Dignity in study: a survey of higher education institutions

2018

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Executive summary

Today’s music, drama and dance students are the future artists in our theatres, concert halls and dance productions. Whether they are preparing for a life on screen, on stage, behind the curtain or in the recording studio, ensuring our students have the very best start to their career in the arts is paramount.

Since November, the #MeToo movement against sexual harassment and assault has dominated headlines globally to demonstrate the widespread prevalence of sexual assault and harassment, especially in the workplace. Originating in the film industry, the movement quickly generated traction in the wider creative industries, including the music, theatre and dance sectors, revealing the endemic level of sexual harassment, inappropriate behaviour, bullying and discrimination that many artists are experiencing.

As a result of these revelations, Equity, the ISM and the Musicians’ Union have been working to improve dignity in the workplace for their members who work in the music and performing arts. During the course of our initial work, we heard from our student members about issues relating to the culture within higher education institutions and a lack of awareness around the policies and procedures in place. This, coupled with evidence of cultural issues within the professional workforce, led to the decision for all three organisations to work together and extend work to the education space to ensure an environment for students attending higher education institutions.

To do this, we launched a joint confidential and anonymous survey for students, which was open for responses between 9 April and 21 May 2018. 600 students currently attending specialist drama schools, music colleges, conservatoires, dance colleges and universities submitted responses.

Headline findings

Our research has shown students currently studying within higher education institutions are at risk from levels of inappropriate behaviour, bullying, sexual harassment and discrimination on the basis of gender, age, disability, religion, sexual orientation, gender reassignment, race and marriage or civil partnership. Out of the 600 students who responded to the survey, over half of the respondents said they had experienced some sort of incident – many more than one type – in the course of their study.

57% of these respondents reported experiencing inappropriate behaviour (behaviour that is considered socially unacceptable), 42% experienced bullying, 36% experienced gender discrimination and 27% experienced sexual harassment. Although the majority of students selected more than one type of perpetrator (and over 1000 examples were given as a result) ‘fellow student’ was the highest reported at 54%. However, the breakdown does suggest high levels of incidents also by members of the institution’s permanent teaching staff (e.g. teacher or academic lecturer) at 42%. Notably, 57% of respondents did not report their concerns, with 54% of these respondents stating they felt at risk of not being believed or taken seriously if they did report their concerns. This was mirrored by comments given by respondents, as shown in the results overview.

57% reported experiencing inappropriate behaviour
42% experienced bullying
36% experienced gender discrimination
27% experienced sexual harassment

At the request of our student members, we sought to find out the level of awareness around how to report concerns in their higher education institution. Although the breakdown differs from type of institution to institution, 57% of all respondents knew how to report overall. This is positive. What is concerning however, is the level of respondents who knew how to report but chose not to anyway – 43% – with many again stating they felt at risk of not being believed or taken seriously if they did report their concerns.

The student’s voice matters

Although many higher education institutions are doing good work to ensure the safety of their students, it is clear there are several issues that must be addressed and taken seriously.

The high level of non-reporting, as well as an overall culture of fear, needs to be tackled. Although many students are aware of how to report, many still choose not to. The survey results and the comments provided with answers suggests a lack of confidence in their higher education institution’s capability to ‘take concerns seriously’ as the main reason for this. It must also be noted that many students who did go on to report their concerns felt unsafe after doing so and felt unsupported. This contributes to an overall climate of fear and shame, and risks many incidents going undetected. This is concerning. It is impossible to investigate a case that has not been reported.

One way this could be addressed is to put in place a safeguarding model based on the model currently in place for children aged 16 and under. This would include a designated member of staff – a pastoral officer – for students specifically to report their concerns to. Many respondents also requested anonymous reporting to be considered, which would assist in eradicating the fear of retribution. Higher education institutions also have a responsibility to ensure their policies and procedures are sufficiently visible and discussed with the students regularly to normalise the idea of reporting. Ensuring that all staff, including those who visit the higher education institution or employed on a freelance or temporary basis, are aware of these policies and procedures, including consequences of inappropriate behaviour, would also be recommended.

Education and discussion is also vital. Many respondents also felt that training on how to recognise discrimination, sexual harassment, bullying and inappropriate behaviour should be established within their higher education institution. It must be addressed that at least 66% of all respondents – regardless of whether they had experienced something or not – could not recall whether their higher education institution provided any kind of guidance or training on this matter. In response to the higher level of permanent staff members named as alleged perpetrators, respondents suggested that staff, as well as students, needed sufficient knowledge of the Equality Act 2010 and also be aware of what behaviour is expected of them and what the consequences are if they are found to be behaving inappropriately.

Monitoring student perception and welfare is essential in tracking progress in achieving cultural change. This includes monitoring the level of reports and ensuring that those who have reported are kept in contact with.

Finally, it is vital the whole creative sector works together to eradicate these issues from education right into the profession. We recommend that all higher education institutions publicly sign up to relevant industry codes of conduct, including the UK Theatre and SOLT 10 Principles, the Equity Agenda for Change and the ISM-Musicians’ Union Code of Practice for the Music Sector.

We thank the ISM’s Francesca Treadaway for the analysis of the survey’s data and creation of this report. We would also like to thank all the students who came forward to share their experiences and suggestions, as without your responses, change is not possible.

The full breakdown of the results can be found in the results overview.

Christine Payne, Equity
Deborah Annetts, Incorporated Society of Musicians
Naomi Pohl, Musicians’ Union
# Dignity in Study: a survey of higher education institutions

51% of the respondents said they had experienced sexual harassment, inappropriate behaviour, bullying or discrimination, whilst 49% said they did not.

Out of these respondents, 73% of respondents identified as female, 18% identified as male, 2% identified as non-binary and 7% didn’t specify their gender.

The respondents were able to select more than one option to specify their experiences, and many did. Of those who reported an experience, the top four most reported experiences were inappropriate behaviour (57%) bullying (42%), discrimination on the basis of gender (36%) and sexual harassment (27%).

Respondents who said they had experienced sexual harassment, inappropriate behaviour, bullying or discrimination also specified who the alleged perpetrator was. Some gave more than one example (and as a result, nearly 1000 examples were given). Notably, 58% of respondents said their experience involved their fellow student and 42% said it involved a member of the permanent teaching staff at the higher education institution.

**Types of incident broken down by alleged perpetrator**

Respondents who said they had experienced sexual harassment, inappropriate behaviour, bullying or discrimination also specified who the alleged perpetrator was. Some gave more than one example (and as a result, nearly 1000 examples were given). Notably, 58% of respondents said their experience involved their fellow student and 42% said it involved a member of the permanent teaching staff at the higher education institution.

### Types of incident specified

- 57% Inappropriate behaviour
- 42% Bullying
- 36% Gender discrimination
- 27% Sexual harassment
- 13% Age discrimination
- 10% Race discrimination
- 9% Sexual orientation discrimination
- 8% Disability discrimination
- 5% Religion or belief discrimination
- 2% Gender reassignment discrimination
- 1% Marriage or civil partnership discrimination

- 58% Fellow student
- 42% Member of the permanent teaching staff (e.g. teacher or academic lecturer)
- 13% Visiting lecturer, teacher or professor
- 8% Non-teaching staff
- 6% Other
Reporting concerns

Reporting

We asked respondents if they had reported their concerns or not to their higher education institution. 57% of respondents who experienced sexual harassment, inappropriate behaviour, bullying or discrimination did not report their concerns, whilst 13% did report their concerns and 24% reported some but not others. 6% did not say.

44% of the respondents who did not report their concerns identified as female, 10% identified as male, 7% identified as non-binary and 6% did not define their gender.

Reasons for not reporting

- 54% - Risk of not being believed or taken seriously
- 47% - Risk of damaging your reputation
- 47% - Risk that your complaint would not be handled appropriately
- 45% - The behaviour seems to be culturally acceptable in the higher education institution where it happened
- 39% - Risk of losing opportunities
- 27% - Risk of negatively impacting grades
- 17% - Fear of the perpetrator
- 16% - Other

Reporting concerns

We asked the respondents who did not report their concerns why not, and many of the respondents gave more than one answer.

54% said they felt at risk of not being believed or taken seriously, 47% said they felt at risk of damaging their reputation, 47% felt the behaviour seems to be culturally acceptable in the higher education institution where it happened and 45% felt the behaviour seems to be culturally acceptable in the higher education institution where it happened.

Respondents who did not report their concerns

Some respondents provided comment on why did they did not report. Comments included:

- ‘Knowledge that prior complaints had not been handled well.’
- ‘Everyone already knew. He was notorious for it.’
- ‘Embarrassment related to low self-esteem.’
- ‘The behaviour is culturally acceptable to that member of staff in this institution.’
- ‘There was no forum to report, especially if it came from the Principal.’

Respondents who did report their concerns

We asked respondents who had reported their concerns whether they were satisfied with the outcome. 48% were not satisfied with the outcome. 43% were, 8% selected ‘don’t know’, and 3% did not give an answer.

We also asked respondents who were unsatisfied with the outcome of their reporting whether any action was taken. 79% said that no action was taken, while 16% said yes, 5% said they did not know and 5% did not give an answer.

Of the respondents who said no, some gave reasons. These included:

- ‘My anonymity was not protected and the perpetrators made life harder for me.’
- ‘My treatment worsened because [the perpetrator] knew had complained about [them].’
- ‘The person still kept their job and contact with students and no apology was received from them.’
- ‘Several lecturers colluded and made my life hell.’

We asked respondents who had reported their concerns why not, and many of the respondents gave more than one answer.

43% said they felt at risk of damaging their reputation, 45% felt the behaviour seems to be culturally acceptable in the higher education institution where it happened.

Reported some but not other concerns

- 24% - Risk of negatively impacting grades
- 39% - Risk of losing opportunities
- 47% - Risk of damaging your reputation
- 54% - Risk of not being believed or taken seriously
- 45% - The behaviour seems to be culturally acceptable in the higher education institution where it happened
- 47% - Risk of damaging your reputation
- 47% - Risk that your complaint would not be handled appropriately
- 45% - The behaviour seems to be culturally acceptable in the higher education institution where it happened
Overall awareness of reporting processes

We asked all respondents if they were aware of how to report any incidents of sexual harassment, inappropriate behaviour, bullying or discrimination in their higher education institution, regardless of whether they had experienced it or not.

Of all the respondents:
- 57% knew how to report incidents
- 28% did not know how to report incidents
- 11% selected ‘do not know’
- 4% did not give an answer

Most notably, of those who did not report their concerns:
- 49% knew how to report
- 9% selected ‘don’t know’
- 42% said they did not know how to report

We also asked respondents if their higher education institution provided guidance on training and/or guidance on how to recognise inappropriate behaviour, bullying or discrimination:
- 40% said no
- 26% did not know
- 4% did not say
- 31% said yes

Views on what could be changed for the better

Finally, we asked respondents if they think, if anything, needs to change in their higher education institution to improve the culture and eradicate sexual harassment, bullying, inappropriate behaviour and discrimination. Out of all respondents, 43% gave a suggestion, and some respondents gave more than one.

Calls for reviews of processes

69% of these respondents called for tightened processes in dealing with any incidents of sexual harassment, bullying, inappropriate behaviour and discrimination from their higher education institution. This includes employing a designated member of staff for students to report concerns to, introducing anonymous reporting and a zero-tolerance policy (ensuring repeat offenders are permanently removed), closer monitoring of all staff, ensuring equality of treatment for all students and staff and ensuring staff have the correct training to deal with reporting incidents of this nature and ensuring victims have sufficient support. Some respondents also discussed boundaries in the ‘student-teacher’ relationship and the need for professionalism in this relationship to be clarified.

We need sensitivity training for staff.

There needs to be a process in place of which complaints can be made anonymously, and dealt with by members of staff who do not have personal relationships with each other.

‘There have been [examples] where a student has been suspended or expelled for physical violence or rape, in one instance the victim was promised the aggressor would never be allowed on the grounds again. In all three instances, the aggressor was back in either a matter of months, or in one case weeks:

‘An institution wide culture change that believes victims, acknowledges the severity of impact these can have and respond with harsh consequences for perpetrators i.e. a zero tolerance policy.’

‘Too many teachers (one-to-one) are not vetted effectively in line with current safeguarding regulations.’

‘Staff relationships are close and this means it is hard for students to question staff behaviour.’

‘The relationships and boundaries between ALL staff and ALL students needs to be properly established and maintained with clear guidelines on how to do this available to both parties.’

‘Staff needs diversifying and training on cultural subjects and supporting students of colour.’

‘External staff should not be re-hired after numerous complaints about their conduct.’

‘Ensure ALL teaching staff are up to par, including just visiting/part time teachers not just the main staff.’

‘Have a zero-tolerance policy that is upheld in regards to bullying, gender-discrimination and sexual harassment/ abuse alongside other forms of discrimination.’

‘There needs to be a process where complaints can be made anonymously and dealt with by members of staff who do not have personal relationships with each other.’

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‘An institution wide culture change that believes victims, acknowledges the severity of impact these can have and respond with harsh consequences for perpetrators i.e. a zero tolerance policy.’
Calls for improved awareness of reporting and training

Of these respondents who gave a response, 54% called for improved awareness of reporting and training for students to recognise acts of sexual harassment, bullying, inappropriate behaviour and discrimination from their higher education institution, including training specifically on the Equality Act 2010.

Many respondents also suggested that many higher education institutions currently do not take complaints seriously.

21% of respondents suggested other solutions such as:

- Calls for improved awareness of reporting and training
- Calls for a review of current attitudes towards concerns of this nature
- ‘Clear outlines of what constitutes as sexual harassment, bullying and discrimination so that students know what is wrong and feel like they can report it and it will be taken seriously. Also, having a member of staff who is not connected to others so will not have bias.’
- ‘Greater visibility in how to get in contact with the college if there has been an issue.’
- ‘More information on the equality act and also being able to talk to a higher member of staff about these issues without any concern or worry.’
- ‘Have an open conversation upon induction week. We are introduced to time keeping, sick day procedures but not those that actually help us to feel safe.’
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- ‘Have an open conversation upon induction week. We are introduced to time keeping, sick day procedures but not those that actually help us to feel safe.’
- ‘There needs to be an implemented system that is outlined to all student where everybody or anybody who has a complaint goes through a specific system on how to make a complaint and this should be the same for every student regardless of who they are.’
- ‘Above anything, we need to find a way of making people understand that they did not do anything to deserve what happened to them.’
- ‘There needs to be an implemented system that is outlined to all student where everybody or anybody who has a complaint goes through a specific system on how to make a complaint and this should be the same for every student regardless of who they are.’
- ‘Above anything, we need to find a way of making people understand that they did not do anything to deserve what happened to them.’
- ‘There needs to be an implemented system that is outlined to all student where everybody or anybody who has a complaint goes through a specific system on how to make a complaint and this should be the same for every student regardless of who they are.’

21% of respondents suggested other solutions such as:

- ‘Rehearsals should be recorded and monitored, conductors, teachers and students should be held accountable for what is said and done in rehearsals.’
- ‘Constant discussions and a language/process for girls to call out inappropriate things in the moment whilst still feeling professional and equal to their male peers.’
- ‘The culture that allows sexual harassment, sexism and discrimination etc. to be normalised is widespread in the music industry and particularly in conservatories and this NEEDS to change in order for anything to improve.’
- ‘It should be compulsory to ask students if they are comfortable before making physical contact with them, whether that be in a large group, masterclass or 1-1 setting, permission must always be given before physical contact.’
- ‘I think students could be encouraged more to talk about any experiences with sexual harassment/bullying/inappropriate behaviour/discrimination with members of staff.’
- ‘The way reports are handled by high-up staff. It should be taken more seriously.’
- ‘The heads of department need to actually deal with issues rather than ignore them. Not dealing with discriminatory and unprofessional behaviour allows people to get away with it and does not show support for the person affected.’
- ‘Staff need to be more active in stopping it and not ignoring it.’
- ‘Students’ voices [need to] be given credence – even from people working within educational institutions there’s still an opinion if ‘you’re too young to know’, ‘you’re only young you don’t know what you’re talking about’, and ‘I’m sure they didn’t mean it like that’ – as in someone behaving inappropriately and it being dismissed as an accident, or not intentionally bullying/sexualising/harassing for example.’
- ‘I think that the college need to be more understanding and empathetic of people’s issues however irrelevant it might seem to them.’
- ‘Students need to be reassured that they will be taken seriously and that any reports are dealt with discretion and respect.’
- ‘At the moment it feels like so much of what happens is just brushed under the carpet. You are told not to make a fuss. And here policies that are meant to protect us don’t exist, they are just tick box exercises so the institution can say ‘aren’t we brilliant we’ve got this document!’ but in reality it is meaningless.’
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About the survey – further information

This confidential, anonymous survey ran from 9 April to 21 May 2018 and within that time frame the survey received 600 responses.

We asked respondents to tell us where they study.

Type of institution:

- 42% Specialist drama school
- 20% University
- 15% Music college
- 14% Conservatoire that does music or drama
- 5% Dance
- 1% Conservatoire/specialist music or drama college (not specified)
- 1% Other
- 2% Didn’t specify

In addition to the survey, respondents had the option to complete an equality and diversity monitoring form to help further our analysis.

We asked respondents what gender they identified as:

- 65% Female
- 26% Male
- 1% Non-binary
- 8% Did not give an answer

Out of the 600 responses, these categories of sexual orientation were identified:

- 60% Heterosexual
- 3% Asexual
- 2% Gay woman/lesbian
- 17% Bisexual
- 6% Prefer not to say
- 7% Didn’t say
- 5% Gay man
- 9% Prefer not to say

The following ethnicities were identified:

- 66% White – British, English, Northern Irish, Scottish, Welsh
- 9% White – White European
- 5% Any other white background
- 2% Any other Mixed/Dual heritage group
- 2% Mixed / Dual heritage – White & Asian
- 2% White – Irish
- 1% Asian/Asian British – Pakistani
- 1% Asian/Asian British – Chinese
- 1% Asian/Asian British – Indian
- 1% Mixed / Dual heritage – White & Black Caribbean
- 1% Black / African / Caribbean / Black British – African
- 1% Black / African / Caribbean – Caribbean
- 1% Prefer not to say
- 1% Other Asian background
- 1% Asian/Asian British – White & Black African
- Less than 1% Other Asian background
- Less than 1% Asian/Asian British – White & Black Caribbean
- Less than 1% Mixed / Dual heritage – White & Black Caribbean
- Less than 1% Black / African / Caribbean – Caribbean
- Less than 1% White – Gypsy, Roma or Irish Traveller
- Less than 1% White – Irish
- Less than 1% Mixed / Dual heritage – White & Black Caribbean

We also asked respondents if their higher education institution provided guidance on training and/or guidance on how to recognise and report inappropriate behaviour, bullying or discrimination. 40% said no 31% said yes 26% did not know 4% did not say.
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We asked respondents if they reported their experiences and broke the results down by institution-type.

### Reporting – breakdown by institution type

- **Specialist drama school**
- **Music college**
- **Conservatoire that does music & drama**
- **Dance**
- **University**
- **Other**
- **Conservatoire/specialist music or drama college (not specified)**
- **Didn’t say**

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### Reasons for not reporting – breakdown by institution type

We asked respondents why they did not choose to report their experiences and broke the results down by institution-type.

- **Risk of not being believed or taken seriously**
- **Risk of losing opportunities**
- **Risk of negatively impacting grades**
- **Fear of the perpetrator**
- **The behaviour seems to be culturally acceptable in the higher education institution where it happened**
- **Risk of damaging your reputation**
- **Other**

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Awareness of how to report – breakdown by institution type

We asked respondents if they knew how to report and broke the results down by institution-type.

Awareness of how to report – breakdown of respondents who chose not to report

We asked respondents who did not report if they knew how to.

Type of institution
- Specialist drama school
- Music college
- Conservatoire that does music and drama
- University
- Dance
- Other
- Didn't specify

Yes
No
Don't know
Didn't say
Make the future happen today

It is vital the whole creative sector works together to enforce good behaviours, right from the beginning of a career. We recommend that all organisations, including higher education institutions support and adopt all relevant industry codes of conduct, including:

- The ISM-Musicians’ Union Code of Practice for the Music Sector which are a set of principles that aims to eradicate bullying, harassment, discrimination and other forms of inappropriate behaviour within the sector: ism.org/dignityatwork | musiciansunion.org.uk

Equity’s Agenda for Change which offers a string of action points for the people, organisations and venues within the sector, and aims to empower members affected by bullying, harassment or sexual harassment to come forward: equity.org.uk/getting-involved/campaigns/safe-spaces

- The UK Theatre and SOLT 10 Principles which encourage safer and even more supportive working practices in theatre: uktheatre.org/theatre-industry/guidance-reports-and-resources/safe-and-supportive-working-practices

About the organisations

### About Equity
Equity is the UK trade union for professional performers and creative practitioners. As a leading industry organisation, Equity is known and respected nationally and internationally for the work we do with, and on behalf of, our members working across all areas of the entertainment industry.

We are a campaigning and organising union and proud of our strong record of taking the things that matter to our members to parliament and other centres of influence. Being part of Equity gives members a voice in these places. Members are at the heart of all the union’s activities and by getting involved they drive forward the work of the union.

### About the ISM
The Incorporated Society of Musicians is the UK’s professional body for musicians and a nationally-recognised subject association for music. We were set up in 1882 to promote the art of music and to protect the interests of all musicians. Today we support over 8,500 members with specialist and tailored services and expert advice, from study up until retirement and beyond.

### About the Musicians’ Union
Established in 1893, the MU represents over 30,000 musicians working in all sectors and genres of music. As well as negotiating on behalf of its members with all the major employers of musicians in the UK, the MU offers a range of services tailored for the self-employed such as legal advice and assistance, unpaid fee recovery, template contracts and specialist insurance.

Help and advice

If you have been a victim of sexual abuse, we would encourage you to speak to one of the following organisations. They can provide support such as counselling and signposting of specific services to assist you in recovery and advise on reporting the incident to the police should you choose to:

- **Rape Crisis** – rapecrisis.org.uk
- **Victim Support** – 08 08 16 89 111 or harassment@equity.org.uk
- **Galop (LGBT+)** – 0207 704 2040 or www.galop.org.uk
- **Survivors UK (men)** – www.survivorsuk.org
- **Samaritans** – 08457 909090

Equity members can contact the union’s **Bullying and Harassment Helpline** on 020 7670 0268 or harassment@equity.org.uk. There are a range of materials available to members at www.equity.org.uk/members-area/member-resources/bullying

If you are an ISM member, you have access to confidential legal advice and assistance from their team of **specialist officials and solicitors**. See theMU.org for more info and contact details. The MU has a dedicated email account – safespace@themu.org – to provide a safe space for members and non-members to share instances of sexism, sexual harassment and sexual abuse. All emails are treated in the strictest confidence.

Sexual Assault Referral Centre – dial 111 to find the nearest Sexual Assault Referral Centre. They can provide immediate support and advice, including medical examinations and tests, and will not go to the police until you decide if you want to or not.