



UCL

Bullying, Harassment, and Sexual Misconduct

Annual Report

2020/21



Provost's Foreword

This is the second annual data and insight report into bullying, harassment and sexual misconduct at UCL. It marks the second anniversary of the launch of our online reporting platform **Report + Support**. Where possible the report includes additional evidence and data to demonstrate the known issues at UCL. It is important to state at the outset that the data presented here are based on reports made to UCL, and that they are not prevalence data. The issues known to UCL are just the tip of the iceberg. In 2019, UCL was one of the respondents to the Equality and Human Rights Commission (EHRC) University survey¹ that informed their report on tackling racial harassment in H.E. institutions.² The report highlighted that “racial harassment is a common experience for a wide range of students and staff.” (p.6), with “20% of students being physically attacked, and 56% of students who had been racially harassed had experienced racist name-calling, insults and jokes.” (p.6)

The past year has been an extremely challenging one, as we shifted our ways of working, studying, conducting assessment, and interacting with one another online. As a result, we have seen a corresponding increase in online mediated abuse. Across the UK there has also been a huge rise in calls to domestic violence charities, in the context of national lockdown restrictions. Refuge, the UK's largest domestic abuse charity, reports that calls to its Helpline have risen by 25% since lockdown measures began.³

Due to this move online we saw significant increased uptake in our **Active Bystander training**, delivered by the Students' Union. Nearly 10,000 students took part in the online facilitated sessions, a big increase from just over 2,000 students in the previous year. In turn, this has led to an increase in reports from students, as demonstrated by the data in this report.

Accountability and transparency are values that UCL strongly upholds, which is why publishing these data and describing our approaches to tackling harmful behaviour are important. We welcome feedback on the information contained in this report and the data you would like to see in future reports.

While the data period takes us up until February 2021, I would like to highlight the establishment of a new task and finish group, at the request of Academic Board, to review UCL's reporting procedures for harassment, discrimination, and prejudice, with a particular focus on antisemitism.

I am personally committed to ensuring that we work to improve our response to all forms of bullying, harassment, and sexual misconduct. We have clear contractual expectations of our staff and a detailed code of conduct for students, and we will continue to raise awareness of these expectations, to ensure that everyone in our community is able to flourish.

UCL President and Provost
Dr Michael Spence

¹EHRC (2019, Oct) [Racial harassment inquiry: survey of universities](#). Research report 130.

²EHRC report (2019, Oct) [Tackling racial harassment](#).

³Refuge (2020, Apr) [25% increase in calls to National Domestic Abuse Helpline since lockdown measures began](#) [Press release] accessed June 30, 2021.

Background

In 2017, UCL held an internal conference chaired by the then President and Provost, Professor Michael Arthur, called 'Full Stop'. The conference was attended by 100 students, academics, and professional staff to explore the prevalence and impact of sexual harassment in higher education, including at UCL. Following this conference, the Provost established the **Preventing Sexual Misconduct Strategy Group**.

UCL launched **Report + Support** and the accompanying **Full Stop campaign** in February 2019 to provide students and staff with one place to find out about support and campaigns, to report anonymously or contact an advisor regarding issues of bullying, harassment, and sexual misconduct.

Fully anonymised data from Report + Support is shared with Faculty leadership teams to ensure a proactive and strategic approach to intervention and prevention. The Equality, Diversity, and Inclusion (EDI) team works with HR and Faculty and Departmental leads to design and deliver targeted interventions in response to the data and local knowledge of problematic cultures.

One of the key objectives of the work is to ensure UCL students and staff feel safe reporting issues of bullying, harassment, and sexual misconduct. UCL recognises that increased reporting is essential to effective prevention. Therefore, UCL views an initial increase in disclosures and reports as an indicator of greater trust and confidence in the reporting process and its importance in instigating an effective response.

Report+Support

Progress made in the last 12 months

- Changes have been made to the **Prevention of Bullying, Harassment and Sexual Misconduct Policy** to reflect the inclusion of research participants, in line with UKRI's recommended actions for safeguarding in research.⁴
- In June 2020 the EDI team organised and hosted an international conference: 'Calling Time on Sexual Misconduct: best-practice prevention in higher education'. The conference was attended by 350 people from the following countries: Australia, Brazil, Canada, China, Czech Republic, Estonia, Finland, France, Germany, Hong Kong, India, Iran, Iraq, Ireland, Italy, Jersey, Malaysia, Mexico, Netherlands, New Zealand, Panama, Philippines, Saint Lucia, Singapore, South Africa, Spain, St Helens, UAE, UK, and USA.
- We launched the next phase of the Full Stop Campaign, *Let's Talk About Race*.
- An intervention framework for Faculties and PS areas was developed to move beyond strategies that view training as the only perceived means of culture change.

Calling time on sexual misconduct

- Our **Where do you draw the line?** training on preventing and responding to bullying, harassment, and sexual misconduct was updated to provide an online delivery model. Due to reduced staff capacity during the pandemic fewer sessions took place this year. However, 17 Departments and 351 people participated in these online workshops.
- Updates and improvements were made to Report + Support, including editing the reporting questions so that harassment related to a protected characteristic could be captured, the introduction of a domestic violence category, and some changes to how demographic questions are asked in line with best practice.
- A web accessibility audit of Report + Support was carried out, resulting in immediate improvements and the development of a web accessibility statement identifying further improvements to be made.
- We delivered bespoke training and presentations to a range of UCL staff and students.

⁴UKRI (last updated June 2021). Preventing harm in research.

Retrieved from <https://www.ukri.org/about-us/policies-standards-and-data/good-research-resource-hub/preventing-harm-in-research/> on 30 June 2021

- **Students' Union UCL Active Bystander Programme** was successfully adapted to an online delivery model and trained 10,000 students in bystander interventions this academic year. 33,000 students have taken the programme since it was launched in 2015.
- We continued to run the *B-MEntor and Inclusive Advocacy* programmes, and we launched *Emerging Leaders and Accelerate to Leadership*. These are all advancement programmes for Black, Asian and Minority Ethnic staff, as data in UCL's Race Equality Charter submission indicates that experiences of racial harassment and racialised microaggressions are institutional barriers to progression for these members of staff.
- An online leadership module called *Let's Talk About Race*, was created, aimed at managers who support staff through our *Emerging Leaders* programme.
- We held training sessions for staff on responding to sexual violence, delivered by Rape Crisis South London.
- 23 new dignity advisors were recruited and trained (bringing the total to 36) to work with students and staff on informal responses to bullying, harassment, and sexual misconduct.
- UCL Security has applied for ProtectedED accreditation, which is a comprehensive audit of the student safety, security, and wellbeing practices that have been embedded at UCL. The outcome of this application will be announced in Autumn 2021.
- A new Interim Measures Panel and process were established for clearer and more consistent decision-making regarding the measures that can be put in place whilst investigations are carried out, and an associated risk assessment template is now in use.

Data insights from 25 February 2020 – 24 February 2021

The data presented here include anonymous reports and advisor requests from Report + Support during the given data period, which marks the second anniversary of the launch of the online reporting platform. In addition, we have included information from HR and the Student Casework team on formal cases and outcomes.

218 duplicate reports were removed from this reporting period. These have been marked as such when someone has submitted information that is clearly identifiable as a duplicate (this assessment is made by the EDI team lead administrator for Report + Support in partnership with the Head of HR for the area). Some duplicates have been identified where reporters have filled in both an anonymous report and then a contact advisor request with identical information. In order to reduce such occurrences a function has now been added to the site so that people can switch forms before submission should they change their mind about reporting anonymously or with contact details.

Of these 218 duplicate reports, 204 are in relation to the Bartlett School of Architecture, all containing identical information and we believe are associated with a known reporter. At the time of writing this report UCL received 13 non-identical reports through Report + Support from current and former students and staff in the Bartlett School of Architecture regarding bullying, sexism, and racism. Some of these reports have been mentioned in national and social media. As the reporting period falls outside the remit of this report they are not addressed here, but it should be noted that UCL are in the process of commissioning an environmental investigation into the culture of the Bartlett School of Architecture in response to these reports. For further information see www.ucl.ac.uk/news/2021/may/ucl-news-statement-allegations-relating-bartlett-school-architecture

Reporting Categories

Reporting parties can select any of the categories below, which are explained as follows:

- **Bullying:** Bullying is intimidating, hostile, degrading, humiliating or offensive behaviour, through means which have the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, or humiliating environment. Bullying usually involves a repeated course of conduct.
- **Harassment:** Harassment is unwanted conduct related to a relevant protected characteristic that has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person. The unwanted conduct can be physical, verbal or non-verbal. From November 2020 those reporting could indicate if their experience of harassment relates to one or more of the following protected characteristics, **age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, or other.**
- **Sexual Misconduct:** Sexual misconduct is a form of harassment and is unacceptable behaviour of a sexual nature. It can include sexual harassment; sexual violence; intimate partner violence; sexual assault; grooming; coercion or bullying with sexual elements; sexual invitations and demands; comments; non-verbal communication; creation of atmospheres of discomfort; and promised resources or advancement in exchange for sexual access.
- **Domestic Abuse:** Domestic abuse can be an incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between people aged 16 and over, who are, or have been, intimate partners or family members regardless of gender or sexuality. This can include forced marriage, so-called ‘honour-based’ violence and ritual abuse. This category was added in November 2020.

While trends will emerge over time, there is a clear need to promote Report + Support and build trust and confidence, which will take a concerted effort across UCL. The insights have informed preventative action thus far, and the action plan for 2021/22 is detailed below.

Summary of Reports received in Report + Support

- **Of a total of 335 reports (41 fewer than 2020), 47% reports were by staff, 25% by postgraduate students, 25% (up from 11% in 2020) by undergraduate students and 3% by third party staff.**
- 234 reports related to bullying, 155 related to harassment, 56 reports related to sexual misconduct, and fewer than 5 reports were about domestic abuse.
- Bullying remains the key concern for staff, with 54% of all reports about bullying coming from staff.
- Sexual misconduct reporting is most significantly concentrated among undergraduate students, representing 55% of all sexual misconduct reports.
- All domestic abuse reports were from undergraduate students.
- 53% of reports were anonymous, and 47% of students and staff contacted an advisor (and so were not anonymous). The percentage of anonymous reports decreased 12.4% from 65.4% in the 2020 report.
- There have been low rates of reporting for domestic abuse (fewer than 5), however this is a new category introduced in November 2020.
- The main reasons selected by reporters for reporting anonymously include: I’m worried about retaliation (17%); I have concerns it might affect my current / future career (16%); nothing would be done if I made a complaint (15%).
- Worries about retaliation has increased from 8.1% last year. Worries about career and nothing being done have remained consistent with last year’s figures.
- 970 visits were made to the website, resulting in 1057 page views and 830 unique visitors. 341 were return visitors.



Quantitative Data

In the context of the pandemic, UCL has been conducting weekly pulse surveys with staff since July 2020. One question in this survey is relevant to this report:

‘I believe that UCL is an inclusive workplace and I have not personally experienced behaviour I would describe as bullying since government restrictions were imposed’. This statement scores an average of 8.2/10 across all surveys since July 2020. Whilst this is a positive score, it could also suggest that more staff might be experiencing bullying than the 1% who are reporting it via Report + Support.

Table 1. Total number of records and proportion of the form of reporting

UCL profile	Number of staff/students	Number of reports	%
All staff	14,780	169	1%
All students	48,168	166	<1%

Data Note: student numbers are based on 20/21 academic year for transparency

Table 2. Total number of records and proportion of the form of reporting

Form of reporting	Number of reports	%
Contact an advisor	157	47%
Report anonymously	178	53%
Total	335	100%

Table 3. Reasons for reporting anonymously

Why reported anonymously	Count	%
I'm worried about retaliation.	108	17%
I have concerns it might affect my current/future career.	102	16%
Nothing would be done if I made a complaint.	96	15%
I am worried about being called a troublemaker.	75	12%
I'm worried that there would be repercussions in my social circle.	57	9%
I reported it to someone at the university but they didn't take it seriously.	52	8%
I'm worried that I won't be believed.	43	7%
I feel too embarrassed or ashamed.	21	3%
I don't want to get anyone into trouble.	19	3%
I don't know how to make a complaint.	13	2%
I don't have time to make a complaint.	12	2%
It's not serious enough to warrant a complaint.	11	2%
I feel partly to blame for what happened.	8	1%
I don't want anyone to know it took place.	8	1%
I reported it to the Students' Union but they didn't take it seriously.	5	1%
I cannot prove the behaviour took place.	4	1%

Data Note: Multiple reasons could be selected in a single report

Table 4. The number and proportion of reported issues

Reported issues	Count	%
Bullying	236	53%
Harassment	155	35%
Sexual Misconduct	56	12%
Domestic Abuse	< 5	<1%

Data Note: Multiple reasons could be selected in a single report

Figure 1. The number and percentage of reported issues from staff and student groups

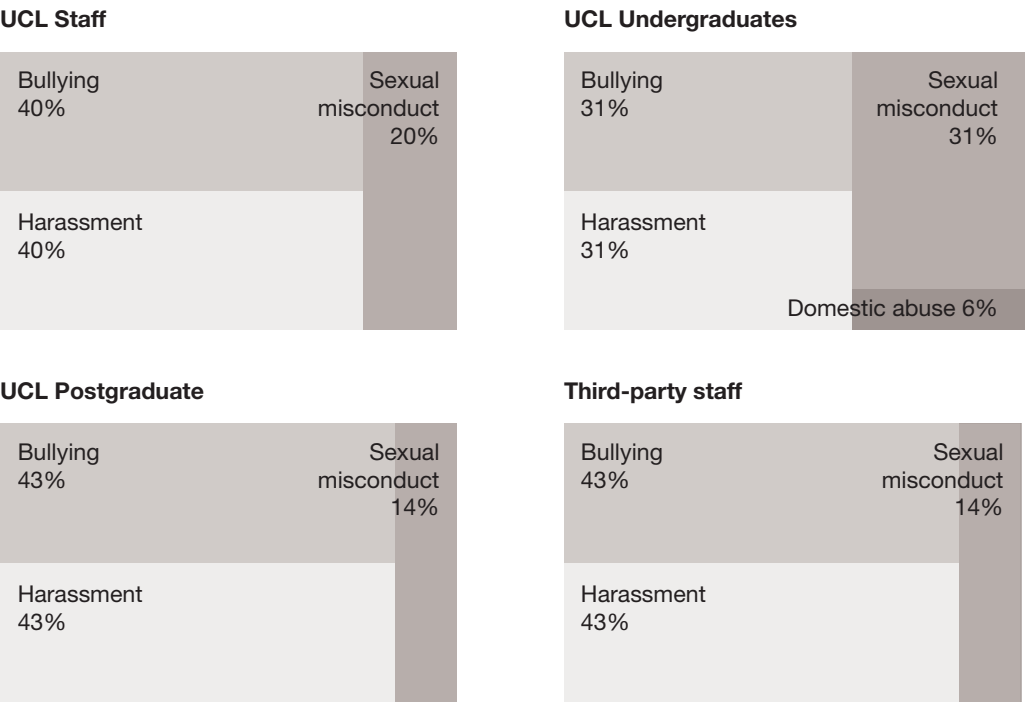


Figure 2. When incidents were reported

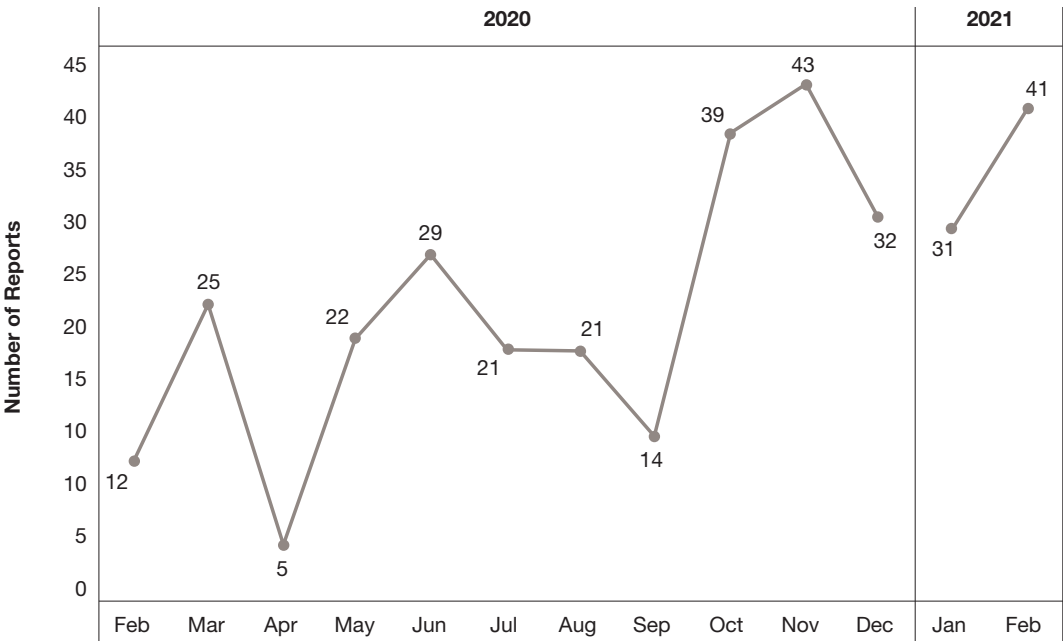


Table 5. The number and proportion of reports indicate when the incident(s) started or took place

When	Count	%
Within the last 3 months	187	56%
Within the last 12 months	72	21%
Within 1-3 years	53	16%
3 years or more	23	7%

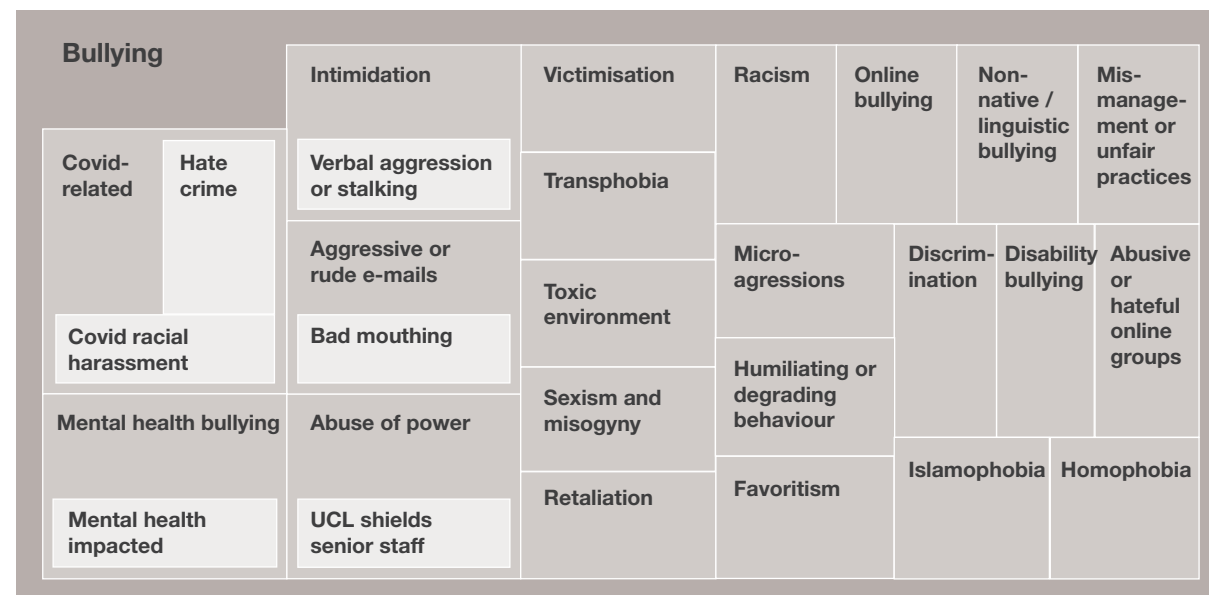
Qualitative Data

Qualitative analysis of the description of behaviours provided by reporters in the free text 'incident details section' of the reporting forms was undertaken using NVivo. The 'incident detail section' textual data were coded in terms of content and reported party. Note that domestic abuse has been excluded from that data due the low number of reports.

How behaviours were described when bullying was selected as reporting category:

As is evident from quantitative data tables above, bullying is the most reported category through Report + Support. The NVivo analysis finds that the range of reported behaviours (as described in the figure below) are often explicitly described as bullying within the free text 'incident details section'. The chart below represents the coded behaviours reported under bullying. The more frequently a behaviour appears in the free text section, the larger the box.

Figure 3. Frequency of specific behaviours in reports of bullying (to scale)

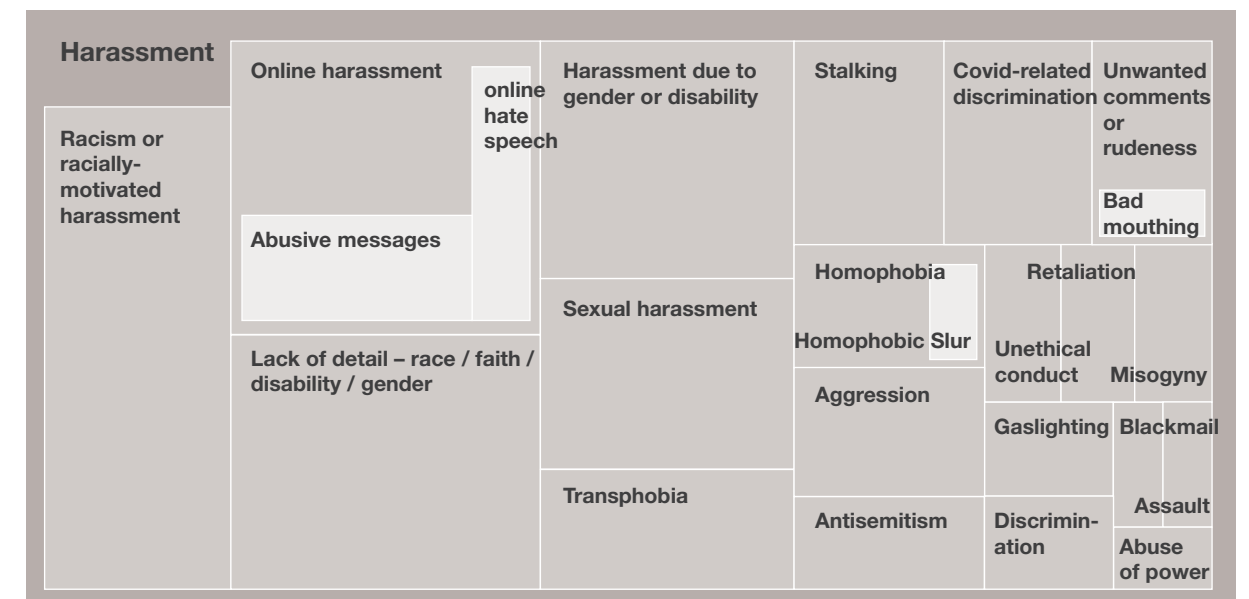


How behaviours were described when harassment was selected reporting category:

Online harassment was the most common type of harassment reported. Harassment was reported most frequently in relation to the protected characteristics of race and ethnicity, sex and/or gender, disability, and religion/belief. People who ticked certain protected characteristics like ethnicity, sexuality, gender identity, and age often did not submit an incident detail form or one with less detail. This may indicate mistrust or a sense of uneasiness in sharing these experiences through the online form.

Data Note: The coding was of behaviours mentioned across all reports, rather than by individual report; thus, one report might mention several types of behaviour. The behaviours listed are those most often coded and do not correlate with number of reports.

Figure 4. Frequency of specific behaviours in reports of harassment (to scale)



Trend overview across bullying and harassment qualitative data

‘Toxic environment’ with ‘aggressive’ or ‘demeaning’ conduct, including in online communication such as emails and MS Teams meetings, and other unreasonable demands or expectations placed by senior members or managers appeared most often throughout the free text section in staff reports of bullying. Other key mentions in staff reports were abuse of position of power in either subjecting a staff member to unprofessional treatment or allegations of favouritism.

For students, bullying and harassment by supervisors or other members of academic staff appeared throughout the free text section, with the most frequent codes being for unreasonable behaviour such as ‘public humiliation’, setting ‘unrealistic deadlines’ or undue workload, unwanted or ‘insensitive comments’ towards students due to their gender, ethnicity, disability or their being non-native speakers (international students), threats and intimidation, or allegations of favoritism, especially in relation to someone’s gender and/or sex.

Student-to-student reports of bullying and harassment covered themes of bullying in residences and in student social life, including at club and societies events, and including online activities and groups using digital platforms such as WhatsApp, Facebook, and Twitter. Most reports highlighted more overt behaviour, with ‘microaggressions’ named directly only a few times, which might suggest that subtle behaviours are not regarded as ‘serious enough’ to be reported.

Several reports of bullying were made by witnesses rather than by the person who experienced the behaviour. A small number of reports also mentioned

student to staff bullying behaviour, with most relating to online communication.

Covid-19 specific bullying and harassment could be grouped into two categories:

- Covid-19 hate crimes or harassment: these include name calling, racial slurs or other remarks specifically or more generally towards persons of East Asian and other Asian heritage. The reported parties were both UCL members as well as members of the public. This also includes staff feeling targeted in communications about Covid-19 where the managers directed their questions or concerns about Covid-19 to a particular individual.
- Unreasonable work-demands or Covid-19 specific mismanagement: Many reports in this category highlighted unreasonable demands by managers or senior management in relation to workload especially around parenting and caring, booking leave, and concerns around health and safety.

Two common themes ran across staff and students reports of bullying and harassment. First was mention of the impact of these behaviours on mental health, and second was fear of reporting or taking other steps to resolve their situation, with reports detailing retaliation coming from both staff and students.

The analysis finds that these were often mentioned alongside one or more social factors, most often sex or sexuality, gender, religion/belief, race and/or ethnicity, disability, mental health status, caring responsibilities, age, and grade/level of study.

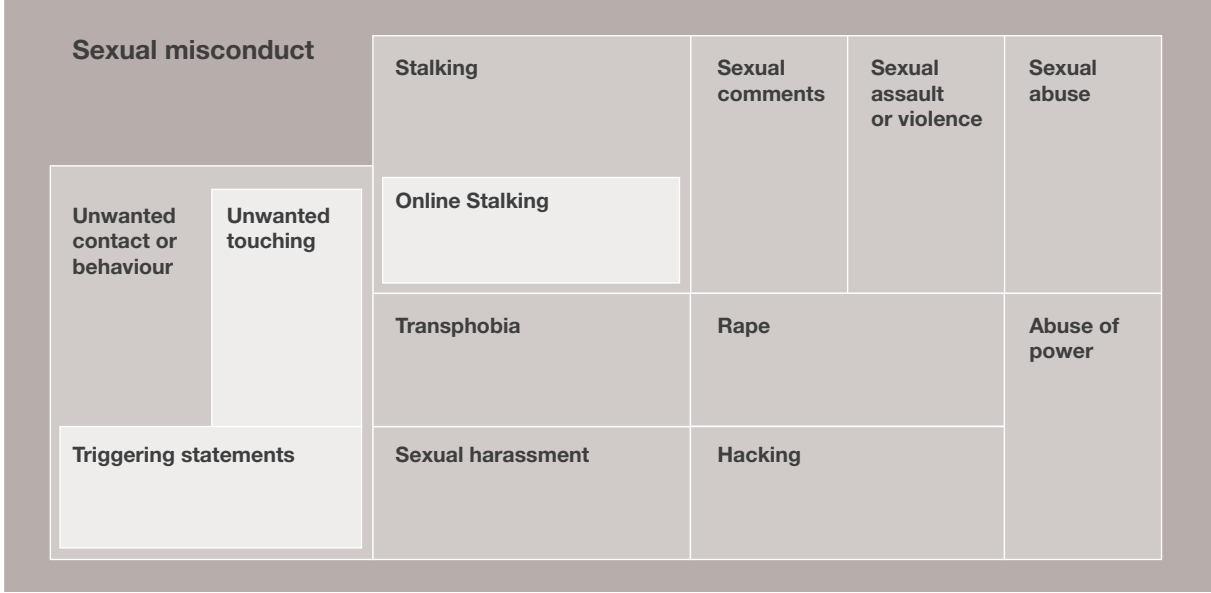
Most bullying and harassment reports highlight the intersectional nature of the issues reporting parties’ experience. For example, for UCL staff most of

the reports related to Covid-19 ‘mismanagement’ bullying or harassment included childcare and other caring responsibilities, largely impacting women staff. Similarly, reports of racial harassment or bullying often co-mentioned sex or gender, and those mentioning disability also included details of one or more of the following characteristics: sex, mental health, age (older), level of study, and ethnicity.

Description of behaviours when sexual misconduct was reported

When students selected the category of sexual misconduct, the behavior being reported was further described most often as ‘sexual harassment’. Sexual harassment in this category also involved misogynistic coursework contents or remarks directed at a group rather than an individual. Physical behaviours/acts like rape and sexual assault tended to be described directly as ‘sexual misconduct’. Staff reports refer to sexual misconduct directly more often, suggesting that staff are more familiar with this terminology. Both staff and students are more likely to refer to incidents occurring online as ‘harassment’ and in-person as ‘sexual misconduct’ in their reports. Unlike in the categories of bullying and harassment, alumni feature more often in the reported party description in reports of sexual misconduct.

Figure 5. Frequency of specific behaviours in reports of sexual misconduct (to scale)



Data by Faculty

Each Faculty and academic unit has its own unique culture. Whilst it is important to have a whole institution approach to the prevention of and response to bullying, harassment, and sexual misconduct, Faculties and academic units are working to address problematic cultures.

Faculties were given the first full academic years’ data from Report + Support (October 2019 – September 2020), together with an intervention framework to plan how they will prevent and respond to these issues. Faculties and academic units are continuing to review their data and cultures so they can better plan and implement interventional actions. These actions include: having difficult conversations about the underlying issues and the identified behaviours; changing local practices such as using pronouns in email signatures or agreeing not to text/email outside of working hours, undertaking behaviour change focussed training; raising awareness of expected behaviours and running local campaigns.



Key to terms:
BEAMS – Built Environment, Engineering and Mathematical Sciences
SLMS – Life and Medical Sciences
SLASH – Laws, Arts and Humanities, and Social and Historical Sciences
IOE – Institute of Education

Figure 6. Proportion of reported issues in Schools, Faculties, Vice Provosts’ Offices, and central professional services

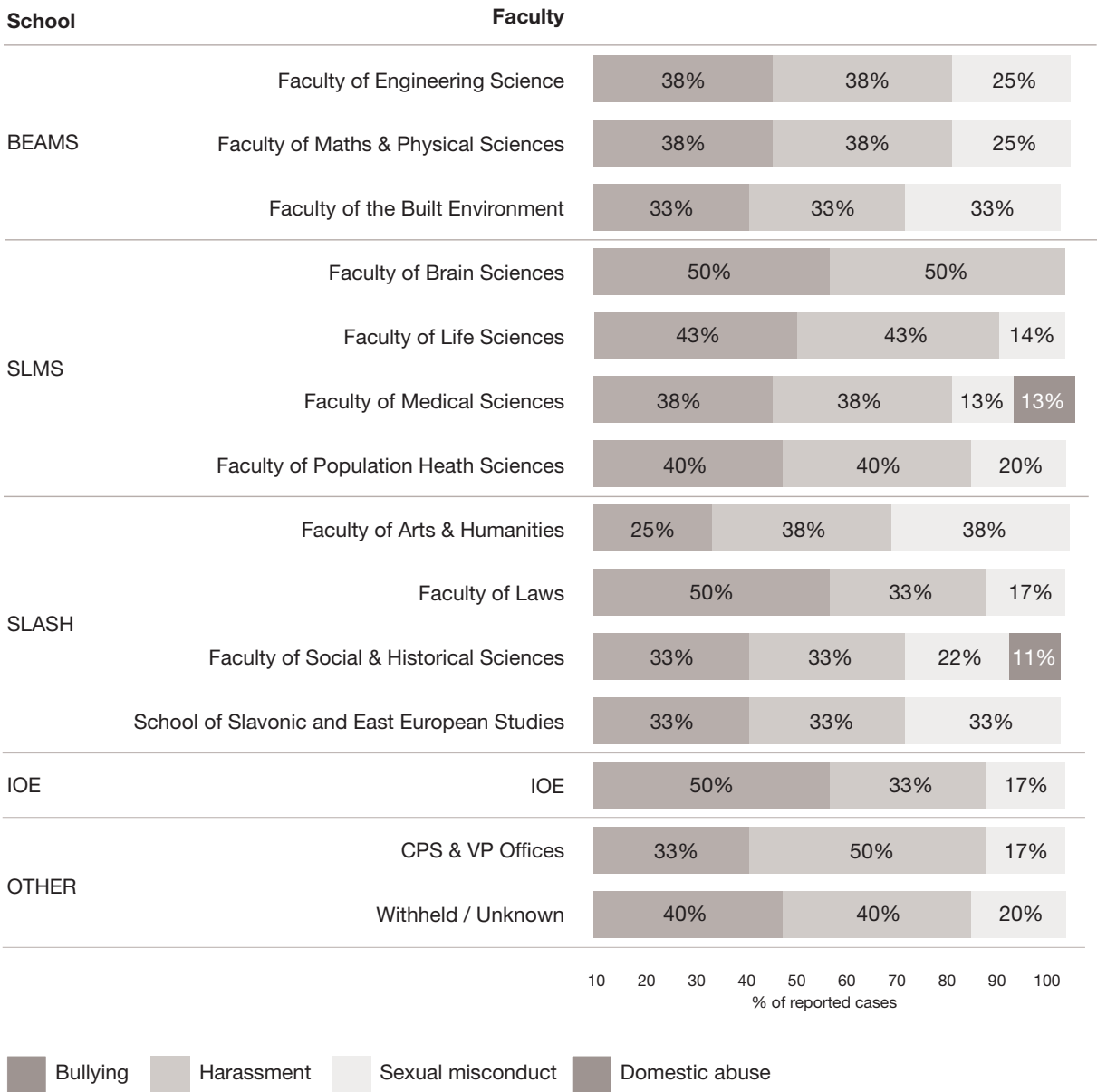
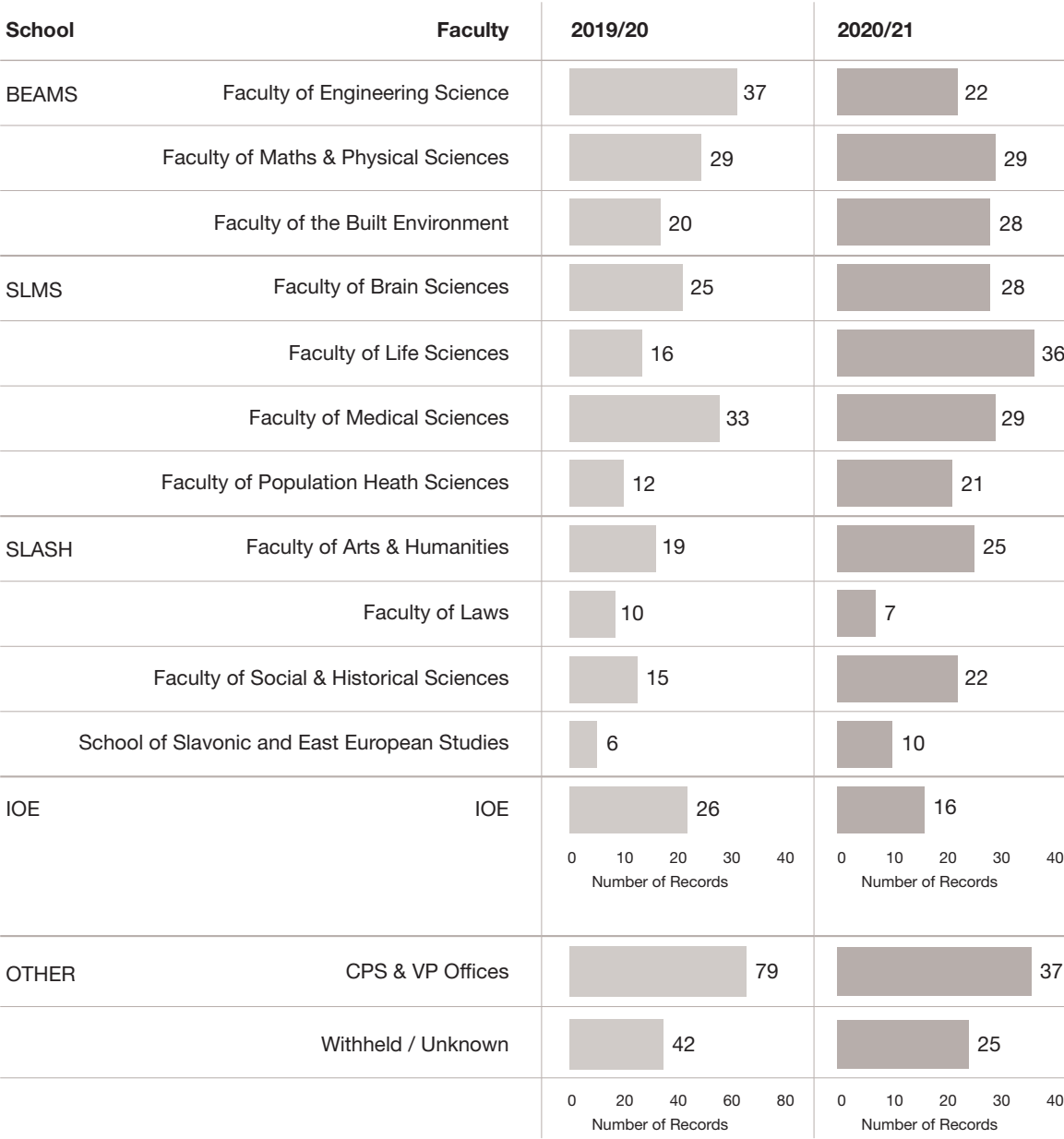
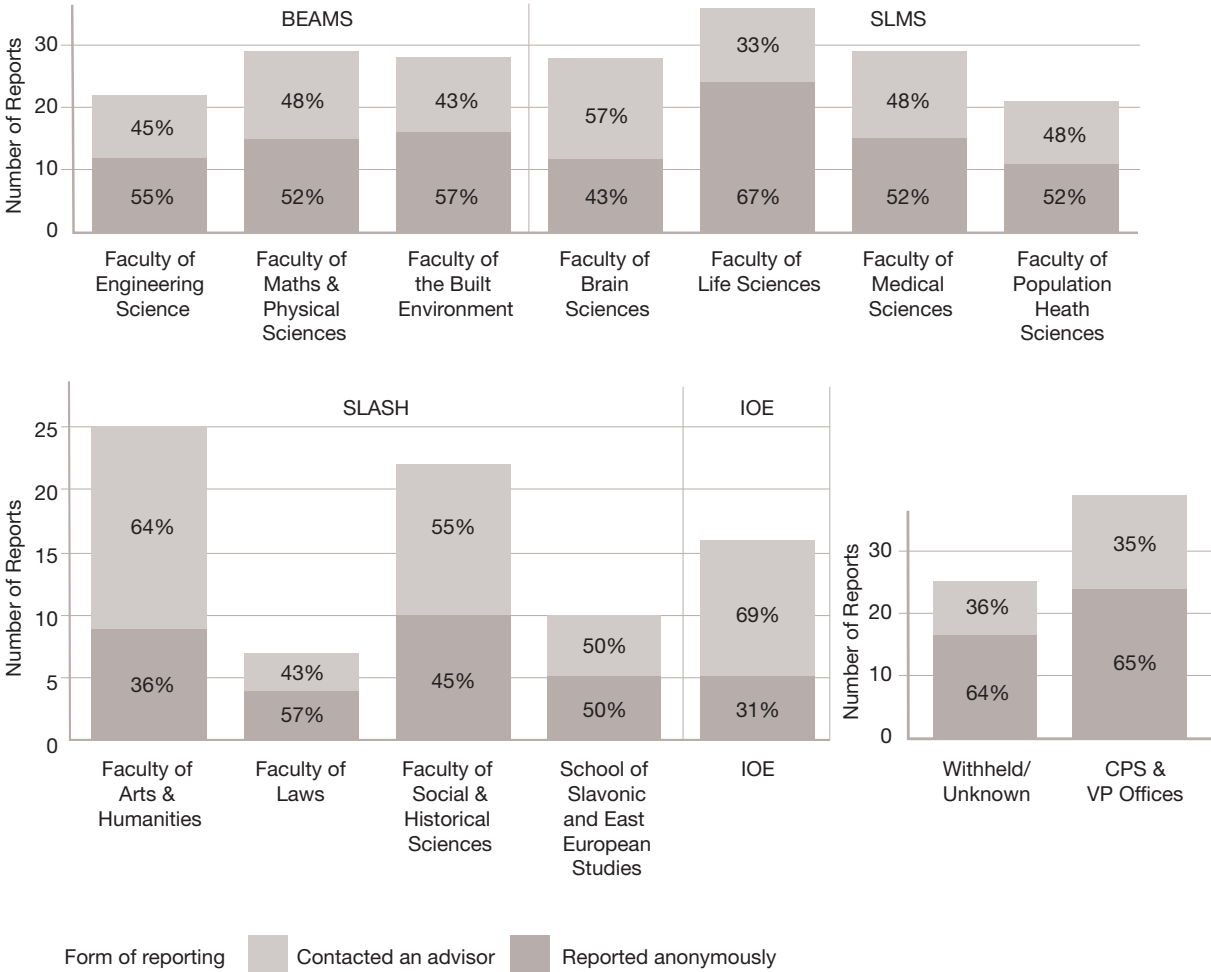


Figure 7. Number of reports by School, Faculty, central professional services, and VP offices in 2019/20 and 2020/21



Most faculties have seen an increase in reporting year on year. It should not be assumed that an increase in reporting is synonymous with increased frequency of incidence. It is not possible to ascertain from this data if the increase is due to improved knowledge of Report + Support, decreased tolerance of unacceptable behaviour or increased unacceptable behaviours.

Figure 8. The number and proportion of form of reporting in Schools, Faculties, central professional services, and Vice Provosts’ offices



Equality monitoring data of the reporting party

Sharing equality monitoring data when reporting through Report + Support is optional. However, it does help UCL to understand if certain groups of students or staff are experiencing patterns of behaviour.
Data note: individuals may have withheld equality monitoring data in either or both internal systems, and Report + Support.

Table 6. Proportion of reports by ethnicity in relation to staff and student profile

Ethnicity	Number of reports from staff	Proportion of reports in relation to UCL staff profile	Number of reports from students	Proportion of reports in relation to UCL student profile
Arab	<5	0.8%	<5	0.3%
Asian or Asian British	12	1.1%	25	0.3%
Black or Black British	7	2.0%	<5	0.2%
Chinese	<5	0.6%	16	0.1%
Jewish	<5	n/a	<5	n/a
Mixed/multiple heritage	11	2.4%	13	0.5%
Other ethnic background	0	0.0%	<5	0.1%
White	81	0.9%	53	0.3%
Withheld/Unknown	53	n/a	49	n/a
Chinese & Other Asian	8	1.0%	32	0.2%

Data note: UCL student and staff databases only records Jewish as a religious identity whereas Report + Support also records it as an ethnicity category.

Table 7. Proportion of reports by gender in relation to staff and student profile

Gender	Number of staff reports	Proportion of reports in relation to UCL staff profile	Number of student reports	Proportion of reports in relation to UCL student profile
Women	82	1.0%	96	0.3%
Men	38	0.5%	31	0.2%
Non-Binary	<5	n/a	<5	n/a
In another way	<5	n/a	<5	n/a
Withheld/Unknown	46	n/a	35	n/a

Data note: UCL records legal sex and Report & Support records gender

Table 8. Proportion of reports by age groups

Age group	%
17 and under	2%
18 – 21 years	19%
22 – 25 years	10%
26 – 35 years	27%
36 – 45 years	14%
46 – 55 years	9%
56 - 65 years	3%
66 and over	<1%
Withheld/Unknown	16%

Table 9. Proportion of reports by trans identity

Are you Trans?	%
Yes	1%
No	78%
Withheld/Unknown	21%

Table 10. Proportion of reports by religion or belief

Religion or belief	%
No religion	40%
Buddhist	2%
Christian	11%
Hindu	3%
Jewish	1%
Muslim	5%
Sikh	0%
Spiritual	1%
Any other religion or belief	1%
Withheld/Unknown	36%

Table 11. Proportion of reports by sexual orientation

Sexual orientation	%
Heterosexual	54%
Bisexual	7%
Gay man	3%
Gay woman/lesbian	2%
In another way	2%
Withheld/Unknown	33%

Table 12. Proportion of reports by disability

Disability	%
Yes	17%
No	54%
Withheld/Unknown	28%

Table 13. Number and proportion of harassment reports by protected characteristic (Equality Act 2010)

Category	Count	%
Age	7	11%
Disability	9	14%
Gender Reassignment	1	2%
Race	14	21%
Religion or Belief	6	9%
Sex	20	30%
Sexual Orientation	3	5%
Other	6	9%

Data note: Protected characteristic was added to the question set in November 2020

Description of outcomes of disciplinary cases

The following data provide insight into the number of formal cases and outcomes for issues of reported bullying, harassment, and sexual misconduct for the period 25 February 2020 – 24 February 2021. UCL is committed to improving transparency of processes and outcomes within the bounds of the law. Therefore, the data presented adhere to the General Data Protection Regulation.

Formal cases against students

There were 10 formal student cases, and these were all students reporting other students. This is down from 24 last year, likely to be due to fewer in-person interactions due to the Covid-19 pandemic. While there have been fewer formal cases, we have received an increased number of reports from students. Often multiple people will report one individual’s misconduct.

Table 14. Formal sexual misconduct cases against students by outcome

Expulsion	<5
Referred to the police	<5
Warning / reprimand	0
Informal action (e.g. no contact agreement, moved halls)	<5
Case ongoing	0
Not upheld	0

Table 15. Formal harassment cases against students by outcome

Expulsion	0
Referred to the police	0
Warning	0
Informal action (e.g. no contact agreement, moved halls)	<5
Ongoing	0
Not upheld	0

Table 16. Formal bullying cases against students by outcome

Expulsion	0
Referred to the police/alternative authority	<5
Warning	0
Informal action (no contact agreement, moved halls)	0
Ongoing	0
Not upheld	<5

Formal cases against staff

There have been 37 formal cases reporting staff behaviour during the period. This is the same number as last year. The following tables detail outcomes, reporting party roles, and complaint categories.

Table 17. Formal complaints about staff by outcome

Dismissal	<5
Final Written Warning	<5
Formal Oral Warning	<5
Informal action	7
Not upheld	19
Under investigation	<5
Written Warning	<5
Withdrawn	0
Employee Resigned before formal hearing	<5

Table 18. Number of formal complaints about staff by reporting party

Current Staff	23
Former Staff	<5
Current Student	9
Former Student	<5
External Party	<5

Table 19. Number of formal complaints about staff by category of complaint

Type	Numbers	How many upheld
Sexual misconduct	9	<5
Bullying &/or Harassment	29	10

Cases that have not been upheld often relate to a lack of sufficient evidence. To offer more information to students and staff on bringing a formal case (such as initiating a student disciplinary, staff disciplinary or grievance) and the evidence needed UCL has produced guidance on [how to bring a formal case](#) which can be found on the Report + Support ‘support’ pages.

Summary of key trends and institutional actions taken

Depending on the context, actions taken have included:

- Conversations by managers with individuals named in reports to set out UCL’s expectations of behaviour and the expectation that poor behaviour will not be repeated.
- Targeted communications within Departments outlining key behavioural concerns, and next steps.
- ‘Demystifying Report + Support’ presentations to staff and students in academic units.

In the past year a new process has been introduced – an ‘environmental investigation’ – where there has been cluster reporting of poor behaviour and problematic culture, particularly where these reports are anonymous.

The possibility of commissioning ‘environmental investigations’ is now included in the **Prevention of Bullying, Harassment and Sexual Misconduct Policy**. An environmental investigation enables UCL to understand the behaviours and culture in that locale in more detail, and to develop targeted approaches and interventions, even whilst specifics remain unknown.

Recommendations resulting from environmental investigations so far have included: changes to management structures; improvements in communication styles and methods; professional development and upskilling; and individual behaviours to be considered under the relevant formal procedure, for example, the staff disciplinary procedure.



Next steps and action plan for UCL

Over the coming year, UCL will undertake the following new actions to address the concerns raised by this year's Report + Support data and to continue progress in shaping a safer and more inclusive environment:

- The Reporting Review Task and Finish Group will make recommendations to Academic Board on short, medium, and long-term improvements to our reporting processes.
- We will review and improve the investigation and disciplinary processes for students and staff raising concerns about bullying, harassment, and sexual misconduct.
- Bystander training will be developed for staff.
- An education programme around antisemitism will be developed.
- There will be further behavioural interventions in Departments.
- We will undertake exploratory work to develop a new framework for conflict dialogue at UCL.
- Launch a Respect and Inclusion online training for all students.
- We will embed key policy changes and existing support and training in Departments.

Ways to stay engaged and get involved

How you can get involved

The Full Stop campaign has been developed to enable all members of the UCL community to participate. Everyone has a role to play in shaping a welcoming and inclusive working and learning environment. Below are some suggestions about how students and staff can get involved as individuals, or within Departments and Faculties.

As an individual

- Practice the **four Ds of bystander intervention: direct, distract, delegate and delay**
- Speak with a peer or colleague about low level unacceptable behaviour. How do they identify it? What do they do to challenge it?
- Join the social media conversation and share **#WhyFullStopMattersToMe**
- Think about a colleague or peer who demonstrates positive behaviour and helps shape a positive working and learning environment and let them know. It's important to celebrate the positive ways of working!

As a Department or Faculty

- Share the Full Stop videos and case studies.
- Use the *Let's Talk About Race* campaign materials locally.
- Embed active bystander training into your student induction.
- Allow time in team or group meetings to reflect on behaviour, explore support options and consider how you can take action.
- Profile students and staff who have been engaging with the campaign and modelling positive and inclusive behaviours within the department/Faculty.
- Have regular communications about diversity and inclusion initiatives with students and staff, and highlight the key progress made.
- Share the findings of the Report + Support trend analysis report and the next steps for your area.

Further information about how to get involved can be found in the Full Stop thematic toolkits on the **Full Stop website**.

UCL are keen to ensure we remain transparent and accountable in our prevention of and response to harmful behaviours if you have any feedback on this report, please contact:
reportandsupport@ucl.ac.uk.

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August 2021