

**Wellbeing, Community & Diversity Executive Minutes**

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| Date & time | Tuesday 21st March 5-7pm |
| Location | SU Board Room / Microsoft Teams |
| Attendance | * Molly Taylor (MT) – Wellbeing Advocate (Chair)
* Aran Pascual Quiros (APQ) – Representation and Democracy Coordinator (Secretary)
* Dan Curran (DC) – Head of Membership Engagement & Support
* Isaac Crosby (IC) – Disabled Students Collective Convenor
* Lucy Ham (LH) – Disabled Students Collective Convenor
* Jayden Bookout (JB) – Women & International Students Collective Convenor
* Shupin Liu (SL) – PGR Collective Convenor
* Molly Hanning (MH) – WCD co-opted member
* Dan Phillips (DP) – WCD co-opted member
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| Apologies | Maia Jarvis – SU President |

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| Item | Action | Responsible | Due |
| Design thinking around spiking | To work towards an improvement of the RHSU Spiked? Campaign | MT & MJ | ASAP |
| RHSU Spiked? Campaign focus group | To look into and action any needed changes | MJ | ASAP |
| Stressbusters | To amend Survey and send to students through R&I Coordinator | APQ | ASAP |
| Improvement Round Table | To make any amends and use documents for the upcoming Summer Elections | APQ | 3rd April |

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| Item | Notes | Action |
| Introduction | * DC introduces himself and Molly's role (Wellbeing Advocate)
* MT has been working as Wellbeing Advocate due to the VP Wellbeing & Diversity resignation
* MT updates that she has been in position for 2 months and has included leading Women's History Month during March, explains the new project Words for Women that she hopes will leave a legacy around those topics
* Introduces design thinking
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| Collectives & co-opted members update | * Introductions from
	+ Isaac Crosby
	+ Molly Hanning
	+ Dan Phillips
	+ Shupin Liu
	+ Jayden Bookout
* Mix between co-option votes and Collectives
* Common themes:
	+ Disabled Collective works as a student group and a representation body
	+ PGR Collective has been engaging in a more individual level and it has been working well. There is a huge gap between SU and the PGR Community, they might not feel a sense of belonging within the wider student body and this might cause disconnect and isolation
	+ MT relates back to student loneliness and how it's being targeted
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| Design thinking around spiking | * WCD attendees join the [Jamboard](https://jamboard.google.com/d/1S1u5rlrTGBbSfm1auglpv5UyuZY1d9osBJlPcQFR90M/edit?usp=sharing) (hyperlink) sent previous to the meeting
* MT introduces the concept of design thinking and the skills that will be developed in the session
* Main focus on knowledge and lived experience
* Task: research has been done in 4 different students unions and based on first initial thoughts:
	+ Does this answer my questions around spiking?
	+ Does this make me feel safer?
	+ Does it have any gaps?
* Split in groups to tackle the slides
* Common themes found in examples
	+ Example 1
		- Don't be a dick - something on understanding that those behaviours are unacceptable when you buy a ticket
		- Ensuring that people accept that those behaviours are unacceptable - you have to do a quiz before you purchase tickets but it's a bit confusing as to how often
		- Liability of spiking lies with perpetrators - how we balance actions to keep people safe and how we ensure that survivors don't feel responsible about the actions taken to them
		- Unsure if this is a resource that people would access
		- Ensure that people can actually approach security and that security are visually identifiable and approachable
		- Symptoms of drink spiking and spiking by needle is not consistent alongside the website
		- No victim support that is external, especially if the advice centre is closed at night
	+ Example 2
		- In general they are very ambitious ideas but lack of specific plan of how they are going to do it, it looks a bit utopic, mentions collaboration with external bodies but unsure how they are actually going to carry it out
		- Students would not be keen on bag searches and drug dogs
		- Honesty about what the Advice Centre is for
		- They have thought about stop tops for drinks which is very good practice and registration system (every attendee has to be registered online and guests are tied to a student)
		- Application of CCTV
		- Would be better if they could specify how the plan would work and how the working relationships with the external body would work
		- They talk about behaviours not being tolerated but do not talk about the consequences of it
		- Over policing would cause a lot of problems
		- Consequences have to be talked about and Loughborough have a consent video
		- Bag searches: in gigs, festivals and other things, pushing on drug detection can make people bring more harmful drugs as they can go undetected
		- Evidence of how well these policies have been upheld and closing the feedback loop, stats on how well they have worked and there needs to be improvement on external contacts
		- Good practice to let people keep their drink wherever they go
	+ Example 3
		- Lots of information
		- Doesn't actually have any anti-spiking measures explained or redirecting students to the right support place, it's only an action plan for the SU
		- Boost of MHFA
		- What is the actual impact, how far along have you actually got on
		- Constantly reviewing CCTV
		- Feels like listing things that can be done
		- Relax the no-drinks policy, the context has to be elaborated on and it does not make a lot of sense from the get go
		- There are no signposting measures in place, if a student wanted to go here
		- No measures for drink stoppers and nothing that is practically anti-spiking
	+ Example 4
		- Video - they are keen to use in Academics against Assault
		- It's received better and more engaging
		- Acknowledging that spiking does happen in venues
		- Reporting - is the support received afterwards, if people feel they are not going to be supported they are less likely to receive it better
		- How spiking is portrayed, highlighting what people think spiking is is a good way to engage students
		- More encouraging to take spiking survivors to go to the hospital to gather evidence
		- Priority should be to safeguard students, take people to a safe place
	+ What would you find appealing if you needed to find support for a friend on the website
		- Helplines and numbers have to be at the top of the page
		- Charities and websites, people that you can call for immediate action and to go get evidence
		- Video would be most engaging after that
		- Clear and concise, you don't need all information in one page, you can link other pages for more compartemalised support
		- Action plan and steps to take if you think you have been spiked should be separated
		- Phone numbers as well as URLs
		- Warwick have a nightline services but it is not put in the page
		- Having some of our own resource pack to avoid the frustration of being sent around services
	+ Mastercard emergency contact
		- Look into Reading SU Mastercard to hopefully implement for Freshers

ACTION: for MT and MJ to work towards an improvement of the RHSU Spiked? Campaign |  |
| RHSU Spiked? Campaign focus group | * Section on what to do if you think you have been spiked needs to be at the top of the page
* NHS page similarities, "is this an emergency" in contrast colours and make it easily identifying
* Video - what to do if you have been spiked
* Information is very concise, things stand out
* Illustrate the symptoms of spiking in a form of carrousel
* Did not know they provided spiking tests, and this should be very much shouted about
* Stop tops request should be clearer and supply should be consistent, so people don't feel
* Accessibility, there is a lot to go through first before you get to the how to get help
* More to scroll on a phone to get to the symptoms and even more on how to get help, it will be most likely that it will be accessed on a phone
* Actions to prevent should be made more prominent in venues and it should be right at the top of the page
* Information is not prioritised in the best way
* Reform the toolkit
	+ Needs to include resources
	+ Education on sexual violence
	+ Needs better presentation
* Toolkit need to be changed
* Resources are organisation-facing rather than student
	+ It has to be downloaded - maybe not the most accessible

ACTION: For MJ to look into and action any needed changes |  |
| Stressbusters | * Barriers to reducing stress
* [Survey](https://forms.gle/XBz7t17npydtN6tU7) notes
	+ What are the causes of examination stress and not linked it back to exam stress
	+ It can be distinct from all the contributing factors
	+ Perhaps removing "examination" to still have it relevant
* Toolkit on how to approach your course convenor
* Who to contact
* Relationships within the education schools
* Deadlines
* ECs - 1
	+ Reapplication
	+ College are aware that there is disconnect on the level of evidence
	+ There has not been a lot of movement yet but it has been acknowledged
	+ ECs can be a singular form of stress and this new process has affected people with long-term conditions
* Mental Health & Disability Support - 1
	+ Misconception on the fact that you have to have been affected by a condition for 12 months

ACTION: APQ to amend Survey and send to students through R&I Coordinator |  |
| Improvement Round Table – pre Summer elections | * General agreement on the documents sent on the meeting – given a week to add any further comments
* [Job Descriptions](https://docs.google.com/document/d/1tUuaGGc6pwKIxoAaEgJyzoQ77OzR2veTlbCsl4ixf_k/edit?usp=sharing), Officer Agreement, [Communities Definitions](https://docs.google.com/document/d/1Z0uf-_iOb0CafIzOefonYDTmyt7MwgQYFcg-0PtoU2I/edit?usp=sharing) and [Code of Conduct](https://docs.google.com/document/d/1uu9Wo4RHuvGY6Ufi2ysRQyiuuvahfIp69I-ttTG4Bw8/edit?usp=sharing) approved by WCD to go onto the Summer Elections.
* ACTION: APQ to make any amends and use documents for the upcoming Summer Elections
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