

The Respectful Relationships Unit's sexual violence prevention toolkit

A practical guide for implementing
change in your local area



Australian
National
University

Acknowledgement of Country

We acknowledge the First Peoples of the lands and waterways across Australia on which we work and live and pay our respects the Traditional Custodians of Ngunnawal and Ngambri Country, where much of this work was carried out.

At the Respectful Relationships Unit (RRU), we understand that all forms of oppression are connected, and that we cannot address sexual violence and gender inequality without also addressing racial and colonial violence.

We recognise Aboriginal and Torres Strait Islander peoples as the leaders and knowledge-bearers for preventing gender-based violence in their communities. We pay homage to the diverse and vibrant First Nations leaders across the country who are driving this work.

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Key contributors & thanks

We would like to thank a variety of stakeholders and advocates who have not only contributed to this document to make it a better resource, but also those who have pushed the tertiary education system to reflect and act upon sexual violence in the sector.

Firstly, we thank all survivors who, across the generations, have been courageous in driving change; coming forward, articulating lived experiences, reliving trauma, advocating for change and supporting others. Your contribution has created movements, instigated change and provided a platform for current survivor centric practices. This is essential to the work but comes at a cost – we always strive to honour that in our work.

We acknowledge the harm that has been experienced within higher education institutions, including at ANU. Many stakeholders have been instrumental in advocating for a nuanced understanding of sexual violence in the Australian higher education sector and pushed for the resources to respond and address this violence adequately. We thank Our Watch for leading the conversation on prevention in Australia, providing evidence informed theories of change and support for practitioners. In this resource we have leaned heavily on their *Educating for Equality* and aim to contextualise its actions for the ANU community.

ANU is committed to addressing sexual violence in its community. Leaders have continued to strive for transparent, trauma-informed systems and practices. In recent years, the University has built safe and ethical support services, enhanced formal reporting processes and invested in our prevention team. Although there is still much work to be done, this continued commitment is essential for building trust and reducing harm in both the ANU and wider community.

A big thanks goes out to all the teams and individuals in the ANU community who generously gave us their invaluable feedback on this resource. Thanks also goes to other local areas who have trusted us to work with them on delicate community issues and build the practice experience and context knowledge that is at the heart of this resource. This is a large and diverse institution; your input has meant this toolkit comprehensively captures the varied roles and experiences of staff and students.

Special thanks go to:

- Student Safety and Wellbeing Team
- Equity and Belonging Team
- Residential Hall staff and student leaders
- PARSA – Postgraduate and research students' association
- College of Engineering and Computer Science
- College of Asia and the Pacific
- College of Arts and Social Sciences
- John Curtin School of Medical Research
- Research School of Astrophysics and Astronomy
- Deputy Vice Chancellor (Student and University Experience)
- Director of University Experience.

A note on safety

Sexual violence is a pervasive problem in Australian society. It has impacted far too many of us in both our personal and professional lives. We know that many of you who take action to prevent sexual violence may have experienced or continue to experience harm. In addition, all those who engage with this sensitive topic can find it challenging and stressful. We encourage you to take care, debrief with peers and link into to your support networks as needed. Additional dedicated support services are detailed below.

On disclosures of sexual violence

The Student Safety and Wellbeing Team (SSWT) provides specialist case management to students who have experienced sexual violence and can also provide information and advice to staff in partnership with HR to respond to staff disclosures and formal complaints related to sexual harassment and sexual assault. As of 2021, the SSWT has replaced the response and case management function previously provided by the Respectful Relationships Unit (RRU).

Our colleagues in the SSWT have significant experience and expertise in working with survivors of sexual violence and those who support them. Any ANU community member can access this team for information and support by emailing student.wellbeing@anu.edu.au or by filling out an [online disclosure form](#). You will receive a response within 72 hours (at most).

The SSWT has also compiled a [comprehensive guide](#) to responding to disclosures. This includes the range of internal and external response services available to ANU community members who have experienced sexual violence at any point of their lives.

It is important to note that in the context of careful and sustained prevention work we may continue to see an increase in disclosures, especially in the initial phases of implementation.¹ Effective and robust response systems are the foundation of impactful prevention work (see Figure 1), and ANU has made significant improvements over the last 12 months to ensure that survivors have access to the care pathways that they need and deserve.

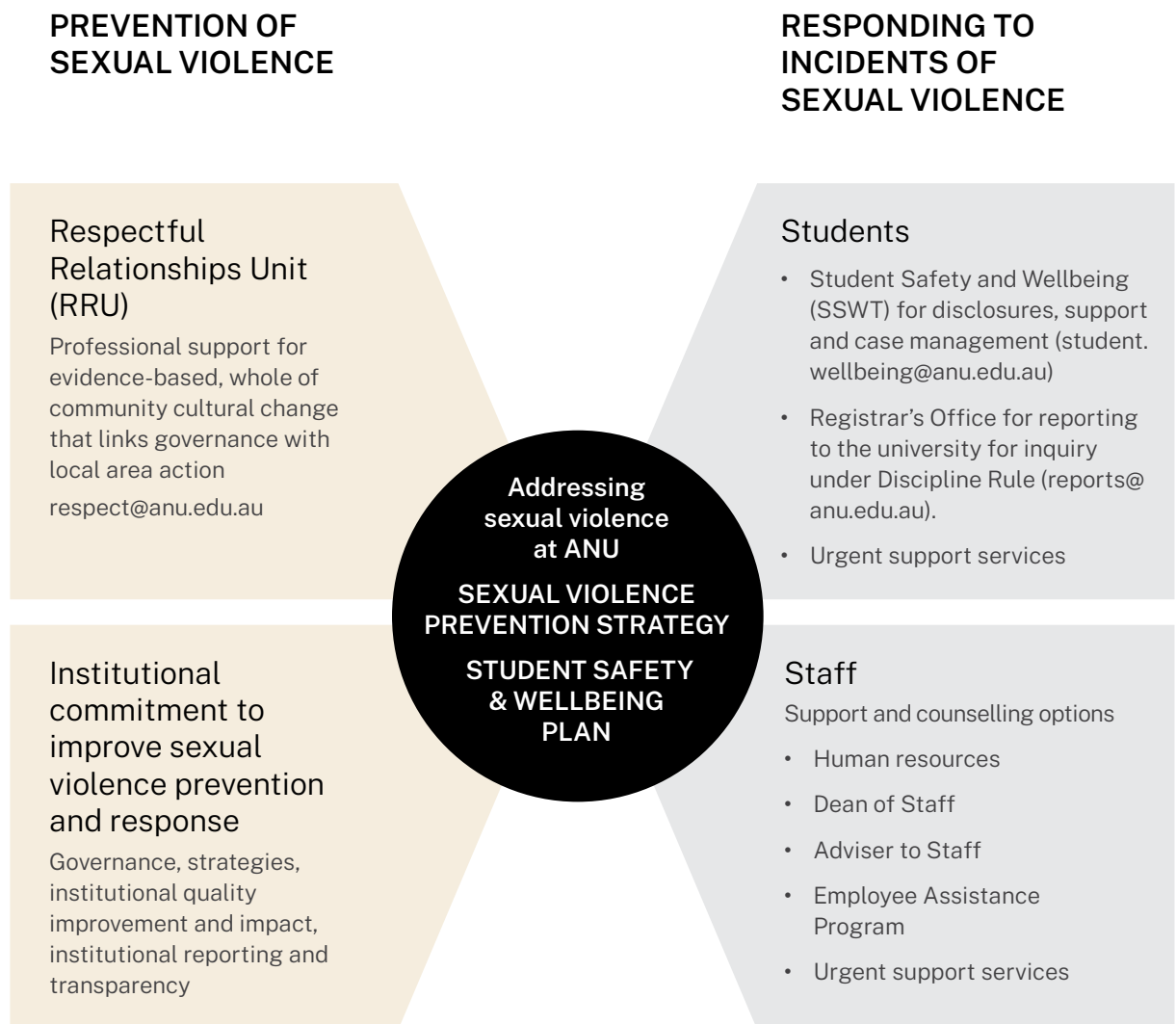
Please make sure you are equipped to respond to disclosures and refer to appropriate pathways by familiarising yourself with the information provided here. The RRU and SSWT also provide training to enhance your skills and knowledge in this area.

As part of the newly established university experience division strategy, the RRU now focuses solely on prevention. This document aims to address the practical elements of primary prevention work in detail.

On intersectionality

This toolkit leans on concepts and evidence discussed in recent publications such as *Educating for Equality* (Our Watch, 2021) and adopts broader terminology that includes violence perpetrated against all marginalised gender identities. **We acknowledge the intersectional nature of gender-based violence and violence perpetrated against other historically excluded and marginalised people and communities, including gender and sexuality diverse people, Aboriginal and/or Torres Strait Islander peoples, people with disability, people from low socioeconomic backgrounds, and people from culturally and linguistically diverse backgrounds.** We recognise that the concept of sexual violence is challenging and may not always adequately capture the individual experiences of survivors. We strive to be inclusive in our language and thinking and invite ongoing discussion on this challenging topic to continue to further our understanding of how to best engage in meaningful sexual violence prevention work.

Figure 1



Message from the Deputy Vice Chancellor

Violence is unacceptable in all its forms, and ANU is committed to providing a safe and inclusive environment for all community members. Education is a key component of prevention, and this Toolkit stands as a pillar to support our community.

Over the past years ANU has been building the support network in order to best respond to incidents of sexual assault and sexual harassment within our community. The need to continue this work was made evident by the National Student Safety Survey (NSSS), released in March this year. The NSSS builds on an important legacy of research and advocacy on the problem of sexual assault and sexual harassment across Australian university campuses and in our own community.

The foundation for this work started with the 2017 Change the Course Report, and now includes the release of Sexual Violence Prevention Strategy (SVPS) and the establishment of the Respectful Relationships Unit (RRU) in 2019, the independent review of the SVPS (Walker 2022), and the release of the Student Safety and Wellbeing Plan. This work has culminated in significant actions in both prevention and response services provided by the University.

Through the implementation of the Student Safety and Wellbeing Plan, the RRU has been able to build up prevention efforts. This has included extended training to university staff and students, and provide targeted support to local areas around education and organisational change in Student Residences.

This toolkit reflects a number of community and relationship-building activities that have been taking place since the inception of the RRU. Importantly, this toolkit has been developed in partnership with staff and students across a range of local areas and designed specifically for an ANU community context.

It also draws on contemporary literature and evidence informed theories of change. As an accessible and practical guide, it will assist local areas –and specifically staff that focus on wellbeing and University experience –to better understand the problem of sexual harassment and sexual assault, take action that is more likely to meet the needs of their community, and move towards the desired outcome of sustained prevention.

The toolkit is also intended to be a connector between broader governance priorities and the operational plans of local areas –especially in the domain of gender equity, diversity and inclusion. The RRU have created the tool to be agile and useful –to enhance and complement related governance frameworks and action plans, not to replace them.

I encourage all members of the ANU community to reach out to the RRU for professional guidance. This capable team can assist with training, resources, consultation and advice, and they have increased capacity to monitor and evaluate the impact of prevention efforts in academic, professional and residential sites.

Finally, I want to thank everyone who has been involved in putting this toolkit together, providing their insights and feedback. This work is challenging and will only succeed with genuine partnerships and collaboration. The RRU are here to make the journey a little lighter, supporting the community toward cultural change.

Professor Ian Anderson AO

Deputy Vice-Chancellor (Student and University Experience)

Terminology

The following terms and phrases are referred to throughout this toolkit and may require clarification:

Cisgender/cis

In simple terms, cisgender means not transgender. The term is used to describe people whose gender corresponds to what they were assigned at birth.² For example: a cisgender man is someone who was assigned with the gender 'male' when born, often because of sex characteristics and continues to live and identify as a man.

Disclosure of sexual violence

At ANU we mostly use the term 'disclosure' to refer to the process in which a person discloses an occurrence of sexual assault or harassment to, for example, an ANU staff member or student leader. A disclosure is different from a formal report. It is an opportunity for that person to be provided access to coordinated support, information and referrals to relevant support services. A disclosure does not commit the person to making a formal report to ANU or police, nor does it prevent the person from exploring more formal reporting options.

Gender

The range of social and cultural characteristics relating to, and differentiating between and beyond, masculinity and femininity. Gender is a different concept from sex, which refers to the physical and biological characteristics of person.

Gender-based violence (GBV)

Any "behaviour or attitudes underpinned by inequitable power relations that hurt, threaten or undermine people because of their (perceived) gender or sexuality". GBV represents a continuum of behaviours and attitudes that include sexual violence and harassment, intimate partner violence, family violence and homophobic and transphobic abuse.³

Gender diverse

An umbrella term that is used to describe gender identities that show a diversity of expression beyond the binary framework of masculinity and

femininity. Umbrella terms such as 'non-binary', 'genderqueer' or 'agender' are some of the terms used by gender diverse people. The term that can also be used as a broad descriptor for anyone who is not cisgender, including trans people who identify as men or women.⁴

Gendered drivers

The specific elements of gender inequality that are most strongly linked to violence against women. They relate to the structures, norms and practices arising from gender inequality in public and private life. Gendered drivers create the conditions in which violence against women occurs. They must always be considered in the context of other forms of social discrimination and disadvantage.

LGBTIQA+

'LGBTIQA+' is an evolving acronym that stands for lesbian, gay, bisexual, transgender, intersex, queer/questioning, asexual. The '+' represents other diverse gender identities and sexualities not explicitly included in the term LGBTIQA.⁵

Prevention

Primary prevention

Primary prevention refers to "whole-of-population initiatives that address the primary ("first" or underlying) drivers of violence". It requires reforming the institutions and systems that excuse, justify or promote such violence; and shifting the power imbalances and social norms, structures and practices that drive and normalise it.⁷

Secondary prevention

Secondary prevention, or early intervention, aims to 'change the trajectory' for individuals at higher-than-average risk of perpetrating or experiencing violence.

Tertiary prevention

Tertiary prevention, or response, supports survivors and holds perpetrators to account, and aims to prevent the recurrence of violence.

Racism

Racism takes many forms and can happen in many places. It includes structural and interpersonal prejudice, discrimination or hatred directed at someone because of their colour, ethnicity or national origin.

Reinforcing factors

Factors, behaviours or attitudes that become significant in the context of the drivers of violence. These factors do not predict or drive violence against women in and of themselves; however, when they interact with the drivers, they can increase the frequency or severity of violence.

Reporting of sexual violence

A person who has experienced sexual assault or sexual harassment has the option to lodge a formal report (complaint) with the ANU and/or the Police. Reporting to ANU means that ANU will review the allegation and decide whether to go ahead with an inquiry under a particular Policy or the ANU Discipline Rule (students). Reporting to police means giving as much information as possible to begin a police investigation. The person reporting can meet with the police to talk about the reporting process before they decide whether they want to make an official report. There is no time limit on reporting.

Sex

The biological and physical characteristics used to define humans as male or female, as distinct from 'Gender', which is the social and cultural characteristics generally relating to masculinity or femininity. Some people have both male and female sex characteristics, or neither male nor female characteristics.

Sexual assault

Sexual assault includes any offence of a sexual nature committed on another person where a person is forced, coerced or tricked into sexual acts against their will or without their consent, including when they have withdrawn their consent, or they are unable to give consent.

Sexual harassment

Sexual harassment is any unwelcome sexual advance, or an unwelcome request for sexual favours, or engages in other unwelcome conduct of a sexual nature, including in circumstances

in which a reasonable person, having regard to all the circumstances, would have anticipated the possibility that the person harassed would be offended, humiliated and/or intimidated as defined in the Sex Discrimination Act 1984 (Cwlth).

Sexual violence

Sexual violence refers to "physical and non-physical forms of violence of a sexual nature, carried out against a person's will".⁸ This includes any "sexual activity that happens where consent is not obtained or freely given. It occurs any time a person is forced, coerced or manipulated into any unwanted sexual activity, such as touching, sexual harassment and intimidation, forced marriage, trafficking for the purpose of sexual exploitation, sexual abuse, sexual assault, and rape".⁹

Transgender/trans:

Umbrella terms used to refer to people whose assigned sex at birth does not match their gender identity. Trans people may choose to live their lives with or without modifying their body, dress or legal status, and with or without medical treatment and surgery. Trans people may use a variety of terms to describe themselves including but not limited to: man, woman, trans woman, trans man, non-binary, agender, genderqueer, genderfluid, trans guy, trans masculine/masc, trans feminine/femme.¹⁰

Victim-survivor

People, including children and young people, who have experienced sexual violence. The ANU recognises that not every person who has experienced or is experiencing sexual violence identifies with this term. The use of the term acknowledges the strength and resilience shown by people who have experienced or currently live with sexual violence.

Violence against women

Any act of gender-based violence that causes or could cause physical, sexual or psychological harm to cis and trans women (including threats of harm or coercion) in public or in private life. This definition encompasses all forms of violence that women experience (physical, sexual, emotional, cultural, spiritual, financial and others) that are gender-based.

A note on community building and cultural change

Cultural change is at the heart of prevention work. While this resource encourages you to think about the work in a systematic way, the change process will be iterative, imperfect and often deeply political. It cannot be neatly removed from the lived experience of those it involves. Therefore, it often taps into deep-seated values and belief-systems and spans the sometimes-difficult intersection of our personal and professional lives.

At its core, the work asks all of us to question deeply entrenched assumptions about power and gender and to challenge longstanding cultural and institutional norms. It also asks us to engage with experiences of life at ANU that may be in stark contrast to our own. This will make some people uncomfortable. Others may find it hard to understand the value and necessity of the work and may not easily make the connection between gender, power relations and sexual violence. Some people will actively resist, while others will disengage in more passive ways.

Nonetheless, these road-bumps are a natural and expected part of the process. It is often evidence that the change process is having an impact. Even so, these dynamics can be difficult, and it is important that we don't let it derail the work. Instead, we encourage you to lean into this aspect of the process and arm your local area/s with the right tools and processes to allow difficult conversations to take place while maintaining community connection and supporting people to invest at every level.

The RRU and some of our partner teams have specific skills to support you navigate the tricky conversations that can arise throughout the change process. We often refer to this support as 'Restorative Practice' or 'Restorative Dialogue'. Restorative Practices are based on principles and processes that emphasise the importance of positive relationships as central to building community and restoring relationships when tensions or conflict arise. Sometimes – but not always – this can be helpful when wrongdoing has occurred, as a way of identifying and rectifying harm in a community, but it can also be used as a proactive tool to set social norms and expectations, gather data, navigate resistance and explore differing perspectives and experiences on gender equity and cultural change.

Please reach out to the team if you'd like to know more about restorative practices and how you can integrate these approaches into your sexual violence prevention agenda.





Purpose of this toolkit

Who is this for?

This toolkit is for those staff and students who have taken up representative positions in the area of sexual violence prevention, as well as staff in key leadership positions across the academic and professional spheres.

Remember: you are not expected to be experts in the area of sexual violence prevention and you are not alone in this process. The RRU is available to help, and to provide advice and more structured training as needed.

Why use this toolkit?

This resource has been developed as a tool to help users tackle existing cultural action plans or gender equity strategies. We are seeking to value-add, not add to work.

This kit will help answer key questions, fill in knowledge gaps, and offer meaningful, practical examples of what action on the collective prevention of sexual violence and harassment might look like.

The self-assessment tools and educational resources contained in the following pages are grounded in established theory and research and, when used in conjunction with training and consultation by the RRU, have the potential to make a significant, positive impact across ANU communities.

How do I use this toolkit?

We know that there is no single catch-all methodology for stamping out sexual violence in a university. This effort takes a whole-of-community approach and, while there are overlapping principles and practices, each sector of the ANU community has a unique role to play.

This resource is based around five key elements of the ANU community: Social Life, Academic Life, Organisational Life, Accommodation and Residences, and Community Partnerships. You may be involved in cultural change initiatives in one or several of these elements. You are invited to use the information relevant to you and your role within ANU and leave those that aren't.

The following section provides an overview of theory and research relating to sexual violence prevention and is relevant to everyone at ANU. The rest of the toolkit is divided into the five elements, each of which contains an 'important questions to unpack' section which will help you get a clearer understanding of where you are at, what work needs to be done and a means of monitoring progress along the way. These items are not exhaustive and are adaptable to your specific needs.

What drives sexual violence

This toolkit was created to support existing activities in the area of sexual violence prevention at ANU. Sexual violence is situated within the wider context of gender-based violence (GBV) so it is important to define both, sometimes conflated, terms.

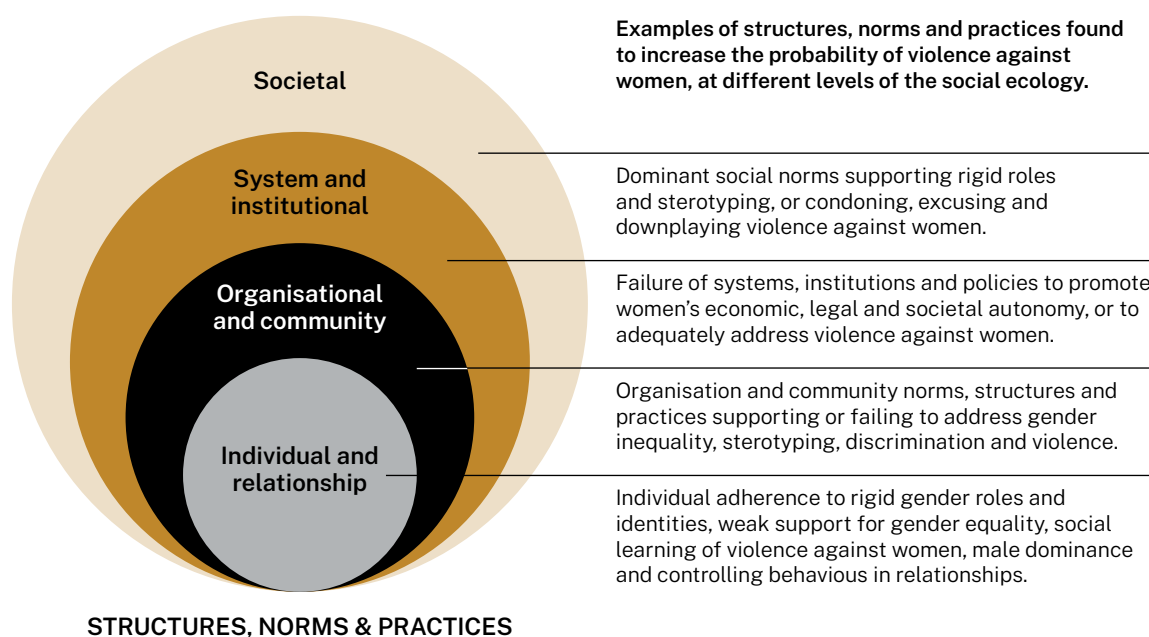
Sexual violence (SV) is a widespread social problem that describes “physical and non-physical forms of violence of a sexual nature, carried out against a person’s will”.¹¹ This includes any “sexual activity that happens where consent is not obtained or freely given. It occurs any time a person is forced, coerced or manipulated into any unwanted sexual activity, such as touching, sexual harassment and intimidation, forced marriage, trafficking for the purpose of sexual exploitation, sexual abuse, sexual assault, and rape”.¹²

Gender based violence (GBV) covers a broad spectrum of behaviours and attitudes that encompass but are not limited to sexual violence, intimate partner violence, and homophobic and transphobic abuse.¹³ It is any “behaviour or attitudes underpinned by inequitable power relations that hurt, threaten or undermine people because of their (perceived) gender or sexuality”.¹⁴ Addressing one end of the continuum of GVB – such as sexual assault – cannot occur without addressing sexism and gendered hierarchies in our everyday lives.¹⁵

A socio-ecological approach can help us understand the drivers of GBV as the result of interactions among a range of factors across different levels of the social ecology.

The socio-ecological model of violence against women.

(Adapted from Our Watch, 2021)



The socio-ecological model can guide our efforts and interventions for preventing violence. We know that initiatives targeting one level within the model should align with those in other levels.

In this toolkit we are encouraging you to act within your local area. Many of your efforts will be focused at the organisational and community level which, in turn, can influence individual attitudes and behaviours as well as systems and policies in need of change. The success of the initiatives undertaken at a community level will be dependent on the work being done within other levels.

For example: bystander training will be limited in changing behaviour if it is offered as a stand-alone activity. Other initiatives that reinforce the desired outcomes need to align across levels in the socio-ecological model. These could include raising awareness and modelling the value of the skills, attitudes, policies and procedures that support and reward change.

Sexual violence is not caused by any single factor. Based on evidence spanning the last five decades, Our Watch (2015, 2021) has articulated four gendered factors that drive violence against women. These are firmly embedded within our institutional, social and economic structures, social and cultural norms, and organisational, community, family and relationship practices.¹⁶

Driver 1:

Condoning of violence against women.

Driver 2:

Men's control of decision making and limits to women's independence.

Driver 3:

Rigid gender stereotyping and dominant forms of masculinity.

Driver 4:

Male peer relations and cultures of masculinity that emphasise aggression, dominance and control.¹⁷

Understanding gendered drivers allows us to recognise how they interact and reinforce one another, and how they intersect with other factors across all levels of the social ecology – from the individual to the institutional and out to the societal level.¹⁸

Importantly, violence occurs in “multiple and intersecting systems of sexism; racism; colonialism; classism; heteronormativity; cisnormativity; homo-, bi- and transphobia; ableism and ageism; and their corresponding systems of power and privilege”.¹⁹ The experience of multiple forms of oppression leads to different experiences of sexual violence²⁰ and prevalence data shows that the probability of experiencing

particular forms of violence is higher for those with intersecting social identities.²¹ This includes but is not limited to: gender and sexuality diverse people, Aboriginal and Torres Strait Islander peoples, people with disability, people from low socioeconomic backgrounds, and people from culturally and linguistically diverse backgrounds. Understanding and addressing these intersections allows us to more effectively address the drivers of gender-based violence.²²

Additional factors can increase the frequency or severity of violence when they intersect with the drivers. They do not, on their own, predict violence, but they play a role and need to be considered in any holistic prevention work:

Reinforcing factor 1:

Condoning of violence in general.

Reinforcing factor 2:

Experience of, and exposure to, violence.

Reinforcing factor 3:

Factors that weaken prosocial behaviour, including neighbourhood-level poverty, disadvantage and isolation; environments dominated by male peer relations; natural disasters and crises; alcohol and other drugs; and gambling.

Reinforcing factor 4:

Backlash and resistance to violence prevention and gender equality.

The ‘Driver Spotlights’ and ‘Reinforcing Factor Spotlights’ throughout the community-based approach section of the toolkit (p.17 onwards) provide practical examples of how these drivers might play out in different ANU contexts.

Sexual violence in a university context

Sexual violence at universities is a widely recognised issue affecting institutions internationally and in Australia. It has been widely acknowledged that the inherent hierarchical structure of universities increases the likelihood of abusive relations that include sexual violence.²³ Shifting not only policies and procedures but also ANU's culture requires ongoing, sustained efforts to reduce the effects of existing power inequalities.²⁴

In recent years significant steps have been taken to uncover the nature, prevalence and reporting of sexual assault and sexual harassment at Australian universities and at the ANU specifically. Nationally, vice-chancellors have made a commitment under Universities Australia's *Respect. Now. Always.* (2016) initiative to prevent sexual violence in university communities and improve how universities respond to and support those who have been affected. Further, significant research has followed including:

- The 2017 Australian Human Rights Commission Change the Course Report
- The 2018 Nous Review of Responses to Sexual Assault and Sexual Harassment in ANU Residences
- The 2021 National Student Safety Survey (NSSS).

Sexual violence and ANU

As detailed in ANU by 2025, the University is committed to a "positive culture characterised by respect, collaboration, equity and diversity" (p. 24) with gender equity continuing to be an essential goal of the University.

Recognising the issue of sexual violence within our community, the University's Sexual Violence Prevention Strategy 2019-2026 (SVPS) was released in 2019 to prevent and respond to sexual violence across the University.

An independent review of the SVPS (Walker, 2022) put forward a suite of recommendations which the University published and accepted as part of the 2022 Student Safety and Wellbeing Plan. The plan details initiatives and investments for the third phase of the University's ongoing implementation of the SVPS.

This toolkit reinforces the commitments of the ANU by positioning primary prevention as the foundational element to response and recovery efforts within our community.

As these initiatives take hold, it is likely that disclosures and formal reporting of sexual violence will increase. This does not necessarily indicate an increase in prevalence but rather, is more often an indicator of an improvement in student and staff trust.²⁵ As our community works towards a reduction and ultimately, elimination of sexual violence, we must acknowledge the current reality that a significant percentage of our community have and will experience harm. These individuals should feel empowered and supported to disclose and/or report. Decreasing barriers to reporting is therefore a vital component of a holistic approach to addressing sexual violence at ANU.²⁶

Primary prevention interventions to drive change

Primary prevention is a public health approach designed to stop violence before it occurs.²⁷ It is the foundational component of a holistic approach to addressing sexual violence and complements early intervention, response and recovery activities.²⁸

As a community, it is possible to collectively reduce and ultimately, prevent sexual violence. For actions to be effective, they must be founded upon robust theories of change. As awareness of sexual violence as a complex social issue grows, the evidence on primary prevention initiatives continues to emerge, with several interventions

identified as effective or promising.^{29,30} Again, we emphasise that interventions must take an intersectional approach to change violence-supportive attitudes and behaviours³¹ at the individual, relationship, and community levels.³²

This toolkit has adapted a suite of evidence-based actions that target the gendered drivers of violence and the social context in which violence occurs across the five elements of academic life, organisational life, social life, accommodation and residential experience, and community partnerships.



A community based approach

The five elements

The following elements are a system of communities, experiences and practices that encompass life at ANU. Each element requires an equally considered and resourced approach to the problem of gender-based violence, sexual assault and sexual harassment and must be understood as an interdependent network. The five elements of academic life, organisational life, social life, accommodation and residential experience, and community partnerships work in concert, each with the power to galvanise the efforts of the others.

Each element contains a series of important questions to unpack. These are provided as a handy way to get started, or to augment existing initiatives you may be a part of. You may choose to pose one or two of the reflection questions in a

team meeting or dedicated workshop series over the semester. You may use these as a foundation but develop your own, more relevant questions to your area. Further reading and resources have been attached as appendices including an action plan template.

It's worth restating that you are not expected to be experts in this field so please get in touch with us (the RRU) when you have questions or would like feedback on ideas. The suggestions made here are not exhaustive and are adaptable according to the specific needs of your work area. They are provided to give you an opportunity to find a baseline to work from. You may find that your local area is making substantial progress in some areas but may have overlooked others.



Baseline questions

The following baseline questions should be relevant across all five elements. When approaching these questions, we encourage you to brainstorm what concrete steps might be taken to instigate, develop

or maintain momentum in your local area. It is also important to reflect upon how the elements intersect. Remember, taking action is an ongoing and imperfect process. Any movement forward is considered a positive step towards building a safer, more respectful community at ANU.

Ask yourselves...

Does the leadership team actively show an ongoing commitment to an equitable culture and the prevention of sexual violence?

Are all new staff and students in your area given induction training on SVP and available support services?

Has your work area issued an outline of community values? Do you think these have been integrated into your area effectively?

Is there prominent messaging promoting gender equity, inclusion and sexual violence prevention in key communal areas?

Are the guidelines for responding to disclosures of sexual violence, and information about related support services for staff and students disseminated in physical and virtual communal spaces?

Could a standing item be added to meeting agendas to discuss pertinent sexual violence prevention and gender equity issues and related progress?

Do those with responsibility for addressing sexual violence have a relationship with relevant stakeholders such as the SSWT, HR, WHS, Dean of Staff and Students and the RRU?

Are there specific leadership portfolios that focus on gender equity, sexual violence prevention or related cultural change initiatives?

Element 1. Academic life

Students' understanding of gender, power and respectful relationships can be influenced directly through their learning environment. This is true across all areas of study and research. The University's curriculum, pedagogical systems and research operations are therefore essential avenues for building a respectful culture throughout the University. Opportunities for both formal and informal modelling of healthy relationships and gender equitable representation can be found in:

- the types of courses and subjects on offer
- teaching and learning practices
- course content-including assessment options and reading lists
- internships and placements
- research environments and research support mechanisms

- supervision of postgraduate research students
- visiting scholars.

Addressing unconscious and structural gender biases in these areas are an essential part of building and sustaining a supportive and equitable culture at ANU. So too, academic staff must be supported to analyse and weed out such biases when they see them.

Academic Life at ANU is varied across disciplines. Each discipline has contextual nuances which can provide both opportunities and challenges for change. However, despite this diversity, common actions and focus areas can be reflected upon to create a contextually relevant plan to prevent sexual violence and promote gender equity. The following questions can be applied and adapted to the relevant academic discipline in which you work.

ACADEMIC LIFE

Important questions to unpack...

Leadership and governance	Have academic leadership outlined their expectations for staff and students to engage in sexual violence prevention initiatives?
	Are academics aware of their scope of responsibility in relation to responding to incidents of sexual violence or driving prevention initiatives?
Policies and Procedures	Is the role of gender and associated historical pipeline issues in your discipline considered within student and staff recruitment and retention processes?
	Are diverse gender perspectives considered in the development of course and unit offerings, subject content and assessment materials?
	Are there policy and protocols established for the equitable selection and safe hosting of visiting scholars?
	Is there a policy related to equitable and safe internships and placement programs that has been reviewed, updated and activated?
	Are there processes in place to reward collective academic or professional staff efforts and contributions, as opposed to continually highlighting individual excellence?
Education and Engagement	Does the College or School facilitate and participate in conversations on gender equity within the related academic field?
	Have teaching staff, including sessional staff, been educated on what constitutes safe and gender inclusive teaching practices?
	Are teaching staff aware of security measures to reduce the risk of external interference in online classes and events? Have they been implemented?
	Are HDR supervisors trained in safe and equitable practices, including boundary setting, consent and power relations regarding supervision of postgraduate students?

Communications and Awareness Raising	Are events and academic discussions related to diversity and inclusion promoted to community members?
Relationship Building	Are there existing relationships with the Centre for Teaching and Learning, the RRU or SSWT who are available to provide this kind of specialised support and education to academic staff?
	Are those doing this work in schools and colleges collaborating, supporting each other, sharing ideas and experiences?

DRIVER Spotlight

Condoning violence against women

The way we condone violence against women and other marginalised gender identities can be expressed differently in different contexts. Within an academic setting it can occur through social norms and individual attitudes of students and staff, but it is also upheld in institutional and organisational systems and actions that justify this behaviour.

The expression of this can be casual, such as responses to discussions about sexual harassment or transphobia that trivialise or excuse these behaviours, or it can be more formal, such as institutional responses to student disclosures of sexual violence that question the authenticity or actions of the survivor and fail to provide adequate care and support.

The evidence shows that communities or settings where gender-based violence is misunderstood and condoned tend to have higher rates of violence toward women and other marginalised gender identities.³³ This doesn't necessarily mean that the people or structures supporting these attitudes are solely responsible for the violence, but it does mean they are contributing to an environment where gender-based violence is more likely to occur and less likely to be addressed. This applies to communities such as academic colleges and research schools as much as it does to intimate partner and family contexts.

One concrete action academic settings can take to challenge the condoning of gender-based violence is to ensure both staff and students have opportunities to understand what sexual violence looks like and how to respond to disclosures in a safe and appropriate manner. The RRU has specific training packages to assist with this and all ANU community members who have experienced sexual violence can access specialist care and support through the Student Safety and Wellbeing Team.

People accessing the support of case managers in the SSWT team will always be believed.



Element 2. Organisational life

This element considers ANU as a workplace, and how its systems and practices can be developed to ensure a culture of respect and equity. The academic and professional spheres of employment at ANU have a role to play in its constituents' attitudes and experiences regarding sexual violence. This focus area also includes how we provide support to staff that have experienced sexual violence. Broad areas of consideration include:

- commitment from Leadership to prevent and respond to sexual violence
- recruitment and retention policies and practices
- communication and decision making
- gender in Leadership
- staff training
- information and support pathways for those who have experienced harm.

No matter how dynamic a particular working environment might be, power structures are inherent and, for the most part explicit.

Much like the academic element, structural and unconscious biases need to be actively challenged in order to avoid the exploitation of these power differentials.

The University's policies and practices regarding recruitment and retention of new staff, new recruits' induction, as well as ongoing training, work relationships and opportunities, need to reinforce key values of respect and equity in order for meaningful change to take place—and stick. In turn, a culture of respectful relationships between staff filters into student experience, reinforcing others' efforts to reduce discrimination and violence.

The role of power and gender in Organisational Life are often suppressed due to these conversations being considered awkward, or risky in terms of repercussions. For some, feeling comfortable and empowered to have these discussions can take time. Know that you can lean on the University's commitment to support these discussions and seek advice from within the institution, including the RRU.

ORGANISATIONAL LIFE

Important questions to unpack...

Leadership and governance	Are organisational leadership aware of their scope of responsibility relating to both responding to incidents of sexual violence and embedding prevention initiatives?
	Has leadership committed to and taken responsibility for addressing gender equity and the prevention of sexual violence? Has this included: <ul style="list-style-type: none"> • committing adequate resources and budget, • engaging with related ANU policies and strategic priorities, • consistently condemning all forms of violence and discrimination
	Are key leadership staff appointed to lead and coordinate work on gender equity? Have they been provided the necessary resourcing and budget?
	Is there a coordinated approach to the existing work being done to enhance gender equity and inclusion?
	Are those undertaking this work rewarded or recognised by leadership and the community in any way?
Education and Engagement	Are those involved in recruitment engaged in understanding and assessing unconscious bias and its relevance in hiring, performance management and promotional opportunities?
	Is there a high level of confidence among staff on how to respond to a disclosure of sexual violence and the associated support systems at ANU? What further support or training is necessary?

Policies and Procedures	Is gender equity promoted and embedded in all organisational strategies, policies and procedures?
Policy and Procedures	Are barriers for those seeking support, including those specific for priority groups, understood and addressed by those in decision making positions?
	Has there been a recent gender diversity audit of current staff, including analysis of decision-making and leadership roles and pay gaps? If yes—are there transparent action plans developed from this audit?
	Are retention and pipelines issues well understood in your specific academic field or service area? Can targeted actions that address retention challenges be developed?
	Do workplace cultures and policies promote and support flexible work options and parental leave?
Communications and Awareness Raising	Are the successes of your area's gender equity work shared and celebrated within the community?
	Are members of the University's LGBTIQA+ Ally network visible and active in the work area?
	Are priority groups, such as international students, HDR candidates, students with disabilities, First Nations students, provided specific information to break down barriers to seeking support or understanding sexual violence in an Australian University context?
	Are events relating to gender equity and violence prevention consistently promoted in communication channels to staff and students?
Relationship Building	Are those with responsibility for this work connected to colleagues in similar positions in other service areas, colleges or schools? Are they supported to share experiences and lessons learnt?

DRIVER Spotlight

Men's control of decision-making and limits to women's independence

In heterosexual relationships, violence is more likely to occur when cisgender men have more power and cisgender women have less control over their lives.

This thinking can be extended to the organisational context where women and gender diverse folks' safety and respect is affected by the dominance of cisgender men in leadership roles. The argument is simple: active and equitable representation of women and other marginalised gender identities at every level of the organisation leads to safer and more respectful environments for these communities. In addition, diverse and inclusive workplaces tend to be more innovative and productive.³⁴

As part of its commitment to equity and diversity, ANU is trying to create better outcomes for women, people from historically excluded groups, and those that experience forms of intersectional oppression (e.g. women of colour, queer people with a disability) through the improvement of hiring, promotion and retention of these groups.³⁵ Any sustained efforts in your work area to support this commitment are important steps in building an environment where gender-based violence—including sexual assault and sexual harassment—is less likely to occur.

The RRU team can support you in these efforts by connecting you with other local areas who are demonstrating good practice in gender equity and affirmative action, and by offering targeted training and consultation to help navigate any challenges that may arise as you develop and implement your strategies.

Element 3. Social life

Many aspects of campus life operate outside the more structured realms of education and research but nonetheless make up an important part of campus culture and social networks for staff, students and other community members. These include:

- clubs and societies
- university sports organisations
- extra-curricular and social activities occurring on campus
- public events run by, or in partnership with, ANU
- campus facilities and physical safety measures.

The way that such environments are managed impacts community attitudes towards gender-based violence, harassment and discrimination.

These attitudes affect the frequency of sexual violence occurring at ANU, as well as outside in the communities of which ANU students and staff are a part. Therefore, it is essential that all aspects of social life at ANU reflect the University's values and commitment to gender equity and inclusion, and violence prevention.

The organisation of activities and events relating to social life at ANU can be both formal and informal. There may be clear leadership structures or a more lateral peer networks who take responsibility. When reflecting upon the following, think about who you could bring into the conversation. Whose roles, either formal or informal, could help create action and positive change?

SOCIAL LIFE

Important questions to unpack...

Leadership	Are gender diverse and gender inclusive practices consistently modelled and upheld in the events hosted by the community?
Policies and Procedures	Does your community, club or society adhere to the ANU sexual misconduct policy or is it required to develop its own?
	Does your code of conduct (or equivalent) clearly condemn sexual harassment and assault?
	Do current event applications include risk assessment for sexual violence?
	Could there be a respectful behaviour statement included on promotional collateral relating to social events?
	Are the safety and inclusion of women and gender diverse people considered in all activities, sports, and social events?
Education and Engagement	Are there opportunities to debrief on concluded events' standard practice?
	Is the RRU ' safe events framework ' and specialist consultation services consistently engaged in event planning?
	Are the risks associated with the use of alcohol and other drugs considered in the planning of social activities and the prevention of sexual violence?
Communications and Awareness Raising	Are staff clear on workplace boundaries in relation to social events? That is, when ANU policies, codes of conducts and WHS responsibilities are applied?
Relationship Building	Does your community link in with others to share experiences in promoting the prevention of sexual violence within social spaces?

DRIVER Spotlight

Rigid gender stereotyping and dominant forms of masculinity

Globally, sexual violence against women is more likely to occur when cultural factors and values result in unequal power relations between men and women.³⁶ Communities where dominant forms of masculinity are upheld as the ideal are also shown to be less safe for women and other marginalised gender identities.³⁷

Across ANU, the expression of this driver may play out in subtle or not-so-subtle ways. Dominant and aggressive expressions of masculinity may be more prevalent in areas where there are fewer (or no) women and gender diverse people, such as certain clubs and societies or research environments. It is important to understand that troublesome expressions of masculinity are not inevitable but more likely in spaces where the number of cis men significantly outweigh other genders and may lead to safety concerns. Policy and program interventions that address aggressive and sexist expressions of masculinity are important steps to reduce the risk of sexual violence.

Likewise, the presence of cisnormative attitudes that foster the belief that gender identity and expressions are governed by your anatomy and the sex assigned to you at birth, also contribute to this driver. When left unchallenged, attitudes and structures that support the expression of these ideas may indicate a higher risk of gender-based violence—particularly that experienced by trans and gender diverse people. Again, any interventions that lead to safer and more inclusive environments for these communities is a step in the right direction.



Element 4. Accommodation and residential experience

The University's role in one of the more directly personal sides of campus life—overnight accommodation—is cornered here for special consideration. ANU has the highest representation of students living on campus in Australia, with 75% of ANU undergraduate students living in residential halls and student housing either on campus or in its immediate surrounds. Cultural norms within these accommodation services are integral to promoting gender equity and the prevention of violence. Many residential students have moved to ANU from interstate or overseas and are without access to the familial and cultural support networks that many local and non-boarding students enjoy.

Another aspect of accommodation to consider is when the University invites its students and staff to take part in overnight, off-campus activities, resulting in a more significant crossover between

participants' academic and private lives.

The culture, policies and infrastructure that support the care of students and staff in accessing accommodation services, both on and off campus, must be developed using sound principles of equity and respect. When shaping the accommodation environment, consideration of factors that feed occurrences of sexual violence helps to provide safety and security to all participants.

Staff and students accessing accommodation need to be aware of appropriate behaviours and available support systems during their tenancy. Everyone involved needs to be encouraged to take responsibility for contributing to a safe and enjoyable experience. Therefore, many of the following prompts consider how to encourage widespread involvement in cultural change processes.

ACCOMMODATION AND RESIDENTIAL EXPERIENCE

Important questions to unpack:

Leadership and governance	Are community values relating to sexual violence prevention and gender equity consistently reflected and drawn upon by staff and students during community building activities, conflict resolution and disciplinary processes?
	Do the residential halls have a cultural change action plan? Is the prevention of sexual violence clearly integrated into this plan?
	Is gender diversity considered in the selection of student leaders?
Policies and Procedures	Are the protocols supporting residents to make disclosures of sexual violence updated, socialised and adhered to? Are these processes consistent with ANU protocols and policy?
	Is commitment to equity and diversity considered in application processes for accommodation and res halls?
	Does your area or hall check in with gender diverse people when allocating shared same-sex accommodation spaces?
	Are social norms relating to gender equity e.g., use of pronouns, well understood by residents? Are gender diverse residents involved in decision making and leading conversations in this space?
Education and Engagement	Do residential students have access to ongoing educational opportunities relating to consent, bystander intervention and healthy relationships? Do international students living on campus have access to information on sexual violence in the Australian university context?
	Are there students who are passionate about SVP work and would like to become involved in developing and delivering peer education programs?
	Is there a system whereby staff and students involved in field trips with overnight accommodation are trained in bystander intervention and responding to disclosures of sexual violence?

Communications and Awareness Raising	Is information related to values and behavioural expectations issued prior to arrival at residential halls and ANU field trips? Are staff and students asked to 'pledge' an agreement to these values?
	Are parents and guardians of residential hall students provided with relevant information on the prevention and response to sexual violence at ANU?
Relationship Building	Are there strong relationships between staff responsible for accommodation or travel, and the SSWT and the RRU to ensure appropriate program development?
	Have students been introduced to the staff within the SSWT?
	Are student leaders who hold related portfolios in different residential spaces supported to meet, learn from and share with each other?

Spotlight

'Reinforcing Factor'

In simple terms, the gendered drivers referenced throughout this toolkit are the causes of sexual violence, and the reinforcing factors make it worse. Our Watch's (2021) theory of change points to several reinforcing factors of sexual violence and gender-based violence more broadly. These include a range of factors that can erode respectful and 'pro-social' attitudes and behaviours, such as stress, environmental crises, and the misuse of alcohol and other drugs (AOD).

In the University's residential environments there are range of reinforcing factors, such as student's close living arrangements and the mis/use of AOD, that may be facilitating a culture of sexual violence. It is well documented in recent reports that a significant proportion of disclosures occur in the residential context.³⁸

Any efforts to mitigate the risks of AOD misuse and communal living in our halls—such as harm minimisation policies and AOD expert-led training opportunities—are important steps in reducing the frequency and severity of sexual violence but, as stand-alone interventions, they may have minimal impact. To optimise impact and success, it is important that residential plans also address the gendered drivers of sexual violence and integrate this with the reinforcing factors that are relevant to your communities.



Element 5. Community partnerships

ANU is far from an autonomous organisation. It is a major economic and cultural contributor to its immediate campus surrounds, to the ACT more broadly and, as part of the Group of Eight (Go8), a leader in the higher education sector nationally and internationally. The working partnerships between ANU and its wider community must be developed through active efforts to eradicate discrimination and promote respectful relationships between the University and external stakeholders. Consistent messages and approaches across these contexts is paramount, including:

- suppliers and external contractors
- sporting clubs
- clubs and Societies
- organisations providing placements for ANU students
- strategic partnerships with commercial entities, government and non-government organisations

- transport providers
- community organisations
- funding agencies.

The influence ANU has at the local, territory and national levels affords an opportunity to become a model of carefully considered community citizenship. This is achieved through active anti-discrimination practices and the explicit commitment to address the inequalities that feed gendered violence and harassment.

Gender equity and inclusion are increasingly prioritised by businesses, funding agencies and institutions. Many of the strong partnerships ANU hold are built upon shared understandings and open communication. Finding opportunities to discuss common values and share related knowledge of processes and protocols can further strengthen partnerships. Although many of the following prompts relate to ANU work areas, they can also act as conversation starters with community partners.

COMMUNITY PARTNERSHIPS

Important questions to unpack:

Leadership	Do those responsible for managing partnerships in your area apply a gender equity and sexual violence prevention lens to community partnership agreements?
	Are there opportunities to develop a shared understanding of each other's commitment to gender equity and inclusion as a priority area?
Policies and Procedures	Are all community partners briefed on the ANU commitment to gender equity, sexual violence prevention, disclosure and reporting policies and processes?
	Are gender experts engaged in recommending procurement processes and partnership building?
Education and Engagement	Are students undertaking placements or internships provided an opportunity to understand sexual violence and harassment in the context of the placement such as different workplace cultures and power dynamics?
	Does course content associated with internships or placements cover sexual violence prevention in the workplace? Is this knowledge promoted as integral to future leadership and employment opportunities?
	Does your work area actively sponsor events or engage with stakeholders which promote gender equity, challenge gender stereotypes or support diversity in leadership?
Communications and Awareness Raising	Are affiliate organisations aware of the support and advice available to them through the RRU and SSWT?
Relationship Building	Have the key representatives responsible for gender equity and/or sexual violence prevention work in your area made direct contact with the corresponding or relevant representative of the partner organisation?

DRIVER Spotlight

Male peer relations and cultures of masculinity that emphasise aggression, dominance and control

This is perhaps one of the trickier drivers to identify and address. The literature shows that cisgender male peer relationships (both personal and professional) that encourage attitudes about masculinity that are aggressive, dominant, controlling or hypersexualised correlate with an increased prevalence of violence against women. This is the stuff that often—but not always—plays out when the women and gender diverse folk aren't around, and it is cisgender men that shoulder the responsibility to intervene and change the culture in this context.

There has been some discussion over recent years about the role of exclusive groups for young cisgender men in the residential halls. Some people feel it is important, and others argue that is unnecessary or problematic. If the risks associated with this driver are not understood and mitigated appropriately within men's-only groups (including clubs, societies and sporting teams), these negative behaviours and norms may be allowed to flourish. On the flipside, these groups can be important spaces for men to reflect on troublesome expressions of masculinity in safe and supportive ways and commit to interventions that directly contribute to positive cultural change.

The RRU and SSWT have skilled staff to facilitate these discussions. Both are happy to offer structured support to unpack cisgender men's responsibility for this driver. Together, we can work towards becoming leaders in this space across the sector through innovative, impactful collective action.



Taking action

Tackling sexual violence is not a linear process and getting started can seem overwhelming. This toolkit was designed to equip you with relevant background information and practical ideas to help you take first steps within your specific community. Consider the sphere of influence you and your team have and invite others into the conversation, especially those whose roles are directly relevant to prevention work in their area. The most important consideration in your approach is that change is an ongoing process

and requires sustained efforts over time. Remember, setbacks are an important part of learning and refining your approach. Documenting your experience will help your own area, as well as the wider ANU community, celebrate successes, name hurdles and contribute to the evidence base in sexual violence prevention in universities across the country. The RRU is here to help at any stage of this process – please reach out should you need any support or advice.

Monitoring & evaluation

From evidence-based to evidence-building practice

Research findings to date have offered a comprehensive picture of the prevalence of sexual violence within universities, as well as robust theories of change that help us understand and mitigate the underlying causes of sexual violence. As evidence on effective interventions continues to appear, our university has a role to play in contributing to a stronger evidence base by committing to a holistic undertaking of prevention work. Monitoring and evaluating prevention initiatives across all levels of the socio-ecological model is key to evidence-based and evidence-building practice.³⁹ Strong evaluations of primary prevention initiatives include:

- building knowledge about how the gendered drivers of violence are expressed in different contexts, among different groups, and about how change occurs in each of these
- demonstrating what kinds of initiatives help shift the drivers and reinforcing factors of GBV, and how/where these may be more resistant to change

- building knowledge about the kinds of short, medium and long-term changes that contribute to shifts in the drivers of GBV
- building on evaluations by integrating evidence and feedback from practitioners and communities with expert knowledge or experience of the initiative
- assessing the impacts of mutually reinforcing prevention activities that are delivered as part of a coordinated strategy across a setting or sector
- sharing findings and lessons learnt in accessible forms that can help guide improvements to future work.

(Adapted from Our Watch, 2021)

The RRU can support your area to build monitoring and evaluation activities into your individual action plan.

An iterative approach to implementing change

Implementing actions to address the drivers of sexual violence is not a linear journey. Rather, it is an iterative approach that utilises reflection and learning in a cyclical manner. An iterative approach follows the steps of 'Plan, Act, Observe, Reflect' to work towards continual progress.

Plan

Identify the problem, assess where you are at and determine priorities for action

Act

Implement the actions you have committed to

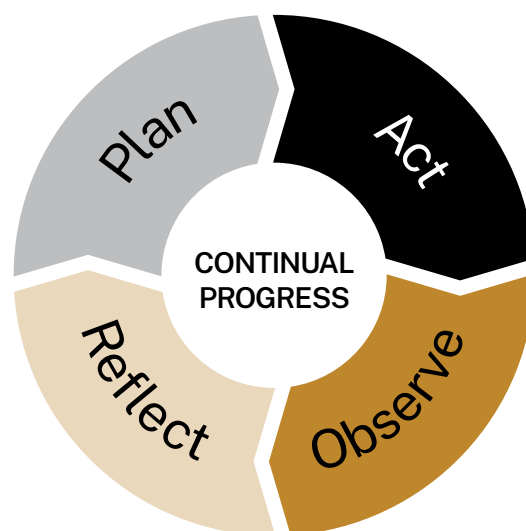
Observe

Through monitoring and evaluation, track your progress and impact

Reflect

Analysing data and reflecting on results. This may confirm the current approach or provide opportunity to refine/revise it.

Adapted from ANROWS, 2019



This same approach is followed in action research, which has the aim to pursue and implement change during the processes of studying the things it is looking to change. By following an iterative approach, you can reflect on impact as part of the process, allowing you to adjust your approach along the way.

Go well

If you don't have an action plan, we encourage you to write one. You may also integrate the advice in this resource into existing gender equity or diversity and inclusion initiatives in your local area to include explicit scope and objectives related to the prevention of sexual violence. To support you with this work, we have included an action plan template in Appendix 1 and referred to a selection of good community-based resources in Appendix 2.

Remember, any action you are taking is a step in the right direction toward a more equitable, safe and inclusive community. Sometimes small changes can make a big difference. The RRU Team wish you well and look forward to working alongside you.

Appendix 1:

Action plan template

ANU Community: (your area)

Consultation: (who was consulted in order to formulate this action plan)

Overall responsibility for this plan:

Our Vision: What is your ultimate vision?

Our Principles: Reflect on the principles and values that underpin and guide your commitment

Actions	How will we achieve this?	Outcomes			Inputs
		Short term	Medium term	Long term	
ELEMENT: Academic Life					
Action 1: Diverse gender perspectives are considered in the development of course and unit structures and offerings	Select one course as a pilot for review with input from diverse perspectives. Utilise learning from this process to all existing and new courses	One course reviewed and revised Due: end of semester 1	Applied to all new courses Due: end of year	Applied to all existing and new courses Due: by Semester 2 2023	Course coordinators to be supported in their workload to allocate time Coordination by project officer
Add actions as required					
ELEMENT: Social Life					
Action 1: Event applications include risk assessment for gendered and sexual violence.	Audit current and past event applications and identify gaps	Event process are updated to incorporate risk assessment	Event coordinators are skilled and confident in conducting safe events	Event safety is increased	WHS officer to allocate time to incorporate risk assessment Utilise existing template
Add actions as required					

This action plan template has been designed to guide you through the planning and implementation processes. Examples have been provided for Elements 1 and 3 to illustrate what this could look like in practice. You can

customise the template to suit documentation in your local area or you may wish to use a different action plan altogether.

[Access Action Plan Template](#)

	Outputs	Stakeholders	Indicators of success • Process • Impact	How will we measure this?	Dissemination	Support needed/ questions
	All applicable courses reviewed and revised All new courses to reflect action and outcomes 'How to guide' developed for new course content	Course coordinators Teaching staff Tutors	Process: Course content updated Impact: Stakeholders representing diverse perspectives feel that the course content critically reflects on gender issues and represents views from diverse points of view	Audit of courses Stakeholder interviews and focus group	School newsletter highlighting our commitment to update course content. Updates at key stages of the process. Work with On Campus to write up a case study to share across the ANU community	What do we need to consider when conducting a focus group? Where can we get access to diverse perspectives? Could RRU assist with running focus group?
	Event application risk assessment template New event procedure developed	Event coordinators Students Admin staff	Process: All event applications include risk assessment leading to practices that minimise harm Impact: Decreased incidents of SASH at events Students feel safe and that event safety is being taken seriously	Risk assessment in place Post event debrief where staff and volunteers discuss opportunities for improving event safety Compare incident data Include question about event safety in event survey	All staff communication	

Appendix 2:

Additional resources

Our Watch: Change the Story. A shared framework for the primary prevention of violence against women in Australia (second edition)

An evidence-based framework to guide a coordinated and effective national approach to preventing violence against women.

Our Watch: Educating for equality

A suite of tools and resources designed as a “whole-of-university approach to whole-of-university approach to prevent gender-based violence in–and through–universities” (Our Watch, 2022).

Includes:

- action plan template
- monitoring guide
- self-assessment tool
- case studies
- training packages
- language guides.

Our Watch: Practice guidance: Dealing with backlash

A practice guide that provides strategies to prepare for, address and reduce backlash.

VicHealth: A concise guide to evaluating primary prevention projects

An evaluation guide with a suite of tools covering:

- evaluation stakeholders
- logic models
- SMART indicators
- data collection methods, instruments and analysis
- evaluation framework template
- reporting and dissemination.



Endnotes

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