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UNIVERSITIES SUPPORTING VICTIMS OF SEXUAL VIOLENCE

UNIVERSITY OF SUSSEX

UNIVERSITIES SUPPORTING VICTIMS OF SEXUAL VIOLENCE: DISCLOSURE TRAINING AT SUSSEX AND BRIGHTON UNIVERSITIES

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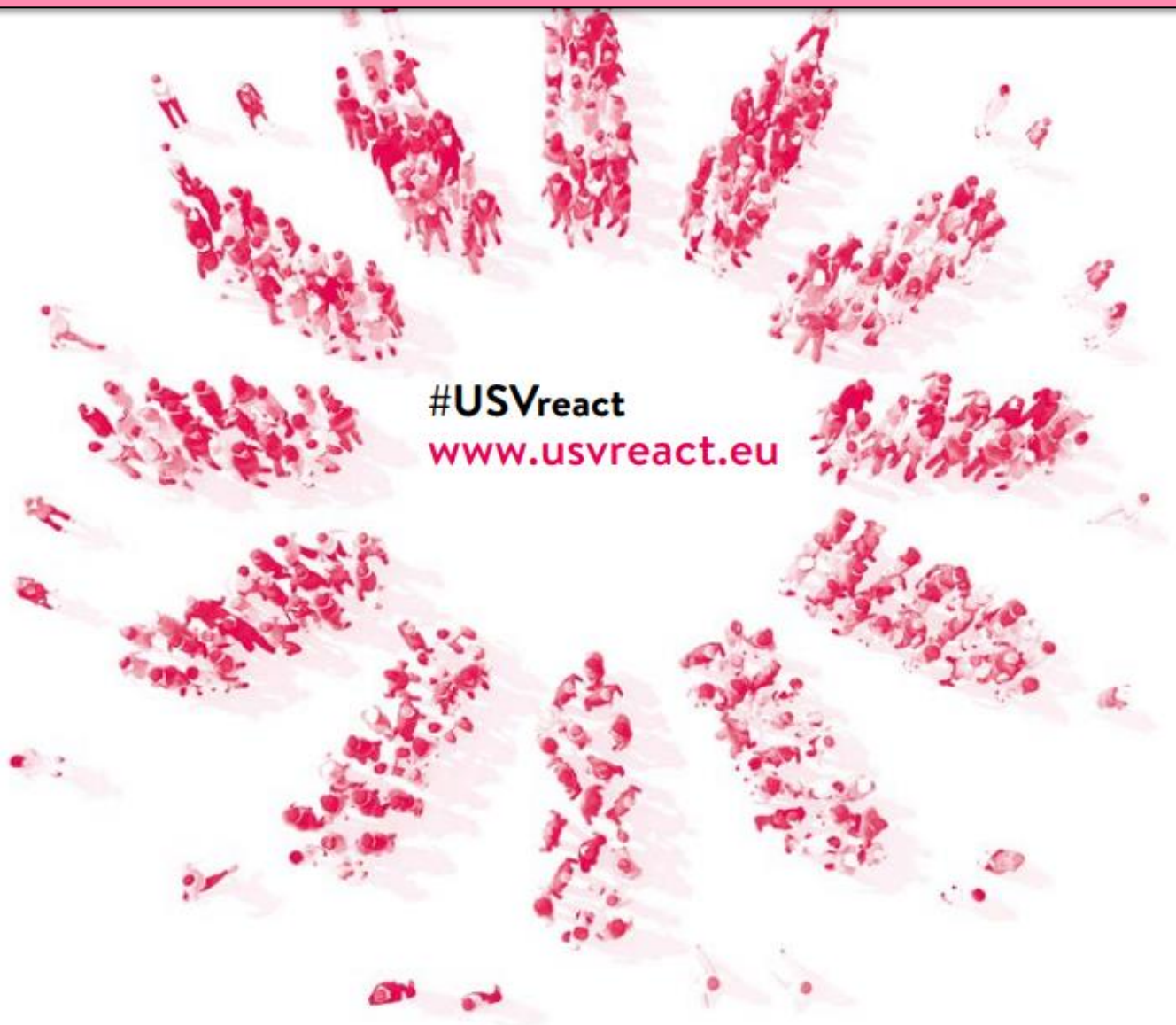

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Introduction

The Universities Supporting Victims of Sexual Violence project is a partnership of seven universities across the UK, Greece, Italy and Spain, with associate partners from all these countries plus Latvia and Serbia. Each partner university has developed, piloted and evaluated a training programme for staff on receiving disclosures of sexual violence from students. Associate partner institutions have each collaborated with one of the partner universities, to pilot and evaluate its training programme. Partner Universities are Universitat Rovira i Virgili and Universidad del Pais Vasco/Euskal Herriko Unibersitatea in Spain; Universita degli Studi di Torino in Italy; Panteion University of Social and Political Sciences in Greece and Brunel University, Sussex University and the University of York in the UK.

This report focuses on the Sussex University training, which has also been piloted by our Associate Partner Brighton University. Our training included: descriptions of sexual violence and statistics about its incidence on campuses in the UK; discussion of the broader context within which sexual violence occurs; the effects of sexual violence on survivors, and detailed information about how to support students disclosing such incidents and where additional expert help could be accessed. Our overall findings are that the training was well received and that staff felt more confident at the prospect of dealing with disclosures and knew where to direct students to access expert support. Furthermore, on the basis of the project, a number of recommendations are being made to the Vice Chancellor such as encouraging the adoption of a more a coordinated approach to services for staff and students and ensuring that there is adequate support for those providing support to students.

Context

a. Sexual violence against students in the UK

Debates about sexual violence in UK universities began with concerns about 'lad culture' and student-on-student violence; discussions have now broadened to include sexual misconduct towards students by staff. Although work on violence against women students dates back to the 1980s, the first national prevalence study in the UK was the 2010 National Union of Students (NUS) report *Hidden Marks*, which found that 1 in 7 women students had experienced a serious physical or sexual assault during their studies, and 68 percent had experienced behaviours constituting sexual harassment. Following this, NUS conducted further work on 'lad culture' and its links to sexual violence. The report *That's What She Said* explored women students' experiences of 'lad culture' and concluded that many behaviours which had been

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defined as 'laddish' actually constituted sexual harassment, and that this created a conducive context for more serious forms of sexual violence (NUS, 2013).

After this report was released, a range of initiatives emerged such as consent training, awareness-raising and bystander intervention. However, most of these were student- and faculty-led, and institutions themselves remained slow to take action. In December 2014, the National Union of Students launched a 'lad culture audit', collating policies and practices on sexual harassment and violence at 35 students' unions and their corresponding universities. It found significant gaps in policy and provision: just over half the institutions (51%) had a formal policy on sexual harassment, and complaints and disciplinary procedures were largely unsuitable for victims. The report recommended that institutions should engage with their counselling services and related staff, to assess capacity to respond appropriately to cases of sexual harassment and violence (NUS 2015).

In late 2015, then Business Secretary Sajid Javid asked Universities UK to convene a task force on violence against women, harassment and hate crime. Its report in 2016 recommended a number of measures including that all institutions adopt centralised reporting procedures, develop effective disclosure responses, and run bystander intervention programmes (Universities UK, 2016). It also issued an update to the 1994 Zellick guidelines on dealing with student behaviour which may constitute a criminal offence (Bradfield 2016). Since the release of these documents, the Higher Education Funding Council for England has issued two catalyst funding calls focused on sexual harassment and violence, and online harassment and hate crime respectively, which have resourced a number of emerging institutional initiatives.

From 2015-16, concerns with student-on-student violence have also broadened to include sexual misconduct by staff. In 2016, Sara Ahmed resigned her professorial position at Goldsmiths College in London in protest at the institution's failure to tackle sexual harassment by a number of prominent academics (Ahmed 2016). Also in 2016, Sussex lecturer Lee Salter left his post at the university following media coverage of his conviction for violently assaulting his partner, who had previously been a student at the institution (Pells 2016). Cases such as these have led to broader discussions around suspensions, complaints procedures, non-disclosure agreements and university responsibilities to support student survivors. Following a conference at Goldsmiths in late 2015, the 1752 Group was established to respond to staff-to-student sexual misconduct. In 2016 this group collaborated with the Guardian newspaper in an exposé of staff misconduct, following a freedom of information investigation in which around 300 cases were uncovered (Batty et al 2017).

It is in this context that our training was developed: we are aware that significant gaps in provision for student (and staff) survivors remain, and most importantly, that

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effective response at the point of disclosure is crucial. In the context of increased awareness and a likelihood of increased reporting to institutions, there is a need for appropriate care pathways and support services to refer survivors to, and these are not always available. We also note the importance of the current political and economic climate in the UK: in a context of austerity and concerns about the economic implications of the recent vote to leave the European Union, existing support measures for survivors of sexual violence have been cut back significantly at national levels (Towers & Walby 2012), and social tensions and discrimination towards marginalised people have been strengthened. This has been most detrimental to specialist services designed for African, Caribbean and Asian communities and LGBTQ people (O'Hara 2016; Thiara & Sumanta 2010). Both within and outside universities, there are also concerns about the outsourcing of support services to private companies without expertise in sexual violence (NUS 2013, Phipps & Young 2015).

b. The University of Sussex

Sussex is a higher education and research institution near Brighton. It was the first of the new wave of UK universities founded in the 1960s, receiving its Royal Charter in 1961. It has over 14,000 students and 2,100 staff including around 1,000 teaching and research staff. The university has a reputation for being political and left-leaning, and there have historically been tensions between management and staff, and management and students' unions. In recent years students have staged a number of protests and occupations, including around the privatization of essential services, the deportation of international students, and sexual harassment and violence.

Following the Hidden Marks report of 2010, the university began to develop a response to concerns about sexual harassment and violence. Students set up a campaign entitled 'Students Against Sexual Harassment' (a precursor to the current student campaign Safer Sussex) and an open letter signed by hundreds of faculty members made its way to the senior management team. The university's Wellbeing Manager developed the first care pathway for supporting survivors, and began to train frontline staff. A working group was set up consisting of managers and student representatives. Following the NUS 'lad culture' report, the students' union participated in the NUS I Heart Consent programme, 'lad culture' policy audit and Stand By Me campaign, in partnership with Survivors' Network (the local Rape Crisis centre). Consent training at the students' union is ongoing, overseen by two paid co-ordinators who are also working on a charter for local bars and clubs and creating clearer reporting systems. Local Rape Crisis service Survivors Network has also delivered 'first response' training to student union officers and staff.

A survey carried out by the Sussex students' union in 2015 found that 61% of 350 respondents had experienced sexual harassment. 53% had experienced non-

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consensual sexual contact, which could include kissing, touching or molesting, including through clothes, compared to 16% of respondents in the NUS Hidden Marks report.[1] 92% of LGBT+ respondents at Sussex had experienced someone attempting to touch them sexually without consent. Over 90% of respondents who had experienced non-consensual sexual contact and sexual harassment identified the offender as male. Only 3% of Sussex students had reported what happened to them, either to the institution or to the police. Following this report, on International Women's Day 2016, a group of survivors and other students (part of a new Safer Sussex group) occupied senior management building Sussex House to protest. The university subsequently agreed to re-establish its working group on sexual violence. Later the same year, the Lee Salter case catalysed urgent discussions at the university about staff-student relationships and the potential for exploitation and abuse.

As a response to this case, incoming Vice-Chancellor Adam Tickell commissioned Professor Nicole Westmarland from Durham University to conduct a review of the incident and all relevant policy and procedure (University of Sussex, 2017). One of her recommendations was that the university improve its policies on violence and develop a policy on staff-student relationships. A statement on harassment and violence has now been finalised and shared with staff and students, and a policy on staff-student relationships has also been developed and shared, as part of a broader strategy to improve the culture of the university. The university currently has a policy on preventing harassment and bullying at work which applies to both staff and students. This states that harassment "may involve single, sporadic or continuing acts of intimidation, coercion, bullying, verbal or physical abuse, or the creation and/or maintenance of an offensive working environment for others." Furthermore, it clearly states that "harassment relating to another's sex, sexual orientation, religion, race or disability is all included within this definition." The appendix to this policy refers explicitly to sexual harassment and gives a broad range of examples.

Sussex also has a long-established Care Pathway for students who have experienced sexual assault: this is currently being updated. Information for students is hosted on the 'Health and Wellbeing' section of the university website on a page clearly titled "Sexual Assault: Important Information for students". There are sections describing what to do in an emergency depending on when and where the incident takes place, and sections setting out what options are available to a student and what ongoing help and support is available from the Student Life Centre and Counselling Services. The page also contains information and contact details of organisations based in Sussex and its environs which support survivors (of all genders). There is currently no equivalent page directed at staff providing comprehensive guidance on how to respond to students who may make a disclosure and what procedures are in place in

[1] This survey recruited a small, self-selecting sample meaning that these figures are highly likely to be over-estimates.

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relation to sexual violence, and no information for staff who may themselves be survivors. There are however ongoing efforts to streamline the information that is available for staff and to improve visibility.

c. The University of Brighton

The University of Brighton has been part of the city of Brighton & Hove since 1859, starting as a school of art in the kitchens of the Royal Pavilion and growing to become the complex and diverse institution it is today. The University grew from an amalgamation of different colleges which were situated on a number of sites across Brighton and Hove, and Eastbourne. Since being granted university status in 1992 the university has grown steadily. It has almost 21,000 students and 2,800 staff studying and working at its five campuses in Brighton, Eastbourne and Hastings. One of Brighton's most significant and successful collaborations has been with the University of Sussex. In 2003 the two institutions formed the Brighton and Sussex Medical School (BSMS), whose undergraduate degree programme is now one of the most competitively sought after in the UK.

Brighton University has developed a Care Pathway for student disclosures of sexual violence, along with a further guidance document for staff, and an information sheet for students. They are part of a broader Cause for Concern framework for staff to use when supporting a vulnerable student or a student in distress. The university currently has a 'Safeguarding Children and Young People' Policy which they are now reviewing and updating to include vulnerable adults. Student Services are also developing a new leaflet aimed at students, which will be a more accessible and user-friendly version of the information sheet for survivors of sexual assault. Counselling and Wellbeing staff have previously received 'first response' training from Survivors Network, the local Rape Crisis Centre. They have also received training by local charity RISE on domestic abuse and coercive control, Veritas Justice on stalking awareness, and Mankind on supporting male victims of sexual violence. In 2014, Student Services worked with Veritas Justice to develop their inaugural 'Talking Stalking' conference. They also arranged for RISE to run a Domestic Abuse Survivors Living Library event at the university as part of the UN International Day for the Elimination of Violence against Women and Girls, in November 2016. Sports Brighton has piloted the 'Good Lad' workshop with some of their sports teams, whilst the University of Brighton Students' Union (USB) is hoping to roll out the NUS 'I Heart Consent' campaign in the near future.

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Training

The disclosure training delivered at the Universities of Sussex and Brighton was designed collaboratively by Drs Naaz Rashid (Sussex Research Fellow) and Valentina Cartei (Trainer, Survivors' Network), under the supervision of Professor Alison Phipps. The team also made use of material from a Best Practice Review prepared for the Universities Supporting Victims of Sexual Violence project by Dr Rachel O'Neill. An internal Steering Group was convened at Sussex, and an external Local Network was organised through the City Council's Rape and Sexual Violence Operational Group (previously the Violence Against Women Programme Board), which gave feedback on the training outline and general advice on design and delivery.

a. Design and delivery

Before designing our training, we conducted a needs analysis which consisted of a survey completed by over 300 Sussex students, and a focus group with students and key staff. The online survey, which was circulated to all students by email, consisted of ten questions which sought their thoughts about disclosing experiences of sexual violence. It included questions about actual experiences of disclosure as well as more hypothetical questions about who they would approach and why (or why not), what qualities they would look for in someone they were disclosing to, and, whether they thought that the culture of the university encouraged such disclosures. Students were also invited to provide their contact details if they were willing to participate in a focus group. This focus group was held on campus in August 2016, and was also offered to staff. Given the time of year, only four students and five staff were able to attend: nevertheless, this group provided valuable contextual data.

The survey and focus group data indicated a lack of awareness about who to disclose to, and how to investigate and handle reports of sexual violence. One student survey respondent commented that they did not know if there were any university services available, 'because the info needed isn't given out in an effective way', and another remarked that there were 'barely any posters/flyers up around campus saying who you can/should talk to.' During the introductory exercises in the training sessions, staff said they had volunteered to attend because they did not feel well equipped to respond to student disclosures. They were also frequently unaware of what services were available to students who had experienced sexual violence. Additionally, staff were concerned about a lack of support available to them as supporters, such as counselling or other guidance (this is routinely made available to professionals receiving disclosures in settings such as Rape Crisis Centres).

This lack of awareness was reflected in a general reluctance amongst students to disclose to staff at the university. Survey respondents were invited to select from a

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number of categories of people they might approach with a disclosure, which included security staff, academic advisers and Student Life Centre advisers. However, many students stated that they would prefer to disclose to friends (74%) and/or family (55%). There was an acceptance that in certain circumstances students would need to/should disclose to security staff and residential advisers, for instance in the event of an incident occurring on campus. Some students also mentioned particular academics they felt would be sympathetic: one respondent stated that they had disclosed to their academic adviser because

> *I [knew] that she would support me without any pressure to go report to the police or do anything I didn't want to do; I [knew] this from reading her work and taking her class, however I wouldn't feel this same confidence about other staff or faculty.*

However, in general the survey data did not paint a picture of a university culture which was open and empathic to disclosures from students.

Because of this general lack of awareness, we concluded that all staff, whether they attended training or not, should receive or have access to information about existing care pathways and should know where to signpost students to receive specialist help. We also felt it was important that staff in as many different roles as possible receive training, since the data indicated that students may select individual people rather than staff in particular job roles. As a result, we formulated two training models which took account of different roles. The first was a 90-minute session covering basic listening and referral skills, targeted at student-facing but non-frontline staff such as faculty, library workers, and general professional services workers. The second was a four-hour session covering support and trauma in more depth which was targeted at frontline staff such as counsellors, residential advisors and student advisors. These were stand-alone sessions, although it would have been possible for a participant to attend the shorter and then the longer as part of a more intensive training process. We also developed 'legacy' materials in the form of a webinar and a website, and a flyer with basic referral information to be circulated to all staff in the university, to ensure breadth and continuity of impact.

Our two-tier model ensured that staff received the most appropriate level of training depending on situation and context. The content was trauma centred and focused on developing **empathy** and **reflexivity** to encourage a more **open** culture at the university. This was done in a variety of ways, as outlined below, with one of the guiding principles being that the more creative and memorable the training was, the more effective and impactful it would be. Both types of training were conducted in an interactive seminar space rather than a lecture theatre. For the 90-minute session there was a maximum of 20 attendees, and for the four-hour session a maximum of twelve. In total, 104 members of staff attended training: 71 for 90 minutes, 33 for four hours, and a separate one-hour session was also held for 8 Heads of School (which

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brought the total at Sussex to 112). We also delivered two 90-minute sessions to 40 staff at our Associate Partner university Brighton, and developed an online version of the training which will be available to Sussex and Brighton staff from September 2017, and which should allow for broad dissemination.

The training was delivered by Dr Valentina Cartei of local Rape Crisis Service Survivors' Network: she has seven years' experience in delivering training to statutory and non-statutory organisations, and 10 years' frontline experience in dealing with disclosures and managing services for survivors of sexual violence. She was supported by Olivia Snook, an experienced volunteer from Survivors' Network, who has recently also qualified as trainer of the "Good Night Out" campaign, a bystander sexual violence prevention programme aimed at bar and night-time staff. Sessions were open to all staff and offered on a voluntary basis, although particular staff whose roles meant they were more likely to receive disclosures were encouraged by their line managers to attend. A message was also sent by the Sussex Vice-Chancellor just before Christmas 2016, inviting staff to sign up for the sessions, and Heads of School and research clusters were also asked to encourage staff to attend. Some Heads of School have subsequently asked for dedicated sessions for their schools: these will be arranged for Spring 2018.

The 4-hour workshops were attended mainly by staff working in the Student Life Centre, Residential Advisors and senior Security staff. The 90 minute sessions were mainly attended by academic and administrative support staff. 75 per cent of attendees were women, and 25 per cent men. We estimate that the cohort included 76 Academics (Including 8 Heads of School), 28 support and security staff and 8 administrative staff.[2] It is important to note here that some of the staff whose roles mean they are more likely to receive disclosures (for instance, security staff) are not directly employed by the University: they contracted to Sussex Estates and Facilities. Furthermore, because of understaffing, staff turnover and the nature of their jobs (mainly shift work), their attendance at the training was limited despite their enthusiasm for the project. It is possible however that these staff will be able to engage with the training via the webinar.

b. Training Outline

In both shorter and longer sessions, training focused on developing empathy and openness to disclosures, and encouraging reflexivity about what these terms mean. We also tried to foster an understanding of sexual violence as a *gendered* phenomenon which is to do with power and control. Our 'key messages' are summarised in Figure 1 below.

[2] This is an estimate because hard data was only collected for attendees who signed up through Sussex Direct, which was not the whole cohort.

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Figure 1: Key training messages

- Sexual violence is an **umbrella term** which refers to any (contact or non-contact) activity of a sexual nature that is unwanted
- Sexual violence is a crime of **power and control** where 'violence' refers to violation (including verbal as well as physical harassment) as well as physical force
- Sexual violence can happen to anyone, but is a **gendered** phenomenon and also reflects other **intersecting inequalities** such as race, class and sexual orientation
- Sexual violence is part of a **continuum**: one act rarely occurs in isolation
- Sexual violence is part of a wider **university context** involving issues such as lad culture and neoliberal/managerialist rationalities
- It is also part of a **social context** characterised by gendered and intersecting inequalities and related attitudes
- There is a relationship between sexual violence and other forms of **hate crime** such as racism, homophobia and transphobia
- **Rape myths** play a key role in preventing disclosure, and must be counteracted
- Trauma has **varying effects**: there is no one 'typical' response
- When dealing with survivors, we must be sensitive to **cultural differences**
- **Empathy** is key: our response must be centred on the survivor
- It is important to create a **safe space** (physically and emotionally) for the survivor and allow them time to share
- **Empowerment** is also crucial: survivors are the experts on their own experiences and situations, and must not have choices taken away from them
- It is imperative to **know and signpost** survivors to the most appropriate support services whether on campus or off as appropriate
- It is also important to consider **self-care** and maintaining boundaries, particularly for staff who do not take disclosures as a principal part of their role

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These messages were delivered via techniques which recognised that people have different learning approaches and can learn through visual, auditory, reading/writing and 'doing' (kinaesthetic) activities. For example, in explaining the impact of trauma we first engaged trainees in an experiment whereby they had to actively watch a video and identify images of spiders and snakes to explore how brains respond to threatening objects. Following this, the trainer presented a set of slides on trauma which contained written explanations and a pictorial representation of how the brain is affected. In another exercise, undertaken to illustrate barriers to disclosure, the trainer began with an explanation, following which trainees were asked to work in pairs to list potential barriers. This led to an activity in which trainees formed a circle around the trainer (representing the student), and began to verbally chant one of the listed barriers to represent how a traumatised student might feel. Finally, all participants were asked to feed back their experiences of the exercise. The training also included videos describing empathy, interactive scenarios with quotes from 'lad mags', and the testimonies of convicted sex offenders. Most importantly, it involved pair work to practice listening empathically and 'grounding techniques' which aim to bring the survivor out of 'crisis mode' in the aftermath of a traumatic experience (Survivors' Network, 2017).

In order to protect participants and create a safer space for the training, we used ground rules, trigger warnings, time-outs, breaks and scheduled times for individual, pair and whole group reflection. Ground rules regarding timekeeping allowed us to move the conversation on and to keep to schedule. A trigger warning was used before showing a video used to explore the impact of trauma, (which included images of snakes and spiders) so participants could choose not to watch it if they did not wish to. A break was scheduled for immediately after the barriers' exercise, as such experiential exercises can often have a powerful effect on participants. One trainee was indeed particularly affected by that exercise, and the break allowed other trainees to manage their own responses to this, as well as allowing her to de-brief with one of the trainers and choose whether to continue with the rest of the session.

In the final part of the training, we attempted to give trainees guidance on appropriate referral pathways within and outside the university. Since Sussex is a campus university, there is some variation in what options students have depending on whether they are based on campus or whether they live elsewhere. Many of the internal specialist services such the Student Life Centre and counselling are based on campus. Furthermore, students on campus are encouraged to contact Security before contacting the Police directly, whereas students off campus would report straight to the police if they wished. It had been our intention to have detailed training within the 4-hour workshop on the Sussex Care Pathway. However, at the close of our training period the guidance on this was still being finalised, so it was not possible to

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include it. In our 'legacy' materials (the webinar and website) we will combine information on the Care Pathway with our training materials to provide ongoing online resources for staff.

c. Training evaluation

After the training sessions, participants were asked to complete an evaluation form/post training survey. The forms were emailed to participants and handed out in hard copy at the end of the sessions, with participants asked to email or post their responses. Following a low response rate, participants at the later sessions were asked to complete the evaluation forms before leaving the venue. In total, 30 responses were received. The low response rate possibly reflects the fact that the majority of the sessions were shorter so there was less content to evaluate. It may also reflect the self-selecting nature of the cohort rather than dissatisfaction or apathy. As well as the written evaluations, in-depth interviews were conducted with 7 participants within one month of the training.

Participants generally had high expectations of the training, and these were largely superseded. They felt positively towards the material and were able to make connections with wider issues (such as 'lad' and rape culture). In a less positive light, there was some querying of the statistics by trainees incredulous about the prevalence figures presented. Others, however, absorbed the message that survivors' experiences should be the focus, irrespective of others' opinions regarding the severity or otherwise of incidents of sexual violence. This response was gendered: male attendees were more circumspect about the data. Trainers also reported some resistance to discussing sexual violence as a gendered issue, despite being very clear in their message that the gendering of sexual violence did not mean men could not experience it. The other main point of negative feedback was the lack of information about specific procedures and referral pathways at Sussex. However, as the Care Pathway was being updated during our training delivery period, it was not possible to give this.

Reaction to the trainers was very positive. They were seen as knowledgeable and able to put people at ease through a good mix of activities and discussion. Trainees also welcomed the opportunity to discuss issues with colleagues from other parts of the university: in a post-training interview, a member of security staff commented:

> *I did enjoy meeting other people from the campus that would be involved in the process that I wouldn't necessarily be aware of. So, the fact that it was group activity you got time to discuss things with people who've seen it, and I was sitting next to somebody who was in media…but it was interesting to hear what she had to deal with.*

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However, other trainees felt that it would have been more beneficial to be trained with staff in similar roles so that shared difficulties and issues could have been discussed and the content could have been more tailored. In a post-training interview, a member of Student Support staff remarked on the fact that their session had been mostly attended by people in similar roles, many with qualifications in mental health or social work, which created gaps between them and other trainees. Another participant noted in their written response that it had been '…really good to talk through' their work with their peers.

We did not carry out pre- and post-training assessments of knowledge, as the skills and capacities we intended to build cannot be measured in this way. Rather than learning 'facts', our trainees felt they had learned an *approach* to empathising with survivors and being reflexive about violence and trauma. However, clear 'light bulb' moments occurred throughout the training, for instance around the extent of sexual violence, low conviction rates, and links to 'lad culture'. In the timeframe of the project we were not able to assess the impact of the training on trainees' responses to actual disclosures: however, they did report an impact on their response to sexual harassment and violence cases in the news. For instance, at the time of our training, a viral video was circulating about a woman who had experienced street harassment, who had followed the perpetrators' van and broken its wing mirror. In a post-training interview, one trainee reflected on how she had reacted differently to this compared to how she might have done prior to being trained, empathising more with the survivor's response.

> *I'm not saying it's right to rip anyone's wing-mirror off but I definitely think she shouldn't put up with that if she's cycling along on her bike. So it's things like that, you know [the training] just made me think a bit more about how might people react in a certain way...*

In the longer training sessions, some of the activities were highlighted as particularly helpful, especially the grounding techniques. Staff who attended these sessions generally had good knowledge about definitions and effects of sexual violence, but practical techniques for responding to people impacted by post-traumatic stress disorder proved valuable. Two participants commented that they would be using these techniques in future one-to-one sessions with students.

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Conclusions and recommendations

Our two-tier training programme was delivered successfully to 104 members of staff at Sussex and Brighton Universities. There was institutional backing for the training, and participants were enthusiastic. There are ongoing requests for further training at both universities. Building on this interest, we have filmed a version of the training which will be uploaded onto a learning platform as a webinar so that staff can undertake the basic level of training at their own convenience. During 2017/18 this will be publicised widely, particularly to new staff, and face-to-face sessions will be organised for staff in frontline roles at both universities, delivered by Survivors' Network.

Feedback on our training revealed mixed views on sessions with more diverse and more homogeneous trainees (in terms of job role). On balance we would advise that face-to-face sessions are delivered to staff in similar roles if possible. We are also concerned about the self-selection model for our training, not least because this replicated existing gender dynamics in the university, with a majority of trainees being women. While it is true that gender dynamics also mean that these trainees may be more targeted for disclosures (a point also made in the Westmarland report on the Lee Salter case (Batty, 2017)), in order to change the culture of the university and mitigate these disparities of emotional labour, it is necessary for all staff to develop capacities to be more open and empathic. We would therefore recommend that any further training is made mandatory for frontline staff, and all other staff are strongly encouraged to attend.

To conclude, our recommendations to Sussex University are as follows:

Adoption of a more coordinated approach to services for staff and students
Both students and staff would benefit from clarity with regard to what services are available, and the care pathways in place.

Training should be mandatory for frontline staff
Disclosure training is desirable for all staff in order to create a more open and empathic culture at the university, to encourage survivors to come forward, and to redistribute the emotional labour of providing support. This training is absolutely necessary for frontline staff, particularly in relation to specific Sussex procedures and the updated Care Pathway, and other staff should be encouraged to attend.

Face-to-face sessions should be delivered to staff in similar roles
This may not always be possible, and feedback on this aspect of training was mixed, with some respondents enjoying being trained with members of staff they would not normally work with. However, other trainees felt that it would have been more

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beneficial to be trained with staff in similar roles so that shared difficulties and issues could have been discussed and the content could have been more tailored. We would therefore recommend that training groups should feature staff who are in similar roles where possible.

For staff who cannot attend face-to-face sessions, awareness should be raised of the online webinar

For new staff, and staff who might find it difficult to attend face-to-face training, the webinar should be publicised. This will be available soon.

The University's policies and procedures for supporting both student and staff survivors of sexual harassment and violence should be clarified urgently

These policies should be communicated as widely and clearly as possible and described in an easily accessible area of the website.

The University should provide support for staff who are supporting students or colleagues with disclosures

The pilot training emphasised that staff should exercise self-care when supporting others. The University should enable this by signposting counselling services, making it clear that staff should be able to talk to their supervisors/managers for support, and having easily accessible self-care resources online.

We also hope the University of Brighton finds this report helpful, and is able to use the information provided to develop its own response to these issues.

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