

LSHTM Report and Support report - 2021-22 Term 1

1. Overview

LSHTM launched its new [Equity, Diversity and Inclusion \(EDI\) Strategy](#) in July 2021 which sets out our commitment to providing:

“an inclusive education, research and working environment free from bullying and harassment, ensuring all staff and students are treated and treat others with respect, consideration, courtesy and dignity at all times”.

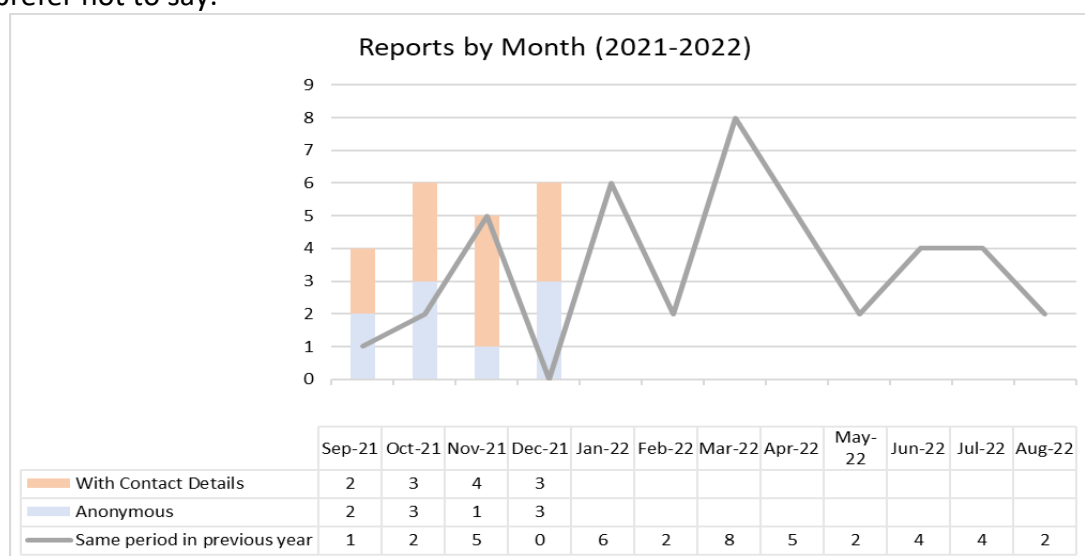
One of the key principles within our EDI strategy is to ensure expected behaviours, which reflect respect for all, are clearly communicated, understood and enacted in all our interactions at all levels and regardless of job role (academic and professional support). We are conscious through our staff and student surveys feedback - and from the Independent Review - that we need to improve our reporting mechanisms, to raise awareness and importantly to increase staff and students' confidence in reporting issues of bullying and harassment, including racial and sexual harassment. To this end, one of our overarching goals within our EDI action plan is to develop a framework, support mechanisms and campaign which promotes dignity and respect and enables unwanted behaviours to be reported and tackled.

This is the term 1 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 1

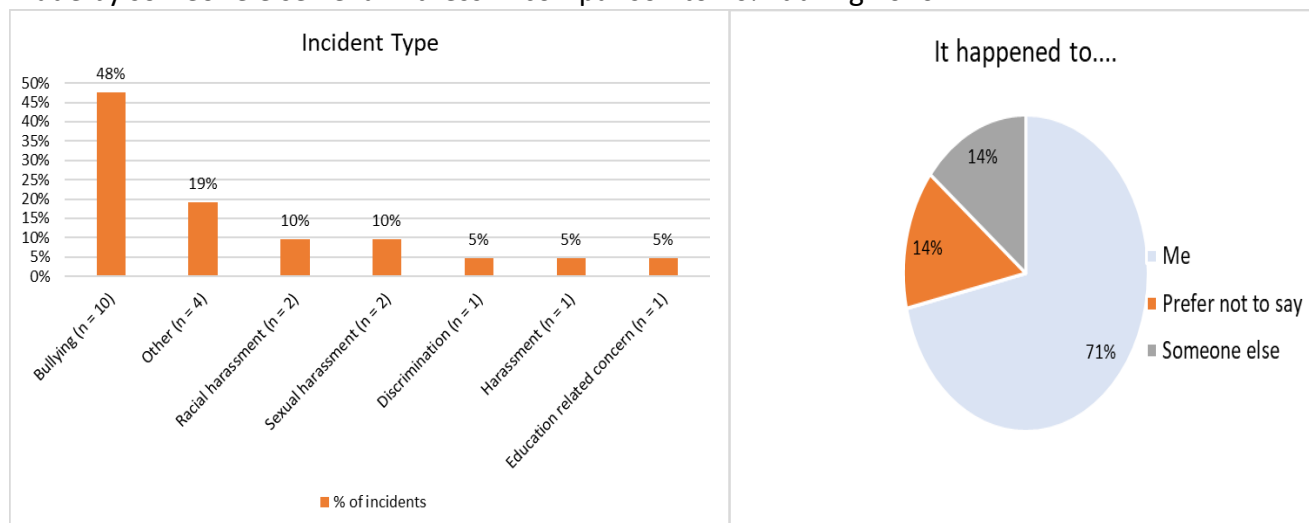
2.1. Reports by month

21 reports have been made during the period September 2021 – end December 2021. This compares to 8 reports during the same period the previous year. Of which 3 student (all PGT) and 13 staff, 5 other / prefer not to say.

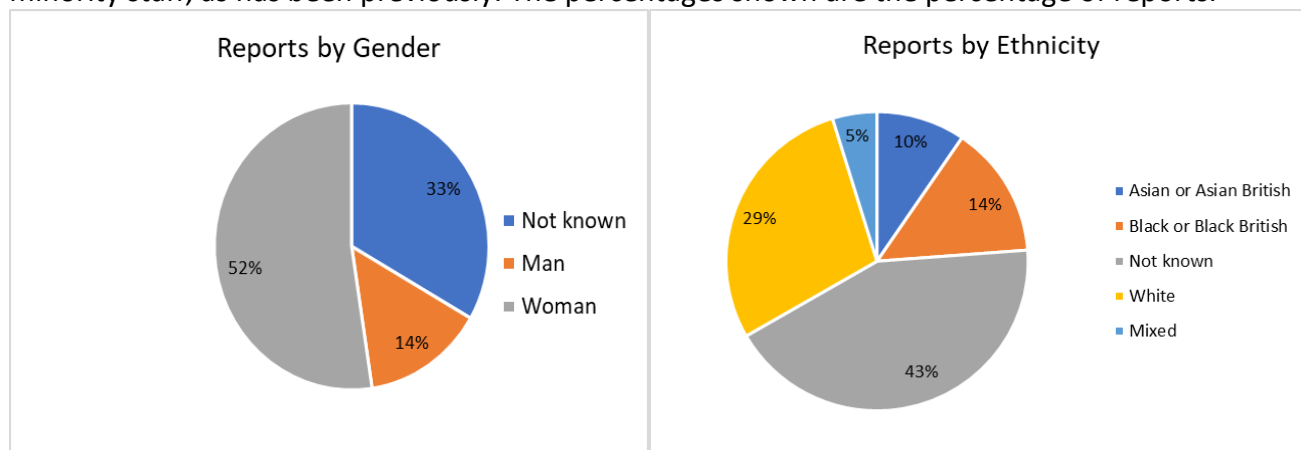


2.2. Analysis by incident type and demographic data

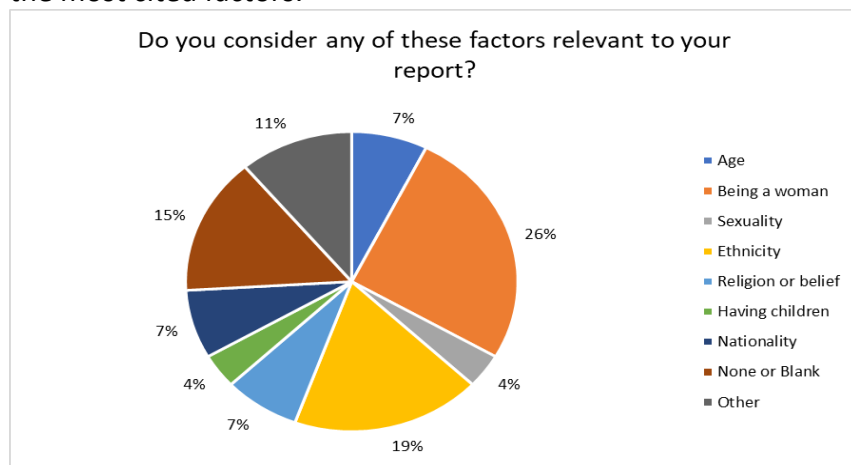
Cited concerns for both students and staff include bullying, racial harassment and sexual harassment as well as other more general concerns, with bullying being most reported. 14% of reports have been made by someone else i.e. a witness in comparison to 26% during 2020-21.



Demographic data analysis for this period shows that most reports are made by women and ethnic minority staff, as has been previously. The percentages shown are the percentage of reports.



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.



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	% of report type
Report anonymously	Locally employed MRC unit staff	1	11%
	Internationally employed MRC unit staff	1	11%
	LSHTM employed staff	3	33%
	Student	1	11%
	Prefer not to say	3	33%
Report with contact details	Locally employed MRC unit staff	0	0%
	LSHTM employed staff	8	67%
	Student	2	17%
	Third party	2	17%

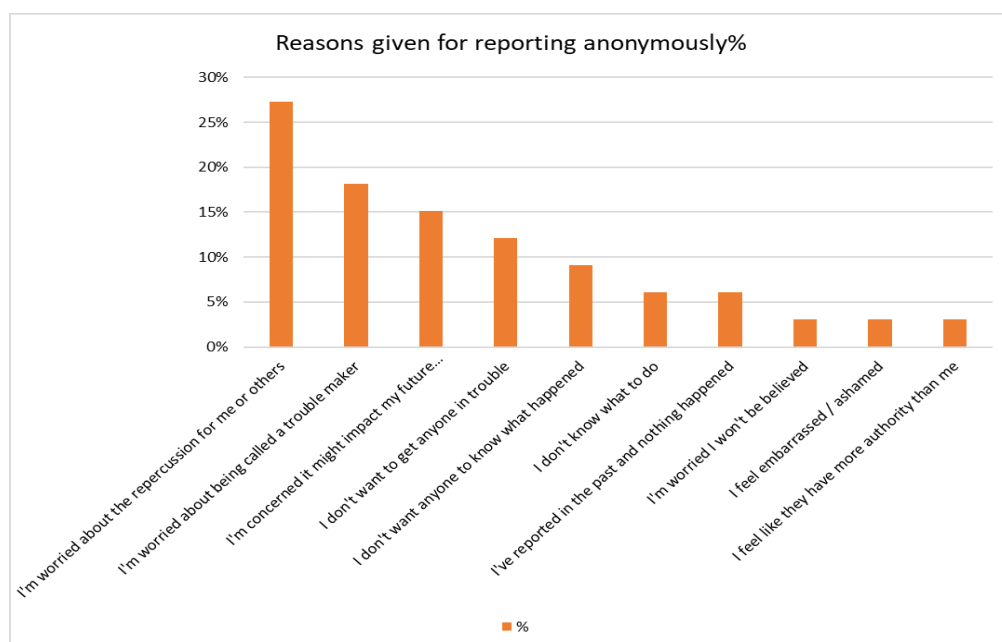
Area	2020-21	Cumulative total to date (to December 2021)	%v
Epidemiology and Population Health	8	13	21%
Infectious and Tropical Diseases	9	11	18%
Public Health and Policy	7	11	18%
MRC unit The Gambia	4	4	6%
MRC unit Uganda	1	4	6%
Professional Services	9	11	18%
Other	3	8	13%
Total	41	62	

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 are:

- 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. 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.

4. Response times and actions taken further to reports to date (2020/21)

Initial response time for all reports have been within 5 working days, 80% triaged on the same or next day. Time from report logged to outcome varies depending on the complexity, the average length of time a named report case is open for over the above period has been 47 days with the longest being 209 days.

15 of the 21 reports were assigned to an 'advisor' as detailed in the table below; this includes a number of anonymous reports where action was needed. We complete a safeguarding check for each report and a decision is made in all cases whether specific action for the case is possible, as detailed in the appendix. Ten reports are ongoing, three from 2020/21.

The following table provides a breakdown of the outcomes for the reports for from term 1 – 2021-2022 and reports carried over from 2020-2021 and includes the average number of days the report was open for each outcome type.

	Number	Average no of days open
Reports closed (in period)		
Anonymous report - feedback used to develop service	6	13
Anonymous report - no action needed	1	21
Referred for internal support (Communications)	1	10
Referred for internal support (EDI / Anti-B&H adviser)	2	27

Informal resolution sought (EDI)	2	16
Informal resolution sought (HR)	2	16
Reports open (at end of period)		
Currently with HR - Case remains open	7	100
Currently support from Anti-bullying and harassment adviser - Case remains open	2	109
Processed as a staff grievance (Anti-B&H adviser support ongoing)	1	209

The following table provides a cumulative overview of the support channel since launch of Report and Support in September 2020.

Advisor (Cumulative from 2020-2021)	Report anonymously	Report with contact details
<i>Anti-Bullying and Harassment Advisor</i>		<i>11</i>
<i>Human Resources (inc MRC unit)</i>	<i>7</i>	<i>15</i>
<i>Communications / Social media advice</i>		<i>1</i>
<i>EDI</i>		<i>4</i>
<i>Other</i>	<i>2</i>	<i>1</i>
<i>Registry (Note one both HR & Registry)</i>	<i>1</i>	<i>4</i>
<i>Taught Programme Director</i>	<i>1</i>	
<i>No direct action</i>	<i>8</i>	
<i>Feedback used to improve service (anonymous)</i>	<i>8</i>	

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 (also included in section 6 / Action Plan)
Anonymous reports where it has not been possible to take direct action but we have used the feedback to inform development of the service	<p>Feedback on making bullying and harassment training mandatory and that line management training does not sufficiently cover this.</p> <p>Microaggressions via jokes or comments in team meetings (examples relating to religion and to ethnicity or nationality as well as sexist and racist jokes)</p> <p>Action– 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.</p>
Named reports where informal support was provided but individual did not want to take further.	<p>Microaggressions via jokes or comments in team meetings (examples relating to religion and to ethnicity or nationality as well as sexist and racist jokes).</p> <p>Action– Continue to roll out microaggressions workshops and using feedback to support development of responding microaggressions and being an active bystander / ally.</p>
Behaviours on social media (impacting students)	Reports, both anonymous and named, regarding behaviour on student social media channels such as WhatsApp creating a hostile environment and of ‘posting and reposting hateful messages online’, though platform unspecified.

	<p>Action:</p> <p>1) Where named, support was provided either via an anti-bullying and harassment adviser or the Student Communications team.</p> <p>2) the EDI team have been working with Student Communications team and the Head of Student Engagement on planning student and student representative workshops and providing guidance on use of social media – this continues to be developing.</p>
Behaviours on social media (impacting staff)	<p>Guidance was sought from a member of staff relating to abuse on social media by an external party.</p> <p>Action - Support was provided by the Communications and Engagement team on responding to social media abuse.</p>
Bullying	<p>Examples of bullying by line manager or PI – progressed via staff grievance procedure. Reflection that the anti-bullying and harassment adviser has been beneficial in providing empathic support to the reporting party. This is an area we can continue to develop learning from previous cases.</p>
Concerns about historic inappropriate behaviours	<p>Action - Feedback from these concerns considered as part of the development of staff / student relationships policy.</p>
Student struggling to access their course materials	<p>Action - Student identified and referred to support to enable access.</p>

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

	Progress to date	Next steps	Timing	Responsible
Anti-Bullying and Harassment Advisor network <i>EDI goal 6</i>	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.	<p>We also plan to work with the Uganda Unit to support establishment of an advisor network.</p> <p>Termly network meetings. Further training sessions / engagement with broader training offer.</p>	2021 - 22	EDI team
Report and Support <i>EDI goal 6a</i>	<p>Report and Support launched in September 2020.</p> <p>Additional incident types covering racial harassment and education related concerns.</p> <p>Revision of our confidentiality and privacy notices to make more accessible alongside developing more detailed flowcharts to explain the processes to site users.</p> <p>Upgrade Report and Support from Culture Shift to make use of features such as risk assessment framework and communication campaign assets</p>	<p>Implementation of R&S sub-sites for the MRC units.</p> <p>We will continue to review and evaluate these changes and implementation including via the Dignity and Respect Task and Finish Group, which was formed in early 2020/21 AY.</p> <p>We will also continue to review support mechanisms such as that provided by ‘advisers’.</p>	2021 - 22	EDI team LSHTM / EDI team MRCG / Human Resources MRCU
Dignity and Respect task and finish group <i>EDI goal 6</i>	Re-constituted as ongoing workstream of EDI Programme Board	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 <i>EDI goal 6b</i>	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.	<p>Embed policy briefings on an ongoing basis via the TED programme.</p> <p>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</p>	2021 - 22	HR / EDI team

	Progress to date	Next steps	Timing	Responsible
		<p>point through which regular communications may be channeled and support provided.</p> <p>Training for staff on managing disclosures to be rolled out as above and supported by the development of Report and Support arrangements to enable use of risk assessment, decision-making tracking and associated use of First Response Panels (as reflected within revised Dignity and Respect: Anti-Bullying and Harassment Policy).</p> <p>Identify risks and ongoing evaluation of effectiveness and implementation policy via above group.</p>		
Communications and Resources EDI goal 6c	<p>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.</p> <p>#YourVoice campaign launched in September 2021 for the start of the 2021/22 academic year. Pathways for reporting guidance has been shared with all Programme Directors to incorporate within Welcome Week as well as within EDI workshops and through guidance online. Guidance for small group work providing principles for respectful enquiry.</p>	<p>Next campaign #ActiveBystander received from Culture shift and in development.</p> <p>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.</p>	2021 - 22	<p>Dignity and Respect Workstream (EDI Programme Board)</p> <p>EDI / Communications and Engagement</p>
Development EDI goal 4	<p>Microaggressions and Bystander intervention workshops rolled out 2020-2021. Workshops offered to teams across the School. Train the Trainer sessions.</p> <p>Additionally, staff EDI refresher workshop was redesigned and relaunched in October 2020 and</p>	<p>Evaluation of EDI workshops and Microaggressions and Bystander intervention workshops.</p> <p>Further roll out of micro-aggressions / bystander training and embedded within standard staff development offer.</p>	2021-2022	EDI / TED

	Progress to date	Next steps	Timing	Responsible
	<p>are incorporated into staff inductions.</p> <p>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.</p>	<p>Anti-racism development programme being developed involving stakeholders (BLM/FAIR, DGH, Safe space for PoC, ReBalance, Dignity and Respect task and finish group members).</p> <p>Student rep training including the issues set out above in terms of dealing with complaints micro aggressions and first disclosures.</p>		Student Engagement
<p>Education related concerns</p> <p><i>EDI goal 6 and 8b</i></p>	<p>Further to recent complaints, both historic and current, work has been done to re-map the concerns and complaints process relating to the curriculum.</p> <p>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.</p> <p>Decolonising the curriculum online toolkit launched in December 2021.</p>	<p>External consultant report on evaluating our curriculum content and delivery from a student and academic perspective has been received. Next steps to be confirmed.</p> <p>The Decolonising Facilitators are currently xxx.</p> <p>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.</p>	2021-2022	<p>Pro-Director Education / Centre of Excellence for Learning and Teaching / Taught Programme Directors</p> <p>Quality Assurance / Taught Programme Directors</p>
<p>Aligning formal staff grievance policies / processes?</p> <p>Review of previous cases</p>	<p>This work is being mapped as part of the response to the independent review.</p>			

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.

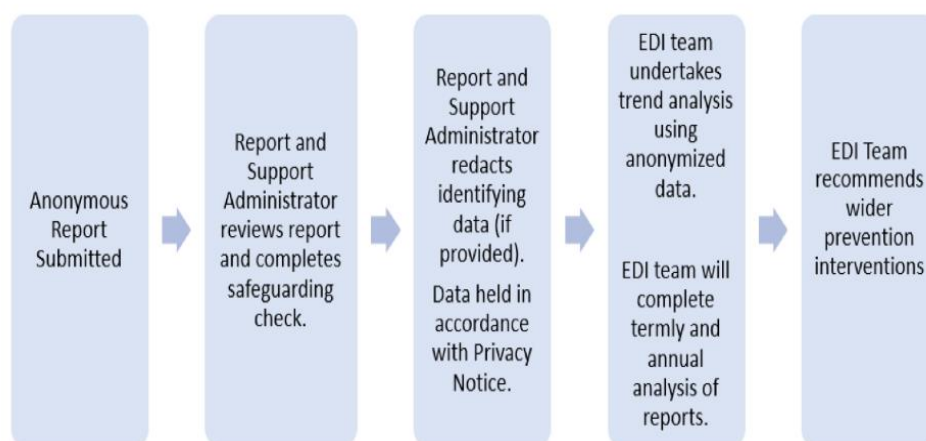
These advisors include the following roles:

- 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



LSHTM Report & Support Workflow – Report with contact details

