



Inclusivity & Wellbeing Officer Training Guide

Congratulations on being elected as an Inclusivity & Wellbeing Officer! This is an incredibly important role in any club, society or committee. You are the committee member who ensures that all members feel welcomed and that inclusion is at the core of all club, society, committee activity. The role can be challenging but also incredibly rewarding.

This guide will help you on your way and give you tips and advice about approaching your role.

What is an inclusion officer?

Every club, society and committee has an Inclusion Officer. Yours is a core role, the direct contact for students who might face barriers to getting involved in your club, society, committee. A barrier could be being disabled, having a certain faith or belief or being a mature student, however there are many other examples.

To counteract these barriers, you might consider:

- Talking to new people at events,
- Introducing more inclusive socials/activities (think: time, location, activity, communication of the event; alongside some more specific adjustments discussed in the training),
- Calling out any inappropriate behaviour in your group or committee, but be mindful how you approach this
- Being there to talk to people who have concerns.

You may also want to reflect on the wider culture of your group (i.e. is it particularly alcohol heavy; is there a particular 'lad culture'; is it mostly geared to undergraduates rather than postgraduates or mature students)?

Things an inclusion officer should do

1. Welcome everybody who comes to any events, socials or meetings. It can be really hard to come along to a club/society activity and someone being friendly can make this first step to getting involved so much easier.
2. Potentially meet new members before the event in order to give them the confidence to attend.
3. Work with your other committee members to ensure that inclusion is taken into consideration in all group activities (e.g. balls, meals, walks, meetings, AGMs, awareness weeks, socials, online communication etc). Often the best way to be inclusive is to take feedback and suggestions from members, look to other societies and committees for good practice and organise a range of events. It is important for everyone to be able to get involved and it is good to aim for all society/ committee activities to be as accessible as possible.
4. Collaborate with other Committees of the Students' Union to host shared events.
5. Educate other group members on inclusion and continue to educate yourself.
6. If a student comes to you with a confidential question or about a specific requirement, then respect their request for confidentiality and do not share the details of your conversation with other students (or other members of committee unless absolutely necessary). If you don't know how to answer their question, you can contact opportunities@undebbangor.com. If the students' concern is about their mental health or wellbeing then please remember that the best thing that you can do is refer the student to the University's Wellbeing Service.
7. Sometimes as an Inclusivity & Wellbeing Officer you may hear other group/committee members saying inappropriate words or phrases, or acting in an offensive way. This may be intentional, or completely unintentional. As an Inclusivity & Wellbeing Officer it is your role to talk to people about this behaviour. This is sometimes called calling people out, and it is an important part of creating an inclusive environment. Please be mindful how this is done, if you are unsure, please reach out to opportunities@undebbangor.com. If someone continues to act inappropriately or offensively then raise your concerns with the Chair/President of your group.

Legally, the SU must uphold freedom of speech for all students, University staff and visitors. This does not allow people to speak unlawfully. Any unlawful discrimination, harassment, victimisation or hate speech should be challenged in line with the University's guidance. Members should feel free to express their beliefs, but they are also accountable for the consequences of their speech.

8. As the Inclusivity & Wellbeing Officer, members might come to you if they have had an argument or negative interaction with another member. These situations can be hard to handle. Normally the best thing to do is to start by having a calm conversation with the members who are involved

and trying to see if there is a solution that everyone is happy with. If however you are not able to resolve the situation with these conversations then you can seek advice by contacting the Opportunities Team here at Undeb Bangor: opportunities@undebbangor.com.

9. Publicise your position and the fact that you are there to support members. This is particularly important at the beginning of the academic year when there are taster sessions, first meetings or events. When doing this it is fine to be clear that you are not contactable 24/7 and to clarify how you like to be contacted (i.e. through email).

Why the role of an Inclusivity & Wellbeing Officer is important to your club, society, committee

- The SU is here to represent and provide services for all students. It is crucial therefore that our clubs and societies reflect the diversity of our membership and are inclusive and accessible to all.
- As such, clubs and societies should be committed to creating an inclusive and accessible environment, free from harassment and discrimination. To achieve this you'll need to be proactive, collecting feedback, listening to members, and bringing new ideas to the committee.

Considerations to keep in mind

Some groups of students are more likely to face extra barriers to getting involved in clubs and societies. It is important to remember that many people will fall into more than one of these groups and that the experience of getting involved in the SU is different for everyone. These groups include:

1. BAME Students
2. International Students
3. Students with Disabilities (including physical disabilities, mental health conditions and learning difficulties)
4. LGBT+ students
5. Women
6. Students of Faith
7. Mature Students
8. Students with families and caring responsibilities
9. Local/commuter Students
10. Postgraduate Students
11. Students from lower socio-economic backgrounds
12. Students with specific dietary requirements
13. Students with low confidence

