CHANGING THE CULTURE

RESPONDING TO CASES OF VIOLENCE AGAINST WOMEN, HARASSMENT AND HATE CRIME AFFECTING UNIVERSITY STUDENTS

DIRECTORY OF CASE STUDIES

Universities UK

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INTRODUCTION

Universities UK's *Changing the Culture*[1] report was based on the principle that all university students are entitled to enjoy a positive experience in a safe environment. Universities have a duty to develop an effective response to harassment, hate crime and sexual violence that we know takes place in any community. The taskforce established to examine the issue and its findings and recommendations are contained within the report. The report makes a series of recommendations with the intention of driving a university-wide strategic response to hate crime in all forms and particularly sexual violence.

In addition, the Pinsent Masons guidelines[2] provided support to universities in managing cases of misconduct related to sexual violence that may also be a criminal matter so updating the guidance offered in the Zellick report (1994)[3]. This builds on the work of the NUS in the Hidden Marks[4] and Stand by Me[5] campaigns.

This directory has been developed to demonstrate how universities have responded to both these reports and importantly to share initiatives and experiences within the higher education community in the UK and internationally.

Before the publication of the *Changing the Culture* report, universities were already taking steps to build effective response and support structures for incidents of hate crime and sexual violence when reported and students' unions were running campaigns and training for students around consent and bystander initiatives: some of these were evidenced in the report. It is timely now to consult the sector again to gauge the effectiveness of both reports and the impact they have made on how universities are building their response and support structures to 'change the culture'.

It is clear from the case studies submitted to UUK that universities and students' unions are continuing to evolve their thinking and practice following the publication of the reports in October 2016. These range from the development of sexual violence action plans to implementing reporting and support processes and recording incidents to awareness raising and staff /student training.

The case study directory contains 30 case studies at the time of writing but it is intended that the directory will be a developing resource bank and so will continue to grow as universities develop their thinking and practice and offer to share their experiences. Further submission of case studies is welcome and can be sent to Fiona Waye: fiona.waye@universitiesuk.ac.uk

[1] http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/changing-the-culture-final-report.aspx
[2] http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/guidance-for-higher-education-institutions.aspx
[3] https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/23549/42d324131bd90788bef69b1361547762/The_Zellick_Report.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1493901282&Signature=WEdRi797HKagiViFtde%2Fv2hGc80%3D
[4] https://www.nus.org.uk/Global/NUS_hidden_marks_report_2nd_edition_web.pdf
[5] http://www.nusconnect.org.uk/liberation/women-students/welfare-and-human-rights/standbyme

CONSULTATION

In April 2017, case studies were requested from universities via sector organisations that have membership in all UK regions:

- Academic Registrars' Council (ARC)
- Association of Managers of Student Services in Higher Education (AMOSSHE)
- Association of University Administrators (AUA)
- Association of Heads of University Administration (AHUA)
- University Mental Health Advisors Network (UMHAN)
- Staff and Educational Development Association (SEDA)
- Universities Human Resources (UHR)
- National Union of Students (NUS) Women's Officers

32 case studies were received, one was not used and one other resubmitted as a collaborative university/students' union case study. Contributors had the option to remain anonymous, all but one gave permission to be named as the work of a UK university or a students' union.

OBSERVATIONS

Many of the universities who responded with case studies have made successful bids to the recent Higher Education Funding Council for England (HEFCE) Catalyst fund[6] which has further supported a strategic and sustainable partnership approach to work in this area.

The language that universities are using to describe parties involved in incidents echo those used in the report so there is reference to victims/survivors and alleged perpetrators. However, some universities are using the term, 'reporting student' in place of victim/survivor. This is to maintain a neutrality of language in cases that are being investigated and not to move away from a first principle that students reporting an incident are believed, they are. It is to create a neutral space in which internal misconduct/disciplinary procedures can take place. In a different but related arena, Judge Henriques' report[7] on the Metropolitan Police handling of non-recent sexual abuse has advised on the use of neutral language. This may provide a controversial link but it is a considered legal point to note for universities when revising and drafting policy in this area.

The work to change the culture in the international higher education sector, particularly in the United States, Australia and Canada is noted. Universities UK will continue to look to existing practice and precedent for inspiration and learning while noting the differences in legal frameworks.

[6] http://www.hefce.ac.uk/funding/catalyst/
[7] http://news.met.police.uk/documents/report-independent-review-of-metropolitan-police-services-handling-of-non-recent-sexual-offence-investigations-61510

CASE STUDIES: THEMES

All case studies have been approved by each contributing university and/or students' union.

The case studies are ordered by theme:

1. commitment from senior leadership and ensuring an institution-wide approach
2. prevention of incidents
3. enabling an effective response: reporting and support processes
4. recording incidents
5. staff/student training
6. effective external relationships
7. drawing on good practice
8. online harassment and hate crime

1. COMMITMENT FROM SENIOR LEADERSHIP AND ENSURING AN INSTITUTION-WIDE APPROACH

CASE STUDY 1: UNIVERSITY OF ESSEX – SEXUAL VIOLENCE ACTION PLAN

Introduction

Our approach to tackling harassment, hate crime and gender based violence is to bring together stake-holders within the university and an external partner to deliver an action plan which has been endorsed by our council. The action plan was developed in response to the UUK taskforce report.

Objectives

- To provide a framework for taking this work forward which includes a mechanism for the university's senior team to maintain oversight of our strategic response to the UUK taskforce report.
- To adopt identified best practice through working with external experts.
- To ensure consistency of policy, practice and communications across the staff and student population.
- To provide an opportunity for a range of staff and students to feed into the discussion.

Overview

The key feature of this approach is the university-wide approach. The action plan has four sections:

1. leadership and oversight
2. policy and procedure
3. reporting
4. communications and training

Our Deputy Vice-Chancellor is the senior lead for this work and the Director of Human Resources and the Academic Registrar are the people responsible for delivering the actions, all of which will be completed by the end of the academic year 2017–18.

Other people involved include:

- Head of Equality and Diversity
- Head of Student Support
- Vice-President Welfare and Community, Students' Union
- Proctor
- Harassment Adviser
- Member of academic staff
- Campus trade unions

Challenges

No challenges to date.

Measuring success/outcomes

The action plan contains 21 actions with specific timescales. The impact will be measured through staff and student surveys, monitoring usage of reporting mechanisms and monitoring reports of allegations of harassment, hate crime or gender-based violence.

Three 'top tips' for other institutions

1. Seek an external partner to work with.
2. Engage people from across the organisation and the students' union.
3. Be realistic about what you can achieve and when.

Contact details

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CASE STUDY 2: UNIVERSITY OF EXETER – PROTOCOLS FOR REPORTING, CASE MANAGEMENT AND RECORDING OF INCIDENTS

Introduction

A Sexual Violence and Harassment Taskforce was convened engaging key stakeholders within the university as well as external partners. This led to a successful bid for catalyst funding from HEFCE in partnership with the students' guild.

Objectives

To develop:

- a specific sexual violence and harassment on campus policy
- new protocols across three distinct areas: awareness raising/prevention/reporting
- confidentiality and data protection, incident handling and recording/reporting
- the training and support required for students and staff who may have disclosures made to them. This was the basis of the catalyst funding bid
- a high-profile campaign relating to consent and harassment within the student community

Overview

The first strand of the project will provide a mandatory quiz to empower students to become active bystanders in situations they witness or become aware of themselves.

The second strand of campaign activity focusses on improving the quality of support for victims of sexual violence. Staff and student leaders will be trained in effective signposting, knowledge about sexual violence and strategies for providing initial support to students.

The project is jointly owned by the university and the students' guild.

Challenges

The co-ordination of many different parts of the university as well as external agencies was a logistical challenge. It is obviously a very sensitive subject and it was important to set the parameters for the project and ensure all parties were comfortable.

Measuring success/outcomes

'Success' may not be a reduction in reported cases, more may be received.

The HEFCE Catalyst Project has its own evaluation criteria; a report to reflect on successes will be made available to support the sharing of good practice.

Three 'top tips' for other institutions

1. Make sure you have the support and buy-in of the university executive team and governing body.
2. Ensure you involve as many internal and external stakeholders as possible.
3. Talk to other institutions – they often have great insights and examples of good practice.

Contact details

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CASE STUDY 3: UNIVERSITY OF ROEHAMPTON – RESPONDING TO UUK'S REPORT

Introduction

At the University of Roehampton, we believe that students should be able to study, socialise and live in a society where they are free from any form of violence or harassment.

As a direct consequence of the UUK report, the university set up a Sexual Assault and Harassment Working Group to tackle the issues our students face. The composition of the group was wide, chaired by the University Registrar members included our Head of Wellbeing, Head of College, Vice-President of the Students' Union for Welfare and Community and student representatives including the president of the feminist society.

Objectives

To develop, in partnership with our students, university wide initiatives related to prevention, response and support for students who have faced violence or harassment.

Overview

Thus far the group has been successful and the work can be broken up into 3 sections:

1. Prevention – discussions have been underway about training for students and we have recently been awarded £50,000 from HEFCE to develop bystander intervention
2. Response – how we respond to alleged student misconduct is currently being picked up in a review of our disciplinary regulations

3. Support – we already have a wide range of support in place including well established and highly trained student welfare officers but we are improving our communication strategy and looking to bring in independent support.

Challenges

Managing expectations is a challenge especially in terms of what can be delivered within the budget. Working closely with students as partners has been key to making things work.

Measuring success/outcomes

Through feedback from the students.

Three 'top tips' for other institutions

1. Engage with students as partners.
2. Have a clear communications plan.
3. Be open and not scared of thinking outside of the box.

Contact details

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2. PREVENTION OF INCIDENTS

CASE STUDY 4: DE MONTFORT UNIVERSITY – MANDALA PROJECT

Introduction

The Mandala project was launched with the aim of supporting students who are victims or survivors of sexual assault (and related incidents). The project offers a variety of different levels of support but most importantly is there to empathise, empower and listen to the student.

Objectives

- To provide a clear referral and reporting route for students.
- To provide awareness raising and bystander workshops.
- To take this work into outreach with local schools via Mandala ambassadors

Overview

Currently we have a team of over 20 first responders whose primary role is to signpost students to appropriate sources of internal and external support depending on their experiences.

The project supports students who have been through sexual, domestic, physical and online abuse. Other strands of the project are:

- *Take A Stand Workshops*
  To give students the tools and the confidence to call out abusive behaviour, as well as the mechanisms to report and escalate. This will encourage the development of a community where students challenge such behaviour together as active bystanders.

- *Outreach Work*
  The issues students are presenting with have begun at a younger age. Students will be trained as 'Mandala project ambassadors' and will work with local schools, to promote the tools and confidence to challenge unacceptable behaviour and the awareness of boundaries.

Challenges

- The biggest challenge was setting up a new system and recruiting a team who could support students.
- Striking the right balance in terms of the communications.

Measuring successes/outcomes

We will develop a process that measures our success effectively in the Autumn term 2017 after a year of operation. We have had an increase in the number of students who have reported which we view as a success.

Three 'top tips' for other institutions

1. Executive buy-in is a must.
2. Having a strong communications campaign. It can be daunting releasing content relating to sexual assault. Our communication campaign focuses on the fact that we are a university that has zero tolerance for this type of behaviour.
3. Engage with the students' union and students – their support and ideas are essential.

Contact details

Student & Academic Services with the Students' Union
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CASE STUDY 5: CANTERBURY CHRIST CHURCH – EXPECT RESPECT PROJECT

Introduction

As part of Canterbury Christ Church University's Expect Respect Project, the Effecting Cultural Change Group, working with the student communications unit and students' union, has developed a phased communications campaign titled 'Expect Respect': https://www.canterbury.ac.uk/expect-respect/expect-respect.aspx

Objectives

To stimulate open and honest conversations around sexual harassment and consent, while making it clear to staff and students that the university is committed to supporting our community to challenge behaviour and culture.

Overview

1. *Togetherness and Empowerment – Expect Respect*
   Reinforcing a commitment to being a welcoming and inclusive university with respect for all. The focus is on what "We" as a community, staff and students, can and will do together – that everyone is part of the solution.
   Action: Take a pledge and development of a website.

2. *Educating and understanding – Give Respect: a focus on Sexual Harassment and Consent*
   Stimulate open and honest conversations around sexual harassment and consent. There is more focus on us as individuals – encouraging us to be aware of our own behaviour, our interaction with others and of the impact this may have.
   Action**:** Take a stand and the development of a communications campaign with Kent Police.

3. *Applying our knowledge and learning – Respect for All*
   Share understanding within the university and external partners to ensure the impact has an even wider reach beyond the boundaries of the campus. It is emphasised that wherever sexual harassment or sexual assault takes place the university will support students and deal with any reports in a confidential and sensitive way.

Action: Roll out of the Zero Tolerance campaign with Canterbury City Council Licensing Team.

Challenges

As a university, we had not routinely had these conversations with students, so a phased approach was developed to begin the conversation.

Measuring success/outcomes

- 300 staff and students have taken the 'Expect Respect' Pledge
- 1,400 webpage views
- 3,000 hits on blog
- 11,000 Social media reach
- 5 roadshows with Christ Church Students' Union

Three 'top tips' for other institutions

1. Do not be afraid of having difficult conversations.
2. Ask students how to talk to other students.
3. Keep asking people to try something different.

Contact details

Ruth Wood, Student Communications Manager
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CASE STUDY 6: UNIVERSITY OF KENT STUDENTS' UNION – ZERO TOLERANCE POLICY

Introduction

Recent evidence from crime surveys, student surveys and professionals working with students has shown that there is a significant problem with sexual harassment, sexual coercion, rape and domestic abuse in student populations across England.

Objectives

The University of Kent has supported having the student union (Kent Union) accredited as a zero-tolerance union by the National Union of Students.

Overview

Following research undertaken by NUS in 2010 (*Hidden Marks*), a motion was passed within the Kent Union to adopt a zero tolerance to sexual harassment policy. The Kent Union has since developed an operational policy for their night-time economy outlets. The policy covers harassment of all visitors, students and staff as well as all types of discrimination. The policy covers unwelcome gestures or innuendos, groping, exposure and derogatory comments, with failure to comply leading to exclusion from the premises. Kent Union is now working on bringing zero tolerance citywide across Canterbury.

Challenges

- Ensuring that staff have the skills to monitor and police the policy.
- Ensuring that students are aware of the policy and feel confident reporting breaches.

Measuring success/outcomes

Reduced reported incidents of policy breach, and overall improvement in behaviour in all areas of union activity, including sports clubs and societies.

Three 'top tips' for other institutions

1. Work with your student union to develop a zero-tolerance policy.
2. Encourage your student union to become an accredited zero tolerance union by the National Union of Students.
3. Ensure that your Institution's policies, particularly in relation to non-academic discipline, are compatible with your student union's practice and policies.

Contact details

Becky Lamyman, Student EDI Officer
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CASE STUDY 7: LIVERPOOL GUILD OF STUDENTS – CAMPAIGN

Introduction

The guild recognised that sexual harassment and assault on campus was an important issue for students. We understood that jokes, cat calls and other comments were contributing to a wider culture that makes more serious harassment and assault acceptable.

Objectives

The primary aim was to raise awareness of the types of behaviour that are harassment and assault. We wanted to encourage students to challenge comments such as 'she'd get it' as unacceptable, and a contributor to a wider culture accepting of sexual assault.

We also aimed to empower students to report their experiences, and sought to raise awareness of how to access support services. We recognised that, while the overall aim is to reduce sexual harassment and assault, there may be an initial spike in cases due to an increased confidence in reporting.

Overview

The campaign involved:

- a web page on the Guild website
- inviting selfies of students supporting the campaign which were shared on our website, social media and within the guild
- posters promoting the campaign
- giant banner on the side of the guild building
- video including student officers and the vice-chancellor

Challenges

The main challenge was finding an engagement activity for students to show they had understood the message. We asked individuals to send in pictures of themselves covering their mouths with the slogan 'we have been silent too long.' While this was useful in measuring engagement there was concern that the message was unclear in terms of asking students to call it out and not stay silent.

Measuring success/outcomes

We focused on the reach of the campaign and engagement of students with the campaign. The engagement on social media worked well:

- over 8800 people reached via Facebook
- over 300 clicks on the Facebook posts
- nearly 800 views of the campaign video (target of 500)

Three 'top tips' for other institutions

1. Do not be afraid to use provocative language and challenge students' perception of the issue.
2. Work together with the university to ensure the message is endorsed across the board.
3. Engage the athletic union and sports teams as they are a key target audience.

Contact details

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CASE STUDY 8: MIDDLESEX UNIVERSITY – AWARENESS RAISING AND TOOLKIT

Introduction

The project is one of cultural change, whereby staff and student communities, supported through the implementation of a sector-specific training programme and toolkit, and an array of awareness-raising activities and initiatives, recognise, respond and actively challenge violence against women, harassment and hate crime.

Objectives

- For staff to feel confident in dealing with disclosures of sexual violence.
- For staff to understand safeguarding responsibilities.
- For students to feel safe, secure and confident to report incidents of abuse in all forms.
- To support the response to incidents which are also a criminal offence.
- To create a safe campus for all.

Overview

The Safeguarding Board is leading on the university's response to the UUK report. A project manager was assigned in April 2017 to develop a sector-specific toolkit and training model

and to implement the Pinsent Mason's 2016 guidelines, as well as to develop educational, collaborative, awareness-raising events and initiatives with the students' union and other partners.

Delivered through the university's institution-wide Cause4Concern procedure to ensure safeguarding is embedded across key functions and all staff groups, the project draws on the university's academic community to ensure training materials are rooted in pedagogy and academic research. The training package will importantly address the lack of safeguarding materials specific to higher education, as well as develop best practice in safeguarding students, and should therefore be of value to the sector.

Challenges

- Building internal and external partnerships.
- Getting buy-in from staff, particularly academics.

Measuring outcomes

Success will be measured by an increase in the number of disclosures to staff; an increase in staff referrals to the existing Cause4Concern team and through pre-and-post anonymous online surveys and focus groups with students and staff.

Three 'top tips' for other institutions

1. Utilise your academics to ensure credibility of resources.
2. Develop a simple reporting/referral system.
3. Ensure your policies and procedures are fit for purpose.

Contact

Ben Serlin, Safeguarding (students on campus) Project Manager
B.Serlin@mdx.ac.uk

CASE STUDY 9: SOUTHAMPTON SOLENT UNIVERSITY – 'WELLBEES' PROJECT

Introduction

Southampton Solent University established a strategy group and action plan to tackle sexism and lad culture, including sexual violence and unwanted sexual contact.

Objectives

To develop a sustainable, 'zero tolerance' approach by promoting a positive culture of equality, respect and dignity within the university and supporting the same in the wider community.

Overview

The strategy group includes; academic staff, students, student services, community police liaison, students' union; external voluntary organisations (including Rape Crisis), CPS and Hampshire Police's Serious Crime Unit.

A graduate associate (GA) was appointed on a one year contract to develop a peer education project. The “Wellbee” project is a student-led initiative to improve student’s wellbeing and resilience. The GA has developed two initiatives that fit within the university’s strategy:

- To work with local night time economy, the city council, the students’ union and the university’s external relations team to establish the introduction of the "Ask for Angela" scheme in local night time economy venues from Sept 2017.
- Creation of a short film, featuring a cross section of students which clearly defines consent.

In addition, the students’ union has introduced a seminar on sexual harassment in our Staff Inclusivity Seminar series to promote the zero-tolerance agenda for staff.

Challenges

‘Ask for Angela’ involved collaborating with internal and external stakeholders. Gaining ‘buy in’ from the night time economy was challenging. However, there is a city council/NTE joint scheme that encourages responsible licensing, particularly aimed at students; we linked the project to the aims of that scheme.

Measuring success/outcomes

- We will monitor the number of local venues that adopt the scheme and gather feedback.
- We will continue to monitor reports of sexual violence to see if an improved awareness encourage reporting has an impact.
- We will also measure the impact of the Bystander Intervention programme as suggested by UWE Bristol – University of the West of England in the framework.

Three ‘top tips’ for other institutions

1. Involve student partners including the students’ union and staff and students from relevant and interested courses eg Law, Criminology, Psychology.
2. Involve relevant external partners.
3. Review your current procedures to ensure appropriate safeguarding provisions are in place.

Contact details

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CASE STUDY 10: UNIVERSITY OF STIRLING – AWARENESS RAISING CAMPAIGN

Introduction

Launch of the university and students’ union strategy on Preventing & Tackling Sexual Violence & Misconduct; an awareness-raising campaign #IsThisOk? and a dedicated microsite: http://www.stir.ac.uk/tacklingsexualmisconduct/

Strategy & awareness-raising campaign: http://www.stir.ac.uk/student-support/sexualviolencemisconduct/strategylaunchisthisokcampaign/

Objectives

- To raise awareness and encourage a culture where our community is empowered and confident to challenge unacceptable behaviours/report incidents to the university or police.
- To reassure the university community that we are committed to preventing and tackling sexual violence and misconduct.
- To encourage victim/survivors to feel confident that they will be believed and supported if they do disclose.
- To make it clear to perpetrators that their behaviour will not be tolerated.

Overview

Our strategy sets out how we will work in partnership to prevent and tackle sexual violence and misconduct to:

- foster a culture where sexual violence, harassment and other forms of sexual misconduct are not tolerated and are actively challenged
- ensure that our staff and students are clear about their options and receive appropriate support
- ensure university and students' union staff are clear about how to respond to students/colleagues if they have been affected by sexual violence/misconduct
- improve our knowledge of the impact of our work

Challenges

This is a sensitive and challenging topic and there are many myths to overcome. It is vital to obtain senior leadership and the support of the students' union, as well as understanding and buy-in from senior communications staff. Providing a strong evidence base, harnessing the support of external expert partners and sharing examples of sector leading work elsewhere was particularly powerful, as was establishing a Strategic Coordination Group from the outset.

Measuring success/outcomes

We are developing an evaluation framework to assess the impact of the strategy initiatives. We will also evaluate the impact of training activities on the knowledge, confidence and attitudes of participants.

Three 'top tips' for other institutions

1. Develop strong collaborations with your students' union.
2. Establish a strong evidence base and capture good practice in other institutions.
3. Take university-wide approach: develop a holistic strategy and implementation plan and involve key stakeholders.

Contact details

Jill Stevenson, Head of Student Support Services
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3. ENABLING AN EFFECTIVE RESPONSE: REPORTING AND SUPPORT PROCESSES

CASE STUDY 11: GOLDSMITHS – BUILDING A STRATEGIC AND PRACTICAL RESPONSE

Introduction

The project is a collaborative initiative with partners across the college and external agencies, including student services, accommodation, students' union, the local GP practice, sexual assault response centre (SARC) and the police. The project is being monitored by the Sexual Harassment Advisory Board (SHAB), chaired by the deputy warden.

Objectives

To provide a clear and timely response to issues of harassment at Goldsmiths by:

- introducing a new sexual violence and harassment response team to manage reported cases
- training for all relevant staff that are part of this team or required to investigate cases of misconduct
- development of clear guidance on disclosure and reporting processes
- a Goldsmiths' students' union campaign
- raising awareness of consent via online accommodation induction

Overview

Students will understand what kind of behaviours constitute sexual violence and how to report incidents. They will have a safe space to disclose, discuss and decide next steps and then continue to have dedicated support throughout their time at university. The college will understand the number of reports and incidents per term/year.

Challenges

To ensure that the communication plan is robust and that the message is clear and accessible to all students and staff.

Measuring Success/outcomes

- Advice to college staff will be delivered as part of annual training, uptake will be measured. Improved relationships will be formed with the police, local SARC and domestic violence units and GPs.
- An increase in reports of incidents is expected.

Three 'top tips' for other institutions

1. Encourage an institution wide, collaborative approach.
2. Establish a task/ advisory group with senior management support to oversee strategy and be accountable for change.
3. Ensure additional resource is made available to create a zero-tolerance culture.

Contact details

Louise Jennings – Head of Student Advice and Wellbeing
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CASE STUDY 12: KEELE UNIVERSITY– SEXUAL VIOLENCE PREVENTION AND SUPPORT TEAM

Introduction

We began with a question: how can we ensure that the support we provide to survivors of sexual violence is appropriate, expert and meaningful?

Our resolution, informed through our work with LimeCulture, was to create a team of specialists called Sexual Violence Liaison Officers (SVLOs).

Objectives

The Sexual Violence Prevention and Support Team is responsible for ensuring that survivors are aware of what support is available to them and where this can be accessed. The service also assumes responsibility for raising awareness of issues related to sexual violence through the delivery of effective education and training across our campus community.

Effective and ongoing liaison with internal and external partners is key to the success of the service. Relationships have been developed with the police, sexual assault referral centre (SARC) and independent sexual violence advisers (ISVAs)

We have also revised our disciplinary policy and procedures which have been shared with our colleagues at Staffordshire University to ensure consistency and appropriateness of response for all students studying in higher education in North Staffordshire.

Overview

The effectiveness of the service could only be realised with commitment from the university's senior leadership team and with ongoing engagement with our stakeholders, across and beyond the university.

www.keele.ac.uk/studentservices/supportandwellbeing/sexualviolence/

Challenges

It is important to ensure that the SVLOs have the resilience required for this role; we have introduced formal supervision for all members of the team. Our proactive approach has resulted in an increased volume of cases, requiring the SVLOs to work flexibly, balancing this role alongside other existing commitments.

Measuring success/outcomes

An increase in the number of disclosures is considered a success. Monitoring how many students continue with their degree will also be a success measure. However, long term a qualitative evaluation with student interviews would be a more informative approach to assessing the impact of this initiative.

Three 'top tips' for other institutions

1. Work in partnership with appropriate external specialist services.
2. Ensure your team have appropriate training and support.
3. Ensure you have support from senior management.

Contact details

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CASE STUDY 13: UNIVERSITY OF KENT – POLICY, AWARENESS AND SUPPORT (SUMMARY OF FOUR INITIATIVES)

Introduction

Recent evidence from crime surveys, student surveys and professionals working with students has shown that there is a significant problem with sexual harassment, sexual coercion, rape and domestic abuse in student populations across England.

Objectives

The University of Kent introduced a range of initiatives to combat sexual harassment on campus including:

1. a Bystander Intervention Initiative
2. a Sexual Assault Responder team
3. e-learning resources for students and staff
4. development of policies and procedures

Overview 1

A Bystander Intervention Initiative originally developed by the University of the West of England (UWE) was piloted in 2016. Kent's Bystander Intervention Initiative aims to prevent sexual harassment by empowering students to act as prosocial citizens.

Challenges

Appropriate delivery of the course – the University of Kent has partnered with Rising Sun, a local domestic violence and abuse charity, to deliver the course.

Student recruitment – attendees were mainly female, we are seeking to improve male attendance.

The length of the course – takes place over four weeks and is difficult to slot into academic timetables. Potentially will become a credited module or a slim line version.

Measuring success/outcomes

Future aims are to collaborate with the students' union to access their student groups, building on previous work. The university was recently awarded £50K external funding from HEFCE to further develop the scheme for 2017–2018.

Three 'top tips' for other institutions

1. Trial the scheme within an academic school initially.
2. Offer credit for attendance and completion.
3. Access local expertise from support services and charities.

Overview 2

Sexual Assault Responders (SARs) were introduced in September 2016. The team of 20 staff volunteers operate on an on-call out of hour's rota. They offer support and guidance about the next steps that the student could take and if required the SAR will accompany the student to the police station and/or Maidstone's Sexual Assault Referral Centre, as well as signposting to other support services for ongoing support.

Challenges

- Securing appropriate levels of funding.
- Training (provided by East Kent Rape Line).
- The need to have guidance documentation in place at the outset so the team have a system to operate within.

Measuring success/outcomes

Statistics are tracked and monitored at the Managing Student Conduct Group, whose remit is to ensure a safe and secure campus community.

Three 'top tips' for other institutions

1. Have executive group level buy-in and source appropriate funding.
2. Have guidance documents and a safe room developed.
3. Work with local experts to provide the training.

Overview 3

The student 'Expect Respect' module aims to raise awareness of the university's student charter, dignity at study policy and consent. The e-learning module will be compulsory for students to complete as part of registration.

The staff e-learning module was rolled out across all academic schools and departments for the 2016–17 academic year.

Challenges

Linking the module to the registration process. It is run through Moodle, which is only accessible once a student has completed online registration.

Balancing the message so that it is suitable for different cultural backgrounds and demographics, ensuring that male students do not feel targeted.

Making all staff aware of the need to complete the e-training, not just those on front-line services. So far 30 staff have registered on the module.

Measuring success/outcomes

The 'Expect Respect' module will be launched for 2017 registration. The aim is for all students to have completed it within a three-year cycle. There will be ongoing monitoring of incident reports to measure impact via the university's Managing Student Conduct Group.

Three 'top tips' for other institutions

1. Institutional buy-in required due to the nature of a compulsory pre-registration module.
2. Message needs to be clear and balanced without scapegoating or targeting specific groups of students.
3. Be clear about how your registration process and technology map together.

Overview 4

The university produced three documents: dignity at study policy (umbrella policy for student experience), guidance for students and guidance for staff in relation to incidents of sexual assault or rape, all located at Student Services.

The university's sexual assault responders and college masters are trained to use the guidance.

Challenges

Ensuring that staff and students were aware of the guidance and that the documents were clear and user friendly.

Time to ensure that all guidance was fit for purpose via a consultation process, approved by the university student experience board.

Raising student awareness of the dignity at study policy was addressed through targeted campaigns.

Measuring success/outcomes

Incidents are reported at the termly managing student conduct group. This group's remit is to ensure a safe and secure campus community. Incident reports are monitored on a termly and annual basis.

Three 'top tips' for other institutions

1. Ensure you consult with external organisations for best practice recommendations
2. Ensure staff are trained to use the guidance (training was delivered to all Sexual Assault Responders); being aware is not enough
3. Hold a staff awareness forum to ensure that the guidance is cascaded throughout the university.

Contact details

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CASE STUDY 14: UNIVERSITY OF WINCHESTER – REPORTING AND SUPPORTING A ZERO-TOLERANCE APPROACH

Introduction

The programme was set up in response to the UUK's *Changing the Culture* report. The programme works collaboratively with the students' union to provide clear messages and processes for supporting students who experience sexual harassment or hate crime and makes clear the university's zero-tolerance approach.

Objectives

- To provide a visible and supportive route for students to disclose to trained members of staff.
- To create a support structure for individuals affected on both sides of a complaint.
- To promote a zero-tolerance approach.
- To conduct an anti-harassment campaign starting at induction and continuing throughout the year.

Overview

The university has established a network of trained 'Respect Contacts', comprising members of the students' union as well as professional and academic staff. These will be identified as the first point of contact for any student wishing to disclose concerns. The contact network will receive ongoing training and support, with four 'lead' contacts to maintain currency and expertise. The Respect Contacts are also available for staff to consult if they have any concerns about staff and/or students.

A key feature is that this is being set up in collaboration with other key partners, including legal professionals, local rape and sexual abuse counselling services, the police and ISVAs.

Challenges

Timings are tight to ensure that this is in place for the start of the 2017–18 academic year.

Measuring success and outcomes

We have secured agreement for a graduate intern who will conduct a survey to measure awareness of the impact of the campaign and the existence and purpose of the respect contacts. The contacts will also create a central record to hold and track information about cases brought to them so that trends and specificities can be analysed.

Three 'top tips' for other institutions

1. Start immediately and communicate clearly!
2. Ensure collaboration with students' union and senior management (access to resources and financing).
3. Remember it is doable.

Contact details

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Director of Student Services nicola.barden@winchester.ac.uk

4. RECORDING INCIDENTS

CASE STUDY 15: UNIVERSITY OF LANCASTER – UNISAFE APP

Introduction

The university in collaboration with the students' union designed a reporting applet called UniSafe to allow students to report crime and harassment.

Objectives

The aims of the project were to:

- improve the reporting of harassment and sexual assault
- enable the provision of better support to students
- improve student safety on campus and the city by responding to identified trends
- fulfil the university's strategic aim to…'Prevent harassment and bullying, with support mechanisms provided'

Overview

This is a partnership initiative between Lancaster University and the students' union. The owner of the initiative is the Provost of Student Experience, Colleges and the Library. The applet was designed internally by the university's information systems services department.

An incident is reported using UniSafe:

a) If a student has indicated that they need support. A counsellor/mental health adviser will contact them as soon as possible within working hours. This will ensure that the student is supported and any external referrals to specialist external agencies are completed.
b) If the report is anonymous the university is still able to take immediate action, eg if there has been a serious incident the university can determine how to be supportive to students who could be involved and/or use this information to track trends so that initiatives can be introduced to address recurring problem areas.

Unisafe was launched in September 2016.

Challenges

Getting the specification right.

Measuring success/outcomes

We expect to see the number of reports rise. Where we can identify trends we will be able to introduce initiatives to address problem areas.

A joint university/LUSU committee meets on a termly basis to consider UniSafe reporting in that period. The reports are also assessed daily to ensure that any serious items are picked up immediately.

UniSafe is being used on a regular basis, with a roughly 50:50 split in anonymous to named reporting.

Three 'top tips' for other institutions

1. Ensure that you work with your students' union.
2. Ensure that you have buy-in from a senior member of staff.
3. Ensure you get your specifications correct to prevent design delays.

Contact details

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CASE STUDY 16: LONDON SCHOOL OF ECONOMICS – ONLINE REPORTING

Introduction

In summer 2016, LSE launched an online reporting form for bullying and harassment, and an accompanying communications campaign, Report It. Stop It.

Objectives

The form is open to staff and to students. Individuals can report on their own behalf, or on behalf of a third party. The form also allows for anonymous reports.

Overview

The project has been led by the Equity, Diversity and Inclusion Taskforce.

Student reports are automatically directed to the student services centre and staff reports go directly to human resources. The online form is also supported by a new network of anti-bullying and anti-harassment advisers.

Challenges

The consultation process ensured that any concerns were identified and addressed before the form was released. Due to the rigorous legal checks undertaken, it took almost nine months to complete the consultation process.

Measuring success/outcomes

The online form also allows for centralised record keeping, to identify patterns and trends. Data monitoring and analysis is therefore made possible by the online form.

At a cultural level, we have had to challenge the view that an increase in reporting of bullying and harassment is problematic. In the short term, we expect reporting levels to rise and this will allow us to identify and address any underlying issues.

The online reporting project is accompanied by a HEFCE-funded programme of training on consent and positive bystander interventions in partnership with Rape Crisis London/Solace Women's Aid.

Three 'top tips' for other institutions

1) Consult widely. Our partnership with the students' union was particularly key.
2) Clearly indicate the timescales for responding to reports, and ensure that emergency contacts are provided for those who need urgent assistance, eg security, the police and Rape Crisis.
3) Keep working on communications, eg by publicising the effects of the reports being made. This will help build confidence in the initiative.

Contact details

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5. STUDENT AND STAFF TRAINING

CASE STUDY 17: UNIVERSITY OF CAMBRIDGE – STAFF TRAINING

Introduction

The University of Cambridge, in partnership with Rape Crisis Cambridge is delivering university-wide staff training around student disclosure of sexual misconduct and the support and reporting mechanisms available for students of the university.

Objectives

Given the other initiatives by the university, a rise is expected in the number of student disclosures of sexual misconduct. The training enables staff to develop confidence and the knowledge to react appropriately and sensitively to disclosures of sexual misconduct, providing students with confidence to disclose.

Overview

The two-hour staff training has been developed and is delivered in partnership with Rape Crisis Cambridge and covers the prevalence of rape and sexual violence, its definition and the legal framework; attitudes, the effect and impact of sexual violence; barriers to disclosure and reporting; working with and supporting survivors; internal and external sources of support and the university procedure for reporting student cases of harassment or sexual misconduct.

Challenges

The training is open to all staff, but it is likely that only those who have an interest in the topic will attend. To ensure the training meets its objectives, we are targeting key staff groups, including departmental administrators and tutors, with publicity to ensure that staff who may be more likely to receive disclosures receive the training.

Measuring success/outcomes

Success will be measured by the number of attendees and their evaluations. At the inaugural session, 39 staff attended with 36 rating the session as 'very good' or 'excellent'. A rise in disclosures to the university will also be a success criterion but this could be impacted by other initiatives.

Three 'top tips' for other institutions

1. Work with specialists (Rape Crisis).
2. Be prepared to pay the specialists; the money supports the specialist organisation.
3. Start the conversation; facts challenge the 'it doesn't happen here' reaction

Contact details

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CASE STUDY 18: UNIVERSITY OF CHESTER – PEER LED TRAINING (INCLUDING WITH FURTHER EDUCATION COLLEGE PARTNERS)

Introduction

We are currently encompassing several approaches and activities aimed at addressing harassment at the university. This includes students' union organised campaigns, piloting the University of the West of England (UWE) Bystander Awareness Initiative in the Law School, the recent formation of a strategic 'Sexual Violence Taskforce' and a recent successful HEFCE bid which will consider the value of a peer-led behavioural change programme for further education learners.

Objectives

- To develop peer led awareness and training to further education learners.
- To explore further bystander prevention initiatives at Chester.
- Students' unions campaigns will continue to raise the profile of consent and sexual violence.

Overview

We have piloted the UWE programme and via the HEFCE bid and we will be considering the value of behavioural change for sexual consent. We hope to explore how a behavioural change programme delivered by peers to further education learners differs from staff delivering to university learners.

Working in close partnership with Reaseheath College, an institution that recruits both higher and further education learners, the project aims to identify and train students at the University of Chester students who will then deliver bystander intervention training to students at Reaseheath.

Challenges

Much of the initiative is yet to be implemented so it is difficult to comment fully on any challenges and meaningful adaptations of the proposed initiative.

Measuring success/outcomes

We used questionnaires provided by UWE to assess beliefs of participants and the pilot itself and intend to use questionnaires again to assess the HEFCE project.

Three 'top tips' for other institutions

1. Identify a range of people across the university who may be able to input on any development of an initiative.
2. Importance of including the students' union, hearing the student voice and development of students' union campaigns.
3. Ensure a coordinated approach to tackling sexual harassment/hate through an institution-wide strategic group.

Contact details

Jamie Morris – jamie.morris@chester.ac.uk

Hayley Whitaker – h.whitaker@chester.ac.uk (enquiries specific to bystander/prevention awareness initiative)

CASE STUDY 19: UNIVERSITY OF DERBY – 'IT TAKES A UNIVERSITY'

Introduction

'It Takes a University' was established in response to the UUK Taskforce report, *Changing the Culture* and is a partnership initiative, between the university, students' union, halls, chaplaincy and external agencies.

Objectives

We are taking an approach that seeks to engage our whole community at an intellectual level and through open debate, promote an understanding of nuance, impact and response to student safeguarding.

By taking an educative approach and employing debate based pedagogy, we believe that we can create a safe environment for open discussion, increase understanding and successfully influence culture and behaviour.

Overview

We are staging several debates on contentious subjects around harassment, gender-based violence and hate crime. The debates are being supplemented by student produced debate articles, in student media.

We are launching new initiatives around each debate theme. For example:

- a helpline is running during and after each debate
- when we held our first debate, we launched an online, report and support system
- bystander training will be delivered, in August 2017, to student resident assistants in halls and during the autumn term, on a voluntary basis, to all students. Students' union will actively promote this training to programme representatives and presidents of students' union clubs and societies
- in September 2017, we will launch a student mediation service to support dispute resolution
- we will hold training on religious diversity and anti-discrimination and overcoming Islamophobia
- edited videos of debates will be available to Sixth forms, further education and relevant undergraduate programmes for use within their curriculum

Challenges

Partnership approaches are challenging but worth persisting with.

Measuring success/outcomes

To measure the impact each debate has had on beliefs and understanding, pre/post attitudinal polls are being taken from attendees. Each initiative will have a separate measure.

Three 'top tips' for other institutions

1. Success is dependent on a whole community approach.
2. Differences of opinions need to be heard.
3. A variety of interventions are necessary.

Contact Details

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CASE STUDY 20: DURHAM UNIVERSITY – CONSENT MATTERS: ONLINE CONSENT COURSE

Introduction

As part of Durham University's commitment to tackling sexual violence and misconduct, we are developing a range of prevention and response training materials. Consent Matters: Boundaries, Respect and Positive Intervention is an online tool that we are using to drive positive conversations and culture change as part of our training and education package.

Objectives

- To encourage discussion and raise awareness of the importance of sexual consent.
- To promote cultural change by emphasising the significance of positive behaviour and respect.
- To equip participants with the tools to recognise difficult situations and identify appropriate intervention.
- To emphasise the internal and external support available related to sexual violence.

Overview

Consent Matters is an interactive course exploring the nature of sexual consent, relationships, and bystander intervention. The interactive content teaches the importance of good communication, clear boundaries and mutual respect. Within the context of social norm and bystander intervention theory, participants learn how to recognise difficult situations and possible ways of stepping in if others need help. The course takes about one hour to complete and we encourage everyone to take part. Durham is one of the first universities from the UK and Australia pioneering this tool.

Challenges

Gaining buy-in to take an online course can be challenging. We have promoted it through posters, social media, news articles, display screens, blogs, internal communication, the students' union and peer promotion. We are mindful that the content can be triggering for survivors, so it is important that the course is promoted appropriately and information about internal and external support is clearly signposted.

Measuring success/outcomes

We first launched the course on 6th February 2017, therefore, we are still in the early stages of delivery. Measurement will be conducted through evaluation and direct feedback. We have had feedback from students and staff: overall the course has been positively received by those who have taken it.

Three 'top tips' for other institutions

1. Include peer discussion and students' union involvement.
2. Make online course widely available as a resource.
3. Use multi-channel communication for promotion.

Contact Details

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CASE STUDY 21: UNIVERSITY OF LIVERPOOL – CHANGING CAMPUS CULTURE THROUGH STUDENT LEADERS

Introduction

The University of Liverpool is building on its previous work with student leaders to develop and evaluate a scheme aiming to change culture on campus regarding sexual consent and sexual misconduct.

Objectives

We aim to improve awareness of what constitutes unacceptable sexual conduct, and how to prevent and respond to such behaviour, among our student body by working with student leaders ie those who are already role models to their peers.

Overview

The university ran pilot consent workshops with sports club committees in 2016–17, which were well received. We are building on this student leader-focused model to develop and deliver a two-hour workshop based on bystander intervention training, and to evaluate the impact of the intervention both on participants and on attitudes within the wider student body. We have received HEFCE Catalyst funding for this project.

Challenges

The project is in initiation stages so challenges are limited to those experienced when running the pilot consent workshops. The main challenge was securing time during existing induction training for the workshop to go ahead: it's important to gain a commitment from relevant partners that the session will run well in advance. Our key partners were student society committees, sports club captains and residential advisers.

Measuring success/outcomes

The project has evaluation built in as a key feature. Session participants will complete questionnaires before and after the workshop evaluating change in knowledge and

understanding and the general student population will be surveyed in October and January to evaluate awareness and understanding pre-and post-intervention.

Three 'top tips' for other institutions

1. Get buy-in from relevant parties, especially your students' union as soon as you can so you can start planning.
2. Work in partnership with the departments/organisations who have most contact with the relevant student leaders and consider tailoring sessions to the audience.
3. Embed the activity in existing training so it is not an additional requirement; this improves attendance.

Contact details

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CASE STUDY 22: SOUTHAMPTON SOLENT UNIVERSITY – COLLABORATIVE TRAINING PROJECT

Introduction

The project was devised to raise awareness about sexual violence and encourage conversations among students about sexual violence.

Objectives

The project aimed to equip students to explore innovative ways of communicating about sexual violence.

Overview

The project was devised in January 2016 at the HEFCE Social Innovation Sandpit because of a collaboration between Liverpool John Moores University, Southampton Solent University and Newman University. It employed nine student partners from April until August of 2016, to plan and prepare data collection and encourage discussion about sexual violence on the campuses. Student-partners were mentored by project leaders and community partner practitioners, embedding collaboration and knowledge transfer in the development of the project. The practitioners offered expertise to the student-partners and benefited from the knowledge gained in the data collection. The project involved data collection in a variety of settings in the different campuses, including questionnaires, focus groups, and individual interviews of both students and staff. The students collected the data and ran stalls that engaged students in conversations about sexual violence.

Challenges

The project faced challenges because it was run at the end of the academic year. Students struggled to have many meaningful conversations with others when students were busy doing other things.

Measuring success/outcomes

Students were trained to discuss sexual violence with their peers and awareness-raising events were well-attended. The project achieved some structural changes in how sexual

violence was reported at one of the partner institutions, including adding information to a student portal.

Three 'top tips' for other institutions

1. Embed training about sexual violence in university fresher's programmes.
2. Provide meaningful support for victims of sexual violence on campus.
3. Increase awareness and discussion of sexual violence.

Contact details

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CASE STUDY 23: OXFORD UNIVERSITY STUDENTS' UNION – FIRST RESPONDERS

Introduction

The First Response Programme aims to equip student leaders to respond sensitively to disclosures of sexual violence, and emergency situations involving sexual violence.

Objectives

- To equip students to respond to verbal disclosures of sexual violence.
- To equip students to act and/or signpost in emergency situations involving sexual violence.
- To raise the profile of avenues of support available to students who have experienced sexual violence.

Overview

The initiative is owned by Oxford University Student Union, and prime responsibility rests with the Vice President (Women).

It consists of two hour training sessions, developed with 'It Happens Here' and the Oxford Sexual Abuse and Rape Crisis Centre. The sessions cover active and non-directive listening, information about survivor responses, the empowerment model and information about services in Oxford and the UK.

Many colleges have lists of first respondents who are available to listen, and who often work with peer supporters and harassment advisors.

Challenges

We recognise that it is difficult for students to support their peers, particularly around sexual violence; we encourage all first respondents to join a closed Facebook group on which to share resources (though never to post confidential details). We also encourage first respondents to debrief with the Student Advice Service after receiving disclosures or supporting someone.

Measuring success/outcomes

We are currently in the process of planning a review of the programme, including reflecting on how we deliver training and support first respondents once they have been trained and how best to collect feedback on the programme.

Three 'top tips' for other institutions

1. This is best implemented on a small scale with targeted training, for instance, peer supporters, or students already involved in welfare roles.
2. Collaboration with local rape crisis centres is essential to make sure that the training offered to students is appropriate, sensitive and accurate.
3. It is important not to view first respondents as alternatives to a university response and the availability of long-term support; they are trained to be a first point of call, and to effectively offer a listening ear and non-directive signposting.

Contact details

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CASE STUDY 24: UCL – COLLABORATIVE TRAINING RESOURCE FOR ACADEMIC STAFF

Introduction

'Where do you draw the line?' is a harassment prevention approach collaboratively developed by UCL and the Universities of Oxford, Cambridge and Manchester. The title came from innovative work originating from the University of Manchester's Student Union.

Objectives

The initiative has been developed in response to a perceived lack of high-level interventions to specifically address how harassment manifests in academia. For example, the factors that can lead to problematic behaviours include; the dependence of PhD students and post-docs on their supervisor which can involve implicit or explicit power abuses during career paths in academia and involve people who may not have experienced other 'healthier' cultures.

Overview

'Where do you draw the line?' begins with an initial two-hour session that is co-facilitated by the head of department, which helps ensure that it is discipline-specific and socio-culturally relevant to all participants. It offers departments the opportunity to undertake a collegial, interactive analysis of the individual and contextual factors that might create and sustain a dysfunctional work environment and empower participants to work collaboratively to remedy this. After the initial session, several follow-up activities aim to capitalise on the power of peer influence to reinforce positive behavioural norms.

Challenges

The only challenge has been around the capacity to deliver. The session is very popular. Train-the-trainer sessions are planned for the University of Glasgow and the University of Edinburgh.

Measuring success/outcomes

Feedback from the sessions has been uniformly very positive. To assess the outcomes of this intervention, UCL monitors staff survey results in relation to harassment and bullying.

Three 'top tips' for other institutions

1. Design academically credible, evidence-based interventions.
2. Allow plenty of time for discussion.
3. Ensure senior staff are involved in delivering the session.

Contact details

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CASE STUDY 25: UNIVERSITY OF EAST ANGLIA STUDENT UNION – NEVER OK CAMPAIGN

Introduction

'Never OK' is an anti-sexual harassment campaign that has won 'Best Campaign of the Year' award at NUS Women's Conference in 2016.

Objectives

- To break the silent taboo around sexual harassment, encouraging people to talk about it and challenge the stigmas that protect it (eg victim blaming, slut shaming).
- To train students and give them the confidence to not only identify sexual harassment but challenge and report it.
- To make our university take sexual violence on campus seriously; there is now a formal working group to tackle sexual violence on campus and many other initiatives.

Overview

The initiative is led by the student union. The university is now part of the campaign so it can be as effective as possible. This will take the campaign into accommodation, teaching spaces, social spaces and study spaces.

Challenges

- Cultural change takes time to be effective.
- The lack of dedicated staff. We have been granted HEFCE funding for two full-time staff members whose entire role is to tackle sexual violence.

Measuring success/outcomes

Cultural change is difficult to measure, we use social media to see if people are talking about the campaign but mainly we can measure the impact by what students are saying on nights out when they see the posters; this is largely positive.

The numbers of reports will also be measured.

Three 'top tips' for institutions

1. Hire dedicated staff whose role is to tackle sexual violence and support the campaign.
2. Have a strategy with clear objectives and key performance indicators.
3. Take the student movement with you.

Contact details

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Jon.Sharp@uea.ac.uk (Director of Student Services)

6. EFFECTIVE EXTERNAL RELATIONSHIPS

CASE STUDY 26: CANTERBURY CHRIST CHURCH UNIVERSITY – SAFETY HUB IN TOWN CENTRE

Introduction

The External Partnership Group on Sexual Crime, working with Canterbury Christ Church University, University of Kent, Christ Church Students' Union, Kent Union, Canterbury City Council, Kent Police and the Canterbury Business Improvement District (BID), developed and piloted a safe routes home map and a pop-up safety hub in the town centre at the beginning of the academic year.

Objectives

- To provide safety advice to students in the night time economy.
- To provide a safety net for vulnerable students at a time when rates of victimisation increase.

Overview

Staffed by BID ambassadors, Canterbury City Council staff, Kent Police, Kent Fire and rescue, street pastors, street marshals and staff from both universities and students' unions, the hub provided safety advice and night safe maps to students during Welcome Week between 7pm and 4am.

The hub, located in the town centre, acted as a central point for lost and or vulnerable students, and had contact details of the street marshals and the students' union safety bus that could be called to transport students home safely.

Challenges

Ensuring that all partners were supportive of the project.

Measuring success/outcomes

Initial reports from Canterbury City Council, who coordinated the hub, suggest that just over 2,500 people – students, residents and visitors – were spoken to over the four nights the hub was in operation.

Reports from departments within the universities and Kent Police saw a quieter start to the year in terms of sexual violence, with Kent Police reporting an initial 8% reduction in all violence when compared to the same time last year, and a reduction of 11% in key crime areas including criminal damage, robbery, sexual offences and violence.

The safety hubs were well received by students and were repeated on the weekend of 11 and 12 March 2017.

Three 'top tips' for other institutions

1. You can only achieve this with real partnership commitment.
2. The days and hours the hub operates are important, even if there is an additional cost.
3. Keep asking people to try something different.

Contact details

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CASE STUDY 27: UNIVERSITY OF EAST ANGLIA – STUDENT COMMUNITY SAFEGUARDING PARTNERSHIP

Introduction

As part of the university's wider response to the UUK *Changing the Culture* report, we are developing a Student Community Safeguarding Partnership. This initiative will be partly funded by HEFCE Catalyst funding and will be delivered in partnership with our students' union and with local stakeholders.

Objectives

This will be one of several Changing the Culture initiatives and is specifically focused on working with partners to promote a 'Safe campus - Safe city' message and take steps to ensure that this is reflected in the student experience both on and off campus.

Overview

The project is a joint project of both the university and the students' union. A key feature of the project involves working closely with representatives of the night-time economy in Norwich and other stakeholders to develop a genuinely joined-up approach to challenging harassment, sexual assault and hate crime.

The students' union have run two very successful campaigns in this area ('Never Ok' and 'Good Night Out') and this project will see the university working with the students' union to move both their message and the behavioural change they encourage into the city.

Challenges

Managing the spike in reported incidents that inevitably follows a successful campaign to encourage a zero-tolerance approach.

Measuring success/outcomes

The university Changing the Culture Implementation Group is developing a set of key performance indicators to measure the success of our overall programme of activity.

We will be looking at the numbers of third party organisations who have signed up to work in partnership with us to promote the zero-tolerance message as well as the number of reports received relating to incidents of sexual violence and harassment and focus group outputs.

Three 'top tips' for other institutions

1. Work in partnership with your students' union.
2. Be bold and direct about the nature of the problem.
3. Prepare for an initial increase in reporting and do not be deterred when this happens.

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7. DRAWING ON GOOD PRACTICE

CASE STUDY 28: MANAGING A SEXUAL MISCONDUCT CASE

Introduction

The process for conducting the hearing was adapted on the request of the reporting student.

Objectives

- To maintain no contact between the reporting student and the alleged perpetrator.
- To ensure that the hearing process itself retained integrity and fairness to both parties.

Overview

The reporting student had access to a quiet 'safe' room for the day of the hearing. We arranged for her to give her evidence and answer questions by the investigating officer on video. This video recording was then played to the panel and the alleged perpetrator, any questions that were formed were then gathered and moderated by the chair of the panel.

It was the intention to utilise a live video link to the 'safe' room to ask the questions, however, the link failed so with the consent of the reporting student, the panel visited her in the 'safe' room.

The panel then reconvened in the hearing room to consider all the evidence/information and make their recommendations.

Challenges

Technology worked when we tested it and failed on the day.

Retaining fairness of process and protection of the people involved this: was possible with careful thought and arrangements.

Measuring success/outcomes

The reporting student had the opportunity to engage with the hearing in a way that felt safe. The alleged perpetrator had the same opportunity to hear the allegations but just not in real time and not in person. He was able to ask questions and be represented by the chair of the panel. The adjustments avoided the reporting student feeling 'cross examined' by the alleged perpetrator and supported the pre-hearing arrangements that had been put in place to establish non-contact between them.

The panel felt that meeting the reporting student in person in her 'safe' room had been valuable.

Three 'top tips' for other institutions

1. Listen to the students involved and take account of what they need. Gain consent for all arrangements.
2. Think creatively about how the usual process can evolve and retain essential stages of the misconduct policy.
3. Record all information carefully in case it is needed for any future investigations.

Contact details

Anonymous

8. ONLINE HARASSMENT AND HATE CRIME REPORTING

CASE STUDY 29: ASTON UNIVERSITY – POLICY, PROJECTS AND TRAINING

Introduction

We have set up initiatives involving both students and staff to address the address harassment, gender-based violence and hate crime.

This is being done in consideration of good practice in the higher education sector, within wider networks throughout the region, and in conjunction with the students' union.

Objectives

- review policies and procedures
- develop student campaigns around hate crime and bystander training
- enhance staff training
- develop gender neutral policies and facilities

Overview

We have undertaken a full and comprehensive review of the policies and procedures to ensure that we can promote inclusivity and address hate crime when needed.

We have been working with the students' union on developing projects to address sexual violence, harassment, rape, consent as well as hate crime. These involve training, awareness, action and cultural change.

We are developing safeguarding training to be part of induction for staff. 'Unconscious Bias training is compulsory for all staff

The Advice and Representation Centre is a third-party hate crime reporting centre for Aston staff and students who wish to report a hate crime.

The students' union has run several campaigns: 'Speak Out' promotes understanding of what a hate crime is and how to report them. Another is 'Let's Talk', designed to spark debate about sexual and mental health.

The students' union arranged for the Caravan Theatre Company to perform the 'Can't Touch This' play on sexual harassment and consent.

We are looking to implement the 'Bystander Initiative' (UWE) for key groups of staff and to have online resources are available for all staff and students.

We are enhancing support for transgender staff and students, learning from the Equality Challenge Unit and Stonewall and their best practice guides.

Challenges

- Ensuring participation of staff and students in training and campaign events
- Maintaining a joined-up approach
- Measuring impact

Measuring Outcomes

Participation in training will be monitored. Numbers and type of incidents will be reviewed and reported to senior management.

Three 'top tips' for other institutions

1. Work closely with your students' union
2. Be guided by the information students provide as well as looking to the sector
3. Tackle all forms of harassment and violence

Contact details

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CASE STUDY 30: GOLDSMITHS – HATE CRIME REPORTING CENTRE

Introduction

This is a joint initiative to reduce crime in Lewisham by the local authority and Metropolitan Police. The on-campus centre will enable students and staff alike to have a familiar and safe space to report incidents which they believe to be hate crimes.

Objectives

The aims of this scheme from an institutional-perspective are to:

- create a safe space to report incidents
- embed the university's stance of intolerance to hate crime in the borough and on campus, in partnership with the students' union
- encourage students to come forward to report incidents and be referred to student support services
- improve the sense of security on campus and to reduce hate crimes in the local area

Overview

The scheme will allow a private, supportive and familiar space to formally report crimes. The metropolitan police then follow up within 24 hours of the report reaching their offices.

The scheme is jointly operated by student support services and the students' union. The scheme in the local borough is managed by the local authority and metropolitan police, who also act as facilitators.

Challenges

The students' union have a very different setup in terms of their advice service so establishing similar ways of working across two reporting centres on campus has been a challenge. They will be different but perform the same function.

Measuring success/outcomes

The local authority will provide statistics on how hate crime is tackled more successfully in the borough. Internally, our CRM will provide us with data on the support we provide to student following a report.

Much of this trend data will then feed into our reports on student satisfaction, how they rate our service and ultimately retention.

Three 'top tips' for other institutions

1. Work closely with your local police and/or local authority and attend training. Find out if there is a requirement for the reporting centre to be used by the local community too.
2. Ensure students' union is supportive and, better still, provides an additional reporting site.
3. Ensure messages to students and staff are clear and concise and have the right tone.

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This publication has been produced by Universities UK (UUK), the representative organisation for the UK's universities. Founded in 1918, its mission is to be the voice of universities in the UK, providing high quality leadership and support to its members to promote a successful and diverse higher education sector. With 135 members and offices in London, Cardiff (Universities Wales) and Edinburgh (Universities Scotland), it promotes the strength and success of UK universities nationally and internationally.

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July 2017

ISBN: 978-1-84036-382-1

Universities UK