

Tackling Lad Culture Benchmarking Tool

This benchmarking tool produced by NUS and the 9 lad culture strategy pilot unions' aims to help students' unions and institutions work together to create an effective joint strategy to tackle lad culture. It can be used by student officers and staff to benchmark practice across five principles that underpin effectively tackling lad culture.

How to use the tool

Go through each of the principles below, these are the conditions that have to be met to ensure you can effectively tackle lad culture. The benchmark grid sets out the various stages that people may be at in achieving this. Once you've mapped out your current level, you may wish to choose a couple of priority areas to work towards achieving the next level. The tool is a good starting point for discussions between staff and students - about how you can work together to tackle lad culture and create happier, safer and more inclusive educational community.

5 Principles to tackle lad culture

1. Collaborative and long term strategy

The principle that institution staff, union staff, officers and students should work together to ensure a long term cross-institutional and intersectional approach to shaping and monitoring progress.

2. Robust institutional and union policies that hold people to account

The principle that policies applied throughout the educational environment should be democratically decided, used to set out expectations of behaviour, encourage people to champion a safe and inclusive culture and holds members of the community to account over their actions.

3. An open, constructive and diverse environment to educate each other

The principle that all students and staff should have opportunities to explore the impact of lad culture, oppression, power and privilege; and listen to people from diverse backgrounds to develop an understanding of the importance of liberation, equality, diversity and sexual consent.

4. People with the tools to challenge lad culture

The principle that all students and staff should possess the knowledge and skills to use institutional processes where appropriate and to be active in challenging all forms of oppression and not bystanders.

5. Accessible network of survivor centred support services

The principle that all students should have easy access to reporting methods and support services if they experience sexual harassment, assault, hate crime and discrimination and that these services are focused on their wellbeing

	First Steps	Developing	Developed	Refining	Outstanding
Collaborative and long term strategy	There is some reactive work taking place in either the SU or institution to address immediate symptoms of lad culture. This takes place in isolation to each other.	Key university staff, student support staff and student officers have come together to outline key aims and objectives to tackle lad culture. Issues are mostly identified through the experiences of the people in the room and little is done to engage the thoughts of the student body.	A cross-institutional working group made up of diverse students, staff from the institution and union and local service providers has been established. Through lots of stakeholder engagement a strategy and action plan has been created. The group meet regularly to monitor the progress.	The progress and decisions of the working group are reported to the institutions and unions committee structures at regular points. This ensures that all work is joined up and that necessary resources e.g. funding, staff support, equipment are allocated.	The working group is a permanent structure within the institution and union governance. The aim of the strategy forms an objective of both the institution and unions strategic plans, is well resourced and is a priority area of work for both organisations.
Robust institutional and union policies that hold people to account	SUs and institutions each have separate policies relevant to aspects of lad culture e.g. E&D policy. Specific staff are aware of procedures and protocols to implement the policies. There are gaps in policy that do not cover specific issues related to lad culture.	Data on student experiences of using and navigating protocols and procedures has been collected to inform policy creation.	There are joint SU and institution policies that have procedures and protocols that align together. These policies are easily accessible to all students and staff.	Data about outcomes and experiences of policy is reviewed annually, which is used to review existing policy and gaps indicating where new policies need to be created. Procedures associated with policies are viewed as being affective by those who have used them.	All students and staff are aware of policy that target lad culture and are recognised by all to be affectively implemented. All staff and student leaders are able to signpost others to relevant policies and are clear about their responsibilities in implementing them.
An open, constructive and diverse environment to educate each other	There is very little discussion on lad culture, sexual harassment and assault.	There is an educational programme that addresses lad culture. There are specific efforts to platform the voices of liberation groups.	An educational campaign has been created and promoted that addresses lad culture, sexual harassment and assault specifically tailored to different stakeholder groups. These are shaped and led by liberation groups.	Student groups such as societies, sports and liberation groups have discussed the causes and effects of lad culture and developed their own aims and objectives for educating their members.	A tailored and interactive educational programme that addresses lad culture is embedded within the curriculum.

<p>People with the tools to challenge lad culture</p>	<p>There is a lack of clarity around how to respond appropriately to disclosures of victims of sexual harassment and assault. Macroaggressions, oppressive behaviour and language often go unchallenged.</p>	<p>Groups that need to be trained have been identified. Research has been done on relevant potential training programs.</p>	<p>All academic staff, students' union staff and elected officers and counsellors receive training which informs them about lad culture, sexual harassment and assault policies, procedures and how to signpost to relevant services.</p>	<p>Training programme is available on multiple platforms and has been tailored for different groups of staff and students.</p>	<p>Specific staff have responsibility to co-ordinate training across the educational community in their job role.</p>
<p>Accessible network of survivor centred support services</p>	<p>There is support for victims of sexual harassment and assault however they are unclear and inaccessible.</p>	<p>The university and SU have collaborated with specialist services to create care pathways that provide guidance for student victims of sexual harassment and assault on available options.</p>	<p>All student support, welfare advice staff and counsellors are trained to support victims of sexual harassment and assault at the point of disclosure and how to signpost to relevant services.</p>	<p>Support systems are designed to be survivor-centred. The survivor's progress and development are tracked holistically throughout their care pathway journey.</p>	<p>Students and staff fully understand the range of survivor support. There is an independent sexual violence advisor on campus.</p>