



THE UNIVERSITY OF
**WESTERN
AUSTRALIA**

UWA Safe, Respectful and Inclusive Communities Framework



2025–2027



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FOREWORD FROM THE VICE CHANCELLOR

As a university community, we have the privilege of learning, working and living in an environment that is vibrant, collaborative and deeply committed to the advancement of the prosperity and welfare of our community members. With that privilege comes a shared responsibility to ensure our culture is one in which every person feels safe, respected and included.

As outlined in this plan, gender-based violence is a complex and widespread societal issue, deeply rooted in gender inequality and power imbalances. It is pervasive and its harmful effects can be both immediate and long-lasting, impacting health and wellbeing, educational attainment, workforce performance and economic stability.

Creating a culture that is genuinely safe and inclusive requires more than simply responding when harm occurs; it calls for consistent, everyday actions that reinforce kindness, accountability and respect. This means recognising the ways in which harmful behaviours, whether overt or subtle, can silence voices, limit participation and compromise the sense of belonging that is essential to a thriving university community. By fostering open dialogue, encouraging supportive bystander action and ensuring all community members understand their rights and responsibilities, we can build an environment where respect is practiced as intentionally as excellence in student and staff experience, learning, teaching and research.

Our commitment is clear: gender-based violence, bullying, harassment, discrimination and disrespect have no place at the University of Western Australia. We will continue to listen, to review, to innovate and to work in partnership to ensure the actions we take lead to meaningful and lasting change.

This plan sets out the initiatives and actions we are taking to prevent and respond to gender-based violence as a community. Our plan has been developed through collaboration with students, staff, experts in gender-based violence, people with lived experience and people who are at higher risk of experiencing gender-based violence. I thank everyone involved in its development for their honest, direct and meaningful contributions.

I commend this plan and look forward to working alongside all members of our community as we strive to ensure that UWA remains a safe, respectful and inclusive place to study, work, teach, research, live and connect; a place where every individual can thrive.

Professor Amit Chakma

Vice Chancellor

The University of Western Australia

MESSAGE OF SUPPORT FROM THE STUDENT GUILD PRESIDENT

As students, we all deserve to be part of a University community where we feel safe, respected and able to fully participate in every aspect of student life. Creating that environment is not only essential to our wellbeing and success, but also fundamental to who we are as a community.

This framework acknowledges the reality that gender-based violence, along with other unwanted and harmful behaviours such as bullying, harassment, discrimination and disrespect, impact students both here at UWA and in broader society. These behaviours cause deep and lasting harm, and for too long many students across Australia have felt unheard, unsupported or unsure of where to turn.

By naming these issues clearly and committing to meaningful action, this plan represents an important step forward. It places students' safety, dignity and inclusion at the centre of the University's approach and recognises the crucial role students play in shaping a culture that reflects our shared values.

The Guild is proud to have contributed to this work, alongside students with lived experience, student leaders, staff and experts. I am grateful to every student who has spoken up, shared their experiences or pushed for change, your voices have been vital, and they will continue to guide the way ahead.

Our commitment is simple: harmful behaviours have no place at UWA. We will keep working with the University to ensure the actions outlined in this framework are implemented, reviewed and improved in genuine partnership with students. We will also continue to advocate for accessible support services, clear reporting pathways and proactive prevention efforts that reflect the needs of our diverse student community.

I endorse this plan and encourage all students to engage with it, to look out for one another, and to help build the respectful, inclusive and supportive University we all want to be part of. Together, we can create a university experience where every student feels safe to learn, participate and grow.

Nikhita Talluri

112th President

The University of Western Australia Student Guild

WHY DOES UWA NEED A FRAMEWORK?

The Safe, Respectful and Inclusive Communities Framework ensures UWA will proactively and transparently meet our ethical and legislative obligations. It provides a platform to strengthen complementary strategic objectives, integrating existing policies and codes, to ultimately drive genuine, measurable change. The framework has been informed by the Our Watch whole-of-university model.

Universities have an important role to play in addressing harmful behaviours in our community, such as bullying, harassment, discrimination, disrespect and gender-based violence. Gender-based violence is a complex and widespread issue, deeply rooted in gender inequality.^{1,2} UWA will commit to leveraging our expertise to identify the most effective, evidence-based solutions and approaches, drawing upon both current and emerging research.

Extensive evidence has shown sexual harm, a form of gender-based violence, continues to occur in university communities at significant rates.^{3,4,5,6} University students who have experienced sexual harassment and/or sexual assault within a university context can often experience detrimental impacts on their mental health, as well as university attendance, performance, and participation.^{4,5,6} In the workplace, harm affects staff retention, absenteeism, morale, and overall productivity.⁷

The introduction of the *National Action Plan Addressing Gender-based Violence in Higher Education* (2024) outlines requirements for embedding a whole-of institution approach to prevent and respond to gender based violence in universities, including requirements for public reporting. Through the *Respect at Work Bill* (2022), the Sex Discrimination Act 1984 (Cth) organisations are required to meet their positive duty to eliminate, as far as possible, relevant unlawful behaviour from occurring.



GENDER-BASED VIOLENCE IN AUSTRALIA

“Gender-based violence – including sexual violence and harassment, and domestic and family violence – is complex, intricately linked to women’s position in society and is a product of power imbalances between men and women.”

Working for Women: A Strategy for Gender Equality, Australian Government ¹

IN AUSTRALIA



2 in 5 Australian women have experienced physical and/or sexual violence since the age of 15⁸



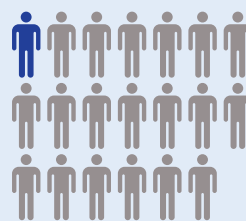
1 KILLED EVERY 9 DAYS

On average, one woman is killed every nine days by a current or former partner⁹

AUSTRALIAN UNIVERSITY STUDENTS



1 in 6 Australian university students have experienced sexual harassment⁴

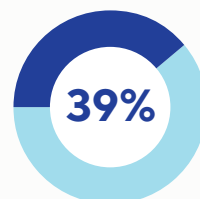


1 in 20 Australian university students have experienced sexual assault⁴

AUSTRALIAN WORKFORCE



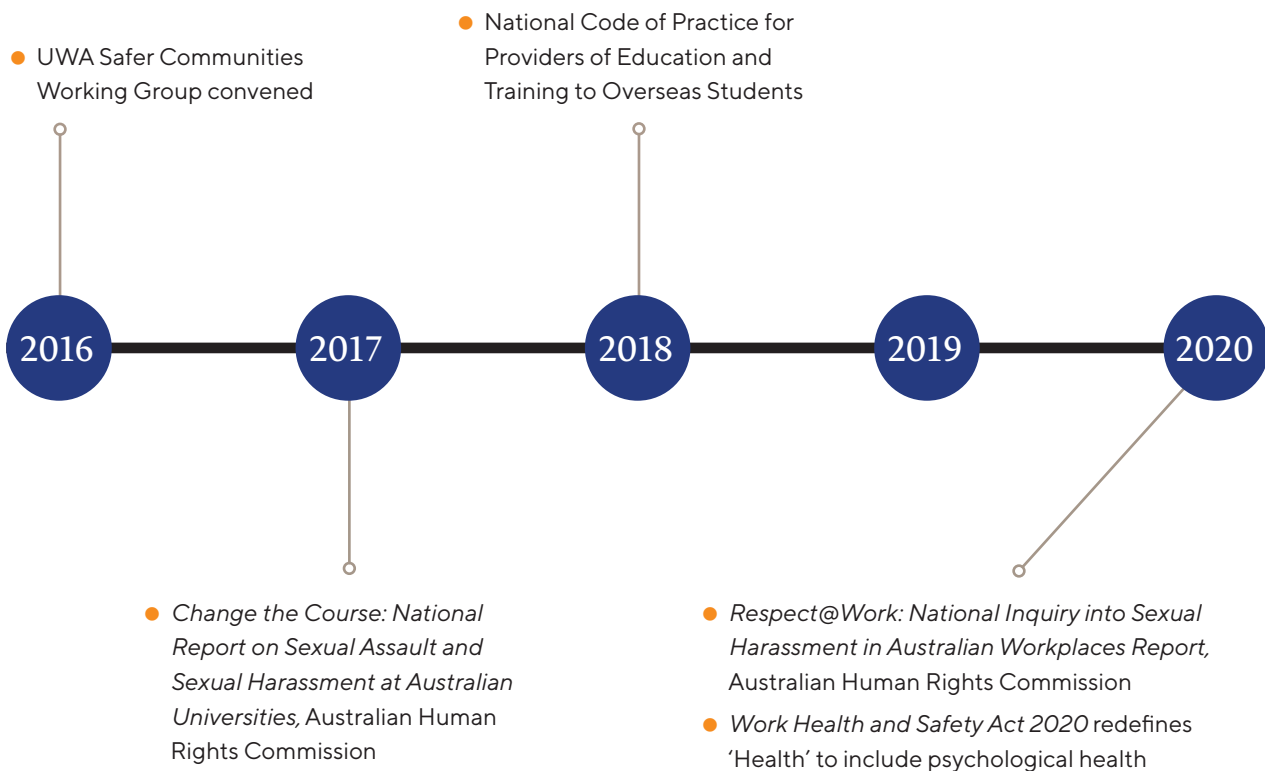
1 in 3 Australian workers have experienced sexual harassment in the last 5 years⁷



39% of Education and Training sector workers have experienced sexual harassment, compared to the national average of 31%⁷

FIGURE 1 PREVALENCE OF GENDER-BASED VIOLENCE IN AUSTRALIA: SOCIETY, IN UNIVERSITIES AND THE WORKPLACE

KEY INFLUENCES AND LEGISLATIVE REQUIREMENTS



- National Student Safety Survey
- *Educating for Equality: A model to address gender-based violence at, and through, Australian universities*, Our Watch
- *Sex Discrimination and Fair Work (Respect at Work) Amendment Act 2021*

- » *Sex Discrimination Act 1984* (expands protections to all workers, including students, volunteers and contractors)
- » *Fair Work Act 2009* (defines Sexual Harassment and clarifies it is a valid reason for dismissal, and expands FWC's anti-bullying jurisdiction)

- Change the Story. A shared framework for the prevention of violence against women in Australia, *Our Watch*

- National Action Plan for Addressing Gender-based Violence in Higher Education

- Universities Accord Final Report

- National Higher Education Code to Prevent and Respond to Gender-based Violence

2021

2022

2023

2024

2025

- Universities Australia Charter for Sexual Harm

- UWA Mental Health and Wellbeing Framework,
- *UWA Diversity, Equity and Inclusion Strategy, 2022-25*
- *Fair Work Legislation Amendment (Secure Jobs, Better Pay) Act 2022* – insertion of 3 new protected attributes Breastfeeding, gender identity and intersex status
- *Anti-Discrimination and Human Rights Legislation Amendment (Respect at Work) Act 2022 (Cth)*
- *Sex Discrimination Act 1984* (reinforces harassment on the grounds of Sex is unlawful, and introduces employer Positive Duty to prevent and respond to related unlawful harassment)
- *Australian Human Rights Commission Act* (extends time limitations for complaints to 24 months and increases inquiry powers of AHRC)
- National Plan to End Violence against Women
- *Higher Education Support Amendment Act*
- Universities Accord Interim Report

WHAT DO WE MEAN BY GENDER-BASED VIOLENCE?

Gender-based violence encompasses a range of behaviours, including domestic and family violence, intimate partner violence, coercive control, online abuse, stalking, workplace sexual harassment, and sexual assault.^{1,2}

Gender-based violence is not limited to physical acts; it can also involve controlling behaviours that result in psychological, emotional, or financial harm, limiting women's independence in public and private life. The effects of gender-based violence can be immediate and long-lasting, impacting wellbeing, educational attainment, workplace performance and economic

stability.^{1,2,5,6,7} For many women and LGBTQIA+ people, seeking support and justice after experiencing harm can lead to further trauma.^{3,5,6,8} Achieving gender equality is essential for preventing gender-based violence, allowing women and LGBTQIA+ people to feel safe and valued at university, work, in their homes, in their communities, and online.²

EXPERIENCES OF VIOLENCE IN AUSTRALIA ARE GENDERED

- Women are more likely than men to experience violence by a known person > 35% of women compared with 25% of men
- Men are more likely than women to experience violence by a stranger > 30% of men compared with 11% of women.

Personal Safety Survey, 2021-22, Australian Bureau of Statistics⁸



What drives gender-based violence?

Evidence shows, for universities to prevent gender-based violence and other types of harmful and unlawful behaviours, they must address the underlying drivers of violence, through a series of coordinated, evidence-based actions to promote equality on an institutional level.^{1,2,11}

Existing community attitudes drive violence and impact help-seeking among those impacted. Recent Australian surveys have found:

- 33% of students *believe many allegations of sexual assault people make are false*⁴

- 36% of students believe *a lot of times, what people say is sexual assault was actually consensual sex they regretted afterwards*⁴
- 41% of Australians agree that *many women mistakenly interpret innocent remarks as sexist*¹²

As educational and research institutions, workplaces and community hubs, universities have a unique opportunity to influence gender inequality by changing the structures, attitudes and norms that perpetuate gender inequality and allow violence to occur.

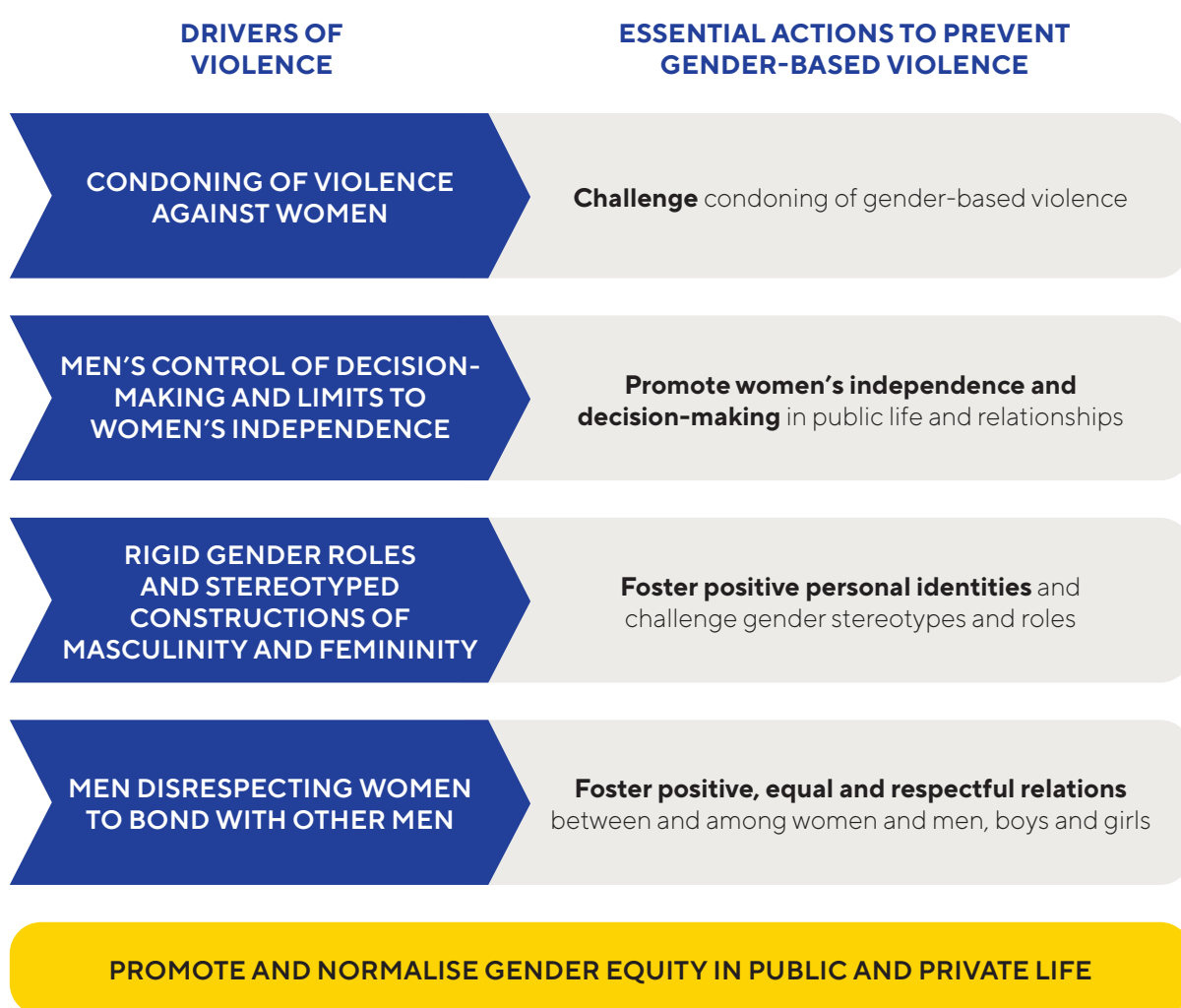
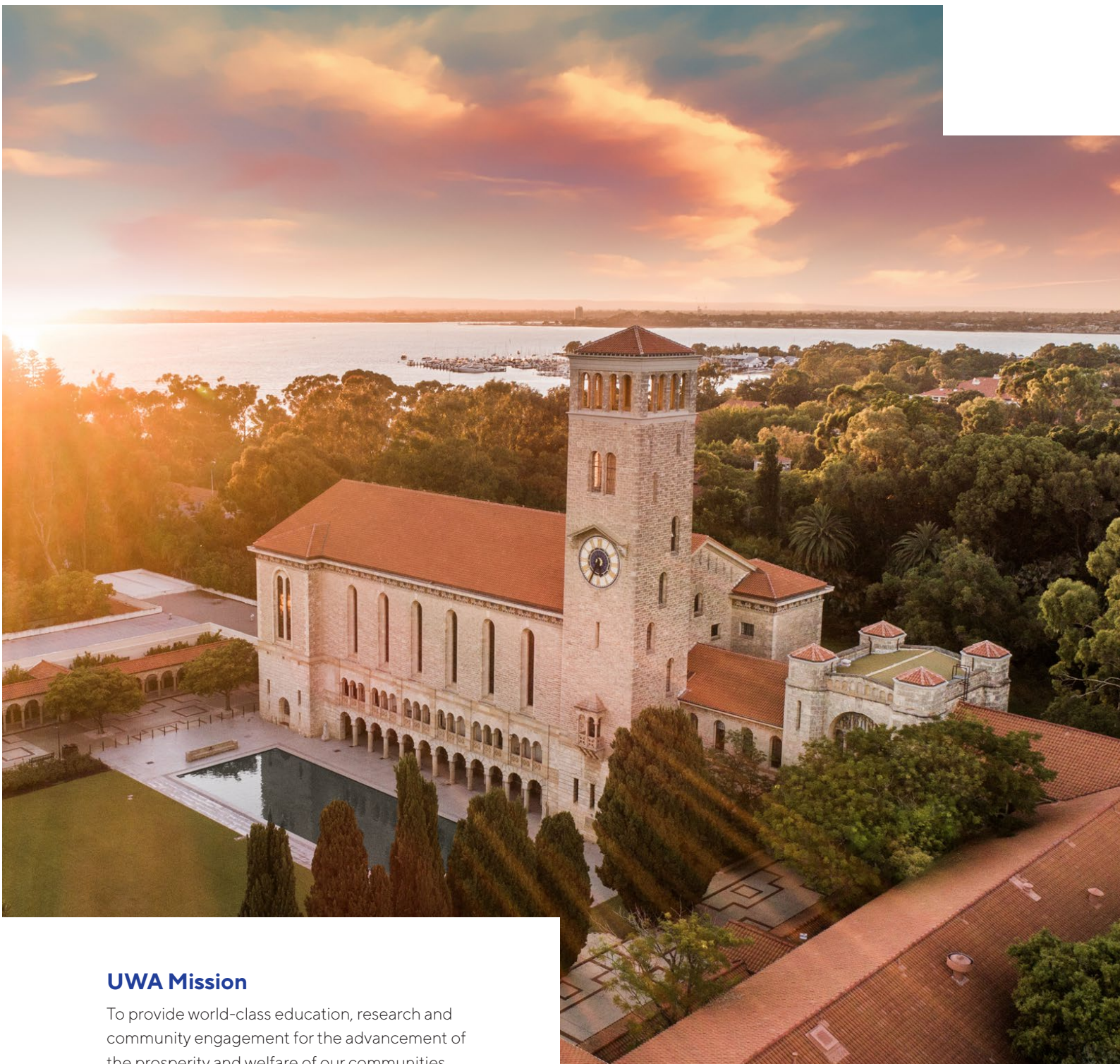


FIGURE 2 DRIVERS OF VIOLENCE AND ESSENTIAL ACTIONS FOR CHANGE²



UWA Mission

To provide world-class education, research and community engagement for the advancement of the prosperity and welfare of our communities.

UWA Values

EXCELLENCE We consistently pursue the highest levels of achievement, creating the best outcomes possible.

INTEGRITY We are honest and ethical, and show respect for, and appreciate, each other, our partners and our communities - valuing our differences.

INNOVATION We are constantly, and creatively, improving and adapting.

COLLABORATION We share our collective intelligence to achieve more.

EQUITY We are committed to providing everyone at UWA equality of opportunity, experience and outcome.

VISION

The University of Western Australia is a safe, respectful and inclusive place of research, work, learning, teaching and connection where every individual can thrive.

FRAMEWORK PRINCIPLES

The vision will be achieved through the following guiding principles:

WHOLE-OF-UNIVERSITY FOCUS	A whole of university approach with primary, secondary and tertiary initiatives to prevent and respond to gender-based violence, inappropriate and unlawful conduct.
STRONG AND ACCOUNTABLE LEADERSHIP	Supported by strong leadership, accountability, governance and risk management.
A SYSTEMIC AND INTERSECTIONAL APPROACH	The drivers of gender-based violence are addressed at an institutional level, acknowledging intersecting forms of inequality and discrimination.
TRAUMA-INFORMED, PERSON-CENTRED DESIGN	A person centred, trauma informed and evidence-based approach to program design, service delivery and review.
ALLYSHIP AND BELONGING-FOCUSED	Enhanced through our diverse community's existing strengths of acceptance, allyship and collaboration.
BASED ON DATA AND SYSTEMS ANALYSIS	Data and systems for analysis are utilised for reporting and evaluation, proactively identifying emerging safety risks.

DRIVING CHANGE

How we drive change

Principles of prevention, require three key levels of actions for holistic community impact.^{2,11,13} UWA will take action at a primary level to promote a safe, respectful and inclusive culture, secondary to target particular populations at risk of harm and tertiary to provide trauma-informed supports for those impacted. These services are provided in conjunction with simplified reporting pathways, ensuring inappropriate or unlawful behaviours can be addressed through quick and easy steps.

TERTIARY

Supports, reporting pathways and repercussions for inappropriate or unlawful behaviours

**SUPPORT
AND
RECOVERY**

SECONDARY

Initiatives targeting students and staff at higher risk or populations of influence

**INTERVENE
EARLY**

PRIMARY

Whole-of-population prevention initiatives that address the drivers of gender-based violence

**PROMOTE SAFETY,
RESPECT AND
INCLUSION**

FIGURE 3 FRAMEWORK DOMAINS, INFORMED BY LEAVELL AND GUERNEY-CLARK'S PRINCIPLES OF PREVENTION¹³

Where we drive change

Gender equality benefits everyone and we are all responsible for bringing about change. These five domains represent key areas across UWA and our wider community to address the gendered drivers for institutional change and long-term impact.²

A series of coordinated primary, secondary and tertiary actions will be undertaken across the five domains, supported by strong and committed leaders and trauma informed programs, support services and reporting pathways for those impacted.

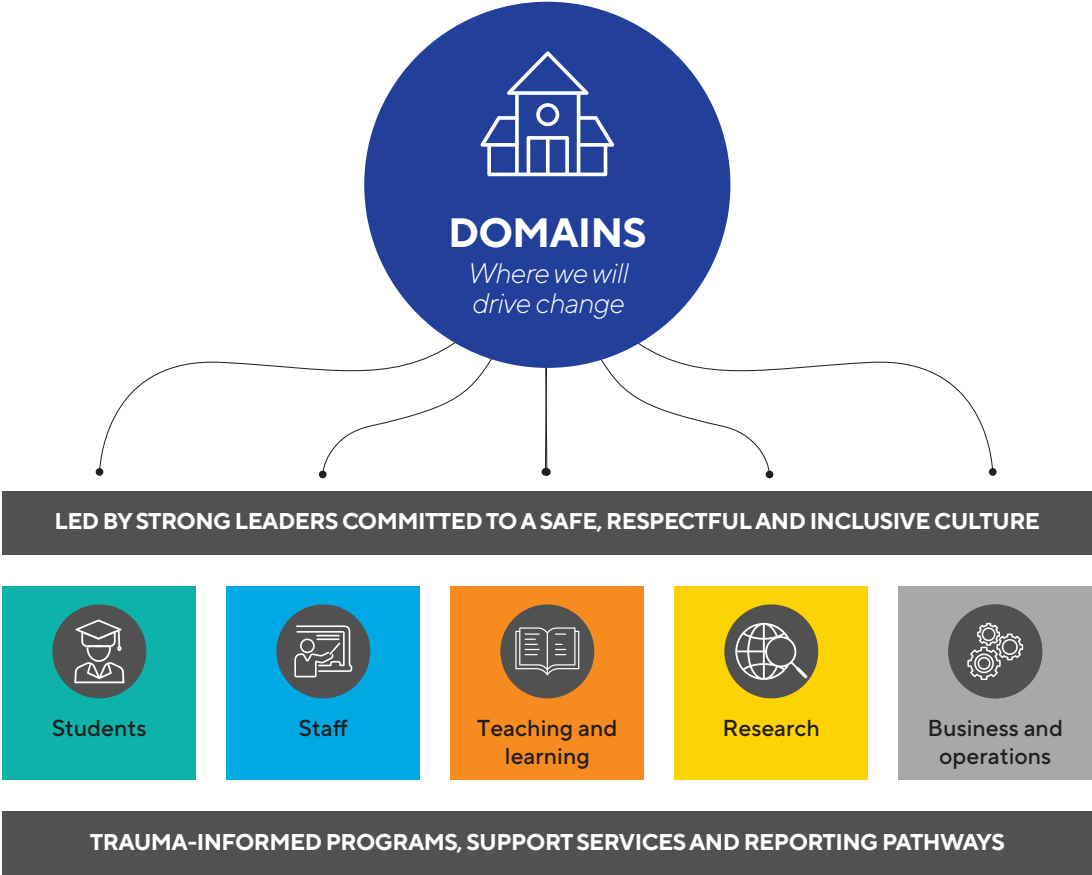


FIGURE 4 DOMAINS WHERE WE WILL DRIVE CHANGE AT UWA, BASED ON THE OUR WATCH EDUCATING FOR EQUALITY FRAMEWORK ¹¹

Addressing intersecting forms of inequality and disadvantage

Certain communities, including Aboriginal and Torres Strait Islander women, Culturally and Linguistically Diverse (CALD) women, the LGBTQIA+ community, and women with disabilities, face unique and compounding forms of inequality and disadvantage, along with greater obstacles to justice and recovery.^{2,3,8,14,15} While gender equality needs to be a central focus in efforts to prevent

gender-based violence, it is essential to tackle it alongside other forms of discrimination and disadvantage, including racism, colonisation, ableism, and homophobia.^{12,11} These intersecting inequalities influence individuals’ experiences of gender inequality, resulting in some people facing multiple forms of harm more frequently or with greater severity than others.

31x

MORE LIKELY

Aboriginal and Torres Strait Islander women are 31 times more likely to experience violence in the workplace¹⁵

2x

MORE LIKELY

Women with disability are twice as likely to have experienced sexual violence over their lifetime than women without disabilities¹⁴



Lesbian, bisexual and queer women experience higher rates of sexual violence than heterosexual women in Australia³

FIGURE 5 COMMUNITIES AT HIGHEST RISK OF GENDER-BASED VIOLENCE IN AUSTRALIA



OUTCOMES

Over the three-year Framework period the following community outcomes will be achieved:

1

Our leaders drive change to create an inclusive culture of respect and equality.

2

Our community attitudes, beliefs and behaviours promote gender equality and inclusion.

3

Our programs and services are effective, culturally responsive, intersectional and accessible.

4

Our support systems effectively protect people impacted by gender-based violence and other forms of harmful and unlawful behaviour.

5

Our community members trust and access responsive, equitable and procedurally fair reporting pathways.

6

Our community members who engage in inappropriate or unlawful behaviour are held accountable for their actions.



STRATEGIC OBJECTIVES

OUTCOME 1

Our leaders drive change to create an inclusive culture of respect and equality

STRATEGIC OBJECTIVES

- 1.1 Identify, review and address the drivers of inequality.
- 1.2 Hold ourselves and others accountable through strong internal governance, policies and practices.
- 1.3 Develop leaders who model safe and respectful behaviour and advocate for diversity, equity and inclusion.

IMPACT METHODS AND MEASURES

- Workplace Gender Equality Agency Diversity Indicators
- Australian Workplace Equality Index Survey (AWEI)
- Employee exit survey data
- Employee Engagement measures
- Employee use of leave entitlements and flexible work arrangements

OUTCOME 2

Our community attitudes, beliefs and behaviours promote gender equality and inclusion

STRATEGIC OBJECTIVES

- 2.1 Establish clear expectations to create a shared understanding of rights and responsibilities.
- 2.2 Respect and celebrate our differences, diverse histories, strengths and perspectives.
- 2.3 Educate and empower our community to be proactive upstanders against inappropriate and harmful behaviour.

IMPACT METHODS AND MEASURES

- National Student Safety Survey (attitude measures)
- Employee Engagement measures
- Australian Workplace Equality Index Survey (AWEI)
- Community engagement with awareness-raising events and initiatives
- UWA Communications metrics
- Primary prevention program evaluation
- Behaviour Reporting analysis

OUTCOME 3

Our programs and services are effective, culturally responsive, intersectional and accessible

STRATEGIC OBJECTIVES

- 3.1 Build on community awareness, knowledge and skills, to create change.
- 3.2 Design and develop inclusive services to meet the needs of our diverse community.
- 3.3 Review and continually improve our services and facilities to ensure community safety in all settings.

IMPACT METHODS AND MEASURES

- Primary prevention program evaluation
- Student service delivery and engagement feedback and surveys
- Staff service delivery and engagement feedback and surveys
- Quality Indicators for Learning and Teaching (QILT) Student Experience Survey

OUTCOME 4

Our support systems effectively protect people impacted by gender-based violence and other forms of harmful and unlawful behaviour

STRATEGIC OBJECTIVES

- 4.1 Provide trusted and accessible pathways for disclosure of inappropriate or harmful behaviour.
- 4.2 Promote available support, advice and resolution options.
- 4.3 We ensure staff delivering trauma-informed services receive training and support that is culturally appropriate and responsive.

IMPACT METHODS AND MEASURES

- Student service delivery and engagement feedback and surveys
- Staff service delivery and engagement feedback and surveys
- Quality Indicators for Learning and Teaching (QILT) Student Experience Survey
- Evaluation of staff training and supports

OUTCOME 5

Our community members trust and access responsive, equitable and procedurally fair reporting pathways

STRATEGIC OBJECTIVES

- 5.1 Provide trusted and accessible pathways for reporting/complaints of inappropriate or harmful behaviour.
- 5.2 Ensure staff responding to and investigating complaints are provided with trauma informed training and support.
- 5.3 Evaluate UWA's reporting/complaint processes, to ensure responsiveness and continuous improvement.

IMPACT METHODS AND MEASURES

- National Student Safety Survey
- Rates of case escalation/process complaints to external agencies
- Review of the controls in the UWA WHS Risk and Legal Register
- Audit and Risk Quarterly incident reporting (employees and students)

OUTCOME 6

Our community members who engage in inappropriate or unlawful behaviour are held accountable for their actions

STRATEGIC OBJECTIVES

- 6.1 Review complaint resolution outcomes to evaluate policies and inform improvements.
- 6.2 Monitor disclosures and reports to identify risks and emerging themes.
- 6.3 Hold students and staff accountable for inappropriate or unlawful behaviour.
- 6.4 Disclosure and reporting data and outcomes are communicated regularly with community members.

IMPACT METHODS AND MEASURES

- Monitor and evaluate internal reporting
- Monitor and evaluate resolution outcomes
- Monitor and evaluate reporting to external agencies

STEERING COMMITTEE, WORKING GROUP AND COLLABORATION

The Framework was developed by the Safe, Respectful and Inclusive Communities Framework Steering Committee, through engagement and collaboration with a diverse range of students, staff and affiliates across the UWA community; including people with lived experience, women, First Nations people, culturally and linguistically diverse people, people with disability and people of diverse sexual orientation and gender identity.

A further Working Group was formed in 2025 to review the Framework and adherence to compliance of the *National Higher Education Code to Prevent and Respond to Gender-based Violence (2025)*

UWA Safe and Respectful and Inclusive Communities Steering Committee (2024)

- Fiona McAuliffe, Associate Director Student Wellbeing and Engagement (Project Lead)
- Anna Ridings: Senior Manager, Organisational Development (People and Culture Lead)
- Emma Hawkins, Team Lead, Safe and Respectful Communities, Student Life (Project Coordinator)
- Indi Creed: 2024 President, UWA Student Guild
- Naomi Wheat: Director, School of Indigenous Studies
- Imelda Whelehan: Dean, Graduate Research School
- Chantal Bourgault Du Coudray: Senior Lecturer, School of Humanities
- Paul McGurgan: Associate Professor, UWA Medical School
- Gina Barron: Associate Director, Integrity and Standards Unit
- Ian Fitzpatrick: Director, Student Accommodation and Community
- Justin Gauder: Director, Health, Safety & Wellbeing
- Ashleigh Benadretti: Head, St Catherines College
- Sean Ashton: Manager, Health and Wellbeing
- Melissa Yeo Shan Ler: Accommodation Program Manager
- Pepita Smyth: Communications Manager, Brand, Marketing and Recruitment

UWA Safe and Respectful and Inclusive Communities Working Group (2025)

- Fiona McAuliffe, Director Student Life and Community (Chair)
- Nikhita Talluri: 2025 President, UWA Student Guild
- David Nolan: General Counsel
- Kimalee Hunter: University Secretary
- Stephanie Barnes: Chief Risk Officer
- Drew Williams: Chief People and Culture Officer
- Laura Buck: Associate Director Business Partnering and Change
- Jean Blattman: Associate Director, Organisational Capability

Consultation

A series of student and staff focus groups, interviews and surveys were conducted over a two-year period to inform the Framework and accompanying Prevention and Response Implementation Plan.

1,728

UWA Students participated in the 2021 National Student Safety Survey that informed the Framework

286

Students, staff and affiliates participated via in-person consultation (roundtables and interviews)

53

Staff participated in the Staff Pulse Check Survey

PREVENTION AND RESPONSE IMPLEMENTATION PLAN

The UWA Safe, Respectful and Inclusive Communities Framework is accompanied by a Prevention and Response Implementation Plan, identifying the

university and community teams leading, evaluating and reporting on relevant deliverables across the six Framework outcomes.



TERMINOLOGY

Disclosure – Refers to the sharing of information about an experience of gender-based violence with another person. Disclosures can be made to anyone and are usually made to a person who is known and trusted. A person who discloses may not want to make a formal report to their provider or to police and may instead be looking for information about resources and support.

Domestic violence – refers to acts of violence that occur in domestic settings between two people who are, or were, in an intimate relationship. It includes physical, sexual, emotional, psychological and financial abuse.

Emotional/psychological violence – can include a range of controlling behaviours such as control of finances, isolation from family and friends, continual humiliation, threats against children or being threatened with injury or death.

Family violence – a broader term than domestic violence, as it refers not only to violence between intimate partners but also to violence between family members. This includes, for example, elder abuse and adolescent violence against parents. Family violence includes violent or threatening behaviour, or any other form of behaviour that coerces or controls a family member or causes that family member to be fearful.

Gender lens – a way to make gender visible by investigating whether policies, laws, regulations and programs have different effects on women and men, or whether they reproduce harmful gender stereotypes or gender-based discrimination.

Gendered drivers of violence – the underlying causes that are required to create the necessary conditions in which violence against women occurs. They relate to the particular structures, norms and practices arising from gender inequality in public and private life, but which must always be considered in the context of other forms of social discrimination and disadvantage.

Intersectionality – describes the interactions between multiple systems and structures of oppression (such as sexism, racism, classism, ageism, ableism, heteronormativity and cissexism), as well as policy and legal contexts (such as immigration status). It acknowledges that some people are subject to multiple forms of oppression and require additional support.

Intimate partner violence – any behaviour within an intimate relationship (including current or past marriages, domestic partnerships, or dates) that causes physical, sexual or psychological harm. This is the most common form of violence against women.

Procedural fairness – Traditionally involves two requirements – the fair hearing rule and the rule against bias. The hearing rule requires a decision maker to afford a person an opportunity to be heard before making a decision

affecting their interests. The rule against bias ensures that the decision maker can be objectively considered to be impartial and not to have pre-judged a decision.

Sexual misconduct – Sexual Misconduct is a form of gender-based violence and can include any instance(s) where an individual engages in unwanted and unwelcomed conduct of a sexual nature towards another individual without that other individual's consent including Sexual Exploitation; Sexual Assault and Sexual Harassment. It can also include incidents where a threat of Sexual Misconduct is made; or an individual(s) incites (an) other individual(s) to engage in Sexual Misconduct.

♦ **Sexual assault** – Sexual Assault means any unwanted sexual act or behaviour which is threatening, violent, forced, coercive or exploitative and to which a person has not given or was not able to give consent, including but not limited to rape/attempted rape; sexual abuse (refers to all sexual activity with someone under the age of consent or who is otherwise incapable of consenting due to the nature of the relationship, indecent assault; and other forms of forced unwanted or unconsented sexual acts.

♦ **Sexual exploitation** – Sexual Exploitation means any actual or attempted abuse of a position of vulnerability, differential power or trust, for sexual purposes, by a person, including profiting monetarily, socially, academically, professionally or politically from the Sexual Exploitation of another.

♦ **Sexual harassment** – Sexual Harassment means an unwelcome sexual advance, unwelcome request for sexual favours or other unwelcome conduct of a sexual nature, and includes, but is not limited to the use of sexually suggestive words, gestures or sounds; declarations, or approaches for affection; requests for sexual activity; invitations, telephone calls, texts or digital communication of a sexual nature; physical touching or familiarity; indecent exposure; voyeurism; and/or image-based abuse (distribution of intimate, nude or sexual images, real or modified (including drawing, photography or video) of an individual without their consent); in any circumstance, that would cause a reasonable individual person to feel offended, humiliated or intimidated.

Trauma-informed Programs and Services – apply the core principles of safety, trustworthiness, choice, collaboration for shared decision-making, empowerment and respect for diversity. Trauma-informed programs and services recognise the physiological, emotional, psychological and neurological effects of trauma; minimise the risk of re-traumatisation and promote healing; emphasise physical and emotional safety; and focus on the whole context in which a service is provided – not just on what is provided.

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UWA Policies

- [Code of Ethics and Code of Conduct](#)
- [Diversity Equity and Inclusion](#)
- [Gender Balance on Committees](#)
- [Grievance](#)
- [Managing Employee Misconduct](#)
- [Mental Health](#)
- [Public Complaints Policy](#)
- [Risk Management](#)
- [Gender Based Violence Policy](#)
- [University Behaviour Policy](#)
- [UWA Code for the Protection of Freedom of Speech and Academic Freedom](#)

Revision History

Version	Creation/Revision date	Comment
1.0	4/11/2024	Final
2.0	9/12/2025	Final





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