

Cardiff URGE Pod Session 6 Deliverable: Safety Plan (Rough Draft)

1. General School Code of Conduct (proposed)

Overview

We value the participation of every member of our community and want to ensure everyone has an enjoyable and fulfilling experience, both professionally and personally. Accordingly, all members of the School of Earth and Environmental Sciences (EARTH) are expected to show respect and courtesy to others at all times. We create our culture and our culture is inclusive.

Please note that this code of conduct is not a legal document, supplementing, but not trumping, University- and/or [College-level policies](#) (internal link) for your level of employment or study.

Inclusivity and diversity

Enjoyable, high-quality research can only be conducted when you feel safe, secure, and supported. All group members are thus dedicated to a harassment-free experience for everyone, regardless of gender identity and expression, sexual orientation, disability, physical appearance, body size, race, age, and/or religion. We do not tolerate harassment by and/or of members of our group in any form, and we ask all members of the community to conform to the following Code of Conduct:

- All communication, be it online or in person, should be appropriate for a professional audience, and be considerate of people from different cultural backgrounds. Sexual language and imagery is not appropriate at any time.
- Be kind to others and do not insult or put down other group members.
- Behave professionally. Remember that harassment and sexist, racist, or exclusionary jokes are not appropriate.
- Harassment includes offensive verbal comments related to gender, sexual orientation, disability, physical appearance, body size, race, religion, sexual images in public spaces, deliberate intimidation, stalking, following, harassing photography or recording, sustained disruption of discussions, inappropriate physical contact, and unwelcome sexual attention.
- Participants asked to stop any harassing behaviour are expected to comply immediately.
- Contribute to discussions in meetings with a constructive, positive approach.
- Be mindful of talking over others when discussing in groups and be willing to hear out the ideas of others.

In addition to making group members feel safe and secure, diversity and inclusivity has numerous benefits to us all. Put simply, the greater the mix of people in our group, the greater the mix of skills, experiences, perspectives, and ideas we can collectively draw on. But the benefits of diversity and equality cannot be fully achieved without creating an inclusive environment. All members of EARTH at all levels are expected to follow the code of conduct and will be reminded of these rules if any issues arise. If inappropriate behaviour persists after this initial discussion, formal processes will be initiated (see other document on reporting and policies).

Other Relevant Issues

The full code of conduct includes sections on mental health, publications/open science, working hours, communication, and social media. These issues are relevant to the code of conduct due to the potential

for significant impact on particular groups, including early career and BAME+. As the new staff handbook is being developed, this material will be included.

2. General School Training Recommendation/Resources: antidiscrimination, bystander intervention, and de-escalation training

2.1. Training Recommendations for Staff

- **Equality & Diversity Trainings offered by the university are found here (particularly relevant modules listed below):** <https://intranet.cardiff.ac.uk/staff/training-and-development/staff-courses-and-programmes/training-courses/equality-and-diversity>
 - Equality, Diversity & Inclusion (online module, required by university)
 - Equality, Diversity & Inclusion for Team Leaders and Managers (sign up through CORE HR)
 - Understanding Race Bias (self-enrol through Learning Central)
 - [Understanding Unconscious Bias](#)
- Many trainings available in-person (not asynchronously) - work with university to get relevant by-stander intervention/
- Consider Serc/Carlton list of relevant trainings (not all free/available here): <https://serc.carleton.edu/advancegeo/resources/training.html>
 - <https://www.ihollaback.org/harassmenttraining/> (free online bystander/de-escalation training)

2.2. Training Recommendations for Students

- [Understanding Unconscious Bias](#) (Postgraduate students)
- No other trainings on intranet, but recommend other activities: <https://intranet.cardiff.ac.uk/students/study/equality-diversity-and-inclusion/how-we-are-inclusive/race/get-involved>
- <https://marshalllearning.com/blog/student-bystander-training/> (free student training)

3. General School Reporting Procedures

3.1. Policies and instructions concerning reporting

- [Prevent Policy](#) at the university level in approaching the vulnerability of our staff and students with regard to harassment or radicalization.
- [Students complaints procedure](#) explaining how a student may report a complaint.
- [Dignity at work and study policy](#)

3.2. Emails for Reporting

- Department, Lab, Division, Advisor or Supervisor Policies. School complaints administrator contact: earthstudentcomplaints@cardiff.ac.uk
- Students and staff in our school can report the ED&I issues to edi-earth@cardiff.ac.uk in which the emails will be addressed by our ED&I committee.

4. Field-Specific Additions:

4.1. Checklist – Conversations to have with field team before departure

4.1.1. For field trips: lay out clear expectations for ALL students (what is good equipment, etc.). Make sure this covers toilet facilities, alcohol consumption, etc.

4.1.2. Make sure that all students have the kit they need in advance and any other individual concerns are addressed. Possible options:

4.1.2.1. Create equipment locker – donations of old gear? (email in advance to borrow kit, sizes of stuff)

4.1.2.2. Include some into tutorials.

4.1.2.3. Earth society – kit exchange/locker? Include text books? Once a year?

4.1.2.4. Bursary/financial support to buy spare kit?

4.1.3. Postgrad research – As projects are being developed and field work is being discussed, make sure to discuss the range of possible options that could be available to achieve the research goals and make sure the student is fully informed and wants to do fieldwork in that location.

4.1.4. Ensure that students have special equipment to reduce harassment, especially in areas of high risk (see 4.2) (easy-to-see identification, official-looking field apparel, work buddies) (suggested in paper 3)

4.2. Racial/LGBTQ risk assessment of sites

4.2.1. Guidance to be included explicitly in risk assessment

4.3. Procedure for documenting incidents in the field

4.3.1. Reporting policy in place will be expanded to include documentation of any reported incidents. This will include documenting even small issues in the field; similar to 'near-miss' incident in the lab.

4.4. Additional training for field teams

4.4.1. In future, try to include cultural competence training