LSHTM Report and Support report - 2020-21 academic year

1. Overview
1.1. Reflecting on the last year

LSHTM launched its new Equity, Diversity and Inclusion (EDI) Strategy in July 2021 which sets out our committed 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 that we need to improve our reporting mechanisms, to raise awareness and importantly to increase staff and student's 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.

During 2020-21 academic year, we have made some progress towards this goal:
- The anti-bullying and harassment policy has been revised in collaboration with stakeholders (via the Dignity and Respect Task and Finish Group) across the School (approved in June 2021),
- We have begun to roll out micro-aggressions and bystander intervention training in March 2021 with approx. 25 workshops and over 400 attendees to date and,
- We launched Report and Support in September 2020 and have received 41 reports up to end of August 2021. 4 reports remain ongoing / open at the end of August.

Since launching Report and Support, we have been able to test and embed more clearly the triage processes which involve liaison with the relevant team, predominantly Human Resources (for staff) and Registry (for students) - this continues to be an area to improve on. We have recently upgraded our Report and Support package to incorporate a risk assessment process alongside introducing this within our revised anti-bullying and harassment policy to consider the academic, welfare and support needs of reporting and reported parties.

We have also been drawing on feedback received on the reporting tool itself to make the guidance and process more accessible particularly to enable students to raise education related concerns (described as an incident that has left a person feeling uncomfortable, humiliated, or upset due to actions that have occurred in an education environment such as the use of images or references which perpetuate stereotypes or colonial legacies). Education concerns is now listed specifically as a reporting option and signposted on the home page of Report and Support.

We are also drawing on and engaging with sector wide practice and developments.This has included

[Changing the Culture](#) which focused on sexual harassment and more recently the [EHRC inquiry into racial harassment](#) and subsequent [UUK](#) and [OfS expectations](#) guidance. Insights into other universities approaches are available via [Culture Shift](#) and example reports such as from [UCL](#), [Durham University](#), [University of Surrey](#). We were pleased to contribute to the recent [Culture Shift's Exceeding Expectations guidance](#).

1.2. Going forward

However, we know there is a lot more to do.

We will be reconstituting the Dignity and Respect Task and Finish Group as an ongoing workstream in the Autumn term. The group will continue to meet to act as a stakeholder reference group in the ongoing development of training, communications and resources alongside implementation of the revised policy. The group will also support the development of resources to cover potential scenarios in the LSHTM context including guidance on responding to first disclosures and on, for example, encouraging team environment/culture which allows someone to raise their discomfort and not fear reprisal/ridicule – including active bystander guidance.

We will draw from the campaign assets provided via Culture Shift to further develop our communications such as an upcoming campaign on being an active bystander. We will ensure these are linked to the upcoming work on LSHTM values work planned to commence in 2021/22.

We are currently working with the MRC units on implementation of Report and Support sub-sites for the MRC units as well as developing local anti-bullying and harassment advisor networks and related training.

An online consent matters module is being introduced in 2021/22. This has been an initiative that LSHTM students started in 2020, to initiate and facilitate discussions around sexual and gender-based violence among students and staff at the London School of Hygiene and Tropical Medicine (LSHTM). The Consent Matters online course all about consent, respect, boundaries and positive intervention. We aim to continue to work with students to evaluate and plan going forward.

2. 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
- 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
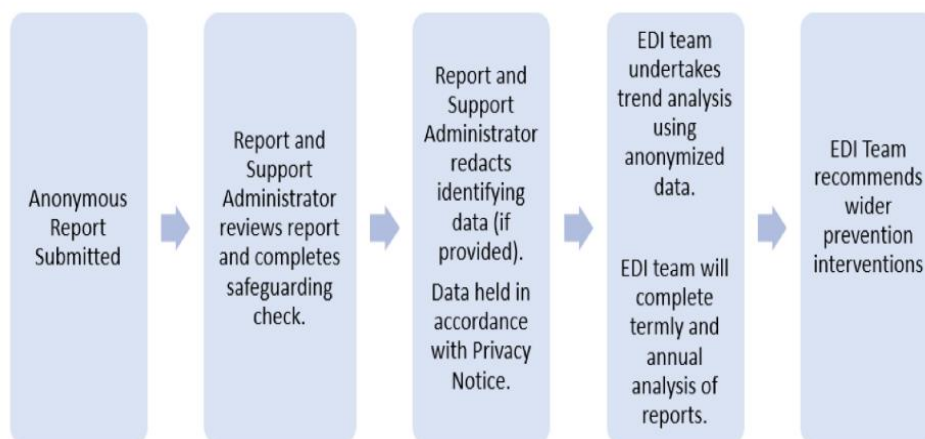From September 2021, further to feedback received, the following roles have also now been included:
- Taught Programme Director - have oversight of all taught programmes within your Faculty and are a point of contact for concerns relating to Masters degrees

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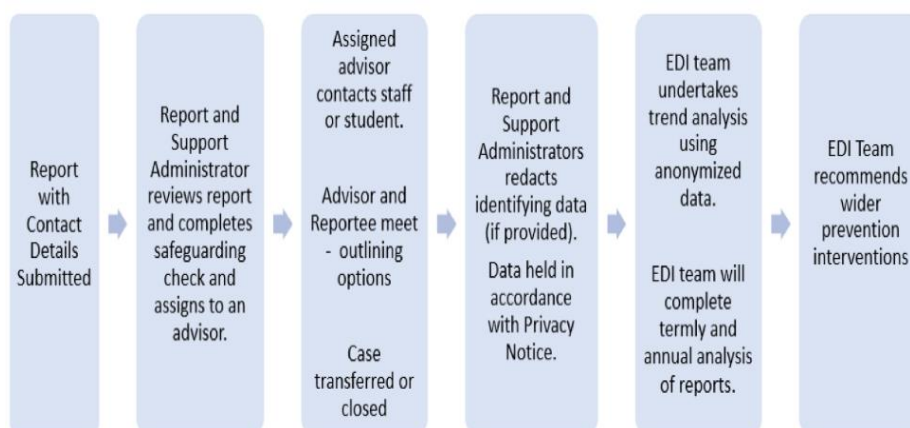
Further info is provided on Report and Support via Frequently Asked Questions:
https://reportandsupport.lshtm.ac.uk/pages/frequently-asked-questions

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

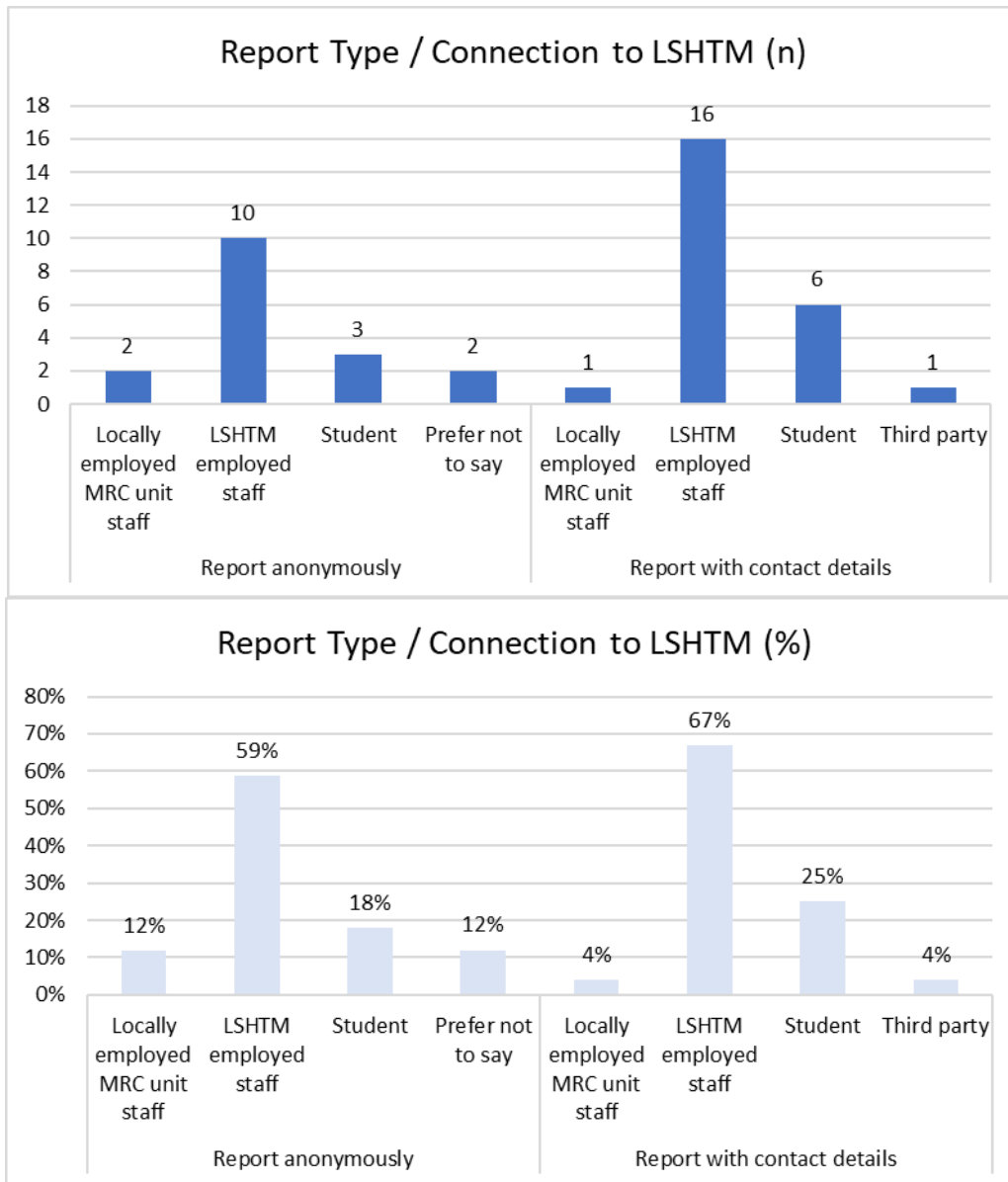| Report with Contact Details Submitted | → | Report and Support Administrator reviews report and completes safeguarding check and assigns to an advisor. | → | Assigned advisor contacts staff or student. Advisor and Reportee meet - outlining options Case transferred or closed | → | Report and Support 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 |

3. Data insights for 2020-2021

41 reports have been made since the launch (between September 2020 – end August 2021) - 9 student (all PGT / 6 named) and 28 staff (16 named), 4 other (2 named).
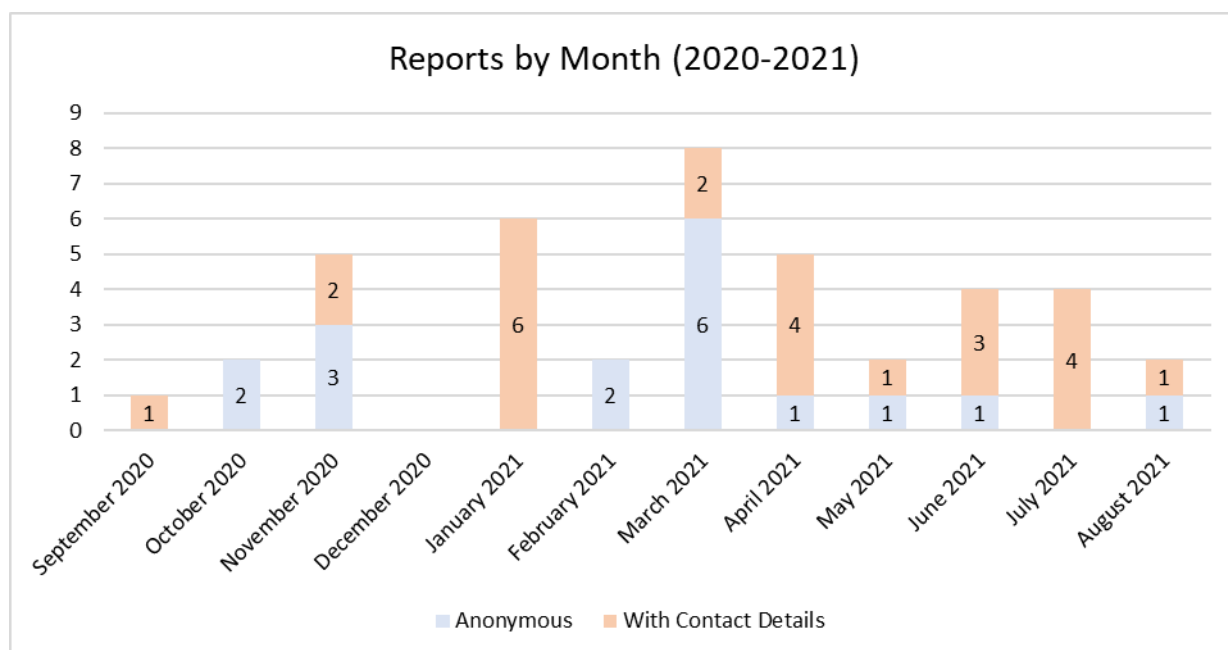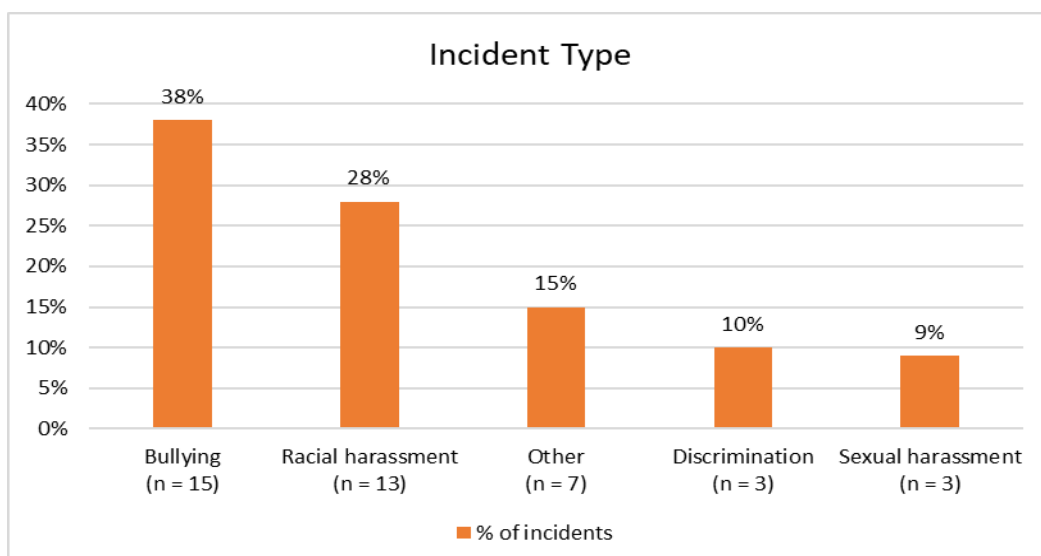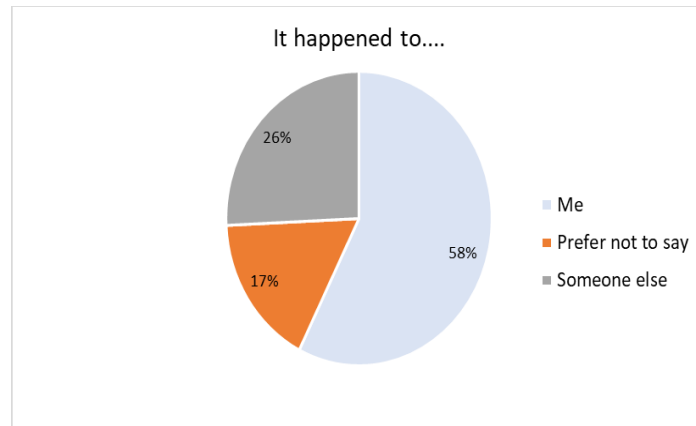

Reports by Month between Sept 2020 – April 2021 (Count here is by individual reports. Four cases have more than one report associated with them totally nine reports counted / going forward we are able to identify duplicate reports).

Comparison to another institution	Number of reports
LSHTM – Total reports (Staff n = 1740; MRC units n = 1794, Student n = 1003 in 2020/21)	41 (Sept 2020 – August 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)

Report Type / Connection to LSHTM (n)

	Report anonymously				Report with contact details			
	Locally employed MRC unit staff	LSHTM employed staff	Student	Prefer not to say	Locally employed MRC unit staff	LSHTM employed staff	Student	Third party
n	2	10	3	2	1	16	6	1

Report Type / Connection to LSHTM (%)

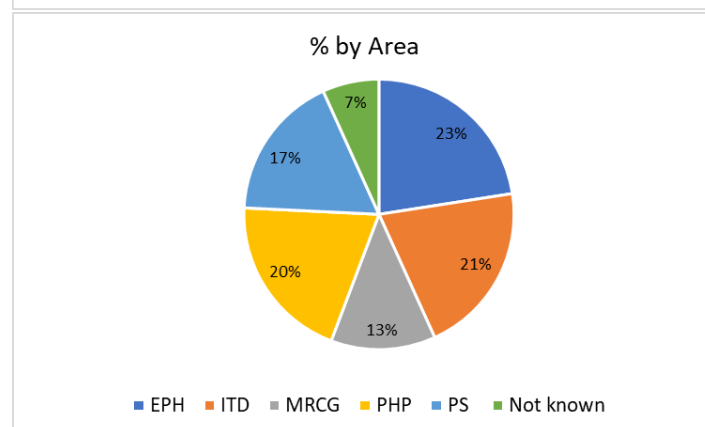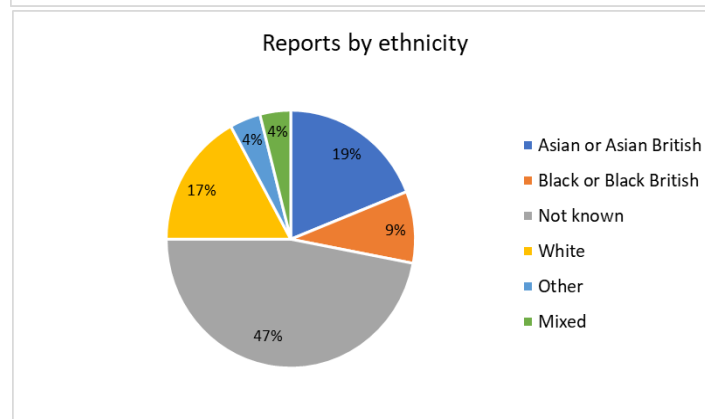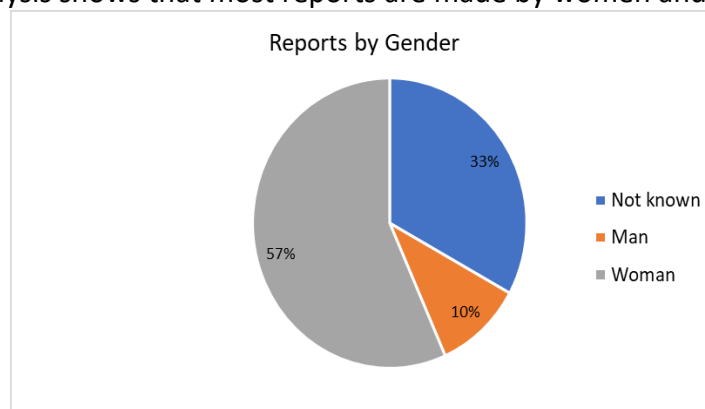|	Report anonymously				Report with contact details			
	Locally employed MRC unit staff	LSHTM employed staff	Student	Prefer not to say	Locally employed MRC unit staff	LSHTM employed staff	Student	Third party
%	12%	59%	18%	12%	4%	67%	25%	4%

Cited concerns for both students and staff include racial harassment, bullying and sexual harassment as well as other more general concerns. 26% of reports have been made by someone else i.e. a witness.
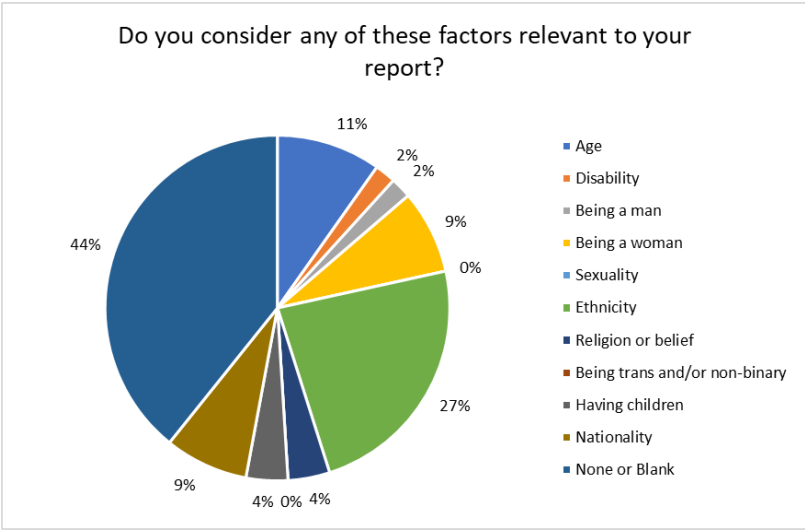
Incident Type

	Bullying (n = 15)	Racial harassment (n = 13)	Other (n = 7)	Discrimination (n = 3)	Sexual harassment (n = 3)
% of incidents	38%	28%	15%	10%	9%

It happened to....

- Me — 58%
- Prefer not to say — 17%
- Someone else — 26%

Demographic data analysis shows that most reports are made by women and ethnic minority staff.

Reports by Gender

- Not known — 33%
- Man — 10%
- Woman — 57%

Reports by ethnicity

- Asian or Asian British — 19%
- Black or Black British — 9%
- Not known — 47%
- White — 17%
- Other — 4%
- Mixed — 4%

% by Area

- EPH — 23%
- ITD — 21%
- MRCG — 13%
- PHP — 20%
- PS — 17%
- Not known — 7%

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. Ethnicity followed by age is the most cited factor.

Do you consider any of these factors relevant to your report?

- Age
- Disability
- Being a man
- Being a woman
- Sexuality
- Ethnicity
- Religion or belief
- Being trans and/or non-binary
- Having children
- Nationality
- None or Blank

The most cited barriers to named reporting or contacting an advisor are:
- o   I'm worried about the repercussion for me or others
- o   I'm worried about being called a troublemaker
- o   I was worried it would affect my future career/studies

Reasons given for reporting anonymously %
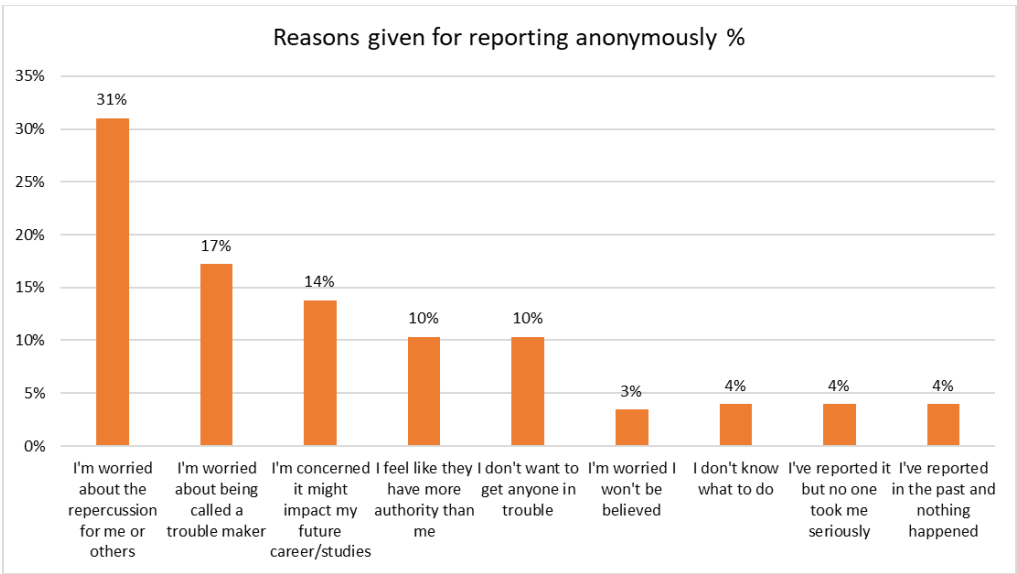
Initial response time for all reports have been within 5 working days, 87% triaged on the same or next day. Time from report logged to outcome varies depending on the complexity, the average length of time a named report case is open for over the above period has been 42 days with the longest being 236 days.

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. Actions taken further to reports to date (2020/21)

31 of the 41 reports were assigned to an 'advisor' as detailed in the table below; this includes a number of anonymous reports where action was needed or in a couple of cases the reporting party had also contacted EDI directly. 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 section 3. Where it is not possible to act on an individual case, reports are included in analysis of patterns and proactive intervention within specific teams planned. Six of the reports where there was no direct action were related to bullying in a team where no person was named. We have spoken to Heads of Departments where more than two anonymous reports have been made to recommend training and or communication of expected behaviour.

Advisor	Report anonymously	Report with contact details
Anti-Bullying and Harassment Advisor		8
Human Resources (inc MRC unit)	4	11
Other	2	1
Registry (Note one both HR & Registry)	1	4
Taught Programme Director	1	
No direct action	8	
Feedback used to improve service (anonymous)	2	

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

Learnings from individual cases and processes have been incorporated into next steps and this includes more detailed process flowcharts which have been added as appendices to the revised Dignity and Respect: Anti-bullying and Harassment policy and Report and Support. Four cases are ongoing.

Actions arising from the last quarter (May – August 2021)
Please note actions arising during the year have been cumulatively included within the action plan / section 6

Incident type	Actions taken and recommendations arising in the last quarter (also included in section 6 / Action Plan)
Anonymous reports where it has not been possible to take direct action	Guidance for small group work providing principles for respectful enquiry. 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.
Bullying / harassment	Application of New Ways of Working within a professional services area was raised, this was explored by the relevant member of senior leadership team and action taken to resolve. Anti-bullying and harassment advisor support was provided through this process. A case of bullying has been dealt with informally via the Head of Department and an apology given.

Other	Health and Safety and Wellbeing concerns have been raised and support provided.
Lessons learnt from specific investigation process relating to education concerns.	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.

Registry to ensure student complaints process pays due regard to the needs of the reporting party and identifies at the earliest stage a single liaison point through which regular communications may be channelled and support provided.

HR / Registry to review the interplay between HR processes and student complaint processes to enhance the join up and to make future complaints more integrated to ensure that the reporting party and the respondent are fairly dealt with. This needs to be linked to the First Responder Panel as set out in both the revised student complaints procedure and anti-bullying and harassment policy which aims to identify risks (including wellbeing) and appropriate next steps. The panel should join up services for specific complaints processes.

Student rep training to be developed to include the issues set out above in terms of dealing with complaints micro aggressions and first disclosures.

Advice to be provided to those reviewing student evaluations and annual monitoring reports to check for any comments or issues that may have been made through the process that require dealing with via an investigation or in adaptations to the programme.

The updated lecture recording policy should cover when the recording is turned on and off and why and checked to ensure that staff are advised to brief students on what happens in terms of lecture recording and why and when it may be turned on and off. |

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

	Progress to date	Next steps	Timing	Responsible
Anti-Bullying and Harassment Advisor *EDI goal 6*	During 2019/20, the network of trained Anti-Bullying and Harassment Advisors was expanded, it now includes representatives across all Faculties as well as representatives from within central professional support services. Training has been extended to the MRC unit The Gambia who are developing an anti-bullying and harassment advisor network.	We also plan to work with the Uganda Unit to support establishment of an advisor network. Further training sessions / engagement with broader training offer (see below).	2021 - 22	EDI team
Report and Support *EDI goal 6a*	Report and Support launched in September 2020. On launching the tool, we committed to complete termly and annual analysis of reports for EDI committee, Senate and Diversity and Inclusion sub-committee of Council and to be made available on the Report and Support tool under Support / Policies and Guidance. This is the second termly report. Changes since launch: - Additional 'Support' section covering racial harassment specifically and associated option for incident type. - Revision of our confidentiality and privacy notices with the Legal team 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	Implementation of R&S sub-sites for the MRC units. 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.	2021 - 22	EDI team LSHTM / EDI team MRCG / Human Resources MRCU

	Progress to date	Next steps	Timing	Responsible
Need to ensure staff and students feel supported when disclosing or reporting incidents or complaints		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) - see above. Taking a trauma informed approach has also been included within the anti-bullying and harassment policy briefing sessions.	By September 2021 – discussion with potential providers but not yet taken further extend to December 2021	EDI team / Secretary and Registrar
Dignity and Respect task and finish group *EDI goal 6*	Formed in October 2020 the task and finish group includes representation from anti-bullying and harassment advisers, trade unions, Student Support Services, Registry, Human Resources, Communications, EDI and SRC / Student representatives. The group has provided support for the Anti-Bullying and Harassment policy review, communications and development planning – more below.	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.	October – November 2021 2021 - 22	Dignity and Respect Workstream (EDI Programme Board) HR / EDI team
Policy review *EDI goal 6b*	The Dignity and Respect: Anti-Bullying and Harassment Policy has been revised and consulted on via the above task and finish group, trade union representatives and management board. Changes made within the policy have taken into account external guidance, such as the EHRC inquiry into racial harassment recommendations, as well as internal report recommendations, such as the Feeling Valued report.	Embed policy briefings on an ongoing basis via the TED programme Identify risks and ongoing evaluation of effectiveness and implementation policy via above group From lessons learnt: Registry to ensure student complaints process pays due regard to the needs of the reporting party and identifies at the earliest stage a single liaison point through which regular	2021 - 22	HR / EDI team

	Progress to date	Next steps	Timing	Responsible
	Proactive trauma informed approach to support mechanisms in place for students and staff disclosing, reporting or reported throughout processes. This has been added to revised Student Complaints and the Dignity and Respect: Anti-bullying and harassment policy. Anti-Bullying and Harassment Policy approved in June 2021 together with revised process flowcharts and policy briefings facilitated in August / September.	communications may be channeled and support provided. HR / Registry to review the interplay between HR processes and student complaint processes to enhance the join up and to make future complaints more integrated to ensure that the reporting party and the respondent are fairly dealt with. This needs to be linked to the First Responder Panel as set out in both the revised student complaints procedure and anti-bullying and harassment policy which aims to identify risks (including wellbeing) and appropriate next steps. The panel should join up services for specific complaints processes.		
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. Initial resources have been collated on the intranet. Example campaigns include: Glasgow Full Stop / Respect at NTU. Initial communication campaign #YourVoice 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.	An associated communications and awareness raising campaign will be an area of focus going forward. We will draw from the campaign assets provide via Culture Shift – upcoming campaign on being an active bystander. 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. Develop guidance for staff on dealing with the first disclosures including note taking, having a trauma informed approach, understanding appropriate action, reporting pathways information and ensuring that staff take advice to ensure the next steps are timely and appropriate.	2021 - 22	Dignity and Respect Workstream (EDI Programme Board) EDI / Communications and Engagement

	Progress to date	Next steps	Timing	Responsible
		Campaigns will also link to the LSHTM values work planned to commence in 2021/22.		
Development *EDI goal 4*	Management Board and Faculty Management Groups have participated in a Microaggressions and Bystander intervention training session (February – April 2021) delivered by an external specialist. An intersectional approach has been taken of which anti-racism was a key element. Workshops are being offered to teams across the School during June and July 2021. Additionally, staff EDI refresher workshop was 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. This will be developed further for 2021/22 and students have requested this include consent training. EDI workshops included within Welcome Week for students including signposting to report and support mechanisms. This also included a call for ideas for monthly EDI hours.	A comprehensive development plan will be developed taking into account recommendations from investigations and learning from Report and Support insights: • EDI workshop further revised following feedback since October 2020 with a view to developing a 'next steps' workshop • Further development / sustainability of intersectional micro-aggressions / bystander training. This includes operationalising a train the trainer programme to bring the training in house longer term that will reach all (including new) staff on a sustainable way. • Anti-racism development programme to be developed involving stakeholders (BLM/FAIR, DGH, Safe space for PoC, ReBalance, Dignity and Respect task and finish group members). • Development programme to be rolled out for priority groups (Programme Directors, TPDs, Student-facing Professional Service Staff, Decolonising Facilitators, Anti-bullying and harassment advisors). • Capacity developed within LSHTM to roll out more widely across the School alongside sustainable rollout of above-mentioned Micro-aggression and Active Bystander Intervention training.	June – October 2021 (developed) Rolled out on an ongoing basis (September onwards) September – December 2021 (developed) Targeted sessions for key roles / Wider programme developed by 2022. Rolled out on an ongoing basis (2022 onwards)	EDI / TED

	Progress to date	Next steps	Timing	Responsible
		• Consent Training to be launched in Autumn term, piloted and evaluated in 2021/22.	2021-22	
		• Monthly EDI hours to be scheduled and promoted led by student suggestions	2021-22	
		From lessons learnt • Student rep training to be developed to include the issues set out above in terms of dealing with complaints micro aggressions and first disclosures. • Advice to be provided to those reviewing student evaluations and annual monitoring reports to check for any comments or issues that may have been made through the process that require dealing with via an investigation or in adaptations to the programme.		Head of Student Experience / Associate Dean of Education Associate Dean (Quality, Academic Standards and Collaborative Provision)
Student Curriculum 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. Further, C Module student evaluations have had an additional question added which will ask: "Do you have any suggestions for how the content, design or delivery of the module could be more accessible or inclusive and reflective of the diversity of LSHTM?". This will be rolled out more widely and embedded within AMRAP processes.	The Decolonising Facilitators are currently developing a variety of ways of supporting staff to review their teaching materials – presentations to MOs, webinar planned for July (which will be recorded) and also the toolkit; and developing links with students. 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. We are also in the interim working with an external	Autumn 2021 Action plan in development 2021/22	Pro-Director Education / Centre of Excellence for Learning and Teaching / Taught Programme Directors

	Progress to date	Next steps	Timing	Responsible
	Any negative feedback from students in relation to the use of outdated/offensive and inappropriate language by staff is dealt with, and the member of staff made aware of their behaviour in the first instance, thereon in dealt with in the appropriate manner. Clear guidelines to staff on outdated language, so they are informed of terms that are acceptable and terms that are not. For instance, the term "Third world", may not have the negative impact in the arena outside LSHTM, but clearly has within its teaching 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.	consultant on evaluating our curriculum content and delivery from a student and academic perspective. This will feed into development of the above mentioned Decolonising the Curriculum action plan.		Quality Assurance / Taught Programme Directors
Education	Clear policies into the recording of lectures, so it is uniform across the school. If this cannot be implemented, then it is to be made clear that it is a personal choice and staff and students to be made aware of this.	We will update the lecture recording policy in readiness for the new academic year and ensure that staff and students are aware of the provisions of the new policy.	August 2021	Pro-Director Education