

A **Slavery-Free Campus** is an environment within a university campus that is committed to raising awareness about, preventing and combatting modern slavery and human trafficking. The concept of a Slavery-Free Campus comes from the University of Nottingham Rights Lab.

In order to be a Slavery-Free Campus, universities should focus on various aspects, including education, research, awareness campaigns, support for victim-survivors, comprehensive policies and procedures, and collaborations with local and international organisations working to end modern slavery.

According to the Rights Lab, creating a Slavery-Free Campus involves universities implementing several key actions:



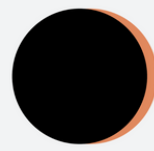
Prevention: creating an environment where slavery cannot flourish

Short-term

- i. A programme of basic-level awareness-raising and training for all staff and students should be implemented across the university. For example, this could form part of staff induction and consist of a brief compulsory online course.
- ii. Universities should ensure that policies are in place to support staff and students who are found to be in situations of exploitation. This may include a robust Whistleblowing Policy where any suspected cases of modern slavery are fully investigated.
- iii. Universities should avoid recruitment via agencies. Where agency recruitment is necessary, universities should use established and reputable agencies that have been subject to scrutiny in line with the MSA.
- iv. Universities should actively support the safe migration of students via appropriate advice and monitoring of visas, and of staff via robust HR requirements of proof of the legal right to work in the UK.

Long-term

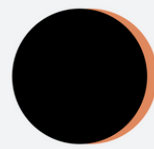
- i. Modern slavery should be included in the core syllabus of all front-line degree programmes, for example medicine, midwifery and social work. This increases community resilience to modern slavery when these students graduate and can identify and respond to cases of modern slavery in their places of work.



Discovery: responding to any ongoing issues within universities

Short-term

- i. Specific training should be provided for university counselling staff, student tutors, hall wardens, campus security staff, 'nightline' volunteers and any other students or staff members who hold pastoral roles within the university. This ensures that victim-survivors who come forward are given appropriate care. This training should be repeated annually.
- ii. University procurement departments should provide regular, specific training for staff, and conduct regular reviews of their procurement practises. This should include investigation into the supply chains of both the university and the Student Union.
- iii. Procurement departments should adopt specific policies on conflict minerals and fair trade.
- iv. Procurement departments should develop prioritised categories for assessment (for example, electronics, food and catering, laboratory supplies, building supplies).
- v. Procurement departments should consider membership of consortiums like Electronics Watch which work to ensure good working conditions in supply chains.
- vi. University finance departments should conduct regular reviews of their investment practises, to ensure their ethical investment or responsible investment policies include modern slavery, and that investments are in line with these policies. Universities should consider being signatories of the United Nations Principles of Responsible Investment, now known as PRI, and therefore integrating environmental, social and governance issues (including human rights issues such as modern slavery) into investment and ownership decisions. University fund managers should also be PRI signatories and share a commitment to assess ESG concerns in university investments.
- vii. University HR departments should ensure correct recruitment procedures are being conducted by contractors and agencies and that all staff are paid the minimum wage with decent working conditions.
- viii. University research services and fundraising departments should ensure that policies on research partnerships and donors include work to ensure the university is not giving funds or receiving funds from external organisations that do not have risk mitigation in place (in line with the reporting requirements of the MSA).



Discovery: responding to any ongoing issues within universities

Long-term

i. The results of regular short-term reviews of actions in 2a should inform the annual, legally-required review and update of each university's Modern Slavery Statement, which should include Key Performance Indicators and year-on-year development of long-term and robust commitments to procurement practises, HR policies, fundraising, investments, campus awareness and training.

Sustainable resilience: ensuring that universities maintain their commitment and engagement, evolving their response as modern slavery itself evolves

Short-term

i. Universities should support and encourage antislavery activities led by student groups and unions. Where possible, universities should invest in student-led programmes.

ii. Universities should establish a specific committee or working group with responsibility to oversee work against this framework and to adapt to changing circumstances. This may be an existing working group already charged with monitoring activity against the steps laid out in the university's Modern Slavery Statement, but expanded to include additional stakeholders with responsibility for elements of The Slavery-Free Campus Framework.

ii. Universities should involve survivor input and leadership in their Slavery-Free Campus work and committee, recognising the value of the expertise of those with lived experience. The Survivor Alliance (Rights Lab, 2020) has a network of survivor leaders available for consultancy.

Long-term

i. Universities should participate in and support the work of local antislavery multi sector partnerships and local prevention programmes. This could include event hosting, support for training materials or website development, and support for front-line professionals in training, and monitoring and evaluation services. This civic engagement also feeds into the discovery phase of the framework.