



Understanding Sexual Misconduct at UEA (updated July 2026)

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Introduction

This training session includes content that some colleagues may find emotionally challenging. Please take care while engaging with the material, and feel free to step away or seek support if needed.

Access the UEA's health and wellbeing service including its Employee Assistance Programme (EAP), speak to your line manager or contact your local HR Business Partner for further support.

If you need specialist support, you can use this [government directory of specialist support for victims and witnesses of sexual violence and abuse](#). There are also links to support services at the end of this session.

Aims of the session:

This e-learning session is for all colleagues working at UEA. By the end of this session, you should be able to:

- Identify and recognise the types of sexual misconduct in the workplace
- Understand the impacts that trauma can have and how this can affect people who have experienced sexual misconduct
- Understand how to be an active bystander
- Understand the University's procedures for reporting incidents of sexual misconduct

- Understand how to have a trauma-informed conversation and know how to support someone if they tell you they have experienced sexual misconduct
- Maintain confidentiality, respect professional boundaries and look after your own wellbeing when someone tells you about sexual misconduct they have experienced

More about sexual misconduct and why it is important to know about it

Everyone is expected to work, train and take part in university life without being subjected to sexual misconduct, harassment, abuse or violence. All forms of sexual misconduct have no place in the workplace and it is never acceptable.

Sexual misconduct can happen to anyone; although women experience abuse at a disproportional rate.

According to studies (McCarry and Jones 2022 & 2021) into UK University student and staff experiences, the prevalence of sexual misconduct in the previous 12 months ranged from 26% to 34% of all staff, from 33% to 39% of women and 11% and 22% of men.

This is unacceptable and together we must make sure that the UEA is a place of safety for everyone.

The impact of sexual misconduct

Sexual misconduct can have a profound and lasting impact on a person's physical and mental wellbeing. For many, speaking about their experience is incredibly difficult. Colleagues who have faced harassment or sexual misconduct at work may experience intense feelings of anxiety, shame, and stress.

It's common for people to feel isolated, fearful, or concerned for their personal safety. These experiences can affect not only their sense of security at work, but also their relationships with others, both professionally and personally.

The Worker Protection Act 2023

The Worker Protection Act 2023 (amendment of the Equality Act 2010) has strengthened legal protections against sexual harassment in the workplace. Under this law, employers are now legally required to take proactive, reasonable steps to prevent sexual harassment.

Organisations have a clear duty of care to protect all individuals from sexual misconduct — whether in physical or digital workspaces.

This duty applies to:

- All employees, including permanent, part-time, and fixed-term staff
- Students, clinical observers, and rotating medical or nursing staff
- Short-term contractors and agency workers
- Job applicants, individuals from partner organisations, and third parties, such as suppliers and visitors

Employers must ensure that everyone is protected from sexual misconduct by anyone within the workplace, regardless of role or status.

Office for Students Condition E6

Office for Students Condition E6: Harassment and Sexual Misconduct (effective from 1 August 2025) introduces mandatory requirements for Higher Education providers to address and prevent harassment and sexual misconduct across their communities.

Under this condition, universities must take proactive, transparent steps to protect all individuals from harassment. This includes publishing a single accessible webpage that outlines definitions, reporting procedures and available support.

This duty applies to:

- All students, including undergraduates, postgraduates, and doctoral researchers
- Academic and professional services staff, including part-time and contract workers
- Visiting scholars, external speakers, and placement supervisors
- Individuals in any power-differential relationship, including staff–student dynamics

Universities must manage personal relationships where unequal power exists, ensure transparent and effective reporting structures, and dedicate appropriate resources to respond to concerns. These actions must be taken while maintaining commitments to freedom of speech and academic freedom.

The University's responsibility

The University has a legal and moral responsibility for the safety and wellbeing of both its employees and students. Therefore, the University requires its employees and students to disclose any personal intimate relationships linked to the workplace/place of study. The University's intention is to ensure that professional integrity is maintained, that individuals are not put in a vulnerable position and appropriate precautionary measures are put in place.

A Personal Relationships between Staff and Students Policy exists with an aim of minimising potential or perceived conflicts of interest and to protect all parties from complaint or misuse of an individual's power.

If someone shares with you that they have experienced an incident of sexual misconduct, harassment or assault, it can be difficult to know how to respond.

This elearning session will help you to understand what sexual misconduct is and support you to have sensitive conversations with your colleagues, including when they share information about sexual misconduct, trauma and/or abuse.

We also use case studies to explore realistic scenarios. These are fictional and do not depict real individuals, but are based on shared themes and collective experiences to support learning in a safe and informed way.

About this course

This course was developed by [ODS \(Organisational Development Team\)](#), with support from [CTEL \(Centre for Technology Enhanced Learning\)](#).

Course development was streamlined with the use of generative AI tools. All AI-generated content has been reviewed by educators to ensure accuracy and relevance.

If you'd like to learn more about using generative AI to support teaching and learning, please contact CTET.

Defining sexual misconduct

At UEA, sexual misconduct is considered a form of harassment and refers to any unacceptable behaviour of a sexual nature. It can take place in person or online, and includes a wide range of behaviours such as:

- Sexual harassment (unwanted behaviour of a sexual nature)
- Sexual violence
- Intimate partner violence
- Sexual assault
- Grooming (when a person builds a relationship with another person such as a child, vulnerable person or person in a lesser position of power, so they can abuse them and manipulate them into doing things)
- Coercion or bullying with sexual elements
- Sexual invitations and demands
- Comments
- Non-verbal communication (body language)
- Creation of atmospheres of discomfort
- Promised resources or advancement in exchange for sexual access

The term 'sexual harassment' captures only some of the possible abuses of power that may occur. Sexual misconduct is used as an umbrella term to cover both sexual

harassment (as defined in the Equality Act 2010) and sexual assault (as defined in the Sexual Offences Act 2003). It also draws attention to deeper concerns such as unequal relationships, issues of consent, and barriers to fair access to education, professional opportunities, and career development. The definitions of these terms are outlined in more detail below.

Sexual harassment

Sexual harassment is legally defined as **unwanted behaviour of a sexual nature**. It includes verbal, non-verbal and/or physical acts and is any conduct which:

- violates your dignity
- makes you feel intimidated, degraded or humiliated
- creates a hostile or offensive environment

Examples of sexual harassment in the workplace include:

- Sexual language, comments or jokes
- Displaying or sharing sexually graphic pictures, posters or photos
- Suggestive looks, staring or leering
- Touching someone against their will, for example hugging them
- It also includes treating someone less favourably because they have submitted to (such as willingly engaged in or coerced into)

or rejected (for example they have turned down someone's advanced) sexual harassment in the past.

One incident is enough to be an act of sexual harassment.

Someone may experience sexual harassment even if they are not the intended victim (for example, being a witness to it).

Sexual harassment isn't 'just banter'

What some people might consider as joking or banter, or part of a workplace culture, can be considered to be sexual harassment.

There are common myths about sexual harassment that let unacceptable behaviour and culture persist in the workplace, such as:

- It only happened once
- It was a compliment
- It wasn't intended to upset them
- It was just a joke/banter
- It's not a big deal, everyone does it

The law is clear that sexual harassment can be both about the intent of the behaviour, and the impact the behaviour has on the victim-survivor and/or witness(es).

Sexual assault

Sexual assault refers to many different forms of sexual violence – it is an umbrella term used to describe any sexual activity or act that happened without your consent.

It could include:

- Kissing
- Touching someone's breasts or genitals – including through clothing
- Touching any other part of the body for sexual pleasure or in a sexual manner – for example, stroking someone's thigh or rubbing their back
- Pressing up against another person for sexual pleasure
- Pressuring, manipulating or scaring someone into performing a sexual act on the perpetrator
- Touching someone's clothing if done for sexual pleasure or in a sexual manner – for example, lifting up someone's skirt

- **Attempted rape.** Rape happens when someone didn't want to have sex or didn't give their consent for sex to happen.

However, please know that this is not a full list. Just because something isn't included here doesn't mean it isn't sexual assault.

According to the Office for National Statistics (ONS) 2024, 20% of all police recorded crime is related to violence against women and girls.

[1]

Trauma and being trauma-informed

Trauma is an event that combines fear, horror and/or terror with an actual or perceived loss of control. It can often be a life-changing event with negative and sometimes lifelong consequences.

Being trauma-informed means understanding that exposure to trauma can affect a person's neurological, biological, psychological, and social development.

The definition of trauma-informed is:

- Understanding how trauma can affect individuals, groups, and communities

- Recognising the signs, symptoms and widespread impact of trauma

You have reached the end of this lesson on definitions and understanding what sexual misconduct is. Please remember there are support organisations and services available to you if any of this content has been upsetting.

The impact of sexual misconduct

Sexual misconduct, assault, and violence can be deeply traumatic, both for those who experience it directly and for those who witness it.

Understanding the impact of trauma is essential when supporting colleagues, as people respond in very different ways. There is no one-size-fits-all reaction.

In wider society, research shows that:

- 1 in 4 women and 1 in 18 men have experienced sexual abuse or assault [1]
- Other studies suggest the figure for men may be as high as 1 in 6. [2]

Talking about sexual misconduct can be extremely difficult. People who have experienced harassment or assault at work often report feelings of shame, anxiety, fear, or self-blame. Even those who witness such incidents can be significantly affected, experiencing

distress, uncertainty, and a drop in their own sense of safety at work.

Sexual misconduct can take place outside of formal work settings, such as during social or learning events. If your connection to the person involved is through your role at work, it is still considered a workplace matter.

The effects of sexual misconduct can be long-lasting, with some individuals feeling the impact for months, years, or even a lifetime. Using a trauma-informed approach helps ensure we respond with empathy, support, and care.

Social impacts

Sexual misconduct can significantly disrupt a person's social and professional life. These impacts vary from person to person but may include:

- **Feelings of isolation or withdrawal** from colleagues, friends, and loved ones
- **Strained working relationships** or fear of team dynamics changing
- **Difficulty trusting others**, including managers or peers

- **Concerns about personal relationships**, such as tension or distance with a partner, friends, or family
- **Worries about professional reputation or future career progression**
- **Avoiding the workplace**, including increased sick leave, lateness, or unexplained absences
- **Reduced confidence in workplace environments** or group settings
- **Fear of not being believed** or being perceived as "difficult"
- **Exclusion from professional or social opportunities**, either self-imposed or imposed by others

These social impacts can be long-lasting and may influence how someone engages in both their personal and professional life. Creating a safe and supportive environment is essential to help reduce further harm.

Psychological impacts

Sexual misconduct can deeply affect a person's mental and emotional wellbeing. While each person's experience is different, common psychological impacts include:

- **Anxiety, fear, or panic attacks**, especially in work-related contexts

- **Depression or low mood**, sometimes affecting daily functioning
- **Sleep disturbances**, including insomnia or nightmares
- **Feelings of shame, guilt, or self-blame**, even though the person is not at fault
- **Loss of confidence or self-esteem**, particularly in professional settings
- **Hypervigilance** or a constant sense of being on edge
- **Emotional numbness or detachment** from others and from the workplace
- **Difficulty concentrating** or making decisions
- **Increased risk of mental health conditions**, such as PTSD (Post-Traumatic Stress Disorder)
- **Fear of retaliation or not being believed** if they choose to speak up

These psychological effects may emerge immediately or over time. They can also be compounded if the workplace does not respond in a supportive, trauma-informed manner.

Physical impacts

The effects of sexual misconduct are not only emotional but can also manifest physically, especially when stress and trauma remain

unaddressed. Possible physical impacts include:

- Fatigue or exhaustion, even after adequate rest
- Muscle tension, headaches, or chronic pain, often linked to stress
- Gastrointestinal issues, such as nausea or stomach discomfort
- Changes in appetite or weight
- Sleep difficulties, including insomnia or disrupted sleep cycles
- Increased risk of illness due to weakened immune function
- Physical symptoms of anxiety, such as rapid heartbeat, sweating, or shortness of breath

These physical symptoms may be subtle or severe, and often occur alongside psychological and social impacts. Recognising the full scope of harm is crucial for supporting affected individuals holistically.

It's important to remember that noticing signs of distress or behavioural changes doesn't automatically mean someone has experienced sexual misconduct.

There could be other explanations such as a different traumatic event, personal challenges, or major life changes.

Everyone processes trauma differently

There is no “right” or “wrong” way to feel, respond, or heal. By adopting a trauma-informed approach, we aim to:

- Reduce the risk of re-traumatisation
- Prevent trauma from compounding or worsening
- Recognise the impact of sexual misconduct on victim-survivors, those offering support, and witnesses alike

Sexual misconduct at work also has wider consequences

Sexual misconduct affects not only the individuals directly involved but can also have wide-reaching implications for the entire organisation. These impacts can undermine staff wellbeing, workplace culture, and the organisation’s reputation and financial sustainability.

Organisational

- Erosion of trust and psychological safety in teams and between students, staff and leadership

- Poor working relationships leading to communication breakdowns and team dysfunction
- Decreased staff engagement, innovation, and loyalty if people feel unsafe or unheard
- Increased absenteeism, as affected individuals may avoid the workplace or take stress-related leave
- Higher staff turnover, creating challenges in both recruitment and retention
- Loss of institutional knowledge, when experienced employees leave due to an unsafe environment
- Reputational damage, particularly if misconduct is mishandled or reported publicly
- Culture of silence or fear, where people are reluctant to report or challenge inappropriate behaviour
- Difficulty attracting diverse talent, especially from underrepresented or marginalised groups

Financial

- Increased costs from absenteeism, sick leave, and staff turnover
- Greater recruitment expenses to replace employees who leave due to workplace culture issues

- Time and resource drain from conducting internal investigations or grievance processes
- Legal fees and potential compensation costs if a case escalates to tribunal or court
- Loss of funding or partnerships, particularly where funders require compliance with safeguarding or equality standards

Lesson 4 of 22

What sexual misconduct can look like

In the following case studies we discuss themes and impacts of sexual misconduct that might be upsetting.

Please remember there are support organisations and services available to you. If you need specialist support, you can use this [government directory](#) of specialist support for victims and witnesses of sexual violence and abuse.

There are also links to support services at the end of this session.

Lesson 5 of 22

Samira's story



"It's never really been an issue before, but recently something happened in the staff room, which really upset me"...

- Samira, Cleaner



Audio transcript

work as a cleaner at the University.

I'm a Muslim, and as part of my religious practice I've always worn a hijab and long-sleeved clothing.

It's never really been an issue before, but recently something happened in the staff room, which really upset me.

I'd gone in to make a cup of tea.

There were these two guys already in there.

They were sat on the sofa chatting and I saw them both look at me as I went in.

As I was leaving the room, I heard one of them say, "It's always the quiet ones you've got to watch. You can tell she's got a great body under all that".

The other guy laughed and said, "Yeah, just imagine what she's got going on under that scarf".

It was so humiliating.

I felt violated.

It was like they were targeting me.

Not just because of my gender, but because of my visible faith.

I went back into the staff room and confronted them, told them I'd heard what they were saying about me.

They just got all defensive about it. Said it was a joke and that I shouldn't take things so seriously.

The whole thing has really affected me. I've started avoiding the staff room and other shared spaces at work.

I've even stopped attending social events.

Since it happened, the workplace just doesn't seem like an inclusive environment to be in.

I've thought about making a report, but I worry that I'll be told I'm just overreacting, or that it was all just banter.

What makes this scenario an example of both sexual misconduct and discriminatory behaviour?

- ☐ Because workplace teasing is normal and shouldn't be taken seriously.
- ☐ Because Samira didn't confront her colleagues in the moment.
- ☐ Because the remarks sexualised Samira's religious dress and demeaned her based on gender and faith.
- ☐ Because the comments were said in private and not directed at her.

SUBMIT

Lesson 6 of 22

Mark and Professor Harding's story



"I'd been invited to a university networking evening. It was held at a local bar..."

- Mark, Postgraduate Researcher



Audio transcript

'd been invited to a University networking evening.

t was held at a local bar as part of a wider academic conference.

t was an informal kind of event.

They were billing it as a chance for people to build professional connections. As the night wore on, the alcohol kept flowing.

One of the senior faculty members, Professor Harding, who also sits on the funding panel for doctoral fellowships, came over and started chatting with me.

At first, the talk was all about academic stuff.

But after a few drinks, Professor Harding started making personal comments, like, "You're quite charming".

I bet you're popular with the other researchers".

He moved closer to me and kept touching my leg.

He insisted that we go somewhere quieter to, as he put it, "Talk more freely about future opportunities".

I felt really uncomfortable, but also uncertain.

Professor Harding holds real influence over my future, and I was worried that reacting too strongly could harm my career opportunities.

I tried to laugh it off and made some excuse to leave, but the whole thing left me really shaken.

A few days later, I told a friend about what happened.

They'd also attended the event, and they expressed similar discomfort about Harding's behaviour towards junior staff.

What makes this situation an example of blurred boundaries and sexual misconduct?



Because networking events are social and sometimes people behave more casually.

- ☐ Because Mark didn't clearly say 'no' to Professor Harding.
- ☐ Because it happened off campus and doesn't count as a work environment.
- ☐ Because inappropriate touching and suggestive comments by someone with institutional power are never acceptable, even in social settings.

SUBMIT

Lesson 7 of 22

Amina and Dr. Collins's story



"Dr Collins has started making comments about my appearance..."

- Amina, PhD Student



Audio transcript

My supervisor, Dr Collins is a well-respected professor.

He's got a really strong publication record and has significant influence in my field of research.

During our regular supervision meetings, Dr Collins has started making comments about my appearance.

He says things like, "You always look so polished for our meetings. It's refreshing".

At first, I just tried to brush it off, but as the months have gone on, Dr Collins has started inviting me to, as he says, "discuss research over drinks or dinner".

t's always one-on-one and always outside of working hours.

He started calling me his "star student" in front of other people.

He's also begun sending messages late at night, asking really personal questions about dating and relationships.

feel so uncomfortable, but also worried.

Dr Collins controls access to research funding, references, and publishing opportunities.

'm worried that rejecting or confronting him could jeopardise my academic future.

t's really starting to affect my mental health.

Just the thought of attending supervision meetings makes me super anxious.

And I know that my academic progress is slowing.

feel really isolated.

don't know who to trust.

Why does this scenario represent a serious case of sexual misconduct?



Because personal interest in students is common in academic settings.

- ☐ Because Dr. Collins is using his position of authority to make inappropriate advances and create a coercive environment.
- ☐ Because Amina continued to attend meetings.
- ☐ Because Amina didn't set clear boundaries early on.

SUBMIT

Lesson 8 of 22

Alex's story



"He'd often come and chat to me in the staff kitchen..."

- Alex



Audio transcript

'm a trans man and I joined the University about six months ago.

'm totally open about being trans and I think it's important to talk about it.

was featured in an internal inclusion campaign where I was asked to share my experiences of gender affirmation and navigating professional life.

At first, my colleagues were all welcoming.

One co-worker, Jamie, was particularly friendly.

He'd often come and chat to me in the staff kitchen or after meetings.

But after a while, his questions started to shift.

They went from supportive curiosity to something more intrusive.

One day, he asked me, "So do you have to take hormones forever?"

Then, later, that same week, "Have you had the surgery?"

And another time, he said to me, "I just can't picture what's going on under there".

Do you mind me asking how it all works in the bedroom?"

was stunned.

What started as friendly interest now felt like really intrusive, sexualized scrutiny.

Because of what's happened, I've started avoiding communal spaces and limiting my engagement with the team.

wonder whether my openness is being used by Jamie as a reason to cross personal boundaries.

spoke to a colleague and was asked whether I felt Jamie "meant it in a bad way".

left feeling dismissed, othered, and emotionally exhausted.

Why is Jamie's behaviour toward Alex an example of sexual misconduct?

Because asking personal questions is normal among



colleagues.

- ☐ Because asking sexualised questions about someone's body is intrusive and violates their dignity.
- ☐ Because Alex never explicitly said "don't ask me that."
- ☐ Because Alex shared his story, so others are allowed to ask more questions.

SUBMIT

Lesson 9 of 22

Kai and Mia's story



"One night, she sent me a suggestive meme"

- Kai



Audio transcript

work in the same department as Mia.

We've been collaborating on a project and we often use Microsoft Teams to communicate.

To begin with, our Teams chats were all professional and productive.

But then Mia started messaging me outside of working hours.

At first, it was about the project.

Then, gradually, they shifted to personal questions.

Stuff like, "Are you a night owl too?"

Got any pics of your weekend outfit?"

One night, she sent me a suggestive meme and a flirty emoji.

didn't respond.

Later on, during a meeting that we had scheduled for early in the morning, Mia joined the Teams call wearing nothing but a towel, like she was freshly out of the shower.

She laughed and said, "Sorry, didn't want to keep you waiting".

Hope this isn't too distracting".

tried to brush the incident off and pretend like everything was fine.

But it made me feel really uncomfortable.

Now, I dread logging on and checking Teams.

delay replying to her messages.

just don't know how to respond to her without escalating the situation or affecting our working relationship.

Which of the following best explains why Mia's behaviour is considered sexual misconduct?



Because they were already working late and she was just being informal.

- ☐ Because sending suggestive messages and appearing on a work call in revealing clothing breaches professional boundaries and creates a sexualised environment.
- ☐ Because Teams isn't a real "workplace" setting.
- ☐ Because Kai didn't immediately report the behaviour.

SUBMIT

The scenarios you've explored in this section illustrate just a few of the many ways sexual misconduct can occur in workplace settings. These behaviours may be subtle or overt but whatever form they take, the impact on those affected can be profound.

Recognising inappropriate behaviour is the first step. Responding with care and clarity is the next.

You've now completed this section on the impact and real-world examples of sexual misconduct.

If you've found any of the content distressing, please remember that support is available:

You can access specialist help through this [Government Directory of Support Services](#).

Additional links to wellbeing and support services will be provided at the end of the session.

In the next section, you'll learn how to offer supportive, trauma-informed responses when someone discloses an experience of sexual misconduct.

Responding with empathy, maintaining confidentiality, and signposting to appropriate services are key to supporting someone safely and respectfully.

How to become an active bystander

Being an active bystander involves paying attention to your surroundings, noticing when somebody's behaviour is problematic, or threatening. An active bystander takes action by choosing to step in and intervene in such situations.

Findings show that bystander intervention can be effective at preventing assault from happening. By taking strategic action, you can help prevent sexual, racial or homophobic harassment.

Simple steps to becoming an active bystander

1. **Notice the situation**
2. **Interpret it as a problem**
3. **Feel responsible to act**
4. **Think about intersectionality** - different people are vulnerable in different situations
5. **Possess necessary skills to act** - the 5Ds of bystander intervention

Always remember, it is important that you only intervene if it is safe for you to do so.

How you can intervene safely:

- Tell another person - being with others is a good idea when a situation could be unsafe.
- Ask the victim if they are okay before getting further involved - provide options and a listening ear.
- Ask the person if they want to leave with you - make sure that they get to a safe place.

Lesson 11 of 22

The 5Ds of bystander intervention

To be an active bystander use the 5D approach to help you get involved, make a quick plan on how to approach the situation, and make a measured decision on what you are going to do. We are not looking for people to step into every situation, but stepping up when and where you can. There are many ways to intervene - bystander intervention does not have to be direct or loud.



[Read more about the different bystander intervention strategies.](#)

Distract



Interrupt the behaviour of the harasser.

Distraction can often be more than enough to handle an awkward moment or de-escalate a situation by redirecting the situation. It can be very effective to change the outcome of the situation without getting yourself directly involved.

How to do it...

Engage directly with the person who is being targeted and talk to them, ask them something or just get in the way. Ignore the harasser and don't talk about or refer to the harassment happening.

Direct Action



Name what is happening and condemn the harasser's actions.

If you choose to take direct action, assess your safety and the situation first, then if safe, speak up and confront the harassment and/or harasser. This tactic can be risky, as the harasser may redirect their abuse towards you, or it could escalate the situation.

How to do it...

First, before you decide to respond directly, assess the situation. Next you need to take action and speak to the person who is doing the harassing. Then turn your attention towards the person being targeted. If the harasser responds to what you said, do not engage with them, just turn your attention to the person who was targeted.

*** A note about safety: Direct intervention can be risky, so use this one with caution. We do not ever want you to put yourself in danger or get hurt trying to help someone out. Always think about safety and consider options that are safe.**

Delegate



Get assistance to intervene.

Find someone else who can help. It can be that simple to make a positive impact. Especially when you do not feel you are able to get more directly involved.

How to do it...

Find someone in the position of authority such as the manager, security guard, bar tender, staff member at UEA, bus driver, or a transit employee and ask them to intervene. Or get your friend to help you. Have them use one of the methods of distraction to communicate with the person being harassed while you find someone to delegate to.

IMPORTANT Before contacting 999, use Distract to check with the person being targeted to make sure they want the police involved. Some people may not be comfortable or safe to get the police involved

Delay



Follow up and support the person being targeted after the incident.

If you can't do anything while the situation is happening, you can still make a difference by checking in on the person who has been harassed. Whether the incident happened quickly or took time to finish, sometimes you cannot do the other 3 Ds, but you can still actively use the Delay tactic.

Document



Record the incident and give it to the person being harassed.

First assess the situation. Is someone helping the person being harassed? If not try to use one of the other 5Ds. If someone is helping, assess if it is safe to record. Think about your safety and the safety of those involved in the situation.

Always ask the person who was harassed what they want you to do with the recording.
NEVER POST IT ONLINE without their permission.

What is disclosure?

Disclosure is the term used when a person communicates that they have experienced trauma or abuse inside or outside the workplace. People may disclose incidents of sexual misconduct at work and our response to a disclosure is crucial to the healing process and lessening the trauma experienced by the victim-survivor.

You might hear a disclosure even if you are not a line manager or you don't work in HR. It might be a student or colleague who trusts you to hear what they have experienced.

That is why it is important for everyone working and learning at the UEA to know how to receive a disclosure of sexual misconduct if someone speaks to you about it.

Barriers to disclosure

We know that for some groups of people, these barriers are even greater, and this means that underreporting is common. Many

people find it difficult to share their trauma. It can sometimes take years for someone to share what happened to them.

Barriers to disclosure include:

- embarrassment and/or shame
- social stigma
- not knowing who to tell or how to access support
- cultural beliefs and attitudes
- guilt
- concern about not being believed
- lack of physical evidence: 'their word against mine'
- feeling the police or the organisation would be unable to help or intervene
- mistrust in the systems or previous negative experiences of handling reports
- minimising the incident: fearing it is trivial and not worth reporting
- feeling the incident is a private and/or family matter
- fear of repercussions from work colleagues, the organisation, family and/or friends especially if the perpetrator is known
- fear of repercussions from the perpetrator

- if substances such as alcohol or drugs were involved and not being able to fully remember
- length of time since the incident or incidents happened

Handling a disclosure

Supporting someone: A trauma-informed approach

We have covered the definitions of trauma and trauma-informed earlier. Hearing someone's disclosure and supporting them in a trauma-informed way can validate their feelings, making them feel more supported and reducing the impact of trauma.

You can be trauma-informed by:

- Trusting and believing the account
- Acknowledging the courage it takes to disclose sensitive or personal information
- Show appreciation for the person putting their trust in you
- Not placing any blame or wrongdoing on a person or system
- Expressing your support and willingness to listen
- Understanding the impacts the person may be experiencing as a result of sexual misconduct

By affirming the situation is not their fault, you are offering assurance and validating their feelings. This can help reduce any guilt or self-blame they might be experiencing.

When navigating a disclosure of sexual misconduct, you should:

Create a safe space and assure safety —

A disclosure may come when you are least expecting it but it is important to make a safe space for the person to talk to you in confidence.

Some things to think about:

- Ask what will make them comfortable. For example, unexpectedly locking or blocking the door and exits could cause anxiety or re-traumatise
- Make sure the physical room or digital environment is secure, and you are not at risk of being overheard
- Ask permission before you take notes and letting the person know why you are doing so and how you will keep them secure
- Reduce the risk of interruptions. Clear your diary, put a sign on the door, or if you are in a digital environment, putting your status on do not disturb

Apply active listening —

The person speaking to you may be unsure of themselves or about what they have experienced, or fearful about the consequences of disclosing.

Some things to think about:

- Be fully present
- Have no distractions, such as your phone
- Listen without placing any judgement
- Utilise non-verbal cues such as nodding, open posture and encouraging gestures
- Do not interrupt or finish sentences for the victim
- Reflect and paraphrase (say their words back to them)

You can ask questions to show active listening but bear in mind that your role here is not about immediately finding a solution or being an investigator.

Empower the person and signpost —

Once you have identified the problem you can begin to take the next steps to support the person. Letting them control the conversation helps them share more comfortably and builds trust. All supportive plans should be agreed together.

Some things to think about:

- Offer a supportive response by asking “what can I do to help?”
- Be non-judgemental

- Have a clear understanding of possible next steps including knowing what support is available
- Have a clear understanding of how to report sexual misconduct at UEA

You should offer options and signpost them to support they can access such as:

- Report + Support
- Employee Assistance Programme (EAP)
- Specialised charities
- Services through their GP

A single comprehensive source of information on [sexual misconduct at UEA](#) is available, pulling together all relevant policies and support information for staff, students and members of the public.

Respect confidentiality and maintain boundaries —

If you are concerned someone is at immediate risk of harm you must report it to the police.

If you are unsure, please seek advice from your HR Business Partner and/or the Student Life Adviser Team. If you need to tell anyone else about what you have heard, you must remember to tell the person what you are doing and why.

You should maintain professional boundaries when supporting a disclosure of sexual misconduct and not become personally involved. Some things to think about:

- Do not give out your own personal information
- Do not gossip

- Do not try to provide counselling services

There are also other considerations you should be aware of:

If you are the colleague's line manager —

If a colleague discloses an experience of sexual misconduct to you, your role is not to direct them to the Report and Support platform.

Instead, your priority should be to listen with empathy, take the disclosure seriously, and reassure them that the matter will be handled with care and sensitivity. You should explore their options for next steps, including informal resolution or formal reporting, and seek guidance from your HR Business Partner to ensure the correct processes are followed.

Avoid making promises you cannot guarantee — for example, agreeing not to take the matter further if they request this. While their wishes should be heard and respected as far as possible, there may be wider safeguarding or misconduct concerns, including repeated patterns of behaviour, that require action beyond their individual case.

Your response can significantly shape the person's experience and their trust in the institution's ability to keep them safe.

If a student is making the disclosure —

If a student discloses an experience of sexual misconduct — including harassment, stalking, or online abuse — it is essential that you take their

disclosure seriously and respond with care.

Students often share these experiences with someone they trust, such as an academic advisor or tutor. However, we have seen cases where students felt their concerns were minimised or not believed. This can be particularly common in situations involving online harassment or stalking. How you respond can have a lasting impact on the student's wellbeing and their willingness to seek further help.

You should listen without judgment, avoid dismissing or downplaying the experience, and offer reassurance that support is available. Do not attempt to investigate or resolve the situation yourself.

Instead, refer the student to the Student Life Team in Student Journey and Support Services, who are trained to provide specialist support and advice. You should also signpost the student to additional resources as appropriate, including:

- Mental wellbeing support through Student Journey and Support Services
- Academic support from their Academic Advisor or Senior Advisor
- Exceptional circumstances procedures if their academic progress has been affected

Avoid making promises you cannot keep, such as guaranteeing complete confidentiality or agreeing not to escalate the matter. If you are unsure how to proceed, seek guidance from the Student Life Team.

If an actual or alleged perpetrator is making the disclosure —

Occasionally, a student or colleague may disclose that they have engaged in behaviour that constitutes sexual misconduct. These situations can be complex and may bring up a range of emotions — both for the person

disclosing and for you as the listener. It is important to remain professional, avoid expressing personal judgment in the moment, and follow established procedures.

Your Role:

- Do not attempt to investigate, mediate, or offer guarantees about what will happen next.
- You should not promise confidentiality, particularly if what is disclosed involves potential criminal behaviour or a risk to others.
- It is essential to report the disclosure to the appropriate team (such as HR Business Partners for staff and the Student Journey and Services for students), and, where relevant, ensure that safeguarding and disciplinary procedures are followed.
- If there is an ongoing criminal investigation, the university has a duty to cooperate with police and external authorities. Internal processes, such as student or staff disciplinary procedures, may also apply and must be followed.

Support and Signposting:

While accountability and safeguarding are the priority, individuals who disclose having caused harm may still need access to appropriate support. You can:

- Signpost to mental health and wellbeing services (e.g. Student and Therapy Services or Employee Assistance Programmes)
- Refer students to academic support, including their Academic Advisor or Senior Advisor
- Advise on submitting extenuating circumstances, where relevant, if they are experiencing distress that affects their academic work
- Seek guidance from HR or Student Journey and Support Services if you are unsure how to proceed or need support in handling the disclosure

A person's disclosure of having caused harm should not be ignored, minimised, or handled informally. It must be taken seriously, and it is your responsibility to ensure that the right processes are followed, while also directing them to appropriate support where needed.

Practice scenarios: what would you do?

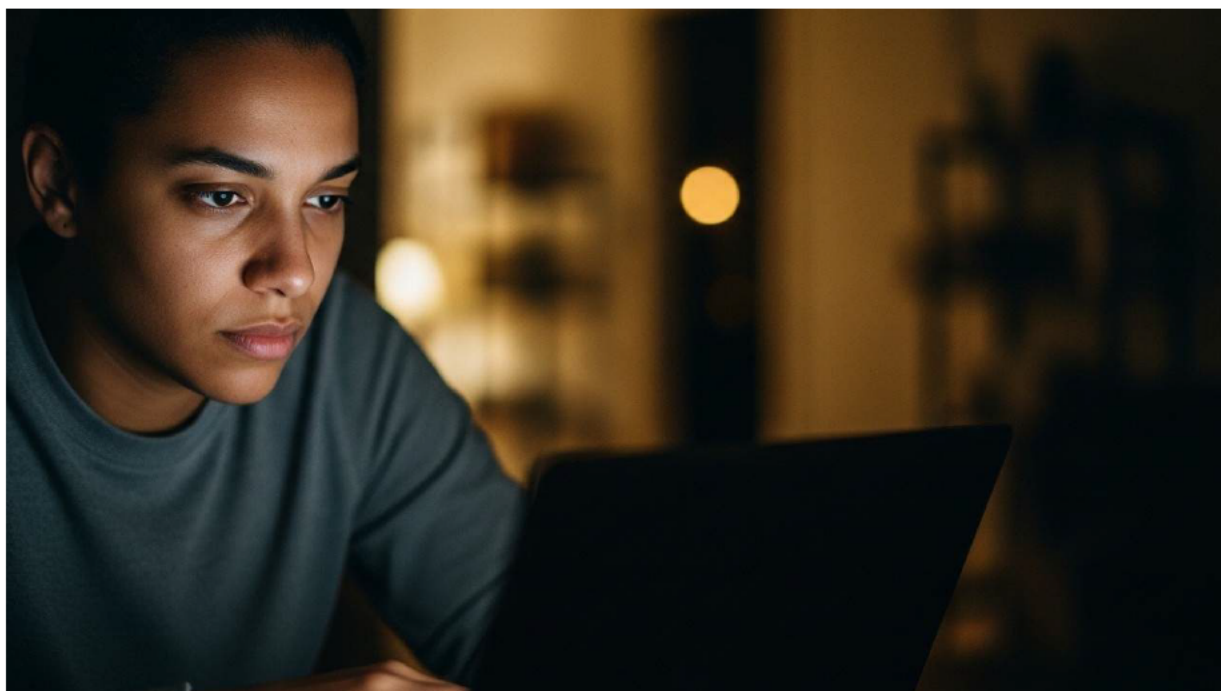
The following case studies are designed to help you develop a trauma-informed approach when supporting someone who discloses sexual misconduct. Sexual misconduct can have profound emotional and physical impacts, and these stories may reflect some of the complex and difficult experiences people face.

As you work through each scenario, we encourage you to consider how trauma might affect the person disclosing, and to reflect on the importance of listening with empathy, respecting boundaries, and responding in a way that promotes safety and empowerment.

Please be aware that some of the content may be distressing or triggering. If you find yourself feeling overwhelmed at any point, take a moment to pause and practice self-care.

Lesson 15 of 22

Scenario 1: The email



You check your inbox one afternoon and notice an email from a new member of your team. The message reads, "I don't feel safe working with a particular colleague. Some of their comments have made me anxious, and I wanted to let someone know. Please don't tell anyone yet." The tone is cautious and hesitant, showing they trust you enough to reach out but are also worried about the consequences of speaking up. They seem unsure about what will happen next and want to keep things confidential for now.

How should you respond?

Choose the best next step:

- ☐ Forward the email immediately to HR without replying.
- ☐ Respond to acknowledge their message, thank them for sharing, and offer to speak when they feel ready.
- ☐ Tell them you can't help unless they give you more specific information.
- ☐ Reassure them nothing serious will happen if they don't act soon.

SUBMIT

Lesson 16 of 22

Scenario 2: The seminar



A student you know approaches you after a seminar and says quietly, "Lately, I've been feeling really uncomfortable in my seminar because of this guy called James. At first, it was just casual comments about my appearance, which I thought were harmless and just brushed off. But then his remarks started getting more personal and intrusive."

He began commenting on my clothes, making sexualised remarks about how certain outfits 'accentuate my figure.' It felt really creepy.

During group work, he would lean in way too close, invading my personal space and making me feel claustrophobic and uneasy.

It didn't stop there. Outside of class, James followed me a few times. He even sent me a message on social media saying how 'beautiful' I looked, when I didn't even know he was watching me.

Whenever I walk to the library, James is often nearby, lingering and making suggestive comments about my appearance or asking inappropriate personal questions. It's seriously unsettling."

The student looks to you, clearly anxious and unsure what to do next.

What's the most trauma-informed way to respond in the moment?

- ☐ Ask them for every detail so you can start a formal complaint yourself
- ☐ Listen carefully, thank them for trusting you, and ask how they would like to be supported

☐

Suggest that maybe they are overreacting and should try to ignore it

☐

Share a similar experience you had to make them feel less alone

SUBMIT

Lesson 17 of 22

Scenario 3: The team meeting



During a small team meeting, the atmosphere is fairly relaxed as everyone discusses upcoming projects. Suddenly, one of your colleagues, who usually remains composed, starts to look visibly upset. Their voice wavers and tears well up in their eyes. Before anyone can say anything, they blurt out, "I can't keep doing this. Something happened at a work event a few months ago and no one knows." The room falls silent as they struggle to hold back their emotions. It is clear they are overwhelmed and need support.

What's the most trauma-informed way to respond in the moment?

- ☐ Ask them to explain what happened right there in the meeting so you can help.
- ☐ Gently suggest taking a break, offer to step outside with them, and follow up later with support.
- ☐ Pretend you didn't hear it and carry on with the meeting to avoid awkwardness.
- ☐ Immediately call HR and announce to the group that you're escalating the issue.

SUBMIT

Lesson 18 of 22

Scenario 4: The confidential tip



While walking through the university corridor, a student approaches you quietly and asks if they can speak in private. Once you're in a quieter space, they lower their voice and say, "I heard that someone in my School went through something really serious recently. They haven't told anyone official, but I thought a member of staff should know." The student looks worried and unsure about what to do next. They clearly want to help but are also concerned about respecting privacy.

What is the best response?

- ☐ Start asking around to find out who it was.
- ☐ Thank the student, avoid speculating, and explain that if they know the person, they should encourage them to speak to a trusted source or use formal reporting.
- ☐ Assume it's just gossip and ignore it.
- ☐ Bring it up in the next team meeting to 'clear the air.'

SUBMIT

Taking care of yourself

Hearing about someone's experience of sexual misconduct can be emotionally challenging. It's natural to feel a range of emotions such as sadness, anger, confusion, or a sense of helplessness.

When you're affected by someone else's trauma, this is known as vicarious trauma. In some cases, hearing a disclosure can also re-trigger your own past experiences, leading to re-traumatisation.

Possible signs of vicarious trauma include:

- Feelings of shame, guilt, or emotional exhaustion
- Flashbacks or intrusive thoughts, especially if they relate to your own experience
- A sense of disconnection or dissociation
- Difficulty sleeping, concentrating, or completing everyday tasks
- Anxiety, panic attacks, low mood, or depression
- Avoiding responsibilities or activities you normally enjoy

- Using alcohol, drugs, or other substances to cope

It's vital to prioritise your wellbeing when supporting others.

You can:

- Reach out for support through the UEA's wellbeing services or access counselling and other help from charities or the NHS
- Speak to a trusted colleague or supervisor, being mindful to maintain confidentiality
- Take time to reflect, rest, and recharge. It is completely okay to take a step back if you need to

Supporting someone through a disclosure can take an emotional toll, but it is important not to share this with the person who is disclosing to you.

Looking after your own mental and emotional health is an essential part of being an effective, compassionate responder.

In the next lesson, you'll review how to apply your learning and test your understanding.

Reporting options

Sexual misconduct, harassment and assault can happen to anyone by anyone. The UEA does not tolerate bullying, harassment, sexual harassment, assault, hate or discrimination.

The **Report and Support** platform can be used to report incidents. This can be done anonymously or users can provide their contact details and request an adviser, where they will be able to talk through the options and support available, in confidence.

Formal Complaint: Making a formal complaint is a structured process that triggers an official investigation into allegations of sexual misconduct. It is suitable for individuals who want the university to take formal action, which may include disciplinary outcomes. If you choose to make a formal complaint to the University about a student or member of staff there are procedures which set out the steps you'll need to follow for staff and for students.

If you are unsure whether formal reporting is the right route for you, you can first speak confidentially and informally with HR, the Student Life Team, or through a support service to explore your options. In cases where the alleged misconduct may also be a criminal offence, the university can support you in making a police report if you choose to do so. A criminal investigation does not prevent the university from carrying out its own internal process, though timelines may be adjusted to avoid overlap.

Formal complaints are taken seriously and handled with sensitivity, confidentiality, and fairness for all parties involved.

Informal Resolutions is an option for those who wish to raise a concern or disclosure of sexual misconduct without immediately entering a formal process. This approach allows individuals to explore their options, receive support, and decide next steps at their own pace.

You can speak informally with:

- Your line manager or another manager you feel comfortable approaching (for staff)
- A Human Resources Business Partner (for staff)
- A member of the Student Journey and Support Services Team (for students)

These conversations do not trigger an automatic formal investigation. Instead, they create space to:

- Share what has happened in a safe and supportive way

- Understand what support is available (e.g. wellbeing, academic, or workplace adjustments)
- Discuss possible next steps, which might include a formal report, mediation, or another action
- Receive guidance on your rights and choices moving forward

Choosing an informal resolution does not close off formal routes — it simply allows you to take the first step in a way that feels manageable. All concerns are treated seriously, even when raised informally, and the safety and wellbeing of everyone involved will always be prioritised.

Reporting

The *Report and Support* platform allows students and staff to share concerns or experiences of harassment, abuse or assault. There are two teams who manage the reports, depending on who the concern is about.

Student-related reports are managed by the Student Life team in Student Journey and Support Services.

Staff-related reports are handled by the HR Business Partnering Team.

You can use the platform whether the incident took place on campus or somewhere else. It does not need to have happened at a

university event or during working hours.

If you give your name when making a report:

- A student's report will be passed to someone in the Student Life team, who will contact them by email and may offer an appointment to talk about what happened.
- A staff member's report will be picked up by the HR Business Partnering Team, who will follow up directly.

If you choose to report anonymously:

- The University will not be able to identify or contact you.
- This means we cannot offer support or begin an investigation into what you've shared.
- However, the information you provide helps us understand what is happening in our community and improve the support we offer.
- You can report something on behalf of someone else. But before you do, please consider how the other person may feel. We would want to contact them to offer support, so it is important to think about whether they are ready for that step.

Confidentiality

When you make a report through *Report and Support*, it stays private.

- Your report is only seen by the Report and Support Team in the first instance. It will only be passed on to another team or staff member if they need to be involved in offering you support.
- The University treats confidentiality as a priority. Wherever possible, you remain in control of the process. If your report includes names or details, and it raises serious concerns about safety, for you or for others, the team may need to take action. If this happens, they will speak to you first whenever they can.
- You do not have to make any decisions straight away. If you're unsure, you can still submit a report. This allows an adviser to get in touch and offer you a confidential appointment. In that conversation, you can ask questions, explore your options, and take your time before deciding anything.
- Reporting is a way to access support. It does not automatically trigger the University's disciplinary process.

Other Reporting Options

Report to The Harbour Centre. We recommend everyone who has been sexually assaulted contact the Harbour Centre, Norfolk's local independent Sexual Assault Referral Centre (SARC). They have Independent Sexual Violence Advisers (ISVAs) who are trained to

look after the needs of a survivor of rape or sexual violence to ensure they receive the best possible care and understanding. ISVAs are there to provide information to ensure and you can make a decision that is right for you. Free and Confidential, the SARC can take and keep evidence for if you want to report to the police - the Harbour Centre are independent from the police but can work closely with them with your consent.

If you are reporting something that happened in the last 7 days:

- Call the Harbour Centre SARC on 0330 223 009 to speak with a nurse for support and to discuss your options about attending a forensic medical examination. There will be no pressure to make a report to the police but they can help you make an informed decision.
- Email harbourcentre.sarc@nhs.net (monitored 9am-9pm Monday to Sunday) or visit the website: [The Harbour Centre – Sexual Assault Referral Centre](#)

If you are reporting something that happened more than 7 days ago:

- Call the Norfolk ISVA Service (based in the Harbour Centre) on 01603 276381 for help and advice.
- Email contact@norfolkISVA.org.uk or visit the website: [The Harbour Centre \(norfolkisva.org.uk\)](#)

- Access practical help and advice, support in managing the physical and emotional effects of what happened, and get help with referrals into other specialist services if needed.

Police. If you're thinking of reporting to the police, Rape Crisis have produced a useful list of things to think about.

You can call crime stoppers at any point on 0800 555 111 or use their online form.

If you do decide to report to the police and they take the case forward as a criminal investigation, the University cannot continue with any internal investigations until the police investigation and any resulting court cases have been closed.

Support and resources

UEA support

If you or someone you know has been affected by sexual misconduct, there is a variety of support options available to staff and students.

For Staff

- In line with the university's responsibilities under the Equality Act 2010, as amended by the Worker Protection Act 2023, employers now have a legal duty to take proactive and reasonable steps to prevent sexual harassment in the workplace.

To support this, we have created a dedicated webpage outlining the university's approach to [tackling sexual misconduct](#).

This includes information on reporting procedures, available support services, and key resources for staff, such as the Sexual Misconduct Risk Assessment tool and our annual sexual misconduct reports.

If your role includes line management or responsibility for staff wellbeing, we recommend bookmarking this page for easy access to relevant guidance and resources.

- HR Business Partners. A Business Partner can talk through the options available whether the incident involved another staff member at UEA, a student, or a visitor to campus.
- Health Assured - Employee Assistance Programme. This free 24 hours a day, 7 days a week, 365 days a year service is available to all UEA staff. The programme offers confidential support independent from UEA, with professional consultation, counselling, information, resources and referrals to services in your local area.

For Students

- As part of the university's commitment to meeting the Office for Students (OfS) requirements under Condition E6, we have created a single, clearly accessible webpage that outlines our full approach to tackling harassment and sexual misconduct.
This includes information on reporting procedures, support services, and relevant policies for students.
We recommend bookmarking this webpage if your role involves regular interaction with students, so you can access and share this information easily when needed.
- A student disclosure flowchart is available here, to guide you through what to do if you are concerned a student has experienced sexual misconduct, wants to make a disclosure or is being stalked.
- Student Life Adviser. An adviser can talk through the University's procedures, how to make a complaint and what support is available, in confidence.

- Residential Life Team. Whether it is their neighbourhood Student Services Resident (SSR) or the Duty SSR, if a student is living in UEA residences there is someone to talk to.
- The uea(su) Advice Service is a free, confidential service. Advisers can support students who have been named in a disciplinary report for breach of the General Regulations for Students, and can talk through the procedure, what options are available and help you complain if you are unhappy with the process. More information about ueasu support can be found here: Discipline Issues.
- Exceptional circumstances. If students feel that their studies have been affected by what has happened, they can consider applying for exceptional circumstances.

External support

- The Report + Support website has list of external resources for survivors and supporters including charities and self-help guides available.

Lesson 22 of 22

Assessment

You should set aside approximately 10 minutes to complete this assessment.

You will need to achieve a score of at least 80% to successfully complete the session.

If you do not achieve this mark:

- revisit the previous lessons to check your understanding
 - retry the assessment until you achieve the pass mark
-

Question

01/06

4 questions drawn randomly from Mandatory

Question

02/06

1 questions drawn randomly from 1 What is sexual misconduct/harassment

Question

03/06

2 questions drawn randomly from 2 Reporting

Question

04/06

2 questions drawn randomly from 3 Disclosure

Question

05/06

1 questions drawn randomly from 4 Student related

Question

06/06

1 questions drawn randomly from 5. Support services

Mandatory

Question

01/04

What is the most important factor in determining if behaviour is harassment?

- ☐ The intention of the person behaving badly
- ☐ How the behaviour is perceived by the victim
- ☐ Whether the behaviour happens publicly
- ☐ Whether anyone else was offended

Question

02/04

Where can staff and students find comprehensive information about the university's approach to tackling harassment and sexual misconduct, including reporting options, support, and relevant policies?

- ☐ Departmental handbooks
- ☐ A single, clearly published webpage
- ☐ Posters in staff common rooms

Question

03/04

What are some of the ways that sexual misconduct can be committed?

- ☐ Through an email
- ☐ By sending a text message
- ☐ In online meetings
- ☐ Through social media
- ☐ In person
- ☐ All of the above

Question

04/04

Support services are only intended for people who have directly experienced sexual misconduct

- ☐ True
- ☐ False

1 What is sexual misconduct/harassment

Question

01/03

Sexual misconduct is:

- ☐ Just workplace banter
- ☐ An umbrella term that includes a range of sexual behaviours including sexual harassment and sexual violence
- ☐ Something you should tolerate so you can pass your placement

Question

02/03

Does sexual misconduct only affect the people who are targeted with it?

- ☐ No, it can have an impact on the team and the whole organisation
- ☐ Yes, it's a matter between the alleged perpetrator and the victim

Question

03/03

In a university setting, harassment could come from:

- ☐ Only managers
- ☐ Only students
- ☐ Anyone – peers, students, staff or visitors

2 Reporting

Question

01/03

In the staff room you hear a well-known and respected member of staff is under investigation for sexual misconduct. What do you do?

- ☐ Message your work colleagues and tell them about the information you've heard
- ☐ Try to find out who has been on the same shifts as the academic to work out who was involved in the incident
- ☐ Speak to your HR department, informing them that confidentiality has been breached

Question

02/03

What should you do if you don't feel comfortable reporting harassment to your line manager?

- ☐ Keep quiet
- ☐ Report it through alternative channels like HR or the Report + Support portal
- ☐ Quit your job
- ☐ Handle it yourself

Question

03/03

Should you report harassment even if you think it's "not that serious"?

☐ Yes

☐ No

3 Disclosure

Question

01/03

Which question must you ask when someone has disclosed sexual misconduct to you?

- ☐ Why didn't you fight back?
- ☐ Are they still making you feel unsafe?
- ☐ Did you say anything to lead them on?

Question

02/03

What are the key steps you should take if a student or colleague discloses sexual misconduct to you?

- ☐ Create a safe space, check they're safe, listen actively, maintain boundaries and signpost support
- ☐ Ask for more details, warn them about what happens if they don't keep quiet and tell your work colleagues what you've just heard
- ☐ Tell them to tell someone else about it and ask them to reflect if they did anything to invite the behaviour

Question

03/03

It's okay to promise confidentiality when someone discloses sexual misconduct, as long as you trust them.

☐ True

☐ False

4 Student related

Question

01/01

Under Office for Students Condition E6, universities are required to provide a single, easily accessible webpage outlining how they tackle harassment and sexual misconduct.

☐ True

☐ False

5. Support services

Question

01/01

A lot of colleagues have disclosed different types of trauma to you including sexual misconduct and you are feeling overwhelmed. Can you access support services?

- ☐ Yes support services are available for a whole range of people affected by trauma including witnesses and bystanders
- ☐ No, support services are only available for victim-survivors