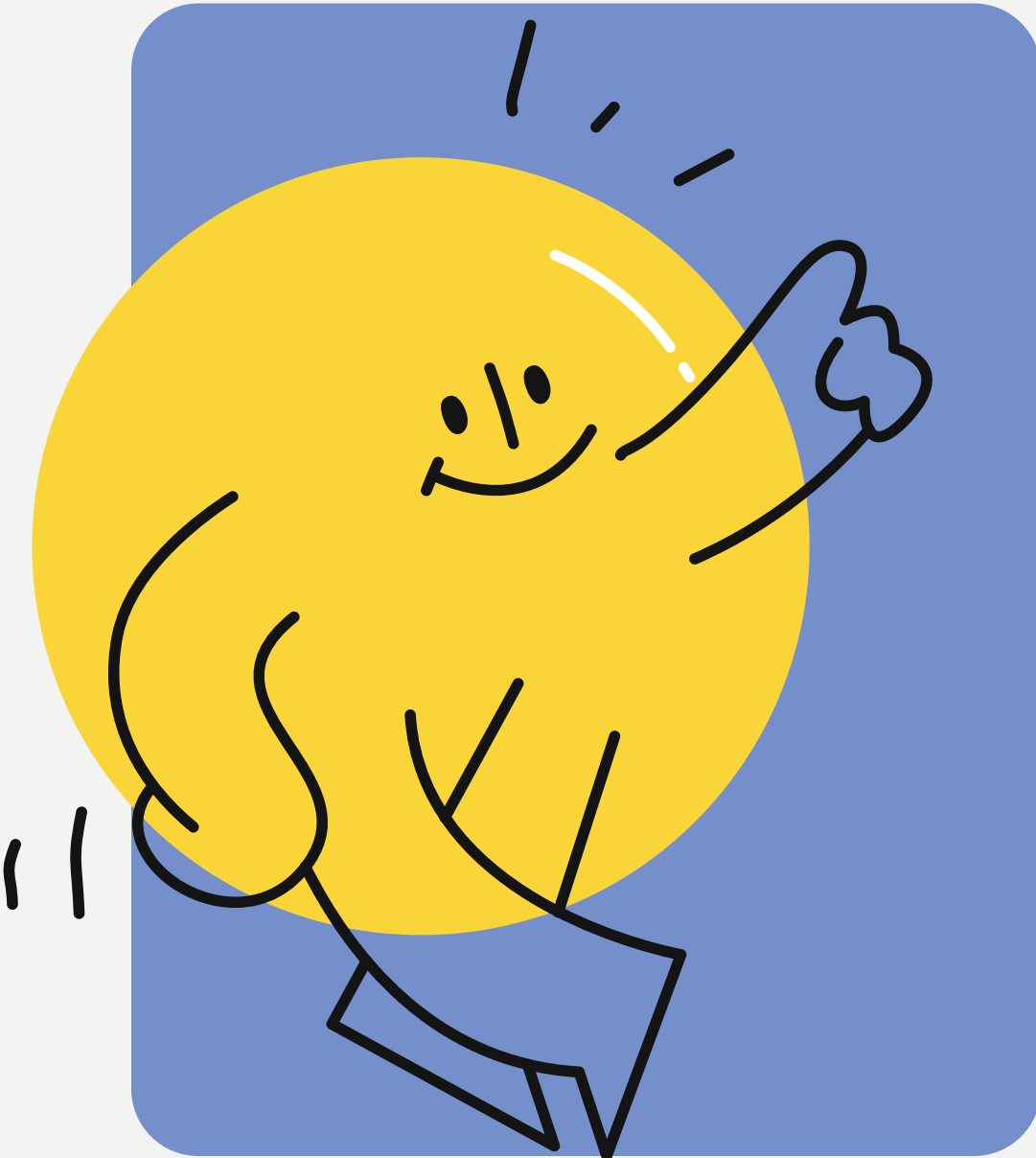
- Email concerned@le.ac.uk expressing your concerns for a fellow students welfare.
- [Report and Support](#) (for reporting misconducts or harassment)
- Guide them through finding specific support on the [Hub of Hope](#).





Committee Training 26/27

MISCONDUCT AND BEHAVIOUR





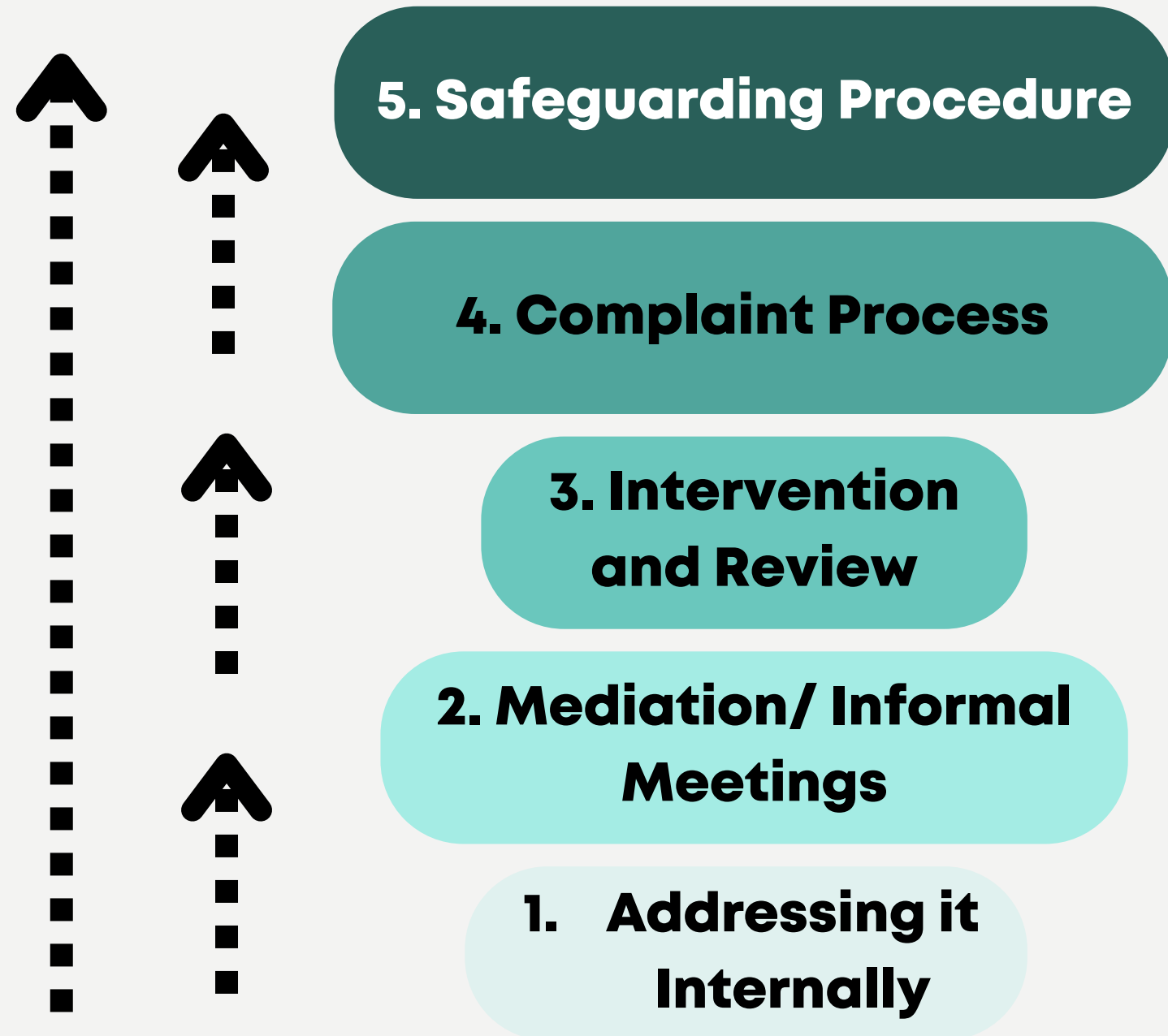
BREAKOUT SCENARIO:

The morning after a social, a member of your group messages you asking to talk about something that happened last night. They explain that one of the other committee members kept sexually harassing them and that they don't know what to do about it. They say that they now don't want to come to the session tonight.

What are you doing and what are you initially saying?



SU PROCESSES



The Key Details:

➤ Email unionactivities@le.ac.uk or su-complaints@le.ac.uk

➤ Reviews and assessments follow the code of conduct matrix as per the complaints process and senate regulation 11. For some cases we may also use the groups constitution.

➤ We may sometimes also refer you to Report and Support, depending on the context.





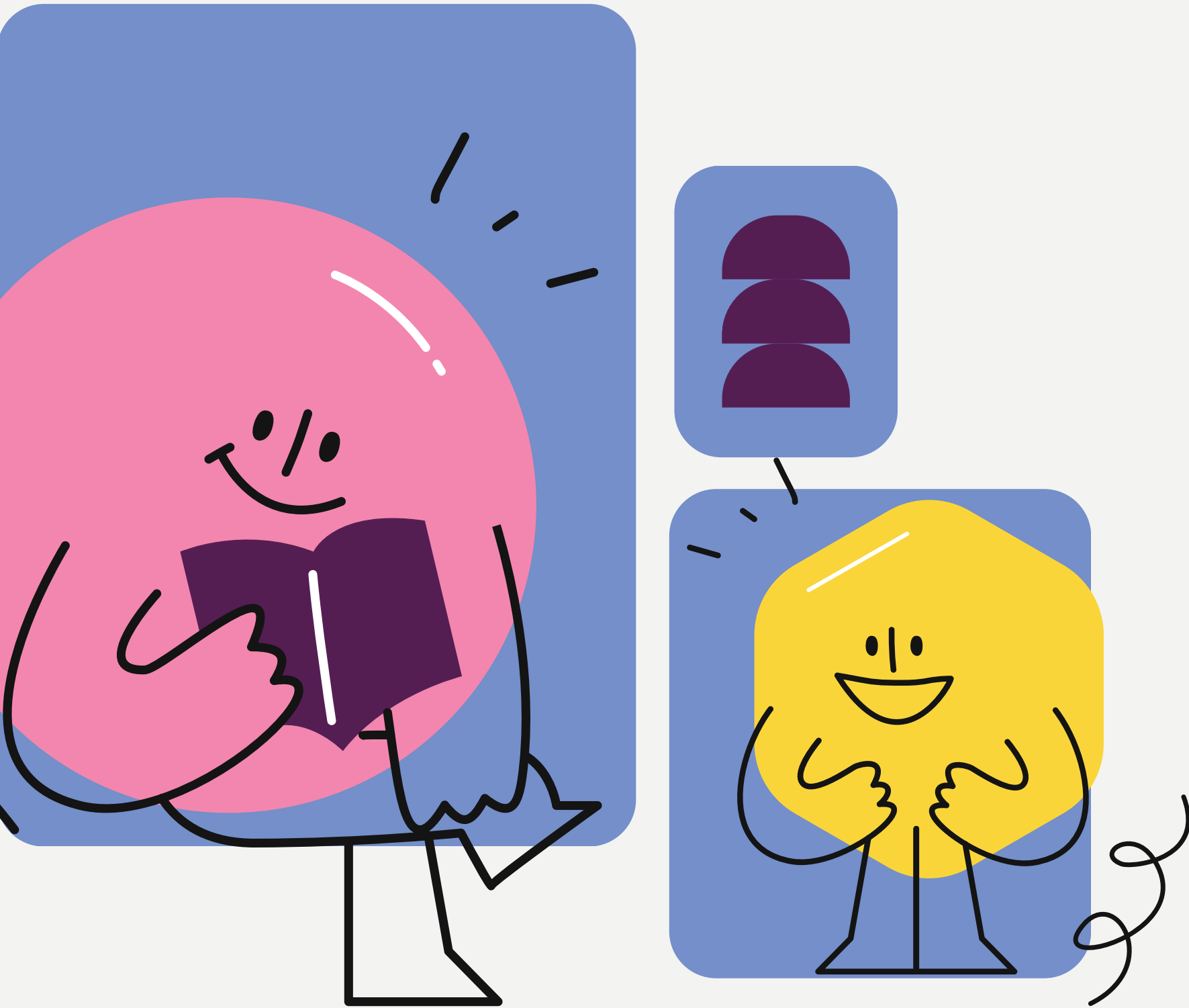
SENATE REGULATION 11

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





PROMOTING WELLBEING

Committee Training 26/27





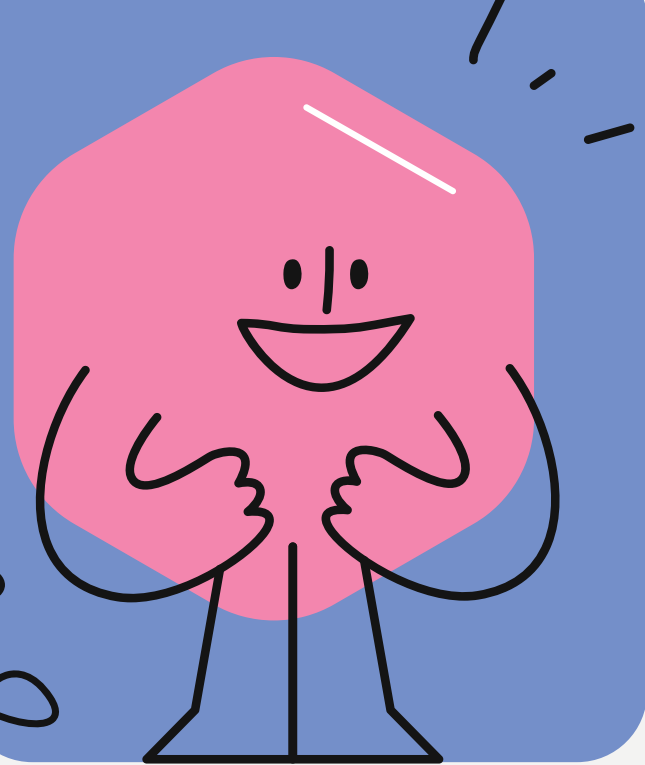
Individual Interactive:

HOW COULD YOU PROMOTE WELLBEING OR HELP WITH THE PREVENTION OF ISSUES WITHIN YOUR ROLE?

What could you put in place as prevention measures?

How could you show care and attention to your members?





EXAMPLES AND TIPS

Have the SafeZone app downloaded

Assess club culture problems and implement changes

Have guides and signposting resources easily available to all

Ensure considerations are made for those who may need more support

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

Setting expectations and regulations from the get go

And if you are ever unsure or need advice, just ask!

