

Keele University



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GENDER-BASED VIOLENCE, STALKING AND FEAR OF CRIME

Country Report United Kingdom

EU-Project 2009-2011



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Gender-based Violence, Stalking and Fear of Crime

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1. The education sector in the UK

1.1 Brief description

There are 115 universities in the UK. Of these, 89 are in England, 14 in Scotland, 10 in Wales and two in Northern Ireland¹. As of 2011, there are approximately 2,493,420 students enrolled at universities in the UK².

Data for 2009-2010 show that **56.6 percent** of all students in the higher education sector in the UK are women and nearly two-thirds of all undergraduate students are women. There are approximately 1.39 million students in higher education in the UK³.

1.2 Size and range of UK universities

Universities in the UK vary greatly by size, range, and student enrolment. The largest UK University by student size is The Open University which has 193,835 students enrolled as of 2008-2009. The smallest UK University is Institute of Cancer Research (University of London) with 290 students enrolled as of 2008-2009. UK Universities are informally classified into six categories. These include:

- i. *The Ancient Universities*- The term is used to describe six universities that were founded during the medieval and renaissance periods in the UK. These include the universities of Oxford, Cambridge, St Andrews, Glasgow, Aberdeen, and Edinburgh.
- ii. *Chartered universities*- These include the universities of London, Durham, and Wales.
- iii. *Red brick Universities*- Red Brick universities refers to the six universities that were founded in England in the early 20th century and initially established to impart science based or engineering education. These include the universities of Birmingham, Liverpool, Leeds, Sheffield, Manchester, and Bristol.
- iv. *Plate Glass Universities*- The term refers to universities that were founded in the 1960s. Some of the Plate Glass universities were old vocational training schools that were granted a royal charter in the 1960s making them a deemed university. These include the universities

¹ Data from <http://www.universitiesuk.ac.uk/UKHESector/Pages/OverviewSector.aspx>

² Data from <http://www.universitiesuk.ac.uk/Publications/Documents/HigherEducationInFactsAndFiguresSummer2011.pdf>

³ Data from <http://www.hesa.ac.uk/index.php/content/view/1974/278/>

of East Anglia, Essex, York, Kent, Lancaster, Warwick, Keele, City University London, Aston, amongst others.

- v. The Open University- Distance learning university and largest university in terms of student enrollment.
- vi. The *New Universities*- The term refers to former polytechnics, central institutions, or higher education colleges that were given university status in the 1990s under the Further and Higher Education Act of 1992. The term also refers to institutions that have been granted university status since then. These institutions are referred to as either the 'post-1992 universities' or 'modern' universities. These include Roehampton University London, Edge Hill University, Middlesex University, Liverpool John Moores University, amongst others.

The UK has universities which are campus based and collegiate based. Campus-based universities are usually on one site with teaching and student accommodation on the site. However, many UK campus-based universities have now diversified and have expanded from their original campuses to more than one campus and some, such as the University of Nottingham, also have foreign campuses. Traditional campus-based universities include the Ancient universities as well as newer universities such as Surrey, Kent, and Keele. UK Universities in rural locations are usually campus-based.

The UK also has collegiate universities where the university is divided into individual colleges or schools. Individual schools/colleges can be semi-independent such as the various University of London's schools, the 38 Oxford University Colleges, and the 16 Durham University Colleges. In collegiate universities the governing authority is loosely federated and shared between a central administration and the constituent colleges and schools.

UK universities can be further delineated according to their geographic location. Metropolitan universities generally refer to city based universities and include London Metropolitan University, Manchester Metropolitan University, Salford, Leeds Metropolitan University, as well as Aston University amongst others.

The majority of the universities in the UK are funded by the government with the exception of two private universities- The University of Buckinghamshire and BPP law School in London.

2. The legal environment in the UK on sexual harassment, stalking and sexual assault

2.1 Sexual assault

Under the Sexual Offences Act 2003 in the UK, *rape*, *sexual assault*, *assault by penetration*, *causing a person to engage in sexual activity without consent* are all criminal offences⁴. The offence of 'rape' is committed if a person (i.e. person A) "intentionally penetrates the vagina, anus or mouth of another person (B) with his penis" and "B does not consent to the penetration, and A does not reasonably believe that B consents". A person found guilty of this offence "is liable, on conviction on indictment, to imprisonment for life".

The Act defines *assault by penetration* as an offence which is committed when a person "intentionally penetrates the vagina or anus of another person (B) with a part of his body or anything else "and when the penetration is sexual "as B does not consent to the penetration, and A does not reasonably believe that B consents". A person found guilty of this offence is liable on conviction for life imprisonment.

The Act refers to acts where a person intentionally touches another person and where the touching is sexual and the person does not consent to the touching. On conviction for this offence, a person is liable to a prison term not exceeding 6 months and a fine or imprisonment for a term not exceeding 10 years.

The Act also criminalises *sexual activities without consent*. These include - penetration of anus or vagina, penetration of mouth with a person's penis, penetration of a person's anus or vagina with a part of the perpetrator's body or anything else.

2.2 Sexual harassment

In the UK, up until 1997, there was no specific anti sexual harassment law although other acts such as The Sex Discrimination Act of 1975 were used or could be used to prosecute sexual harassment cases. In 1997, The Protection from Harassment Act 1997 was promulgated to address the different forms of harassment including harassment based on race, sex, and disability. The Protection from Harassment Act 1997 defines harassment, under section 1, as a *course of conduct*. Conduct can be physical, verbal, and non-verbal. The Act states that "a person must not pursue a course of conduct"⁵:

- i. which amounts to harassment of another, and
- ii. which he knows or ought to know amounts to harassment of the other.

⁴ <http://www.legislation.gov.uk/ukpga/2003/42/contents>

⁵ <http://www.legislation.gov.uk/ukpga/1997/40/contents>

According to the Act, "a person guilty of an offence under this section is liable on summary conviction to imprisonment for a term not exceeding six months, or a fine not exceeding level 5 on the standard scale, or both". The court sentencing the defendant under the Act can also impose a 'restraining order'.

In 2006, The UK promulgated The Equality Act 2006 which introduced a positive duty on public bodies (of which UK universities are one) to promote equality between men and women. The 2006 Act was the precursor to the Equality Act 2010. The 2010 Act covers nine characteristics, termed 'protected characteristics', which cannot be used as reasons to treat people unfairly. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation⁶. The Act sets out the different ways in which it is unlawful to treat someone and these include direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person. The Act prohibits unfair treatment, based on the nine protected characteristics, in the workplace, in education, and in associations (such as private clubs). Per The Equality Act 2010, UK universities have a 'specific duty' to publish 'Gender Equality Schemes' and the schemes must show how the 'general duties', (i.e. elimination of unlawful discrimination and harassment and promotion of equality of opportunity between men and women) will be met. Furthermore, there are a number of specific duties which aim to support the achievement of the general duties. These include producing and publishing a gender equality scheme, reviewing equal pay, and conducting impact assessments on gender equality policies within the university environment.

2.3 Stalking

The Protection from Harassment Act 1997 deals both with harassment and stalking in the UK. With respect to stalking, injunctions can also be granted based on case law principles where stalking is recognised as a civil tort. However it should be highlighted that in the UK "there is no legal definition of 'stalking'. Neither is there specific legislation to address this behaviour" (CPS, 2010).

Possible criminal offences which can be committed by stalkers and are within the purview of criminal law include but are not limited to:

- i. " threatening, abusive or insulting words or behaviour, or disorderly behaviour, or displays any writing, sign or other visible representation which is threatening, abusive or insulting, within the hearing or sight of a person likely to be caused harassment, alarm or distress thereby". (Public Order Act 1986)⁷

⁶ <http://www.homeoffice.gov.uk/equalities/equality-act/>

⁷ <http://www.legislation.gov.uk/ukpga/1986/64>

- ii. "destroy or damage any property belonging to that other or a third person; or to destroy or damage his own property in a way which he knows is likely to endanger the life of that other or a third person" (Criminal Damage Act 1971)⁸
- iii. "Aggravated Trespass- A person commits the offence of aggravated trespass if he trespasses on land in the open air and, in relation to any lawful activity which persons are engaging in or are about to engage in on that or adjoining land in the open air, does there anything which is intended by him to have the effect-(a) of intimidating those persons or any of them so as to deter them or any of them from engaging in that activity,(b) of obstructing that activity, or (c) of disrupting that activity" (Criminal Justice and Public Order Act 1994)⁹.
- iv. Under the Communications Act 2003¹⁰, threatening letters and electronic communication is a summary offence and imprisonable. In the same Act, obscene material sent by post or email is an offence which is punishable by a maximum penalty of 12 months in prison. Under the Telecommunications Act 1984¹¹, it is an offence to send by a public telecommunications system a message or any other matter which is offensive, obscene or of a menacing character. It is also an offence in England & Wales under section 1 of the Malicious Communications Act 1988¹² to send letters which convey a message which is "indecent or grossly offensive" or "contains threats" which cause distress or anxiety.

In 2010, the Crown Prosecution Service (CPS) published their revised guidance on stalking and harassment. The CPS emphasised the existence and widespread nature of 'stalking' as a specific and particular category of harassment and identified the various ways in which stalking occurs. The CPS note that stalking is "behaviour which is repeated and unwanted by the victim and which causes the victim to have a negative reaction in terms of alarm or distress". Furthermore:

Cases involving stalking and harassment can be difficult to prosecute, and because of their nature are likely to require sensitive handling, especially with regard to victim care. The provision of accurate and up-to-date information to the victim throughout the life of the case, together with quality support, and careful consideration of any special measures requirements are essential factors for the CPS to consider (CPS, 2010)¹³.

The CPS define stalking as:

A long-term pattern of persistent and repeated contact with, or attempts to contact, a particular victim. Examples of the types of conduct often associated with stalking include: direct communication;

⁸ http://www.cps.gov.uk/legal/a_to_c/criminal_damage/

⁹ <http://www.legislation.gov.uk/ukpga/1994/33/contents>

¹⁰ <http://www.legislation.gov.uk/ukpga/2003/21/contents>

¹¹ <http://www.legislation.gov.uk/ukpga/1984/12>

¹² <http://www.legislation.gov.uk/ukpga/1988/27/contents>

¹³ http://www.cps.gov.uk/legal/s_to_u/stalking_and_harassment/#a01

physical following; indirect contact through friends, work colleagues, family or technology; or, other intrusions into the victim's privacy. The behaviour curtails a victim's freedom, leaving them feeling that they constantly have to be careful. (CPS, 2010)

The CPS legal guidance cites the Protection for Harassment Act 1997 and Section 126 of the SOCPA (Serious Organised Crime and Police Act 2005) as the most relevant legislations to deal with cases of stalking.

With regards to stalking, injunctions (if the stalker is a partner or relative) and restraining orders can be made by courts under various laws and also within criminal proceedings. Restraining orders can also be attached when criminal proceedings have been taken, even if a conviction has not been upheld. Furthermore, if stalkers and their victims are former partners, people who have lived together, or are related, then the victim can apply to the courts for either an injunction or a Non Molestation Order under the provisions of the Family Law Act 1996. These orders have power of arrest.

3. Summary of research and policy on gender-based sexual violence against female university students in the UK

In recent years there has been a plethora of UK based research into sexual violence, its nature and prevalence, and policy approaches towards ending gender-based sexual violence (Kelly and Regan, 2001; Walby and Allen, 2004; Barbaret *et al.*, 2004; Kelly, 2005; Payne, 2009; Phipps, 2010; NUS, 2010). There has also been invaluable discussion around sexual violence due to the introduction of the Sexual Offences Act 2003 and other important policy documents including the Stern Review (2010)¹⁴, the former Labour government's *Together we can end violence against women and girls* (HM Government, 2009) and the current coalition government's *Call to End Violence Against Women and Girls* (HM Government, 2011). Furthermore, the British Crime Survey (BCS) has consistently shown that young women aged 16–24 have a higher risk of being a victim of gender-based sexual violence and violent crime compared with older women (NUS, 2010). Despite these, almost no research has addressed the nature and extent of sexual violence as experienced by female UK university students and what can be done to address and respond to the specificity of this phenomenon.

¹⁴ The Stern Review was commissioned by the former Labour government as an independent review into how rape and sexual assault complaints are handled by public authorities in England and Wales. Baroness Stern was directed to consider how to encourage more victims to report incidents of rape and sexual assault, how to improve the response of the criminal justice system to victims, and how to increase victim and witness confidence and satisfaction in the criminal justice system's the handling of cases.

To date, the only study to have addressed students' experiences of harassment, stalking, and sexual assault at a national level in the UK was 'Hidden Marks' carried out by the National Union of Students (NUS, 2010). The online survey of 2,058 college and university females aged 16-60, identified that one in seven respondents studying across English, Welsh, Northern Irish and Scottish institutions of higher and further education had experienced some form of sexual assault whilst a student. The "key findings" of the NUS study (2010) include:

- i. "One in seven survey respondents has experienced a serious physical or sexual assault during their time as a student. 12 per cent have been stalked while at university or college";
- ii. "68 per cent of respondents have been a victim of one or more kinds of sexual harassment on campus during their time as a student";
- iii. "16 per cent of respondents experienced unwanted kissing, touching or molesting during their time as a student";
- iv. "More than one in ten has been a victim of serious physical violence";
- v. "Students were the majority of perpetrators in most categories (except physical violence where 48 per cent of offenders were students)";
- vi. "In the majority of cases in all incident categories surveyed, the perpetrator was known to the victim";
- vii. "In the incident categories for which relevant data is available, the majority of perpetrators were male (89 per cent for stalking and 73 per cent for physical violence)"
- viii. "Only four per cent of women students who have been seriously sexually assaulted have reported it to their institution";
- ix. "Only ten per cent of women students who have been seriously sexually assaulted have reported it to the police";
- x. "Of those who did not report serious sexual assault to the police, 50 per cent said it was because they felt ashamed or embarrassed, and 43 per cent because thought they would be blamed for what happened" (NUS, 2010)¹⁵

The NUS study also showed that a "high numbers of women students face 'everyday', low-level harassment and intrusive behaviour" (NUS, 2010. p.5) and that male fellow students are "the majority of perpetrators" in most categories of gender-based sexual violence (NUS, 2010. p. 19). The study found that across the violence categories, respondents most frequently told their "friends what had happened, followed by family members and partners" though 43 per cent of victims of serious sexual assault told nobody (NUS, 2010. p. 25). The study noted that one in ten victims of serious sexual assault "was given alcohol or drugs against their will before the attack" (NUS, 2010. p.3) and that alcohol was a factor in "over half of serious sexual assaults" with survey respondents stating (in 50 per cent of cases) that the perpetrator was under the influence

¹⁵ <http://hiddenmarks.org.uk/2010/about/hidden-marks/>

(NUS, 2010. p. 17). The NUS study recommended that “institutions and students’ unions can play a key role in ending violence against women students” by the adoption of a ‘zero-tolerance’ approach to harassment and violence and the development of a “cross-institutional policy to tackle violence against women students” (NUS, 2010. p. 30.).

With respect to policy initiatives on gender-based sexual violence in the UK, it should be highlighted that the former Labour government and current UK governments have shown considerable interest in creating policy directives on violence against women. On 29 November 2009 the former Labour government launched its national strategy, *Together we can end violence against women and girls* (the England strategy). The strategy set out a range of policies, procedures, and actions for the police, local authorities, the NHS and government departments across three key areas: protection, provision, and prevention. The former Labour government acknowledged that “getting a comprehensive picture of the extent of violence against women and girls is remains a challenge. This is often (although not always) a hidden crime” (HM Government, 2009: p.13) and understood such violence as “a key barrier to realising our vision of a society in which women and girls feel safe and confident in their homes and communities” (HM Government, 2009: p. 4). Therefore the strategy stated that the government would “actively challenge attitudes around violence” (HM Government, 2009: p. 6), and would include “gender equality and violence against women in the school curriculum for personal, social and health education and sex and relationship education” ((HM Government, 2009. p. 7). It was stressed that the government would “provide end-to-end support for all victims through the criminal and civil justice systems, from report to court” ((HM Government, 2009.p.9).

The current UK coalition government has recently issued a *Call to End Violence Against Women and Girls* that builds upon the previous government's strategy. The call to end violence against women and girls action plan, launched in March 2011, provides an overview of the wide range of policies, procedures, and actions the government will be taking forward with key partners to deliver its strategy to tackle violence against women and girls. The current government has stressed that the new strategy “moves beyond an approach which is purely focused on the criminal justice system and envisages a role for all relevant public sector organisations, ranging from central government departments and public service delivery bodies through to businesses, local government, the voluntary sector, communities and the public” in ending violence against women and girls (HM Government, 2011: p. 34).

The government has indicated that its “**guiding principles**” include:

- i. “Prevent violence against women and girls from happening in the first place by challenging the attitudes and behaviours which foster it and intervening early where possible to prevent it” (HM Government, 2011. p.3).

- ii. "Provide adequate levels of support where violence occurs" (HM Government, 2011. p.15).
- iii. "Work in partnership to obtain the best outcomes for victims and their families" (HM Government, 2011. p. 21).
- iv. "Take action to reduce the risk to women and girls who are victims of these crimes and ensure that perpetrators are brought to justice" (HM Government, 2011. p. 29).

In September 2011, the government launched a 'youth prevention campaign' to tackle teenage relationship violence. The aim of the campaign is to prevent teenagers from becoming victims and perpetrators of abusive relationships. As an education based sensitisation programme, the campaign "encourage[s] teenagers to re-think their views of acceptable violence, abuse or controlling behaviour in relationships and direct[s] them to places for help and advice". Building on the recommendations of the Stern Review (2010), the government has indicated that from November 2011 it "we will explore campaign options to spread awareness of the law amongst the public - and in particular young people" on rape and sexual assault (HM Government, 2011: p.4).

4. Description of the research project in the UK

Since January 2009, the Keele project team has concerned itself with finding, analysing and documenting the nature, incidence, and prevalence of gender-based sexual violence (defined here as sexual harassment, stalking, and unwanted and coercive sexual acts) against female university students at Keele University and at select English universities. The project at Keele has employed a mixed methods perspective involving the following three research methods:

- i. An online survey of female students at Keele and a 'roll out 'survey at universities in England.
- ii. Focus group discussions with a small group of female students at Keele.
- iii. In-depth interviews with 'key stakeholders' at Keele (i.e. those in authority at the University who have, or might have, some responsibility for addressing these issues).

The principal aims of the research project were: to improve information about the nature and extent of gender-based sexual violence against female students and about the adequacy of the responses of universities to such issues; and to contribute to the development of improved responses to such problems, and services to victims of gender-based sexual violence, at universities in England.

The project has been carried out in two waves- A and B. In **Wave A**, a survey on gender-based sexual violence was administered at Keele and 590 students (adjusted sample) responded to the online survey. Fifteen university based stakeholders were identified and interviewed and one focus group discussion

(FGD) was carried out with 7 female students. Survey respondents at Keele were contacted via email in this first instance and all female students were sent an invitation letter (with the survey URL) as well as information on the project to their Keele email accounts; male students were not invited to participate. The survey was online for just over two and a half months and every two weeks, it was advertised on the students' union president's Facebook page. Posters were also put up at strategic places on the campus to advertise the survey and female students were sent a follow up email a month after the survey went online.

In **Wave B**, a modified version of the Wave A survey was administered at 3 English Universities and informal discussions with interviewed stakeholders from Wave A were carried out. During Wave B, the project research team had to confront a few issues relating to the acquisition of universities for the 'roll out'. During 2009-2010, over 12 English universities were approached by the principal project investigator and the project research associate in the hope that the team would be able to administer the 'roll out' at their respective institutions. Presentations, teaching workshops, and extensive formal communications with heads of departments, student union officers, and management personnel were carried out to this end. The team authored and formally lodged 'ethics applications' at five of the universities that were approached and ultimately three universities consented to administering the survey. Universities communicated to the project research team that they were hesitant to be a part of the 'roll out' for the following reasons: issues of data protection and privacy, the lack of financial funds to compensate the participating universities, a time period overlap with the UK's National Student Experience survey, and an institutional policy against allowing researchers other than home university researchers to survey students.

When the roll out survey was finally administered at three English Universities, 707 students (adjusted sample) responded to the survey. All three universities were campus-based universities with a significant proportion of the student population living on the campus in student halls of residence. In university A, only female students were sent an invitation letter via email whilst at universities B and C it was not possible to send the invitation to participate via email to only female students. However at universities C and B, the invitation letter explicitly stated that male students were not being invited to participate. The breakdown of the total number of respondents is as follows:

Number of respondents

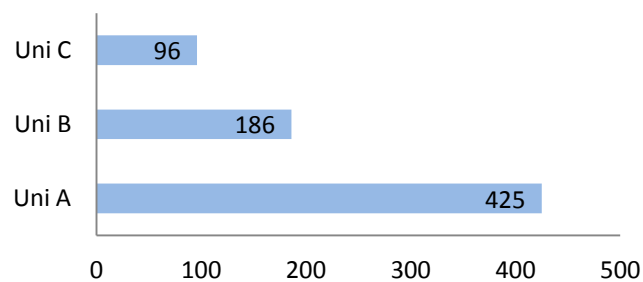


Figure 1- Number of respondents to Wave B

5. Key data findings from the focus group discussion and stakeholder interviews

A focus group discussion (FGD) was held at Keele University on the 13th of April 2010 and seven female students participated in the discussion. The discussion lasted one hour and fifteen minutes and was facilitated by the study's research associate and a temporary research assistant. The students gave their consent for the interviews to be recorded and notes were also taken. An open ended interview guide was used at the FGD and questions were posed on the nature of gender-based sexual violence, victim-perpetrator relationships, issues of campus safety, and possible impacts of violence.

Key findings from the FGD include:

- i. The participants at the FGD showed remarkable knowledge of the distinctive elements of gender-based sexual violence, delineating the physical, mental, emotional, and psychological aspects of such violence. They understood gender-based sexual violence as a panoply of actions, physical and otherwise, where there is an intent to hurt (broadly defined) women and where actions violate the rights of women. Participants identified many different types of violence even though there was a disproportionate emphasis on physical violence such as sexual assault and rape. Of the seven participants, four had experienced some form of gender-based sexual violence though these incidents had not occurred whilst they were students at Keele University.
- ii. The participants at the FGD were more comfortable with using the term gender-based sexual violence in cases where perpetrators were unknown. They exhibited a high level of ambivalence in terms of assessing incidents when the perpetrators of gender-based sexual violence were friends/co-workers/partners or ex-partners. Participants agreed that they would be hesitant to report incidents of violence to those in formal authority if the perpetrator was known to them. When probed further, they stated that knowing the perpetrator makes women feel "*somehow complicit in the act*".
- iii. The participants at the FGD were asked about how safe they felt at the university and in surrounding areas. They agreed that Keele University and the neighbouring cities of Stoke-on-Trent and Newcastle-under-Lyme were safe

environments and were safer during day than at night. Participants were also comfortable with the general social atmosphere at the university but highlighted that a culture of binge-drinking and male behaviour on campus, during fresher's week and at society initiation ceremonies, made them feel uncomfortable.

- iv. The participants at the FGD agreed that in addition to the psychological and emotional consequences of sexual violence, students who have been subject to gender-based sexual violence also experience academic problems such as a loss of drive and interest. The participants recognised the long-term nature of the trauma associated with sexual violence, stalking, and sexual harassment, and described this as "post-traumatic stress disorder". However participants were also very keen to project women "as survivors and not victims" and most agreed that "if any incident happened to me, as it has, I will not let it define me. I will move on with my life".

Between May-June 2010, 15 stakeholder interviews were carried out at Keele University. Answers were solicited from the stakeholders on 11 questions on various facets of gender-based sexual violence including stakeholders' views on nature, extent, prevalence, as well as on the university policies and procedures that address and respond to gender-based sexual violence.

Key findings from the Stakeholder interviews include:

- i. The general consensus was that equality and diversity were the core values underpinning the university's policy on gender-based sexual violence. **In this respect, stakeholders stressed that Keele University** is committed to creating a working and learning environment which is free from harassment and where forms of gender-based sexual violence are considered to be unacceptable and punishable.
- ii. Stakeholders were in agreement that a small minority of female students at Keele undergo sexual harassment, stalking, and sexual violence and a smaller minority seek help from relevant campus-based support services. However the stakeholders were keen to stress that it was possible that a far greater number of students face incidents of violence but do not disclose the incidents to those in formal authority. Therefore it was not possible for stakeholders to comment on the nature, extent, and prevalence of gender-based sexual violence at the university.
- iii. From the interviews it emerged that the university has a robust combination of **disciplinary, crime prevention, primary prevention,** and **post-incident** policies in place to respond to and address incidents of gender-based sexual violence. Where an allegation of harassment, stalking, or sexual assault has been substantiated by the police or when

a student has pressed charges against a perpetrator who is also from the university, disciplinary action may be taken against the perpetrator. Dismissal and expulsion form the highest penalties given directly by the university and are governed by the University's 'Code of Behaviour'. Stakeholders agreed that gender-based sexual violence is a breach of this code.

- iv. From the interviews it emerged that the university is committed to the 'primary prevention' of gender-based sexual violence and does so by routine awareness raising (i.e. distribution of free pamphlets and reading materials, workshops, and meetings) and issue sensitisation (i.e. making clear the unacceptability of sexual harassment, stalking, and sexual violence). Newly enrolled students are informed about issues relating to safety and actions to be taken during a time of emergency by the university's security team and the four halls of residence managers. During the start of term, the students' union along with the women's society's president carry out activities such as informal talks and group discussions and third-sector workers are invited to conduct workshops and lecture on campus safety. The students' union also has links with women's advice centres in Newcastle-under-Lyme and regularly invites activists and advice workers from rape crisis centres and women's refuges to talk to university students. The university also has a dedicated Staffordshire police constable and two police community support officers who work closely with the university management and security team as well as the student body.
- v. Stakeholders agreed that university responses towards gender-based violence must be tailored to the needs of the individual victim. While security personnel noted that they would like to encourage more formal disclosure, they stated that the services they provide are dependent on what the victim wants to do post-incident. Stakeholders noted that if the victim did not want to pursue prosecution and other formal routes, they would direct her to the pastoral/therapeutic services on campus and should the victim want to press formal charges, they would assist her to "get a successful conviction".
- vi. Stakeholders broadly agreed that the primary responsibility for responding to incidents of gender-based sexual violence rests with the service provider who is alerted to an incident in the first instance. It was noted that the Head of Security would play a major role once an incident has been formally disclosed to university personnel. While stakeholders agreed that all service providers at the university have an integral role to play in the primary prevention of gender-based sexual violence, they stated that these roles need to be clearly defined so that there is no overlap between the types of services different stakeholders provide.

- vii. The majority of stakeholders interviewed agreed that “*good working relationships*” existed between various service providers at university. The security personnel who were interviewed spoke of the “particularly good relationship between the police, residence managers and the head of security”. Security personnel noted that the existence of *an information sharing policy* between the police presence on campus, the student’s union and its staff, as well as the security on campus. Pastoral and therapeutic services personnel who were interviewed spoke about “contact with voluntary sector agencies in Staffordshire”. However, some stakeholders did note that relationships between various service providers at the university were inadequate and one stakeholder noted that the communication and information sharing mechanisms between some service providers were “*almost negligible*”.
- viii. The majority of the stakeholders interviewed agreed that while the current procedures and policies to address gender-based sexual violence at Keele University were adequate, there was scope for improvement as many policies were not well coordinated. Stakeholders recommended better communication between the various campus-based service providers and stated that better coordination of services was needed to respond to issues of student support and welfare within a ‘duty of care’ paradigm.

6. Key data findings from wave A

6.1 Prevalence and nature

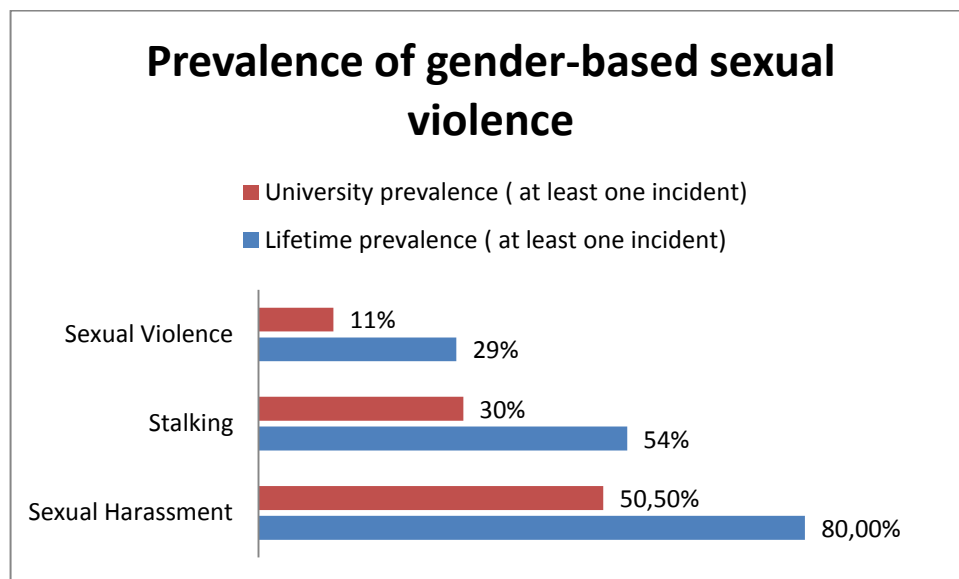


Figure 2- Prevalence. Wave A

Our data show the great majority of incidents of sexual harassment, stalking, and unwanted and coercive sexual acts (i.e. sexual violence) have occurred in students' lives *before* they came to university.

Of the 501 respondents to the multiple choice questions on sexual harassment, 50.5 percent (n=253) indicated having experienced at least once incident of sexual harassment at university and 80 per cent (n=401) indicated having experienced at least once incident of sexual harassment before university. The majority of incidents of sexual harassment reported in our survey have occurred before university. The most frequently cited form of sexual harassment reported as occurring at university was 'someone groped me or tried to kiss me against my will' (21.9 percent, n=110).

Of the 461 respondents to the multiple choice questions on stalking, 30 percent (n=137) indicated having experienced at least once incident of stalking at university and 54 per cent (n=250) indicated having experienced at least once incident of stalking before university. The majority of incidents of stalking reported in our survey have occurred before university. The most frequently cited form of stalking reported as occurring at university was 'unwanted telephone calls/letters/emails/SMSs sent over an extended period' (15 percent, n=69).

Of the 425 respondents to the multiple choice questions on unwanted and coercive sexual acts, 11 percent (n=46) indicated having experienced at least once incident of these at university and 29 per cent (n=250) indicated having experienced at least once incident before university. The majority of incidents

of unwanted and coercive sexual acts reported in our survey have occurred before university. The most frequently cited form of coercive and unwanted sexual acts reported in our survey as occurring at university was 'someone forced me to engage in intimate touching, caressing, and petting' (6.12 per cent, n=26).

'Most serious' incidents at university

Respondents were asked to indicate, from the various situations/types of sexual harassment, stalking, and unwanted and coercive sexual acts experienced whilst at university which particular type/situation they perceived to be the 'most serious'.

- Of the 253 respondents to the question, 64 respondents or 25.3 per cent cited 'someone groped me or tried to kiss against my will' as the 'most serious'.
- Of the 130 respondents to the question, 37 respondents or 28.46 per cent cited 'unwanted telephone calls/letters/emails/SMSs over an extended period' as the 'most serious'.
- Of the 46 respondents to the question, 21 respondents or 45.65 per cent cited 'someone forced me to engage in sexual intercourse and penetrated my body against my will' as the 'most serious'.

In reference to the location of the 'most serious' incidents of all three types of gender-based sexual violence, **our data show that the majority of the 'most serious' incidents of sexual harassment, stalking, and unwanted and coercive sexual acts have occurred outside the university.** Barring unwanted and coercive sexual acts, a relatively small percentage of the 'most serious incidents' have occurred at the university. These include:

- Of the 242 respondents who answered the question on where they had experienced sexual harassment, **26** per cent or 63 respondents experienced the incident on university premises (including outdoor areas of the campus).
- Of the 124 respondents who answered the question on where they had experienced stalking, **20.9** per cent or 26 respondents experienced the incident on university premises (including outdoor areas of the campus).
- Of the 46 respondents who answered the question on where they had experienced unwanted and coercive sexual acts, **39.1** per cent or 18 respondents experienced the incident on university premises (including outdoor areas of the campus). This percentage is higher than the

percentages for the 'most serious' incidents of sexual harassment and stalking that have been reported as occurring on campus.

6.2 Perpetrators of the 'most serious' incidents

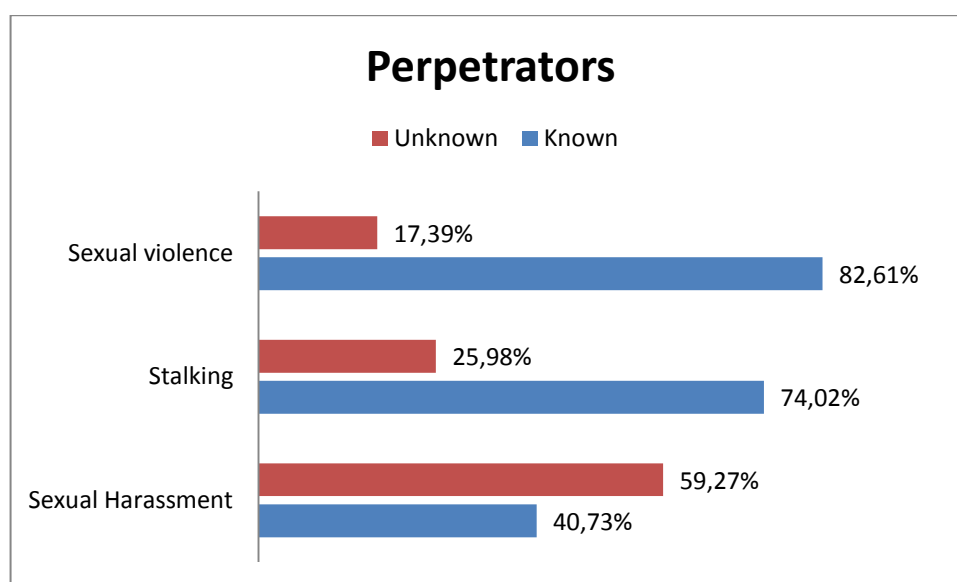


Figure 3- Perpetrators. Wave A

Our data show that barring sexual harassment, the majority of perpetrators of the 'most serious' incidents of gender-based sexual violence are known (including casual acquaintances) to the victims.

40.73 per cent (of 247 respondents) stated that they knew the perpetrator of the 'most serious' incident of sexual harassment. Of the 100 respondents who answered that they knew the perpetrator, 47 per cent stated that a fellow student was the perpetrator.

74.02 per cent (of 126 respondents) stated that they knew perpetrator of the 'most serious' incident of stalking. Of the 92 respondents who answered that they knew the perpetrator, 32.61 per cent stated that an ex-partner was the perpetrator.

82.61 per cent (of 46 respondents) stated that they knew the perpetrator of the 'most serious' incident of unwanted and coercive sexual acts. Of the 38 respondents who answered that they knew the perpetrator, 28.95 per cent stated that a fellow student was the perpetrator.

6.3 Disclosure

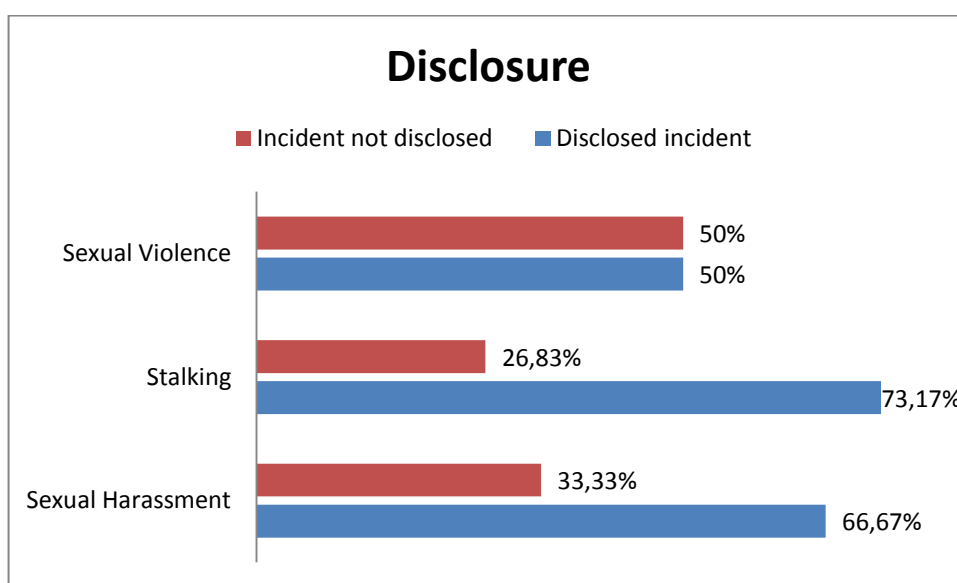


Figure 4- Disclosure. Wave A

Respondents were asked questions regarding the disclosure of the 'most serious' incidents of sexual harassment, stalking, and unwanted and coercive sexual acts that had occurred whilst they were students at university. **Our data show that barring unwanted and coercive sexual acts, the majority of the 'most serious' incidents of stalking and sexual harassment were disclosed to someone. Family and close friends were the most frequently cited category of people to whom disclosure was made.**

Of the 243 respondents who answered the question on the disclosure of the 'most serious' incident of sexual harassment¹⁶, **66.67** per cent indicated that they had disclosed the incident to someone. Of these:

- The overwhelming majority (93.71 per cent) had disclosed it to 'family or close friends'.
- **13.21** per cent indicated that they had disclosed it to some person or authority at the university.
- **10.06** per cent had reported it to the police.

Of the 123 respondents who answered the question on the disclosure of the 'most serious' incident of stalking, **73.17** per cent indicated that they had disclosed the incident to someone. Of these:

- The overwhelming majority (96.67 per cent) had disclosed it to family or close friends.
- **12.22** per cent indicated that they had disclosed it to some person or authority at the university.

¹⁶ Multiple responses were possible to the questions regarding who disclosure was made to for all three types of gender-based sexual violence.

- **14.44** per cent indicated that they had reported it to the police.

Of the 46 respondents who answered the question on the disclosure of the 'most serious' incident of unwanted and coercive sexual acts, **50** per cent indicated that they had disclosed the incident to someone. Of these:

- The overwhelming majority (96.67 per cent) had disclosed it to family or close friends.
- **13.04** per cent indicated that they had disclosed the incident to some person or university authority.
- **21.74** per cent reported the incident to the police. (The most frequently cited reason for not reporting the incident to the police was 'I was afraid the police would not take me seriously or believe me at all' (**26.09** per cent) and 'I believed not have any sufficient evidence' (**26.09** per cent).

Respondents were also asked why they did not disclose the 'most serious' incidents of sexual harassment, stalking, and unwanted and coercive sex¹⁷ to someone. Our data show:

- Of those who had not disclosed the 'most serious' incident of sexual harassment: **45 per cent** indicated that 'what happened didn't seem so bad at the time; it didn't seem necessary to tell anyone', **30** per cent believed that 'it was a one-off event that was over and done with', and **21.25** per cent indicated that they 'wanted to be left alone and forget that anything had happened'.
- Of those who had not disclosed the 'most serious' incident of stalking: **34.38** per cent indicated that 'what happened didn't seem so bad at the time; it didn't seem necessary to tell anyone', **21.88** per cent 'blamed themselves for having misjudged the situation and contributing to it', and **21.88** per cent felt 'it was a one-off event that was over and done with'.
- Of those who had not disclosed the 'most serious' incident of unwanted and coercive sexual acts **43.48** per cent 'wanted to be left alone and forget that anything had happened' and **39.13** per cent 'blamed themselves for having misjudged the situation and contributing to it', and **30.43** per cent 'felt ashamed and couldn't find the words to describe what happened to them'.

¹⁷ Multiple responses were possible to the questions on the reasons for lack of disclosure for all three types of gender-based sexual violence.

6.4 Impact on victims

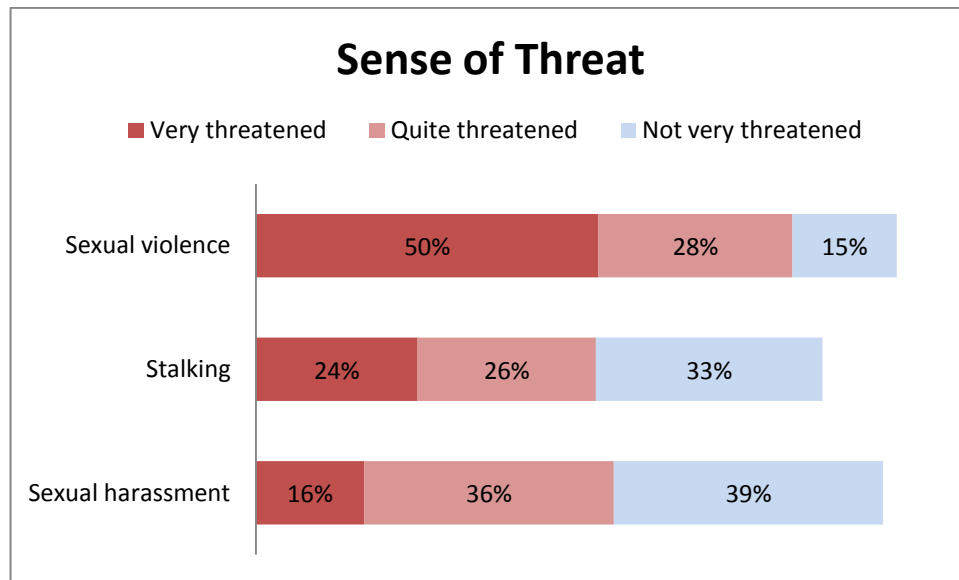


Figure 5- Sense of threat. Wave A

For the 'most serious' incidents of all three types of gender-based sexual violence that were indicated as occurring whilst the victim was a student, survey respondents were asked to answer how threatened they felt post the incident. As the chart above shows:

- Respondents' threat levels for sexual harassment are **high** but the percentage is lowest amongst the three types of violence.
- Respondents' threat levels for stalking are **nearly equal** between feeling threatened and not feeling threatened (it is important to highlight that 15 percent of the 129 respondents to this question did not feel threatened at all).
- Respondents' threat levels are **very high** post the 'most serious' incident of unwanted and coercive sexual acts and **highest** among the three types of gender-based sexual violence.

With respect to impacts, **our data show that the majority of the students who responded to the survey questions on the psychological, emotional, and health based impacts of the 'most serious' incidents of gender-based sexual violence experienced some negative impact or effect** (refer to Figure no. 6 below). The highest levels of negative impacts were recorded for unwanted and coercive sexual acts (i.e. sexual violence). **Our data also show that the 'most serious' incidents of gender-based sexual violence have relatively little negative impact on students' academic life course** and sexual harassment has the least negative impact on students' academic life course. With respect to negative impacts, we have designated the responses to the impact questions in the survey into five categories- general depression

impacts, feelings of guilt and shame, impacts on academic life, health impacts, and proactive responses¹⁸.

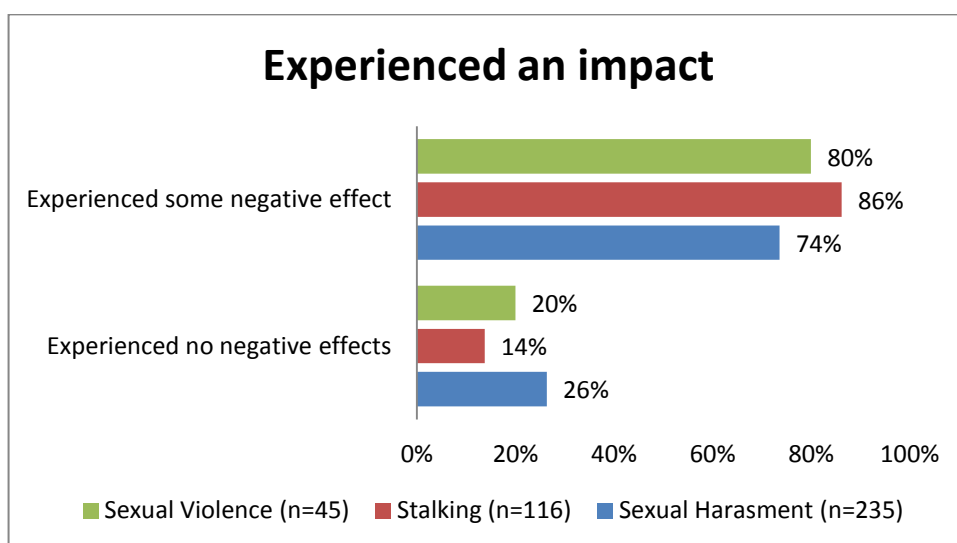


Figure 6- Impacts. Wave A

Academic impacts

Our data show that barring unwanted and coercive sexual acts (i.e. sexual violence), gender-based sexual violence has relatively little negative impact on the respondent's academic life course. However, 50 percent of those who reported being sexually assaulted indicated having experienced a negative impact on their academic performance and 11 percent indicated that the progress of their studies was delayed.

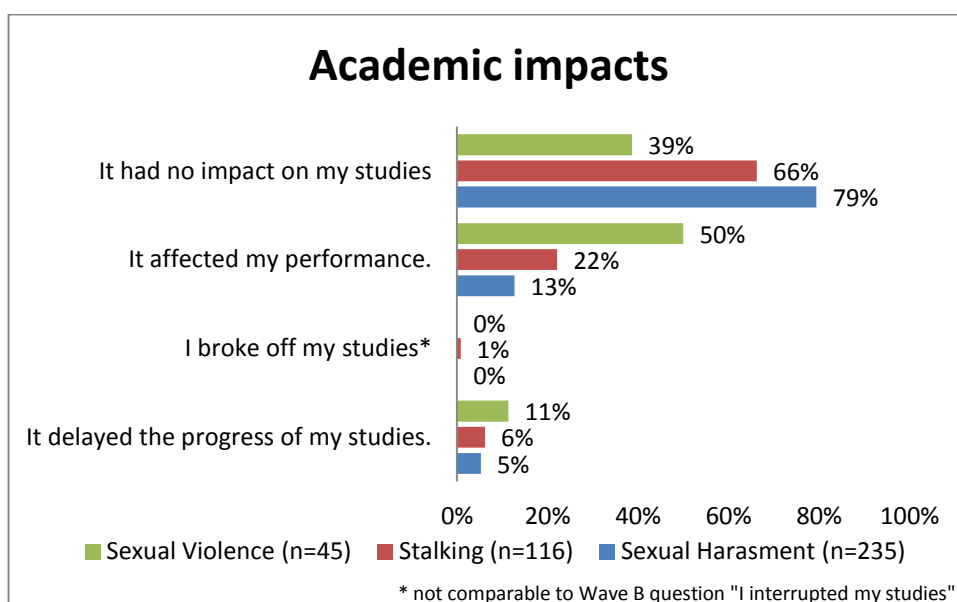


Figure 7- Academic impacts. Wave A

¹⁸ Multiple responses were possible to all the survey questions on impacts. Therefore the percentages calculated here for academic, health based, general depression, and proactive impacts are all based on multiple responses.

General depression impacts

Across the three types of gender-based sexual violence, our data show that respondents have indicated experiencing general depression symptoms post the 'most serious' incidents. Our data show that the 'most serious' incidents of unwanted and coercive sexual acts impact the **greatest** on respondents' emotional and psychological wellbeing.

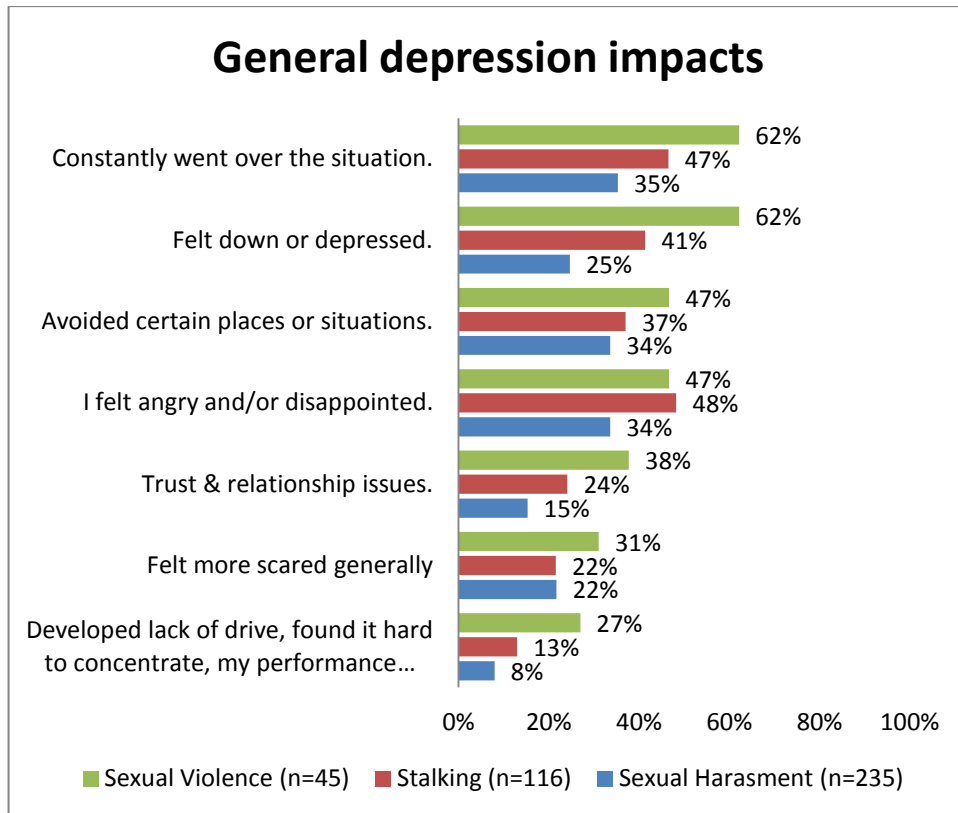


Figure 8- General depression impacts. Wave A

Feelings of guilt and shame

Across the three types of gender-based sexual violence, respondents indicated having experienced feelings of guilt and shame and developing lower self-esteem post the 'most serious' incidents. 60 percent of those who reported being sexually assaulted indicated that they had experienced feelings of guilt and shame and 51 percent developed self-esteem issues.

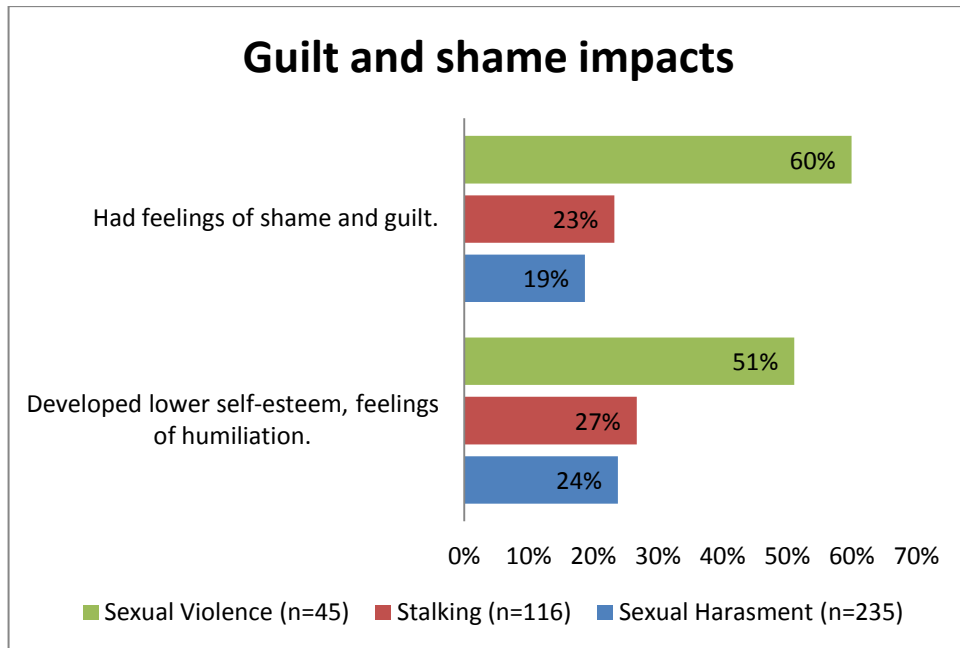


Figure 9- Guilt and Shame impacts. Wave A

Health impacts

Across the three types of gender-based sexual violence, unwanted and coercive sexual acts had the greatest negative impact on the health of the respondents. Sexual violence was more than three times as likely to be associated with negative health impacts compared to stalking and sexual harassment.

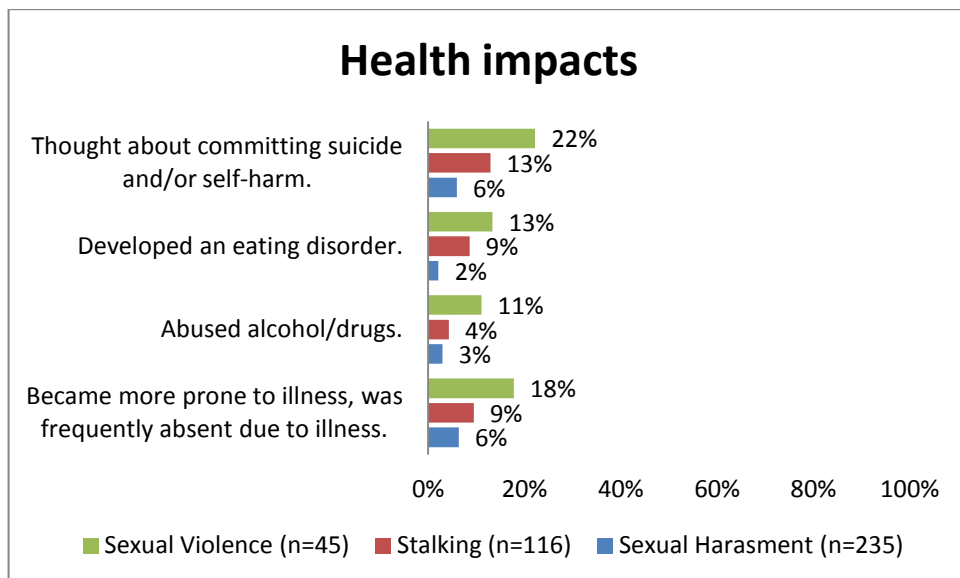


Figure 10- Health impacts. Wave A

Proactive responses

Some respondents have also indicated proactive responses such as becoming more aware of gender discrimination and deciding to do something against gender violence.

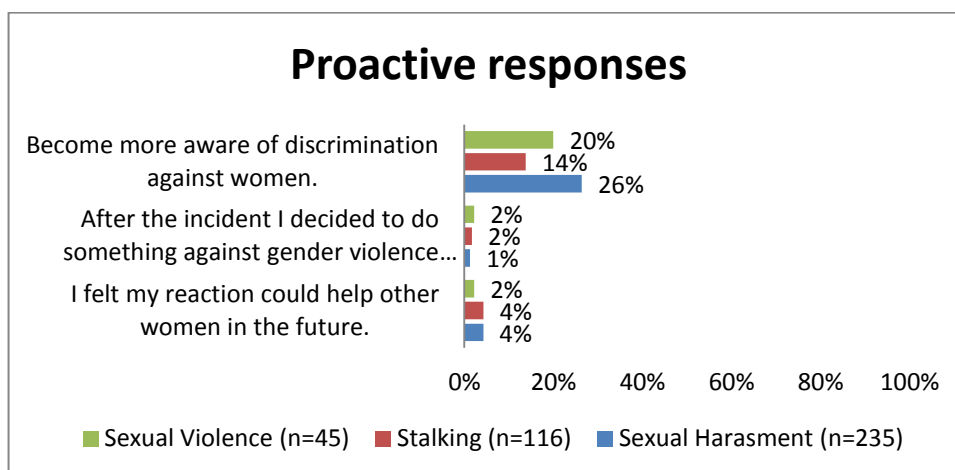


Figure 11- Proactive impacts. Wave A

6.5 Feelings of safety

Our data show **that most female respondents indicated feeling safe at the university.**

Of the 519 respondents who answered the survey question on safety and the social environment at the university, **39.36** per cent completely agreed and **52.01** per cent agreed more or less with 'feeling at ease with the social atmosphere at the university'.

Of the 502 respondents who answered the question about feelings of safety when alone on the campus in the dark, **59** per cent indicated that they felt either very or more or less safe. When asked about feelings of safety on public transport, **56.46** per cent indicated that they felt more or less safe whilst travelling alone on public transport.

6.6 Alcohol

Respondents were asked in the survey if they believed that the person who had sexually assaulted them was under the influence of alcohol and/or recreational drugs. Of the 38 respondents who answered this question, 47.37 percent indicated that they believed that the perpetrator was under the influence. Survey respondents were also asked if they themselves were under the influence of alcohol and/or recreational drugs during the 'most serious' incident of unwanted and coercive sexual acts. Of the 38 respondents who answered this question, 36.84 percent indicated that they were under the influence.

None of the respondents indicated that a 'date rape' drug was put in their drink as a result of which they experienced the 'most serious' incident whilst in a drugged state.

6.7 Knowledge of services and students' wishes

Respondents were asked if they spoke to someone at university about the 'most serious' incident of sexual harassment, stalking, and unwanted and coercive sexual acts and if they were happy with the service provider's response. Our data show:

- Of the 21 respondents who spoke to someone at university with respect to the 'most serious' incident of sexual harassment, **the majority (66.67 per cent) were happy with the university based service provider's response.**
- Of the 11 respondents who spoke to someone at university with respect to the 'most serious' incident of stalking, **the majority (54.54 per cent) were unhappy with the university based service provider's response.**
- Of the 3 respondents who spoke to someone at university with respect to the 'most serious' incident of unwanted and coercive sexual acts, **the majority (66.67 per cent) were unhappy with the university based service provider's response.**

Respondents were also surveyed about their knowledge of university based service providers. The most well known service provider (as generated by the data from the response categories 'know about it and have already used it' and 'know about it and would use it') was the university doctor. In terms of knowledge and utilisation of services in the future, respondents exhibited high levels of trust in the university **doctor** (as understood by the answer to 'know about it and would use it', 56 per cent), the **advisory services** at the university (36%), and the **women's advice centre/emergency hotline** (34 per cent). Low levels of trust, as understood by answers to the response category 'know about it but wouldn't use it', were reported for the **university chaplain/pastor** (65 per cent).

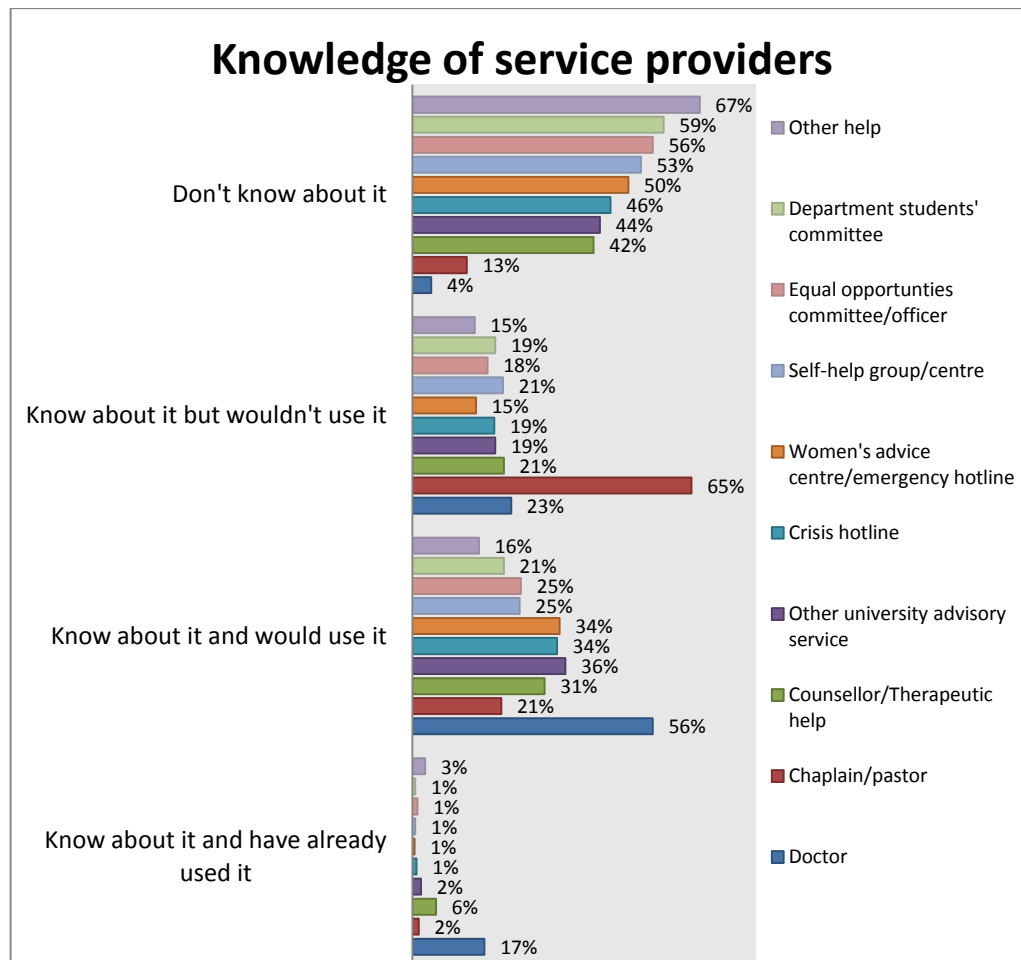


Figure 12- Knowledge of service providers. Wave A

While many respondents were aware of university service providers, some would not utilise their services. For example, 65 per cent of the respondents to the survey questions on service providers knew about the university chaplaincy but would not use their services, even though the chaplaincy regularly runs drop-in sessions (sometimes in conjunction with the university counsellor) for students to talk about problems and issues. However this non-utilisation of service needs to be read in conjunction with the data we have collected on demographics- more than half (54 per cent) of the survey respondents indicated that they did not belong to any religious community and therefore it may be the case that the secular and pastoral nature of the chaplaincy's services is not being adequately advertised to students.

Students' wishes

Survey respondents were asked to respond to questions about what they wished for from a service they seek help from. The most frequently cited requirement was 'to be listened to and taken seriously' (**92** per cent) followed by 'to be advised for free' (**88** per cent). Other service requirements include:

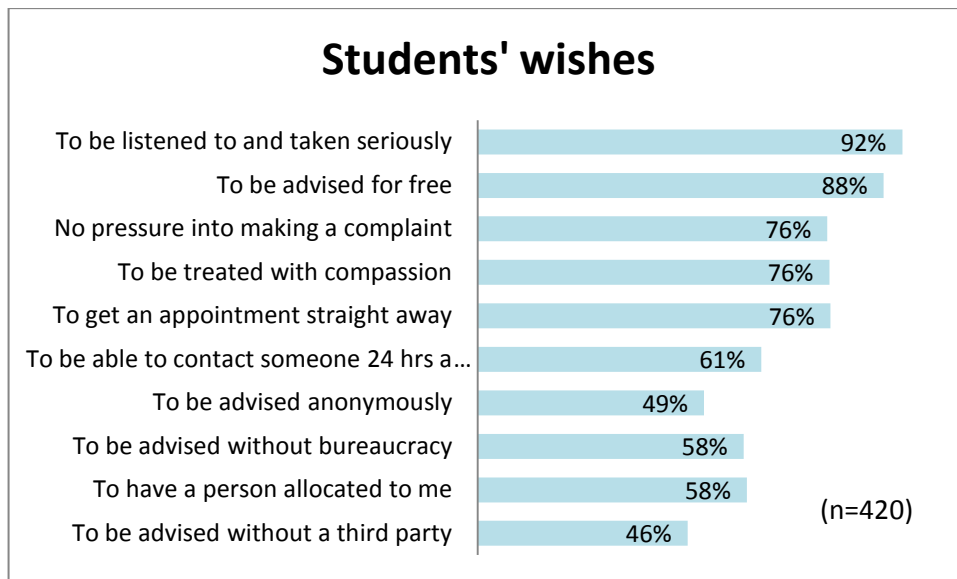


Figure 13- Students' wishes. Wave A

7. Key data findings from Wave B

7.1 Prevalence and nature

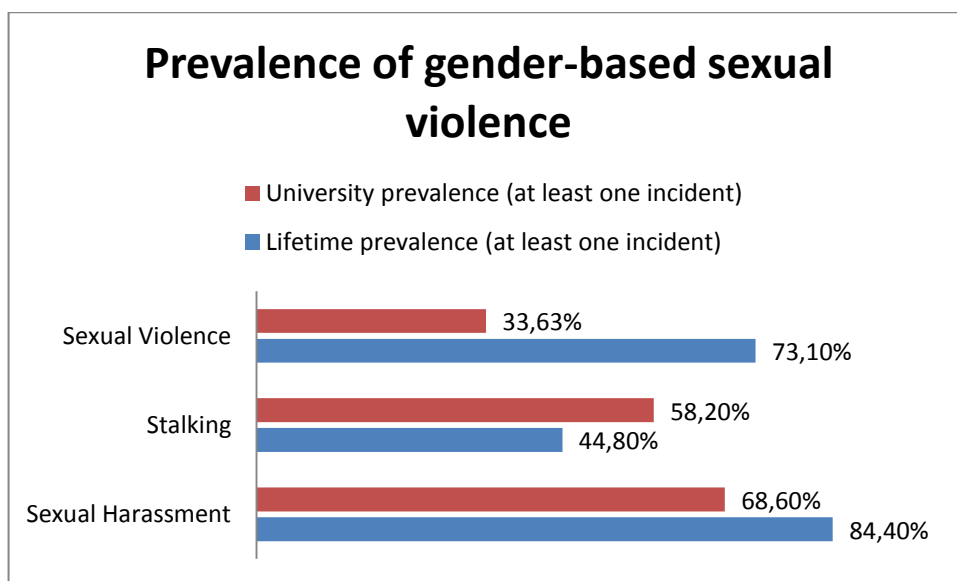


Figure 14- Prevalence. Wave B

Barring stalking, our data show the great majority of incidents of sexual harassment and unwanted and coercive sexual acts have occurred in students' lives *before* they came to university.

Lifetime prevalence

- Of the 707 respondents who answered the question on the lifetime prevalence of sexual harassment, **84.4 per cent** or 597 respondents

indicated that they had experienced at least one incident in their lifetime.

- Of the 656 respondents who answered the question on the lifetime prevalence of stalking, **44.8 per cent** or 294 respondents indicated that they had experienced at least one incident in their lifetime.
- Of the 175 respondents who answered the question on the lifetime prevalence of unwanted and coercive sexual acts, **73.1 per cent** or 128 respondents indicated that they had experienced at least one incident in their lifetime.

Prevalence at university

- Of the 593 respondents who answered the question on the prevalence of sexual harassment during their time as a student, **68.6 per cent** or 407 respondents indicated that they had experienced at least one incident of sexual harassment whilst at university.
- Of the 297 respondents who answered the question on the prevalence of stalking during their time as a student, **58.2 per cent** or 173 respondents indicated that they had experienced at least one incident of sexual harassment whilst at university.
- Of the 128 respondents who answered the question of the prevalence of unwanted and coercive sexual acts during their time as a student, **33.63 per cent** or 43 respondents indicated that they had experienced at least one incident of unwanted and coercive sexual acts whilst at university.

'Most serious' incidents at university

Respondents were asked to indicate, from the various situations/types of sexual harassment, stalking, and unwanted and coercive sexual acts experienced whilst at university, which particular type/situation they perceived to be the 'most serious'.

- The most frequently cited 'most serious' incident for sexual harassment was 'someone groped me or tried to kiss me against my will' (117 respondents or **29 per cent** of a total of 403 respondents).
- The most frequently cited 'most serious' incident for stalking was 'unwanted telephone calls, letters, e-mails, SMS or messages over an extended period' (85 respondents or **49.1 per cent** of a total of 168 respondents).

- The most frequently cited 'most serious' incident for unwanted and coercive sexual acts was 'someone forced me to engage in sexual intercourse and used their penis or something else to penetrate my body against my will' (15 respondents or **34.9 per cent**) and 'someone forced me to engage in intimate touching, caressing, petting and similar acts' (15 respondents or **34.9 per cent** of a total of 43 respondents).

Of the 371 respondents who answered the question on when the 'most serious' incident of sexual harassment had occurred, 59.8 per cent indicated that the incident had occurred in their first year.

Of the 162 respondents who answered the question on when the 'most serious' incident of stalking had occurred, 56.8 per cent indicated that the incident had occurred in their first year. Of the 40 respondents who answered the question on when the 'most serious' incident of unwanted and coercive sexual acts had occurred, 65 per cent indicated that the incident had occurred in their first year. Our data thus show that **the great majority of the 'most serious' incidents of gender-based sexual violence have taken place whilst the respondent was in her first year.**

With respect to the location of the 'most serious' incidents of gender-based sexual violence, our data show that barring sexual harassment, **the great majority of the 'most serious' incidents have been reported as occurring outside the university premises.**

- Just over half (51 per cent) of the 'most serious' incidents of sexual harassment occurred on the campus or in outside areas of the campus. Of the 202 incidents indicated as occurring on campus, the most frequently cited location was the students' union bar where 24.8 percent of the campus-based incidents took place.
- The great majority of the 'most serious' incidents of stalking took place outside the university; 30 per cent of the incidents occurred on campus. Of the 49 incidents indicated as occurring on campus, the most frequently cited location was inside the students' halls of residence where 69 per cent of campus-based incidents took place.
- The great majority of the 'most serious' incidents of sexual violence took place outside the university; 34 per cent of incidents occurred on campus. Of the 15 incidents indicated as occurring on campus, the most frequently cited location was inside the students' halls of residence where 78 per cent of the campus-based incidents took place.

7.2 Perpetrators of the 'most serious' incidents

Our data show that **the great majority of the perpetrators of the 'most serious' incidents of gender-based sexual violence are known (including**

casual acquaintances) to their victims, except in the case of stalking where just less than half of the perpetrators are strangers. Our data also show:

- Of the 399 respondents who answered the survey question on the perpetrator of the 'most serious' incident of sexual harassment, **66.7** per cent stated that the perpetrator was a fellow students.
- Of the 170 respondents who answered the survey question on the perpetrator of the 'most serious' incident of stalking, **48.8** per cent stated that the perpetrator was a fellow student and an equal percentage indicated that the perpetrator was someone outside the university.
- Of the 43 respondents who answered the survey question on the perpetrator of the 'most serious' incident of sexual violence, **65.10** stated that the perpetrator was a fellow student.

7.3 Disclosure

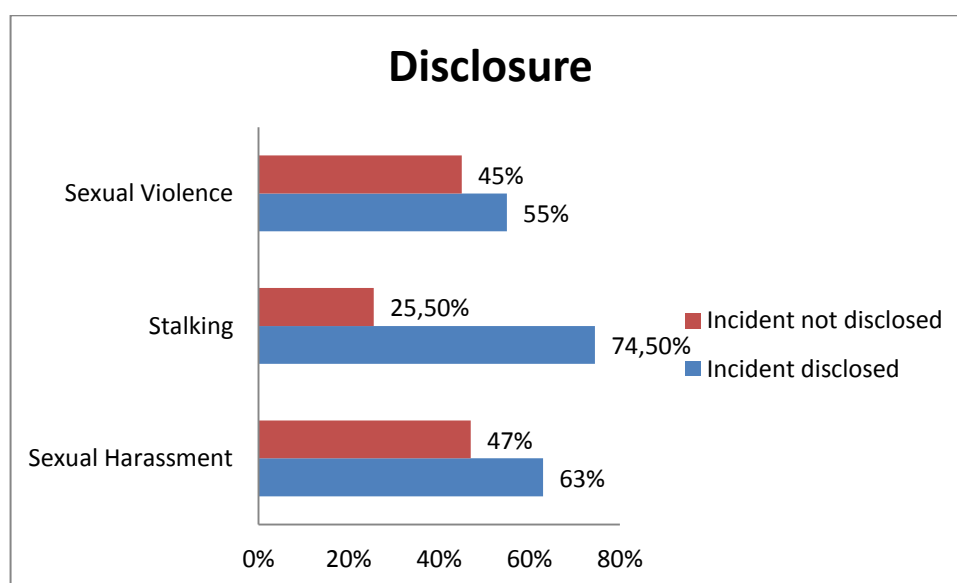


Figure 15- Disclosure Wave B

Respondents were asked questions regarding the disclosure of the 'most serious' incidents of sexual harassment, stalking, and unwanted and coercive sexual acts that had occurred during their time as a student at university. **Our data show that fellow students, friends, and family are the most frequently cited people to whom disclosure is made.**

Of the 392 respondents who answered the question on the disclosure of the 'most serious' incident of sexual harassment, 63 per cent or 248 respondents told someone¹⁹. Of these:

¹⁹ Multiple responses were possible to the questions on disclosure.

- The most frequently reported category to whom disclosure was made was a fellow student (**84.2 per cent** told a fellow student).
- 8.1 per cent disclosed the incident to someone at the university (i.e. academic staff member, non-academic university staff, etc.)
- 3.6 per cent reported the incident to the police.

Of the 169 respondents who answered the question on the disclosure of the 'most serious' incident of stalking, 74.5 per cent or 126 respondents told someone. Of these:

- The most frequently reported category to whom disclosure was made was a fellow student (**73.2 per cent** told a fellow student).
- 16.3 per cent disclosed the incident to someone at the university (i.e. academic staff member, non-academic university staff, etc.)
- 5.7 per cent reported the incident to the police.

Of the 42 respondents who answered the question on the disclosure of the 'most serious' incident of unwanted and coercive sexual acts, 55 per cent or 23 respondents told someone. Of these

- The most frequently reported category to whom disclosure was made was a fellow student (**73.9 per cent** told a fellow student).
- 13 per cent disclosed the incident to someone at the university (i.e. academic staff member, non-academic university staff, etc.)
- 13 per cent reported the incident to the police.

Respondents were also asked in the survey about why they did not disclose the 'most serious' incidents of sexual harassment, stalking, and unwanted and coercive sexual acts²⁰ to anyone. Our data show:

- Of those who had **not disclosed** the 'most serious' incident of sexual harassment: 64 per cent indicated that 'what happened didn't seem so bad at the time; it didn't seem necessary to tell anyone' and 35.9 per cent believed that 'it was a one-off event that was over and done with'.
- Of those who had **not disclosed** the 'most serious' incident of stalking: 42 per cent indicated that 'what happened didn't seem so bad at the time; it didn't seem necessary to tell anyone', 40 per cent blamed themselves for 'having misjudged the situation and having contributed to it happening' and 33 per cent were 'scared of facing unpleasant questions'.
- Of those who had **not disclosed** the 'most serious' incident of unwanted and coercive sexual acts: 63 per cent 'felt ashamed and couldn't find the words to describe what had happened', 58 per cent blamed themselves for 'for having misjudged the situation and having contributed to it

²⁰ Multiple responses were possible to the questions on the reasons for lack of disclosure for all three types of gender-based sexual violence.

happening', and 53 per cent 'just wanted to be left alone and to forget that anything had happened'.

7.4 Impact on victims

For the 'most serious' incidents of all three types of gender-based sexual violence that were indicated as occurring whilst the respondent was a student, survey respondents were asked to answer **how threatened** they felt post the incident.

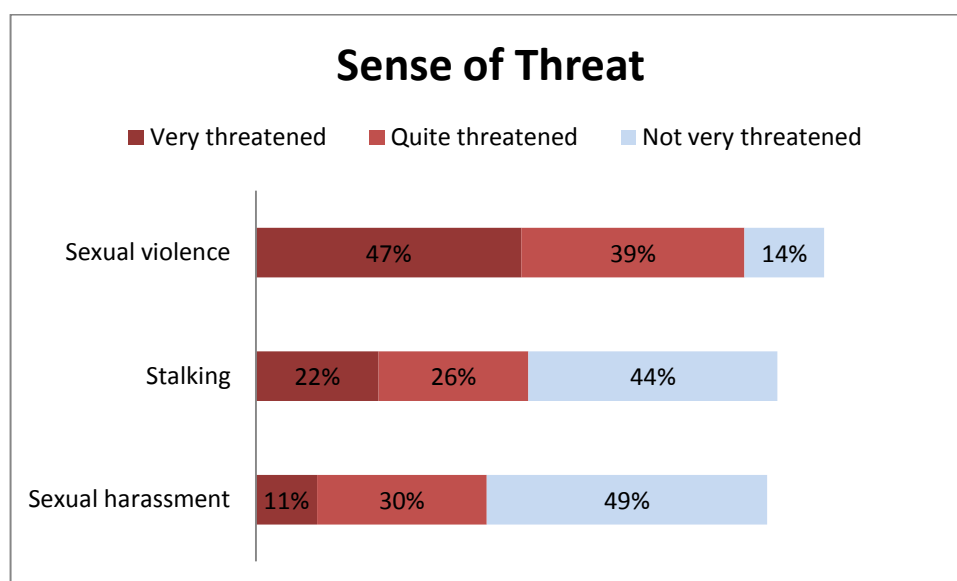


Figure 16- Sense of Threat. Wave B

- Of the 401 respondents who answered the question regarding how threatened they felt post the 'most serious' incident of sexual harassment, the majority of the respondent did not feel threatened by the 'most serious' incident of sexual harassment (9 percent did not feel at all threatened)
- Of the 172 respondents who answered the question regarding how threatened they felt post the 'most serious' incident of stalking, the majority of the respondents did not feel threatened by the 'most serious' incident of stalking (8 percent did not feel at all threatened).
- Of the 43 respondents who answered the question regarding how threatened they felt post the 'most serious' incident of unwanted and coercive sexual acts, the majority of the respondents felt threatened by the 'most serious' incident of unwanted and coercive sexual acts. Sense of threat levels for unwanted and coercive sexual acts were highest among the three forms of gender-based sexual violence.

With respect to the impacts of gender-based sexual violence, **our data show that the majority of the students who responded to the survey questions on**

the psychological, emotional, and health based impacts of gender-based sexual violence experienced some negative impact or effect (refer to Figure no. 17 below). All of the survey respondents who had experienced the 'most serious' incident of unwanted and coercive sexual acts (i.e. sexual violence) experienced negative impacts.

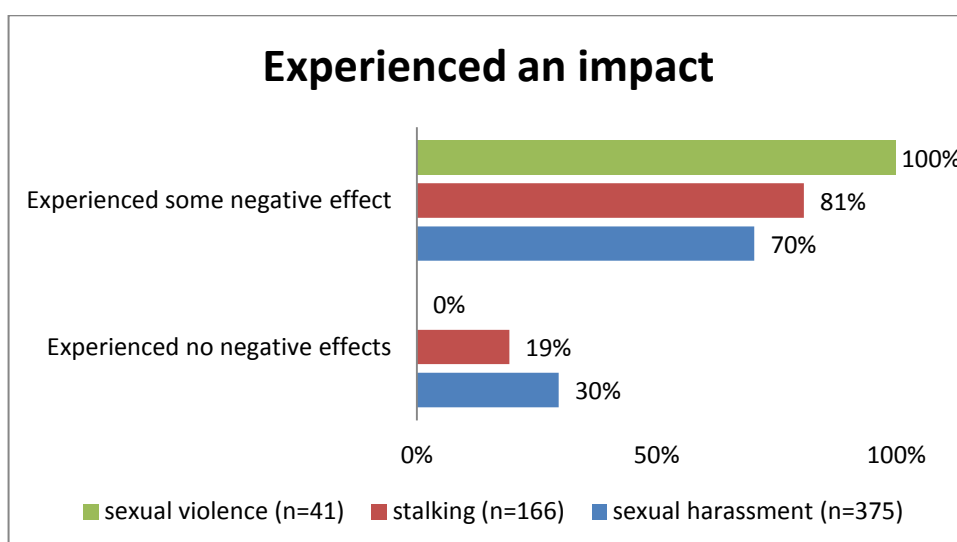


Figure 17- Impact. Wave B

We have designated negative impacts based on the survey questions into five categories- general depression impacts, feelings of guilt and shame, impacts on academic life, health impacts, and proactive responses²¹.

Academic impacts

Our data show that the 'most serious' incidents of gender-based sexual violence have relatively little negative impact on respondents' academic life course. Sexual harassment has the least negative impact on respondents' academic life course.

²¹ Multiple responses were possible to all the survey questions on impacts. The percentages calculated here for academic, health based, general depression, and proactive impacts are all based on multiple responses.

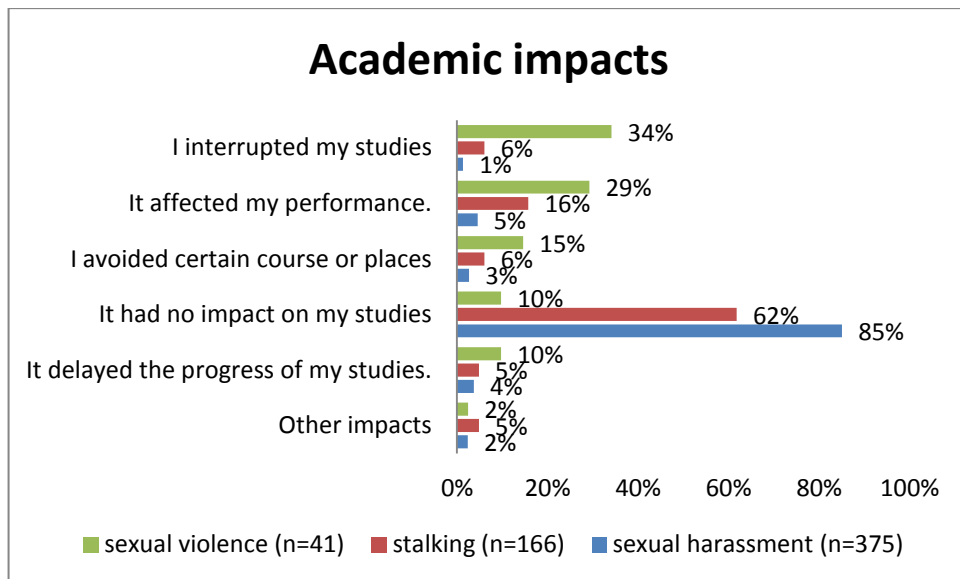


Figure 18- Academic impacts. Wave B

General depression impacts

Across the three types of gender-based sexual violence, our data show that respondents have indicated experiencing general depression symptoms post the 'most serious' incidents. Our data show that the 'most serious' incidents of unwanted and coercive sexual acts impact the **greatest** on a respondent's emotional and psychological wellbeing.

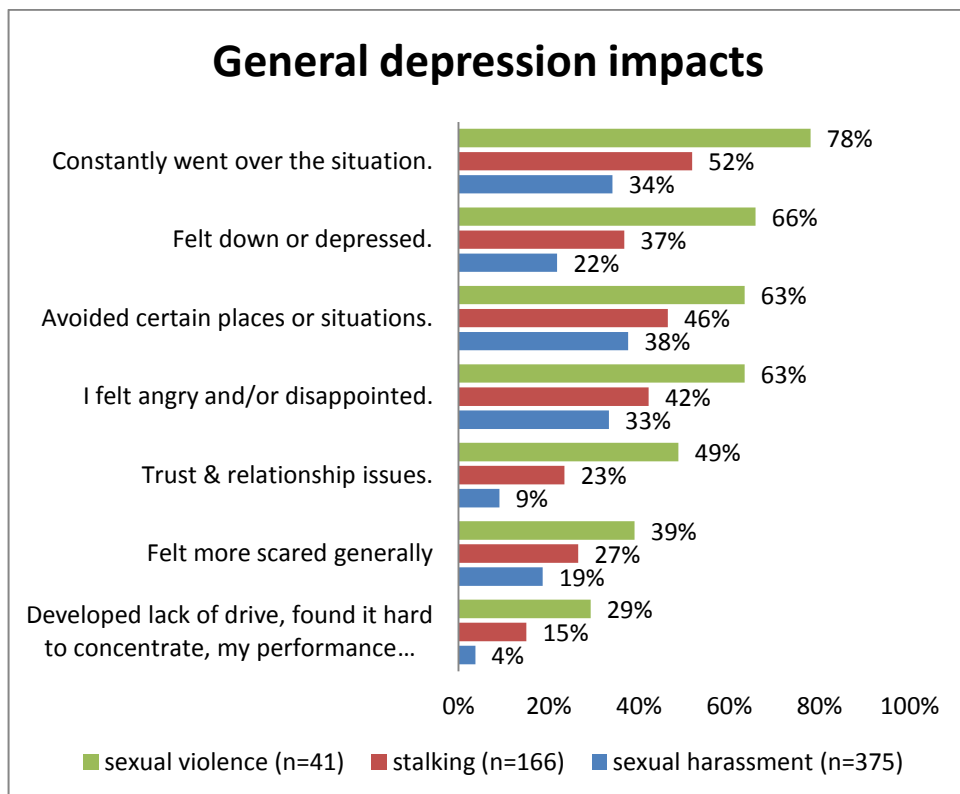


Figure 19- General depression impacts. Wave B

Guilt and shame impacts

Across the three types of gender-based sexual violence, respondents indicated having experienced feelings of guilt and shame and developing lower self-esteem post the 'most serious' incidents. More than three fourths of those who reported being sexually assaulted indicated that they experienced feelings of guilt and shame and two-thirds developed self-esteem issues.

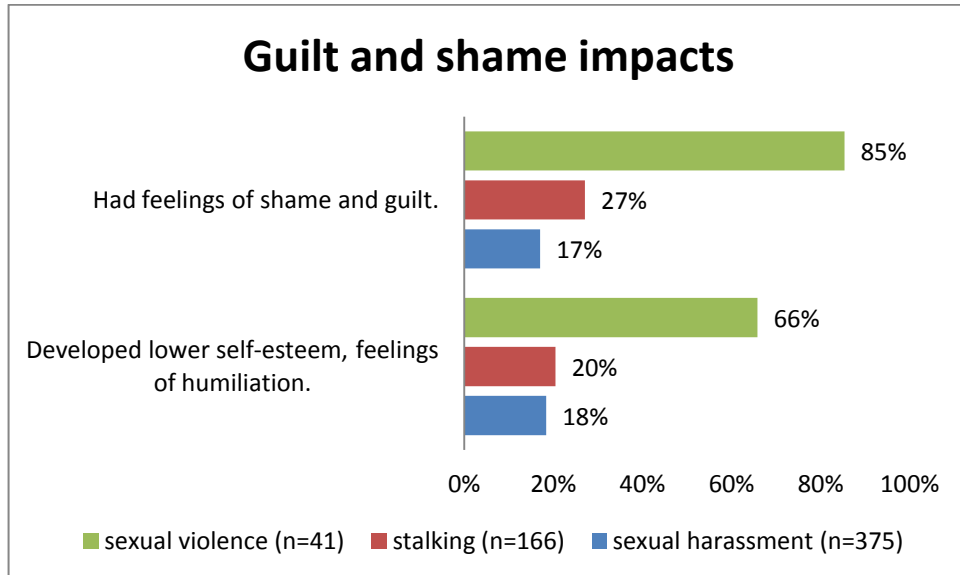


Figure 20- Guilt and shame impacts. Wave B

Health response impacts

In the Wave B survey respondents indicated even more explicitly than in Wave A that unwanted and coercive sexual acts (i.e. sexual violence) had a pronounced negative health impact in their lives. Over a quarter of those who had been sexually assaulted thought about committing suicide or self harming as a result of the 'most serious' incident of unwanted or coercive sexual acts. The 'most serious' incidents of unwanted and coercive sex were also three times more likely to be associated with negative health impacts when compared to stalking, and seven times as likely when compared to sexual harassment.

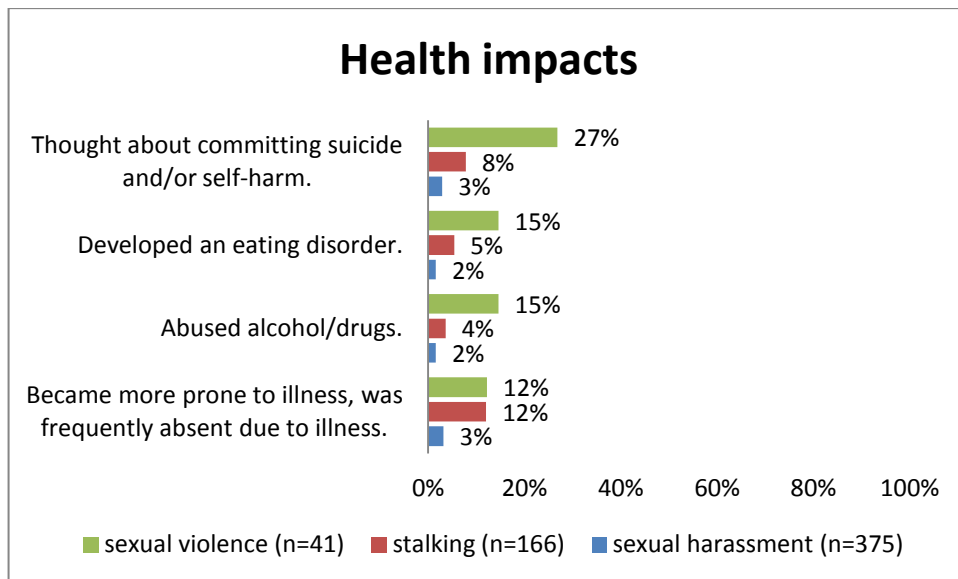


Figure 21- Health impacts. Wave B

Proactive responses

Some respondents have also indicated proactive responses such as becoming more aware of gender discrimination and deciding to do something against gender violence.

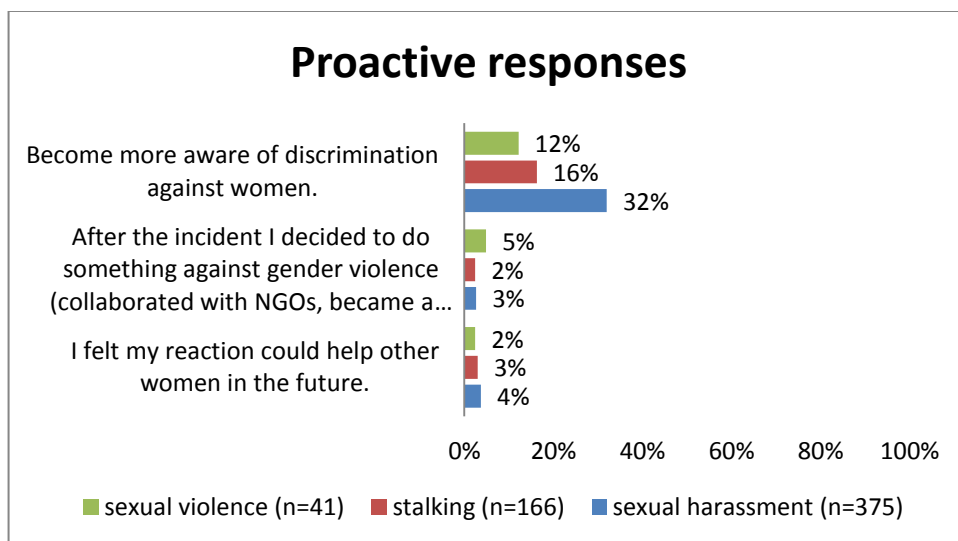


Figure 22- Proactive response. Wave B

7.5 Feelings of safety

Our data show that the majority of the survey respondents indicated feeling safe at their universities. Disaggregating the data by specific campus locations, our data show that respondents' feelings of safety are in the 90th percentile for campus spaces such as staff offices (99.2 per cent felt safe here, n=641), lecture rooms, canteen/cafeteria, and libraries.

7.6 Alcohol

Respondents were asked in the survey if they believed that the person who had sexually assaulted them was under the influence of alcohol and/or recreational drugs. Of the 43 respondents who answered this question, 48.84 percent indicated that they believed perpetrator was under the influence. Survey respondents were also asked if they themselves were under the influence of alcohol and/or recreational drugs during the 'most serious' incident of unwanted and coercive sexual acts. Of the 43 respondents who answered this question, 40 percent indicated that they were under the influence. 7 percent of the respondents to the question indicated that they believed that a 'date rape' drug was put in their drink as a result of which they assaulted whilst in a drugged state.

7.7 Knowledge of services and students' wishes

With respect to knowledge of service providers at the universities, the most well known service provider (data generated by the responses to the questions 'know about it and have already used it' and 'know about it and would use it') was the university doctor. In terms of knowledge and utilisation of services in the future, respondents exhibited high levels of trust in the university **doctor** (56 per cent, as understood by the answer to 'know about it and would use it') and the university **therapist** (45 per cent). Low levels of trust, as understood from the answer to the question 'know about it but wouldn't use it' were recorded for the **university minister/pastor** (61 per cent). While 30 per cent of the respondents said that they 'know about and would use' student union officers, another 30 per cent indicated that they 'know about it but would not use it'.

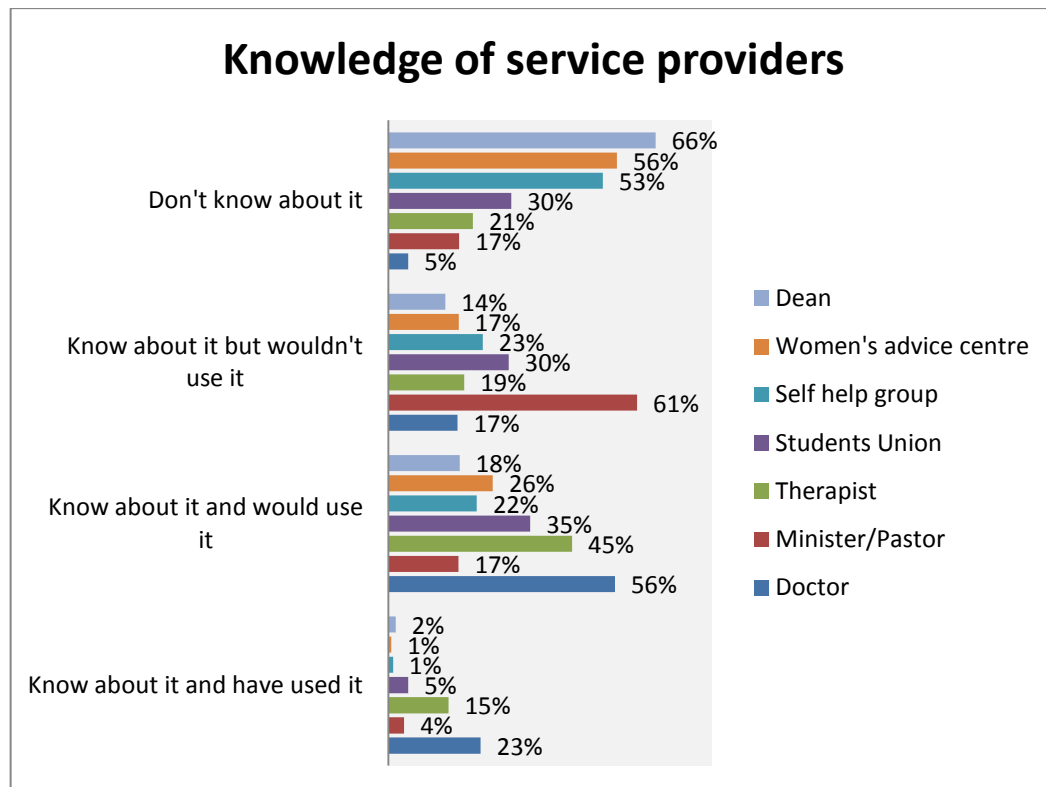


Figure 23- Knowledge of service providers. Wave B

While respondents in Wave B were more aware than Wave A respondents about service providers on campus, some indicated that they would not utilise specific services. As with the Wave A data, 61 per cent of Wave B respondents to the question on service provider knowledge stated that they knew about the university chaplaincy but would not use them. Moreover, 30 per cent of respondents to the service provider question indicated that while they knew of the student union officers they would not utilise their services. Given that many English universities have dedicated 'gender' and 'welfare' officers within unions, it would seem that unions are not playing a proactive role in student welfare and are not robustly communicating and advertising the various therapeutic, advocacy, and welfare services that they offer.

Students' wishes

The survey contained the question: what would you want from a service you seek help from? Respondents could choose a maximum of three answers. The most frequently cited requirement was 'to be listened to and taken seriously' (**88** per cent) followed by 'to be advised for free' (**75** per cent). Both requirements were also the most frequently cited in Wave A. The frequency distribution of answers is as follows:

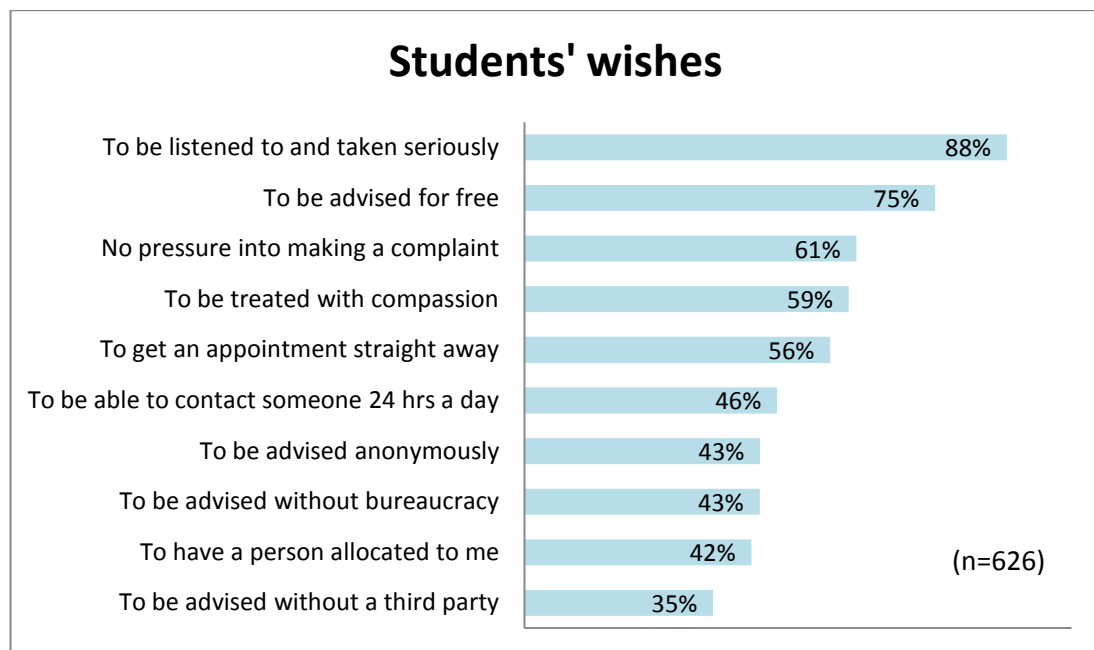


Figure 24- Students' wishes. Wave B

8. Recommendations for prevention and response in the UK

The UK NUS (2010) study has suggested that in order to raise awareness, challenge inappropriate behaviour and attitudes and make students feel safe on campus, awareness of violence against women must be raised amongst staff and students. Sloane (2011) has suggested that student unions, potentially via equality officers, take responsibility for running educational campaigns, and that such campaigns should be commonplace. Campaigns should include information around the acts that constitute gender-based sexual violence, the accountability of perpetrators, its prevalence and impacts on survivors (NUS, 2010; Sloane, 2011). Such work is likely to help faculty staff, women and friends who are told about victimising experiences recognise how to respond effectively. Sloane (2011) suggested that such training be made available to all staff throughout the university, to ensure they are made aware of the relevant institutional policies and procedures on how to address harassment and violence when it is reported. Indeed, the NUS (2010) argued that gender-based sexual violence issues must be supported by strong institutional policy on the topic. Policy must be linked to meaningful outcomes, such as reducing instances of harassment, abuse and stalking, through educational or rehabilitation methods. Policy must also address the actions that institutions will take against perpetrators and specify how they will be supported to address their behaviour. Other recommendations made by the NUS (2010) study and closely echoed in the recommendations of Sloane (2011), include ensuring there are clear channels of communication for reporting offences to the university/police and for seeking counselling and support. Counselling services should provide a free, quality service which

ensures confidentiality, 24-hour cover, female support workers and is easily accessible. Emphasis was also placed on ensuring women feel believed when they relay their accounts and that the university can effectively refer to other agencies if need cannot be met by the institution. As such, strong links between universities, student unions, police, National Health Services and victim services must be developed and fostered. The NUS also recommend peer-led self-help groups for those who have experienced victimisation as well as the option of one-to-one counselling. The support services that are available need to be widely promoted and contact information should be included on student union websites (NUS, 2010; Valls *et al.*, 2007). Services must also remain sensitive to the particular needs of international students including language barriers and religious factors which may impact on the victimisation experience (Sloane, 2011).

Excessive Alcohol consumption is a further area recommended for prevention programming (Schwartz and DeKeserdy, 1997), in light of the noted robust association between drinking alcohol and experiencing, and perpetrating, gender-based sexual violence (Abbey *et al.*, 2004; Kelly *et al.*, 2005). Education around women's enhanced vulnerability when drinking and the difficulties of recognising risky sexual offence cues is therefore advocated (Daigle *et al.*, 2009; Fisher *et al.*, 2008) along with education for men around the legal position on consent and alcohol's impact on the capacity to consent.

Fisher *et al* (2008) have further suggested that preventative work focus on effective self-protection strategies for women. For example, the possibility of incorporating self-defence training into prevention efforts (Daigle *et al.*, 2009; Fisher *et al.*, 2008; Ullman, 2007). Whilst few studies have addressed the efficacy of such training, they inevitably provide the skills needed to respond to an attack and to overcome passive responses (Daigle *et al.*, 2009). Certain researchers have however expressed concern that victim self-protection behaviours may result in more physical injury as a consequence of increasing the perpetrator's use of violence (Prentky *et al.*, 1986). Ullman (2007) however argued that those studies which have shown women's assertive physical and verbal responses are related to increased physical injury have typically failed to take into consideration whether the woman was already being attacked when she resisted. Clearly, in such circumstances, the perpetrator's initial attack may have been the determinant of injury. Based on a sample of over a thousand completed and attempted rapes reported to Chicago police, Ullman (1998) identified that forceful verbal and physical assertions were effective for avoiding rape and did not result in the enhanced use of offender violence. It was acknowledged that this partially related to few women within the sample using resistance tactics during the attack. The focus on police reported rapes, which most frequently included stranger offences, must also be noted when interpreting these findings. Ullman (1998) however concluded that the use of forceful resistance does not need to be accompanied by fears of an escalation in offender violence, as a response to that resistance. These arguments have

been reiterated more recently following a review of related studies that focused on rape avoidance behaviours (Ullman, 2007). Ullman (2007) again concluded that women should be encouraged (if they are able) to resist rape through forceful response strategies that may include fighting back.

In light of friends being the most frequent group told about victimising experiences, Fisher *et al* (2008) emphasise the importance of victim empathy within sexual violence prevention, to assist friends in understanding such violence, its impacts and aftermath. Finally, routine medical screening for victims of sexual violence has been suggested. Individuals who are told about such experiences should encourage victims to seek such services to help treat injuries, test for sexually transmitted infections and to respond to co-occurring health problems (Fisher *et al.*, 2008).

We reiterate here our prevention and response recommendations from the final report:

- i. Clear and precise policies and procedures: Universities need to take steps to communicate the official university policy on addressing and responding to gender-based sexual violence to students. Universities should consider creating and implementing a victim-centred prevention and response model where the specific services of various personnel are coordinated and knowledge sharing mechanisms are in place. To this end, universities should consider establishing a multi-disciplinary task force composed of student body members, security personnel and other stakeholders who will be vested with the authority to co-ordinate the universities' efforts to address and respond to gender-based sexual violence. While we privilege the long-term and primary prevention of gender-based sexual violence we are critically aware of the need to have in place at universities, clear and precise post incident policies and responses. Post-incident response is an essential component to an effective violence prevention strategy. If disclosed and occurring on campus, victimised students should receive (preferably) free, prompt advice and treatment, regardless of the severity of the incident. An integrated policy and a clearly defined institutional procedure based on the expertise and specialist knowledge of different stakeholders engaged in the common campaign against gender-based sexual violence is the most viable prevention and response model.
- ii. Enhancing, and informing students better about, services and resources available (both within and outside the university) to victims should they wish to avail themselves of these and assisting them to do so.
- iii. Educating all students (male and female) about gender-based sexual violence and how to avoid, prevent, and respond to it and supporting victims of gender-based sexual violence- Universities should consider investing in or funding sensitising programmes for targeted communities on the campus based on 'primary', 'secondary' and 'tertiary' prevention principles.

These programmes based on 'awareness raising' can be offered by the university in conjunction with relevant third-sector and police personnel. Resistance training, underpinned by risk-management principles, could be offered at campus universities so as to prevent sexual assault and prevent a completed attack. Training on bystander techniques to prevent violence can be offered by student unions, equal opportunities officers, and anti-harassment bodies on the campus. Education on 'rape myths' that counter gender insensitive social norms can be given via social marketing campaigns at the university.

- iv. Addressing alcohol related issues on campus: Our qualitative data show that the excessive consumption of alcohol and the relatively low cost of alcohol on campus are of concern to female university students and *elevate* their fear of violence as well as *lower* their sense of on-campus security. Furthermore data from our Wave B survey show that 40.5 per cent of those who had been sexually assaulted were under the influence and 49 per cent believed the perpetrator to be under the influence. These data need to be contextualised in light of the extensive and low cost availability of alcohol at campus universities in the UK especially during orientation and graduation weeks in the UK. Excessive alcohol consumption that leads to incidents of harassment, stalking, and sexual violence and harassment at universities is clearly a governance and disciplinary issue for university managements. Yet punitive approaches to binge and/or underage drinking do not seem to work in violence prevention programmes. Therefore using 'drink aware' principles and university specific disciplinary policies seems to offer a better mechanism to respond to the issue of alcohol and violence at universities. As student behaviour at UK universities is subject to university specific 'codes of behaviour' and socialisation rituals such as binge drinking, heckling, drinking games, etc. are against many universities' rules and *contravene* their codes of behaviour, using university specific conduct codes to govern alcohol related incidents seems promising.
- v. Plural policing of the 'most serious' incidents of gender-based sexual violence: From both **Waves A and B** it has emerged that students are the perpetrators in a significant proportion of the 'most serious' incidents of gender-based sexual violence. Universities must therefore enhance their efforts to communicate to (particularly, but not exclusively, male) students the unacceptability of such actions and behaviours, and the criminal character of the 'most serious' of them. We believe that the application of a plural (Stenning, 2009) and restorative (Braithwaite, 1999) in principle, community based policing approach within the university setting is a promising step towards reducing serious incidents of gender-based sexual violence on the campus. If community policing is to be adopted on campus, the evidence suggests that there must be a specific emphasis on ensuring it incorporates problem-oriented components (i.e. responding to 'hot spots') and focuses on specific issues and is not punitive in nature.

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