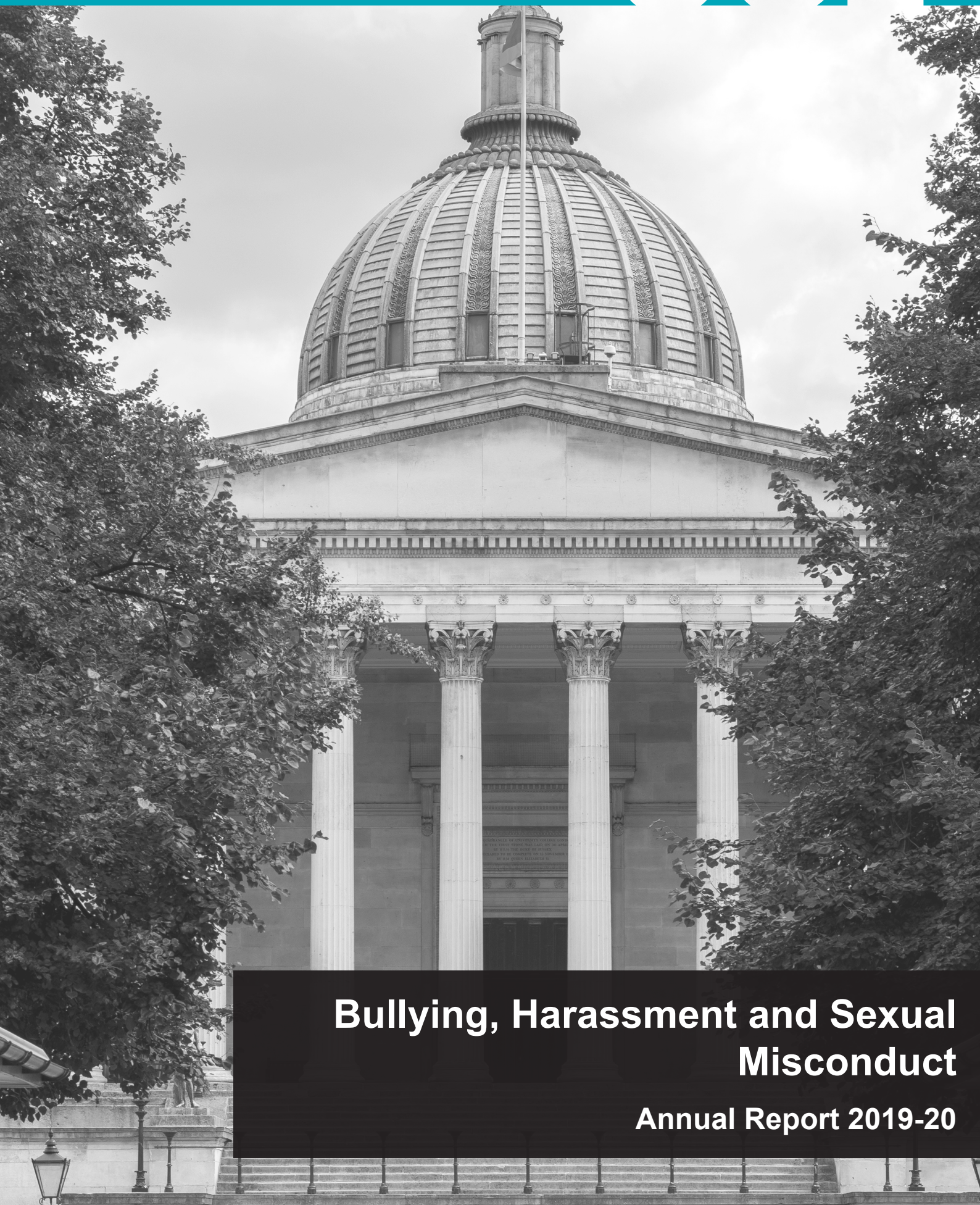
OFFICE OF THE PRESIDENT AND PROVOST
(EQUALITY, DIVERSITY & INCLUSION)

UCL



Bullying, Harassment and Sexual Misconduct

Annual Report 2019-20

Provosts' Foreward

It has been a year since Report + Support, UCL's online tool for reporting bullying, harassment and sexual misconduct, was launched. This report marks our commitment to increase transparency in reporting and to show the action that is taken to address unacceptable behaviour.

The report makes for difficult reading. Not only are the figures concerning, but we must remind ourselves these are not just statistics, but staff and students lived experiences. Let me be clear, this behaviour has always been considered unacceptable. While UCL may not have been as effective as we could have been in tackling these behaviours in the past, we have made significant strides to improving the culture and action taken to support students and staff as outlined in this report.

For example, our 'Full stop' campaign was visible all over campus and we have made good progress in establishing new policies, and increasing support and training for students. We have developed new processes, such as environmental investigations, to ensure that anonymous reports help inform preventative work within local areas. However, the number of anonymous reports suggests there is still work to be done to improve the trust in these processes.

Myself and the senior leadership team are grateful to all those who have been contributing to these efforts and championing inclusion at UCL.

We all need to play a significant role in challenging unacceptable behaviour, and role modelling the behaviour we want to see.

Together, we can say Full Stop.

UCL President and Provost, Professor Michael Arthur

Contents

Background	4
Progress made against UCL Strategy	5
Data insights from 25-02-19 – 24-02-20	7
Description of outcomes of disciplinary cases	20
Summary of key trends and institutional actions	22
Next steps and action plan for UCL	23
Ways to stay engaged and get involved	24

Background

In June 2017, UCL held an internal conference chaired by the 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, appointing then Director of the Institute of Education, Professor Becky Francis as chair, and Dean of Engineering Professor Nigel Titchener-Hooker as deputy-chair.

The strategy group consisted of a cross-section of student and staff facing roles, academics, and professional services staff. The group were tasked with reviewing the existing policy, practice, training and support at UCL, and provide strategic recommendations to the Senior Management Team in 2018. To support this work, UCL appointed a full-time permanent Preventing Sexual Misconduct Manager (now Behaviour and Culture Change Manager) to ensure this work was embedded into the core business of the university.

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

Regular, anonymised trend analysis reports are conducted and shared at Faculty level to ensure a proactive approach to intervention and prevention. The Equality, Diversity and Inclusion team works with HR and Faculty and Departmental leads to design and deliver targeted interventions in response to the data.

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.

Progress made against UCL Strategy

Prevention and intervention

- Approved and implemented the new Prevention of Bullying, Harassment and Sexual Misconduct Policy, and revised the Personal Relationships Policy which prohibits relationships between students and staff where there is direct supervision.
- Launched Report + Support, and the Full Stop campaign in February 2019.
- Conducted a successful Wellcome Trust Grant evaluation of Where do you draw the line? with the School of Life and Medical Sciences.
- Conducted Faculty based reports with insights and recommended actions to proactively address problematic behaviour.
- Engaged staff and PhD students in Where do you draw the line? training on preventing harassment and bullying. Almost 3,000 staff have received training to date.
- Delivered Taking the Lead to 400 managers across UCL from Sept 2018 – January 2020.
- Revised and delivered the Student's Union UCL Active Bystander training. Since the 2015 academic year, 20,000 students have received Active Bystander training.
- Worked with the UCL Centre for Behaviour Change on capacity-building and conducting a systems review to inform current state analysis and develop interventions to change behaviour. These recommendations have been shared with HR to help implement.
- Developed guidance toolkits and resources.

Improving trust, confidence and transparency

- Established an agreement with Intersol Global to improve the quality and consistency of investigations. As a result, investigation and report writing time has decreased significantly.
- Published the six month insights report.
- Banned the use of non-disclosure agreements in settlement agreements with staff or students who have raised genuine complaints of sexual misconduct, bullying or harassment.

Increased support for student and staff

- Established a dedicated phone line which offers support on bullying, harassment and sexual misconduct through our employee assistance programme.
- Established an institutional agreement with Rape Crisis South London for the provision of specialist outreach support and counselling, and a robust training package. Including delivering training to staff in front facing roles, including HR Business Partners, Employee Relations and the Senior Management Team.
- Appointed 30 new Dignity Advisers to help provide support and guidance to students and staff at an informal, local level.

Data insights from 25-02-19 – 24-02-20

The data gleaned from this report includes anonymous and advisor requests from Report + Support, and information from HR and the Student Casework team on formal cases and outcomes.
The report assigns complaints to general categories such as bullying, harassment and sexual misconduct.

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.

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.

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 the organisation. The insights have informed preventative action thus far, and the action plan for 2020/2021 is detailed below.

Summary of Reports

- From a total of 376 reports, 63.3% reports were from staff, 23.4% from post-graduate Students, 11.4% from undergraduate Students and 0.6% from third party staff.
- 58.7 % reports related to bullying, 31.5% related to harassment and 9.6% reports related to sexual misconduct.
- Bullying is the key concern for staff and post-graduate students, whilst harassment is the key issue for undergraduate students.
- There are low-rates of sexual misconduct reporting, however it is evident it impacts undergraduate and post-graduate students.
- 65.4% of reports made were anonymous, and 34.6% of students and staff had contacted an advisor. Anonymous reports have decreased 6% since the Six Month Insights Report.
- There have been low rates of reporting for both third party staff and undergraduate students.
- The School of Life and Medical Sciences and Built Environment, Engineering and Maths and Physical Sciences and Professional Services have the highest number of reports. These reports are concerning, however, it is too early to establish long-term trends.
- There is limited equality monitoring data with a number of reporting parties choosing to withhold this information.

The key reasons for reporting anonymously include:

- I am concerned about the impact on current or future career, 17.1%
- Nothing would be done if I made a complaint, 15%
- I’m worried about being called a trouble maker, 12.2%
- I’m worried that the perpetrator would retaliate, 9.2%

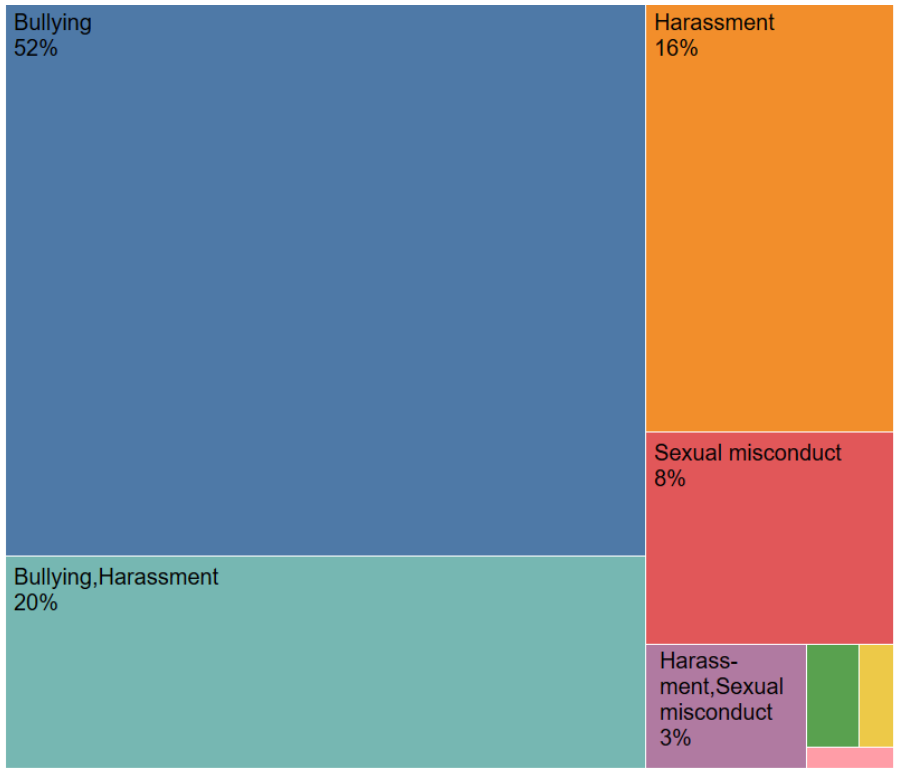
Table 1: ***Total number of reports in relation to UCL profile***

UCL profile	*Number of staff/student*	*Number of record*	*%*
All staff	13,464	244	1.80%
All student	42,050	131	0.30%

Table 2: ***Total number of records and proportion of the form of reporting***

Form of reporting	*Number of records*	*%*
Contact an advisor	130	34.60%
Report anonymously	246	65.40%
Total	376	100%

Figure 1. Number and percentage of total reports



Reported issues

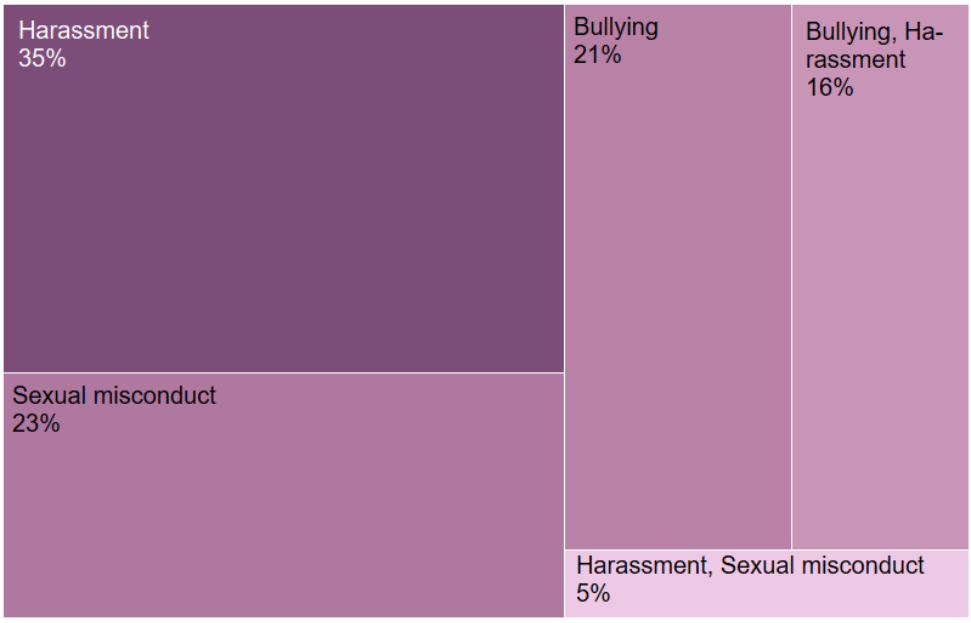
Bullying	52%
Bullying,Harassment	20%
Harassment	16%
Sexual misconduct	8%
Harassment,Sexual misconduct	3%
Bullying,Harassment,Sexual misconduct	1%
Bullying,Sexual misconduct	1%
Withheld/unknown	<1%

Figure 2. Number and percentage of reports by type and role

UCL Staff

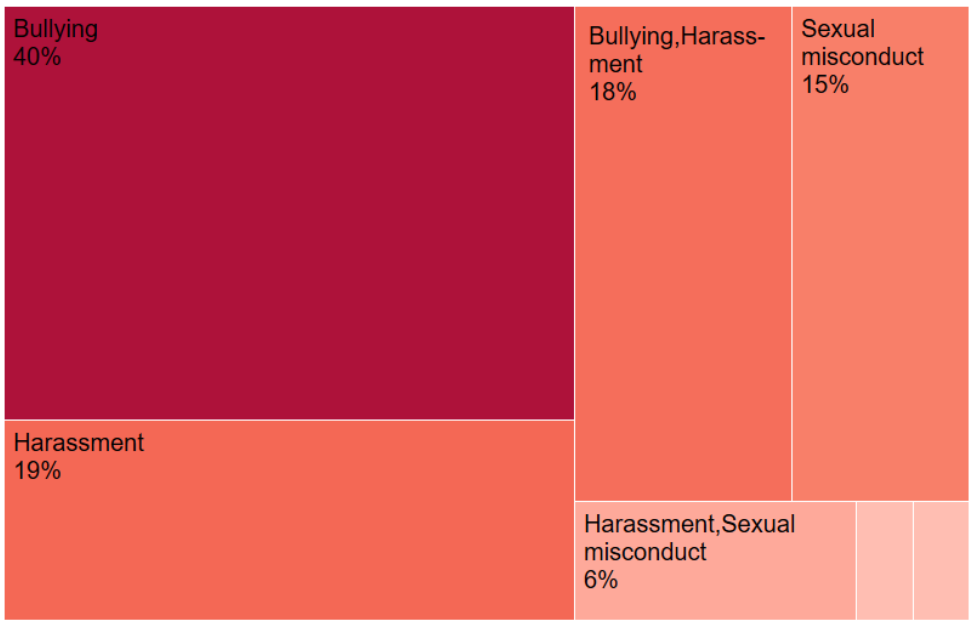
Reported issues	
Bullying	63%
Bullying, Harassment	21%
Harassment	11%
Sexual misconduct	2%
Harassment, Sexual misconduct	2%
Bullying, Harassment, Sexual misconduct	1%
Bullying, Sexual misconduct	<1%

UCL UG



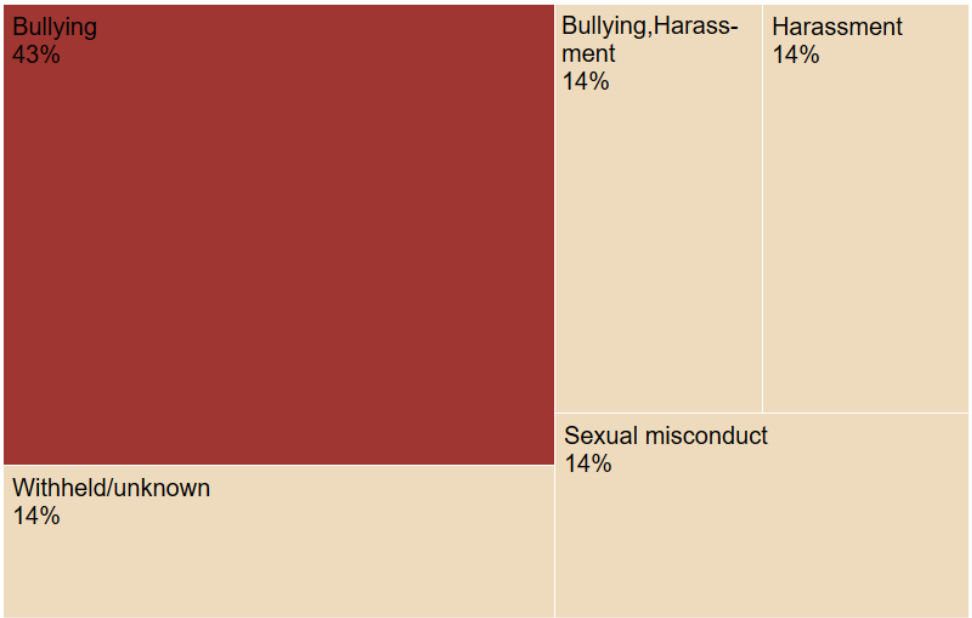
Reported issues	
Harassment	35%
Sexual misconduct	23%
Bullying	21%
Bullying, Harassment	16%
Harassment, Sexual misconduct	5%

UCL PG



Reported issues	
Bullying	40%
Harassment	19%
Bullying,Harassment	18%
Sexual misconduct	15%
Harassment,Sexual misconduct	6%
Bullying,Harassment,Sexual misconduct	1%
Bullying,Sexual misconduct	1%

UCL Third Party



Student and staff stories

UCL understands the importance of analysing both qualitative and quantitative data in examining Report + Support. Therefore the below examples have been further anonymised to highlight the type of unacceptable behaviour experienced by staff and students, but also the impact.

While we understand that this information is highly sensitive, it is critical in ensuring all students and staff understand the impact of unacceptable behaviour.

It is the qualitative data, and comments that have helped to inform preventative work and action. It is important that we do not lose sight of people's experiences and the impact of this behaviour. Therefore, the comments below represent issues that emerged from Report + Support in relation to bullying, harassment and sexual misconduct.

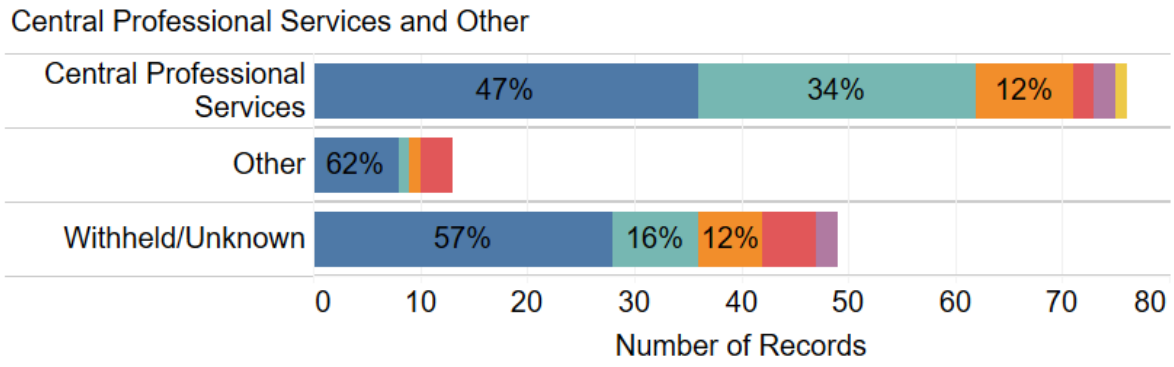
- Unwanted touching e.g. knee, shoulder or thigh, that people did not feel it was 'serious enough' to report.
- Being asked by my manager if I had corona virus (despite displaying no symptoms).
- Micro-inequalities such as being articulate, or
- Being asked whether a person supported terrorism because of their faith.
- Challenges with line managers and peers being critical of mental health and wellbeing concerns.
- Intimidation tactics and harassing behaviour towards junior colleagues.
- Suggestions of sexism and harassment in relation to pregnancy and maternity.
- Some colleagues facilitating a blame culture, with limited reflection or accountability for their own behaviour or performance.
- Being harassed online and in person by a fellow student who wants to pursue a romantic relationship.

The impact of such experiences can be wide-reaching in both professional and personal lives. The anonymous reports ask the question for those choosing to report anonymously to identify key barriers to reporting. As detailed in the table below, there are a number of considerations and priorities that UCL can consider in future prevention work including making students and staff feel safe with reporting without fear of negative consequences to them or their studies/careers.

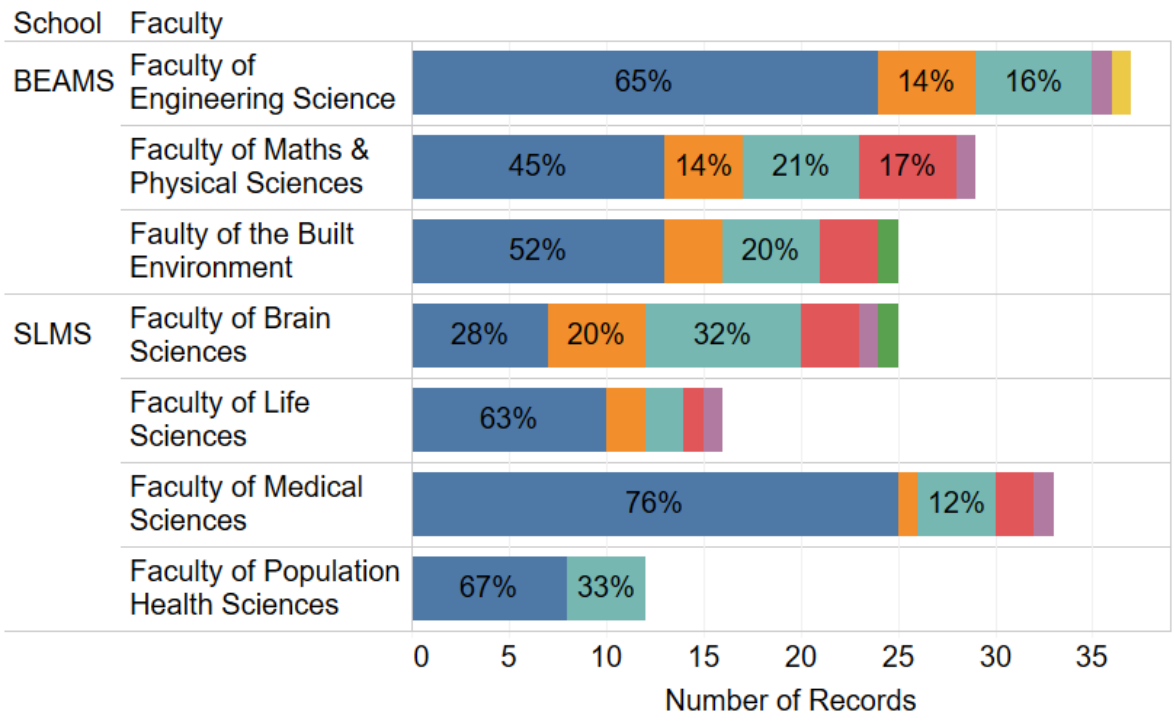
Table 3: Reasons for reporting anonymously

Why reported anonymously	*Count*	*%*
I have concerns it might affect my current/future career	147	17.1%
Nothing would be done if I made a complaint	129	15.0%
I am worried about being called a trouble maker	105	12.2%
I'm worried the perpetrator would retaliate	79	9.2%
I'm worried about retaliation	70	8.1%
I reported it to someone at the University but they didn't take it seriously	58	6.7%
I'm worried that I won't be believed	55	6.4%
I cannot prove the behaviour took place	48	5.6%
I'm worried that there would be repercussions in my social circle	44	5.1%
Other	26	3.0%
I don't want to get anyone into trouble	21	2.4%
I feel too embarrassed or ashamed	21	2.4%
It's not serious enough to warrant a complaint	17	2.0%
I don't know how to make a complaint	14	1.6%
I don't have time to make a complaint	13	1.5%
I don't want anyone to know it took place	10	1.2%
I feel partly to blame for what happened	4	0.5%
I reported it to the Students' Union but they didn't take it seriously	1	0.1%

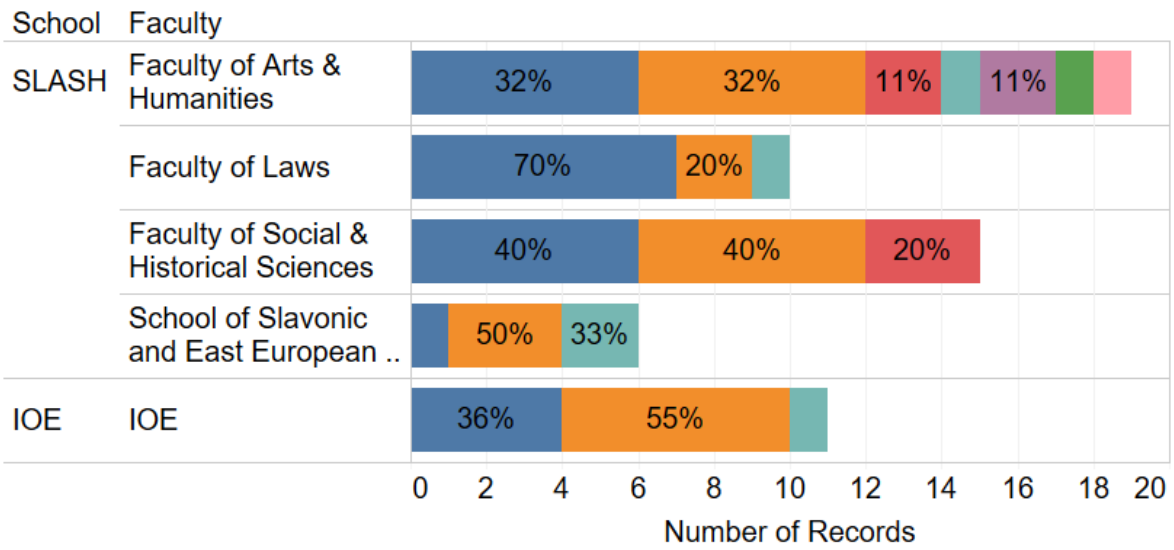
Figure 3. Reports by type and Faculty



	Central Professional Services	Other	Withheld/Unknown
Bullying	47%	62%	57%
Harassment	12%	8%	12%
Sexual misconduct	3%	23%	10%
Bullying, Harassment	34%	8%	16%
Harassment, Sexual misconduct	3%	0	4%
Bullying, Sexual misconduct	1%	0	0
Bullying, Harassment, Sexual misconduct	0	0	0
Withheld/unknown	0	0	0

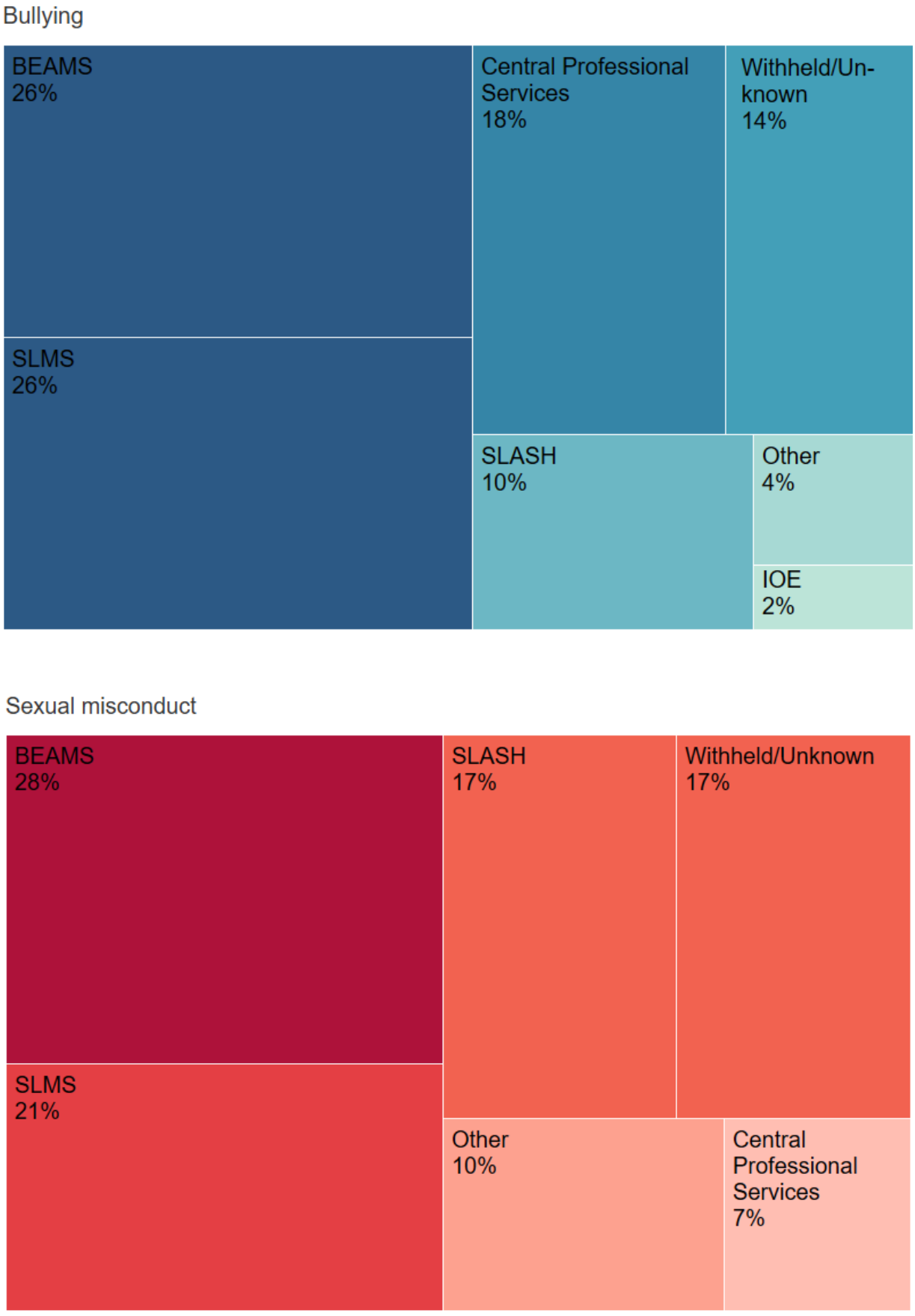


	BEAMS			SLMS			
	Faculty of Engineering Science	Faculty of Maths & Physical Sciences	Faulty of the Built Environment	Faculty of Brain Sciences	Faculty of Life Sciences	Faculty of Medical Sciences	Faculty of Population Health Sciences
Bullying	65%	45%	52%	28%	63%	76%	67%
Harassment	14%	14%	12%	20%	13%	3%	0
Sexual misconduct	0	17%	12%	12%	6%	6%	0
Bullying, Harassment	16%	21%	20%	32%	13%	12%	33%
Harassment, Sexual misconduct	3%	3%	0	4%	6%	3%	0
Bullying, Sexual misconduct	3%	0	0	0	0	0	0
Bullying, Harassment, Sexual misconduct	0	0	4%	4%	0	0	0
Withheld/unknown	0	0	0	0	0	0	0

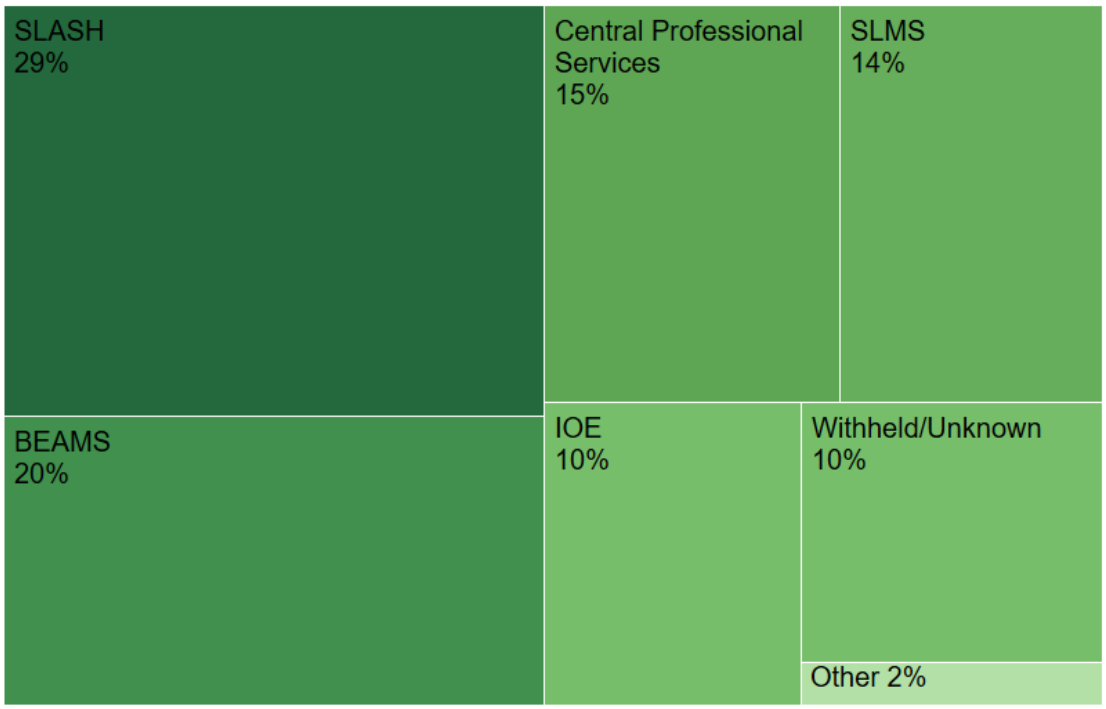


		SLASH				IOE
		Faculty of Arts & Humanities	Faculty of Laws	Faculty of Social & Historical Sciences	School of Slavonic and East European Studies	IOE
	Bullying	32%	70%	40%	17%	36%
	Harassment	32%	20%	40%	50%	55%
	Sexual misconduct	11%	0	20%	0	0
	Bullying, Harassment	5%	10%	0	33%	9%
	Harassment, Sexual misconduct	11%	0	0	0	0
	Bullying, Harassment, Sexual misconduct	5%	0	0	0	0
	Withheld/unknown	5%	0	0	0	0

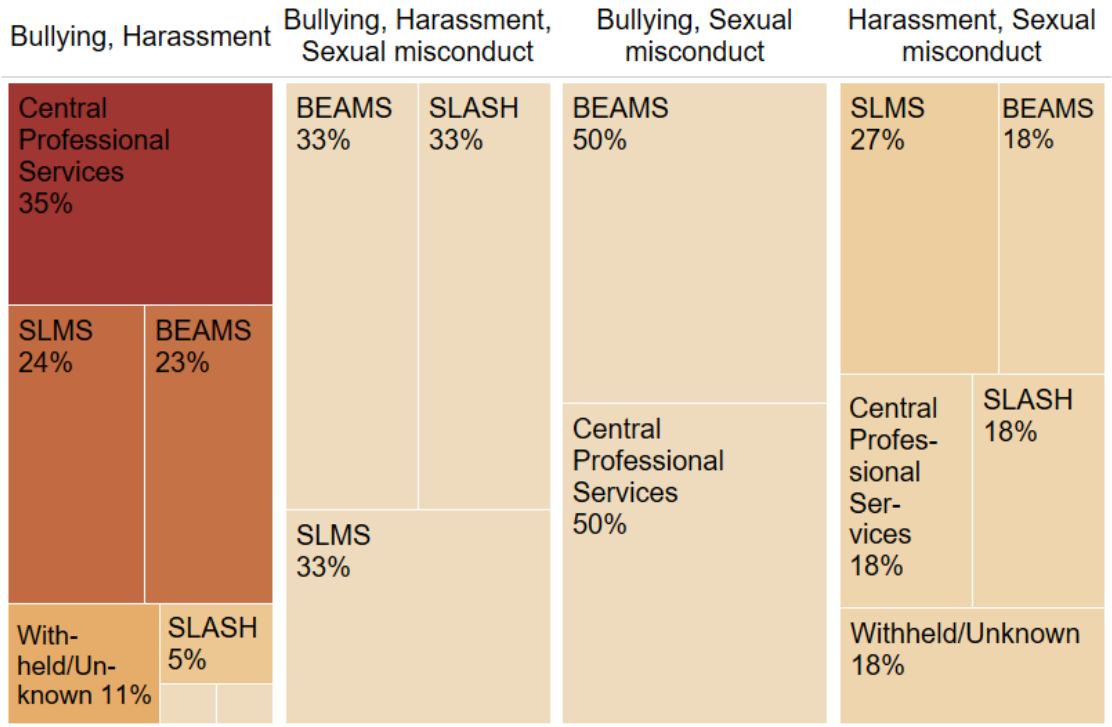
Figure 4: The number of records and the proportion of schools/faculty by behaviour.



Harassment



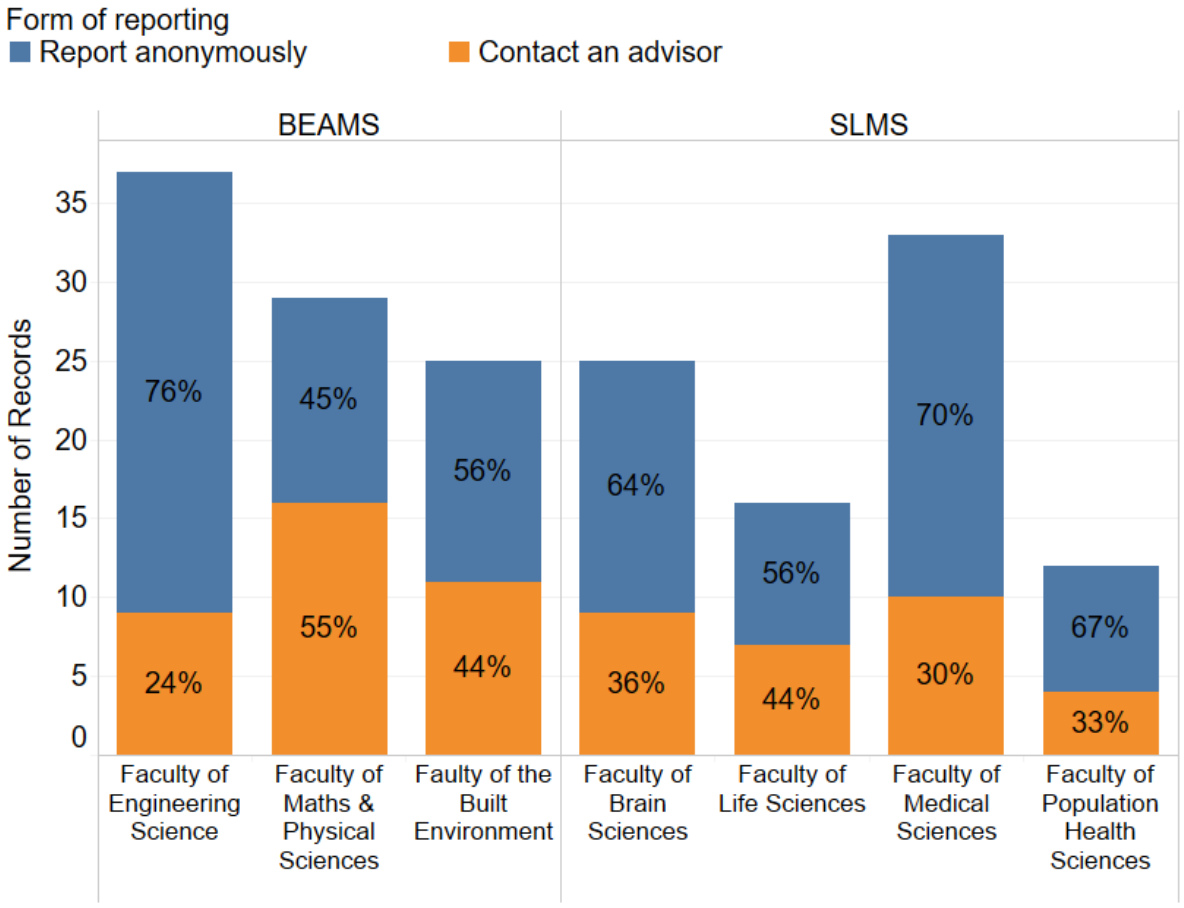
Multiple reported issues

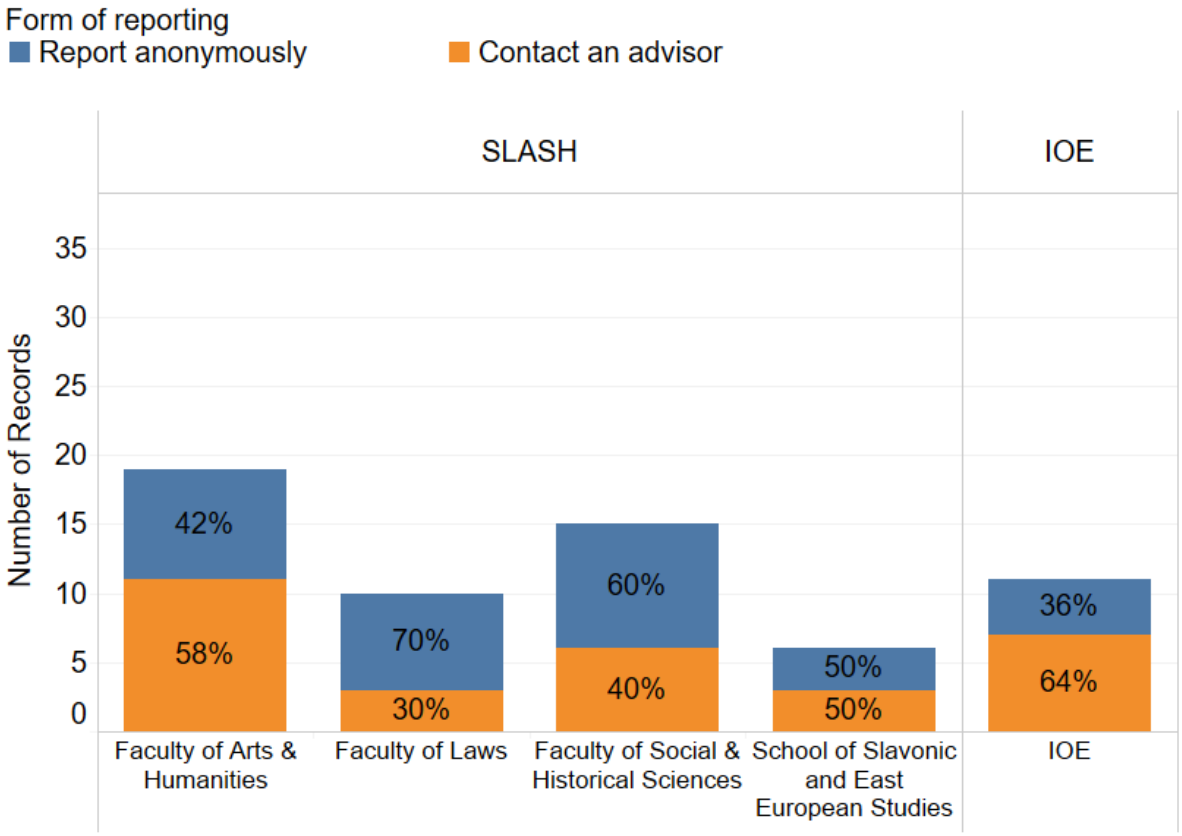


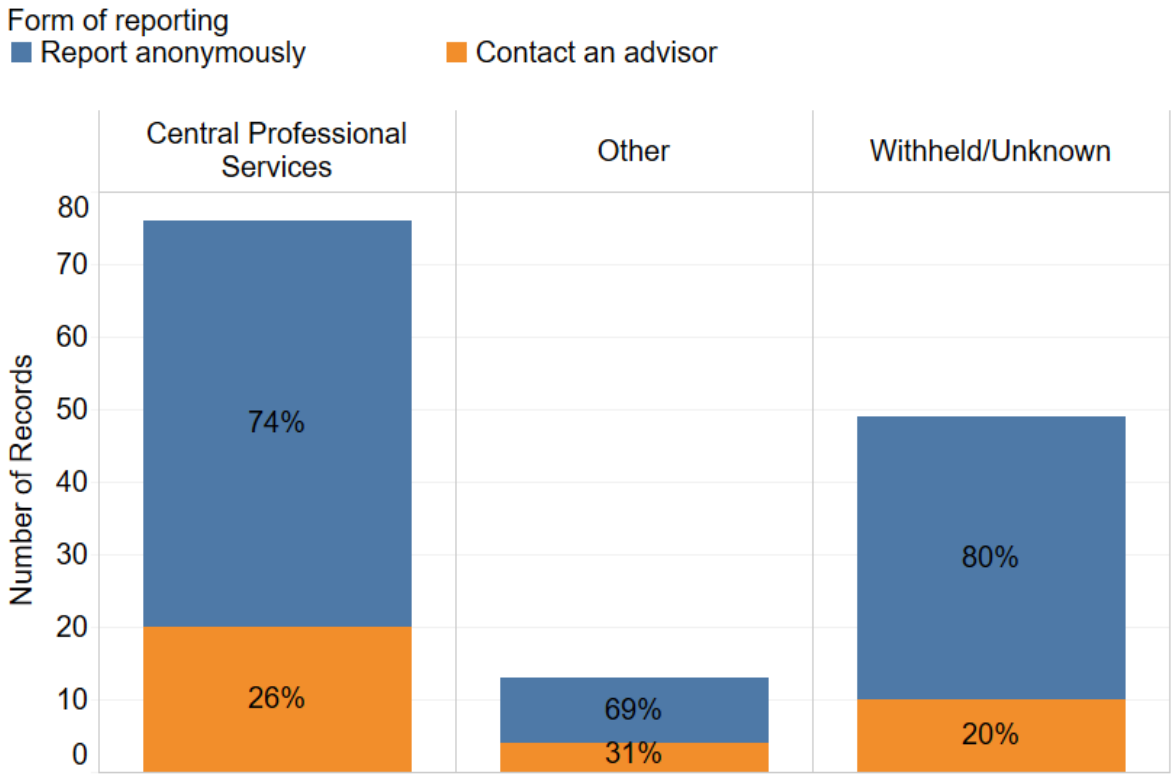
Multiple reported issues

School	Bullying, Harassment	Bullying, Harassment, Sexual misconduct	Bullying, Sexual misconduct	Harassment, Sexual misconduct
BEAMS	23%	33%	50%	18%
Central Professional Services	35%		50%	18%
IOE	1%			
Other	1%			
SLASH	5%	33%		18%
SLMS	24%	33%		27%
Withheld/Unknown	11%			18%

Figure 5: Form of reporting by Faculty







Equality monitoring data of the reporting party

Sharing equality monitoring data when reporting through Report + Support is optional. However, it does help understand if there are particular groups of students or staff are experiencing patterns of behaviour. Please be aware that individuals may have withheld equality monitoring data in either or both internal systems, or Report + Support.

Table 4: The proportion of reports by ethnicity in relation to the UCL staff and student profile.

	Role (staff/student)				
Ethnicity	**UCL Staff**	**UG Student**	**PG Student**	**Third Party Staff**	**Withheld/ Unknown**
BAME	2%	<1%	<1%	<1%	0
White	1%	<1%	<1%	<1%	<1%
Withheld/Unknown	6%	2%	4%	1%	0

Table 5: The proportion of reports by gender in relation to the UCL staff and student profile.

	Role (staff/student)				
Gender	**UCL Staff**	**UG Student**	**PG Student**	**Third Party Staff**	**Withheld/ Unknown**
Female	2%	<1%	<1%	<1%	<1%
Male	1%	<1%	<1%	<1%	0
Non Binary	n/a	n/a	n/a	n/a	n/a
Withheld/Unknown	n/a	n/a	n/a	n/a	n/a
Other	n/a	n/a	n/a	n/a	n/a

N.B. 2018/19 data. UCL recorded individual sex assigned at birth.

Table 6: The percentages of reports by age groups.

Age group	%
17 and under	<1%
18 – 21 years	10%
22 – 25 years	15%
26 – 35 years	26%
36 – 45 years	14%
46 – 55 years	11%
56 - 65 years	5%
66 and over	1%
Withheld/Unknown	17%

Table 7: Percentage response to, 'Is your gender the same as you were assigned at birth'.

Same gender at birth	%
Yes	77%
No	1%
Withheld/Unknown	22%

Table 8: The number of reports by religion or belief.

Religion or belief	%
Buddhist	1%
Christian	15%
Hindu	2%
Jewish	1%
Muslim	5%
Sikh	1%
Spiritual	2%
Other	1%
No religion	42%
Withheld/Unknown	31%

Table 9: The number of reports by different sexuality.

Sexuality	%
Heterosexual	59%
Bisexual	4%
Gay man	3%
Gay woman/lesbian	1%
Other (Bi-curious, Pansexual or Queer)	1%
Withheld/Unknown	32%

Description of outcomes of disciplinary cases

The following data provides insight into the number of formal cases and outcomes for issues of bullying, harassment and sexual misconduct. The time range includes February 25 2019 – February 24 2020.

UCL is committed to improving transparency of processes and outcomes within the bounds of the law. Therefore the data presented adheres to the General Data Protection Regulation.

UCL does not measure success by particular outcomes in each case, as every case has its own unique nuances and challenges.

Student formal cases

There were 24 formal student cases within the year. Outcomes varied from no further action, referred to police, suspension and 2 remain ongoing.

To manage student expectations of the overall process of reporting, UCL has produced guidance on how to bring a formal complaint, including considerations for making a formal statements and types of evidence that may be required.

	Sexual Misconduct	Harassment	Bullying
Suspension	<5	0	0
Formal action	<5	0	<5
Referred to the police	<5		
Warning	<5	<5	0
Informal action	<5	<5	<5
Ongoing	<5	0	<5
Not upheld	<5	0	
No further action			6

Staff formal cases

There have been 37 formal cases raised by staff during the Report + Support time period. Outcomes ranged from no further action to dismissal.

Cases with no further action often involve informal action and provision of support.

Cases that have not been upheld often relate to a lack of sufficient evidence. Therefore UCL has produced guidance on how to bring a formal complaint, including considerations for making a formal statement and the types of evidence that may be required.

	Sexual Misconduct	Harassment	Bullying
Dismissal	0	0	0
Final Written Warning	<5	<5	<5
Formal Oral Warning	0	0	0
Informal action	<5		
Not upheld	0	<5	6
Under investigation	0	0	10
Written Warning	0	0	<5
Withdrawn	0	0	0

Summary of key trends and institutional actions

Actions taken from reports

Depending on the context, a number of actions have been taken including:

- Conversations with individuals named in reports setting out UCL expectations on behaviour and the expectation that poor behaviour will not be repeated
- Targeted communications have been released in departments outlining key behavioural concerns, and next steps.
- Demystifying Report + Support presentations have been held on request including key updates of progress made by the Preventing Sexual Misconduct Strategy Group.
- Targeted delivery of 'Where do you draw the line?' and Taking the Lead training.

UCL introduced a new process called 'environmental investigations' which is included in the new Prevention of Bullying, Harassment and Sexual Misconduct Policy. This process is undertaken where there is a cluster or high rates of reporting from a department or division in the university. An environmental investigation allows UCL to understand the behaviours in more detail, and to develop targeted approaches and interventions. This process can be initiated through a series of anonymous reports which means that individuals do not have to expose themselves to risk by putting their name to a formal complaint.

Recommendations through environmental investigations so far, have included: changes to management structure, improvements in communication styles and methods, professional development and upskilling, and individual's behaviours to be addressed through the relevant formal procedure, for example, the staff disciplinary procedure.

Next steps and action plan for UCL

Over the next year, UCL will be undertaking the following actions to address the concerns raised by the Report + Support data and continue the progress made to shape an inclusive environment. Next steps include:

- Review and improve the investigation and disciplinary processes for students and staff raising concerns of bullying, harassment and sexual misconduct.
- Launch the Full Stop to racial harassment campaign, 'Let's talk about race'.
- Ensure there are clear standards of behaviour for all students and staff, including being reflected in key strategies, such as Ways of Working and Research Integrity.
- Share the findings and actions from the Centre for Behaviour Change systems review.
- Pilot and evaluate key behavioural interventions in departments.
- Design and implement a new Intervention Framework for departments that are experiencing or perpetuating negative EDI behaviours, such as non-inclusive cultures, conflict, creating reports from students on EDI issues and so forth.
- Improve student induction information about respect and inclusion.
- Embed key policy changes and existing support and training in departments.

Ways to stay engaged and get involved

How you can get involved?

Full Stop 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 or boundary breaking 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.
- Allow time in team or group meetings to reflect on behaviour, explore support options and consider you how 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.
- Sign up to the email challenge or agree principles for communication within teams and departments.

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