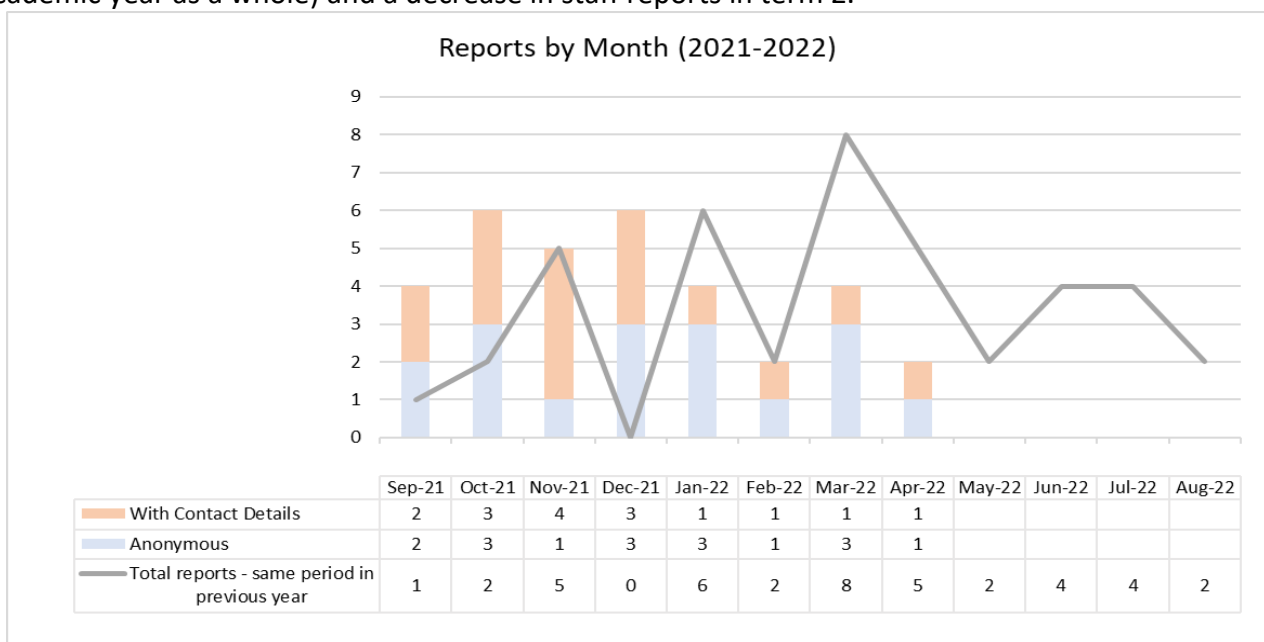**LSHTM Report and Support report - 2021-22 Term 2**

1. Overview

This is the term 2 insights report for 2021-22. Please note that this insights report only covers reports received via the Report and Support platform. It does not include reports made via other routes or the outcome of formal complaints or grievance processes.
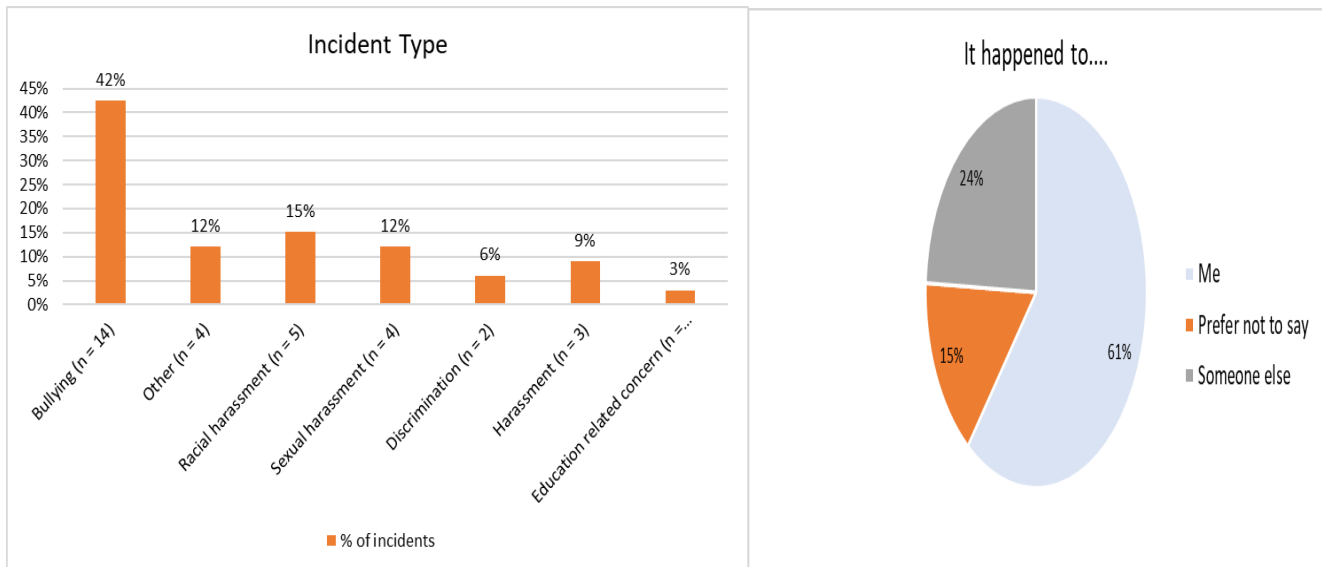
2. Data insights for 2021-2022 – Term 2

2.1. Reports by month

12 reports have been made during the period January 2022 – end April 2022. This compares to 23 reports during the same period the previous year and 21 reports during Term 1 (2021-2022). Of the 12 reports, 7 were made by students (all PGT) and 4 staff, 1 prefer not to say. This is an increase in the number of student reports to 7 from 3 in term 1 (which compares to 9 student reports last academic year as a whole) and a decrease in staff reports in term 2.

Reports by Month (2021-2022)

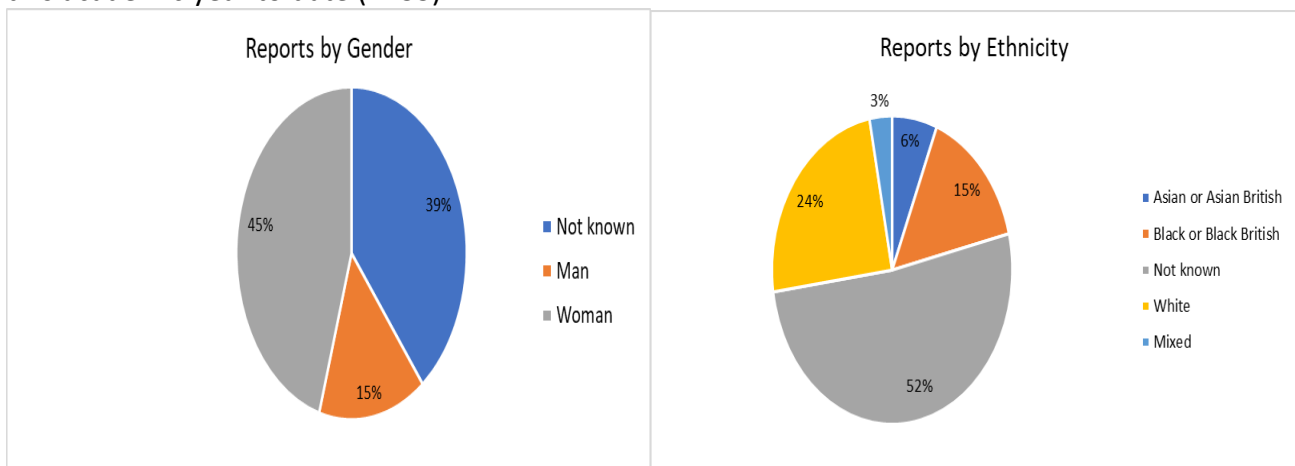|	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22
With Contact Details	2	3	4	3	1	1	1	1				
Anonymous	2	3	1	3	3	1	3	1				
Total reports - same period in previous year	1	2	5	0	6	2	8	5	2	4	4	2

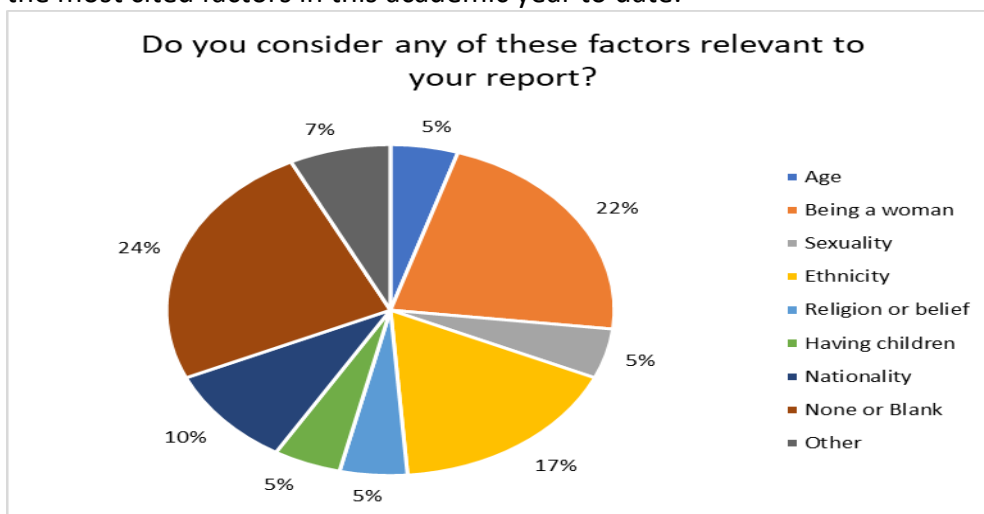### 2.2. Analysis by incident type and demographic data

Cited concerns for both students and staff include bullying, racial harassment and sexual harassment as well as other more general concerns, with bullying being most reported. 24% of reports have been made by someone else i.e. a witness in comparison to 26% during 2020-21.

Demographic data analysis for the year to date shows that most reports are made by women and ethnic minority staff, as has been previously. The percentages shown are the percentage of reports this academic year to date (n=33).

Reporting parties are also asked whether they consider any of the following factors relevant to the report – they can select as many factors as apply or none. Being a woman followed by ethnicity are the most cited factors in this academic year to date.

2.3. Analysis by area and connection to LSHTM

The following tables provide a breakdown of the connection of the reporting party to LSHTM in terms of staff, student or other and also breaks this down by Faculty, MRC unit, or Professional services. A cumulative total from September 2020 to December 2021 is also provided as well as a comparison to Faculties at UCL of comparable size and demographic to LSHTM.

	Connection to LSHTM	Number YTD	% of report type
Report anonymously	Locally employed MRC unit staff	1	6%
	Internationally employed MRC unit staff	1	6%
	LSHTM employed staff	5	29%
	Student	7	41%
	Prefer not to say	3	18%
Report with contact details	Locally employed MRC unit staff	0	0%
	LSHTM employed staff	10	63%
	Student	3	19%
	Third party	2	13%
	Prefer not to say	1	6%

Area	2020-21	Cumulative total to date (to April 2022)	%v
Epidemiology and Population Health	8	16	22%
Infectious and Tropical Diseases	9	12	16%
Public Health and Policy	7	13	18%
MRC unit The Gambia	4	5	7%
MRC unit Uganda	1	4	5%
Professional Services	9	13	18%
Other	3	11	15%
	41	74	

Comparison to another institution	*Number of reports*
LSHTM – Total reports (Staff n = 1740; MRC units n = 1794, Student n = 1003 in 2020/21)	41 for the period Sept 2020 – August 2021 21 reports for the period Sept – December 2021
UCL Faculty of Population Health (Staff n = 1506 as at 01.10.2020; Students n = 1513 in 2020/21)	21 (2020-2021 academic year)
UCL Faculty of Medical Sciences (Staff n = 1406 as at 01.10.2020; Students n = 3763 in 2020/21)	29 (2020-2021 academic year)

2.4. Barriers to reporting

The most cited barriers to named reporting or contacting an advisor continue to be:
- I'm worried about the repercussion for me or others
- I'm worried about being called a troublemaker
- I'm concerned it might impact my future

3. Response times and actions taken

The following table provides information on response types and types of support or action taken.

Response times	Time to triage	80% on same or next day
	Average time between report and outcome / close	Average academic year to date = 47 days

		2020-21	2021-22 YtD
	Longest between report and outcome / close	299 days	
	Number of reports **open at end of period**	5 open cases (longest 299 days)	
Cases supported by (shown for closed reports)	Anti-Bullying and Harassment Advisor	8	3
	EDI		4
	Human Resources	15	4
	Registry / TPD / Other (e.g. Coms)	4	3
Action taken (shown for closed reports)	No direct action	8	4
	Feedback used to improve service	2	10
	Support provided	21	6
	Informal resolution		7
	Formal process	3	1

The following table provides examples of outcomes from the last term. Please also see section 6 which provides a broad (cumulative) update on progress and next steps.

Incident type	Actions taken in the last term
Anonymous reports where it has not been possible to take direct action but we have used the feedback to inform development of the service	Continue to roll out microaggressions workshops and using feedback to support development of responding microaggressions and being an active bystander / ally. Embed above into line manager training and good management practice sessions.
Behaviours on in education environment (between students)	TPD raised concerns and discussed expectations with student involved which was taken on board.
Harassment	Examples of inappropriate behaviour within halls / outside of LSHTM campus e.g. homophobic harassment – advice provided by EDI team on sharing behavioural expectations. No further action due to anonymous nature of reports.
Potential racial microaggression raised by students	1. One report made regarding lecturer. This was discussed with relevant academic colleague – no further action due to anonymous nature of the report. 2. Student raised concern following interactions with other students within a group project – advice provided and informal resolution found by the student directly.
Bullying	Example of bullying within a meeting – accessed support from anti-bullying and harassment adviser.

4. Feedback process

We have introduced a [feedback form](#) within Report and Support to enable site users to provide anonymous feedback on using the reporting tool and subsequent response. We anticipate providing the opportunity to give feedback when closing reports and are exploring feedback options for anonymous reporting.

5. Dignity and Respect Actions – Progress to date and next steps

	Progress to date	Next steps	Timing	Responsible
Anti-Bullying and Harassment Advisor network *EDI goal 6*	Anti-Bullying and Harassment Advisors expanded 2019/20. Training has been extended to the MRC unit The Gambia who are developing an anti-bullying and harassment advisor network.	MRC Uganda Unit – currently establishing a Anti-Bullying and Harassment Advisors network / training scheduled for June 2022. Termly network meetings. Further training sessions / engagement with broader training offer.	2021 - 22	EDI team
Report and Support *EDI goal 6a*	Report and Support launched in 2020. MRCG sub-site launched in 2022. Additional incident types covering racial harassment and education related concerns. Revision of our confidentiality and privacy notices to make more accessible alongside developing more detailed flowcharts to explain the processes to site users. Upgrade Report and Support from Culture Shift to make use of features such as risk assessment framework and communication campaign assets Report and Support videos have now been produced and will be shared widely including on the Report and Support platform itself.	Implementation of R&S sub-sites for the MRC unit Uganda - underway. We will continue to review and evaluate these changes and implementation including via the Dignity and Respect Task and Finish Group, which meets bi-monthly	2021 - 22	EDI team LSHTM / EDI team MRCG / Human Resources MRCU

	Progress to date	Next steps	Timing	Responsible
Dignity and Respect task and finish group *EDI goal 6*	Re-constituted as ongoing workstream of EDI Programme Board and meets bi-monthly	The group will continue to meet to act as a stakeholder reference group in the ongoing development of training, communications and resources (see below) alongside launch of the revised policy.	2021 - 22	Dignity and Respect Workstream (EDI Programme Board)
Anti-bullying and harassment policy *EDI goal 6b*	The Dignity and Respect: Anti-Bullying and Harassment Policy revised and signed off in June 2021. Policy briefings facilitated in August / September 2021 which included taking a trauma informed approach. Embed policy briefings on an ongoing basis via the TED programme – Good Management Practice series.	Operationalizing trauma informed and embedding within support mechanisms for students and staff disclosing, reporting and throughout formal processes - includes identifying at the earliest stage a single liaison point through which regular communications may be channeled and support provided. We have liaised with both staff and student counselling provision, all have trauma informed approaches embedded within their service as BAU. We will further explore. In lieu of formal training, First Response Panel briefing has been developed – training to follow. Identify risks and ongoing evaluation of effectiveness and implementation policy via above group.	2021 - 22	HR / EDI team
Communications and Resources *EDI goal 6c*	Report and Support and the Anti-bullying and harassment network have been shared via Chariot and Vector, Faculty and other newsletters as well as within Director emails. #YourVoice campaign launched in September 2021 for the start of the 2021/22 academic year. #ActiveBystander launched in March 2022. Pathways for reporting guidance has been shared with all Programme Directors to incorporate within Welcome Week as well as within EDI	To review use of campaigns and develop further. Development of resources to cover potential scenarios and responding to scenarios including guidance on responding to first disclosures to be developed and on, for example, encouraging team environment/culture which allows someone to raise their discomfort and not fear reprisal/ridicule – including active bystander guidance.	2021 - 22	Dignity and Respect Workstream (EDI Programme Board) EDI / Communications and Engagement

	Progress to date	Next steps	Timing	Responsible
	workshops and through guidance online. Guidance for small group work providing principles for respectful enquiry.			
Development *EDI goal 4*	Microaggressions and Bystander intervention workshops rolled out 2020-2021. Workshops offered to teams across the School. Train the Trainer sessions. Evaluation of EDI workshops and Microaggressions and Bystander intervention workshops to date and further tailored content to LSHTM and embedded within standard staff development offer. Additionally, staff EDI refresher workshop redesigned and relaunched in October 2020 and are incorporated into staff inductions. Student EDI workshop was provided as part of Welcome Week in September 2020 including signposting to report and support mechanisms.. This will be developed further for 2021/22. Online consent training module launched for students 2021/22.	Further roll out of micro-aggressions / bystander training to teams – ongoing. Training for staff on managing disclosures to be rolled out – Online module has been identified, to be purchased and plan on how to roll out developed. In lieu of formal training, First Response Panel briefing has been developed – training to follow. Anti-racism development programme being developed involving stakeholders (BLM/FAIR, DGH, Safe space for PoC, ReBalance, Dignity and Respect task and finish group members). Student rep training including the issues set out above in terms of dealing with complaints micro aggressions and first disclosures.	2021-2022	EDI / TED Student Engagement

	Progress to date	Next steps	Timing	Responsible
Education related concerns *EDI goal 6 and 8b*	Further to recent complaints, both historic and current, work has been done to re-map the concerns and complaints process relating to the curriculum. During 2020/21, we introduced new questions in the student evaluations to develop a more systematic way of gathering the feedback on inclusivity which will enable "closing the circle" to ensure that MOs act on any data collected. Decolonising the curriculum online toolkit launched in December 2021.	External consultant report on evaluating our curriculum content and delivery from a student and academic perspective has been received. Next steps to be confirmed. A Decolonising the Curriculum action plan, which will include training on decolonising the curriculum and more broadly on inclusive curriculum, will be developed and led by the new CELT role.	2021-2022	Pro-Director Education / Centre of Excellence for Learning and Teaching / Taught Programme Directors Quality Assurance / Taught Programme Directors
Review of previous cases **Aligning formal staff grievance policies / processes**	Process developed for review of historic cases for lessons learnt has been developed and provided to internal auditors.	Review of historic cases – on an annual basis as BAU. Alignment of formal grievance processes – to be mapped and timeline developed.	Annual TBC	HR / Registry / EDI HR / Secretary and Registrar

6. Appendix - Report and Support Process

The flowcharts below show the process for both anonymous reports and reports with contact details. The Equity, Diversity and Inclusion Office receive initial notification of reports made and then follow the processes as outlined. Where requested and applicable, a report will be 'assigned' to an 'advisor' depending on the concern and the route the person making the report wishes to take.
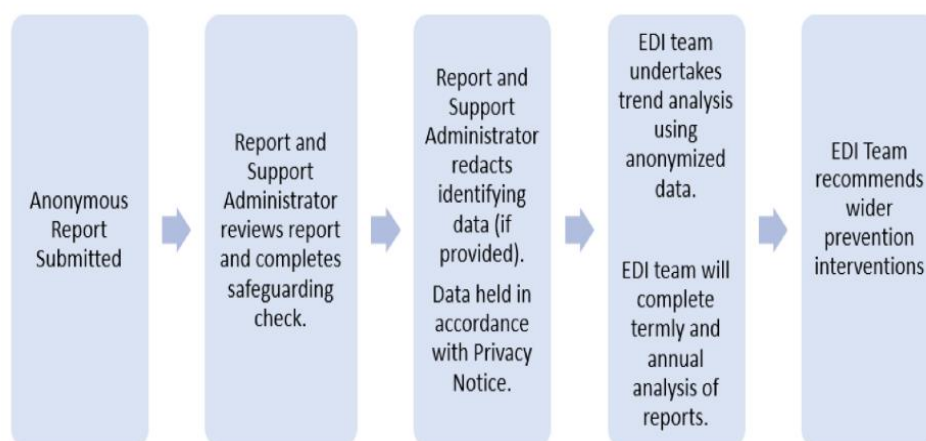These advisors include the following roles:
- Anti-bullying and harassment advisor
- designated HR Partner – for reports raised by London-based and overseas staff and internationally employed MRC Unit staff
- MRC Unit HR manager – responsible for locally employed MRC Unit staff
- Student Support Services – responsible for student support
- Registry – responsible for the formal student complaints process
- Taught Programme Director - have oversight of all taught programmes within your Faculty and are a point of contact for concerns relating to Masters degrees
- Faculty Research Degree Directors - have oversight of all research degree programmes within your Faculty and are a point of contact for relating to Research degrees.

Further info is provided on Report and Support via Frequently Asked Questions:
https://reportandsupport.lshtm.ac.uk/pages/frequently-asked-questions

LSHTM Report & Support Workflow - Anonymous Report

Anonymous Report Submitted → Report and Support Administrator reviews report and completes safeguarding check. → Report and Support Administrator redacts identifying data (if provided). Data held in accordance with Privacy Notice. → EDI team undertakes trend analysis using anonymized data. EDI team will complete termly and annual analysis of reports. → EDI Team recommends wider prevention interventions

LSHTM Report & Support Workflow – Report with contact details

| Report with Contact Details Submitted | → | Report and Support Administrator reviews report and completes safeguarding check and assigns to an advisor. | → | Assigned advisor contacts staff or student.

Advisor and Reportee meet - outlining options

Case transferred or closed | → | Report and Support Administrators redacts identifying data (if provided).

Data held in accordance with Privacy Notice. | → | EDI team undertakes trend analysis using anonymized data.

EDI team will complete termly and annual analysis of reports. | → | EDI Team recommends wider prevention interventions |