



UCL

Report + Support

Annual Report
2021/22



Introduction and Background

In June 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.

Anonymised data from Report + Support are shared with Faculty leadership teams to inform 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, we view an increase in disclosures and reports as an indicator of greater trust in the reporting process and confidence in instigating an effective response.

This report presents and analyses data for the period from February 2019 when Report and Support was launched to February 2022. It also includes examples of scenarios which we hope will illustrate how the reporting process works at UCL. Additional information has been included throughout about how we train those who respond to issues and the interventions we take to prevent harmful behaviours from happening.

Highlights from the last 12 months to February 2022

In May 2022, the university received £1.073m in funding from Research England to launch the Enhancing Research Culture Programme (ERCP) with 15 cross-UCL projects and 24 local faculty projects. Many of these have a focus on prioritising marginalised and/or disadvantaged groups and addressing issues of bullying, harassment and sexual misconduct.

In November 2021, UCL launched the findings of work undertaken by the UCL Centre for Behaviour Change to identify a systems mapping approach to preventing sexual misconduct. The full report is available to view on the [Equality, Diversity and Inclusion webpages](#).

A new working group for the Prevention of Harmful Behaviours was established in 2022; see Figure 1 for more detail.

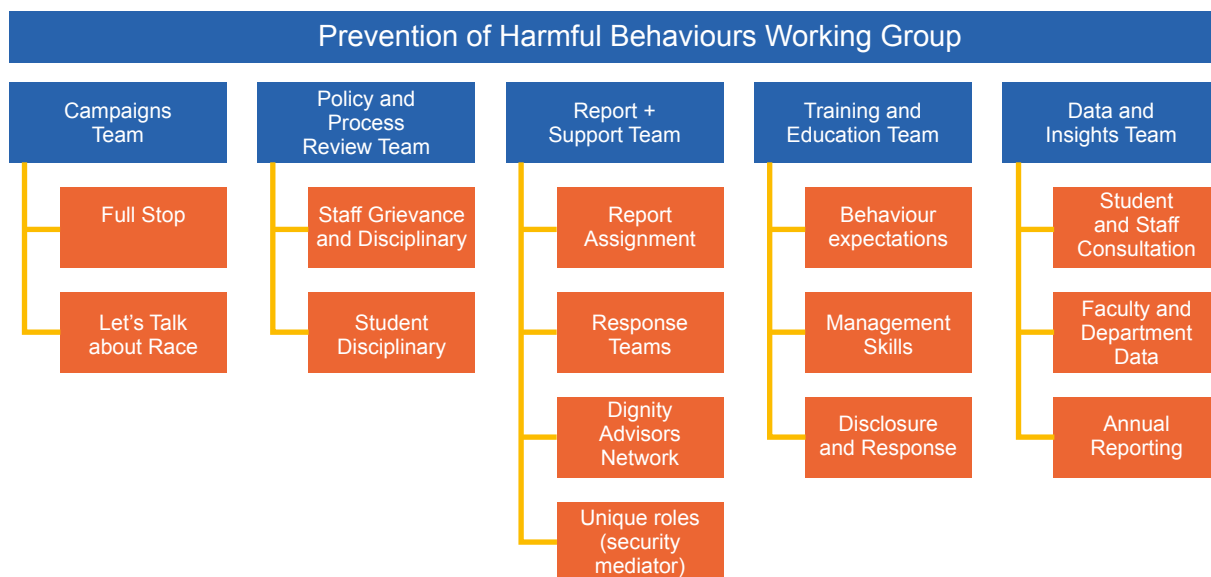
[Where Do You Draw The Line?](#) training on preventing and responding to bullying, harassment, and sexual misconduct was delivered to 915 staff attending 24 workshops over the past year. This brings the organisational total for this training to 3,148 attendees since October 2018.

[Taking The Lead](#) is our prevention and response training for senior staff. This was relaunched as an online module part way through the reporting period. 61 staff participated in 3 workshops.

[The Students' Union UCL Active Bystander Programme](#) trained 3,435 students. More than 27,000 students have been trained since launch in 2015.

We also deliver short presentations on *Demystifying Report + Support* to a range of UCL staff and students. Thirteen sessions were held on request, reaching nearly 600 students and staff.

Figure 1. Prevention of Harmful Behaviours Working Group Structure



About this report

The data presented here include anonymous reports and advisor requests from Report + Support. The annual data cover the reporting period 25 February 2021 to 24 February 2022. As this is the third year of reporting on these data, some year-on-year comparisons are also provided. In addition, we have included information from HR and the Student Casework team on formal cases and outcomes.

Throughout this report we have included example case studies. These exemplify the types of reports received from staff and students, and the processes UCL has in place to investigate them.

Questions asked in Report + Support

Reporting parties answer a series of questions when filling out the reporting form:

	Report Anonymously	Report with Contact Details
1	What is your connection with the University?	What is your connection with the University?
2	This happened to	This happened to
3	Which of the following best describes the situation your report relates to?	Which of the following best describes the situation your report relates to?
4	Please provide information on the report you would like to make: (optional)	Please provide information on the report you would like to make: (optional)
5	When did the incident/s start or take place? (optional)	When did the incident/s start or take place? (optional)
6	Where did the incident/s start or take place? (optional)	Where did the incident/s start or take place? (optional)
7	Which Faculty of UCL are you connected with?	Which Faculty of UCL are you connected with?
8	Is the reported party in the same area of UCL?	Is the reported party in the same area of UCL?
9	What is the connection of the reported party to the University?	What is the connection of the reported party to the University?
10	Why did you choose to report this incident anonymously?	Who would you prefer to be contacted by?
11	N/A	Contact Details

A [walk-through video](#) is available on the Report + Support platform home page that enables users to see the questions being asked prior to completing any report, alongside the response options available.

Summary of Reports received in Report + Support during February 2021 – February 2022

- Of a total of 587 reports (252 more than 2021), 41% of reports were by staff, 23% by postgraduate students, 34% by undergraduate students and 2% by third party staff.
- There were 340 reports related to bullying, 198 related to harassment (~58%), 99 reports related to sexual misconduct (~29%), and fewer than 15 reports were about domestic abuse (< 4%).
- Bullying remains the key concern for staff, with 50% of all reports about bullying coming from staff.
- Sexual misconduct reporting is most concentrated among undergraduate students, representing 51% of all sexual misconduct reports.
- In total, 51% of reports were anonymous, a decrease of 1.7% since the 2021 report.
- The main reasons selected by reporters for reporting anonymously include; *I'm worried about retaliation* (16%); *I have concerns it might affect my current/ future career* (14%); *nothing would be done if I made a complaint* (13%). Worries about career and nothing being done remain similar to last year.

Some 156 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. This has led to a reduction from 218 duplicate reports in the previous year.

The year in numbers

Table 1. Total number of reports in relation to UCL profile 2021/22

UCL profile	Number of staff/students	Number of reports	%
All staff	15,345	250	1.63
All students	47,884	335	0.70

Data Note: Staff/Student number as of 1st October 2021.

Table 2. Total number of records and proportion of the form of reporting 2021/22

Form of Reporting	Number of Reports	%
Contact an advisor	285	49
Report anonymously	302	51
Total	587	100%

Table 3. Total number of records and proportion of the form of reporting over three reporting years (2019-2022)

Form of reporting	19/20		20/21		21/22	
	Number of Reports	%	Number of Reports	%	Number of Reports	%
Contact an advisor	130	35	157	47	285	49
Report anonymously	239	65	178	53	302	51
Total	369	100	335	100	587	100

It is hoped that the increase in reporting seen in 21/22 is an indication of an increased confidence in the Report + Support system.

Case study: One of the HR Business Partners (HRBP) has noticed that over the past few weeks there has been a group of anonymous reports from one of the departments they oversee. These reports are about racist comments made by senior academics at a local research team catch-up. The HRBP raises it with the Head of Department. Disciplinary action due to anonymous reports is unlikely because of the need for a named reporting party or witness to make the case against an individual/s whose behaviour is in question. When reporting anonymously, the reporting parties cannot be identified. However the reports are sufficient for the HRBP to discuss other interventions with the Head of Department. The Head of Department meets with the EDI team to discuss action planning and they decide to hold a listening exercise for staff of colour and to offer training on race allyship. The Head of Department also holds a meeting with all senior academics to remind them of how they are expected to conduct themselves, emphasising that racist comments are unacceptable and that if after this warning such comments persist, disciplinary action will be taken.

Table 4. Reasons for reporting anonymously 2021/22

Why reported anonymously	Count	%
I'm worried about retaliation.	149	16.2
I have concerns it might affect my current/future career.	124	13.5
Nothing would be done if I made a complaint.	119	12.9
I am worried about being called a troublemaker.	95	10.3
I'm worried that there would be repercussions in my social circle.	92	10.0
I'm worried that I won't be believed.	73	7.9
I reported it to someone at the university, but they didn't take it seriously.	41	4.5
I don't want to get anyone into trouble.	38	4.1
It's not serious enough to warrant a complaint.	32	3.5
I feel too embarrassed or ashamed.	30	3.3
I don't know how to make a complaint.	28	3.0
I feel partly to blame for what happened.	16	1.7
I don't have time to make a complaint.	14	1.5
I don't want anyone to know it took place.	13	1.4
I cannot prove the behaviour took place.	13	1.4
I reported it to the Students' Union, but they didn't take it seriously.	12	1.3

The main reasons indicated as to why anonymous reports are made include 'I'm worried about retaliation' at 16%, followed by 'I have concerns it might affect my current/future career' at 14%, followed by 'Nothing would be done if I made a complaint' at 13%. Other notable reasons include being worried about being called a troublemaker (10%), worried about the repercussions (10%) and worried about not being believed (8%).

Table 5. Reasons for reporting anonymously over three reporting years (2019-2022)

Why reported anonymously	19/20		20/21		21/22	
	Count	%	Count	%	Count	%
I'm worried about retaliation.	144	39	108	17	149	16.2
I have concerns it might affect my current/future career.	143	39	102	16	124	13.5
Nothing would be done if I made a complaint.	124	34	96	15	119	12.9
I am worried about being called a troublemaker.	102	28	75	12	95	10.3
I'm worried that there would be repercussions in my social circle.	39	11	57	9	92	10.0
I'm worried that I won't be believed.	53	14	43	7	73	7.9
I reported it to someone at the university, but they didn't take it seriously.	56	15	52	8	41	4.5
I don't want to get anyone into trouble.	21	6	19	3	38	4.1
It's not serious enough to warrant a complaint.	16	4	11	2	32	3.5
I feel too embarrassed or ashamed.	19	5	21	3	30	3.3
I don't know how to make a complaint.	13	4	13	2	28	3.0
I feel partly to blame for what happened.	13	4	8	1	16	1.7
I don't have time to make a complaint.	9	2	12	2	14	1.5
I don't want anyone to know it took place.	45	12	8	1	13	1.4
I cannot prove the behaviour took place.	1	0	4	1	13	1.4
I reported it to the Students' Union, but they didn't take it seriously.	3	1	5	1	12	1.3

It is notable that the rank order of the top three reasons for reporting anonymously have remained the same over the past three years.

Table 6. Report + Support issues 2021/22

Reported Issues	Number	%
Bullying	340	43
Harassment	198	25
Sexual Misconduct	99	12
Racism	55	7
Sexism	19	2
Domestic Abuse	13	2
Ableism	11	1
Antisemitism	6	1
Homophobia	5	1
Islamophobia	5	1
Transphobia	2	0
Other	47	6
Total	800	100

Bullying remained the highest reported issue and also saw the greatest year-on-year increase (Table 7).

Since last year's report, additional reporting categories have been introduced, including ableism, homophobia, Islamophobia, racism, sexism and transphobia. This will enable a greater understanding of the issues being faced. Individuals can report more than one issue, resulting in the total number of reported issues being greater than the total number of reports.

Table 7. The number of reported issues over three reporting years (2019-2022)

Reported issues	19/20	20/21	21/22
Bullying	269	236	340
Harassment	145	155	198
Sexual Misconduct	44	56	99
Domestic Abuse	-	2	13

**Domestic abuse was not available to select in the system in 19/20.*

Table 8. Reporting party role by number and percentage across three reporting years (2019-2022)

Reporting Party Role	19/20	20/21	21/22
Postgraduate	86	84	135
	23%	25%	23%
Third Party Staff	6	11	10
	2%	3%	2%
UCL Staff	233	158	240
	63%	47%	41%
Undergraduate	43	82	200
	12%	24%	34%
Grand Total	368	335	585
	100%	100%	100%

The most notable rise in reporting from 19/20 to 21/22 was by Undergraduate Students which went from 43 reports in 19/20, to 82 reports in 20/21, to 200 reports in 21/22 (Table 8).

Table 9. Reporting party role by number per issue across three reporting years (2019-2022)

Reporting Party Role	Bullying			Harassment			Sexual Misconduct		
	19/20	20/21	21/22	19/20	20/21	21/22	19/20	20/21	21/22
Postgraduate	51	60	75	38	54	62	19	13	26
Third Party Staff	4	7	6	2	8	4	1	1	1
UCL Staff	198	127	171	81	58	55	12	11	22
Undergraduate	16	42	88	24	35	77	12	31	50

Reports made regarding bullying were highest amongst UCL staff over all three reporting years. However, there has been a notable increase in bullying reports made by Undergraduates this year. There has also been an increase in reporting of harassment by Postgraduates and Undergraduates over the period. (Table 9)

Case study: Alex is an Undergraduate student in their second year and is an active member of one of the societies. Alex uses a wheelchair. Jack, one of the society team members, regularly makes fun of Alex on social media and in person, on campus and at social events, leaving them feeling humiliated. When Alex confronts him, Jack says that Alex is being too sensitive and that it's just 'banter'. Alex reports this to the Head of Societies and Projects at Students' Union UCL, who advises Alex to raise a report on Report + Support. Alex isn't sure who to be contacted by, so doesn't state a preference on the form. They're contacted a few days later by an advisor from Student Support and Wellbeing, and after speaking to them Alex decides to speak with the Student Mediator, with the aim of resolving the issue informally with Jack. The Student Mediator facilitates a mediation session between the two students, where Jack realises the impact of his actions on Alex, and Jack then apologises to Alex.

Issues reported by Postgraduate Students

Bullying	Harassment	Sexual Misconduct
45%	37%	16%

Issues reported by Undergraduate Students

Bullying	Harassment	Sexual Misconduct
40%	35%	23%

Issues reported by Staff

Bullying	Harassment	Sexual Misconduct
68%	22%	9%

Issues reported by Third Party Staff

Bullying	Harassment	Sexual Misconduct	Domestic Abuse
50%	33%	8%	8%

Case study: Helga is a PhD student and studies in a male-dominated discipline. She went to see her Graduate Tutor as she is feeling bullied and harassed by one of her supervisors. She explains that he has singled her out in group discussions and is unnecessarily critical in one-to-one meetings. Furthermore, he is constantly emailing her and texting her, including at the weekend. She feels that the content of the texts, whilst work-related, are 'over-familiar'. He often asks her to do tasks in the lab that she considers menial and that he never displays similar unfavourable treatment towards the men in the group.

Jane, the Graduate Tutor, is familiar with the supervisor. He is known for having a brash manner and for occasionally making subtle but inappropriate jokes and innuendo about other staff and students. Jane tells Helga that she would like to look into this further and speak to the supervisor. Helga gets very upset, starts crying and says she is very worried about the impact it will have on her relationship with the supervisor, on her PhD and future references. Jane looks at the messages which Helga has received from the supervisor and is shocked by his conduct. Jane asks Helga if she would like her to submit a report on Report + Support on her behalf. Helga agrees as she would like to have some support from a Dignity Advisor and ultimately wants to know how to ensure the behaviour stops.

After speaking with a Dignity Advisor, Helga decides not to go for informal resolution and is signposted to the formal reporting procedure. She decides to contact the HR Business Partner for her Faculty to find out more about making a formal complaint and UCL's investigation and disciplinary process.

Table 10. Connection between the person making the Report + Support and who they are reporting (2020-2022)

Reporting Party Role	Reported party connection	20/21	21/22
Postgraduate	Undergraduate Student	2	3
	UCL Staff	24	59
	Third Party Staff	-	4
	They are not connected	-	8
	Postgraduate Student	6	37
	I don't know	1	24
Third Party Staff	Undergraduate Student	-	2
	UCL Staff	-	5
	Third Party Staff	3	3
UCL Staff	Undergraduate Student	-	11
	UCL Staff	54	193
	Third Party Staff	1	2
	They are not connected	-	2
	Postgraduate Student	1	13
	I don't know	2	19
Undergraduate	Undergraduate Student	12	116
	UCL Staff	13	37
	Third Party Staff	-	2
	They are not connected	-	1
	Postgraduate Student	1	6
	I don't know	7	28

In this reporting year, Undergraduate Students were more likely to make reports about other Undergraduate Students. Similarly, UCL staff were more likely to make reports against other UCL staff members. Postgraduate Students and Third Party Staff were more likely to make reports against UCL Staff.

Table 11. Time between occurrence and Report + Support submission (2019-2022)

When	19/20		20/21		21/22	
	Count	%	Count	%	Count	%
Within the last 3 months	198	54	187	56	381	66
Within the last 12 months	88	24	72	21	87	15
Within 1-3 years	58	16	45	16	72	13
3 years or more	25	7	23	7	37	6

Qualitative Data

Submissions through Report + Support were analysed in NVivo, a software which allows text-based data to be analysed. By analysing the data in this way, it was possible to identify themes that might be present across the reports over the period February 2019 to February 2022. However, not all reports provided sufficient information for analysis. Other reports were excluded if there were insufficient words to describe the reported behaviour. After these exclusions, this left 1092 reports to be analysed.

The reports were coded according to who submitted the report (staff or student) and whether they were reporting the behaviour of a staff member or a student. The department was only recorded if it was relevant to the reported behaviour. Examples of this would include complaints regarding the behaviour of others on their course, or within the same department. It was not included if the person being reported was from a different department.

Who submitted reports

The reports analysed were predominantly made by staff members, both professional services and academic staff members. These reports made up 400 of the total submissions. The issues they reported were bullying or harassment from other staff members, typically from line managers or Heads of Department. Some reports were more generalised reports of toxic work environments (69) where more than one staff member was attributed to creating the dynamic. Other issues reported also included disputes regarding favouritism (13), exclusion (25), passive-aggressive behaviour (44) both in person and via email. There were also reports regarding unfair workloads, alongside 14 reports regarding disputes on authorship for academic staff.

The reports made by students included both undergraduate and postgraduate students. Reports (191) referenced the behaviour or conduct of other students. These included bullying and harassment, racism and abuse based on religion, alongside sexual misconduct. In some instances, the alleged bullying and harassment took place between students, however there were occasions in which students attributed this behaviour to staff members, namely from tutors or lecturers. Another issue flagged by students was the behaviour and attitude of Security staff. No building was singled out but sexual remarks, harassment regarding access to buildings, or abusive behaviour were reported. Other reports referenced issues either regarding accommodation or between those in shared accommodation. These included bullying, disputes over chores or disregarding Covid isolation.

Some 158 reports shared details with other reports. Many of these were related to the conduct of individuals on social media or email. This included homophobic or racist tweets. Others were multiple reports regarding different individuals experiencing the same harassment or bullying behaviour from the same individuals. There were also occasions in which an individual had confided their experience with multiple people who each submitted reports on their behalf.

A few reports were submitted which rejected accusations made by others either in person or by other people who had submitted reports in Report + Support. There were reports complaining that submitted reports had not been actioned included being contacted by a member staff. Other complaints were that reports were not responded to sufficiently and that their issue had not been dealt with by the department, or that insufficient weight had been given to their report.

From 2020, reports began to reference issues relating to Covid (25 in total). Reports were made regarding working conditions and restrictions both in reference to managers' attitudes towards working from home or in lab environments or being given excessive workloads.

Behaviours Reported

The most frequently reported behaviour was 'general inappropriate behaviour (290). These were recorded for reports where the descriptions provided did not fit within harassment or bullying behaviours. Sixty nine reports cited a toxic working environment or culture and 44 described passive-aggressive behaviours. These reports were predominantly made in response to staff related issues. Reports describing the breakdown of communications with line managers included coldness, a lack of support, being ignored or excluded and a lack of responsibility. Specifically, behaviour of managers was described as hostile, poor management style, degrading certain staff members of shouting, eyerolling, mocking, excessively criticising work or assigning excessive workloads. These behaviours were detailed as having a lack of consideration for mental health concerns, resulting in staff taking sick leave and describing a fear and avoidance of going to work.

The second most frequently described behaviour was bullying (246 reports). Many reports contained statements such as "I am being bullied", or "X manager is bullying their team member". However, as many of the reports were made as a gateway to speaking to an advisor for guidance, they did not always specify what the bullying behaviour was. Reports that did describe the bullying they received or witnessed were in relation to mocking or belittling behaviour by fellow staff or students. There was more reported bullying behaviour by staff such as by tutors/PhD supervisors towards students, although there were some reports described teaching staff being bullied by students that they supervise or teach, who felt unsupported and wanting help in addressing this dynamic.

Other reports were made in response to social media posts by individuals associated with UCL as a staff member or student, or the Students' Union. Multiple reports would be made if tweets contained sexist, racist, Islamophobic or antisemitic statements. In total, there were 123 reports of racism, 15 reports regarding religious harassment, and 13 additional reports of antisemitism. Many of these overlapped with the 80 reports regarding social media, or group chat (16) discussions. Shared reports frequently used duplicate language or phrasing.

The reports of sexual misconduct varied depending on the behaviour being reported. Some of the 118 reports described inappropriate physical contact such as hugs, touching an arm, or a leg. Others reported behaviour that went further than sexist behaviour (38) but described targeting behaviour to coerce an individual into participating in sexual activity which was not wanted. There were 11 reports of being a victim of stalking, either by another person at UCL or a member of the public, and 8 reports of spiking. Finally, reports were also submitted that described sexual activity that was not consented to between students, a student and someone not attached to UCL, students and staff, and between staff members. Some of these reports (25) were also submitted to make the University aware of incidents, including sexual misconduct and bullying which took place many years ago before Report + Support had been launched.

Where did the reports come from?

Each part of UCL has its own distinctive culture. Whilst it is important to have a whole institution approach to the prevention of and response to bullying, harassment, and sexual misconduct, faculties, Professional Services areas and Vice Provosts' offices are working locally to address problematic cultures.

Areas have been given two years' data from Report + Support (October 2019 - September 2020 & October 2020 – September 2021), together with an intervention framework to plan how they will prevent and respond to these issues.

As was the case last year, action taken has included: having difficult conversations about the underlying issues and the identified behaviours, changing local practices such as using preferred 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.

For further examples of action that can be taken, please refer to the [intervention framework provided on Report + Support](#).

Figure 2. Proportion of reported issues in Schools, Faculties, Vice Provosts' Offices, and central Professional Services 2021/22

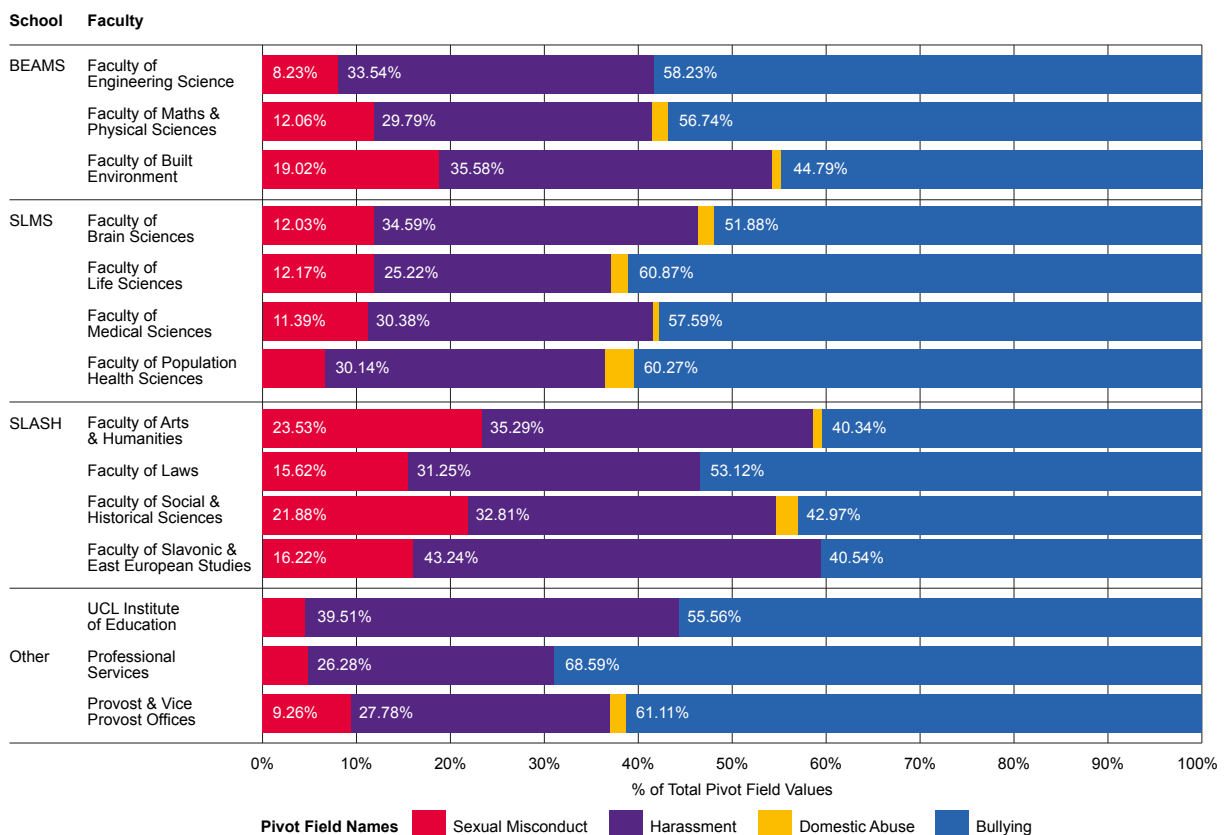


Figure 3. Number of reports by School, Faculty, central professional services, and VP offices in 2019/20, 2020/21 and 2021/22

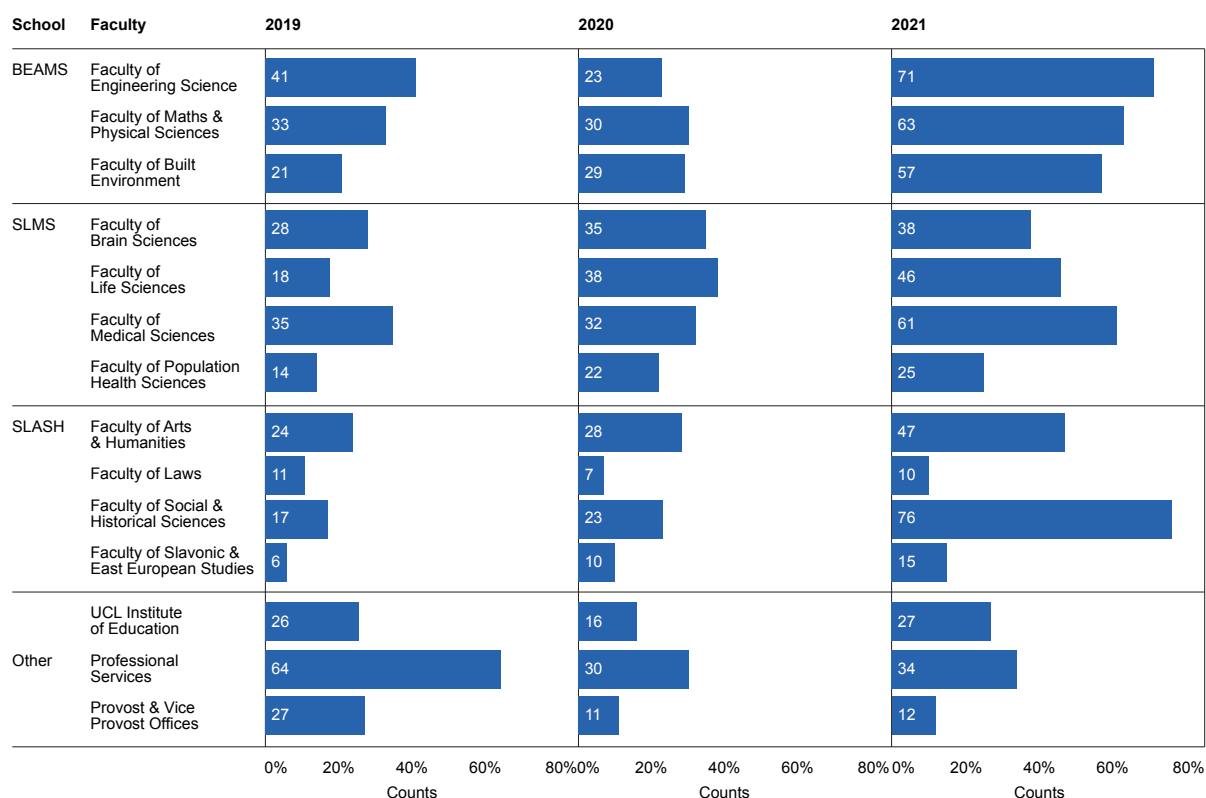
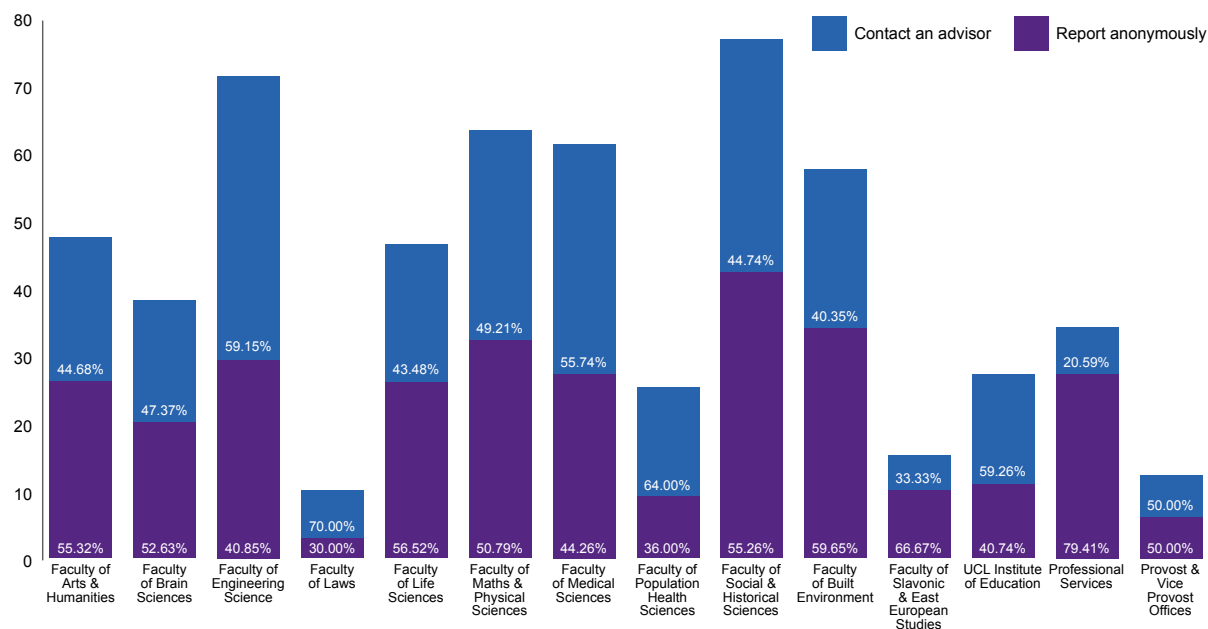


Figure 4. The number and proportion of form of reporting in Faculties, central professional services, and Vice Provosts' offices 2021/22



Equality monitoring data of the reporting party 2019-2022

Sharing equality monitoring data when reporting through Report + Support is optional. These data help UCL to understand if certain groups of students or staff are experiencing patterns of behaviour differently to others. The data presented below is combined for all three years the Report + Support has been live.

Data note: individuals may have withheld equality monitoring data in either or both internal systems, and Report + Support.

Table 12. Ethnicity

Ethnicity (group)	Reports from UCL Staff	Staff Profile	Proportion of reports in relation to UCL staff profile	Reports from UCL Students	Student Profile	Proportion of reports in relation to UCL student profile
Arab	5	105	4.8%	23	493	4.7%
Asian - other background	12	314	3.8%	46	1334	3.4%
Asian or Asian British - Bangladeshi	3	149	2.0%	9	385	2.3%
Asian or Asian British - Indian	15	587	2.6%	31	1269	2.4%
Asian or Asian British - Pakistani	9	102	8.8%	15	531	2.8%
Black or Black British - African	7	192	3.6%	15	639	2.3%
Black or Black British - Caribbean	11	154	7.1%	5	121	4.1%
Chinese	9	551	1.6%	80	9271	0.9%
Jewish	7	n/a	n/a	15	n/a	n/a
Mixed/ multiple heritage	35	451	7.8%	48	1117	4.3%
Other ethnic background	0	310	0.0%	1	415	0.2%
White	280	9149	3.1%	172	8686	2.0%
Withheld/ Unknown	238	3281	7.3%	170	400	42.5%

Data note: UCL student and staff databases only collect Jewish as a religious identity whereas Report + Support also collects it as an ethnicity category. Therefore, the proportion of reports in relation to UCL profile is not possible to include for Jewish ethnicity.

Mixed/multiple heritage, Black or Black British – Caribbean and Asian or Asian British – Pakistani staff are all reporting at nearly three times the proportion that White staff are reporting. Similarly mixed/multiple heritage, Black or Black British – Caribbean and Arab students are reporting twice as often as their White peers.

Table 13. Gender

Gender	Reports from UCL Staff	Number of Staff	Proportion vs UCL staff profile	Reports from UCL Students	Number of Students	Proportion vs student profile
Women	100	8215	1.2%	183	15222	1.2%
Men	46	7130	0.6%	61	9496	0.6%
Non-binary	1	n/a	n/a	6	n/a	n/a
In another way	0	n/a	n/a	0	n/a	n/a
Withheld/Unknown	93	n/a	n/a	85	n/a	n/a

Data note: UCL records legal sex and Report + Support collects gender

Table 14. Trans

Are you trans?	19/20	19/20 Proportion	20/21	20/21 Proportion	21/22	21/22 Proportion
Don't Know	2	0.5%	3	0.9%	0	0%
No	283	76.7%	253	75.5%	403	68.7%
Prefer not to say	81	22.0%	74	22.1%	177	30.2%
Yes	3	0.8%	5	1.5%	6	1.0%

Table 15. Disability

Disability (group)	Proportions			Totals		
Disability (group)	19/20	20/21	21/22	19/20	20/21	21/22
Yes	7.0%	17.3%	5.8%	26	58	34
No	65.0%	54.3%	64.2%	240	182	377
Withheld/Unknown	27.9%	28.4%	30.0%	103	95	176

Table 16. Religion

Religion or belief (group)	Proportions			Counts		
	19/20	20/21	21/22	19/20	20/21	21/22
No religion	42.0%	40.0%	35.8%	155	134	210
Buddhist	1.1%	2.1%	1.0%	4	7	6
Christian	15.2%	11.3%	9.2%	56	38	54
Hindu	1.6%	3.0%	1.4%	6	10	8
Jewish	0.8%	0.9%	2.7%	3	3	16
Muslim	5.1%	5.4%	9.2%	19	18	54
Sikh	0.5%	-	0.5%	2	-	3
Spiritual	2.2%	0.6%	0.9%	8	2	5
Any other religion or belief	1.1%	0.6%	0.3%	4	2	2
Withheld/Unknown	30.4%	36.1%	39.0%	112	121	229
Grand Total	100%	100%	100%	369	335	587

Table 17. Sexuality

Sexuality (group)	Proportions			Totals		
	19/20	20/21	21/22	2019	2020	2021
Heterosexual	59%	54%	44%	218	180	257
Bisexual	4%	7%	8%	15	24	48
Gay man	4%	3%	3%	13	9	15
Gay woman/lesbian	1%	2%	2%	2	8	11
In another way	1%	1%	3%	4	4	18
Withheld/Unknown	32%	33%	41%	117	110	238

Table 18. Age

Age group	19/20	19/20 Prop	20/21	20/21 Prop	21/22	21/22 Prop
17 and under	1	0.3%	7	2.1%	3	1%
18 – 21 years	38	10.3%	65	19.4%	143	24%
22 – 25 years	57	15.4%	35	10.4%	84	14%
26 – 35 years	91	24.7%	90	26.9%	106	18%
36 – 45 years	54	14.6%	46	13.7%	58	10%
46 – 55 years	42	11.4%	30	9.0%	38	6%
56 - 65 years	17	4.6%	9	2.7%	10	2%
66 and over	4	1.1%	1	0.3%	0	0%
Null & Prefer not to say	65	17.6%	52	15.5%	145	25%
Total	369	100.0%	335	100.0%	587	100%

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 2021 – 24 February 2022.

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 20 formal student cases, and these were all students reporting other students. This was up by 10 compared with last year likely due to the lifting of certain Covid pandemic restrictions, but still limited by a lack of campus teaching and fewer in-person interactions. 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 alleged misconduct.

Table 19. Formal bullying, harassment and sexual misconduct cases against students by outcome (2021/22)

Outcome	Bullying	Harassment	Sexual Misconduct
Expulsion	0	0	0
Suspension	0	0	0
Referred to the police	0	0	0
Referred to Fitness to Practice	0	0	<5
Warning	0	0	0
Formal reprimand	0	<5	<5
Informal action (no contact agreement, moved halls)	0	<5	0
Ongoing	0	0	<5
Not upheld	0	0	<5
Other (NFA, Out of Scope etc.)	<5	<5	11
Total	<5	<5	15

NFA = No further action. This was most commonly due to students not providing any further information after their initial contact with the student casework team. 5 sexual misconduct cases were also ruled out of scope.

<5 has been used where there were fewer than 5 cases.

Table 20. Bullying (B), harassment (H) and sexual misconduct (SM) against students by outcome over three reporting years (2019-2022)

Outcome	19/20			20/21			21/22		
	B	H	SM	B	H	SM	B	H	SM
Expulsion	0	0	0	0	0	<5	0	0	0
Suspension	0	0	<5	0	0	0	0	0	0
Referred to the police	0	<5	0	0	0	<5	0	0	0
Referred to Fitness to Practice	0	0	0	0	0	0	0	0	<5
Warning	0	<5	<5	0	0	0	0	0	0
Formal reprimand	0	0	0	0	0	0	0	<5	<5
Informal action (no contact agreement, moved halls)	<5	5	0	0	<5	<5	0	<5	0
Ongoing	0	0	0	0	0	0	0	0	<5
Not upheld	0	0	0	0	0	0	0	0	<5
Other (NFA, Out of Scope etc.)	6	<5	<5	<5	0	0	<5	<5	11
Total	7	10	<5	<5	<5	<5	<5	<5	15

NFA = No further action, this was most commonly due to students not providing any further information after their initial contact with the student casework team.

Case Study: Ana is a first-year Undergraduate student who is living in halls and is new to the UK. She was sexually assaulted by another first-year student at a recent party and submitted a named report. Ana is then contacted by UCL's Crime Prevention and Personal Safety Advisor, and Student Casework arrange the investigation process, signposting Ana to the Students' Union UCL Advice Service. Through the Advice Service, Ana is put in touch with one of the Sexual Violence Liaison Officers. Ana is distressed and fearful of seeing the perpetrator again, although they are not in the same halls or in the same department. Through an Interim Measures Panel, the alleged perpetrator/reported student is not permitted to have any contact with Ana by any means and is banned from using the Science Library (where Ana studies) until the end of the investigation. At the hearing, the panel find that, on the balance of probabilities, misconduct has occurred, and Ana's complaint is upheld. The panel consider that the incident constitutes major misconduct and impose a penalty of permanent exclusion from UCL on the alleged perpetrator/reported student.

Formal cases against staff

There have been 22 formal cases reporting staff behaviour during the period. (Table 21)

Table 21. Formal complaints about staff by outcome (2021/22)

Dismissal	<5
Final Written Warning	<5
Formal Oral Warning	<5
Informal action	<5
Not upheld	5
Under investigation	8
Written Warning	0
Withdrawn	0
Employee resigned before formal hearing	<5
Total	22

Table 22. Formal complaints about staff by outcome over three reporting years (2019-2022)

Outcome	19/20	20/21	21/22
Dismissal	<5	<5	<5
Final Written Warning	<5	<5	<5
Formal Oral Warning	<5	<5	<5
Informal action	<5	7	<5
Not upheld	9	19	5
Under investigation	0	<5	8
Written Warning	<5	<5	0
Withdrawn	0	0	0
Employee Resigned before formal hearing	<5	<5	<5
Total	20	37	22

Table 23. Number of formal complaints about staff by reporting party 2021/22

Current Staff	16
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Table 24. Number of formal complaints about staff by reporting party over three reporting years (2019-2022)

Outcome	19/20	20/21	21/22
Current Staff	14	23	16

Table 25. Number of formal complaints about staff by category of complaint 2021/22

Category of complaint	Numbers	How many upheld
Sexual misconduct	<5	<5
Bullying &/or Harassment	18	<5

Table 26. Number of formal complaints about staff by category of complaint over three reporting years (2019-2022)

Category of complaint	19/20		20/21		21/22	
	Numbers	How many upheld	Numbers	How many upheld	Numbers	How many upheld
Sexual misconduct	5	<5	9	<5	<5	<5
Bullying &/or Harassment	15	<5	29	10	18	<5

Cases that have not been upheld often relate to a lack of evidence. To offer more information to students and staff on bringing a formal case (such as the process for a student disciplinary, staff disciplinary or grievance) and the evidence needed UCL has produced guidance on [how to bring a formal case](#).

Case study: Mark is an Administrator at UCL and has raised a report about his line manager's persistent bullying behaviour over the past six months, as his mental health is suffering as a result. He's noticed that other staff members are also fearful of the manager and that there is a culture of accepting this behaviour as normal. Mark initially decided to speak with the HR Officer in his department, as she had previously arranged a talk for staff about wellbeing in the workplace, and the HR Officer suggested that he could use Report + Support. Following the submission, Mark is contacted by his Faculty's HR Business Partner who explains the formal procedures for raising a grievance, advising on the evidence which will be needed for the investigation. Mark also decides to contact UCL's free and confidential Employee Assistance Programme for telephone counselling.

Summary 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.

Interim Measures Panels

Interim Measures Panels (IMP) are an initiative introduced by UCL in early 2020. Their purpose is outlined in item 9 of the [Prevention of Bullying, Harassment and Sexual Misconduct Policy](#). Since their introduction, there have been a total of 10 IMPs regarding reported members of staff (as of June 2022).

Environmental Investigations

Eight environmental investigations have taken place since July 2019, when the concept was first introduced by Employee Relations.

UCL has carried out such environmental investigations where there has been cluster reporting of poor behaviour and problematic culture, particularly where these reports are anonymous. The possibility of commissioning environmental investigations has been included in the [Prevention of Bullying, Harassment and Sexual Misconduct Policy](#) since it was published in early 2020.

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. Environmental investigations cannot hold individuals accountable for their actions. If sufficient evidence of misconduct by an individual is found during an environmental investigation a disciplinary process may take place.

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.

An independent environmental investigation into the culture of the Bartlett School of Architecture has now been completed and the report has been published – for further information see: <https://www.ucl.ac.uk/news/2022/jun/ucl-apologises-and-takes-action-following-investigation-bartlett-school-architecture>

Equality, Diversity and Inclusion (EDI) Activities in the UCL Strategic Plan 2022-27

The development of UCL's new strategic plan (2022 – 2027) provides an important moment to bring together a new Equality, Diversity and Inclusion Strategy to take forward earlier recommendations for example on institution-wide Active Bystander training and development of an education programme around antisemitism. It also proposes work to ensure consistency and alignment across UCL disciplinary processes and to create an independent Staff Mediator function.

Ways to stay engaged and be involved

How you can get involved

The Full Stop campaign has been developed to enable everyone at UCL to participate. We all have a role to play in shaping a welcoming and inclusive working and learning environment. Below are some suggestions about how you can get involved as an individual, or within your 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?
- 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.

Further information about how to get involved can be found in the Full Stop thematic toolkits on the [Full Stop website](#).

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

And finally

UCL is 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.

