**Full Equality Analysis**

1. Name of the activity (strategy, policy or practice etc)

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| Report and Support: Online reporting tool for anti-social behaviour and hate crime and incidents at UWE. |

2. What is the aim of the activity (objective or purpose)?

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| The aim of this project is to provide a simple and easily accessible central location for reporting incidents and obtaining relevant support information. Students, staff, visitors and contractors will be able to use the system to report incidents and receive support.The online platform will encourage a whole institution approach to safeguarding and tackling hate crime and incidents, violence against women and online harassment on campus by making the reporting and responding to hate incidents and anti-social behaviour easier, more direct.This project will deepen and broaden our commitment to supporting appropriate social norms development on campus, building on he Intervention Initiative and inclusive campus project.**Purpose** * To create, manage and implement an engaging and user-friendly web-based platform, enabling students and staff to report incidents of bullying, harassment, sexual harassment or discrimination by September 2018.
* To clarify and simplify reporting pathways and referral processes in a systematic way

allowing the university to work more effectively including student and staff engagement and training starting on June 2018* To monitor, review and evaluate the impact of the website and provide the pre-agreed measures of success to the Project Implementation Manager
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3. If amending a current activity, what changes are proposed?

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| This system will replace the current report system. At the moment the structure is not as clear as it could be and the awareness is low and it is not frenquently used by staff, students, visitors and contractors.The Report and Support steering group will work on how to simplify the current processes, how the report and support process will work and the content of the Report and Support website. We are going to buy the same patflorm that the University of Manchester is using at the moment: <https://www.reportandsupport.manchester.ac.uk/>.This website will allow people to find the support that they need and to report incidents directly. The person who decides to report, will receive a confirmation email and then they will be contacted by the case advisor who will provide the required support. This system makes it easier to create reports about the different types of incidents or crimes providing to have a full picture of staff and students reports.The online platform will encourage a whole institution approach to safeguarding and tackling hate incidents and online harassment on campus.The Safeguarding Board and the Report and Support Task and Finish group will decide what process will change and what process will not change. |

4. Who is responsible for developing and delivering the activity?

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| HEFCE Jayne StoreySafeguarding BoardJoint Forum Sexual ViolenceAnti Sexual Violence ForumReport and Support Task and Finish GroupProject Manager: Lizzie JohnsonProject Co-ordinator: Ana Miguel |

5. What measures will be used to assess whether the activity is successful?

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| * Monitoring project reports to send to HEFCE
* Evaluation of how the project works
* Amount of reports
* Equality Analysis pilot plan
* Student and staff engagement
* Analysis of the usage of report and support:

 Analysis of usage Access Reporting Use of related university services* Look at the underrepresented groups using the platform:

 Students and staff black and minority ethnic groups Mature students Disabled students and staff LGTB stydents and staff Women Muslim peopleFeedback from students and staffShort online surveys on their awareness of the tool

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6. Does the activity have a potentially adverse impact on equality groups, in terms of employment issues and/or service delivery for students and/or staff? In the table below, please give evidence to support your yes or no answers. If the answer is not known, indicate how you will source evidence.

**Meeting the public sector equality duty**

Please also use the table below to demonstrate whether the activity has the potential to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Please use the ‘no’ column to highlight your responses.

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|  | **Yes/ No/ Not known** |
| **All groups** | This project aims to address all of the potential barriers or discrimination: **Awareness of the Report and Support tool:** there will be a sustainable communications plan and training activities for Report and Support, including training for potential reporters on the benefit of reporting and how to signpost. The website will be launched in September 2018 and it will be embedded in all the induction programmes for students and staff. It will be information on the website for visitors and contracttors and we will train UWE staff to pass the information to visitors and contractors.Report and Support tool must have **easy and clear access** from the main website and the staff intranet in order to facilitate the process and to be accessible for all.**User friendly website:** Good user experience for staff and students using the website. It is really important as some of the incidents can create anxiety and stress. This will be considered during the website design phase, taking advice on accessibility of the web interface both for the front (reporting and supporting facing) and back ends (case worker facing) of the system.**Clear system of receiving support after reporting and actions that the University is going to take:** the project will aim to ensure that the lines of reporting are clear, and reporters know what actions will be taken and the support that they will receive both before and after they make a report. It will be a clear communication about how it will work.**Statistics and case studies:** data will be anonymised before sharing. If case studies are produced, the people involved will not be identifyable from the text. The statistics and case studies will help increase the awareness about the benefit of reportig incidents.Being on a website platform would be a **barrier for staff who is not woking with a computer**.We will work with the website company to create the best mobile version, a responsive one. The project will look into other options.Staff and students need to trust that **the system is confidential, inclusive and fair**and they know what is happening after they have reported. The process of reporting will be clear, it will be a confidential statement at the beginning of the report and everyone will know what is happening after they have reported an issue. |
| **Women and men** | Concerns relating to the use of the language. To include gender based violence or harrassment in the title/ content. E.g. The legal definition of hate crime does not include crimes relating to the victim’s gender.Gender specialist to take care of the sexual violence or domestic violence cases. |
| **Trans people** | Trans people may experience additional and unique barriers to disclosure. Trans people may fear to report and raising issues where they study and workTrans people needs and support will be considered and included in the project. More diversity awareness is needed within the University. |
| **Black and minority ethnic groups**  | Concerns relating to:**Language:**The term ‘hate crime’ does not cover all cases of harassment and discrimination for the BME community. The use of ‘hate crime’ could be potential confusion with the legal definition.We will include the term, hate incidents and other ways of describing these incidents such as bullying, harassment, discrimination etc.**Language:** to be only in the English language could be a barrier for international students and staff. The website will be written in plain English. This will benefit many groups.**Images of the website:** to make sure that represent the diversity of all students and staff.**EU staff and students:** have recently become more vulnerable more vulnerable to be affected by hate crime, discrimination or bullying for Brexit. There is a Zero tolerance policy against these behaviours.**International students or staff, and some home students/staff:** some people may experience cultural barriers which means that they do not feel that their needs are understood. They could be less likely to report a negative experience to their university/employer. More awareness of these cultural barriers is needed across the university and intercultural training, as well as more awareness of the reporting mechanisms along BME staff, students, visitors and contractors. |
| **Disabled people**  | Concerns relating to:**Accessibility of the website:** We will work with the ITS accessibility staff and the Assistive Technology Coordinator to make sure that the website is completely accessible E.g. voice to read out the website.**The location of the website** could be a barrier for people with disabilities. The website should have a link from the main website to access easily.**Images of the website:** to make sure that we represent disabled and non-disabled people.User-friendly website for staff and students with mental health issues including anxiety to report or receive support easily  |
| **Younger or older people** | User-friendly website |
| **People of different religion and beliefs**  | Concerns relating to:**Islamophobia of the society:** more vulnerable to be affected by hate crime/incidents, discrimination or bullying**Cultural differences and barriers to access to the services** because they feel that their needs are not understood. They could be less likely to report a negative experience to their university/employer. More awareness of these cultural barriers is needed across the university and intercultural training.  |
| **Lesbian, gay, bisexual people**  | Use of language in terms of using an heteronormative language in the content of the website. We will consult the content of the website with the LGTB community. Images: if there are images about people or couples include heterosexual,lesbian, gay and bisexual people.They could have barriers to access services and report because they could not feel understood. More diversity awareness is needed within the University. |
| Marriage and civil partnership |  |
| **Pregnancy and maternity** |  |

7. Please give evidence of how you have engaged equality groups in the equality analysis process. Is further engagement required?

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| Presentation and feedback at the Equality and Diversity ForumCreating of a short survey for staff and studentsWorking with the SU to include the student voiceStaff feedback through staff networksEquality analysis timelinePromotion of the EA for students and staffAtend to staff networks meetingsTraining for staff and studentsStakeholder feedback gathered by E&D Unit on hate crime during 2017 |

8. What action can be taken to mitigate any potential negative impacts or address different needs? Please comment and then complete an action plan (see appendix 1).

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| We are going to do a EA pilot to increase the engagement of staff and students. We are going to carry the 6 weeks consultation period but we would like to keep this document open to coments and feedback from different groups and stakeholdres throughtout the project. In this way, we will build upon what we share in this document, and it will remain a living document.The bluk of action planning can be fond in section 6 and in the action plan |

9. Please indicate the level of equality relevance:

High 🞎 X

Medium 🞎

Low 🞎

10. **Equality analysis sign off:**

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| Faculty Dean or Head of Service  |  |
| Faculty / service |  |
| Date |  |

**Please return this form to the Equality and Diversity Unit for feedback, the start of the consultation process and publication.**

**Equality analysis - action plan Appendix 1**

Name of activity: Report and Support

Plan completed by: Ana Miguel Service / faculty: Library, Student Inclusivity

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| **Issues** | **Actions****required** | **Responsible****Person** | **Resources required** | **Target date** | **Success Indicators** | **What progress has been made?** |
| Any reasonable adjustments to be requested for staff and students who provide feedbackUser friendly website. Easy and clear access to the reporting tool on the website and staff intranetAwareness of the R&S tool.Communications and training through all year and embedded in all inductions 2018.Clear system of receiving support after reporting and actions that the University is going to takeConfidential platformWebsite platform barrier for staff who are not using computers The use of languageThe imagery used on the siteReporting DataCase studiesTraining | Consultation with staff and students

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Working with the agency and ITS accessibility person at UWECreating a communication, training and inductions planCreate a clear process of how it is going to work and communicate to appropriate usersConfidentiality statement on the R&S platformCreate a responsive mobile version or consider other alternativesContent written in plain EnglishTo use an inclusive language and to consider to all protected groupsInclusive and diversity people in the images of the websiteThe data will follow DGPR regulations. Case studies will be completely anonymasedTBD what training is needed for students and staff |  Ana MiguelAna MiguelAna MiguelAna MiguelAna MiguelJames Button | Support from E&D teamSoftware, ITS supportSupport from the comms team, training and inductions’ staff | OngoingOngoingOngoingOngoingOngoing | Feedback is implemented |  |
| **Consultation** | Consultation with students, staff, equality groups and trade unions

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| Equality Analysis to be published on the UWE Intranet to invite feedback.  |

 | Ana Miguel |   Support from the E&D team | January/February 2018 | Stakeholders fully consulted |  |
| **Monitoring and review arrangements** | The Equality Analysis and action plan to be periodically reviewed to ensure it is up-to-date and amended as required.  | Ana Miguel |  |  |  |  |
| **Publication** | To be published for 6 weeks to invite comment from equality groups/ networks at UWE.  | Ana Miguel |  |  |  |  |

Please return form to the Equality and Diversity Unit