

# SEXUAL HARM PREVENTION & RESPONSE



## ACTION PLAN



# LA TROBE SEXUAL HARM PREVENTION AND RESPONSE ACTION PLAN

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# A RESPECT AT LA TROBE INITIATIVE 2023-2026

## ACKNOWLEDGEMENTS

### ACKNOWLEDGEMENT OF COUNTRY

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La Trobe University acknowledges that our campuses are located on the unceded lands of many Indigenous communities in Victoria. We pay our respect to their Elders, past and present and value the ongoing connection that Aboriginal and Torres Strait Islander People have to this land and their unique contribution to the University and wider Australian society.

We respect the brotherboys, sistergirls and other LGBTIQ+SB Aboriginal and Torres Strait Islander peoples and recognise the intersecting points of discrimination they may experience.

Through this Plan, we aim to make our campuses safe for all Indigenous people who study, work, live and interact with our University.

### ACKNOWLEDGEMENT OF THE MOVEMENT

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La Trobe University acknowledges the many victims/survivors of sexual harm and gender-based violence who have so courageously spoken up about their experience and those who have advocated and researched on this issue. Without you, we would not be here today, and we are indebted to you and grateful to be able to build upon the foundation you have created.

### ACKNOWLEDGEMENT OF LOSS

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La Trobe University would like to acknowledge and remember the people that have lost their lives as a result of gender-based violence.

# CONTEXT

La Trobe University is committed to fostering a study, work, research and living environment free of cultures of gender inequality and cisheteronormativity and free from the harms these drive: sexual assault, sexual harassment, and gender based violence including violence against women and LGBTIQ+ people. We will work together to ensure all are valued, included and supported, and continue to recognise and celebrate our differences as a strength.

La Trobe is committed to promoting respectful relationships and to challenge unacceptable attitudes and behaviours. Sexual harm, gender-based violence and gender discrimination are unacceptable and against the law, our University policies and cultural qualities.

Everyone in our community has a role in eliminating gender-based violence and sexual harm. We will partner with our students, staff and the broader

university community to change and prevent the culture and attitudes that maintain and normalise any form of gender-based discrimination and gender-based violence including sexual harm.

The release of the National Student Safety Survey (NSSS) in 2022 has created a new opportunity for the University to review its current sexual harm prevention and response initiatives and identify gaps in our practices.

The following Plan has been developed by the Respect at La Trobe Taskforce. Comprised of staff and students from across the University, the Taskforce was established to provide strategic direction for the University in developing prevention and elimination of sexual harm initiatives and ensuring appropriate responses to disclosures and reports.

## TASKFORCE MEMBERS WERE

Professor Jessica Vanderlelie	Deputy Vice Chancellor (Students)
Leah Du Plooy	Director, Health Wellbeing and Inclusion
Ryan Hsu	Senior Manager Strategy, Prevention & Response
Jodie McClelland	Head of Department, Physio, Podiatry and Prosthetics
Jay Glaisyer	Assistant University Librarian
Adam Boyce	Director, Student Life
Leesa Hooker	Associate Professor, Department of Rural Health Sciences
Grace Morrison	Student, Accommodation Representative
Yasee Sirisima	Student, International Representative
Monika Galovic	LTSU, Disabilities Officer
Maria Vucko	Lecturer, Social Work
Rita Rossi	Senior Manager, Campus Safety
Isabella Sangster	Student, Regional Representative
Con Stylianou	Uni Lodge – Living at La Trobe
Gabriella Fitzpatrick	Student, Accommodation Representative
Adele Walsh	Senior Coordinator, Library Community Programs
Genevieve Sheppard	Our Watch (external)
Hannah Arnold	Manager Student Communications
Melissa Graham	Head of Department, Public Health
Sahil Puri	Uni Lodge – Living at La Trobe
Dr. Jess Ison	Post Doctoral Research Fellow
Regan Sterry	Executive Director, Human Resources
Joel Blanch	LTSU, President
Sam Wishart	Director facilities Assets and Services
Nic Ball	LTSU, Queer Officer
Alexandria Platt	Student, Accommodation Representative
Brody Tanner	LTSA, President



Additional input was provided by Megan Bugden, Lecturer Public Health and Stephanie Walters, Manager Respectful Communities. Sarah Power, Coordinator Health, Wellbeing and Inclusion provided administrative support.

### THE SEXUAL HARM PREVENTION AND RESPONSE ACTION PLAN PRESENTS THE FOLLOWING GOAL:

*All members of the La Trobe University community live, study and work in an environment that supports and enables the right to health, where our community is free from violence and sexual harm.*

In working towards this goal, the La Trobe Sexual Harm Prevention and Response Action Plan has embedded aspects of the Our Watch **Educating for Equality** framework and the **Respect @ Work Good Practice Indicators Framework for Preventing and Responding to Workplace Sexual Harassment**. These two documents oriented our work across four domains:

1. Training and professional development
2. University life
3. Safe learning environment
4. Safe campus environment.

This framework targets key enablers such as:

- Values and behaviour
- Structures and policies
- Culture and norms.

The Sexual Harm Prevention and Response Action Plan builds on the existing work the University has done over many years, including our response to the Australian Human Rights Commission's 2017 *Change the Course* report.

This action plan is informed by additional Our Watch frameworks including **Change the Story**, **Changing the Picture**, **Changing the Landscape** alongside **Rainbow Health's Pride in Prevention**.

The evidenced-based intersectional drivers of gender-based violence presented in these frameworks guide our actions. These drivers demonstrate that gender inequality is the necessary social condition for gender-based violence and can be consolidated as:

1. Condoning violence against women
2. Men's control of decision-making and limiting women's independence in public and private life
3. Rigid gender stereotyping and dominant forms of masculinity
4. Male peer relations and cultures of masculinity that emphasise aggression, dominance and control
5. The ongoing impacts of colonisation for non-Indigenous people and societies alongside the impact of colonisation for Aboriginal and Torres Strait Islander peoples, families and communities
6. Ableism including segregation, exclusion, controlling, negative stereotypes, and normalising violence and disrespect of people with disabilities
7. Cisheteronormativity including stigma and discrimination and failures to recognise and respond to violence experienced by LGBTIQ+ communities.

Drivers of gender-based violence and sexual harm are influenced and supported by 'reinforcing factors'. The Respect @ Work good practice indicators identifies these factors in reference to sexual harm as:

- Power imbalances and abuse of power
- Lack of accountability for sexual harassment prevention at senior levels
- Lack of understanding of drivers and contributing factors, impacts, prevalence and how to prevent sexual harm
- Lack of demonstrated commitment to diversity and inclusion.

In developing our Plan, the University has considered the social-ecological model for prevention.

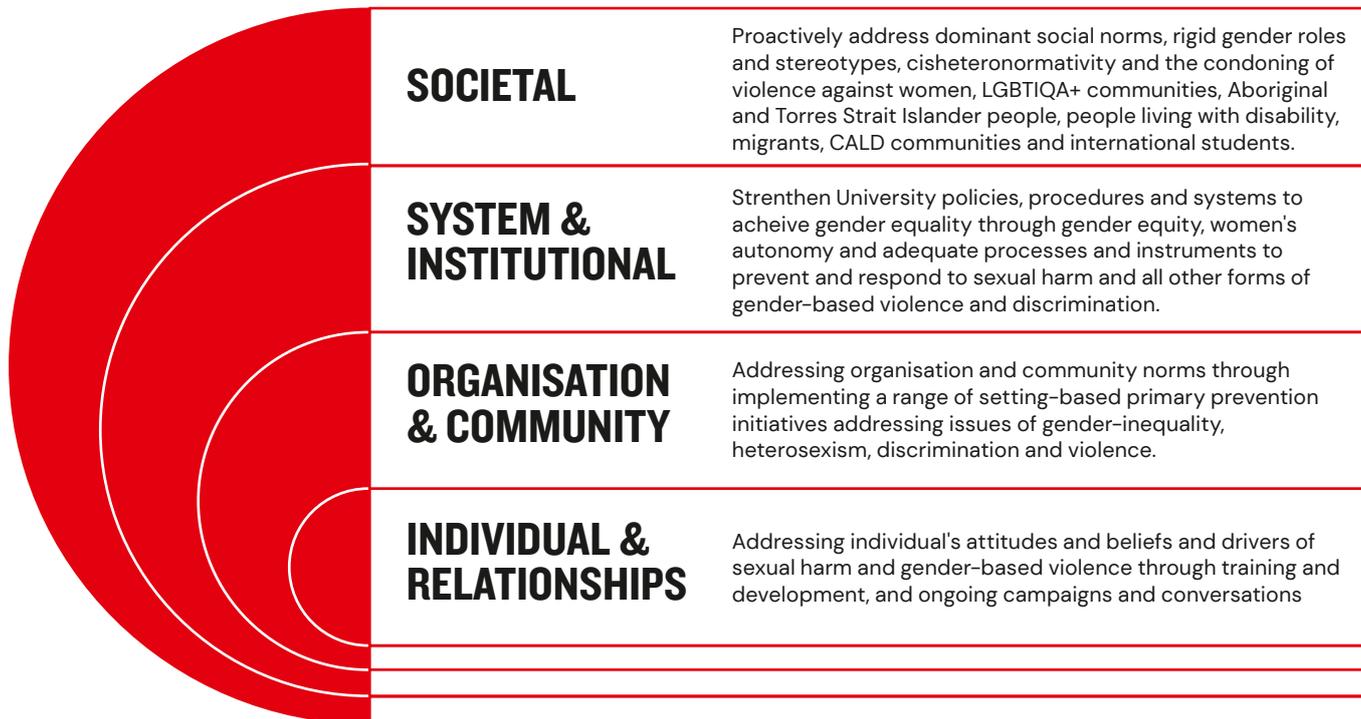
*'This model views violence against women as the outcome of interactions among many factors at different levels – the individual and relationship level, the organisational and community level, the system and institutional level, and the societal level.'*<sup>1</sup>

Factors associated with higher levels of violence against women are situated at each level of the social ecology depicted below. These factors can be structural, norms or social practices. To eliminate gendered violence, including sexual harm, we need to take multiple actions at multiple levels of the social ecology.

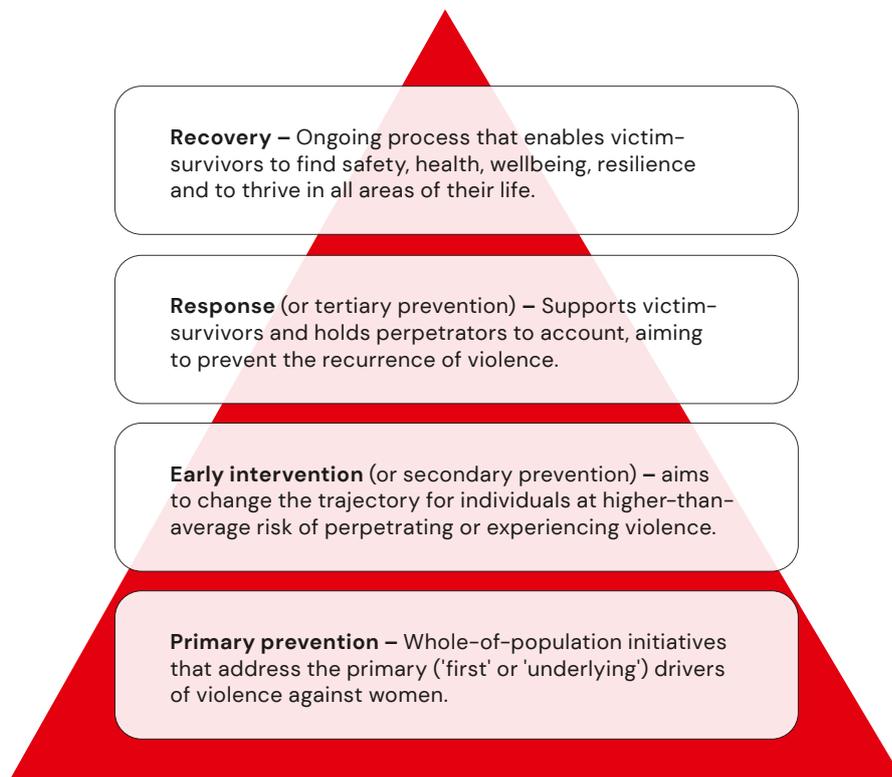
<sup>1</sup> World Health Organization, (2021), *The Ecological Framework*, Violence Prevention Alliance, Global Campaign for Violence Prevention.



# GOVERNANCE STRUCTURES



Work to prevent gender-based violence requires interventions across the social-ecology using multiple prevention levels as described in the image below:



The Campus Safety Group (CSG), chaired by the Vice-Chancellor, acts as the governing authority for La Trobe University's safety and Incident and Emergency Management preparedness. The CSG will have long-term oversight of the Sexual Harm Prevention and Response Action Plan and will receive quarterly reports on the progress of this Action Plan from the Sexual Harm Prevention and Response Action Plan Implementation Group.

2 Our Watch, Change the Story: A Shared Framework for Primary Prevention, Accessed March 11, 2023:58 <https://media-cdn.ourwatch.org.au/wp-content/uploads/sites/2/2021/11/18101814/Change-the-story-Our-Watch-AA.pdf>



## EMBEDDING THE ACTION PLAN

The Sexual Harm Prevention and Response Action Plan will be part of the Respect at La Trobe Initiatives. The Respect at La Trobe Initiative will be embedded within the Healthy University Plan. The Respect at La Trobe initiative includes the Anti-Racism and Campus Culture Plan which will commence development and consultation in mid-2023.

The Sexual Harm Prevention and Response Action Plan will also work alongside the La Trobe Gender Equality Action Plan. The Gender Equality Action Plan requires reporting to the Victorian Gender Equality Commission against sexual harassment indicators. The appropriate teams will work together to ensure the confluence of these two plans.

# HEALTHY UNIVERSITY PLAN

## RESPECT AT LA TROBE INITIATIVES

**UNIVERSAL DESIGN  
& INCLUSION PLAN**

**SEXUAL HARM PREVENTION &  
RESPONSE ACTION PLAN**

**ANTI-RACISM & CAMPUS  
CULTURE PLAN**

# KEY TERMINOLOGY

## SEXUAL HARM

The term 'sexual harm' encapsulates all behaviours of a sexual nature which may cause harm. The term avoids confusion between what behaviours may constitute sexual assault and sexual harassment and aims to reduce barriers to reporting incidents where the person could feel that their experience may not meet the legislative definition or the threshold of sexual harassment or sexual assault.

Using a singular terminology also reduces institutional division in processes and allows a more trauma-informed and victim/survivor-centred approach in our response. Our message is clear: students and staff can seek support regarding an incident of a sexual nature that causes harm and be believed without worrying about whether it is serious enough to meet legislative requirements or having to prove and substantiate the allegation.

The term 'sexual harm' provides a common language that includes all behaviour across the continuum and aims to reduce cross-cultural confusion and meaning, which may be lost in translation.

## GENDER-BASED VIOLENCE

Gender-based violence is a form of discrimination that seriously inhibits women's ability to enjoy rights and freedoms on a basis of equality with men. Gender-based violence is both a cause and consequence of gender

inequality, and has been recognised as a form of discrimination, on the basis of sex and gender. Gender-based violence can occur within families (family violence, forced marriage, marital rape), the community (sexual assault, sexual harassment), the state (violence against women in prisons and in institutional settings) and in a transnational context (sex trafficking, violence against refugee women, migrant women and migrant women workers).<sup>3</sup>

## GENDER-BASED DISCRIMINATION

Gender-based discrimination can be direct or indirect behaviour by another person, a group or organisation which results in a person being treated unfairly on the basis of gender. A person's gender is considered 'personal attributes' and is protected under state and federal legislation. Gender discrimination is recognised as compounded by other forms of disadvantage or discrimination that a person may experience on the basis of Aboriginality, age, disability, ethnicity, gender identity, race, religion, sexual orientation and other attributes.<sup>4</sup>

## GENDER IDENTITY DISCRIMINATION

Gender identity discrimination is when someone treats you unfairly, including bullying you, because of your gender identity. Under the Equal Opportunity Act 2010, gender identity protects your right to identify as a gender that may or may not be the same as the sex you were designated with at birth.

People can do this by living as a person of a particular sex or assuming characteristics of a particular sex. This could be through:

- Their pronouns
- Their dress
- The way they speak or their mannerisms
- A change to their name
- Medical intervention, such as hormone therapy or surgery.<sup>5</sup>

## CISHETERONORMATIVITY

**Cisheteronormativity** refers to the suite of cultural, legal and institutional practices that work to underpin both **heteronormativity** (explicitly privileging relationships between 'men' and 'women' as the only 'normal' and 'natural' form of relationship) and **cisnormativity** (the idea that the only 'normal' and 'natural' bodies and gender identities are 'male' and 'female').

**Cisheteronormativity** drives violence against LGBTIQ+ communities.<sup>6</sup>

## ABLEISM

Ableism is the systemic exclusion and oppression of people with disability by people without disability. It is often expressed and reinforced through language. Ableist language refers to language that is derogatory, abusive or negative about disability.<sup>7</sup>



<sup>3</sup> United Nations, 1992, Convention on the elimination of all forms of discrimination against women, general recommendation no. 19, Accessed March 3, 2023, <https://www.un.org/womenwatch/daw/cedaw/recommendations/recomm.htm#recom19>

<sup>4</sup> The Equal Opportunity Act 2010 (Vic), <https://www.humanrights.vic.gov.au/legal-and-policy/victorias-human-rights-laws/equal-opportunity-act/> and The Gender Equality Act 2020 (Vic), <https://www.legislation.vic.gov.au/as-made/acts/gender-equality-act-2020>.

<sup>5</sup> Victorian Equal Opportunity and Human Rights Commission, Gender Identity, Accessed March 11, 2023, <https://www.humanrights.vic.gov.au/for-individuals/gender-identity/>

<sup>6</sup> <https://rainbowhealthaustralia.org.au/news/launch-pride-in-prevention-evidence-guide>

<sup>7</sup> People with Disabilities Australia, Language Guide, <https://pwd.org.au/wp-content/uploads/2021/12/PWDA-Language-Guide-v2-2021.pdf>, Accessed March 11, 2023.

# OUR VISION

At La Trobe University, we are committed to fostering an environment where all members of our communities can work, study, research and live free of cultures of gender inequality and cisheteronormativity and free from the harms these drive: sexual assault, sexual harassment, and gender based violence including violence against women and LGBTIQ+ people.

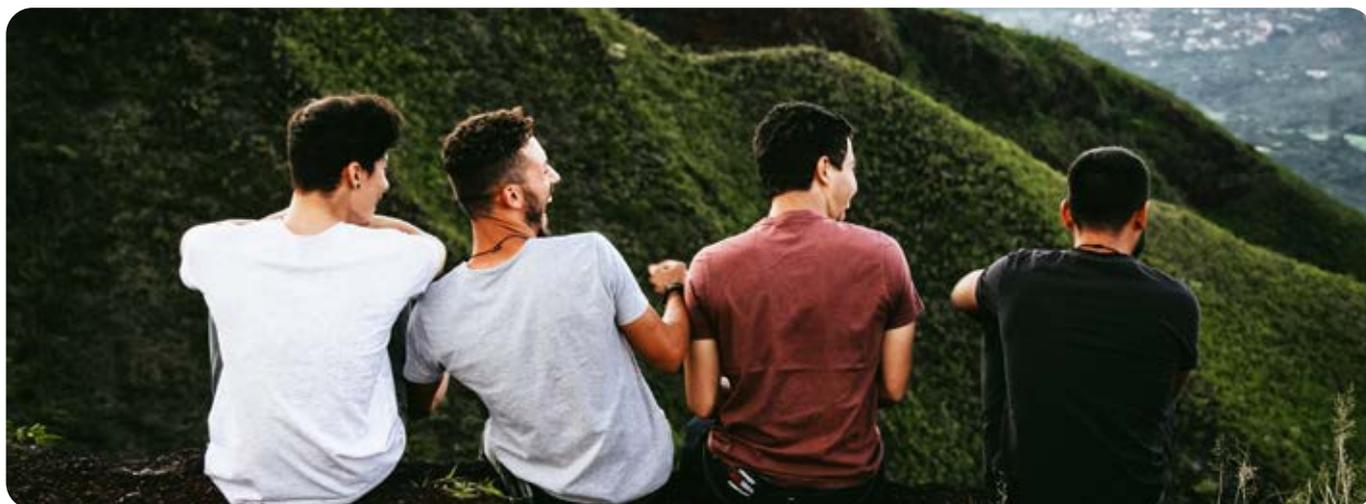
La Trobe University is deeply committed to gender equality. To fulfil our commitment, we will proactively address the drivers of gender-based violence by challenging attitudes that condone violence against women and promote women's independence and decision-making in public life and relationships. In addition, we will work to shift social paradigms so that rigid gender stereotypes do not constrain people. We will support men in developing respectful

peer relationships and healthy concepts of masculinity.

The University is committed to fostering a safe and inclusive environment for our LGBTIQ+ communities by addressing the harm caused by cisheteronormativity at all levels – interpersonal, institutional and cultural.

While the University and its communities are not immune to sexual harm,

discrimination, harm against people living or experiencing a disability and gender-based violence, the University recognises that we can do more to understand how the different identities held by our diverse communities at La Trobe can result in complex and intersecting forms of inequality, and our need to design innovative prevention programs that address these to improve our staff and student experiences.



## OUR PRINCIPLES AND APPROACH

1. We will draw on best practice and an evidence-based approach to inform the development of our Plan and the associated programs and actions.
2. The Sexual Harm Prevention and Response Action Plan will be a living document where actions will be regularly evaluated and adjusted to meet our goals. Progress and any adjustments to the Action Plan will be reported quarterly to the University's Campus Safety Group.
3. We will take an intersectional lens to our work on gender-based violence, one that explicitly seeks to address the multiple intersecting systems of oppression and discrimination, power and privilege that shape the social context in which this violence occurs and which influence men's perpetration and women's experiences of violence. An intersectional lens also means acknowledging that no single initiative will be equally relevant to all groups and that tailored initiatives must run alongside whole-of-population approaches.
4. We will be informed by The La Trobe Indigenous Strategy, Universal Design and Inclusion Action Plan, Mental Health and Wellbeing Plan, Gender Equality Action Plan and forthcoming University Equity, Diversity and Inclusion Strategy.
5. In executing the Sexual Harm Prevention and Response Action Plan, different areas of the University will endeavour, where practical, to implement the principles of consultation, students as partners or co-design with our students. In addition, areas responsible for specific projects will demonstrate their methodologies during project planning stage and have a diverse representation of student voices.

# WHAT WE WILL ACHIEVE

Our work to prevent and respond to sexual harm will be captured under the following areas:

1. Training and professional development
2. University life
3. Safe learning environment
4. Safe campus and the workplace environment.
5. Quality evaluation & reporting

## AREA 1: TRAINING AND PROFESSIONAL DEVELOPMENT

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The University will provide high quality, evidence-based staff professional development and student training that supports the institution's prevention and response efforts. It will contribute to setting behavioural expectations and establishing a clear understanding of rights and responsibilities.

### Expected outcomes

1. Organisational leaders understand what drives gender-based violence and their role in prevention of and response to sexual harm.
2. All student facing staff and student leaders understand how to recognise, respond to and refer sexual harm reports and queries.
3. All commencing students receive information on respectful relationships, gender-based violence, consent, bystander intervention, supporting a friend and reporting and referral options.
4. Research output that measures the effectiveness of the 'Flip the Scrip with the Enhanced Assess, Acknowledge and Act sexual assault resistance program, (EAAA)' for university women in Australia.
5. The La Trobe Respectful Communities training program has been evaluated and learnings applied.

## AREA 2: UNIVERSITY LIFE

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The University will strive to provide best practice prevention and response to sexual harm and a community aware of their rights, responsibilities and resources available. Targeted initiatives will be delivered with groups facing intersecting forms of discrimination.

### Expected outcomes

1. Members of the community affected by sexual harassment feel they can easily access trauma-informed, victim/survivor centred support and feel safe to report or disclose sexual harm.
2. Staff addressing and responding to sexual harm in the La Trobe community are adequately supported by the organisation to do their jobs well.
3. Victim/survivors, staff and students have been consulted on workplace sexual harm risk and backlash, and have been meaningfully supported to participate in the implementation of the SHPR Action Plan.
4. Awareness of La Trobe's Respectful Communities, Safer Communities and other support services has increased.
5. Groups at higher risk of experiencing multiple forms of discrimination and increased drivers of violence or experiencing circumstances increasing their risk profile for sexual harm, have the opportunity to participate in targeted prevention programs and safe spaces to utilise.

## AREA 3: SAFE LEARNING ENVIRONMENT

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The University aims to create a safe and supportive learning environment for our students, free of sexual harm and gender-based violence and with the information they need to contribute to prevention efforts in their chosen professions.

### Expected outcomes

1. Personal relationships between members of the community are managed appropriately and supervisors and students are aware of respectful supervisory relationship principles.
2. Student academic programs and organisations and associated structures ensure the risk of sexual harm to students while off campus or participating in events is minimised.
3. Selected academic areas have curriculum which prepares students for application of gender equality and sexual harm prevention and response within their chosen professions.
4. Students living on campus are consulted and empowered to build a culture of respect, know where to get support and are protected from harm by University programs and structures.

## AREA 4: SAFE CAMPUS AND THE WORKPLACE ENVIRONMENT

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The University will undertake measures to ensure that our campus and workplace environment secure the safety and wellbeing of our communities.

### Expected outcomes

1. La Trobe can clearly articulate how it meets all aspects of its positive duty to prevent gendered workplace violence using both human rights and WHS psychosocial frameworks. Inclusive of family, domestic and sexual violence risk identification, management and minimisation.
2. HR systems including recruitment, promotion and performance management contribute to a safe, respectful and inclusive workplace culture.
3. Organisational leaders are held accountable for preventing and responding to sexual harm by a strong internal governance framework and targeted performance indicators.
4. Facilities and infrastructure improvements increase the capacity of women and people from groups with increased risk of sexual harm to feel safe and supported on campus.

## AREA 5: QUALITY EVALUATION AND REPORTING

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The university will look for opportunities to contribute to the gendered violence prevention evidence base and ensure actions taken under this plan are backed by current data and research. La Trobe will hold ourselves to account through transparent reporting.

### Expected outcomes

1. A robust and transparent data collection and reporting framework and system on community experience supports sexual harm prevention and response efforts and informs organisational improvements.
2. The organisation communicates internally and publicly about sexual harm prevalence, prevention and response efforts annually, including deidentified case studies and progress made.



# DETAILED ACTIONS

To achieve the above outcomes, the following actions are planned.

## TRAINING AND PROFESSIONAL DEVELOPMENT

- Roll out senior leader sexual harm briefing and education sessions.
- Roll out of Flip the Script with Enhance Assess Act Acknowledge (EAAA), with expected participation for all women, in all their diversities, who are residing at Living at La Trobe.
- Roll out the staff and student Gender Equality and Bystander Intervention Program including associated social marketing campaign. Expected participation for all male identifying students residing at La Trobe.
- Embed Responding to Disclosures of Sexual Harm, Discrimination and Bullying training as part of the compulsory staff training suite, particularly targeting those in frontline roles, and to students-as-staff in student-facing positions, such as Peer Learning Advisors, and Residential Advisors.
- Update and roll out a mandatory Respectful Behaviour and Culture module to all commencing students.
- Develop a safe and inclusive education program specifically designed for our LGBTIQ+ residential students away from a heteronormative framework and taking into consideration the hetero-sexism they may experience. This respectful relationship program uses a strength-based approach to supporting LGBTIQ+ students.
- Roll out of Tomorrow Man sessions, with mandatory participation for all men and men-identifying student residents at Living at La Trobe.
- The University to consult relevant stakeholders and practitioners in tailoring a specific Bystander Program for our Aboriginal and Torres Strait Islander students and staff.
- Evaluate the EAAA program through management of a cross-sector partnership called Women's Empowerment and Safety Through Education and Action (WEACT).



## UNIVERSITY LIFE

- In collaboration with students and stakeholders, develop a whole university campaign to prevent sexual harm and improve student and staff knowledge of support services and reporting pathways.
- Review and align staff reporting and disclosure mechanisms for sexual harm, gender-based violence and problem behaviours with Safer Community.
- Ensure staff have an option to provide anonymous feedback on the reporting systems and processes at La Trobe.
- Develop a staff wellbeing system that ensures staff addressing the issue of sexual harm are supported and the risk of vicarious trauma minimised.
- Review and ensure the appropriate sexual harm monitoring questions are embedded within the staff feedback survey.
- Work with clubs and societies to build prevention capacity and develop a toolkit for preventing, safeguarding, and responding to sexual harm
- Develop and implement targeted initiatives and programs to support LGBTIQ+, Indigenous communities and people living with disabilities.
- Periodically consult with students and staff on the co-design, consultation, and feedback of initiatives and actions.
- Create safe spaces for LGBTIQ+ students, staff, and those living with a disability, and improve awareness of safe spaces currently available.



## SAFE LEARNING ENVIRONMENT

- Develop and make available gender equality and prevention of gender-based violence resources so that teaching staff may incorporate them into the curriculum where relevant and appropriate.
- Review and embed respectful supervisory relationships training as part of research supervisors' ongoing professional development and training.
- Update LMS templates and other learning related resources such as slide packs, to ensure appropriate information on respectful behaviour rights and responsibilities, reporting and support services is readily available to students and academics feel supported to address issues of disrespect.
- Strengthen placement, study abroad and excursion practices, and provide accurate support information to ensure students and staff have access to support services and are clear on reporting pathways.
- Deliver a comprehensive Respect Program each semester at residential colleges.

## SAFE CAMPUS ENVIRONMENT

- Map and formalise positive duty requirements by team in reference to Respect@Work and Work Safe frameworks.
- Undertake an audit of sexual harm risk across the institution by work area and identify any additional risk, embedding risk management and minimisation actions into existing WHS documents and procedures.
- Undertake an audit of HR systems, processes and documents to determine additional opportunities to build a culture of respect and hold managers to account.
- Ensure all senior leader position descriptions have sexual harm prevention and response KPIs embedded.
- Investigate the creation of a women-only gym hour/section in our gyms and sporting facilities.
- Investigate the feasibility of an alert/duress system for students and staff to use when they feel unsafe. This system may include online feedback and reporting mechanism about geographical locations of concern or infrastructural concerns.
- To strengthen the safety of our gender-neutral toilets, the University will investigate best practice designs for gender-neutral toilets (for example, stalls with floor-to-ceiling partitions and doors) and consider the feasibility of rolling out these best practices on all our campuses.
- The University will conduct twice-yearly audits to ensure that the lighting and CCTV facilities are adequate and to create regular investments in these infrastructures. In addition, the University shall establish a feedback and reporting mechanism for students and staff to report inadequate or faulty lighting.
- Incorporating the element of designing for safety in all university infrastructure projects to ensure that spaces are designed to reflect the safety needs of our communities.

# CONSOLIDATED TABLE OF ACTIONS

Please note that the actions and timelines below will be confirmed by the Sexual Harm Prevention and Response Action Plan Implementation Group. This group will guide implementation of the plan, including leading the development of monitoring, evaluation and reporting requirements.

ITEM NO.	ACTION	DESCRIPTION	TIME FRAME	KEY OUTPUTS	ACCOUNTABLE
<b>Training and Professional Development</b>					
1.	Enhanced Assess Act Acknowledge (EAAA) – Flip the Script	Mandatory participation for all women 18-24 in all their diversities who are residing at Living at La Trobe.	Commencing 2023 and ongoing	Initial focus for all female student leaders to complete the EAAA training in 2023.  Further roll out to all first-year residential students in second half of 2023/2024.	Health, Wellbeing and Inclusion
2.	Gender Equality and Bystander Intervention Program	Mandatory participation for all male identifying students 18-24 residing at Living at Latrobe.  Staff and students trained to understand and consider options that allow them to take action as bystanders when they witness gender inequality	Commencing 2023 and ongoing	Initial focus for all male student leaders to complete the EAAA training in 2023.  Further roll out to all first-year students residential in second half of 2023/2024.	Health, Wellbeing and Inclusion
3.	Scaffolding Responding to Disclosure of Sexual Harm Training	Auditing and embedding Responding to Disclosures of Sexual Harm training within the compulsory staff training suite, particularly those in frontline roles, and to students-as-staff in student-facing positions, such as Peer Learning Advisors and Residential Advisors.	By December 2023	All front-line staff and student leaders to completed training by the end of 2023.  Line managers and supervisors have sufficient training and support to receive disclosures and reports and staff are aware of how they access support.	Health, Wellbeing and Inclusion
4.	Respectful Behaviour and Culture LMS Student Module	Update and roll out the mandatory Respectful Behaviour and Culture module to all students and staff.	Commencing 2023  Due October 2023	Make new update module available by Semester 1, 2023.  Establish processes to ensure mandatory participation by Semester 1, 2024	Health, Wellbeing and Inclusion
5.	LGBTIQA+ Respectful Relationships Training for residential students	Develop a safe and inclusive education program specifically designed for our LGBTIQA+ residential students away from a heteronormative framework and taking into consideration the hetero-sexism they may experience.	By June 2024	100% compliance of mandatory training for LGBTIQA+ residential students by 2024.	Health, Wellbeing and Inclusion

ITEM NO.	ACTION	DESCRIPTION	TIME FRAME	KEY OUTPUTS	ACCOUNTABLE
6.	Tomorrow Man	Roll out of Tomorrow Man (or equivalent) program, with mandatory participation for all men and men-identifying student residents at Living at La Trobe.	Commencing 2023 and ongoing	To run 3 workshops with male and male identifying student residents (mandatory for male student leaders) in 2023.  Formal evaluation for further role out in 2024.	Men's Health and Wellbeing Program
7.	Aboriginal and Torres Strait Islander students and staff	The University to consult relevant stakeholders and practitioners in tailoring a specific Bystander Program for our Aboriginal and Torres Strait Islander students and staff.	By June 2024	Consultation with Indigenous Strategy and Education to ensure development of a training package lead by and culturally safe for Aboriginal and Torres Strait Islander students and staff.	Health, Wellbeing and Inclusion
8.	Senior leadership briefing sessions	Roll out senior leader gender-based violence sexual harm briefing and education sessions using existing best practice models.	By June 2024	Staff briefing package developed in consultation with teams from other universities who have done similar work and with reference to Our Watch senior leader resources. 80% of targeted leaders complete the training.	Health, Wellbeing and Inclusion
9.	Evaluation of EAAA	The University will evaluate the EAAA program led by the Women's Empowerment and Safety through education and Action (WEACT) team and develop an evaluation plan for all other prevention initiatives.	By July 2024	Evaluation completed with recommendations about the effectiveness of the EAAA program.	WEACT  Health, Wellbeing and Inclusion
<b>University life</b>					
10.	Prevention in clubs and societies	Work with clubs and societies to build prevention capacity and develop a toolkit for preventing, safeguarding, and responding to sexual harm.	By July 2024.	Empowering 30% of registered clubs to promulgate their own prevention campaign.  80% of club executives having received training on primary prevention.	Health, Wellbeing and Inclusion
11.	Targeted initiatives and support	Develop and implement targeted initiatives and programs to support LGBTIQ+, Indigenous communities and people living with disabilities.	By December 2024	Consultation group formed with key stakeholders to develop targeted programs for LGBTIQ+, Indigenous communities and people living with disabilities in 2023.  Initiatives rolled out throughout 2024.	Indigenous Strategy and Education  Culture, Diversity and Inclusion  AccessAbility and Inclusion

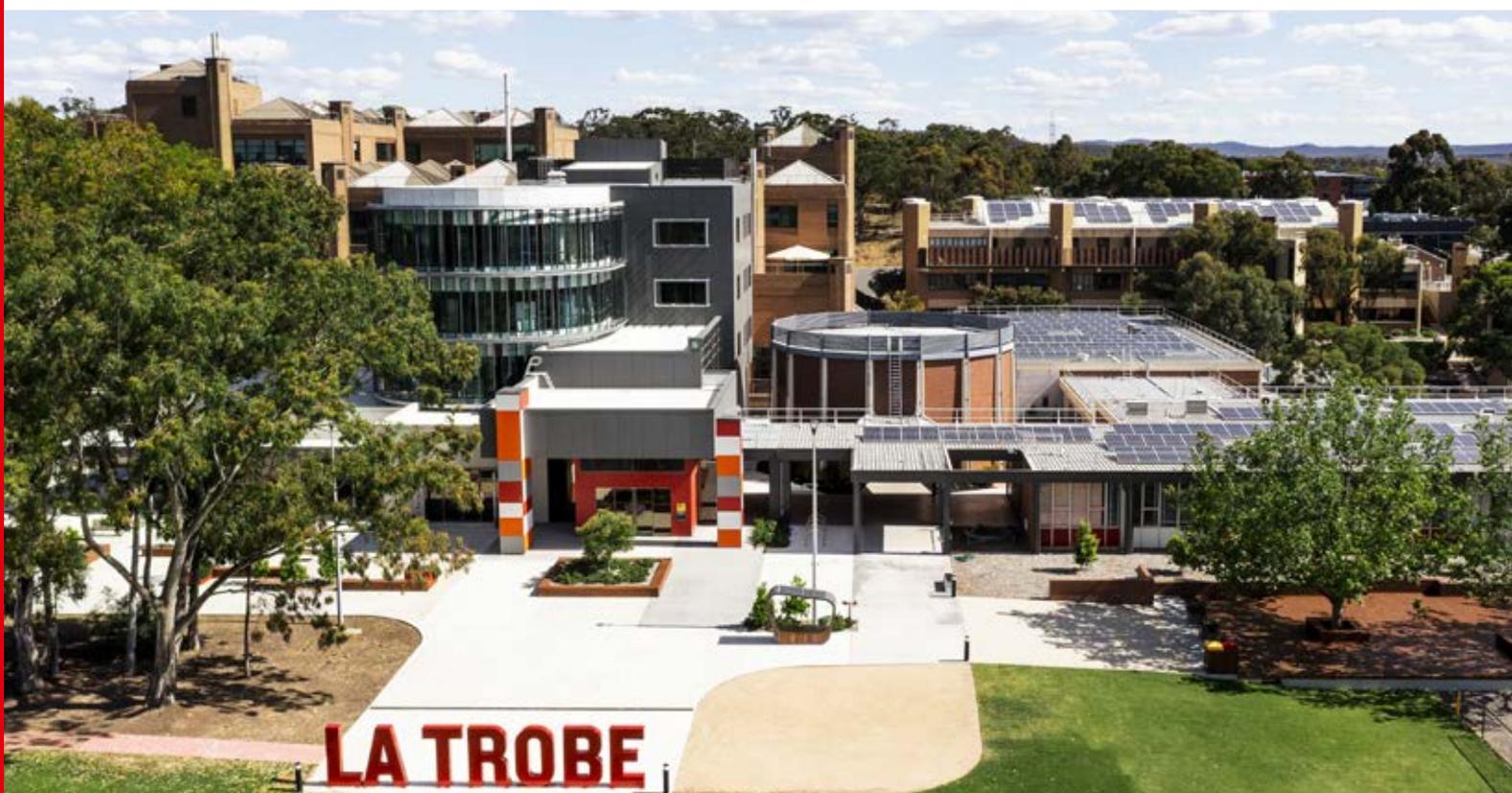
ITEM NO.	ACTION	DESCRIPTION	TIME FRAME	KEY OUTPUTS	ACCOUNTABLE
12.	Co-design and Consultation	<p>Periodically consult with students and staff on the co-design, consultation and feedback of initiatives and actions.</p> <p>Offer primary prevention internships or other opportunities to public health and other students from relevant academic areas.</p>	2023-2026	<p>Establishment of a Respect at La Trobe student advisory group and related working groups.</p> <p>Public health students have the opportunity to learn new skills and support La Trobe's Respectful Communities team.</p>	Health, Wellbeing and Inclusion
13.	Whole of University campaign	In collaboration with students and stakeholders, develop a whole University campaign to prevent sexual harm and improve student and staff knowledge of support services and reporting pathways.	By December 2023	<p>Implementing a four-stage whole of University campaign commencing in Semester 1, 2023, taking into consideration student lifecycle and staff workload patterns.</p> <p>The Staff campaign will include information on Respect @ Work legislation and proactive manager and supervisor duties.</p>	<p>Health, Wellbeing and Inclusion</p> <p>Human Resources</p> <p>Health and Safety</p> <p>Staff Health and Wellbeing</p>
14.	Creating safe spaces	Create safe spaces for LGBTIQ+ students, staff and those living with a disability, and improve awareness of safe spaces currently available.	By December 2024	Review the usage and demand of current Women's Safe Spaces and Neurominority Spaces. Undertake a benchmark study of the use of safe spaces in the sector.	Infrastructure and Operations
15.	Staff disclosure and reporting pathway	<p>Review and align staff reporting and disclosure mechanisms for sexual harm, gender-based violence and problem behaviours with Safer Community.</p> <p>Ensure staff have an option to provide anonymous feedback on the reporting systems and processes at La Trobe.</p>	By July 2023	<p>Implementation of new reporting mechanisms for staff to be implemented in 2023.</p> <p>Communication campaign to be rolled out to raise awareness for staff on where to report.</p>	Safer Community
16.	Staff sexual harm support	<p>Ensure that the Staff Wellbeing Connect team is equipped to provide trauma-informed and compassionate support to staff.</p> <p>Develop a staff wellbeing system that ensures staff addressing the issue of sexual harm are supported and the risk of vicarious trauma minimised.</p>	By December 2023	<p>Staff Wellbeing Connect Staff to undergo relevant training.</p> <p>A system for recognising and ensuring support to staff that address the issue of sexual harm in their work.</p>	<p>Staff Health and Wellbeing</p> <p>Safer Community</p> <p>Human Resources</p>



ITEM NO.	ACTION	DESCRIPTION	TIME FRAME	KEY OUTPUTS	ACCOUNTABLE
<b>Safe learning environment</b>					
17.	Resources for curriculum	Develop and make available resources so that teaching staff may incorporate them into the curriculum where relevant and appropriate.	2023-2025	Work with academics and researchers to develop topic resources that can be used in curriculum relating to gender-based violence, sexual harm, and hetero-sexism.	Health, Wellbeing and Inclusion Department of Health Office of the Provost
18.	Higher degree by research supervisor training	Review and embed respectful supervisor training as part of research supervisors' ongoing professional development and training.	2023-2025	Development of training package for supervisor training to be completed by 2023 and rolled out to all research supervisors in 2024.	La Trobe Graduate Research School Health, Wellbeing and Inclusion
19.	Classroom support resources	Update LMS templates and other learning-related resources such as slide packs, to ensure appropriate information on respectful behaviour, rights and responsibilities, reporting and support services is readily available to students, and academics feel supported to address issues of disrespect.	By December 2024	Updates to LMS to ensure information about reporting and support is embedded.  Audit and update of other learning resources.  Facilitation of an academic community of practice which supports development of resources towards respectful behaviour in the classroom.  Resources and systems to prevent technology facilitated abuse	EdTech Health, Wellbeing and Inclusion Safer Community Office of the Provost
20.	Placements, study abroad and excursions	Strengthen placement, study abroad and excursion practices, and provide accurate support information to ensure students and staff have access to support services and are clear on reporting pathways.	By July 2024	Development of training packages and resources to prepare students on placements and study abroad programs	Office of the Provost Health, Wellbeing and Inclusion
21.	Living at La Trobe	Deliver a comprehensive Respect Program each semester at residential colleges.	Ongoing commencing 2023	Delivery of a suite of training packages and related peer led behaviour change and social marketing campaigns.	Health, Wellbeing and Inclusion Living at LaTrobe / UniLodge
<b>Safe campus environment</b>					
22.	Address sexual harm Prevention legislation Positive duty requirements	Map and formalise positive duty requirements by team in reference to Respect@Work and Work Safe frameworks.	By July 2023	La Trobe understands how each team is contributing to and how we collectively ensure we are meeting our positive duty under state OHS legislation and in support of the Respect@Work Best Practice indicators framework.	Health Wellbeing and Inclusion Human Resources Staff Health and Wellbeing Health & Safety

ITEM NO.	ACTION	DESCRIPTION	TIME FRAME	KEY OUTPUTS	ACCOUNTABLE
23.	Sexual harm and family violence risk assessment and minimisation	Undertake an audit of sexual harm risk across the institution by work area and identify any additional risk, embedding risk management and minimisation actions into existing WHS documents and procedures.	By December 2023	La Trobe has completed a comprehensive risk assessment of psychological, cultural and physical safety considerations related to sexual harm risk. WHS documents are updated and socialised.	Health and Safety Staff Health and Wellbeing Human Resources
24.	HR systems and processes	Undertake an audit of HR systems, processes and documents to determine additional opportunities to build a culture of respect and hold managers to account for respectful workplace culture.	By December 2025	Human Resources' systems, processes and documents have been reviewed against sexual harm prevention and response and respect criteria.	Human Resources
25.	Manager KPIs	All senior leadership roles to have a sexual harm prevention and response KPI embedded in their position.	By December 2025	All managers understand their responsibilities and are held accountable.	Human Resources
26.	Women's Sport and Fitness Facilities	Investigate the creation of a women-only gym hour/section in our gyms and sporting facilities.	By July 2024	Implementation of women's only gym hour across all campuses.	La Trobe Sports
27.	Alert/duress systems	Investigate the feasibility of an alert/duress system for students and staff to use when they feel unsafe. This system may include online feedback and reporting mechanism about geographical locations of concern or infrastructural concerns.	By July 2024	Scoping report and recommendations to be completed by end of 2024.	Infrastructure and Operations
28.	Gender-neutral toilets	To strengthen the safety of our gender-neutral toilets, the University will investigate best practice designs for gender-neutral toilets (for example, stalls with floor-to-ceiling partitions and doors) and consider the feasibility of rolling out these best practices on all our campuses.	By July 2025	Review of gender-neutral toilets to be completed in 2024 with recommendation for enhancements to be implemented throughout 2025.	Infrastructure and Operations
29.	Lighting and CCTV facilities	The University will conduct twice-yearly audits to ensure that the lighting and CCTV facilities are adequate and to create regular investments in these infrastructures. In addition, the University shall establish a feedback and reporting mechanism for students and staff to report inadequate or faulty lighting.	Ongoing commencing 2023	Audits to be completed and reported on to Campus Safety Group.	Infrastructure and Operations
30.	Elements of design for safety	Incorporating the element of designing for safety in all University infrastructure projects to ensure that spaces are designed to reflect the safety needs of our communities.	By January 2026	Training for I&O staff around designing for safety.	Infrastructure and Operations

ITEM NO.	ACTION	DESCRIPTION	TIME FRAME	KEY OUTPUTS	ACCOUNTABLE
Evaluation and reporting					
31.	Monitoring, evaluation and learning framework	Development of a best practice evaluation framework and associated measurement tools.	By December 2023	Conduct a series of workshops to develop appropriate SMART indicators of success, associated measures and evaluation tools. Embed data collection, monitoring and reporting responsibility into relevant roles.	Health Wellbeing & Inclusion Department of Health
32.	Quality data	Map and connect SHPR AP data collection and reporting requirements to the La Trobe Gender Equality Action Plan and Gender Impact Assessment processes and broader CDI and Safer Communities surveys and data collection systems.	By July 2023	The GEAP and SHPR Action Plan are connected and support each other.  La Trobe surveys and data collection systems support and cohesively inform these plans.  Appropriate SH monitoring questions are embedded within the staff experience survey.	Safer Community Human Resources Health Wellbeing and Inclusion
33.	External reporting	Develop and disseminate an annual externally facing sexual harm prevention and response report which includes de-identified case studies and progress made.	Annually	Internal and external stakeholder have appropriate information and La Trobe is held to account for action to prevent and respond to sexual harm.	Sexual Harm Prevention & Response Implementation Group





## ENQUIRIES

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