

**Procedural Guide for Preventing and Dealing with  
Behavioural Misconduct during academic activities in  
a non-University setting**

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## THE UNIVERSITY OF KENT

### Procedural Guide for Preventing and Dealing with Behavioural Misconduct during academic activities in a non-University setting

This document provides guidance on behavioural misconduct and what to do if behavioural misconduct occurs during academic activities in a non-university setting (e.g., research or teaching field trips, conferences). The purpose of this document is to **supplement existing University policies** (e.g. [Dignity at Work Policy](#), [Respect at Kent](#), [Guidance for Students who have been Sexually Assaulted or Raped](#), [Guidance for Staff when Responding to an Incident of Sexual Assault or Rape](#), [Personal Relationships Policy](#)) related to behavioural misconduct and particularly sexual misconduct, by providing additional guidance **for students and staff** when, due to the off-campus location, following existing on-campus procedures may not be possible or appropriate.

This document defines harassment and discrimination in general and the various forms of sexual misconduct in particular, outlines the responsibilities of all members of teaching/research projects to prevent behavioural misconduct prior to and during academic activities, describes how incidents of misconduct can be reported (Appendix A), and discusses possible consequences for alleged perpetrators. *The standards of behaviour expected by students and staff in a non-university setting are the same as those on campus.*

**The aim of this document is to prevent behavioural misconduct from ever happening** by informing project members, especially Principal Investigators/Lead Lecturers, of their responsibility in creating a safe, inclusive environment in non-university locations and to empower those who experience behavioural misconduct by making clear the attitudes of those in positions of power. This document aims to educate all individuals about misconduct, so that they can understand the effect that such actions, whether or not they are intentional, can have on others. When misconduct is reported, one should remember that false complaints, particularly about sexual harassment and assault, are extremely rare (see also Appendix B).

**For whom and where this guidance applies:** This procedural guide applies, but is not limited, to the following individuals associated with non-university locations: Principal Investigators (PI), Lead Lecturers, other faculty or senior researchers, graduate students, postdoctoral researchers, undergraduate students, supervisory staff, local staff, including both permanent and temporary staff, project volunteers, visitors to the site and security personnel. PIs/Lead Lecturers are responsible for sharing this document with all of the above people who are present at their non-university location.

**Non-university locations may include**, but are not limited to, a research field site, teaching trip to an urban or rural area, an academic conference, or any off-campus location in which, in particular, staff and students may be staying overnight and there is a clear power differential among those in the same location. **This procedural guide is NOT intended for** year-aboard programmes, placements, apprenticeships, or University of Kent European campuses (Paris, Brussels, Rome and Athens), as each of these already fall under existing and/or local policies and procedures (see links above).

### DEFINITIONS OF MISCONDUCT

The University of Kent's [Respect at Kent](#) document outlines various forms of behavioural misconduct, including **bullying**, **physical misconduct** (e.g., punching, kicking), **victimisation**, and **third party harassment**, that are not specifically discussed here, but are also behaviours subject to this procedural guidance.

**Harassment** is, under the Equality Act 2010, unwanted behaviour that makes a person feel offended, intimidated or humiliated. It is unlawful (in civil law) if it occurs because of, or connected to, one or more of the following **protected characteristics**: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and/or pregnancy and maternity.

**For example, gender-based harassment includes**

*A senior staff member regularly calls female graduate students “Sweetie,” but male graduate students by their first or last names.*

*A male graduate student comments that he is tired of female graduate students wearing only “ugly field clothes all of the time.”*

*An undergraduate student makes derogatory comments about another student’s clothes because they do not fit a specific gender-stereotype.*

**Discrimination by perception** is when the conduct or behaviour is based on the perception that an individual has a protected characteristic and **discrimination by association** is when an individual is treated less favourably because of that person’s association with another individual who has a protected characteristic. Racism, sexism, homophobia, transphobia and bigotry are examples of discrimination by perception or discrimination by association.

**Sexual misconduct** is a broad term encompassing any unwanted behaviour of a sexual nature that is committed without consent or by force, intimidation, coercion, or manipulation. Sexual misconduct can be committed by any person and it can occur between people of the same or different gender. Sexual misconduct consists of a range of behaviours or attempted behaviours. It can occur between strangers or acquaintances, including people involved in an intimate or sexual relationship. It includes, but is not limited to:

**Unwanted sexual statements:** sexual or “dirty” jokes, comments on physical attributes, spreading rumors about sexual activity or performance, talking about one’s sexual activity in front of others, or displaying sexually explicit pictures. Unwanted sexual statements can be made verbally in person, in writing, electronically (texts, email, social media, instant messaging, etc.), and otherwise.

Examples:

*At a conference dinner where several students and staff are present, one graduate student asks a newly arrived graduate student who they have just met, “Welcome. Now, tell me how many professors you’ve slept with.”*

*In the forest, when they are alone, a local field assistant tells a researcher, “I have always wanted to have sex with someone who is tall like you are.”*

*While drinking and telling funny stories at a party, a senior staff member begins to describe a sexual dream they have had about a graduate student.*

*Male graduate student asks an out lesbian undergraduate if she had ever considered having sex with someone of the opposite gender.*

**Unwanted personal attention:** letters, texts, emails, phone calls, visits, pressure for sexual favours, pressure for unnecessary personal interaction, pressure for dates where a sexual/romantic intent appears evident but remains unwanted, and stalking.

Examples:

*A senior supervisor repeatedly appears at a graduate student's hotel room after the student and everyone else has gone to bed and there is no emergency or reason to communicate with the person.*

*Following someone in the field site when asked not to, whispering to them, tapping them on the shoulder, holding their hands or arms as if "helping" but when unnecessary.*

*Graduate student does special favors for undergraduate unasked, takes many photos of them and confronts them with deeply personal information pertaining to their mental health.*

*Following someone when they are entering a private shower or bathing area intentionally when this is not typically permitted or invited.*

**Unwanted physical or sexual advances:** touching, hugging, kissing, fondling, touching oneself sexually for others to view.

Examples:

*PI frequently approaches female students from behind and touches them on the lower back to get their attention.*

*While dancing with a female graduate student, a senior staff member presses themselves against the student and then holds onto them extremely tightly, so that they cannot stop dancing or the close contact.*

*Graduate student buries their face in another student's cleavage, unasked and laughs.*

**Sexual assault:** Sexual assault is defined as any form of unwanted sexual contact obtained without consent and/or obtained through the use of force, threat of force, intimidation, or coercion, including, for example, sexual violence, rape, or assault by penetration (as defined by legislation, namely the Sexual Offences Act 2003). Sexual assault is a criminal offense and anyone making an allegation of sexual assault is also encouraged to report the matter to police.

Examples:

*A graduate student has sexual intercourse with another graduate student who is severely intoxicated and unable to articulate words and previously rejected the other student's advances.*

*An undergraduate student engages in sexual activity with another undergraduate student who is severely intoxicated, even though they may have welcomed the attention earlier in the evening.*

### **Responsibilities of Principal Investigators/Lead Lecturers**

The PI/Lead Lecturer is in a position of power and responsibility and thus has the greatest ability to ensure a safe environment for all individuals in a non-university setting. Below are crucial actions that PIs/Lead Lecturers should take to create a safe environment:

## **BEFORE YOU GO**

**1. TRAINING** of the PI/Lead Lecturer or another staff member in being an effective bystander and mandatory reporter. Students participating in the off-campus research/training experience should also be encouraged to take the [U.N.I. Protect](#) training and complete the [Expect Respect at Kent](#) e-module on Moodle.

**2. IDENTIFYING** the appropriate authorities and processes required for reporting misconduct locally if needed, particularly if the location is outside the UK and there are cultural differences regarding what is considered “acceptable” behaviour. However, even in environments in which the local culture differs in its acceptance of particular behaviours, the behavioural standards outlined in this document still apply. **This information should be sought prior to and included in the standard [Risk Assessment](#).**

**3. DENYING** access to the location by individuals with a known history of misconduct. PIs/Lead Lecturers should find references for the new staff that they hire and the content of this document with all newly hired staff as detailed below.

**4. INFORMING** all individuals, including senior researchers, students, and staff, about behavioural misconduct and sharing this document with them. **For the PI/Lead Lecturer to make clear that behavioural misconduct will not be condoned, the PI/Lead Lecturer must:**

i. lead a discussion of appropriate and inappropriate behaviour, ideally in a face-to-face interaction with all individuals, including staff, researchers and students, **before** going to the off-campus location. It is preferable to do this as a group so that the process is as transparent as possible for everyone involved. In cases where someone cannot meet face-to-face, this document should be conveyed in another way (e.g. via email) that ensures each individual understands and agrees with the contents.

ii. ensure that all individuals have a clear understanding of what types of interactions constitute behavioural misconduct and to answer questions by all in a patient and thoughtful manner.

iii. must make clear to all individuals the protocols for reporting misconduct by complainants, the consequences for committing misconduct by the violator (both outlined in more detail below) and practices for keeping records of misconduct.

**5. ENCOURAGING** individuals to report any behavioural misconduct they experience to the PI/Lead Lecturer/other staff member, University and/or, if deemed necessary, local authorities (see Appendix A). PIs/Lead Lecturers must also be clear that they will do all that they can to protect the welfare of those who experience misconduct and will document and take action if any retaliation occurs. Where possible, confidentiality will be maintained and no action will be taken without the consent of the person making the allegation (unless to safeguard the wellbeing of students and staff).

## **MANAGING AND REPORTING A COMPLAINT**

**RESPOND AND TAKE ACTION** following any reports or allegations of misconduct. If an allegation of misconduct is made to a PI/Lead Lecturer, they are required to conduct an immediate risk assessment to ensure the safety of all students and staff, and make an official report to the appropriate Head of School, College Master or Wellbeing Adviser (Sexual Assault and Harassment). Further details on these procedures are outlined in Appendix A.

In addition, we recommend that PIs/Lead Lecturers do the following:

**Action toward complainant:** PIs/Lead Lecturers must take any report of an alleged behavioural misconduct seriously and treat the complainant(s) with respect. The complainant's safety and well-being should be of utmost concern to the PI/Lead Lecturer and the PI/Lead Lecturer should refrain from any or all of the following: defending the alleged perpetrator, discrediting the complainant's statements, refusing to listen to the complainant, preventing the complainant from continuing research or participating in activities at the location, maligning the complainant's reputation to other colleagues, or any other action that would compromise the safety or career of the complainant. If the PI/Lead Lecturer does not adhere to these guidelines, the complainant may report the PI's/Lead Lecturer's inappropriate response to Head of School or use the [Student Complaints Procedure](#). It is not the place of the PI/Lead Lecturer to declare that an accusation may be false, the result of a "misunderstanding," or to suggest that the complainant is overreacting about their ability to conduct their work because of an allegation. The well-being of the complainant should be the top priority. **The PI/Lead Lecturer should respect the complainant's decision with regards to any action (or lack thereof) taken towards the alleged perpetrator, unless there is an imminent and significant risk to the complainant or others.**

The PI/Lead Lecturer should continue to be aware of any retaliation that the complainant or alleged perpetrator may receive. Retaliation can come from the alleged perpetrator or from third parties. Should it occur, the PI/Lead Lecturer must document it and report it to the Head of School/line manager (if alleged perpetrator is a member of staff) or the College Master (if alleged perpetrator is a student).

**Action toward the alleged perpetrator:** The PI/Lead Lecturer will not attempt to mediate, or conduct an investigation, however enquiries may need to be made imminently by the PI/Lead Lecturer to assess any risk to the complainant or other individuals. The investigation is primarily the role of the Head of School/line manager (if alleged perpetrator is staff) or College Master (if alleged perpetrator is a student). If the alleged perpetrator is a local person (i.e., not Kent staff or student), then the PI/Lead Lecturer may need to involve local authorities. In addition, **if the complainant agrees**, the PI/Lead Lecturer should advise the alleged perpetrator to not contact the complainant and that such action will be considered a very serious offence. In off-campus environments where there may be restrictions on access in or out of a location, efforts should be made to keep the alleged perpetrator and complainant separated.

**Record-keeping of allegations at site:** As described in **Appendix A**, the PI/Lead Lecturer will take a confidential record of all reports of behavioural misconduct at their off-campus location. These records may be used in the investigation of alleged incidents or support for the alleged victim, and could be shared with the member of staff or student as part of such investigations. Such records may also be shared with external agencies such as the Office of the Independent Adjudicator for Higher Education or local law enforcement, subject to suitable redactions where required. The PIs/Lead Lecturers should make efforts to keep the report factual and not include personal opinion. All personnel should be informed about specific record-keeping practices and University of Kent practices when they are informed about this document *prior to leaving*, and know that if they violate behavioural standards, that such a record will be kept.

### **Roles of Complainants**

If someone experiences behavioural misconduct, this document may give them a clear way to respond to someone who harasses them by saying, for instance, "You are violating our guide on appropriate behaviour." The existence of this document and the fact that it is shared with all individuals may empower those who experience misconduct to safely assert themselves against alleged perpetrators. In addition, the complainant should always feel comfortable and welcome to report. Reporting is an

important act in creating a safe environment. If a complainant wishes for action to be taken, they may report to the PI/Lead Lecturer or to University directly (see Appendix A).

However, a complainant may wish not to report immediately and/or take action for a variety of reasons (e.g. fear of retaliation, awkwardness during remainder of academic activity). In this case, we encourage the complainant to document as soon and clearly as possible by whom, what, when, and where the behavioural misconduct happened, how it made you feel, any witnesses to the misconduct, any person told of the misconduct, and any other evidence that may be used in the future. The most effective evidence in behavioural misconduct cases is that which is documented as soon as possible after the incident occurs. The complainant may also wish to report the incident to the PI/Lead Lecturer but not name the individual(s) or use the University's **anonymous online reporting tool** [\[add link when active\]](#). The complainant will have access to all the University support services, but any potential action that can be taken against the alleged perpetrator may be more limited if the complainant wishes to remain anonymous.

### **If the alleged offender is the PI/Lead Lecturer**

If the alleged offender of behavioural misconduct is the PI/Lead Lecturer, or the complainant does not feel comfortable reporting to the PI/Lead Lecturer, then the complainant can report to any other member of staff on site, who will be required to follow the procedural guidance outlined in Appendix A.

### **Roles of Bystanders**

Bystanders are aware of this document and may notice potential incidents. Under most circumstances, they are encouraged to immediately intervene and/or report when they observe any form of behavioural misconduct. However, there may be cases when the alleged victim of misconduct does not wish an incident to be reported, or when the bystander feels unsafe intervening. In these cases, we recommend that the PI/Lead Lecturer be consulted as soon as possible.

### **Consequences for Offenders**

Staff and students are responsible for upholding the same behavioural standards in a non-university setting as they are on campus (e.g. [Dignity at Work](#); [Student Behaviour](#); [Respect at Kent](#)). Thus, any person alleged of violating these behavioural standards in a non-university setting will be held to same disciplinary action as they would be on campus ([Regulations on student discipline in relation to non-academic matters](#); [Code of Conduct](#); [Staff Guide on Conduct](#))

### **PERMITTED RELATIONSHIPS**

Consensual romantic relationships may occur in off-campus locations. Sometimes the existence of such relationships can complicate guidelines about appropriate conduct. It is emphasised that the crucial difference here is that misconduct refers to behaviour that is unwanted and damaging to someone's emotional well-being and ability to work. We urge all personnel to approach romantic relationships thoughtfully and to consider how power differentials (e.g. staff member vs. graduate student, even if the student is not their own) compromise another person's ability to refuse to engage in a relationship and that such relationships may have negative consequences for those that witness this relationship (e.g. other students perceiving favoritism, thinking that a sexual relationship is necessary to work with a particular researcher, etc.). Thus, relationships in which one person is in a supervisory role or senior position are discouraged, but if they occur, the senior person is required to immediately report the relationship to their line manager (see [Personal Relationships Policy](#)).

## APPENDIX A:

### Procedural Guide for Dealing with Behavioural Misconduct in a non-University setting

Outline of the **actions** that can and/or must be taken in a non-university setting through local and University of Kent channels already in place for handling student or staff behavioural misconduct once it has occurred.

#### Steps to Required Reporting by PI/Lead Lecturers\*

*\* If PI/Lead Lecturer is the alleged perpetrator, then another staff member is required to follow these guidelines.*

#### **While at the off-campus location**

1. When a complainant wishes to report of alleged behavioural misconduct, the PI/Lead Lecturer should take the complainant to a safe, confidential space and take a statement. This statement should be agreed with the complainant, and signed and dated. The PI/Lead Lecturer must take the report of behavioural misconduct seriously, listen to the complainant and treat the complainant with respect. All documentation will be confidential, but the complainant cannot remain anonymous *in the report* (see above "Role of Complainant" if complainant wishes to report anonymously).

2. The PI/Lead Lecturer should ask the complainant if they wish to remain anonymous, and what actions, if any, they wish to be taken to feel safe and secure. This could include everything from not taking any immediate action (with the exception of a perceived or actual threat to safety) and referring the student/member of staff to University of Kent support services upon returning to campus, to conducting a risk assessment and removing the complainant or alleged perpetrator from the location. **The PI/Lead Lecturer must respect the complainant's decision with regards to any action, or lack thereof, taken, unless there is a significant and/or imminent risk to the complainant or others.** The complainant should be informed that anonymity may not be possible if there is an immediate risk to them or other staff or students, and that every effort will be made to make the complainant feel safe and secure.

3. If deemed necessary, the PI/Lead Lecturer should contact local authorities to report the incident and/or make arrangements for the complainant to be taken to a medical facility.

4. The PI/Lead Lecturer should not attempt to mediate the alleged incident or conduct an investigation, however enquiries may need to be made imminently by the PI/Lead Lecturer to assess any potential immediate risks to the complainant or others and to ensure the safety of all individuals. If the risk is deemed sufficient for either the complainant or alleged perpetrator to leave the location, the PI/Lead Lecturer should contact the Head of School or College Master to inquire about university support for this action.

5. The PI/Lead Lecturer should, **if the complainant wishes**, inform the alleged perpetrator that a complaint has been made and that they are not to contact the complainant. If they do contact the complainant, such action will be considered a serious offence. In off-campus settings where there may be restrictions on access in or out of the location, efforts should be made to keep the alleged perpetrator and complainant separated. If the alleged perpetrator is a student or member of University staff, they should be informed of University support services available to them.

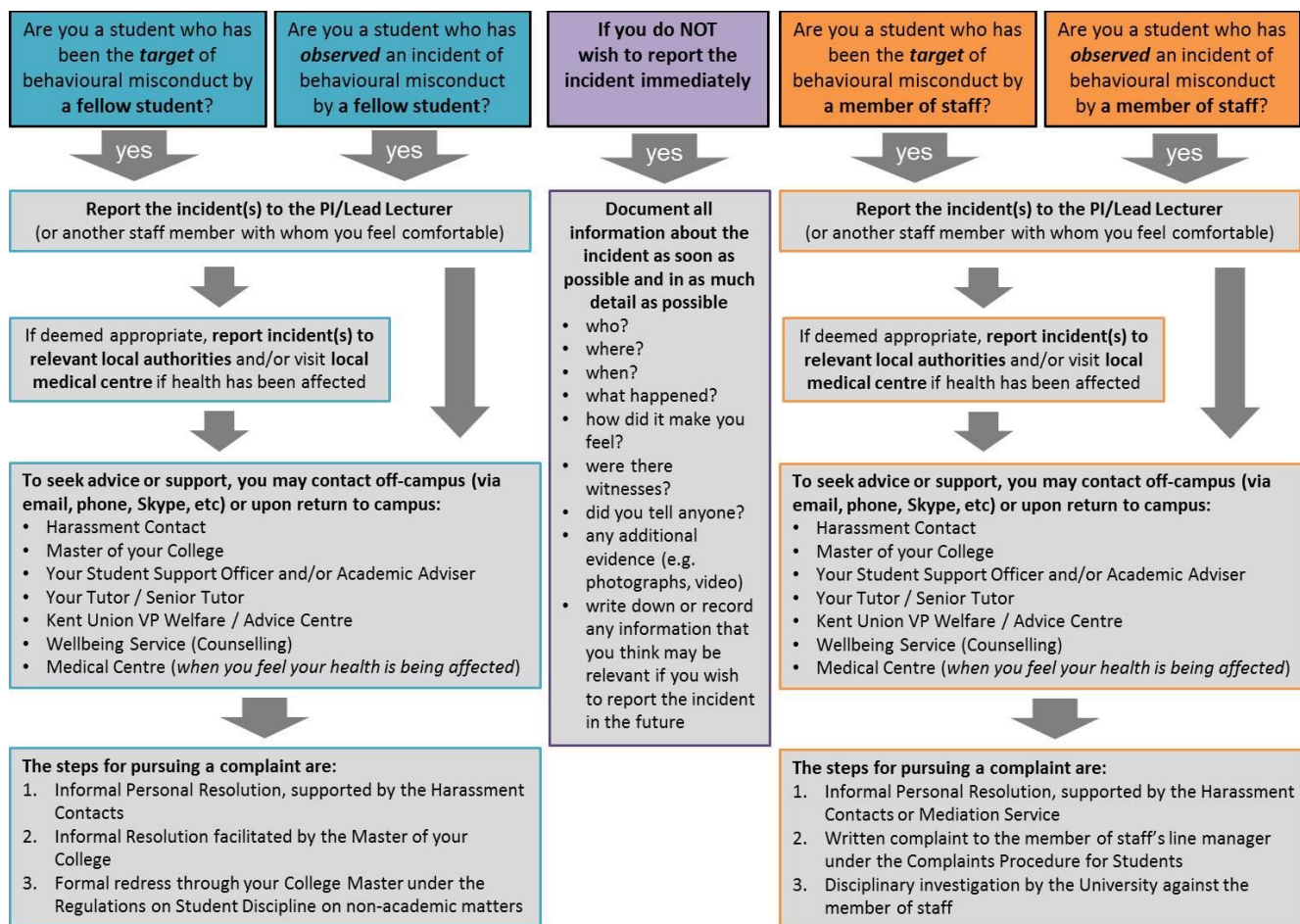
6. Following the assessment of risk, the PI/Lead Lecturer may need to contact University of Kent support networks, including Wellbeing Services, College Master, Head of School, Harassment Contact, etc (see below) for additional guidance prior to returning to campus.



7. The PI/Lead Lecturer should continue to follow-up with the complainant after the first report. In particular, the PI/Lead Lecturer should be aware of any retaliation that the complainant receives. Retaliation can come from the alleged violator or from third parties and when it occurs, the PI/Lead Lecturer must document this information.

8. Upon returning to University of Kent campus, follow guidance of the [Dignity at Work, Respect at Kent](#) or [Student Complaints Procedure](#) regarding the various avenues of reporting and support for complainants (see below).

Procedural flow chart if you are the **STUDENT** who has been the target of or has observed behavioural misconduct. See following page for contact information.

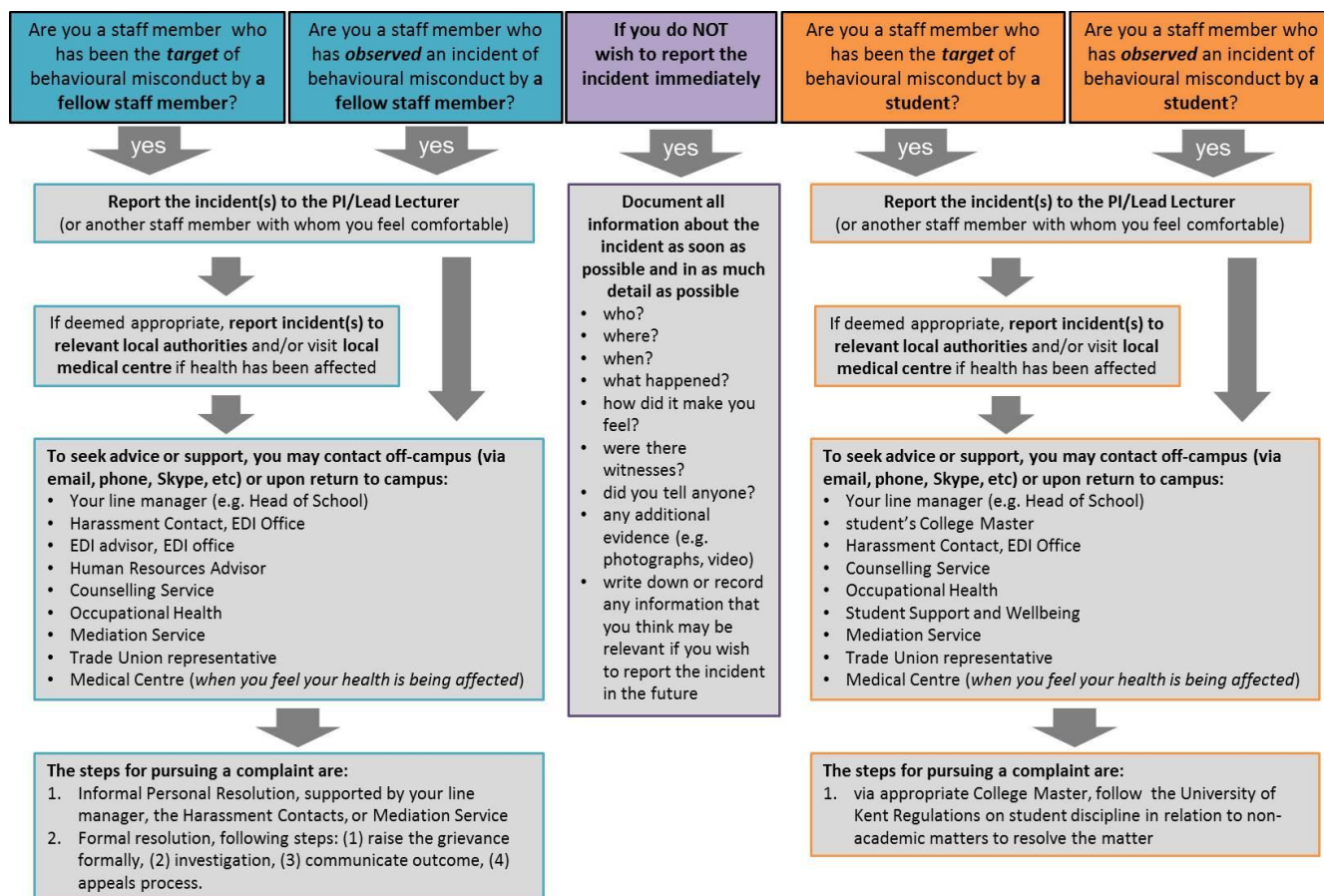


Contact information for **STUDENT** procedural guidance

| Point of contact | Phone / email   | Webpage   |
|------------------|---|---|
| SafeZone         | free app for mobile phone   | Share your location and summon first-aid, security or safety assistance via your mobile phone:<br><a href="https://www.kent.ac.uk/safezone/">https://www.kent.ac.uk/safezone/</a> |
| College Master   | <i>student specific</i><br>+44(0)1227 82...<br>Darwin: 3049<br>Eliot: 3141<br>Keynes: 7010<br>Rutherford: 3175<br>Turing: 4018<br>Woolf: 3049<br>Medway:+44(0)1634 888497 | <a href="https://www.kent.ac.uk/student/colleges/">https://www.kent.ac.uk/student/colleges/</a>   |

|   |  |  |
|---|--|--|
| Canterbury/Medway Campus Security (24/7)          | Emergency<br>+44(0) 1227 82 3333<br>General enquiries<br>+44(0) 1227 82 3300                     | <a href="https://www.kent.ac.uk/estates/services/security/index.html">https://www.kent.ac.uk/estates/services/security/index.html</a>  |
| Harassment Contact (not 24/7)                     | Afroditi Pina<br>+44 (0) 1227 823781<br><br>See also link to the list of all Harassment Contacts | <a href="https://www.kent.ac.uk/hr-equalityanddiversity/local/hcreps.pdf">https://www.kent.ac.uk/hr-equalityanddiversity/local/hcreps.pdf</a><br><br><a href="https://www.kent.ac.uk/hr-equalityanddiversity/dig-at-work.html?tab=harassment-contact-network">https://www.kent.ac.uk/hr-equalityanddiversity/dig-at-work.html?tab=harassment-contact-network</a> |
| Student Support and Wellbeing                     | +44 (0) 1227 826 573   | <a href="https://www.kent.ac.uk/studentsupport/wellbeing/student.html">https://www.kent.ac.uk/studentsupport/wellbeing/student.html</a>  |
| Wellbeing Advisor (Sexual Assault and Harassment) | +44 (0) 1227 826 573   | <a href="https://www.kent.ac.uk/studentsupport/sexual-assault.html">https://www.kent.ac.uk/studentsupport/sexual-assault.html</a>  |
| Student Support Officer/ Academic Advisor         | <i>School/student specific</i>   | <i>School/student specific</i>   |
| your Tutor or Senior Tutor                        | <i>School/student specific</i>   | <i>School/student specific</i>   |
| Kent Union Advice Centre (Canterbury)             | KU Advice Centre:<br>+44 (0) 1227 827724   | <a href="https://kentunion.co.uk/welfare/advice">https://kentunion.co.uk/welfare/advice</a>  |
| GKUnions Advice Centre (Medway)                   | GK Unions Advice Centre:<br>+44 (0) 1634 888989  | <a href="https://www.gkunions.co.uk/advice/academic/">https://www.gkunions.co.uk/advice/academic/</a>  |
| University Nursing Service (Canterbury)           | +44(0)1227 823503  | <a href="https://www.umckent.co.uk/university-nursing-service/">https://www.umckent.co.uk/university-nursing-service/</a>  |
| University Medical Centre (Canterbury)            | +44(0)1227 469333  | <a href="http://www.umckent.co.uk/">http://www.umckent.co.uk/</a>  |
| Sunlight Centre Surgery (Medway)                  | +44(0)1634 283847  | <a href="https://www.sunlightsurgery.co.uk">https://www.sunlightsurgery.co.uk</a>  |
| Medway Maritime Hospital                          | +44(0) 1634 830000   | <a href="https://www.medway.nhs.uk/">https://www.medway.nhs.uk/</a>  |
| Medway Student Services                           | +44(0) 1634 88 8474  | <a href="https://www.kent.ac.uk/studentservices/medway/index.html">https://www.kent.ac.uk/studentservices/medway/index.html</a>  |
| East Kent Rape Line                               | +44 (0) 1227 450 400   | <a href="http://www.ekrcc.org.uk/">http://www.ekrcc.org.uk/</a>  |
| Rape Crisis Centre UK                             | +44 (0) 20 8683 3311/3300  | <a href="https://rapecrisis.org.uk/centres.php">https://rapecrisis.org.uk/centres.php</a>  |

Procedural flowchart if you are a **STAFF MEMBER** who has been the target of or has observed behavioural misconduct. See following page for contact information.



Contact information for **STAFF MEMBER** procedural guidance

| <b>Point of contact</b>                 | <b>Phone</b>   | <b>Webpage</b>   |
|---|--|--|
| Your line manager/ Head of School       | <i>School/staff specific</i>   | <i>School/staff specific</i>   |
| Harassment Contact (not 24/7)           | Afroditi Pina<br>+44 (0) 1227 823781<br><br>See also link to the list of all Harassment Contacts | <a href="https://www.kent.ac.uk/hr-equalityanddiversity/local/hcreps.pdf">https://www.kent.ac.uk/hr-equalityanddiversity/local/hcreps.pdf</a><br><br><a href="https://www.kent.ac.uk/hr-equalityanddiversity/dig-at-work.html?tab=harassment-contact-network">https://www.kent.ac.uk/hr-equalityanddiversity/dig-at-work.html?tab=harassment-contact-network</a> |
| Human Resources Advisor                 | <i>School/staff specific</i>   | <a href="https://www.kent.ac.uk/human-resources/staff/index.html?tab=employee-relations-and-business-partnering">https://www.kent.ac.uk/human-resources/staff/index.html?tab=employee-relations-and-business-partnering</a>  |
| Counselling Service                     | +44 (0) 1227 823 206   | <a href="https://www.kent.ac.uk/studentsupport/wellbeing/staff.html">https://www.kent.ac.uk/studentsupport/wellbeing/staff.html</a>  |
| Occupational Health                     | +44 (0) 1227 827 002   | <a href="https://www.kent.ac.uk/safety/oh/">https://www.kent.ac.uk/safety/oh/</a>  |
| Mediation Service                       | +44(0)1227 764 000   | <a href="https://www.kent.ac.uk/mediation/">https://www.kent.ac.uk/mediation/</a>  |
| Trade Union representative              | <i>staff specific</i>  | <a href="https://www.kent.ac.uk/hr-staffinformation/guidelines/trade-unions.html">https://www.kent.ac.uk/hr-staffinformation/guidelines/trade-unions.html</a>  |
| University Nursing Service (Canterbury) | +44(0)1227 823503  | <a href="https://www.umckent.co.uk/university-nursing-service/">https://www.umckent.co.uk/university-nursing-service/</a>  |
| University Medical Centre (Canterbury)  | +44(0)1227 469333  | <a href="http://www.umckent.co.uk/">http://www.umckent.co.uk/</a>  |
| Sunlight Centre Surgery (Medway)        | +44(0)1634 283847  | <a href="https://www.sunlightsurgery.co.uk">https://www.sunlightsurgery.co.uk</a>  |
| Medway Maritime Hospital                | +44(0) 1634 830000   | <a href="https://www.medway.nhs.uk/">https://www.medway.nhs.uk/</a>  |
| East Kent Rape Line                     | +44 (0) 1227 450 400   | <a href="http://www.ekrcc.org.uk/">http://www.ekrcc.org.uk/</a>  |
| Rape Crisis Centre UK                   | General Helpline<br>020 8683 3311/<br>020 8683 3300  | <a href="https://rapecrisis.org.uk/centres.php">https://rapecrisis.org.uk/centres.php</a>  |

## APPENDIX B:

### Background to the procedural guide on preventing and dealing with behavioural misconduct during academic activities in a non-university setting

The purpose of this document is to supplement existing University on-campus policies (e.g. [Dignity at Work Policy](#), [Respect at Kent](#), [Guidance for Students who have been Sexually Assaulted or Raped](#), [Guidance for Staff when Responding to an Incident of Sexual Assault or Rape](#), [Personal Relationships Policy](#)) related to behavioural misconduct and particularly sexual misconduct, by addressing conduct in non-university settings. Such off-campus locations can create a more informal professional environment, social isolation or limited external communication, intense working conditions, and/or challenging physical conditions, all of which introduce particular challenges beyond those faced in an on-campus environment, particularly when there is a clear power differential. Recent studies have documented the unfortunately high prevalence of behavioural misconduct, particularly sexual misconduct in fieldwork contexts, within the social sciences<sup>1,2,3,4</sup>, sciences<sup>5,6,7,8</sup> and higher education<sup>9</sup> more broadly, which often has detrimental effects on the careers of victims, especially those of women<sup>3,8,10</sup>. The goal is to minimize, or remove altogether, fear and anxiety and career repercussions surrounding sexual harassment, sexual assault, gender discrimination, bullying and other forms of behavioural misconduct in these off-campus teaching and research spaces.

Research has shown that codes of conduct that provide clarity on appropriate behavioural expectations and rules and enforcing repercussions for breaking these rules, promotes worker well-being<sup>11,12</sup> and enhances career, research and leadership trajectories<sup>3</sup>. In contrast, the ambiguity around or absence of such guidelines in off-campus environments (e.g. field sites, student teaching field trips) has resulted in difficulties discerning what constitutes appropriate behaviour, increased incidences of behavioural misconduct, and a lack of consequences when rules were broken, that together have caused increased cognitive and psychological burden and negative influences on career trajectories of the victims<sup>3</sup>.

This document serves to: (1) establish expectations of behaviour among staff and students in off-campus teaching/research settings; (2) create awareness about behavioural misconduct; (3) empower those who experience behavioural misconduct, and (4) ensure the safety of all individuals.

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<sup>1</sup> Clancy KBH, Nelson NG, Rutherford JN, Hinde K. 2014. Survey of academic field experiences (SAFE): trainees report harassment and assault. *PLoS ONE* 9:e102172.

<sup>2</sup> Balter M. 2016. The sexual misconduct case that has rocked anthropology. *Science* (<http://www.sciencemag.org/news/2016/02/sexual-misconduct-case-has-rocked-anthropology>)

<sup>3</sup> Nelson RG, Rutherford JN, Hinde K, Clancy KBH. 2018. Signaling safety: characterizing fieldwork experiences and their implications for career trajectories. *Am. Anthropol.* DOI: 10.1111/aman.12929

<sup>4</sup> Gilpin L. 2016. The National Park Service has a big sexual harassment problem. *The Atlantic* (<https://www.theatlantic.com/science/archive/2016/12/park-service-harassment/510680/>)

<sup>5</sup> St. John K, Riggs E, Mogk D. 2016. Sexual harassment in the sciences: a call to geoscience faculty and researchers to respond. *Journal of Geoscience Education* 54:255-257.

<sup>6</sup> Mervis J. 2015. Berkeley astronomer found guilty of sexual harassment. *Science* (<http://www.sciencemag.org/news/2015/10/berkeley-astronomer-found-guilty-sexual-harassment>)

<sup>7</sup> Mervis J. 2016. Caltech suspends professor for harassment. *Science* 351:216.

<sup>8</sup> National Academies of Sciences, Engineering, and Medicine. 2018. *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24994>.

<sup>9</sup> Batty D, Weale S, Bannock C. 2017. Sexual harassment 'at epidemic levels' in UK universities. *The Guardian*. 5 March 2017.

<sup>10</sup> Settles IH, Cortina LM, Malley J, Stewart AJ. 2006. The climate for women in academic science: the good, the bad, and the changeable. *Psychology of Women Quarterly* 30:47-58.

<sup>11</sup> McCabe DL, Trevino LK, Butterfield KD. 1996. The Influence of Collegiate and Corporate Codes of Conduct on Ethics-Related Behavior in the Workplace. *Business Ethics Quarterly* 6: 461-76.

<sup>12</sup> Huhtala, M, Tolvanen A, Mauno S, Feldt T. 2015. The Associations between Ethical Organizational Culture Burnout, and Engagement: A Multilevel Study. *Journal of Business and Psychology* 30: 399-414.