

**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 |
| 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 |  |
| 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 |  |
| 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 |  |