



Ensuring the Safety, Security & Wellbeing of HEI Students & Assets

**Instrument 3: Student Harassment & Sexual Assault**

SELF ASSESSMENT **WORKBOOK**





# Ensuring the Safety, Security & Wellbeing of HEI Students & Assets

SELF ASSESSMENT **WORKBOOK**

## **Instrument 3: Student Harassment & Sexual Assault**

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University of  
**Salford**  
MANCHESTER



### **Instrument 3: Student Harassment & Sexual Assault – Version 1**

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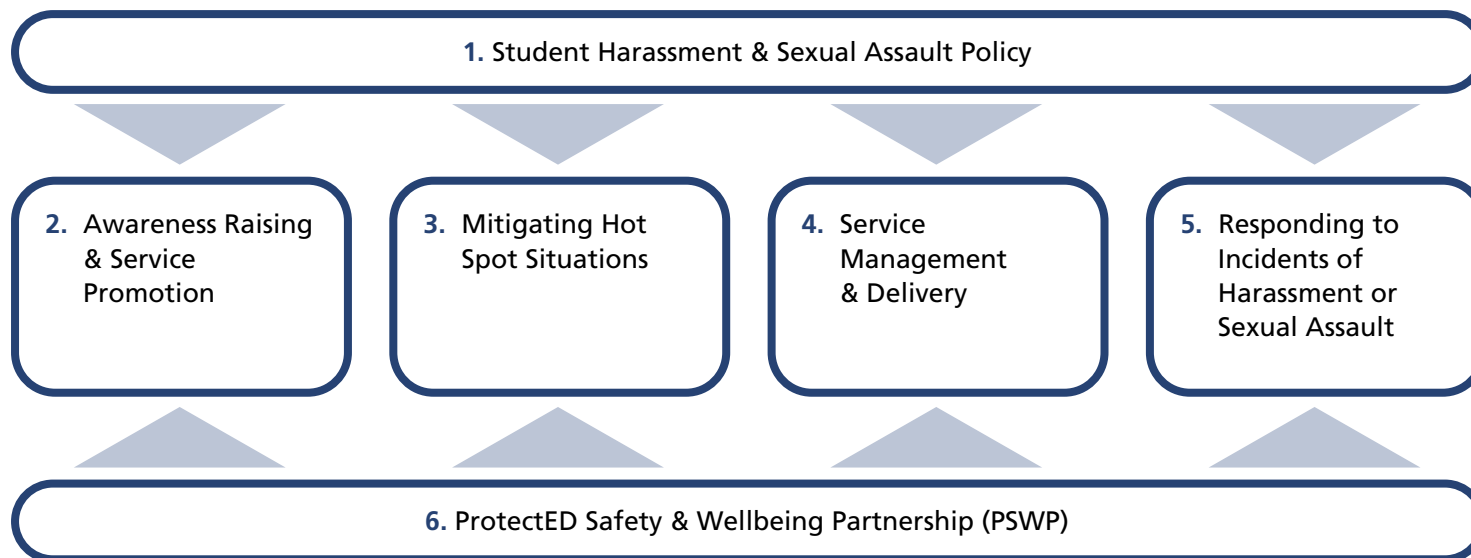
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ProtectED INSTRUMENT 3

## Student Harassment & Sexual Assault

### 1. The ProtectED approach to Student Harassment & Sexual Assault

This instrument is divided into six sections; the relationships between sections are modelled in **Figure 1**, below:



*Figure 1. Structure of the ProtectED Student Harassment & Sexual Assault instrument*

The *ProtectED* approach is focussed on preventing HEI student harassment and sexual assault, and promoting support services. Thus, **Section 2** of the instrument focuses on harassment and sexual assault awareness raising, and promotion of the HEI's support services. **Section 3** continues the preventive focus by concentrating on mitigating hot spot situations in venues on and around campus. **Section 4** of the Instrument — 'Service

*Management & Delivery*<sup>1</sup> — focuses on ensuring the support is available to students who need it. **Section 5** specifically addresses the HEI's response to incidents of harassment or sexual assault. **Section 1** and **Section 6** of the Instrument provide the foundation and support for activities in Sections 2 to 5.

## 2. Specific measures

### 1. Student Harassment & Sexual Assault Policy

1.1	The HEI can demonstrate it has appropriate formal written procedures in place, covering harassment and sexual assault.	
1.1.1	The HEI has formal written procedures for addressing harassment and sexual assault.	
	+ 2	+ 3
<b>REQUIRED LEVEL</b>	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:
<p>The HEI has a formal written procedure covering harassment and sexual assault, such as:</p> <ul style="list-style-type: none"> <li>▶ Bullying and harassment policy</li> <li>▶ Equality and diversity policy</li> <li>▶ Sexual assault policy.</li> </ul>		
<b>GOOD PRACTICE</b>		
<p><b>NUS (2011) 'Hidden Marks' report</b></p> <p>This is supported by recommendation #1 in the NUS (2011) report (p.30):</p> <p><i>"Develop a cross-institutional policy to tackle violence against women students."</i></p>		



#### GOOD PRACTICE

##### **UUK (2016a) 'Changing the culture' report**

This is supported by recommendation (ii) in the UUK (2016a) report (p.58):

*"Universities should take an institution-wide approach to tackling violence against women, harassment and hate crime."*

The report remarks:

*"The university governing body [...] has a legal duty (under the Equality Act 2010) to eliminate unlawful discrimination and harassment throughout the institution and promote equality and diversity in line with the principles in the Higher Education Code of Governance [...]."*

(UUK, 2016a, p.51).

#### GOOD PRACTICE

##### **NUS 'Hate crimes and incidents in further & higher education' reports**

This is supported by recommendation #1 in the NUS (2011–2012) reports:

*"HE institutions should demonstrate a firm*

*commitment to equality and diversity [...] through [...] codes of conduct, quality and diversity policies and complaint and reporting procedures.”*

#### **CASE STUDY**

##### **SOAS ‘Preventing and responding to gender based violence’**

Section 1.1 of the SOAS (2015) guidance document contains a section on awareness-raising for students.

For more information, see: <https://www.soas.ac.uk/equalitydiversity/gender-based-violence/file107475.pdf>

## 1. Student Harassment & Sexual Assault Policy

1.1	The HEI can demonstrate it has appropriate formal written procedures in place, covering harassment and sexual assault.	
1.1.2	The HEI has formal written procedures for cyberbullying.	
	+ 2	+ 3
<b>REQUIRED LEVEL</b>	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:
<p>The HEI has a formal written procedure addressing cyberbullying. This may be included within existing policies, such as:</p> <ul style="list-style-type: none"> <li>▶ Social media policy</li> <li>▶ Acceptable use policy</li> <li>▶ Bullying and harassment policy</li> <li>▶ Equality and diversity policy</li> <li>▶ Sexual assault policy.</li> </ul> <p>Mention of cyberbullying within existing policies should:</p> <ul style="list-style-type: none"> <li>▶ Describe the forms of cyberbullying</li> <li>▶ Refer specifically to social media</li> <li>▶ Promote positive use of technology</li> </ul>		

- ▶ Outline legal and institutional consequences of cyberbullying
- ▶ Provide advice for staff and students on how to respond
- ▶ Include reporting and evaluation of instances of cyberbullying.

**GOOD PRACTICE**

**NUS 'Cyberbullying' briefing**

This document details what HEIs and Students' Unions can do to prevent cyberbullying.

## 1. Student Harassment & Sexual Assault Policy

1.1	The HEI can demonstrate it has appropriate formal written procedures in place, covering harassment and sexual assault.	
1.1.3	The HEI has a formal written procedure for raising awareness of student harassment and sexual assault.	
		+ 3
<b>REQUIRED LEVEL</b>	+ 2	<p>↙ All aspects of previous levels, plus:</p>
<p>The policy should detail awareness raising activities for students on the issues of cyberbullying, harassment and sexual assault.</p>	<p>↙ All aspects of previous levels, plus:</p>	
<b>GOOD PRACTICE</b>		
<p><b>NUS (2011) 'Hidden Marks' report</b></p> <p>This is supported by recommendation #1 in the NUS (2011) report (p31):</p> <p style="padding-left: 20px;"><i>“Develop a cross-institutional policy to tackle violence against women students.”</i></p> <p>This policy should <i>“set out how the institution and Students’ Union will develop and implement activities to change attitudes and raise awareness of violence.”</i> (p.5).</p>		

#### GOOD PRACTICE

##### **NUS 'Hate crimes and incidents in further & higher education' reports**

This is supported by recommendation #2 in the NUS (2011-2012) reports:

*"Develop preventative and education activity on prejudice and hate [...] [such as] events that celebrate diversity and encourage integration."*

#### CASE STUDY

##### **SOAS 'Preventing and responding to gender based violence'**

Section 1.1 of the SOAS (2015) guidance document contains a section on awareness-raising for students.

For more information, see: <https://www.soas.ac.uk/equalitydiversity/gender-based-violence/file107475.pdf>

**1. Student Harassment & Sexual Assault Policy**

1.1 The HEI can demonstrate it has appropriate formal written procedures in place, covering harassment and sexual assault.		
1.1.4 The HEI has a formal written procedure regarding staff and student training in addressing harassment and sexual assault.		
		+ 3
<b>REQUIRED LEVEL</b>	+ 2	↙ All aspects of previous levels, plus:
<p>The HEI has a formal procedure that describes staff, Students' Union Officer, and student training in relation to prevention and response to cyberbullying, harassment and sexual assault.</p> <p>This may be included within a policy document.</p>	↙ All aspects of previous levels, plus:	
<b>GOOD PRACTICE</b>		
<p><b>NUS (2011) 'Hidden Marks' report</b></p> <p>The NUS (2011) report suggests a policy should:</p> <p><i>"Enable students and staff to recognise and effectively deal with violence and harassment against women students."</i></p> <p style="text-align: right;">(p.5).</p>		

#### GOOD PRACTICE

##### **NUS 'Hate crimes and incidents in further & higher education' reports**

This is supported by recommendation #5 in the NUS (2011-2012) reports:

*"HE institutions should ensure those working in their counselling and advice services are aware of the mental health impact of [hate crime] incidents."*

#### GOOD PRACTICE

##### **UUK (2016a) 'Changing the culture' report**

This is supported by recommendations (viii), (ix) and (xii) in the UUK (2016a) report (p.58/59):

*"Universities should embed a zero-tolerance approach across all institutional activities including [...] student inductions (including international student inductions), and student information."*

*"Universities should take meaningful steps to embed into their human resources processes (such as contracts, training, inductions) measures to ensure staff understand the importance of fostering a*



*zero-tolerance culture and are empowered to take responsibility for this.”*

*“Universities should conduct a thorough assessment of which staff members need to be trained and what training needs to be provided. A clear, multi-tiered training strategy covering different types of incident can then be developed.”*

#### CASE STUDY

##### **SOAS ‘Preventing and responding to gender based violence’**

Section 1.2 of the SOAS (2015) policy states awareness-raising and response to incidents of sexual violence will occur in the Diversity and Inclusion mandatory training courses for all new staff. Further training will be given to key staff (e.g. personal tutors).

For more information, see: <https://www.soas.ac.uk/equalitydiversity/gender-based-violence/file107475.pdf>

## 1. Student Harassment & Sexual Assault Policy

1.1	The HEI can demonstrate it has appropriate formal written procedures in place, covering harassment and sexual assault.	
1.1.5	The HEI has formal written procedures for recording incidents relating to student harassment and sexual assault.*	
		+ 3
	+ 2	↙ All aspects of previous levels, plus:
<b>REQUIRED LEVEL</b>	↙ All aspects of previous levels, plus:	
<p>The HEI has formal procedures regarding incident recording for cyberbullying, harassment and sexual assault. This should also detail measures to encourage reporting of cyberbullying, harassment or sexual assault incidents.</p> <p>This may be included within a policy document.</p>		
<b>GOOD PRACTICE</b>		
<p><b>NUS (2011) 'Hidden Marks' report</b></p> <p>This is supported by recommendation #10 in the NUS (2011) report (p.30):</p> <p><i>"Provide accessible ways for women students to report their experiences."</i></p> <p>A policy should "contain steps explaining how reporting will be encouraged." (p.5).</p>		

**GOOD PRACTICE**

**UUK (2016a) 'Changing the culture' report**

This is supported by recommendations (x) and (xi) in the UUK (2016a) report (p.59):

*"Universities should develop a clear, accessible and representative disclosure response for incidents of sexual violence and rape, working with relevant external agencies where appropriate."*

*"Universities should take reasonable and practicable steps to implement a centralised reporting system."*

\*This links to ProtectED Core Institutional Safety & Security Indicator 9.2.1: "The HEI measures and analyses its incident and crime statistics, on and off campus."

## 1. Student Harassment & Sexual Assault Policy

1.1	The HEI can demonstrate it has appropriate formal written procedures in place, covering harassment and sexual assault.	
1.1.6	The HEI and SU have a 'zero-tolerance' approach to harassment and sexual assault.	
	+ 2	+ 3
<b>REQUIRED LEVEL</b>	↩ All aspects of previous levels, plus:	↩ All aspects of previous levels, plus:
<p>The HEI and SU have a 'zero-tolerance' approach to cyberbullying, harassment and sexual assault.</p> <p>The HEI implements partnership agreements / Code of Conduct between the student and the university that:</p> <ul style="list-style-type: none"> <li>▶ Highlight the behaviours that are expected from all students as part of the university community</li> <li>▶ Set out disciplinary sanctions</li> <li>▶ State the university's commitment to ensuring the safety and wellbeing of students.</li> </ul>		

#### GOOD PRACTICE

##### **NUS (2011) 'Hidden Marks' report**

This is supported by recommendation #2 in the NUS (2011) report (p.30):

*"Institutions and students' unions should adopt a 'zero-tolerance' approach to non-verbal and verbal sexual harassment; this would send out a strong signal that such behaviour is unacceptable both within and outside of the learning environment."*

#### GOOD PRACTICE

##### **NUS 'Hate crimes and incidents in further & higher education' reports**

This is supported by recommendation #3 in the NUS (2011-2012) reports:

*"Prevent or mitigate against hate incidents [...] HE institutions must make it clear that hate-related behaviour is not acceptable, through the active enforcement of codes of conduct and the institution of zero tolerance policies."*

## GOOD PRACTICE

### **UUK (2016a) 'Changing the culture' report**

This is supported by recommendations (vii) and (viii) in the UUK (2016a) report (p.58):

*"Universities should ensure that partnership agreements between the student and the university highlight up-front the behaviours that are expected from all students as part of the university community, set out disciplinary sanctions and state the university's commitment to ensuring the safety and wellbeing of students."*

*"Universities should embed a zero-tolerance approach across all institutional activities [...]"*

## CASE STUDY

### **University of Manchester SU 'We get it'**

The University of Manchester Students' Union "We get it: Zero tolerance to bullying and harassment" campaign communicates the SU's zero-tolerance approach to sexual harassment, and harassment motivated by racism, homophobia, biphobia, transphobia, disablism, religious discrimination and sexism.

## CASE STUDY

### **University of Manchester SU 'We get it'**

The University of Manchester Students' Union "We get it: Zero tolerance to bullying and harassment" campaign communicates the SU's zero-tolerance approach to sexual harassment, and harassment motivated by racism, homophobia, biphobia, transphobia, disablism, religious discrimination and sexism.

The campaign is supported by the Pro Vice Chancellor, which has led to partnership working between the University and the SU on the campaign.

The campaign was a runner-up in the 2015 NUS Awards, see: <http://www.nusawards.org.uk/runners-up/we-get-it-zero-tolerance-to-sexual-harassment/>

For more information visit:

<http://manchesterstudentsunion.com/wegetit>; and  
<http://manchesterstudentsunion.com/top-navigation/student-voice/exec-team/women-s-officer/we-get-it/we-get-it-achievements>

**1. Student Harassment & Sexual Assault Policy**

1.1	The HEI can demonstrate it has appropriate formal written procedures in place, covering harassment and sexual assault.	
1.1.7	The HEI has formal written procedures for responding to harassment or sexual assault perpetrated by its staff or students	
		+ 3
<b>REQUIRED LEVEL</b>	+ 2	↙ All aspects of previous levels, plus:
<p>The HEI has a formal written procedures for dealing with cyberbullying, harassment or sexual assault perpetrated by one of its staff or students (e.g. Disciplinary Regulations).</p> <p>HEI Disciplinary Regulations detail the sanctions to students who breach the partnership agreement / Code of Conduct (see 1.1.6, above).</p> <p>In the case of allegations of cyberbullying, harassment or sexual assault that involve university staff and students, or university students as both victim and accused perpetrator, the Disciplinary Regulations detail the precautionary actions the HEI may impose on the accused perpetrator (see UUK, 2016b, Chapter 8, p.8).</p>	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:



HEIs should follow the recommendations in the UUK (2016b) guidance for higher education institutions *'How to handle alleged student misconduct which may also constitute a criminal offence'* when formulating this formal written procedure.

#### **GOOD PRACTICE**

##### **UUK (2016a) 'Changing the culture' report**

This is supported by recommendation (vii) in the UUK (2016a) report (p.58):

*"Universities should ensure that partnership agreements between the student and the university highlight up-front the behaviours that are expected from all students as part of the university community, set out disciplinary sanctions and state the university's commitment to ensuring the safety and wellbeing of students."*

#### **GOOD PRACTICE**

##### **UUK (2016b) 'How to handle alleged student misconduct which may also constitute a criminal offence'**

Chapters 2 and 8 of the UUK (2016b) guidance

Basis for Disciplinary Action' and 'Precautionary Action' provide recommendations to HEIs on developing a Code of Conduct on unacceptable behaviour and the scope of Disciplinary Regulations.

#### **GOOD PRACTICE**

##### **NUS (2011) 'Hidden Marks' report**

This is supported by recommendation #13 in the NUS (2011) report (p.30):

*"Take decisive and appropriate action against perpetrators."*

A policy should "set out how the institution will respond to violence against women perpetrated by its own students." (p.5).

#### **GOOD PRACTICE**

##### **NUS 'Hate crimes and incidents in further & higher education' reports**

This is supported by recommendation #3 in the NUS (2011-2012) reports:

*"Prevent or mitigate perpetrator behaviour."*

One way to do this is to ensure student perpetrators are disciplined quickly and decisively.

#### CASE STUDY

##### **SOAS 'Preventing and responding to gender based violence'**

Section 1.5 of the SOAS (2015) guidance details the School's response to allegations of gender based violence. It states that the alleged student perpetrator will be considered in line with the School's current Student Disciplinary Procedure. It also details the School's response to victims.

For more information, see: <https://www.soas.ac.uk/equalitydiversity/gender-based-violence/file107475.pdf>

## 1. Student Harassment & Sexual Assault Policy

1.1	The HEI can demonstrate it has appropriate formal written procedures in place, covering harassment and sexual assault.	
1.1.8	The HEI has formal written procedures for support service provision in relation to student harassment and sexual assault.	
		+ 3
	+ 2	↙ All aspects of previous levels, plus:
<b>REQUIRED LEVEL</b>	↙ All aspects of previous levels, plus:	
<p>The HEI has a formal written procedure to ensure support services are adequately resourced and working effectively. To do this, the operation and capacity of these services should be regularly assessed in relation to demand and effectiveness.</p> <p>This may be included within an existing policy document.</p>		
<b>GOOD PRACTICE</b>		
<p><b>UUK (2016a) 'Changing the culture' report</b></p> <p>This is supported by recommendations (iii) and (iv) in the UUK (2016a) report (p.58):</p> <p><i>"Universities should provide their governing bodies with regular progress reports summarising what progress has been made"</i></p>		

*towards adopting a cross-institution approach. This should include reporting on the resource made available and used to support an effective cross-institution approach, including any recommendations for additional resource.”*

*“Universities should carry out a regular impact assessment of their approach.”*

## 2. Student Harassment & Sexual Assault Awareness Raising and Service Promotion

A *ProtectED* university takes a preventative approach to harassment and sexual assault affecting its students.

2.1 The HEI undertakes harassment and sexual assault awareness raising.	
2.1.1 The HEI and/or SU provides harassment and sexual assault awareness raising events and initiatives.	
	+ 3
<b>REQUIRED LEVEL</b>	+ 2
<p>The HEI and/or SU raise awareness of cyberbullying, harassment and sexual assault among staff and students.</p>	<p>↩ All aspects of previous levels, plus:</p>
<p><b>GOOD PRACTICE</b></p> <p><b>NUS (2011) 'Hidden Marks' report</b></p> <p>The NUS Hidden Marks report makes suggestions for what such an awareness campaign could entail (p.31):</p> <ul style="list-style-type: none"> <li>▶ What constitutes harassment, stalking, violence and sexual assault</li> <li>▶ The prevalence of this violence</li> <li>▶ How it affects women</li> <li>▶ Accountability of the perpetrator</li> </ul>	<p>↩ All aspects of previous levels, plus:</p>

- ▶ The relationship between violence and gender inequality.

#### **GOOD PRACTICE**

##### **NUS 'Hate crimes and incidents in further & higher education' reports**

This is supported by recommendation #2 in the NUS (2011-2012) reports:

*"Develop preventative and education activity on prejudice and hate [...] [such as] raise awareness of what constitutes a hate incident and the negative impact this has on victims [...] [and] events that celebrate diversity and encourage integration."*

#### **GOOD PRACTICE**

##### **NUS 'Cyberbullying' briefing**

*"As the internet can be very difficult to regulate, tackling cyberbullying on an institutional basis mainly rests on better education about the impact bullying has on the whole community of people and making students aware of the avenues open to them in terms of support and advice."*

*open to them in terms of support and advice.”*

*“Student media can be a good place to open up discussion about the impact cyberbullying can have on students [...].”*



**2. Student Harassment & Sexual Assault Awareness Raising and Service Promotion**

2.2 Student Harassment and Sexual Assault Orientation.		
2.2.1 The HEI runs mandatory Sexual Consent workshops for new students.		
	+ 2	+ 3
<b>REQUIRED LEVEL</b>	<p>↙ All aspects of previous levels, plus:</p> <p>The HEI uses innovative measures to raise awareness and educate about issues of cyberbullying, harassment and sexual assault.</p>	<p>↙ All aspects of previous levels, plus:</p>
<p>The HEI has compulsory sexual consent workshops for new students.</p>		
<b>GOOD PRACTICE</b>	<b>CASE STUDY</b>	
<p><b>UUK (2016a) ‘Changing the culture’ report</b></p> <p>This is supported by recommendation (viii) in the UUK (2016a) report (p.58):</p> <p><i>“Universities should embed a zero-tolerance approach across all institutional activities including outreach activities with schools and further education colleges, engagement with local bars and nightclubs, student inductions (including international student inductions), and student information.”</i></p>	<p><b>Rutgers University ‘SCREAM theatre’</b></p> <p>SCREAM (Students Challenging Realities and Educating Against Myths) Theatre is a peer educational, interactive theatre group that provides information about sexual assault, dating violence, same-sex violence, stalking, bullying and peer harassment.</p> <p>All SCREAM plays are written and performed by Rutgers University students.</p> <p>Interactive theatre — which includes SCREAM</p>	

**GOOD PRACTICE**

**NUS Connect (2015) I Heart Consent Workshop Guide**

The NUS I Heart Consent Workshop Guide is an aid to help individuals deliver student sexual consent workshops on campus.

For more information, visit: <http://www.nusconnect.org.uk/resources/i-heart-consent-workshop-guide>

— is mentioned by the US Government for ‘bystander-focused prevention of sexual violence’ (<https://www.notalone.gov/assets/bystander-summary.pdf>).

For more information visit: <http://vpva.rutgers.edu/scream-theater-and-scream-athletes/>

Watch: <https://youtu.be/bxWS5aeeGhQ> [https://youtu.be/ba2dVLQZJ\\_g?t=3s](https://youtu.be/ba2dVLQZJ_g?t=3s)

**CASE STUDY**

**Cambridge University consent course**

Cambridge University has introduced compulsory sexual consent workshops for new, first-year students. The 30-minute workshops are run in individual colleges with training from the Cambridge University Students’ Union Women’s Officer: <http://www.womens.cusu.cam.ac.uk/consent/scwpr.pdf>

The workshops are a response to a recent survey of Cambridge University students that found 46% of female students had been groped, 8.4% experienced attempted sexual penetration and 4.4% had been sexually assaulted (*ibid*).

**CASE STUDY**

**MaD Theatre Company & Essential Safeguarding ‘Black Eyes & Cottage Pie’ play and film**

The MaD Theatre Company’s play and short film ‘Black Eyes and Cottage Pie,’ *“raises awareness about domestic abuse within intimate teenage relationships.”*

*“It tells the story of Jodie, who is in an abusive relationship, and how over time this escalating abuse impacts on her life. The play and film also highlights issues of sexuality, adult domestic abuse, consent, sexting and the power of positive peer relationships.”*

In its second year, the workshops are now implemented in the majority of colleges at Cambridge University: <http://www.cambridge-news.co.uk/Cambridge-University-college-holds-mandatory/story-27984376-detail/story.html>

#### CASE STUDY

##### **SOAS sexual content workshops**

In 2016, SOAS will facilitate mandatory sexual consent workshops for new students as part of its approach to raising awareness and reducing gender-based violence on campus.

For more information, see:

<https://www.soas.ac.uk/equalitydiversity/gender-based-violence/> and

<http://londonstudent.coop/news/2015/12/07/soas-introduces-mandatory-consent-workshops/>

#### CASE STUDY

##### **University of York gender-neutral sexual content workshops**

In September 2016, the University of York will give a 'consent and respect' talk as part of the University's safety talk to all new undergraduate

#### CASE STUDY

##### **MaD Theatre Company & Essential Safeguarding 'Black Eyes & Cottage Pie' play and film**

The MaD Theatre Company's play and short film 'Black Eyes and Cottage Pie,' *"raises awareness about domestic abuse within intimate teenage relationships."*

*"It tells the story of Jodie, who is in an abusive relationship, and how over time this escalating abuse impacts on her life.*

*The play and film also highlights issues of sexuality, adult domestic abuse, consent, sexting and the power of positive peer relationships."*

The play and film are part of wider training about the impact of domestic abuse and how young people can spot signs of an unhealthy and unsafe intimate teenage relationship.

For more information visit: <http://www.madtheatrecompany.co.uk/black-eyes-cottage-pie-2/>

Watch at: <https://youtu.be/oBUvaNcOCGE>

and postgraduate students. The 'consent and respect' talk is given by the Students' Union, is gender-neutral and focuses on personal safety, alcohol and sexual health.

For more information, see:

<http://www.independent.co.uk/student/news/york-university-gender-neutral-sexual-assault-rape-harassment-consent-classes-a7085181.html>

#### **CASE STUDY**

##### **Thames Valley Police 'Consent: It's as simple as tea' video**

Thames Valley Police created a funny, educational video explaining consent through the metaphor of making tea:

*"Imagine instead of initiating sex you're making them a cup of tea."*

Watch at: <https://youtu.be/pZwvrxVavnQ>

## 2. Student Harassment & Sexual Assault Awareness Raising and Service Promotion

2.2 Student Harassment and Sexual Assault Orientation.		
2.2.2 The HEI runs social media training / workshops for new students on cyberbullying.		
		+ 3
	+ 2	↩ All aspects of previous levels, plus:
<b>REQUIRED LEVEL</b>	↩ All aspects of previous levels, plus:	
<p>The HEI has social media training / workshops on cyberbullying for new students. The training should educate and raise awareness about:</p> <ul style="list-style-type: none"> <li>▶ The HEI's formal procedures on social media use and cyberbullying, and its zero-tolerance approach</li> <li>▶ Positive use of social media</li> <li>▶ What constitutes bullying and an (online) hate crime</li> <li>▶ The impact of cyberbullying on the victim and perpetrator</li> <li>▶ Support available and how to protect oneself from cyberbullying.</li> </ul>		

#### GOOD PRACTICE

##### **NUS 'Hate crimes and incidents in further & higher education' reports**

This is supported by recommendation #2 in the NUS (2011-2012) reports:

*"Develop preventative and education activity on prejudice and hate."*

#### CASE STUDY

##### **Dudley College Union**

*"The introduction process at Dudley College used workshops to relate to new students cyberbullying policies and procedures."*

*"The workshops involved group activities and a series of videos outlining the extent of cyberbullying, along with the contexts in which it occurs and its impact."*

*"Students enjoyed the workshops and commented on the fact that they have made them more aware of the content and pictures they post online [...]."*

More information can be found at: <http://nussl.ukmsl.net/resources/open/welfare/Cyberbullying-Briefing/>

**2. Student Harassment & Sexual Assault Awareness Raising and Service Promotion**

2.3 Training.		
2.3.1 Level 1 training: Whole institutional population.		
		+ 3
	+ 2	↩ All aspects of previous levels, plus:
<b>REQUIRED LEVEL</b>	↩ All aspects of previous levels, plus:	
<p>HEI or SU disseminates information about cyberbullying, harassment and sexual assault to the whole institutional population. (NB: this may be in the form of a toolkit).</p> <p>Examples of what could be included:</p> <ul style="list-style-type: none"> <li>▶ What constitutes cyberbullying, harassment and sexual assault</li> <li>▶ Prevalence in university students</li> <li>▶ Your legal rights</li> <li>▶ The HEI's zero-tolerance approach to cyberbullying, harassment and sexual assault</li> <li>▶ How to respond if you or someone you know has experienced harassment or sexual assault.</li> </ul>		

The HEI or SU run Active Bystander Workshops whereby individuals learn techniques to challenge harassment.

#### **GOOD PRACTICE**

##### **UUK (2016a) 'Changing the Culture' report**

This is supported by recommendations (vi) and (viii) in the UUK (2016a) report (p.58):

*"Universities should adopt an evidence-based bystander intervention programme."*

*"Universities should embed a zero-tolerance approach across all institutional activities including outreach activities with schools and further education colleges, engagement with local bars and nightclubs, student inductions (including international student inductions), and student information."*

#### **CASE STUDY**

##### **SOAS**

As part of staff inductions at SOAS, all new employees attend Mandatory Diversity and Inclusion training. This training includes



information about the “school’s approach to raising awareness of and responding to incidents of sexual violence” (<https://www.soas.ac.uk/equalitydiversity/gender-based-violence/file107475.pdf>).

Further, SOAS “highlight the issue of gender based violence in our mandatory training materials for new staff, and encourage colleagues to consider how they can embed it in school activities.” (*ibid*).

#### CASE STUDY

##### **UWE ‘Intervention Initiative’**

The ‘Intervention Initiative’ is a bystander intervention programme to prevent sexual coercion and domestic abuse in UK universities. The Initiative was funded by Public Health England.

The ‘Intervention Initiative’ is an evidence-based, educational intervention programme involving eight hours of facilitated learning. The ‘Intervention Initiative’ toolkit and all resources are freely available on the project’s website:

[www.uwe.ac.uk/interventioninitiative](http://www.uwe.ac.uk/interventioninitiative)

The ‘Intervention Initiative’ was highlighted as

good practice of an evidence-based bystander intervention programme in the UUK (2016a) 'Changing the Culture' report.

#### CASE STUDY

##### **UCL Students' Union Active Bystander Workshops**

UCL Students' Union (UCLU) Active bystander workshops are:

*"[...] Designed to give UCL students the techniques and the confidence they need to challenge sexual harassment and street harassment. A bystander is someone who observes unacceptable behaviour, an active bystander is someone who chooses to act and challenges that behaviour."*

(<http://uclu.org/whats-on/general/active-bystander-workshop>).

For more information, see: <http://uclu.org/sexualharassment>

**2. Student Harassment & Sexual Assault Awareness Raising and Service Promotion**

2.3 Training.		
2.3.2 Level 1 training: Friends.		
		+ 3
<b>REQUIRED LEVEL</b>	+ 2	↙ All aspects of previous levels, plus:
<p>There is an institution-wide initiative to educate students about how to respond effectively if a friend tells them about an experience of cyberbullying, harassment or sexual assault.</p>	<p>↙ All aspects of previous levels, plus:</p>	
<b>GOOD PRACTICE</b>		
<p><b>NUS 'Hidden Marks' website</b></p> <p>The NUS Hidden Marks website contains a section on 'Supporting a friend' – what someone can do to help a friend who has experienced sexual harassment, stalking, physical or sexual assault.</p> <p>See: <a href="http://hiddenmarks.org.uk/2010/support-a-friend/">http://hiddenmarks.org.uk/2010/support-a-friend/</a></p>		

#### GOOD PRACTICE

##### **UUK (2016a) 'Changing the culture' report**

UUK (2016a) report suggests *"there should be a clear understanding [...] of who the 'go to' people are within the institution, what their role is and what is required to refer a student to them."* (p.53).

See pages 55 and Annexe F of the UUK (2016a) report for referral pathways templates.

#### CASE STUDY

##### **University of Oregon (USA)**

The University of Oregon has an online website detailing 'How to help a friend' who has experienced sexual assault.

For more information, see: <https://counseling.uoregon.edu/dnn/SelfhelpResources/SexualAssaultSexualAbuse/HowtoHelpaFriendWhoHasBeenRaped/tabid/389/Default.aspx>

**2. Student Harassment & Sexual Assault Awareness Raising and Service Promotion**

2.3 Training.		
2.3.3 Level 2 training: Staff and students who have defined pastoral roles.		
		+ 3
	+ 2	↙ All aspects of previous levels, plus:
<b>REQUIRED LEVEL</b>	↙ All aspects of previous levels, plus:	
<p>The HEI and/or SU ensures all staff and students with defined pastoral roles (e.g. personal tutors, course leaders, Students' Union officers, hall of residence wardens, etc.) receive training in cyberbullying, harassment and sexual assault.</p> <p>Training may include:</p> <ul style="list-style-type: none"> <li>▶ HEI and SU formal procedures for, and a zero-tolerance approach to, student harassment and sexual assault</li> <li>▶ Legal rights</li> <li>▶ Service provision and referral pathways ('go-to' staff) for students who have experienced harassment or sexual assault</li> <li>▶ Reporting options available</li> <li>▶ Institutional procedures</li> </ul>		

- ▶ Institutional procedures
- ▶ Supportive, non-judgemental response to student disclosures.

#### **GOOD PRACTICE**

##### **UUK (2016a) 'Changing the culture' report**

This is supported by recommendations (viii), (ix) and (xii) in the UUK (2016a) report (p.58–59):

*"Universities should embed a zero-tolerance approach across all institutional activities including outreach activities with schools and further education colleges, engagement with local bars and nightclubs, student inductions (including international student inductions), and student information."*

*"Universities should take meaningful steps to embed into their human resources processes (such as contracts, training, inductions) measures to ensure staff understand the importance of fostering a zero-tolerance culture and are empowered to take responsibility for this."*

*"Universities should conduct a thorough assessment of which staff members need*

*to be trained and what training needs to be provided. A clear, multi-tiered training strategy covering different types of incident can then be developed.”*

To do this, UUK suggests: *“there should be a clear understanding across the staff [...] of who the ‘go to’ people are within the institution, what their role is and what is required to refer a student to them.”* (p.53).

See pages 55 and Annexe F of the UUK (2016a) report for referral pathways templates.

#### CASE STUDY

##### SOAS

SOAS provide training materials on sexual consent for Student Society officers in order to help prevent sexual coercion in a university setting.

Key staff at SOAS (e.g. Personal Tutors, Academic Advisors, Student Advice and Wellbeing Officers) also receive bespoke training on the best way to support students and staff who have experienced sexual harassment or violence.

For more information, see: <https://www.soas.ac.uk/equalitydiversity/gender-based-violence/file107475.pdf>

**CASE STUDY**

**University of Manchester & SU**

The University of Manchester has brought in compulsory training for all University staff as part of the University of Manchester Students' Union 'We Get It' zero-tolerance campaign to sexual harassment: <http://www.nusawards.org.uk/runners-up/we-get-it-zero-tolerance-to-sexual-harassment/>

So far, 483 members of staff have completed this online training: <http://manchesterstudentsunion.com/top-navigation/student-voice/exec-team/women-s-officer/we-get-it/we-get-it-achievements>

**CASE STUDY**

**Dudley College Union**

Dudley College used the Child Exploitation & Online Protection Centre (CEOP) — a specialist part of the police that deal with online harassment and exploitation — to train student and staff ambassadors to deliver the 'thinkuknow' programme. The CEOP have a 'thinkuknow' website (<https://www.thinkuknow.co.uk>) about



online behaviour and how staff and students can protect themselves.

For more information, visit:

<http://nussl.ukmsl.net/resources/open/welfare/Cyberbullying-Briefing/>

## 2. Student Harassment & Sexual Assault Awareness Raising and Service Promotion

2.3 Training.		
2.3.4 Level 3 training: Staff employed to work with or support students who have experienced harassment or sexual assault.		
	+ 2	+ 3
<b>REQUIRED LEVEL</b>	↩ All aspects of previous levels, plus:	↩ All aspects of previous levels, plus:
<p>The HEI ensures that appropriate training is given to university staff employed to work with or support students who have experienced cyberbullying, harassment, or sexual assault. Relevant staff may include university psychological services, student services and security services staff.</p> <p>These specially trained staff are recognised both internally and externally as the 'go-to' people who will manage the response to a reported incident of cyberbullying, harassment or sexual assault.</p> <p>Responsibilities of 'go-to' staff include: recording detailed disclosures and informing the student of their options, collecting forensic evidence, and available internal and external support.</p>		

The HEI ensures that appropriate training is given to university staff employed to work with or support students who have experienced cyberbullying, harassment, or sexual assault. Relevant staff may include university psychological services, student services and security services staff.

The specially trained staff are recognised both internally and externally as the 'go-to' people who will manage the response to a reported incident of cyberbullying, harassment or sexual assault.

Responsibilities of 'go-to' staff include: recording detailed disclosures and informing the student of their options, collecting forensic evidence, and available internal and external support.

The specialist staff are recognised as the first point of contact, internally and externally of the HEI, to ensure that:

- ▶ Police and specialist agencies can contact them if a student approaches these agencies directly
- ▶ University staff know who to refer individuals to for the right support.

## GOOD PRACTICE

### **UUK (2016a) 'Changing the culture' report**

This is supported by recommendation (xii) in the UUK (2016a) report (p.59):

*"Universities should conduct a thorough assessment of which staff members need to be trained and what training needs to be provided. A clear, multi-tiered training strategy covering different types of incident can then be developed."*

For more information about 'go-to' staff, see pages 52, 55 and Annexe F of the UUK (2016a) report, which demonstrate the role of 'go-to' staff.

To do this, the UUK (2016a) report suggests:

*"An effective response should involve the identification and upskilling of specialist staff within the university to act as the key people who will manage the response to a reported incident of sexual violence affecting a student within the university [...]. These specialist staff must be recognised both internally and externally as the 'go to' people [...]. They will also be able to inform students what their options*

*are including forensics, reporting to the police and available internal and external support [...].” (p.52).*

*“Wherever possible, detailed disclosures of sexual violence should be taken by the ‘go to’ staff within the institution [...]. Staff taking disclosures should be appropriately trained to ensure they (i) are non-judgemental, (ii) record disclosures verbatim, (iii) focus on recording the facts and avoid offering their own opinion, (iv) know when to stop and (v) don’t try to answer on behalf of the victim/survivor [...].” (p.54).*

**3. Mitigating Hot Spot Situations**

3.1 Partnering with key venues.		
3.1.1 Agreement with venues to enforce policies on harassment and sexual assault.		
		+ 3
<b>REQUIRED LEVEL</b>	+ 2	+ 3
<p>University and Students’ Union venues have signed a zero-tolerance to harassment and sexual assault pledge.</p>	<p>↪ All aspects of previous levels, plus:</p>	<p>↪ All aspects of previous levels, plus: Off-campus venues frequented by students have signed a zero-tolerance pledge.</p>
<b>GOOD PRACTICE</b>		<b>GOOD PRACTICE</b>
<p><b>UUK (2016a) ‘Changing the culture’ report</b> This is supported by recommendation (viii) in the UUK (2016a) report (p.58): <i>“Universities should embed a zero-tolerance approach across all institutional activities including outreach activities with schools and further education colleges, engagement with local bars and nightclubs, student inductions (including international student inductions), and student information.”</i></p>		<p><b>UUK (2016a) ‘Changing the culture’ report</b> This is supported by recommendation (viii) in the UUK (2016a) report (p.58): <i>“Universities should embed a zero-tolerance approach across all institutional activities including outreach activities with schools and further education colleges, engagement with local bars and nightclubs, student inductions (including international student inductions), and student information.”</i></p>

#### CASE STUDY

##### **Hollaback London's *Good Night Out* campaign**

*Good Night Out* is an independent campaign working with licensed premises (clubs, bars, pubs, venues) around the UK and Ireland to end harassment on nights out.

*Good Night Out* provide training to university and Students' Union staff, security and management on how to create a safe environment, free from sexual harassment.

For more information, and a list of participating Students' Unions visit:

<http://www.goodnightoutcampaign.org/students-unions/>

#### CASE STUDY

##### **Hollaback London's *Good Night Out* campaign**

*Good Night Out* is an independent campaign working with licensed premises (clubs, bars, pubs, venues) around the UK and Ireland to end harassment on nights out.

*Good Night Out* train staff, security and management on how best to handle and prevent harassment. All participating venues sign the *Good Night Out* pledge.

Participating venues can then display *Good Night Out* posters in their venue to communicate their service and pledge to their customers.

For more information, visit: <http://www.goodnightoutcampaign.org/about/>

### 3. Mitigating Hot Spot Situations

3.1 Partnering with key venues.*	
3.1.2 Venue staff are trained to recognise and address harassment and sexual assault, and to assist vulnerable adults.	
	+ 3
<b>REQUIRED LEVEL</b>	+ 2
<p>Students' Union venue staff have been trained in responding to incidents of harassment and sexual assault, and in identifying and assisting vulnerable people.</p> <p>Trained Students' Union venue staff should ideally include some students in order to encourage peer-to-peer support.</p>	<p>↪ All aspects of previous levels, plus:</p>
<p><b>GOOD PRACTICE</b></p> <p><b>UUK (2016a) 'Changing the culture' report</b></p> <p>This is supported by recommendation (viii) in the UUK (2016a) report (p.58):</p> <p><i>"Universities should embed a zero-tolerance approach across all institutional activities including outreach activities with schools and further education colleges,</i></p>	<p>↪ All aspects of previous levels, plus:</p> <p>The HEI, as part of a partnership, encourages popular off-campus student venues to train staff to identify vulnerable adults, and to effectively challenge incidents of harassment and sexual assault.</p>
<p><b>GOOD PRACTICE</b></p> <p><b>UUK (2016a) 'Changing the culture' report</b></p> <p>This is supported by recommendation (viii) in the UUK (2016a) report (p.58):</p> <p><i>"Universities should embed a zero-tolerance approach across all institutional activities including outreach activities with schools and further education colleges</i></p>	<p><b>GOOD PRACTICE</b></p> <p><b>UUK (2016a) 'Changing the culture' report</b></p> <p>This is supported by recommendation (viii) in the UUK (2016a) report (p.58):</p> <p><i>"Universities should embed a zero-tolerance approach across all institutional activities including outreach activities with schools and further education colleges</i></p>



*engagement with local bars and nightclubs, student inductions (including international student inductions), and student information.”*

#### GOOD PRACTICE

##### **Security Industry Authority (SIA) Door Supervisor Training**

All SIA-licensed door supervisors have received training in dealing with vulnerable individuals, safeguarding and conflict management skills, to enable them to challenge inappropriate behaviour.

For more information, visit: <http://www.sia.homeoffice.gov.uk/Pages/training-ds.aspx>

#### GOOD PRACTICE

##### **NUS (2011) ‘Hidden Marks’ report**

The NUS (2011) Hidden Marks report states:

*“Security staff in students’ unions should receive training to identify and deal with harassment and violence against women, and to identify and help people who have*

*engagement with local bars and nightclubs, student inductions (including international student inductions), and student information.”*

#### CASE STUDY

##### **Police Scotland ‘Bystander Training’ for pub and club staff**

Police Scotland’s Scottish Violence Unit is offering ‘bystander training’ for pub and club staff to help prevent people becoming victims of rape.

The one-hour training session raises awareness about sexual violence, consent, how to identify red flags, and how to intervene. The training session is interactive and uses a dramatised film showing the lead-up to a sexual assault and what bystanders could have done to help prevent it.

*“People in the pubs and clubs industry have a duty of responsibility to their customers.”*

(<http://www.bbc.co.uk/newsbeat/article/33443056/how-bar-workers-are-trained-to-help-stop-rape>).

For more information, visit: <http://www.bbc.co.uk/newsbeat/article/33443056/how-bar-workers-are-trained-to-help-stop-rape>

#### GOOD PRACTICE

##### **NUS (2011) 'Hidden Marks' report**

The NUS (2011) Hidden Marks report states:

*"Security staff in students' unions should receive training to identify and deal with harassment and violence against women, and to identify and help people who have been victims of drink-spiking."*

(p.32).

#### CASE STUDY

##### **Leeds University SU 'We've got your back'**

Leeds University Students' Union's 'We've Got Your Back' campaign has delivered training to 28 bars and clubs in Leeds "to make Leeds a city with a zero tolerance stance on all incidents of sexual harassment and sexual assault". Training aims to:

- ▶ Define and raise awareness of sexual harassment and assault
- ▶ Create an understanding of how these issues can affect students
- ▶ Explain why it is important that they tackle these issues in their venues

#### CASE STUDY

##### **Hollaback London's *Good Night Out* campaign**

The *Good Night Out* is an independent campaign working with licensed premises (clubs, bars, pubs, venues) around the UK and Ireland to end harassment on nights out.

*Good Night Out* train staff, security and management on how best to handle and prevent harassment. All participating venues sign the *Good Night Out* pledge. Participating venues can then display *Good Night Out* posters in their venue to communicate their service and pledge to their customers.

For more information, visit: <http://www.goodnightoutcampaign.org/about/>

- ▶ Help venues to put a procedure in place to help potential victims.

Funding was received from the Police and Crime Commissioner's Safer Communities Fund and the University of Leeds.

For more information, visit: <https://www.luu.org.uk/campaigns/weve-got-your-back/>

#### CASE STUDY

##### **Ending Alcohol Harm 'Club Hosts'**

A joint initiative, led by Drinkaware and the Nottingham Crime and Drugs Partnership, was set up to tackle sexual harassment on nights out.

As part of the 'You wouldn't sober, you shouldn't drunk' advertising campaign, 'Club Hosts' were introduced into venues. Club Hosts worked inside venues to look after young people who were being sexually or physically harassed, and help ensure any issues were stopped before they escalated (<http://www.nottinghamcdp.com/news/its-time-to-stop-sexual-harassment-on-drunken-nights-out-this-christmas/>).

Hosts carried a kit containing water, antibacterial hand wipes, tissues, lollipops, as well as

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information on where to get help, if needed ( <a href="http://www.endingalcoholharm.co.uk/club-hosts/">http://www.endingalcoholharm.co.uk/club-hosts/</a> ).		
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*\* This indicator links to ProtectED Instrument 4: 'Student Night Out' – Section 3 'In the venue', Indicator 3.2 'Venue staff are trained to spot and help vulnerable adults and challenge harassment and sexual assault.'*

### 3. Mitigating Hot Spot Situations

3.2 Smart Phone Apps / technology solutions.*		
3.2.1 The HEI informs students of, or provides them with, smartphone applications available for their safety and security.		
	+ 2	+ 3
<b>REQUIRED LEVEL</b>	↩ All aspects of previous levels, plus:	↩ All aspects of previous levels, plus:
<p>The HEI informs students of the smartphone applications available for their safety and security.</p> <p>Examples of smart phone apps include:</p> <ul style="list-style-type: none"> <li>▶ Police app that includes maps of safe zones (e.g. GMPolice app)</li> <li>▶ Find My Friends app</li> <li>▶ Mobile apps for emergency or personal safety.</li> </ul>	<p>↩ All aspects of previous levels, plus:</p> <p>The HEI funds or pays for safety and security smartphone applications or technologies that are then made freely available to students and staff.</p> <p>Examples of safety and security smartphone apps/ technologies include:</p> <ul style="list-style-type: none"> <li>▶ Callmy app</li> <li>▶ Critical Arc Safe Zone app</li> <li>▶ Sky Guard anti-stalking device.</li> </ul>	
	<p><b>CASE STUDY</b></p> <hr/> <p><b>Critical Arc SafeZone App</b></p> <p>SafeZone (<a href="http://www.safezoneapp.com">http://www.safezoneapp.com</a>) is a smartphone application that allows students or staff to call for help, emergency services or first aid through their phone. The app allows security</p>	

or first aid personnel to pinpoint exactly where help is needed.

The app works within specific geographical boundaries set by the university, and linked to its Security Services.

Both Northumbria University (<https://www.northumbria.ac.uk/about-us/health-safety/stay-safe/>) and the University of York (<https://www.york.ac.uk/news-and-events/news/2015/campus/safezone-app/>) make the SafeZone app freely available to all staff and students.

*\*This links to ProtectED Instrument 4: Student Night Out Indicator 2.1.2. 'Smart Phone Apps.'*

**3. Mitigating Hot Spot Situations**

3.3 Campus Safety Audit.*		
3.3.1 The HEI conducts a campus safety audit.		
	+ 2	+ 3
<b>REQUIRED LEVEL</b>	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:
<p>The HEI conducts a safety audit of its campus, including halls of residences.</p> <p>The HEI consults with students — female, international, LGBTQ, BME, etc. — when conducting this safety audit.</p>	<p>↙ All aspects of previous levels, plus:</p> <p>The HEI conducts a campus safety audit annually.</p> <p>The HEI uses the results from the safety audit to make changes to the campus environment (e.g. apply appropriate physical and environmental security measures).</p>	
<b>GOOD PRACTICE</b>		
<p><b>NUS (2011) ‘Hidden Marks’ report</b></p> <p>This is supported by recommendation #6 in the NUS (2011) report (p.30):</p> <p><i>“Create a campus environment in which students feel safe.”</i></p> <p><i>“Estates departments should consult with students in order to carry out a ‘safety audit’ of their campus, including halls of residences.”</i> (NUS, 2010, p.32).</p>		

The NUS Hidden Marks report states that it is important for female students to feel safe in and around the institution. Female students:

*"[...] Should not feel the need to modify their behaviour in order to avoid violence or harassment." (p.31).*

*\*This links to ProtectED Core Institutional Safety & Security Indicator 4.1.1 "The HEI has identified its physical and/or environmental security requirements which are proportionate to its level of risk."*



**4. Service Management and Delivery**

<p>4.1 Promotion of student harassment and sexual assault services and processes.</p>		
<p>4.1.1 The HEI provides, widely promotes and encourages the use of support services for victims and alleged perpetrators of harassment or sexual assault.*</p>		
	+ 2	+ 3
<p><b>REQUIRED LEVEL</b></p>		
<p>The HEI provides, widely promotes and encourages the use of the support services available for students who have been victims of cyberbullying, harassment or sexual assault, and for the alleged perpetrators.</p> <p>The language used in promotion material is intelligible, jargon-free and student-facing.</p>	<p>↩ All aspects of previous levels, plus:</p>	<p>↩ All aspects of previous levels, plus:</p>
<p><b>GOOD PRACTICE</b></p> <hr/> <p><b>UUK (2016b) 'How to handle alleged student misconduct which may also constitute a criminal offence'</b></p> <p>This guidance recommends:</p> <p><i>"Universities should ensure that all students involved in any such incidents, particularly</i></p>		

*the reporting student and the accused student, have access to support, advice and assistance throughout the process.” (p.4).*

*“In providing information and support, universities should consider academic, housing, finance, health and well-being issues and, where appropriate, assist students to access specialist sexual violence support services provided by external agencies. For example, a university could assist the reporting student and the accused student to submit mitigating circumstances.” (p.6).*

#### **GOOD PRACTICE**

##### **UUK (2016a) ‘Changing the culture’ report**

The UUK (2016a) contains a section addressing ‘Alleged perpetrator duty of care’ (see p.54).

#### **GOOD PRACTICE**

##### **NUS (2011) ‘Hidden Marks’ report**

This is supported by recommendations #8 and #9 in the NUS (2011) report (p.30):

*“Design and signpost women students to*

*support services that respond to their needs.”*

*“Promote support services widely and consistently to all students.”*

Ways of providing information can be found on p. 32 of the NUS (2011) Hidden Marks report.

\* *This links to ProtectED Instrument 1: Student Wellbeing and Mental Health Indicator 2.5.2 “The HEI ensures clear advertising and promotion of the available student mental health services.”*

#### 4. Service Management and Delivery

4.1	Promotion of student harassment and sexual assault services and processes.	
4.1.2	The HEI provides process diagrams / maps detailing the university's referral pathways and response procedures following disclosure of harassment or sexual assault.*	
	+ 2	+ 3
<b>REQUIRED LEVEL</b>	↙ All aspects of previous levels, plus:	
<p>The HEI provides flow charts of the referral pathways, response procedures and services available to support students.</p> <p>Such materials clarify how these services link or cascade to one another to improve communication, ease of use and accessibility.</p>	<p>↙ All aspects of previous levels, plus:</p>	
<p><b>GOOD PRACTICE</b></p> <p><b>UUK (2016a) 'Changing the culture' report</b></p> <p>The UUK (2016a) report suggests:</p> <p><i>"An effective operational response is contingent on universities having a clear process for handling an initial disclosure of sexual violence [...]. Staff across the</i></p>		

*university should have a basic awareness of what to do and who to refer victims/ survivors to.”*

*“There should be a clear understanding [...] of who the ‘go to’ people are within the institution, what their role is and what is required to refer a student to them.” (p. 53).*

See pages 55, Annexe F and Case Study 10 in the UUK (2016a) report for referral pathways templates.

#### CASE STUDY

##### **Dartmouth College, USA**

Dartmouth College (USA) has created a flowchart detailing the *‘Sexual Violence Response Options at Dartmouth College.’*

For more information, see: <https://www.dartmouth.edu/sexualabuse/flowchart.pdf>

\* This links to ProtectED Instrument 3: Student Harassment & Sexual Assault Indicators 2.3.2 and 2.3.4, above.

#### 4. Service Management and Delivery

4.2 Context and location of counselling service.		
4.2.1 The HEI ensures that student services are in an appropriate location and context.*		
		+ 3
	+ 2	↙ All aspects of previous levels, plus:
<b>REQUIRED LEVEL</b>	↙ All aspects of previous levels, plus:	
<p>The HEI recognises the importance of the environmental location of counselling services, and its role in service accessibility and use.</p> <p>The location of the counselling services is easily accessible to students (e.g. needs to be centrally located), but also maintains privacy.</p>		

\* This links to ProtectED Instrument 1: Student Wellbeing and Mental Health Indicator 3.1.1 "The HEI ensures that mental health and counselling services are in an appropriate location and context."

**4. Service Management and Delivery**

<p>4.3 HEI harassment and sexual assault services are regularly assessed to ensure they are adequately resourced for demand and effectiveness.*</p>		
	+ 2	+ 3
<p><b>REQUIRED LEVEL</b></p>		
<p>The HEI annually assesses the operation and capacity of student harassment and sexual assault services in relation to demand and effectiveness in order to ensure that services are adequately resourced and working effectively.</p> <p>Assessment of service delivery should include:</p> <ul style="list-style-type: none"> <li>▶ Ratio of relevant staff to victims</li> <li>▶ Evaluative feedback from users.</li> </ul>	<p>↪ All aspects of previous levels, plus:</p> <p>The HEI has established key performance indicators for service delivery in this area. The HEI creates a scorecard of results from the annual assessment for input into senior management meetings.</p> <p>The HEI takes action to improve performance on targets where a shortfall in harassment and sexual assault service service delivery is identified.</p>	<p>↪ All aspects of previous levels, plus:</p>
<p><b>GOOD PRACTICE</b></p> <p><b>UUK (2016a) 'Changing the Culture' report</b></p> <p>This is supported by recommendation (iv) in the UUK (2016a) report (p.58):</p> <p><i>"Universities should carry out a regular impact assessment of their approach."</i></p>		

## CASE STUDY

### University of Manchester

The University of Manchester, as part of its support for the student-led 'We Get It: Zero-tolerance to sexual harassment' campaign, has funded a team of harassment advisors within the University Advice Service — two of which are specialised in sexual harassment.

For more information, visit:

- ▶ <http://www.nusawards.org.uk/runners-up/we-get-it-zero-tolerance-to-sexual-harassment/>
- ▶ <http://manchesterstudentsunion.com/top-navigation/student-voice/exec-team/women-s-officer/we-get-it/we-get-it-achievements>

\* This links to ProtectED Instrument 1: Student Wellbeing and Mental Health Indicator 3.3.1 “The HEI mental health services are regularly assessed to ensure they are adequately resourced for demand and effectiveness” & Indicator 5.3.1. “The HEI undertakes regular evaluation of partnership working in the provision of student mental health services”.



#### 4. Service Management and Delivery

4.4 Signposting and provision of out-of-hours listening support service.*		
		+ 3
	+ 2	↩ All aspects of previous levels, plus:
<b>REQUIRED LEVEL</b>	↩ All aspects of previous levels, plus:	
The HEI or SU promote an out-of-hours listening support service (e.g. Nightline) for individuals who have experienced cyberbullying, harassment or sexual assault.		

\* This links to ProtectED Instrument 1: Student Wellbeing and Mental Health Indicators for 3.5 'Signposting and provision of out-of-hours listening support service.'

**4. Service Management and Delivery**

4.5 Encourage reporting.		
4.5.1 The HEI provides accessible ways in which students can report incidents of cyberbullying, harassment or sexual assault.		
	+ 2	+ 3
<b>REQUIRED LEVEL</b>	<b>+ 2</b>	<b>+ 3</b>
<p>The HEI and/or SU provide accessible ways in which students can report an incident of cyberbullying, harassment or sexual assault; for example, students may be able to report an incident to the Student Advice Centre, Security Services or University police.</p> <p>Incident reports are recorded and collated in a centralised reporting system (e.g. University security crime and incident recording system).</p>	<p>📌 <b>All aspects of previous levels, plus:</b></p> <p>The HEI and/or SU provide an anonymous online form for reporting incidences of cyberbullying, harassment or sexual assault. This online form could also be used to record any other crime.</p> <p>Such anonymous reporting would also help facilitate active bystanders to report what has happened to a friend or relative.</p> <p>Access to any online reporting tool should be barrier-free (i.e. not require input of identity data or be located in a password-protected area).</p>	<p>📌 <b>All aspects of previous levels, plus:</b></p> <p>The HEI funds or pays for a security incident reporting system which allows victims to create secure, time-stamped records of their report.</p>
<b>GOOD PRACTICE</b>	<b>GOOD PRACTICE</b>	<b>CASE STUDY</b>
<p><b>NUS ‘Hate crimes and incidents in further &amp; higher education’ reports</b></p> <p>This is supported by recommendation #8 in the</p>	<p><b>NUS (2011) ‘Hidden Marks’ report</b></p> <p>This is supported by recommendation #11 in the NUS (2011) report (p.30):</p>	<p><b>Callisto – College sexual assault reporting system</b></p> <p>Callisto is an online documenting and reporting</p>

NUS (2011–2012) reports:

*“Provide flexible options for reporting.”*

This recommendation states:

*“Colleges and universities should therefore establish a variety of reporting mechanisms — for example, by creating an online self-reporting form or on-campus reporting and advice centres — as well as publicising others available, such as third party reporting agencies and telephone hotlines.”*

#### GOOD PRACTICE

#### **NUS (2011) ‘Hidden Marks’ report**

This is supported by recommendation #11 in the NUS (2011) report (p.30):

*“[...] Provide accessible ways for women students to report their experiences.”*

#### GOOD PRACTICE

#### **UUK (2016a) ‘Changing the culture’ report**

This is supported by recommendations (x) and (xi) in the UUK (2016a) report (p.59):

*“[...] Provide accessible ways for women students to report their experiences.”*

The report suggests:

*“[...] developing online, anonymous reporting systems which would allow victims to report without having to proceed with criminal charges.”* (p.33).

*“Some women will choose not to put themselves through formal proceedings, but may want what has happened to them to be ‘counted’. This would help institutions and the police to record levels and patterns of harassment and violence amongst women students.”* (p.33).

#### GOOD PRACTICE

#### **NUS ‘Hate crimes and incidents in further & higher education’ reports**

This is supported by recommendation #8 in the NUS (2011–2012) reports:

*“Provide flexible options for reporting.”*

This recommendation states:

*“Victims of hate incidents [...] should have the option to remain anonymous, on the*

tool for victims of sexual harassment or assault. It allows the victim to create a time-stamped electronic record of what has happened to them. The victim has options on what to do with that information. The victim can simply save their record, have the record sent to the university/ police immediately, or report only if another victim also names the same perpetrator (this is called ‘matching’).

It is the last option that makes Callisto unique. Most perpetrators of sexual assault are repeat offenders, yet victims may be reluctant to report believing it is a one-off incident. The ‘matching’ option means the victim never reports what happened to them alone. Reporting two cases at the same time, may help to prevent further attacks from happening to someone else.

For more information, visit: <https://www.projectcallisto.org> or [http://www.ted.com/talks/jessica\\_ladd\\_the\\_reporting\\_system\\_that\\_sexual\\_assault\\_survivors\\_want?utm\\_source=tedcomshare&utm\\_medium=email&utm\\_campaign=tedsread](http://www.ted.com/talks/jessica_ladd_the_reporting_system_that_sexual_assault_survivors_want?utm_source=tedcomshare&utm_medium=email&utm_campaign=tedsread)

*“Universities should develop a clear, accessible and representative disclosure response for incidents of sexual violence and rape, working with relevant external agencies where appropriate.”*

*“Universities should ensure take take reasonable and practicable steps to implement a centralised reporting system.”*

To do this, the UUK (2016a) states *“having clearly signposted, visible and robust reporting mechanisms is vital to an effective response [...]. Ideally different reporting options should be available, including the ability to make an anonymous report.”* (p.36).

*understanding that while it may not be possible to take further action, their report will be recorded and used to inform hate crime prevention measures.”*

#### CASE STUDY

##### University of Manchester

The University of Manchester has an online, anonymous reporting form for reporting bullying, harassment or discrimination, available from: <http://manchesterstudentsunion.com/reportandsupport>

#### CASE STUDY

**Contact Group ‘Tell by Text’ system** Tell by Text is a bullying reporting system whereby individuals can report instances of bullying via text, online or via 24/7 phone. Individuals can upload images as evidence to the Tell by Text system.

For more information, visit: <http://www.the-contactgroup.com/products/tell-by-text/>

#### CASE STUDY

##### Digizen.org ‘Preventing Cyberbullying’

The document provides some suggestions for “making reporting cyberbullying easier” such as:

- ▶ Student council task force
- ▶ Peer reporting
- ▶ Anonymous reporting

#### CASE STUDY

##### University of Oregon (USA)

The University of Oregon has an online webpage entitled ‘How to help a friend,’ for friends of those who have experienced sexual assault. An online, anonymous reporting form is included on this webpage: <https://counseling.uoregon.edu/dnn/SelfhelpResources/SexualAssaultSexualAbuse/HowtoHelpaFriendWhoHasBeenRaped/tabid/389/Default.aspx>

- ▶ Publicise information about contacting service providers directly, so that victims can do this themselves.

For more information, see: <http://www.digizen.org/downloads/cyberbullyingOverview.pdf>

#### **CASE STUDY**

##### **Digizen.org 'Preventing Cyberbullying'**

The document provides some suggestions for "making reporting cyberbullying easier" such as:

- ▶ Student council task force
- ▶ Peer reporting
- ▶ Anonymous reporting
- ▶ Publicise information about contacting service providers directly, so that victims can do this themselves.

For more information, see: <http://www.digizen.org/downloads/cyberbullyingOverview.pdf>

**4. Service Management and Delivery**

4.5 Encourage reporting.		
4.5.2 Regular victimisation surveys.*		
		+ 3
<b>REQUIRED LEVEL</b>	+ 2	<p>↪ All aspects of previous levels, plus:</p> <p>The HEI uses the results from the victimisation surveys to inform preventative work.</p>
<p>The HEI conducts regular victimisation surveys of students in order to understand the levels of unreported incidents of harassment and sexual assault.</p> <p>Surveys should collect demographic data on who was victimised (e.g. gender, age, international/home student, nationality, ethnicity, sexual orientation, disability, alternative subculture, etc.). This data can be collected anonymously.</p> <p>The survey should also collect information on where the incident took place (e.g. in the Students' Union, on public transport, in a bar).</p>		
<b>CASE STUDY</b>	<b>GOOD PRACTICE</b>	
<b>SOAS Preventing &amp; responding to gender based violence Guidance</b>	<b>NUS 'Hate crimes and incidents in further &amp; higher education' reports</b>	

Section 1.4 'Monitoring' of the SOAS guidance states the School will:

*"[...] Monitor the levels of incidents of gender based violence through regular surveys of students [...]. This data will be used to inform the review of the effectiveness of procedures and practices [...]."*

For more information, see: <https://www.soas.ac.uk/equalitydiversity/gender-based-violence/file107475.pdf>

This is supported by recommendation #7 in the NUS (2011-2012) reports:

*"Encourage reporting and maintain systematic documentation and data collection of hate incidents."*

This recommendation states: *"Data collection on hate incidents is vital to understanding and appropriately addressing these problems [...]. [This data] offers valuable insight into the nature and location of hate incidents and will help to inform preventative work."*

\* This links to ProtectED Instrument 4: Student Night Out Indicator 6.3 *"The HEI has a data collection plan, and can demonstrate its use for monitoring and evaluation of service use and impact."*

## 5. Responding to Incidents of Student Harassment or Sexual Assault

5.1 The HEI response to harassment or sexual assault incidents.		
5.1.1 The HEI response to students who disclosure incidents of cyberbullying, harassment or sexual assault.		
		+ 3
<b>REQUIRED LEVEL</b>	+ 2	↙ All aspects of previous levels, plus:
<p>HEI 'go-to' staff provide the reporting student with assistance in understanding the various options available to them, and with support in making a decision (UUK, 2016b, p.6).</p> <p>Key options for the reporting student are:</p> <ul style="list-style-type: none"> <li>▶ Make a report to the police</li> <li>▶ Take some time to consider the options (in this situation, HEIs should provide advice on the preservation of evidence (see 5.2, below))</li> <li>▶ Not report the matter to the police but request that the HEI consider the case under its Disciplinary Regulations (or other internal process)</li> <li>▶ Take no further action.</li> </ul>	↙ All aspects of previous levels, plus:	↙ All aspects of previous levels, plus:



Whenever possible, detailed disclosures of cyberbullying, harassment and/or sexual assault should be taken by HEI 'go-to' staff.

HEIs should follow the recommendations in Chapters 6 and 7 of the UUK (2016b) guidance for higher education institutions *'How to handle alleged student misconduct which may also constitute a criminal offence'*.

#### **GOOD PRACTICE**

##### **UUK (2016b) 'How to handle alleged student misconduct which may also constitute a criminal offence'**

Chapter 6 of the UUK (2016b) guidance 'Provision of information and support' provides recommendations on how to inform a victim of the reporting options available to them.

#### **GOOD PRACTICE**

##### **UUK (2016a) 'Changing the culture' report**

The UUK (2016a) report suggests:

*"Wherever possible, detailed disclosures of sexual violence should be taken by the 'go to' staff within the institution [...]. Staff*

*taking disclosures should be appropriately trained to ensure they: (i) are nonjudgemental; (ii) record disclosures verbatim; (iii) focus on recording the facts and avoid offering their own opinion; (iv) know when to stop; and (v) don't try to answer on behalf of the victim/survivor. It is crucial that individuals carry out this function correctly as information recorded in a disclosure may be used in a subsequent court case." (p.54).*

## 5. Responding to Incidents of Student Harassment or Sexual Assault

5.1 HEI response to harassment or sexual assault incidents.		
5.1.2 The HEI responds to harassment or sexual assault that may have been perpetrated by its staff or students.		
		+ 3
<b>REQUIRED LEVEL</b>	+ 2	+ 3
<p>The HEI takes reasonable and proportionate precautionary action against an alleged student or staff perpetrator. The grounds for taking such precautionary action are clearly set out in the Disciplinary Regulations (see 1.1.7, above).</p> <p>If the incident is not under criminal investigation / prosecution, and the accused perpetrator is a student or staff member of the HEI, then the HEI investigates the matter under its internal disciplinary procedures and Disciplinary Regulations.</p> <p>HEIs follow the recommendations in Chapters 8 and 10 of the UUK (2016b) guidance for higher education institutions <i>'How to handle alleged student misconduct which may also constitute a criminal offence'</i>.</p>	<p>↪ All aspects of previous levels, plus:</p> <p>The HEI leads collective actions to mitigate the negative impact of cyberbullying (e.g. YIK YAK Takeovers; reporting of inappropriate content, etc.).</p>	<p>↪ All aspects of previous levels, plus:</p>

The HEI supports collective actions to mitigate the negative impact of cyberbullying (e.g. YIK YAK Takeovers; reporting of inappropriate content, etc.).

Staff and students facing such allegations are encouraged to make use of the support services offered by the HEI (see 4.1.1 above).

#### **GOOD PRACTICE**

##### **UUK (2016b) 'How to handle alleged student misconduct which may also constitute a criminal offence'**

Chapters 8 and 10 of the UUK (2016b) guidance 'Precautionary Action' and 'Internal Disciplinary Procedure' provide recommendations to HEIs on the response options available to them.

#### **GOOD PRACTICE**

##### **NUS 'Hate crimes and incidents in further & higher education' reports**

This is supported by recommendation #9 in the NUS (2011–2012) reports:

*"Promote greater confidence in reporting mechanisms."*

This recommendation states:

*“In order to ensure accurate reporting of hate incidents, better protocols for interviewing and debriefing crime victims and privacy assurances for victims are required.*

*Victims should be assured that their report will be taken seriously and consistently and thoroughly investigated and recorded.”*

#### CASE STUDY

##### **YIK YAK Takeovers**

Collective action is one way a HEI/SU may respond to cyberbullying. For example, it only takes five supportive colleagues to remove offensive content on Yik Yak. The university social media team could be responsible for doing this.

Establishing a positive social norm on the social media platform is another response to cyberbullying. A Yik Yak takeover is one way to do this — *“block posting and up-voting positive messages to counteract negativity on the platform”*.

Colgate University (USA) (<https://www.insidehighered.com/news/2014/12/15/professors-turn-yik-yak-happy-space>), and Coastal Carolina University (USA) (<http://brentreser.com/tag/ccu-yik-yak-takeover/>) are two examples of an HEI initiated Yik Yak takeover.

For further information, see: <https://theconversation.com/fame-and-bullying-on-yik-yak-and-how-to-deal-with-it-51377>

## 5. Responding to Incidents of Student Harassment or Sexual Assault

5.2 Relevant HEI staff advise or collect evidence in relation to allegations of cyberbullying, harassment or sexual assault.		+ 3
		+ 2
<p><b>REQUIRED LEVEL</b></p> <p>The HEI provides information on the preservation of evidence following a cyberbullying, harassment or sexual assault incident. This information should be online, as well as in print, and ideally appear alongside the options available for reporting an incident.</p> <p>This advice is important for all victims, irrespective of whether they have decided to report the incident to the police at that time.</p>		<p>↪ All aspects of previous levels, plus:</p> <p>If the student wants to report the incident to the authorities, relevant HEI staff (e.g. Security Staff) have received police accredited training to preserve forensic evidence.</p>
<p><b>CASE STUDY</b></p> <p><b>SOAS</b></p> <p>SOAS has created a guidance document entitled 'Preventing and responding to gender based violence'. A subsection in this document describes how to support victims of gender based violence, which includes 'Advise the student on the</p>		
		+ 2
<p><b>GOOD PRACTICE</b></p> <p><b>UUK (2016a) 'Changing the culture' report</b></p> <p>The UUK (2016a) report suggests:</p> <p><i>"['Go-to' staff] will also be able to inform students what their options are including forensics, reporting to the police and available internal and external support. This will empower the victim/survivor to make informed decisions."</i> (p.52).</p>		

#### **CASE STUDY**

##### **SOAS**

SOAS has created a guidance document entitled '*Preventing and responding to gender based violence*'. A subsection in this document describes how to support victims of gender based violence, which includes '*Advise the student on the preservation of forensic evidence.*'

For more information, see: <https://www.soas.ac.uk/equalitydiversity/gender-based-violence/file107475.pdf>

#### **CASE STUDY**

##### **Dartmouth College (USA)**

Dartmouth College has web-based information on 'what to do if you, or someone you know, has been affected by sexual assault, domestic violence or stalking.'

Information on this webpage includes the preservation of forensic, physical and electronic evidence.

For more information, see: <http://www.dartmouth.edu/sexualrespect/whattodo/index.html>



## 5. Responding to Incidents of Student Harassment or Sexual Assault

5.3 The HEI provides on-going support to the student victim and alleged student perpetrator.		
	+ 2	+ 3
<b>REQUIRED LEVEL</b>	<p>↩ All aspects of previous levels, plus:</p>	<p>↩ All aspects of previous levels, plus:</p>
<p>The HEI provides on-going support to the victim and the alleged student perpetrator, following an incident of cyberbullying, harassment or sexual assault, through its student support and mental health services.</p> <p>If the student victim has decided to pursue a criminal investigation, then the HEI has procedures in place to support the student through the judicial process with regards to mitigating circumstances, leave of absence, etc.</p> <p>This should include:</p> <ul style="list-style-type: none"> <li>▶ Provision of dedicated counsellor and/or support officer</li> <li>▶ Dedicated support officer to liaise with academic staff (as required) to: arrange interruption of studies; complete mitigating circumstances procedures; obtain</li> </ul>		

permissions for late submissions; support leave of absence provision; etc.

(N.B. support officers for both victim and alleged perpetrator must be different individuals, see UUK, 2016a, p.54).

**GOOD PRACTICE**

**UUK (2016b) 'How to handle alleged student misconduct which may also constitute a criminal offence'**

The UUK (2016b) guidance states (p.6):

*"In providing information and support, universities should consider academic, housing, finance, health and well-being issues and, where appropriate, assist students to access specialist sexual violence support services provided by external agencies. For example, a university could assist the reporting student and the accused student to submit mitigating circumstances (although any such adjustments will be subject to the academic requirements of the course)."*

**6. ProtectED Safety & Wellbeing Partnership (PSWP)**

<p>6.1 The role of the <i>ProtectED</i> Safety and Wellbeing Partnership.</p>		
<p>6.1.1 The data sharing agreement and reporting policy on cyberbullying, harassment and sexual assault between the HEI and internal and external parties.*</p>		
<p style="text-align: center;">+ 2</p>	<p style="text-align: center;">+ 3</p>	
<p style="text-align: center;"><b>REQUIRED LEVEL</b></p> <p>The HEI has in place a protocol for sharing information with:</p> <ul style="list-style-type: none"> <li>▶ Internal parties (i.e. university security, personal tutors, different student support services, Students' Union)</li> <li>▶ External parties (i.e. police, social workers, GPs).</li> </ul> <p>The university records incidents of cyberbullying, harassment or sexual assault — irrespective of whether or not the student wishes to press charges.</p> <hr/> <p><b>GOOD PRACTICE</b></p> <p><b>NUS 'Hate crimes and incidents in further &amp; higher education' reports</b></p>	<p>↪ All aspects of previous levels, plus:</p> <p>The HEI has a formal information sharing agreement with the external parties.</p>	<p>↪ All aspects of previous levels, plus:</p>

This is supported by recommendation #7 in the NUS (2011–2012) reports:

*“Encourage reporting and maintain systematic documentation and data collection of hate incidents.”*

This recommendation states:

*“Data collection on hate incidents is vital to understanding and appropriately addressing these problems [...]. Law enforcement agencies and local councils [...] need to co-ordinate and share information to ensure this data is accurately captured while maintaining victim confidentiality.”*

\* This links to ProtectED Core Institutional Safety and Security Indicator 1.1.2 “The HEI has information sharing agreements with external agencies,” and ProtectED Instrument 1: Student Wellbeing and Mental Health Indicator 5.2.1 “The HEI has established data sharing agreements / protocols with internal and external parties.”

**6. ProtectED Safety and Wellbeing Partnership (PSWP)**

6.2 HEI training involves input from Partners.		
		+ 3
	+ 2	↙ All aspects of previous levels, plus:
<b>REQUIRED LEVEL</b>	↙ All aspects of previous levels, plus:	
The HEI seeks input from PSWP partners (e.g. police) in addressing indicators 2.3.3, 2.3.4 and 5.2, with regards to the law, reporting and preservation of evidence.	PSWP partners (e.g. the police) have provided input to address indicators 2.3.3, 2.3.4 and 5.2, with regards to the law, reporting and preservation of evidence.	

**6. ProtectED Safety and Wellbeing Partnership (PSWP)**

6.3 Partnership support for partnering with key venues.		
		+ 3
	+ 2	↙ All aspects of previous levels, plus:
<b>REQUIRED LEVEL</b>	↙ All aspects of previous levels, plus:	
The PSWP supports the HEI and/or SU to address indicators in Section 3.1.		

**6. ProtectED Safety and Wellbeing Partnership (PSWP)**

6.4 Formal relationships with police, NHS, and specialist voluntary services.		
	+ 2	+ 3
<b>REQUIRED LEVEL</b>	<p>↙ All aspects of previous levels, plus:</p>	<p>↙ All aspects of previous levels, plus:</p>
<p>Through the PSWP, the HEI has established partnerships with local police, NHS, community-based advocacy groups and others, to develop a cross-sector strategy to prevent, reduce and tackle cyberbullying, harassment and sexual assault, and ensure consistent referral pathways.</p> <p>Designated 'go-to' staff should be the main link with external specialist support, and identified as points of contact in external agencies. 'Go-to' staff should grow and maintain partnerships with these agencies.</p>		
<b>GOOD PRACTICE</b>		
<p><b>UUK (2016a) 'Changing the culture' report</b></p> <p>This is supported by recommendations (xiii) and (xiv) in the UUK (2016a) report (p.59):</p> <p><i>"Universities should build and maintain</i></p>		

*partnerships with local specialist services to ensure consistent referral pathways for students.”*

*“Universities should establish and maintain strong links with the local police and NHS in order to develop and maintain a strategic partnership to prevent and respond to violence against women, harassment and hate crime affecting students.”*

To do this, UUK (2016a) suggests:

*“The identified ‘go to’ people within the university should develop and retain an extensive and up-to-date knowledge of external support.*

*As well as being the main referral point within the university, the ‘go to’ people should be the main link with external specialist support and the identified point of contact [...].” (p.53).*

#### **GOOD PRACTICE**

##### **NUS (2011) ‘Hidden Marks’ report**

This is supported by recommendation #7 in the NUS (2011) report (p.30):



*“Ensure there are strong links between the institution, Students’ Union, police, NHS and specialist voluntary services.”*

To do this, the report suggests (on page 32) that institutions and Students’ Unions are best placed to provide links between services, including but not limited to:

- ▶ Specialist domestic and sexual violence voluntary sector services
- ▶ Local police forces
- ▶ Health provision including sexual health
- ▶ Health provision including sexual health clinics and counselling services.

*“These links will be best forged by the development of an overarching institutional policy to tackle violence and harassment against women students.”*

(NUS, 2010, p.32).

#### GOOD PRACTICE

#### **NUS ‘Hate crimes and incidents in further & higher education’ reports**

This is supported by recommendation #4 in the NUS (2011–2012) reports:

*“Establish multi-agency, joined-up approaches to tackling hate.”*

**6. ProtectED Safety & Wellbeing Partnership (PSWP)**

6.5 Enable incidents to be reported to police on campus.		
		+ 3
<b>REQUIRED LEVEL</b>	+ 2	↙ All aspects of previous levels, plus:
<p>The HEI works with the local police to enable students to report incidents of cyberbullying, harassment or sexual assault to a police officer on campus.</p>	↙ All aspects of previous levels, plus:	
<b>GOOD PRACTICE</b>		
<p><b>NUS (2011) 'Hidden Marks' report</b></p> <p>This is supported by recommendation #11 in the NUS (2011) report (p.30):</p> <p><i>"Provide accessible ways for women students to report their experiences."</i></p> <p>To do this, the report suggests:</p> <p><i>"Institutions and Students' Unions should work with the police to develop ways for women to report crimes to somebody at the institution in lieu of going to a police station."</i> (NUS, 2010, p.33).</p>		

**GOOD PRACTICE**

**UUK (2016a) 'Changing the culture' report**

This is supported by recommendation (xiv) in the UUK (2016a) report (p.59):

*"Universities should establish and maintain strong links with the local police and NHS in order to develop and maintain a strategic partnership to prevent and respond to violence against women, harassment and hate crime affecting students."*

**6. ProtectED Safety and Wellbeing Partnership (PSWP)**

6.6 The HEI ensures effective evaluation and learning from harassment and sexual assault incidents.	
	+ 3
<b>REQUIRED LEVEL</b>	+ 2
The HEI uses data on reported and unreported incidents of cyberbullying, harassment and sexual assault to inform a review of the effectiveness of procedures and practices for prevention and response.	↙ All aspects of previous levels, plus:
<b>GOOD PRACTICE</b>	
<p><b>NUS 'Cyberbullying' Briefing</b></p> <p>A partnership approach to monitoring and evaluation of cyberbullying instances is supported by the NUS Cyberbullying briefing:</p> <p><i>"[Reporting] may be something that services across the institution can look to monitor — for example students may report experiences of cyberbullying to students' union services or to a counsellor within the institution."</i></p>	↙ All aspects of previous levels, plus:

*“Monitoring the situation on a cross-institutional level may help to understand the extent and nature of the problems within the institution.”*

#### **GOOD PRACTICE**

##### **UUK (2016a) ‘Changing the culture’ report**

This is supported by recommendations (iii) and (iv) in the UUK (2016a) report (p.58):

*“Universities should provide their governing bodies with regular progress reports summarising what progress has been made towards adopting a cross-institution approach. This should include reporting on the resource made available and used to support an effective cross-institution approach, including any recommendations for additional resource.”*

*“Universities should carry out a regular impact assessment of their approach.”*

#### **CASE STUDY**

##### **SOAS Preventing & responding to gender based violence Guidance**

Section 1.4 'Monitoring' of the SOAS guidance states the School will:

*"[...] Monitor the levels of incidents of gender based violence through regular surveys of students. SOAS will also record reported incidents and regularly report on this as part of the annual equality and diversity report to the Board of Trustees. This data will be used to inform the review of the effectiveness of procedures and practices."*

For more information, see: <https://www.soas.ac.uk/equalitydiversity/gender-based-violence/file107475.pdf>

### **Instrument 3: Student Harassment & Sexual Assault**

The *ProtectED* Code of Practice is the first code of practice and accreditation scheme designed to support higher education institutions in ensuring student safety, security and wellbeing.

*ProtectED* recognises that universities have a wider role to play in supporting their students — not only while they are on campus, but throughout their student experience.

The *ProtectED* Code of Practice currently comprises five parts — ‘Core Institutional Safety & Security’ and four issue-focused instruments. This extensible structure enables *ProtectED* to holistically address safety, security and wellbeing across the wider student experience.

[www.Protect-ED.org](http://www.Protect-ED.org)



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