

# Respect. Now. Always. Plan

## 2017 onwards

### Updated September 2020

## Overview

In August 2017, the Australian Human Rights Commission published the *Change the Course* report on the results of the *National University Student Survey on Sexual Assault and Sexual Harassment*. The survey found that just over 50 per cent of university students experienced sexual harassment in 2016 and 7 per cent were sexually assaulted in 2015 or 2016.

The *Change the Course* report provided nine recommendations for universities, focused on five areas:

- Leadership and governance: visible commitment to, and transparent implementation of, recommendations
- Changing attitudes and behaviours: measures to prevent sexual assault and sexual harassment
- University responses to sexual assault and sexual harassment: effective processes and policies
- Monitoring and evaluation: evaluation and improvements are made over time
- Residential colleges and university residences: cultural improvement and risk management

Recommendation 1 advises universities to develop a plan to address the recommendations in *Change the Course*. This document is ECU's action plan, overseen by the Vice Chancellor and the *Respect.Now.Always* (RNA) Advisory Group.

The recommendations are summarised below and provided in full in the relevant section.

In 2019, ECU received the report of the University commissioned, independent review of policies and pathways for addressing sexual assault and sexual harassment. In the same year, the regulatory body for the sector, Tertiary Education Quality and Standards Agency (TEQSA) made a number of non-statutory requests in relation to ECU's initiatives to prevent and respond to sexual assault and sexual harassment. ECU's RNA Plan (the Plan), was revised in September 2019 to include these additional actions and take account of a gap analysis undertaken of the Plan and Universities Australia's *Guidelines for University Responses to Sexual Assault and Sexual Harassment*.

A summary of ECU's progress to date (**as at September 2020**) against our identified strategies and indicators is included. This illustrates the depth and breadth of work being undertaken at ECU in relation to *Respect. Now. Always* and what remains to be achieved.

Approved for publication



Professor Steve Chapman CBE  
Vice-Chancellor

25/9/2020

Date

## Recommendations by the Australian Human Rights Commission

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1:	Implement an advisory body to report directly to the Vice-Chancellor, develop an action plan to address the recommendations, and report on progress.	3
2:	Develop a plan to educate students and staff about behaviours that constitute sexual assault and sexual harassment, consent, respectful relationships and bystander intervention.	8
3:	Disseminate accessible information to students and staff about reporting procedures and support services, develop relationships with external services, and evaluate the actions undertaken.	21
4:	Commission an independent, expert-led review of university policies and response pathways in relation to sexual assault and sexual harassment. In the interim, develop and review current processes.	29
5:	Conduct an assessment to identify staff and students most likely to receive disclosures, and ensure they receive specialist training.	35
6:	Ensure that information is collected and stored confidentially, and used for continuous process improvement, including de-identified reports to the Vice-Chancellor.	37
7:	Conduct an audit of university counselling services to assess capacity and current levels of training and put in place additional resources if required.	39
8:	Engage an independent body to conduct a national university student survey of sexual assault and sexual harassment to track progress.	40
9:	Commission an independent, expert-led review of the factors that contribute to sexual assault and sexual harassment in residential colleges and university residences.	41

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## Recommendation 1: Implementation body and action plan

Vice-Chancellors should take direct responsibility for the implementation of these recommendations, including decision-making, monitoring and evaluation of actions taken.

To assist and advise them in this respect, Vice-Chancellors should have an advisory body within their institution, which has responsibility for guiding the implementation of the recommendations made in this report.

The advisory body should report directly to the Vice-Chancellor of each university and include representatives from:

- the university's senior leadership
- the student body
- academic staff
- residential colleges affiliated with the university
- student services, such as: counselling services, medical services and campus security, and
- frontline sexual assault services.

The advisory body should be responsible for developing an action plan for the implementation of these recommendations.

The development of an action plan should involve broad and extensive consultation with all relevant stakeholders from the university community and, where relevant, the wider community. The advisory body should also seek independent expertise where relevant and draw on existing research and best practice.

The advisory body should assess and publicly report on the university's progress towards implementation of these recommendations within 18 months of the release of this report. From then on, public reporting on progress should occur on an annual basis.

1	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
1.1	Establish an advisory body with representatives as listed in the recommendation.	Sep 2017	PVC(E&I)	Establish an advisory group.	<ul style="list-style-type: none"> <li>• <b>September 2017:</b> The ECU RNA Advisory Group was established.                             <ul style="list-style-type: none"> <li>▪ The RNA Advisory Group is chaired by ECU's Pro Vice-Chancellor (Equity and Indigenous).</li> <li>▪ The RNA Advisory Group comprises representatives from senior leadership, ECU Student Guild, ECU Women's Community, ECU Queer Collective, academic staff, Digital and Campus Services,</li> </ul> </li> </ul>	Completed.

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1	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
					Security and Traffic Services, Human Resources, Student Life, Counselling and Equity, and Student Health.	
		Nov 2017	PVC(E&I)	Finalise the terms of reference.	<ul style="list-style-type: none"> <li>• <b>November 2017:</b> RNA Advisory Group met and finalised the Group's Terms of reference.</li> </ul>	Completed.
		Dec 2017	PVC(E&I)	Hold regular scheduled meetings.	<ul style="list-style-type: none"> <li>• <b>September 2017:</b> The RNA Advisory Group held its first meeting.</li> <li>• <b>November 2017:</b> RNA Advisory Group held its second meeting and final meeting for the year.</li> <li>• <b>2018:</b> Four meetings of the RNA Advisory Group were held: March; June; September and December.</li> <li>• <b>2019:</b> All four scheduled RNA Advisory Group meetings for 2019 took place (March; June; September and December).</li> <li>• <b>2020:</b> Three of the four scheduled RNA Advisory Group meetings have taken place. Final meeting for 2020 is scheduled for October.</li> </ul>	Completed for 2017/18/19.  Ongoing in 2020.
1.2	Develop an action plan to implement the recommendations.	May 2018	D SGSC D SL	Seek student input to the action plan.	<ul style="list-style-type: none"> <li>• <b>April 2018:</b> The RNA Plan (the Plan) was provided to the April meeting of the Vice-Chancellor's Student Advisory Forum (VCSAF) for input.</li> <li>• <b>May 2018:</b> All students and staff were emailed to provide feedback on the Plan.</li> <li>• <b>May 2018:</b> Student forums were held at the Joondalup Campus and Mount Lawley Campus, with a video link to South West (Bunbury) Campus.</li> </ul>	Completed.
		May 2018	D SGSC	Finalise the action plan.	<ul style="list-style-type: none"> <li>• <b>May 2018:</b> Feedback from students and staff was integrated into the Plan.</li> </ul>	Completed.

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1	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
1.3	Share information with other universities and related organisations to facilitate best practice.	Once finalised	D SL D SGSC	Communicate the plan to students and staff, including a location on ECU's website.	<ul style="list-style-type: none"> <li><b>June 2018:</b> The Plan was endorsed by the RNA Advisory Group and approved by the Vice-Chancellor.</li> <li><b>September 2019:</b> RNA Plan revised to include additional actions from TEQSA review and the recommendations from the Code Black Independent Review.</li> <li><b>October 2019:</b> Revised RNA Plan published on ECU's webpages.</li> </ul>	Completed.
		Ongoing	D SL D SGSC	Seek information from, and share information with, other institutions and organisations on best practice in responding to the <i>Change the Course</i> report and <i>Respect. Now. Always</i> .	<ul style="list-style-type: none"> <li><b>July 2018:</b> The Vice-Chancellor issued a global email to all staff and students to promote the finalised ECU RNA Plan.</li> <li><b>July 2018:</b> RNA Plan made available on the ECU website: <a href="http://www.ecu.edu.au/about-ecu/reports-and-plans/respect-now-always">http://www.ecu.edu.au/about-ecu/reports-and-plans/respect-now-always</a></li> <li><b>September 2019:</b> Revised RNA Plan approved by RNAAG and published on ECU website.</li> <li><b>2020:</b> ECU's revised RNA Plan 2017 Onwards is currently being implemented.</li> </ul>	Ongoing
					<ul style="list-style-type: none"> <li><b>March 2018:</b> ECU researched and compiled a document summarising the plans and actions of other universities for discussion at the RNA Advisory Group in. New elements were incorporated into ECU's RNA Plan as a result.</li> <li><b>March 2018:</b> Circulated <i>The Red Zone</i> report by End Rape on Campus Australia to the RNA Advisory Group in for reference.</li> <li><b>April 2018:</b> ECU hosted Universities Australia's Respect. Now. Always. workshop "Sharing Knowledge, Experience and New Approaches" at Joondalup Campus. The workshop enabled universities to share approaches and expertise.</li> <li><b>Ongoing:</b> The two main performing arts industry representation groups (the MEAA and Actors Equity) are working with theatre and production companies Australia-wide to develop policy guidelines on sexual</li> </ul>	Ongoing.

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1	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
					<p>harassment and appropriate physical standards and expectations. ECU's Western Australian Academy of Performing Arts (WAAPA) is part of these conversations and is actively inputting into the review process and development of the guidelines. Live Performance Australia (which represents the interests of subsidised and commercial producers) have also publicly committed to working with stakeholders to develop industry wide guidelines. WAAPA was invited to be part of their review.</p> <ul style="list-style-type: none"> <li>• <b>June and September 2018:</b> Universities Australia <i>Principles for Respectful Supervisory Relationships</i> was circulated and discussed at two RNA Advisory Group meetings. The Education and Training Working Group considered the document and identified additional actions required in the context of broader training requirements.</li> <li>• <b>September 2018:</b> The RNA Advisory Group considered the finalised Universities Australia <i>Guidelines for University Responses to Sexual Assault and Sexual Harassment</i>. A review, including a gap analysis and comparison with ECU's RNA Plan, was conducted and will inform future revisions to ECU's RNA Plan.</li> <li>• <b>2019:</b> ECU's Equity Project Officers co-founded the new WA RNA Network. <ul style="list-style-type: none"> <li>▪ The network comprises professionals from WA universities who are currently working in the RNA space.</li> <li>• The Network meets bimonthly to discuss current methods and styles of education for staff and students on sexual harassment and sexual assault.</li> </ul> </li> <li>• <b>2019/2020:</b> Participated in the design of the next UA student survey in 2021, results of which will inform future practice.</li> <li>• <b>2020:</b> Benchmarking of standalone SASH policies has been undertaken with a selection of Australian Universities.</li> </ul>	

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1	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
1.4	Monitor and assess progress towards the recommendations.	Ongoing	Advisory Group	Keep all stakeholders informed of progress towards the recommendations.	<ul style="list-style-type: none"> <li>• <b>Routinely:</b> ECU's Vice-Chancellor receives a progress report from every RNA Advisory Group meeting. A report on RNA Plan initiatives is provided at each Equity and Diversity Committee meeting.</li> <li>• The University submitted the following progress reports at the request of external parties:                             <ul style="list-style-type: none"> <li>▪ <b>November 2017:</b> WA Minister for Women's Interests.</li> <li>▪ <b>December 2017:</b> Council of Australian Postgraduate Associations.</li> <li>▪ <b>December 2017:</b> The Hunting Ground Australia Project.</li> <li>▪ <b>July and November 2018:</b> WA Minister for Education and Training via WA Higher Education Council.</li> <li>▪ <b>November 2019:</b> Tertiary Education Quality and Standards Agency (TEQSA).</li> <li>▪ <b>June 2020 (May and November 2018):</b> Tertiary Education Quality and Standards Agency (TEQSA).</li> <li>▪ <b>September 2020, (March 2019, July 2018 and November 2017)</b> Australian Human Rights Commission.</li> <li>▪ <b>September 2020:</b> Universities Australia.</li> </ul> </li> </ul>	Ongoing.  Completed.
1.5	Publicly report on the University's progress towards the recommendations.	Feb 2019, then annually	Advisory Group D SGSC	Publish a report on our website based on the assessments of our progress.	<ul style="list-style-type: none"> <li>• <b>May 2020, 2019, 2018:</b> Vice-Chancellor endorsed RNA Progress reports published on ECU's website.</li> <li>• <b>September 2020:</b> Progress updated for the Vice-Chancellor's endorsement and thereafter, will be published on ECU's website.</li> </ul>	Completed for 2018, 2019 2020.

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## Recommendation 2: Education and training programs

Universities develop a plan for addressing the drivers of sexual assault and sexual harassment that:

- provides students and staff with education about: behaviours that constitute sexual assault and sexual harassment, consent and respectful relationships, 'violence supportive attitudes' and bystander intervention, and
- identifies existing resources and communications campaigns that reinforce key messages of education programs for dissemination to staff and students.

Education programs and communications should:

- target all levels of the organisation – current and future students, staff, residential colleges, sports clubs, student societies and student unions
- be based on best practice and research
- be developed and delivered by individuals and/or organisations with expertise in sexual violence prevention
- be developed in consultation with university students, and
- include measures for evaluating and refining the actions taken.



2	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
2.1	Establish a working group to investigate and lead the items in this recommendation.	Dec 2017	Advisory Group	Establish a working group to lead ECU's responses to this recommendation, comprising students, academic staff, CLT, SSC, HR, external specialists, and others as appropriate.	<ul style="list-style-type: none"> <li>• <b>June 2018:</b> The RNA Advisory Group established a working group, with staff and student representation, to lead ECU's responses to the recommendations for provision of education and training.</li> <li>• <b>June 2018:</b> Inaugural meeting of the working group was held.</li> <li>• <b>July 2018:</b> A briefing note was provided with details of the education and training programs used by other universities.</li> <li>• <b>2019:</b> The working group continued to meet throughout 2019. Membership enhanced through participation from an ECU Equity Projects Officer.</li> <li>• <b>2020:</b> Working group's first meeting of the year held in March. The working group is maintaining its focus on ensuring a holistic approach to the co-ordination, collation and consistency of application of RNA training materials across the University.</li> <li>• <b>2020:</b> Given the progress that has been made in training and development, the working group has now been subsumed into the broader RNA Advisory Group.</li> </ul>	<p>Completed.</p> <p>Completed.</p> <p>Ongoing</p>

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2	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
2.2	Identify existing educational resources and communications at ECU.	May 2018	Working Group	Identify the strategies, resources and communications previously used at ECU, to see if these can be reused or leveraged.	<ul style="list-style-type: none"> <li>• <b>2019:</b> A review of website resources was conducted and a benchmarking exercise with other universities completed.</li> <li>• <b>2020:</b> Additional information is being added to website resources.</li> <li>• <b>2020:</b> Additional information to be aligned with Student Blackboard Community site.</li> <li>• <b>2020:</b> Include information on sexual assault and sexual harassment and support available during Semester One and Two Orientation</li> <li>• <b>2020:</b> AHRC webinars promoted to RNA Advisory Group..</li> <li>• <b>Ongoing:</b> The results of the Code Black Independent Review highlighted additional activity that is required in this area.</li> </ul>	<p>Completed.</p> <p>Ongoing in 2020</p>

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<p><b>2.3</b> Identify educational resources outside ECU.</p>	<p>May 2018</p>	<p>Working Group</p>	<p>Identify the external resources relevant to training of students and staff, which may be reused or adapted.</p>	<ul style="list-style-type: none"> <li>• <b>2019:</b> Contract has been signed for the delivery of <i>Consent Matters</i> to students at ECU commencing in 2019.</li> <li>• <b>2019:</b> The working group has evaluated several options to determine what training will best meet the educational needs of ECU's students. <i>Consent Matters</i> approved to be piloted for potential roll out.</li> <li>• <b>2019:</b> WAAPA has established a specific working group to examine how industry guidelines can be incorporated into teaching and practical operations.</li> <li>• <b>2019:</b> WAAPA has engaged an international Theatre and Intimacy Director to undertake a week of training for WAAPA staff on managing intimacy, sexual content and expectations in productions and teaching materials with a view to develop guidelines for staff.</li> <li>• <b>2019:</b> ECU continued to liaise with Curtin University on their bespoke <i>Respectful Relationships</i> training course.</li> <li>• <b>2019:</b> <i>The Consent Matters</i> online course covering sexual consent, communication, relationships and bystander intervention was piloted with WAAPA students during Semester 2 2019.</li> <li>• <b>March 2020:</b> <i>Consent Matters</i> was made available to all current ECU students.</li> <li>• <b>Semester 1 2020:</b> As a member of Universities Australia (UA), ECU has accessed the training package that resulted from the partnership between Universities Australia, Our Watch and the Victorian Government's Office for Women. UA online learning module "<i>Sexual harassment and sexual assault: What are the drivers and how can staff respond?</i>" to be listed on staff training calendar and promoted to staff via internal channels.</li> <li>• <b>2020:</b> RNA Advisory Group to consider the viability of utilising UA's content to build a new online module that includes ECU</li> </ul>	<p>Completed.</p> <p>Completed for 2020.</p> <p>Completed.</p> <p>Completed</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p>
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2	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
					specific content, whilst ensuring that UA is noted as the intellectual property owner of the training content.	In progress.

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<p><b>2.4</b> Determine suitable education strategies for university-wide implementation.</p>	<p>Jul 2018</p>	<p>Working Group</p>	<p>Select the most appropriate method and style for educating students, in consultation with experts and students. Consider needs of HDR students and students in diversity groups. Determine how success will be evaluated.</p>	<ul style="list-style-type: none"> <li>• <b>Ongoing:</b> A coordinated approach for delivering a suite of RNA supporting materials is considered imperative. This suite will require incorporation, where appropriate, of a range of supporting resources and guidelines include supervisory principles, physical contact and WAPPA suite of industry specific resources which will align with ECU policies and guidelines.</li> <li>• <b>Semester 2 2019:</b> <i>Consent Matters</i> piloted with WAPPA students.</li> <li>• <b>Semester 2 2019:</b> Survey administered to WAAPA students who participated in the pilot.             <ul style="list-style-type: none"> <li>▪ Survey responses were received from 92.5% of students.</li> <li>▪ Survey results showed that students believe the online format to be an effective way to deliver training on consent and healthy relationships.</li> </ul> </li> <li>• <b>September/December 2019:</b> RNA posters were refreshed for consistency and accuracy.</li> <li>• <b>2019:</b>The redesigned Orientation program for all commencing students in 2019 incorporated RNA related information and material.</li> <li>• <b>2020:</b> Implementation of further RNA communication strategies for ECU students.</li> <li>• <b>July 2020:</b> RNA posts via Facebook and Instagram reaching at least 8.506 and 7398 students respectively.</li> <li>• <b>February 2020:</b> ECU launched the <i>Be a Better Human</i> campaign to further enhance and promote RNA initiatives to students.             <ul style="list-style-type: none"> <li>▪ The <i>Be a Better Human</i> campaign was originally created by the Flinders University Student Association. The campaign has been adopted by several universities across Australia.</li> </ul> </li> <li>• <b>2020:</b> <i>Be a Better Human</i> materials and information are accessible via <a href="http://www.ecu.edu.au/be-a-better-human">www.ecu.edu.au/be-a-better-human</a></li> </ul>	<p>In progress.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed In progress.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p>
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2	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
<ul style="list-style-type: none"> <li>• <b>Semester 1 2020:</b> Information regarding ECUs online reporting mechanisms and <i>Be a Better Human</i> campaign displayed on screens to students throughout orientation.</li> <li>• <b>Semester 1 2020:</b> Stickers provided to students within orientation packs which included information of where to locate information online and reporting options for sexual harassment and/or sexual assault.</li> <li>• <b>Semester 2 2020:</b> Communications plan developed and rolled out all new to ECU students promoting <i>Consent Matters</i> and the <i>Be a Better Human</i> campaign.</li> <li>• <b>Semester 2 2020:</b> Information regarding <i>Consent Matters</i> including what the program entails, why students should complete the program and additional support (both internal and external) posted to “My Studies” on the Student Intranet.</li> </ul>						
<ul style="list-style-type: none"> <li>• <b>March 2020:</b> <i>Consent Matters</i> modules launched on Blackboard on 3 March. <span style="float: right;">Completed.</span></li> <li>• <b>March 2020:</b> ECU portal news story and global email issued to students to increase their awareness of <i>Consent Matters</i> online course and the <i>Be a Better Human</i> campaign. <span style="float: right;">Completed</span></li> </ul>						
	Mar 2020	PVC (E&I) DVC E ADs T&L	Ensure consistent awareness raising material is posted on Blackboard learning sites with the potential to promote the material to students at the start of semester. (CBIR Rec. 9).			
	Mar 2020	Advisory Group	Consider cultural differences to maximise awareness of expected student behaviours and consequences for misconduct. (CBIR Rec. 10).			

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2	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
		Jul 2018	Working Group	Review the most appropriate method and style for educating staff, in consultation with experts and HR. Different 'bands' of training (levels of complexity/competency) are likely required depending on staff role. Determine how success will be evaluated.	<ul style="list-style-type: none"> <li>• <b>Ongoing:</b> Specialised training for referral staff is being reviewed and additional supporting strategies for front line staff is being developed.</li> <li>• <b>Ongoing:</b> WAAPA is developing a proposal to commission experts in the field to deliver training for staff on the on the Intimacy On Set Guidelines that provide best practice when working with intimacy, simulated sex scenes and nudity.</li> <li>• <b>Semester 2 2020:</b> SARC Training piloted to up to 30 staff on responding to disclosures of sexual assault.</li> <li>• <b>Semester 2 2020:</b> UA's online training for staff 'Sexual Assault and Harassment: Reducing and Responding' available on the Staff Development Calendar.</li> <li>• <b>2020:</b> Currently investigating adding the UA training to the ECU online learning platform for greater rollout/capturing of data.</li> </ul>	<p>In progress.</p> <p>In progress</p> <p>Completed</p> <p>In progress</p>

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2	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
		1 Dec 2019	Advisory Group	Bystander training to be delivered during 'O' Week. (CBIR Rec. 7).	<ul style="list-style-type: none"> <li>• <b>2019/2020:</b> Module 3 of <i>Consent Matters</i> covers the principles of bystander intervention. Through a variety of online activities, students to reflect on the different ways to intervene in a situation, from confrontation through to shifting the focus.</li> <li>• <b>2019/2020:</b> Of the WAAPA students who participated in the <i>Consent Matters</i> pilot, 92.5% reported that they had a better understanding of how they could safely intervene if they witnessed an incident of verbal, physical or sexual harassment.</li> <li>• <b>2020:</b> <i>Consent Matters</i> is now available to all current students.</li> <li>• <b>2020:</b> <i>Be a Better Human</i> webpage houses additional information on how to be an active bystander.</li> <li>• <b>Semester 2 2020:</b> Posters distributed across of three campuses and the digital screen network as part of the <i>Be a Better Human</i> campaign included one specific poster on active bystander behaviours.</li> </ul>	Ongoing in 2020.
		1 Dec 2019	Advisory Group	Provide evidence for the provision of bystander training to students to TEQSA.(TEQSA <sup>1</sup> )	<ul style="list-style-type: none"> <li>• <b>November 2019:</b> Response detailing ECU's approach to bystander training submitted from SDVC to TEQSA.</li> </ul>	Completed.

<sup>1</sup> (TEQSA) signifies an action requested by TEQSA.

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2	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
2.5	Obtain/develop training resources.	Jul 2018 onwards	Working Group	Customise/obtain/develop resources as required.	<ul style="list-style-type: none"> <li>• <b>2019/20:</b> A one-page document was developed for staff and students regarding how to respond to an individual that discloses sexual harassment and/or sexual assault. The document is made available to staff and students on several ECU webpages. The document outlines the main steps to take if a staff member or student discloses an incident of sexual assault and/or sexual harassment, in conjunction with internal and external support services available to support the individual.</li> <li>• <b>2020:</b> <i>Consent Matters, Be a Better Human</i> campaign and UA's online staff training customised and made available to ECU students and staff.</li> </ul>	<p>Completed.</p> <p>Completed</p>

2	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
2.6	Deliver education to students and staff.	After training developed	Advisory Group	Deliver training to students.	<ul style="list-style-type: none"> <li>• <b>2019/2020:</b> WAAPA conducted a series of workshops with all student groups to discuss sexual harassment, consent and respectful boundaries arising out of RNA and the #MeToo movement. These workshops will be held yearly with all WAAPA student groups and students are encouraged to come forward to discuss any issues or concerns they may have. WAAPA has engaged an international Theatre and Intimacy Director to undertake a week of training for WAAPA staff on managing intimacy, sexual content and expectations in productions and teaching materials with a view to develop guidelines for staff</li> <li>• <b>2020:</b> <i>Consent Matters</i> online course has been made available to all current students in Semester 1 2020. The course covers topics including consent, respectful relationships and bystander intervention. Information regarding reporting options and support services is embedded within the training modules.</li> </ul>	Ongoing in 2020.
		After training developed	Advisory Group	Deliver training to staff.	<ul style="list-style-type: none"> <li>• <b>Routinely:</b> Existing training is in place for staff (particularly those likely to receive disclosures), and selected students, e.g. those with leadership responsibilities and those in residential accommodation.</li> <li>• <b>2020:</b> The Sexual Assault Resource Centre's (SARC) face-to-face training "Responding to Disclosures of Sexual Assault" will be made available to all staff during 2020, currently there are two staff sessions booked for 2020.</li> <li>• <b>Routinely:</b> SARC's online training "Sexual Assault and Responding to Disclosures" is promoted to all staff members via ECU's staff training calendar.</li> </ul>	Completed.  In progress.  Ongoing

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2	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
		After training developed	Advisory Group	Ensure first responder training is underpinned by trauma informed care assumptions. (CBIR Rec. 4).	<ul style="list-style-type: none"> <li>▪ <b>Routinely:</b> Online SARC training covers the impact that the trauma of sexual violence can have on the individual, signs of trauma and how to respond effectively to someone who has experienced sexual violence (including avoiding re-traumatisation).</li> <li>▪ <b>August 2020:</b> “A focus on safe and inclusive culture” awareness and education session was delivered by a group of key ECU staff to <u>all</u> University Executive members. The session was introduced by the Senior Deputy Vice-Chancellor and closed by the Vice-Chancellor. The presentation highlight a range of actions across the University to promote a safe and inclusive culture including:                             <ul style="list-style-type: none"> <li>▪ How to support someone who discloses Sexual Assault and/or Sexual Harassment.</li> <li>▪ University Contact Officer listing.</li> <li>▪ Support and advice for students identified with possible mental health issues.</li> <li>▪ Respect Now Always <a href="#">Progress Update</a>.</li> </ul> </li> </ul>	<p>In Progress.</p> <p>Completed</p>

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2	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
2.7	Evaluate and refine the actions taken.	After training delivery	Working Group	Assess the effectiveness of the training in the short-term and the long-term and refine as required.	<ul style="list-style-type: none"> <li>• <b>Semester 2 2019:</b> <i>Consent Matters</i> was piloted with WAAPA students.. ECU reporting mechanisms and external support services were embedded within the online course materials.</li> <li>▪ <b>Semester 2 2019:</b> Results from students who participated in the WAAPA <i>Consent Matters</i> pilot were that after completing the online module:                             <ul style="list-style-type: none"> <li>▪ 85% of students now know where to report an incident of sexual harassment and/or sexual assault at ECU; and</li> <li>▪ 95% of students reported that they had a better understanding of supports available to students who have experienced sexual harassment and/or sexual assault.</li> </ul> </li> <li>• <b>2020:</b> <i>Consent Matters</i> is now available to all current students.</li> <li>• <b>2020:</b> Following the face-to-face SARC Training 'Responding to Disclosures of Sexual Assault', staff feedback survey will be completed.</li> <li>• <b>Ongoing:</b> Effectiveness of online training will continue to be monitored via student survey feedback and tracking of student completions.</li> </ul>	<p>Completed.</p> <p>Completed</p> <p>Ongoing</p> <p>Ongoing</p>

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## Recommendation 3: Information provision and reporting processes

In order to ensure students and staff know about support services and reporting processes for sexual assault or sexual harassment, universities should:

- widely disseminate information about university reporting avenues to staff and students
- widely disseminate information about internal and external services to staff and students, including university counselling and medical services, campus security, local sexual assault services, police, medical centres, hospitals, counselling services and anti-discrimination agencies
- ensure that information about internal and external reporting procedures and support services is displayed clearly, in a logical place(s) on the university website
- ensure that information about internal and external reporting procedures and support services is provided to students as part of their orientation into university and to new staff as part of their human resources induction/on-boarding
- ensure that information about internal and external reporting procedures and support services is accessible to all students and staff, including people with disability, people from CALD backgrounds, and
- develop relationships with external services (local sexual assault service, local hospital) to enable referral of students to these services where necessary.

Universities should evaluate the activities undertaken to increase awareness of support services and reporting processes to ensure that these measures have been effective in increasing awareness among staff and students.

3	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
3.1	Disseminate information about university reporting avenues, support services, and security services to students.	Aug 2017 and ongoing	D SL D DCS	Provide information to students and review the ongoing availability and accessibility of information.  Information should consider the specific needs of LGBTIQ students, students with disability, Aboriginal and/or Torres Strait Islander	<ul style="list-style-type: none"> <li>• <b>2017:</b> The ECU Student Guide (published online and promoted during orientation) was updated to include information about consent, ECU's Prevention of Harassment, Bullying, Discrimination and Violence policy, incident reporting processes, and support services.</li> <li>• <b>July 2017:</b> The Vice-Chancellor emailed all students regarding Respect. Now. Always. initiatives, including support services and incident reporting information.</li> <li>• <b>August 2017:</b> A second email was distributed to all students regarding the <i>Change the Course</i> report, accompanied by information about support services and incident reporting.</li> <li>• <b>July and August 2017:</b> Student forums were held by ECU senior leadership to provide the ECU Student Guild, student leaders and other student representatives with briefings on Respect. Now. Always. initiatives, and information on support services and incident reporting.</li> </ul>	Ongoing.  Completed.  Completed.  Completed.

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3	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
				students, international students, higher degree by research students, students from culturally and linguistically diverse backgrounds, and external/online students (within Australia).	<ul style="list-style-type: none"> <li>• <b>Routinely:</b> Respect. Now. Always. campaign materials are displayed prominently on campus. Information about campus security has been disseminated.</li> <li>• <b>July 2019:</b> ECU global Email from the Vice-Chancellor was issued to all staff and students highlighting:                             <ul style="list-style-type: none"> <li>• A new <a href="#">Report Sexual Misconduct Form</a>, allowing students and staff to report incidents, including anonymously.</li> <li>• Development of a new Student Code of Conduct Policy, with a focus on respectful relationships.</li> <li>• Recently revised <a href="#">student misconduct</a> rules, which outline the procedures and penalties for student misconduct.</li> <li>• Investing in additional campus lighting, security cameras and 24/7 staffing of a central control room.</li> <li>• Implementation of the <a href="#">NowForce</a> incident reporting app with panic button (link to 3.2 below).</li> </ul> </li> <li>• <b>February 2020:</b> Equity, Diversity and Inclusion website launched. <a href="#">Safety and Wellbeing</a> page provided a variety of information on reporting options and support services (both internal and external to ECU).</li> <li>• <b>February 2020:</b> University Contact Officers (UCO) page launched (<a href="http://ecu.edu.au/uco">ecu.edu.au/uco</a>). UCOs are a confidential point of contact for staff and students on matters related to harassment, discrimination and/or victimisation.</li> <li>• <b>Semester 2 2020:</b> <i>Be a Better Human</i> posters distributed around South West, Joondalup and Mount Lawley campuses.</li> <li>• <b>Semester 2 2020:</b> Be a Better Human and UCO slides promoted on digital screens across South West, Joondalup and Mount Lawley campuses.</li> <li>• Sem 2 2020: UCO program promoted via portal news stories.</li> <li>• <b>Semester 2 2020:</b> 250 refreshed RNA posters promoting support phone numbers distributed across ECU's three campuses.</li> <li>• <b>September 2020:</b> ECU global email from the Vice-Chancellor was issued to all staff and students reaffirming ECU's commitment to Respect. Now. Always. and highlighting:</li> </ul>	<p>Ongoing.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p>

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3	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
3.2	Disseminate information detailing university reporting avenues, individual responsibilities, support services, and security services to staff.	Aug 2017 and ongoing	D HRSC D DCS	Provide information to staff and review the ongoing availability and accessibility of information.	<ul style="list-style-type: none"> <li>▪ A revised <a href="#">Report Sexual Misconduct Form</a>, allowing students and staff to report incidents directly to senior officers of the University, including anonymously.</li> <li>▪ Strengthening of the <a href="#">University Contact Officer</a> network with additional staff and <a href="#">resources</a> to assist staff or students who may have experienced any form of harassment and receive advice and guidance on next steps.</li> <li>▪ A new guide on <a href="#">how to support someone who discloses sexual assault or harassment</a>.</li> <li>▪ A new Safer Communities Team to respond to all student-related critical incidents.</li> <li>▪ A new <a href="#">Student Code of Conduct</a> framed in the University's values.</li> <li>▪ <a href="#">Consent Matters</a> training, which educates students on sexual consent.</li> <li>▪ The '<a href="#">Be a Better Human</a>' campaign, which educates students about sexual harassment, sexual assault, consent and active bystander behaviours.</li> <li>▪ Work is currently underway to create a new staff and student policy in relation to sexual assault and sexual harassment.</li> </ul> <ul style="list-style-type: none"> <li>• <b>July 2017:</b> The Vice-Chancellor emailed all staff in regarding Respect. Now. Always. initiatives, including support services and incident reporting information.</li> <li>• <b>August 2017:</b> Second email was distributed to all staff regarding the <i>Change the Course</i> report, confirming that ECU will adopt the AHRC's nine recommendations, and providing information about responding to incidents.</li> <li>• <b>July 2017:</b> Staff forums were held by ECU senior leadership to provide an opportunity to discuss ECU's actions, processes, and preparation for the survey findings.</li> <li>• <b>Routinely:</b> Respect. Now. Always. campaign materials are displayed prominently on campus. Information about campus security has been disseminated.</li> </ul>	<p>Completed.</p> <p>Completed.</p> <p>Completed.</p> <p>Ongoing in 2020.</p>

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3	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
					<ul style="list-style-type: none"> <li>February 2020: Equity, Diversity and Inclusion website launched. <a href="#">Safety and Wellbeing</a> page provided a variety of information on reporting options and support services (both internal and external to ECU).</li> <li>February 2020: University Contact Officers (UCO) page launched (<a href="http://ecu.edu.au/uco">ecu.edu.au/uco</a>). UCOs are a confidential point of contact for staff and students on matters related to harassment, discrimination and/or victimisation. Services promoted via digital screens across campus and through ECU Matters staff newsletter.</li> </ul>	Completed
		30 Jun 2020	D SGSC D SL	Submit evidence to TEQSA of anonymous reporting options and reporting options for sexual harassment that are publicised on ECU's website as requested by the students to ensure students' ready access to appropriate reporting mechanisms. (TEQSA)	<ul style="list-style-type: none"> <li><b>June 2020:</b> Evidence submitted to TEQSA in June 2020.</li> </ul>	Completed

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3	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
3.3	Review and improve placement/visibility of information on ECU's website.	Dec 2017	D SL	Review information on the website, including accessibility, and other related information, e.g. <a href="#">sexual health</a> web page. Ensure information is accessible to all students and staff, including people with disability and people for whom English is not their first language.	<ul style="list-style-type: none"> <li>• <b>2018:</b> Website review and update completed by Student Life.</li> <li>• <b>2018:</b> The revised 'Sexual Assault and Harassment' webpage has launched on the ECU website, with information about reporting procedures and support services.</li> </ul>	Completed
		Mar 2020	D SL D BM	Review website to provide clearer, accurate information that provides a single point for information, reporting and availability of support services. (CBIR Recs. 2 and 3).	<ul style="list-style-type: none"> <li>• <b>September 2017 and routinely :</b> <a href="https://intranet.ecu.edu.au/student/support/sexual-assault-and-sexual-harassment">https://intranet.ecu.edu.au/student/support/sexual-assault-and-sexual-harassment</a> page developed and maintained in on ongoing basis.</li> <li>• <b>August 2017:</b> <a href="https://www.ecu.edu.au/news/latest-news/2017/08/ecu-releases-sexual-assault-data">https://www.ecu.edu.au/news/latest-news/2017/08/ecu-releases-sexual-assault-data</a> published.</li> <li>• <b>September 2019 (and July 2018) :</b> RNA information published and updated on an ongoing Basis <a href="https://www.ecu.edu.au/about-ecu/reports-and-plans/respect-now-always">https://www.ecu.edu.au/about-ecu/reports-and-plans/respect-now-always</a></li> <li>• <b>April 2019:</b> GRS Published <a href="https://intranet.ecu.edu.au/research/for-research-students/information-for-supervisors/respect.-now.-always.-resources">https://intranet.ecu.edu.au/research/for-research-students/information-for-supervisors/respect.-now.-always.-resources</a></li> <li>• <b>July 2019:</b> Revisions to <a href="https://www.ecu.edu.au/complaints/overview">https://www.ecu.edu.au/complaints/overview</a></li> </ul>	Ongoing

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3	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
		Mar 2020	D SL	Website to include FAQs and guidance for people who may disclose. (CBIR Rec. 8).	<ul style="list-style-type: none"> <li>• <b>2020:</b> New Equity, Diversity and Inclusion website completed by Equity Project Officers and promoted across the University.</li> <li>• <b>2020:</b> A new, dedicated <a href="#">Sexual Misconduct</a> page was added to ECU's Equity, Diversity and inclusion webpages.</li> </ul>	Completed. Completed.
3.4	Identify/develop information for provision to students as part of orientation.	Feb 2018	D SL	Provide materials to students during orientation.	<ul style="list-style-type: none"> <li>• <b>2018/19:</b> Respect. Now. Always. campaign materials disseminated during student orientation.</li> <li>• <b>Ongoing:</b> WAAPA is reviewing its Theatre Practice Standards Guidelines to include information on sexual harassment and reporting. This document is issued to all students at the start of every year of their course and all students sign an acknowledgement of the principles outlined within.</li> <li>• <b>Annually:</b> Three new 'WAAPA Safety in the Community' guideline documents have been developed and distributed to enrolled WAAPA students outlining expected standards of behaviour in and out of the classroom and associated reporting mechanisms. These continue to be reviewed and updated yearly.</li> <li>• <b>Semester 1 2020:</b> <i>Be a Better Human</i> handouts and materials disseminated during student orientation.</li> <li>• <b>Sem 2 2020:</b> Information on <i>Consent Matters</i> and <i>Be a Better Human</i> include during student online orientation.</li> </ul>	Completed.
3.5	Identify/develop information for provision to staff as part of their induction/on-boarding, including	Dec 2018	D HRSC	Review information provided to staff during induction/on-boarding. Ensure diversity (e.g. LGBTIQ, race,	<ul style="list-style-type: none"> <li>• <b>Routinely:</b> Legal requirements and expectations are covered in the mandatory online training (Equal Employment Opportunity) completed by all staff during induction, and then every two years.</li> </ul>	Completed.

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3	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
	temporary and sessional staff.			culture, disability) is included in training.		
3.6	Review and strengthen relationships with external services to enable referral where necessary.	Jun 2018	D HRSC	Review visibility of ALLY training.	<ul style="list-style-type: none"> <li>• <b>2019:</b> ALLY training was more widely promoted across the University resulting in an increase in the number of ALLY'S at ECU. The ALLY network aims to create a more diverse and inclusive culture by promoting greater awareness of, and support for lesbian, gay bisexual, transgender and intersex (LGBTI) staff and students.</li> <li>• <b>2019:</b> Number of Allies at ECU increased from 12 to 29.</li> <li>• <b>2020:</b> Number of Allies at ECU has increased from 29 to 75 in 2020.</li> </ul>	Completed.
		Dec 2017	D SL	Identify existing relationships between ECU, student organisations, and external services and action opportunities	<ul style="list-style-type: none"> <li>• <b>2019:</b> Pride@ECU committee established to promote LGBTQIA+ inclusion and visibility.</li> <li>• <b>2020:</b> Four meetings of the Pride@ECU Committee scheduled for 2020.</li> <li>• <b>2020:</b> First Pride@ECU Committee meeting held in March. Three of the four scheduled meetings for 2020 have taken place. Final meeting scheduled for November 2020.</li> </ul>	Ongoing.
					<ul style="list-style-type: none"> <li>• <b>Ongoing:</b> ECU has a strong relationship with the Department of Health's Sexual Assault Resource Centre (SARC), Western Australia's 24-hour emergency sexual assault (rape crisis) service. SARC can provide medical care, forensic examinations and counselling, as requested. SARC also provides education and training, including a Respectful Relationships program.</li> </ul>	Completed.
						Ongoing.

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3	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
3.7	Evaluate the activities undertaken to increase awareness and refine as necessary.	Ongoing	D SL D HRSC	Evaluate the activities and refine as necessary.	<ul style="list-style-type: none"> <li>for strengthened and new connections.</li> <li><b>Ongoing:</b> The University has a good relationship with the WA Police Sex Assault Squad, which investigates reports of sexual assault. [Note: An incident can be reported to ECU without involving the police or other external services.]</li> <li><b>Ongoing:</b> RNA Advisory Group continue to review and update training and awareness materials on an ongoing basis.</li> </ul>	Ongoing.
3.8	Review information provided to ECU students travelling overseas.	Dec 2018	D SL	Review the information provided to ECU students travelling overseas on student exchange, study abroad or study tours about cultural norms in the countries they are visiting. Modify the information and/or processes if required.	<ul style="list-style-type: none"> <li>Resources are currently under review.</li> </ul>	In progress.

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## Recommendation 4: Policies, response pathways and support services

In order to ensure that actions taken by universities to prevent and respond to sexual assault and sexual harassment are appropriate, within a year of the release of this report universities should commission an independent, expert-led review of existing university policies and response pathways in relation to sexual assault and sexual harassment.

This review should assess the effectiveness of existing university policies and pathways and make specific recommendations to universities about best practice responses to sexual assault and sexual harassment.

In the interim, and at an institutional level, universities should draw on sexual violence counselling expertise to develop and review processes for responding to sexual assault and sexual harassment of students to ensure that they:

- ensure the immediate safety and wellbeing of the individual who has experienced the sexual assault or sexual harassment
- are clear and accessible
- provide individuals with control over what happens to their report
- have the flexibility to suit individual circumstances
- provide students with support to continue with their studies
- provide specialist support, from someone who has specialist expertise and training in sexual assault, sexual harassment and trauma counselling of sexual assault survivors, and
- accommodate the needs of students from a diverse range of backgrounds.

4	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
4.1	Commission an independent, expert-led review of existing ECU policies and response pathways in relation to sexual assault and sexual harassment.	Jul 2018	D SGSC	Commission an independent review, with opportunities for students to participate.	<ul style="list-style-type: none"> <li>• <b>October 2018:</b> ECU commissioned independent consultants, <i>Code Black Threat Management</i>, to undertake an independent review of ECU's policies and processes in relation to sexual harassment and sexual assault.</li> <li>• <b>November 2018:</b> Opportunities were provided for all students to participate in the review process through face-to-face, individual student surveys and student focus groups that were held on all three campuses.</li> <li>• <b>November 2018:</b> A selection of staff participated in individual interviews.</li> <li>• <b>May 2019:</b> RNA Advisory Group considered the Draft Code Black Independent Review Report. ECU provided feedback on the final draft of the review of the report for validation purposes and receipt of the final report was imminent.</li> <li>• <b>July 2019:</b> Final Code Black report settled and received.</li> </ul>	<p>Completed.</p> <p>Completed.</p> <p>Completed.</p>

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4	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
4.2	Implement recommendations from independent review.	After review	Various	Implement recommendations of review.	<ul style="list-style-type: none"> <li>• <b>November 2019:</b> All accepted recommendations from the Code Black Independent Review have been incorporated into the RNA Plan for implementation.</li> </ul>	In progress.
		1 Dec 2019	D SGSC	Submit a copy of the final Code Black Threat Management report and the action plan developed in response to the report to TEQSA. (TEQSA)	<ul style="list-style-type: none"> <li>• <b>November 2019:</b> Final Code Black Review Report submitted to TEQSA.</li> <li>• <b>November 2019:</b> Copy of full and revised ECU RNA Plan submitted to TEQSA.</li> </ul>	Completed. Completed.
		Mar 2020	D SL D HRSC D SGSC	Consider and reflect the recommendations from the independent review in ECU's policy content. (CBIR Rec. 1). <sup>2</sup>	<ul style="list-style-type: none"> <li>• <b>2020:</b> recommendations from the code Black Report are being considered in the context of the policy and process revisions required at ECU.</li> </ul>	In progress
4.3	In the interim, develop and review processes for responding to sexual assault and	Jul 2017	D SL	Develop and review policies and processes to ensure they meet the guidelines in the recommendation.	<ul style="list-style-type: none"> <li>• <b>July 2017:</b> ECU's Prevention of Harassment, Bullying, Discrimination and Violence policy was revised.</li> <li>• <b>July 2017:</b> Adjustments were made to the internal procedure for reporting and handling incidents, which resulted in the revised 'Sexual Assault and Harassment' webpage.</li> </ul>	Completed.

<sup>2</sup> (CBIR) signifies the actions that need to comply with the relevant recommendation in the Code Black Independent Review

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4	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
	sexual harassment of students.	Dec 2018	DVC (E)	Ensure workplace integrated learning (WIL) policies include references to sexual assault and sexual harassment policies and processes, as appropriate.	<ul style="list-style-type: none"> <li>A meeting with all WAAPA student fundraising groups has been arranged and a set of guidelines for orientation / welcome events are currently being drafted. These guidelines outline expectations around on- and off-campus behaviour and use of social media.</li> <li><b>2020:</b> A comprehensive review of the Work Integrated Learning policy and its related procedures is currently being undertaken. Consultation draft documents are expected in 2020. The updated WIL policy and procedures, will take into account updates to the University's processes and policies concerning sexual assault and sexual harassment</li> </ul>	In progress.

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4	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
4.4	Further improve and adapt policies and processes in response to Universities Australia's Best Practice Guidelines.	Mar 2020	D SL D GRS	Make any necessary adjustments in response to principles and guidelines from UA (best practice), and UA-NTEU-CAPA (postgraduate research student support).	<ul style="list-style-type: none"> <li>• <b>2019:</b> In advance of the outcomes of the independent review of policies and processes, ECU's reporting procedures, <i>Prevention of Harassment, Bullying and Discrimination and Violence</i> policy, and ECU website have been reviewed and updated.</li> <li>• <b>2020: NEW ECU Standalone SASH Policy:</b> <ul style="list-style-type: none"> <li>• A Senior Advisor, Policy and Governance Projects commenced at ECU in May 2020. This new specialist, centralised policy role has a key deliverable of providing policy advice and support to key stakeholders in the development of the ECU SASH policy by 31 December 2020.</li> <li>• The standalone SASH policy is being developed in alignment with the Universities Australia Guidelines, recommendations from the independent, Code Black review and TEQSA's Good Practice Note: <i>Preventing and responding to sexual assault and sexual harassment in the Australian higher education sector</i>, released in July 2020.</li> <li>• Related ECU policies such as Prevention of Harassment, Bullying and Discrimination policy will be reviewed and updated to reflect and align with the new ECU SASH policy.</li> <li>• Associated staff and student guidelines and procedures will be reviewed and/or developed as required.</li> </ul> </li> </ul>	Completed.
		Mar 2020	D SL D HRSC	Consider and reflect the Universities Australia guidelines and principles on policy compliance in all ECU policy	<ul style="list-style-type: none"> <li>• <b>2019:</b> Universities Australia's Best Practice Guidelines have been reviewed and a 'gap analysis' undertaken. Implications for ECU were considered simultaneously with the independent review outcomes to comprehensively consider and include any future improvements to policies and response pathways. This will also incorporate the <i>Principles for Respectful Supervisory Relationships</i> (considered by the training Working Group of ECU's RNA Advisory Group) from Universities Australia, National Tertiary Education Union, Council of Australian Postgraduate Associations and Australian Council of Graduate Research.</li> </ul>	In progress
						Plan updated and includes further actions to be progressed at ECU.

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4	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
				revisions. (UA Guidelines) <sup>3</sup> .		
		Mar 2020	D SL D HRSC D SGSC	Consider and reflect the recommendations from the independent review in ECU's policy content. (CBIR Rec. 1). <sup>4</sup>	<ul style="list-style-type: none"> <li>• <b>2020:</b> ECU's emerging standalone SASH policy is being developed in alignment with the Universities Australia Guidelines, TEQSA Good Practice Note (July 2020) and the recommendations from the independent, Code Black review.</li> </ul>	In progress
		30 June 2020	Working Group	Submit copies of the relevant policies and procedures developed or revised in response to the Code Black Threat Management report to TEQSA. (TEQSA).	<ul style="list-style-type: none"> <li>• <b>June 2020:</b> Submission provided to TEQSA.</li> <li>• <b>2020:</b> A new, dedicated <a href="#">Sexual Misconduct</a> page has been added to ECU's Equity, Diversity and inclusion webpages.</li> <li>• <b>2020:</b> ECU introduced a new Student Code of Conduct framed in the University's values of Integrity, Respect, Rational Enquiry and Personal Excellence, available at <a href="http://policysearch.ecu.edu.au/PolicySearch/Record/767/file/document">http://policysearch.ecu.edu.au/PolicySearch/Record/767/file/document</a></li> </ul>	Completed
4.5	Investigate establishing a dedicated support service for students who have experienced sexual assault or	Jul 2018	D SL MCE	Investigate feasibility, including demand and resourcing, for a dedicated support service (e.g. reporting, case management, advocacy) for students	<ul style="list-style-type: none"> <li>• <b>Routinely:</b> Reports can be made to Security and Traffic Services, Counselling Services (emergency appointments are available), Health Services, Student Connect, or, where desired, any staff member at ECU or Campus Living Villages.</li> <li>• <b>Routinely:</b> ECU also has a dedicated phone number (+61 8 6304 2282) and email address (reportassault@ecu.edu.au) for reporting sexual assault for students who are reluctant or unable to make a report in person, or prefer these methods of communication.</li> </ul>	In progress.

<sup>3</sup> (UA Guidelines) signifies the actions that need to comply with the *Universities Australia's Guidelines for university responses to sexual assault and sexual harassment*.

<sup>4</sup> (CBIR) signifies the actions that need to comply with the relevant recommendation in the Code Black Independent Review

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4	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
	sexual harassment.			who have experienced sexual assault or sexual harassment, perhaps in Counselling Services, or like the Student Equity, Diversity and Disability Service.	<ul style="list-style-type: none"> <li>• <b>2019:</b> The <i>Code Black</i> independent review suggested (Rec. 5) an additional dedicated resource in Student Life but this was not considered necessary by the Working Group. This may be revisited in the future following the appointment of a new Director, Student Life in Sep 2019.</li> <li>• <b>2019:</b> The <i>Code Black</i> independent review suggested (Rec. 6) providing a dedicated counselling service at the accommodation villages, a need reported by students. This was deemed not sustainable by the Working Group. All students are made aware of access to services provided by ECU.</li> <li>• <b>2020:</b> New staff position of Student Incident and Support Manager, who has a central role in coordinating and managing ECU's response to students in a broad context (including General Misconduct and Fitness to Study) as well as investigate and case manage official reports of sexual misconduct through official channels, or if referred via members of staff on behalf of a student</li> </ul>	<p>Completed.</p> <p>Completed.</p>

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## Recommendation 5: Training for staff and students likely to receive disclosures

Universities should conduct an assessment to identify staff members and student representatives within their institution most likely to receive disclosures of sexual assault and sexual harassment.

Universities should ensure that these staff members and student representatives receive training in responding to disclosures of sexual assault and sexual harassment, delivered by an organisation with specialist expertise in this area.

5	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
5.1	Identify staff members and student representatives most likely to receive disclosures of sexual assault and sexual harassment.	Dec 2017 (FSC and SSC staff & students)  Dec 2018 (school staff)	D SL D HRSC D DCS	Identify staff members and students likely to receive disclosures.	<ul style="list-style-type: none"> <li>• <b>2017/18:</b> Staff identified as most likely to receive disclosures included: counselling, health services, residential accommodation services, human resources, security services and academic and professional staff in schools.</li> <li>• <b>2017/18:</b> Student leaders were identified through the ECU Student Guild.</li> <li>• <b>2020:</b> ECU's University Contact Officer (UCO) network was increased from 8 to 35 people. All UCO's received training on the role of a UCO from the Equal Opportunities Commission.</li> </ul>	Completed.  Completed
5.2	Arrange training for the staff and students identified above, to be delivered by experts.	Dec 2017	D SL D HRSC	<p>Arrange training for staff and students identified above.</p> <p>Training should also consider the needs and issues specific to LGBTIQ students, international students, HDR students, Aboriginal and/or Torres Strait Islander students,</p>	<ul style="list-style-type: none"> <li>• <b>2017:</b> The Sexual Assault Resource Centre (SARC) was funded to deliver training to ECU Student Guild staff, Senate and other officers (30 people).</li> <li>• <b>July/August 2017:</b> SARC delivered training on receiving disclosures to Managers in Student Services, Human Resources staff and Control Room staff.</li> <li>• <b>March 2018.</b> Counselling Services staff have received training from SARC, and all Security Officers received training.</li> <li>• <b>Routinely:</b> Continued delivery of Mental Health First Aid as part of ECU's PD offering.</li> <li>• <b>2020:</b> Mental Health First Aid training was made compulsory for WAAPA staff.</li> </ul>	Completed.  Ongoing. In progress

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5	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
				students from culturally and linguistically diverse backgrounds, and students with disability.	<ul style="list-style-type: none"> <li>• <b>Semester 2 2020:</b> SARC to deliver 'Responding to disclosures of sexual assault' training to staff on 30 Sep 2020. All UCOs encouraged to take up the training.</li> <li>• <b>2020:</b> Online training UA online training 'Sexual harassment and sexual assault: what are the drivers and how can staff respond' and 'Responding to disclosures of sexual assault' (SARC online training) made available and promoted to all UCOs.</li> </ul>	In progress
		After training developed	Working Group	Ensure first responder training is underpinned by trauma informed care assumptions. (CBIR Rec. 4).	<ul style="list-style-type: none"> <li>• <b>2020:</b> Online SARC training covers the impact that the trauma of sexual violence can have on an individual, signs of trauma and how to respond effectively to someone who has experienced sexual violence (including avoiding re-traumatisation).</li> </ul>	Ongoing
		Dec 2018	D HRSC	Review ways to encourage or mandate completion of <i>LGBTI Awareness Session</i> training (or equivalent) for all frontline staff.	<ul style="list-style-type: none"> <li>• <b>Ongoing:</b> This will be considered as part of ECU's Diversity Development Framework, a program of separate and connected professional development activities designed to encompass inclusivity in all professional development.</li> <li>• <b>Ongoing:</b> LGBTI Awareness now offered as a PD opportunity. Sessions delivered in 2019 and 2020.</li> </ul>	In progress.  Completed.

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## Recommendation 6: Information storage

Universities should ensure that information about individual disclosures and reports of sexual assault and sexual harassment is collected and stored confidentially and used for continuous improvement of processes, including:

- details of the complaint/incident
- steps taken to respond to the complaint/incident, i.e.: whether the individual reported to police, whether the perpetrator was moved to a different lecture/tutorial
- support or assistance received, i.e.: whether the person received counselling from university services, whether they reported to police, whether they received support from an external sexual assault service
- time taken to respond to the report and/or refer the person to support services, and
- any feedback provided by the complainant/respondent in relation to the process.

Access to this information should be limited to staff members with responsibility for responding to disclosures and reports and those responsible for improving university responses to disclosures and reports.

On a regular basis – at least every six months – Vice-Chancellors should be provided with de-identified reports of this data, including any trends or identifiable concerns which arise, along with recommendations for any necessary improvements to processes.

6	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
6.1	Review collection processes and storage of data.	Jul 2018	D SL D HRSC D DCS D SGSC	Ensure the details recommended above are recorded by ECU, and that the data is stored centrally, securely and confidentially.	<ul style="list-style-type: none"> <li>• <b>September 2019:</b> ECU introduced a new reporting system for sexual assault and sexual harassment (SASH) incidents. The online <i>Reporting Sexual Misconduct</i> form, accessible from the Student Intranet Sexual Misconduct webpage and the ECU Complaints webpage, allows students, staff and members of the public to report SASH matters to the University including anonymously. Reports are triaged by the Legal and Integrity Unit according to an agreed protocol with records stored securely in accordance with the University's Records Management Policy.</li> </ul>	Completed
6.2	Provide de-identified reports of the data collected	Every six months	D SGSC	Provide reports to the Vice-Chancellor.	<ul style="list-style-type: none"> <li>• Consolidated complaints information (including allegations of sexual harassment and/or sexual assault) is collected and stored in a confidential</li> </ul>	Ongoing

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6	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
	to the Vice-Chancellor, including trends and recommendations.				database and reported quarterly to the University's Quality Audit and Risk Committee which includes the Vice-Chancellor as a member.	

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## Recommendation 7: Capacity and training of counselling services

Within six months of this report, but as soon as possible, universities should conduct an audit of university counselling services to assess:

- the capacity of university counselling services to respond to students' requests for counselling in an appropriately timely manner, and
- how many university counselling staff have received training in working with sexual assault survivors.

As part of this audit, universities should collect data on:

- the average length of time students are required to wait to see a university counsellor, and
- the number of urgent/crisis requests for counselling received.

This data should be assessed to determine whether additional counselling services are required to meet the urgent needs of students who have experienced sexual assault or sexual harassment.

If additional counselling services are required, universities should ensure that these additional resources are in place as soon as practicable.

7	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
7.1	Commission an audit of ECU Counselling Services.	Dec 2017	SDVC D SL	Audit ECU Counselling Services to assess capacity to respond to students in a timely manner (wait time) and staff training in working with sexual assault survivors.	<ul style="list-style-type: none"> <li>• <b>2018:</b> ECU has audited its counselling services to assess capacity and training, including the wait time for appointments</li> </ul>	Completed.
7.2	Implement any recommendations from the above review.	Apr 2018	D SL	Action any recommendations.	<ul style="list-style-type: none"> <li>• <b>2018:</b> The audit found that emergency appointments are available every day, and the wait time for standard appointments is generally shorter than those of the other WA universities. All counselling staff have undertaken specialist training in supporting those who have experienced sexual assault.</li> <li>• <b>2020:</b> New designated position of Student Incident and Support Manager established.</li> </ul>	Completed.

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## Recommendation 8: Student surveys

Universities should engage an independent body to conduct the national university student survey of sexual assault and sexual harassment at three-yearly intervals to track progress in reducing the prevalence of these incidents at a sector-wide level.

8	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
8.1	Support UA survey of students in three-yearly intervals.	Every three years.  Postponed until 2021.	D SGSC	Facilitate survey process as required.	<ul style="list-style-type: none"> <li>• <b>Triennially:</b> Consistent with the national approach, ECU students will be surveyed every three years.</li> <li>• <b>2021:</b> Next Universities Australia commissioned, and funded student survey will take place in 2021.</li> </ul>	Social Research Centre will administer the 20201 survey.

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## Recommendation 9: Student accommodation and campus facilities

In addition to considering the implementation of the university recommendations made in this report, residential colleges and university residences should commission an independent, expert-led review of the factors which contribute to sexual assault and sexual harassment in their settings.

This review should consider:

- appropriate responses by a college or university residence to reports of sexual assault and sexual harassment
- a trauma-informed and rights-based approach in a situation in which an allegation of sexual assault has been made
- the ways that hazing practices and college 'traditions' facilitate a culture which may increase the likelihood of sexual violence
- the role of alcohol in facilitating a culture which may increase the likelihood of sexual violence
- the level and nature of supervision in a twenty-four-hour residential setting in which large numbers of young people are living away from home, and
- the level and adequacy of training required to equip residential advisors to serve as first responders or in response to matters of sexual assault and harassment.

9	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
9.1	Commission an independent, expert-led review of on-campus accommodation.	TBA	D DCS	Commission an independent review, particularly of the items suggested in the recommendation (e.g. hazing, alcohol, supervision, training).	<ul style="list-style-type: none"> <li><b>2018:</b> ECU commissioned an audit by external auditors (Risk Advisory Services) who are currently reviewing Campus Living Village's (CLV) staff training and practices in sexual harassment reporting procedures and practices. The audit will also review the impact of awareness raising posters for students. The audit report was received in November 2018.</li> </ul> <p>The reviewers made two recommendations:</p> <ol style="list-style-type: none"> <li>To be more active with the CLV Facebook page especially during Orientation and throughout the year to promote RNA campaign.</li> <li>Cost/benefit exercise to expand the OSH online training CLV operate to include a module on sexual assault, to be carried out annually.</li> </ol> <p>Recommendation 1: achieved.</p> <p>Recommendation 2: following the CLV audit a nationwide review of staff training is taking place and the time frame is 2019.</p>	Completed.
9.2	Implement any recommendations from the review above.	After review	D DCS	Action any recommendations  Continue liaison with CLV on developments.	<ul style="list-style-type: none"> <li><b>2018:</b> Recommendation 1: achieved.</li> <li><b>2019:</b> Recommendation 2: following the CLV audit a nationwide review of staff training is taking place and the time frame is 2019.</li> <li><b>2020:</b> RNA materials for digital screens supplied to CLV as part of a package of materials promoting positive conduct and good health .</li> </ul>	Partially completed by CLV.  Completed.
9.3	Review physical campus security measures.	TBA	D DCS	Review physical campus security measures.	<ul style="list-style-type: none"> <li><b>Ongoing:</b> ECU has reviewed its physical campus security measures.</li> </ul>	Completed.

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9	Strategy	Timeline	Responsibility	Indicator/action	Progress	Status
9.4	Implement any improvements identified in the review above.	After review	D DCS	Action any improvements identified.	<ul style="list-style-type: none"> <li>• <b>2019:</b> Following the review, ECU has upgraded the lighting across the three campuses, and introduced a safety smartphone app.</li> <li>• <b>2019:</b> General security measures include allowing students to park closer to campus buildings after 5pm, including staff and visitor bays, on all campuses; and funding the evening CAT bus between the Joondalup Campus and train station.</li> <li>• <b>July 2019:</b> ECU global Email from the Vice-Chancellor was issued to all staff and students included updates on: <ul style="list-style-type: none"> <li>▪ investing in additional campus lighting, security cameras and 24/7 staffing of a central control room: and</li> <li>▪ Implementation of the <a href="#">NowForce</a> incident reporting app with panic button.</li> </ul> </li> </ul>	Completed.
9.5	Review approachability of Security and Traffic Services.	Dec 2017	D DCS	Review ways to improve perceived 'friendliness' and accessibility.	<ul style="list-style-type: none"> <li>• <b>2018/19:</b> ECU has worked to increase the perception of the 'friendliness' and approachability of security staff by consulting with students on a new uniform and team name.</li> </ul>	Completed.
9.6	Implement any improvements identified in the review above.	TBA	D DCS	Action any improvements identified.	<ul style="list-style-type: none"> <li>• <b>2019:</b> A new uniform was selected, largely based on feedback from students via the ECU Student Guild.</li> <li>• <b>2019:</b> A review was carried out in relation to considering a suitable alternative name for Security Services. No appropriate replacement name was identified. Visits to ECU's Security Control Room have been introduced as part of Orientation tours for new students to increase the perception of approachability and friendliness of Security Services staff.</li> </ul>	Completed. Ongoing.

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