

Welfare Training

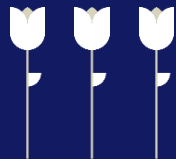
Jo Dixon
Sport Development Manager

Sam Cook
Peer Support Manager



Ground Rules

- Give everyone a chance to contribute and encourage others to do so.
- Everyone should contribute to a safe and non-judgemental learning environment.
- Some sections will discuss how to respond if someone discloses sexual harassment, bullying or discrimination. You can take a break from this session if you need to.
- Thumbs up = okay.



After this session, you will be able to...

... identify when students may need support.

... initiate good conversations with others about their wellbeing.

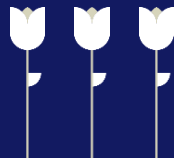
... understand empathetic and active listening skills.

... handle disclosures supportively and professionally

... understand professional boundaries and where yours are.

... signpost support services that are available to all students.

... explore how to make socials safer for members.



Good Conversations

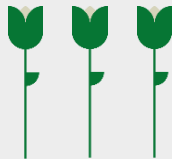


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You may be worried about someone if you spot changes in their behaviour

- Are they more withdrawn?
- Are they more distant in meetings/sessions?
- Are they crying a lot?
- Are they not performing as well as normal?
- Are there changes in eating habits?
- Are they not taking care of themselves?
- Are they lethargic, tired or preoccupied?
- Are there changes in how they speak?

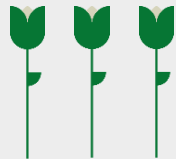


How to start a good conversation

- There are things you can do to help if someone comes to you with a wellbeing concern.
 - If you don't feel comfortable talking to them, signpost them to support services.
 - If you feel comfortable talking to them, find somewhere quiet without interruptions.
 - Some people – especially some men – find it easier to talk over a walk or an activity, when they don't have to look at the other person.
 - Try to find enough time – having to rush a conversation could leave them feeling more upset.
 - Keep things confidential, unless you are concerned for their safety. Explain this at the start of the conversation.



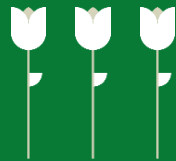
Empathetic Listening



How were Joy and Sadness' attempts to help Bing Bong different? Who was more successful in helping Bing Bong?



Handling Disclosures



Being treated with dignity and respect

- What actions or behaviours are harassment?
- Is bullying different to harassment?
- To find out more scan or click on the QR code.



What to do if someone discloses sexual harassment, bullying or discrimination

“Thank you for coming to me with this...”

“I believe you and want to help you the best I can...”

“Can I help you book an appointment with an SU Advisor or help you submit a Support and Report?”

“I may need to talk to a staff member so I can't promise that what we discuss will be kept confidential.”

“I will only share with relevant staff and will keep you informed along the way.”



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Your responsibilities

✓ DOs

- ✓ DO signpost support they can access.
- ✓ DO believe them and take every disclosure seriously.
- ✓ DO talk to a staff member in the SU in a confidential way, especially if you're worried about their safety.
- ✓ DO look after yourself and seek support if needed.

✗ DON'Ts

- ✗ DON'T make any judgements about what happened and those involved.
- ✗ DON'T investigate disclosures yourself.
- ✗ DON'T share disclosures with others, unless they are a member of SU staff.
- ✗ DON'T impose punishments yourself on those involved.



SU Advice and Support

- A team of Advisors who are independent to the University.
- You can get fast, confidential and non-judgemental advice on difficult situations relating to harassment and bullying.
- To find out more scan or click on the QR code.



SCAN ME



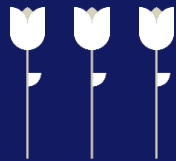
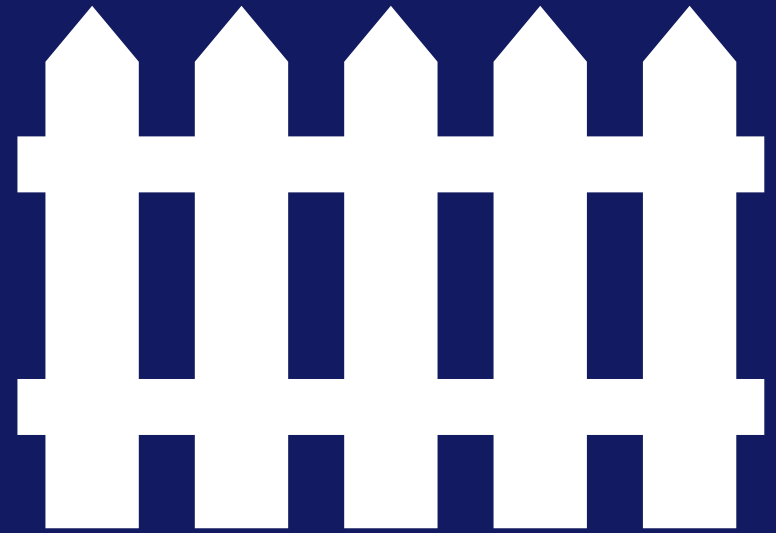
Support and Report

- Use this service if you need advice and support after experiencing or witnessing Harassment, Bullying or Discrimination.
- Your report goes to SU Advice or the University (usually Student Services) in confidence.
- You can use this service to access support for incidents on campus, at group socials and events off campus and incidents outside of University.
- If you leave your details, someone will contact you to talk about your options for how to proceed and to offer professional support.

www.bath.ac.uk/campaigns/report-and-support



Professional Boundaries



Understanding professional boundaries

- Boundaries can help facilitate positive, supportive relationships with our peers.
- Boundaries help structure how we support our peers –
 - Overstepping boundaries can cause problems for those we are supporting.
 - Having boundaries can protect us from uncomfortable situations.



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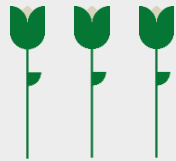
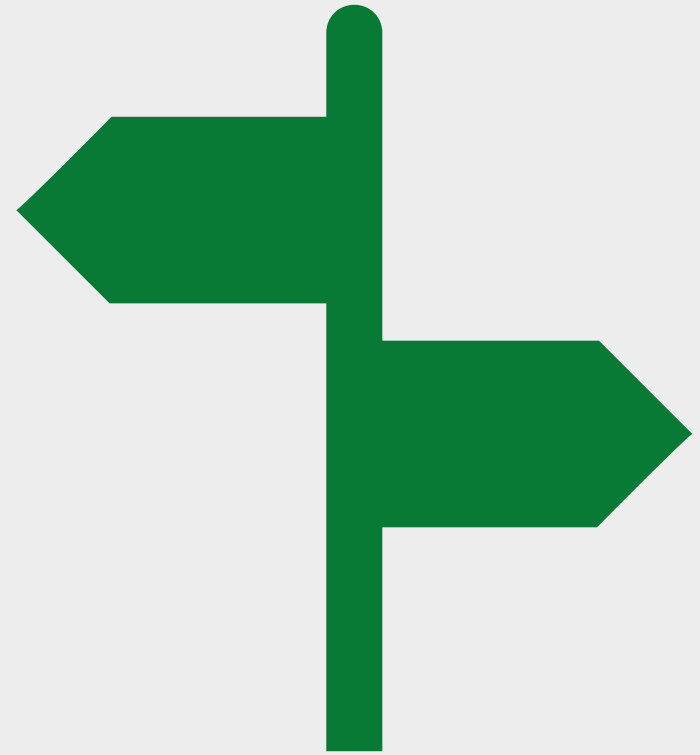


How do you feel about these scenarios?

1. A member of my group asks to borrow some money to attend a trip.
2. A member has made an allegation of harassment against another member and wants them banned from the group.
3. A member of my group has asked to have a chat with me in private but I'm not able to meet up right now.



Signposting Support



Your Responsibilities to Support Members

- You are a supporter not a fixer – if you are unsure, the best way you can help your peers is to signpost effectively.
- **Remember to look after yourself!**



What support would you signpost in these situations?

1. An international student is struggling to communicate with other members of your group as they aren't very confident with their English skills.
2. A student is struggling to sleep because their flatmates keep coming home drunk at 3am and it is making them uncomfortable.
3. A student is struggling with lots of difficult, emotional issues in their family and would like to talk to someone about it.

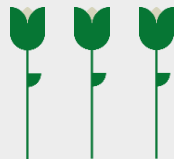


Tips for Signposting

- Where possible, give different options to help them find the right support for them.
- There is a signposting support webpage in the Student Leader Hub to help you find different options.

thesubath.com/student-leaders/links/signposting/

- Follow up with them a week or so later to see if they accessed support and how it went.

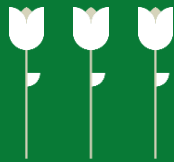


Disability Disclosure

- Members who buy a membership online (including free ones) will be sent a welcome message with a link to thesubath.com/disclosure.
- This gives them information about disclosing a disability and allows them to fill in a form which goes to the relevant department.
- We can then work with the student and your committee, if appropriate, to make sure any necessary adjustments are made where possible.



Group Behaviour



Socials Example

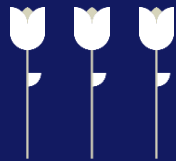
The Scuba Society holds an annual welcome social at the start of the year to introduce new members to the group. Everyone has to dress up as a different underwater creature and there are a series of challenges for the new members. These include drinking a pint down their snorkel, eating as much shellfish as they can and explicit drinking chants that can be heard down the road. This year, several new members were sick outside the venue and, as the venue is in a residential area, some local residents made complaints to the SU about the noise and the students' behaviour.

What were the issues in this scenario and what could the committee have done to make a safer social for their members?

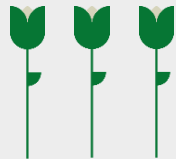


Wellbeing Online Module

This interactive, online module will build on the skills covered today to help you grow in confidence in supporting your fellow students. This will be sent round over the summer.



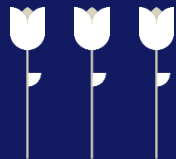
Remember to
look after
yourself!



Any
questions?



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Tuesday's Schedule

Session	Time	Session Title	Where	Deliverer
	5.00- 5.30	Welcome	CB 3.9	Sam Cook
First session	5.30 - 6.15	The Art of Standing not Sitting - Chair Training	CB 3.9	Activities Officer and Sports Officer
Second session	6.20 - 7.05			
First session	5.30 - 6.15	Show me the Money - Finance Training	CB 4.1	Finance Team
Second session	6.20 - 7.05			
First session	5.30 - 6.15	Welfare Training	CB 4.16	Sam Cook and Jo Dixon
Second session	6.20 - 7.05			
First session	5.30 - 6.15	Marketing Training	CB 3.1	Marketing Team
Second session	6.20 - 7.05			
	7.10 - 7.30	Round Up	CB 3.9	Sam Cook



Thursday's Schedule

Session	Time	Session Title	Where	Deliverer
	4.00- 4.30	Welcome	CB 2.6	Sam Cook
First session	4.30 - 5.15	The Art of Standing not Sitting - Chair Training	CB 2.6	Leah McCue and Chairs
Second session	5.20 - 6.05			
First session	4.30 - 5.15	Show me the Money - Finance Training	CB 5.1	Finance Team
Second session	5.20 - 6.05			
First session	4.30 - 5.15	Welfare Training	CB 4.1	Sam Cook and Jo Dixon
Second session	5.20 - 6.05			
First session	4.30 - 5.15	Marketing	CB 3.5	Marketing Team
Second session	5.20 - 6.05			
	6.10 - 6.30	Round Up	CB 2.6	Sam Cook

