Charles Darwin University

# Gender-Based Violence Prevention and Response Plan (2026-2029)

CHARLES DARWIN UNIVERSITY AUSTRALIA



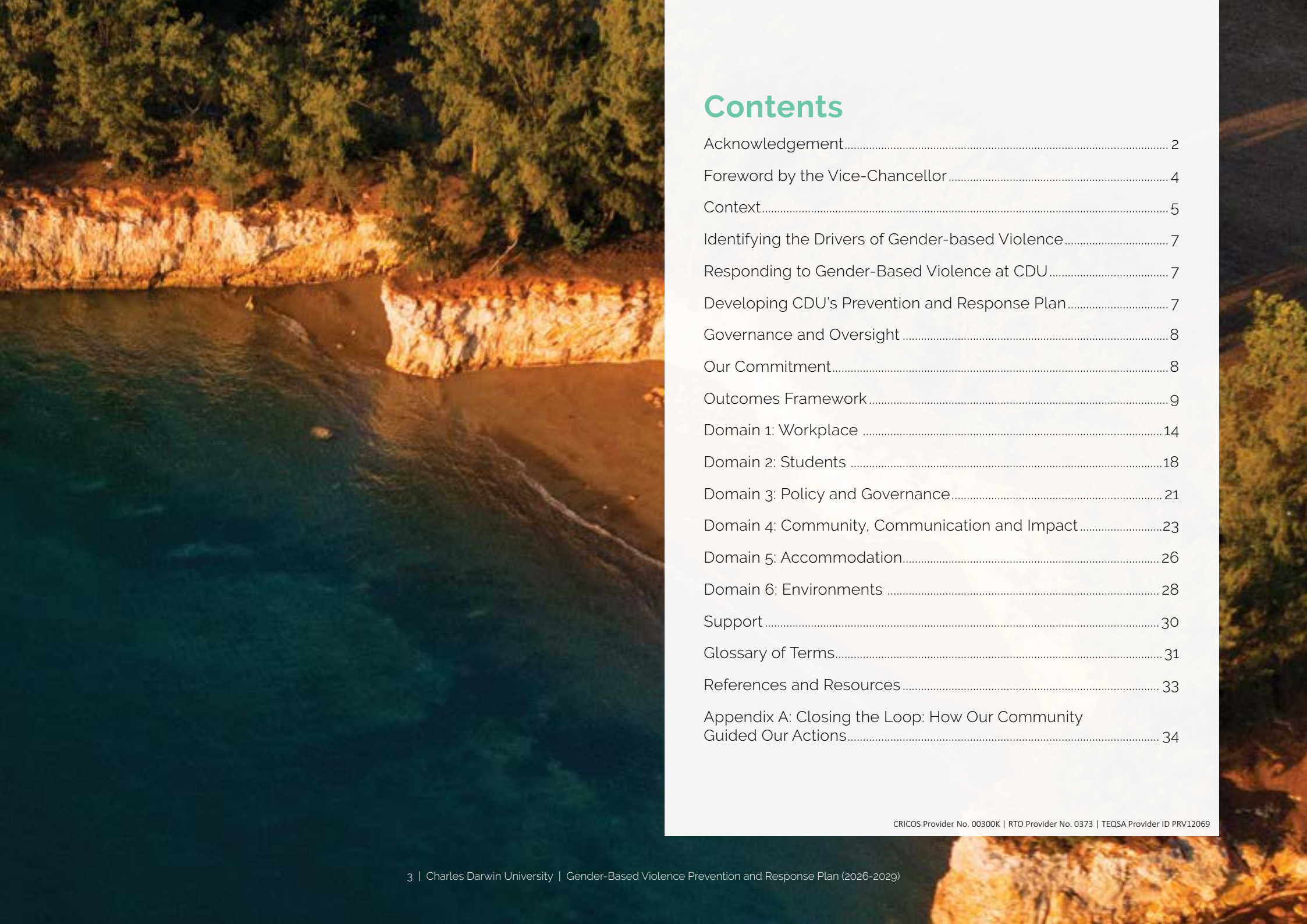
# Acknowledgement

Charles Darwin University acknowledges and pays respect to the Elders past, present and emerging of the Larrakia people, on whose land our main Darwin campus is located. We also acknowledge the Traditional Custodians of the lands on which our other campuses are situated: the Arrernte people of Alice Springs, the Jawoyn, Wardaman and Dagoman peoples of Katherine, the Warumungu people of Tennant Creek, the Gadigal People of the Eora Nation in Sydney, and the Kulin Nation in Melbourne. We further acknowledge our broader footprint across the lands of many Aboriginal nations, including the Kungarakan and Warrai peoples of Batchelor and Adelaide River, the Yolŋu peoples of northeast Arnhem Land, and the Tiwi people of the Tiwi Islands.

We honour the deep, ongoing connection of First Nations peoples to land, waters, culture, and community. We are grateful for the wisdom, leadership, and resilience that First Nations communities continue to share, a legacy that profoundly enriches both our university and the nation.

As we launch this Gender-Based Violence Action Plan, we do so with an understanding that gender-based violence does not impact all people equally. It disproportionately affects women, First Nations peoples, culturally and linguistically diverse communities, people with disability, and those of diverse sexual orientations and gender identities. We recognise that intersectionality, the overlapping of social identities and systemic disadvantages, compounds the risks and impacts of gender-based violence for many.

We are committed to listening to and working alongside First Nations communities, centring culturally safe, inclusive, and trauma-informed approaches. Guided by respect, equity, and truth-telling, we strive to ensure that our university is a place where every person, regardless of gender, identity, or background, feels safe, supported, and empowered to thrive.



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# Foreword by the Vice-Chancellor



Every member of the Charles Darwin University community has the right to live, learn, and work free from violence, harassment, and discrimination. Gender-based violence in any form is unacceptable. It has no place at CDU or in the communities we serve.

As Australia's only university based in the Northern Territory, we hold a unique responsibility and opportunity to lead. Our community includes First Nations peoples, international students, regional and remote learners, and staff and students from many cultural, linguistic, and social backgrounds. This diversity is one of our greatest strengths. It also reminds us that our approach to safety and respect must be inclusive, equitable, and informed by the lived experiences of the people who make up our university.

The Gender-Based Violence Prevention and Response Action Plan sets out how we will take practical, evidence-based steps to prevent violence and support those affected. Guided by the National Higher Education Code to Prevent and Respond to Gender-Based Violence, the Plan outlines how CDU will strengthen prevention, respond with care and integrity, and build a culture where everyone can thrive.

Universities play a vital role in shaping attitudes and driving social change. Through our teaching, research, and partnerships, we have the power to challenge harmful norms, model respectful relationships, and lead by example. This work is both our responsibility and our opportunity to make lasting change across the Northern Territory and beyond.

Our approach is grounded in CDU's values of courage, kindness, leadership, innovation, and openness. These values call on us to speak out against injustice, act with empathy, and ensure our systems and behaviours uphold the dignity and safety of all people.

I am deeply grateful to the students, staff, experts, and community members who shared their time, knowledge, and lived experience to help shape this plan. Your insights have created a framework that is practical, grounded in evidence, and focused on real impact.

We all share the responsibility to prevent and respond to gender-based violence. Together, we can build a university where respect is lived, equality is practiced, and every person feels safe and valued.

**Fiona Coulson**
**Vice-Chancellor and President Charles Darwin University**



# Context

Gender-based violence (GBV) refers to any form of physical or non-physical violence, harassment, abuse, or threat based on gender that results in, or is likely to result in, harm, coercion, control, fear, or deprivation of liberty or autonomy, as defined by the National Higher Education Code to Prevent and Respond to Gender-based Violence (the Code) (Department of Education, 2025).

GBV is pervasive and deeply harmful. In Australia, two in five women (39%) have experienced some form of violence since the age of 15 (Australian Bureau of Statistics, 2021-22). This violence encompasses a wide range of behaviours, including physical, sexual, emotional, and economic abuse, as well as coercive control, stalking, technology-facilitated violence, and patterns of behaviour designed to intimidate or dominate.

At Charles Darwin University (CDU), we affirm that GBV is unacceptable in any form, in any setting, and against any person. Preventing and responding to GBV is a collective responsibility, and every member of our university community has a role to play in fostering safety, respect, and accountability.

As Australia's only university based in the Northern Territory and a proud dual-sector institution, CDU serves a uniquely diverse population. Around 17% of our students are First Nations, and more than 65% come from regional, rural, or remote communities. Additionally, 8% of students live with disability, 14% of domestic students come from non-English-speaking backgrounds, and 15% of all enrolments are international.

We recognise the immense strengths and cultural richness of this community, as well as the heightened rates of violence and harm they face. These realities show why we need approaches that are culturally informed, inclusive, and equitable.

Research highlights the disproportionate risks faced by many within our community. For example, 68% of migrant and refugee women in Australia have experienced at least one form of sexual harassment in the past five years (Segrave, Wickes, Keel & Tan, 2023). Nine out of ten internal sexual violence reports submitted to CDU's Safer Communities team in 2025 involved international students (Charles Darwin University, 2025). Similarly, a 2019 survey found that three in five LGBTQIA+ respondents had experienced some form of intimate partner violence (AIHW, 2025).

Across Australia, the 2021 National Student Safety Survey found that one in six university students (16.1%) had experienced sexual harassment, and 4.5% had experienced sexual assault in a university context.

CDU also has a diverse and distributed workforce of more than 2,100 staff across campuses in the Northern Territory, Australia, and the world. We are committed to fostering a safe and respectful workplace for all employees. National data show that sexual harassment remains widespread in Australian workplaces, including higher education, where one in three staff have experienced it (National Tertiary Education Union Survey, 2023). This is consistent with The Status of Women Report Card (2024), which found that 26% of women who recently experienced sexual harassment did so in the workplace.

Within the Northern Territory, home to CDU's largest campuses and many of our students and staff, the impacts of GBV are particularly severe. The Territory records domestic and family violence-related homicide rates seven times the national average, and people living in very remote areas are hospitalised for domestic and family violence at 48 times the rate of those in major cities (Brown & Leung, 2023; AIHW, 2023).

This violence disproportionately affects First Nations women, whose hospitalisation rate due to GBV is 33 times higher than that of non-Indigenous women (AIHW, 2022). The Northern Territory has the highest victimisation rate in Australia, with more than 60 incidents of domestic and family violence reported every day (Northern Territory Government, 2017).

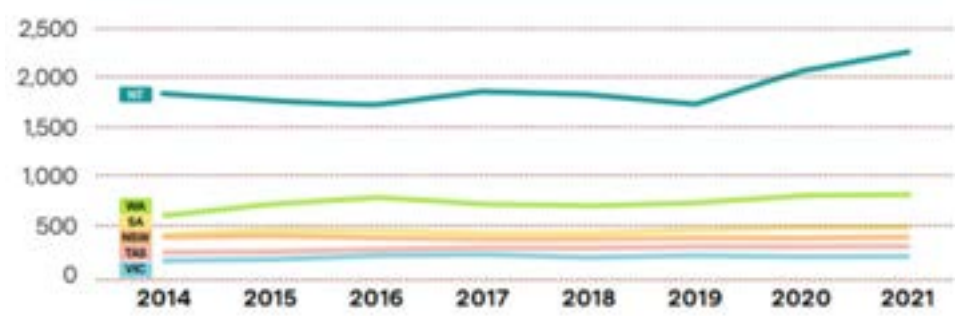
These statistics are staggering yet underestimate the true scale of harm due to significant under-reporting. They highlight the urgent need for coordinated, prevention-focused action, and safe support systems, and reinforce the importance of CDU's leadership and community partnerships in addressing GBV across our communities.

The drivers of GBV, such as gender inequality, power imbalances, dominant attitudes, and harmful social norms, also underpin many other forms of violence. Addressing these drivers helps prevent violence not only against women, children, and gender-diverse people, but also others facing intersecting marginalisation.

Our Prevention and Response Plan reflects a whole-of-university approach, guided by the principles of the Code and integrated with CDU's Gender Equality Action Plan. It recognises the evidence linking gender inequality and gender-based violence, and includes targeted actions across all campuses, including student accommodation.

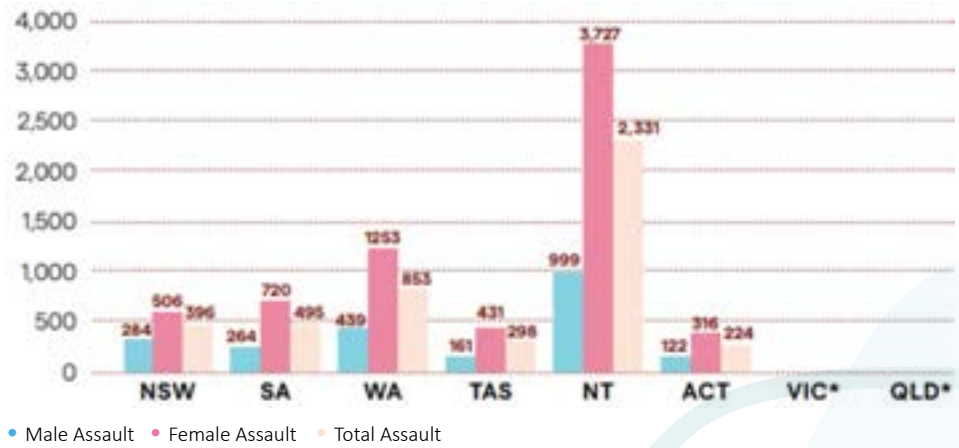
This plan aligns with CDU's Strategic Plan to be Australia's most connected university, courageous in our actions and committed to making a positive impact in the Northern Territory, across Australia, and beyond. Many objectives reflect CDU's values of courage, kindness, leadership, innovation, and openness, demonstrating our dedication to building a safer more equitable university community.

We recognise the unacceptably high rates of GBV in Australia and the elevated risk of harm in the Northern Territory and the unique role universities and TAFEs play in prevention and response. As institutions that educate, research, and shape the future, we are powerful drivers of social change. By modelling equitable practices, fostering inclusive cultures, and challenging systemic barriers, CDU commits to creating lasting change on our campuses, in our communities, and beyond.




**Domestic and family violence related assaults per 100,000 persons for all states and territories.**

***Note. From Evidence Snapshot: What we know about domestic, family and sexual violence in the Northern Territory — and what we don't* (p. 4), by C. Brown & L. Leung, 2023, The Equality Institute.**




**Domestic and family violence related assaults per 100,000 persons in 2021.**

***Note. From Evidence Snapshot: What we know about domestic, family and sexual violence in the Northern Territory — and what we don't* (p. 4), by C. Brown & L. Leung, 2023, The Equality Institute.**

## Identifying the Drivers of Gender-based Violence

CDU recognises that GBV is driven by gender inequality (Our Watch, 2021). We are committed to addressing these underlying drivers, embedding prevention strategies, strengthening our responses, and creating a university culture where all people feel safe, respected, and empowered to thrive.

According to Our Watch (2021), four key drivers contribute to GBV:

1. The condoning of violence against women
2. Men's control of decision-making and limits to women's independence in public and private life
3. Rigid gender stereotypes and dominant forms of masculinity, and
4. Male peer relationships and cultures of masculinity that emphasise aggression, dominance, and control

These drivers are reinforced by social, cultural, and institutional structures that maintain gender inequality. To create genuine and lasting change, it is essential to address not only gender inequities but also the intersecting systems of power and discrimination that compound harm. Intersectionality recognises that people experience violence and disadvantage in diverse and overlapping ways depending on factors such as race, culture, ethnicity, sexuality, age, disability, and socio-economic status.

For example, First Nations women experience disproportionately high rates of GBV due to the ongoing impacts of colonisation, racism, and intergenerational trauma. Similarly, migrant and refugee women, LGBTQIA+ people, and people with disability often face unique barriers to safety and support. Importantly, every person is unique and has many experiences, perspectives and identities. Recognising these intersecting experiences enables CDU to design more responsive, inclusive, and safe prevention and response strategies.

CDU's Gender Equality Action Plan (GEAP), which is incorporated into this Prevention and Response Plan (2026-2029) and identifiable through the 'GEAP' tag, commits the University to progressing along the Our Watch *Change the Story* and *Workplace Equality and Respect* frameworks, which provide evidence-based approaches for addressing the drivers of GBV. Through this journey, CDU is strengthening leadership accountability, building staff capability, embedding gender equality into institutional systems and culture, and integrating intersectional practice across teaching, research, and community engagement.

By addressing the social and structural factors that allow GBV to occur, and by recognising how these intersect with other forms of inequality, CDU is taking a whole-of-university approach to prevention. This work lays the foundation not only for ending violence against women and gender-diverse people, but also for reducing the broader patterns of violence that harm men and others within our communities.

## Responding to Gender-Based Violence at CDU

Charles Darwin University is committed to responding to all forms of GBV, including sexual violence, with a safety-first, human-centred, and a trauma-informed approach. We are committed to responding to gender-based violence wherever it occurs. This includes in on-campus, off-campus, and online environments, and where it relates to domestic and family violence. Whether the person affected is a student or staff member, all disclosures are taken seriously and managed in line with CDU's Gender-based Violence Prevention Policy & Gender-based Violence Response Procedure which ensure safe, confidential, and culturally responsive support. Students and staff can report incidents via CDU's Gender-based Violence Reporting Tool, and all members of our community are guided by the Staff and Student Codes of Conduct, which set clear expectations for respectful behaviour. Breaches related to harassment or violence are treated as serious misconduct. Our trained responders prioritise the safety, dignity, and autonomy of those impacted, and we are building a safer campus through education and prevention initiatives, including active bystander training and consent education. Addressing GBV is a shared responsibility, and CDU is committed to fostering a culture of accountability, respect, and safety across all learning and working environments.

## Developing CDU's Prevention and Response Plan

This Prevention and Response Action Plan has been developed through a collaborative and inclusive process that centres the voices, experiences, and priorities of the CDU community. This Plan has been designed with input from key stakeholders, including those with lived experience, GBV experts, the Respect.Now.Always. (RNA) Committee, on and off-campus owned and affiliated accommodation services and their staff, the Your Voice Student Network, and other representative groups across CDU.

Recognising that effective prevention and response must be tailored to context, this Plan has been shaped by a whole-of-university assessment to identify the specific risks, enablers, and barriers that exist within CDU's unique learning, working, and community environments. A dedicated GBV Prevention & Response Working Group was established to lead this process, supported by consultation with GBV experts and broad engagement across the university. A community-wide survey invited staff, students, and community members to reflect on:

- the ways GBV manifests within their own communities and contexts;
- factors that support or discourage reporting;
- examples of what CDU is doing well; and
- opportunities for CDU to improve.

Over 100 individual responses were received, supplemented by faculty- and department-level assessments that explored localised risks and strengths in prevention and response, including, where relevant, in accommodation settings. This process ensured that CDU's approach is grounded in the realities of our diverse campuses and communities, including the Northern Territory's unique cultural, geographic, and social contexts. Collated and synthesised findings through our whole-of-organisation survey can be found via the Prevention and Response to Gender-Based Violence Survey Findings.pdf.

All findings were analysed to identify themes and to elevate the voices of those disproportionately affected by GBV. Across both students and staff cohorts, gender inequality and power imbalances were consistently identified as underlying drivers of GBV. Participants also highlighted growing concerns regarding technology-facilitated abuse, including harms emerging through the increase of Artificial Intelligence, alongside broader concerns relating to unsafe physical and online environments.

The assessments further identified a range of barriers that may increase vulnerability to GBV or limit access to support and reporting pathways. These included cultural and faith-based barriers, differing social and religious norms and beliefs, language barriers, and varying levels of education and awareness regarding GBV and available supports. Respondents and contributors also specifically referenced the prevalence and impacts of domestic and family violence within the Darwin and Northern Territory context.

Barriers to disclosure and reporting were consistently identified throughout consultation findings. These included fears of not being believed, uncertainty regarding reporting pathways and how to navigate these, and concerns about whether available services would be accessible, culturally safe, and trauma-informed. CDU also owns unique student accommodation in Alice Springs that serves to house our students on short-term bases where they are completing placement, intensives, or other temporary activities related to their educational journey. This presents unique risks, barriers, and enablers in that, due to the transient nature of the accommodation, CDU has shorter periods to educate these students on reporting pathways and support options to create a culture of safety and support. Additionally, 24/7 support services for students are limited in Alice Springs, so students would need to largely rely on phone and SMS services after hours.

In addition to these collaborative and community-focussed audits, CDU reviewed the annual RNA reports and internal sexual violence reporting data to ensure identified gaps and trends are actively addressed. Together, these insights have directly informed the development of the Plan's action items, ensuring they are evidence-informed, contextually relevant, and continuously improved to strengthen the prevention of and response to GBV across CDU. The collation of these findings reinforce the importance of a coordinated and accessible institutional response that prioritises safety, trust, and equity for all members of the university community. Please see Appendix A for more information on how thematic risks, enablers, barriers, and our communities' voices translated into action items and areas of focus in our Plan

## Governance and Oversight

Ongoing review and refinement of the Prevention and Response Plan will continue in partnership with the aforementioned groups to ensure it remains relevant, responsive, and grounded in the needs of our diverse community. The RNA Committee will oversee implementation and progress, reporting directly to CDU's University Council via the Audit and Risk Compliance Committee (ARCC) on matters of student and staff safety and wellbeing.

This collaborative structure ensures accountability, transparency, and a commitment to continuous improvement in preventing and responding to GBV across the university, including in our leadership.

## Our Commitment

The finalised Gender-Based Violence Prevention & Response Plan has now been endorsed and ready for university-wide implementation by our University Council. CDU is committed to transparent, data-informed, and accountable action in preventing and responding to GBV.

The Plan will be formally submitted to the University Council and reviewed every two years, with updates to ensure it reflects current evidence, community needs, and sector standards. Progress against the Outcomes Framework will be reported biannually, including outcomes, data, and trends relating to GBV across the university. CDU's RNA Committee meets quarterly and will be responsible for reviewing trends, data, and outcomes in an ongoing manner to inform continuous improvement. These meetings will guide service improvement, initiative development, and an increasingly strong prevention and response strategy.

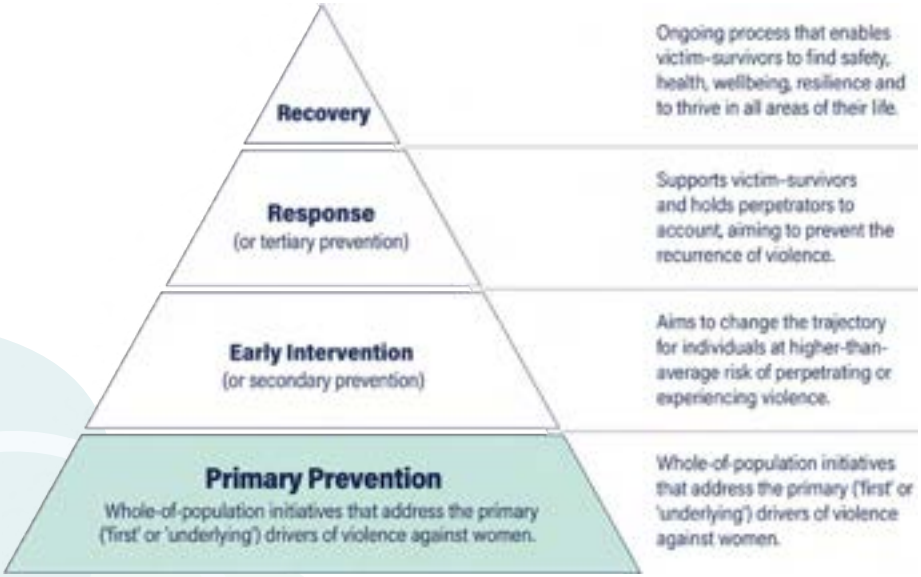
A new Prevention and Response Plan will be developed every four years, informed by whole-of-organisation assessments that identify systemic risks, enablers, and barriers to prevention and response. These assessments will guide continuous improvement and ensure our efforts remain effective, inclusive, and aligned with CDU's broader commitment to safety, equity, and respect for all members of our community.

CDU affirms its commitment to leading and championing a culture of safety, respect, and accountability. Our leaders will model the values and behaviours that reflect our stance that GBV in any form is unacceptable, and will actively promote environments where equity, trust, and inclusion are embedded in everyday practice. Visible leadership, through communication, participation in training, and consistent advocacy, will play an essential role in strengthening our whole-of-university approach and ensuring every member of our community feels supported to participate in and contribute to a safe and respectful CDU.



# Outcomes Framework

The Outcomes Framework developed by CDU aligns with the Code and its core objectives: reducing GBV in higher education, embedding organisation-wide prevention, and ensuring effective, person-centred responses for students and staff. In line with the Code's requirement for a whole-of-university approach across the domains of leadership accountability, safe environments, capability building, person-centred support, safe processes, and robust data and evidence systems, this framework establishes clear outcomes and sub-outcomes. Additionally, each action item corresponds with a timeframe of short-, medium-, and long-term. These timeframes ensure consistent and ongoing commitment accountable to specific timeframes; short-term aims to be achieved within 6 – 12 months, medium-term to be achieved in 12-24 months, and long-term in 24+ months.




**From Primary Prevention To Recovery.**

***Note. From What is 'primary prevention' of violence against women?* by Our Watch, 2025,**
**https://www.ourwatch.org.au/what-is-primary-prevention**

Embedding the outcomes framework within this Plan ensures measurable accountability, regulatory alignment, and continuous improvement consistent with the Code's emphasis on data-driven action and national standards. It provides a structure through which CDU can measure, review, and report progress against each domain of the Prevention and Response Plan. Each domain includes overarching impact statements that define our long-term vision in that domain, supported by corresponding outcomes and sub-outcomes (as indicated in the Outcomes Framework) that set out the pathway toward achieving our vision.

CDU also recognises that effective prevention and response efforts must operate across multiple levels of influence in society, from Primary Prevention to Recovery, as outlined in Our Watch's evidence base and the corresponding image (Our Watch, 2025). This multi-level approach ensures that our strategies address not only individual knowledge and behaviour but also the institutional, community, and societal factors that sustain gender inequality and enable violence to occur.

| Outcome | Sub-outcomes | Indicators | Measures (of impact or progress) |
|---|---|---|---|
| **Effective governance and a whole-of-organisation approach, prioritising safety and support, in the prevention of and response to GBV** | Prevention is embedded in institutional systems and sustained (1.1) | GBV prevention principles are integrated into policy, planning, and performance frameworks. | Proportion of institutional policies, strategic plans, and role descriptions embedding GBV prevention and gender equality commitments. |
| | | Ongoing resourcing and accountability mechanisms sustain prevention activities. | Annual budget allocation and leadership reporting on GBV prevention maintained or increased over time. |
| | Governance structures demonstrate accountability and leadership commitment (1.2) | Senior leadership demonstrates visible commitment to GBV prevention and response. | Frequency and reach of leadership communications or participation in GBV prevention activities annually. |
| | | Cross-functional governance ensures coordinated and transparent oversight. | Existence and functioning of a governance or steering group meeting regularly with published progress summaries. |
| **Environments are safe, and systems continuously improve to prevent and respond to GBV** | Institutional culture shows measurable shifts toward respect and reduced tolerance for GBV (2.1) | University community attitudes reflect reduced tolerance for disrespect and violence. | Increased participation in Respect and Equality training programs. Increased visibility and engagement with campaigns promoting respect and inclusion. |
| | | Engagement in prevention initiatives reflects a growing culture of respect. | Participation rates and feedback from staff and student involvement in respect, consent, and bystander programs. |
| | Sustained reduction in prevalence of GBV within the University community (2.2) | Experiences of safety on campus and in accommodation improve. | Increase in percentage of students and staff reporting they feel safe across campus locations in relevant surveys. |

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| **Build knowledge and capability to safely and effectively prevent and respond to GBV** | Awareness and capability increased across the university on the drivers and prevalence of GBV, and on responding to disclosures (3.1) | Staff and students demonstrate improved knowledge of GBV drivers and response pathways. | Pre- and post-training evaluation scores on knowledge, attitudes, behaviours and confidence measures. |
| | | Participation in capability-building programs increases. | Percentage of staff and students completing GBV prevention or response training annually. |
| | Staff have increased confidence and competence in responding to disclosures and providing support (3.2) | Staff feel confident to respond to disclosures safely and appropriately. | Proportion of GBV reports coming through referral from staff increases, student/staff perceptions of safety increase. |
| | | Staff responses align with trauma-informed and person-centred best practice. | Quality audit of responses (e.g., GBV/SV reports) shows increased alignment with best-practice guidelines. |
| **Responses and support services are safe and person-centred** | Safe, accessible reporting and support pathways established, strengthened, and promoted (4.1) | Reporting and support systems are accessible and well-known to the university community. | Increased reporting of GBV across the University; reports show diversity in uptake. |
| | | Timeliness and quality of support provision improves. | Average time between report and initial contact within two business days; satisfaction ratings with support process improves. |
| | Equitable safety outcomes for priority cohorts (4.2) | Priority cohorts (e.g., international students, LGBTQIA+, Aboriginal and Torres Strait Islander peoples, people with disability) experience equitable safety and response outcomes. | Increased support provided to priority cohorts, increased collaboration with relevant units to ensure holistic response (e.g., Access & Inclusion, First Nations Student Support, Equity, Diversity and Inclusion area). |
| | | Targeted supports are co-designed and implemented with priority cohorts. | Number of co-designed initiatives or partnerships addressing safety and support needs of priority cohorts. |

| | | | |
|---|---|---|---|
| **GBV responses are safe and timely** | University response systems are coordinated, consistent, and trauma-informed (5.1) | Response protocols and referral systems are standardised across campuses and units. | Proportion of staff using standard response templates or following referral pathways. |
| | | Case management demonstrates trauma-informed and timely responses. | Average response time from report to case follow-up meets or exceeds established benchmarks. |
| | Improved help-seeking and support uptake, especially in regional and remote locations (5.2) | Uptake of counselling and support services (particularly Safer Communities) increases among regional and remote cohorts. | Year-on-year increase in service utilisation data from regional and remote students and staff. |
| | | Awareness of local and digital support options improves. | Surveyed awareness and satisfaction with digital and local support pathways among regional students increases. |
| **Use evidence and data to approach, measure change and contribute to the national evidence-base** | Baseline data and monitoring systems implemented (6.1) | Baseline GBV reporting and response data and attitudes collected and analysed | Completion of institutional baseline data report and established annual monitoring cycle (e.g., whole-of-university survey, existing data on prevalence) |
| | | Systems are in place for consistent data capture and reporting. | Functioning of integrated GBV data system tracking reports, training completion, and response outcomes. Embedment of new Case Management System for GBV reports. |
| | Continuous improvement informed by evidence and evaluation (6.2) | Evaluation findings inform ongoing prevention and response activities. | Number of program or policy changes made annually based on evaluation results. |
| | | Contributions made to sector-wide evidence and national reporting. | Annual data submission to national datasets or number of research outputs published relating to GBV. |

| | | | |
|---|---|---|---|
| **Student accommodation is safe for all students and staff** | Student accommodation environments demonstrate strengthened safety culture and proactive risk mitigation (7.1) | Affiliated accommodation providers demonstrate compliance with the National Code to Prevent and Respond to GBV, and show active support for the University's safety and prevention standards | Proportion of affiliated providers that have verified GBV prevention and response policies and procedures consistent with CDU and national standards. |
| | | | Evidence of regular engagement (e.g., reporting, audits, training participation, incident review meetings) showing improved alignment and responsiveness to safety expectations. |
| | CDU-owned and operated accommodation demonstrates strengthened prevention and response to GBV (7.2) | CDU-owned and operated accommodation demonstrates compliance with internal GBV prevention and response standards. | Annual compliance review and self-assessment demonstrates strengthened prevention and response capability. |

CDU Outcomes Framework, 2025.





# Domain 1: Workplace

CDU is committed to fostering a safe, respectful, and inclusive workplace where all staff and faculty are supported to thrive. We aim to cultivate a culture of safety, respect, and accountability, actively preventing and responding to GBV, and ensuring every member of our professional community shares responsibility for maintaining these standards.

### Table 1: Actions under the Workplace domain

| Action | Responsibility | How it will be achieved | GEAP; Outcome | Timeframe |
|---|---|---|---|---|
| Ensure staff are screened to promote safety; both at recruitment, during periods of promotion, and in an ongoing manner | **People & Culture**<br><br>Policy<br><br>People Managers | Develop process to ensure prospective employees declare if they have committed GBV, conduct that constitutes GBV, or are currently in a legal or investigative process for this in their previous employment or elsewhere; ensure this response is monitored alongside suitability for role. | Outcome 1.1, 2.2 | Short-term |
| | | Develop processes to ensure staff WWCC requirements are met. | Outcome 1.1, 2.2 | Short-term |
| | | Develop processes to ensure that all current employees must advise the University if they are charged with an offence during their employment. | Outcome 1.1, 2.2 | Medium-term |
| | | Update policies so staff are required to declare any instances there was a legal incident relating to perpetration of GBV. | Outcome 1.1, 2.2 | Medium-term |
| | | Develop processes that ensure Conflict of Interest Management Plans are available and implemented where staff have intimate relationships. | Outcome 2.1 | Medium-term |
| Ensure staff who have experienced GBV are supported in trauma-informed way | **People & Culture** | Develop processes to ensure that there is a confidential process to seek support, and that reasonable and alternative workplace adjustments and options are available to staff who identify that they have experienced GBV. | Outcome 4.1, 4.2, 5.1 | Medium-term |
| | | Strengthen communication and messaging regarding leave provisions available to staff who experience GBV (Domestic Violence Leave). | Outcome 1.1, 4.1, 5.1 | Short-term |
| | | Ensure that staff involved in risk assessments, responding to reports, conducting investigations, and/or determining disciplinary proceedings have adequate trauma-informed knowledge and training and competency in this field, and that these staff complete training in these areas at minimum once every three years. | Outcome 3.2, 4.1, 5.1 | Medium-term |

| Action | Responsibility | How it will be achieved | GEAP; Outcome | Timeframe |
|---|---|---|---|---|
| Develop resources to support responses to disclosures | **People & Culture** | Development of quick-reference guide for staff responding to disclosures or reports of GBV. | Outcome 3.2 | Short-term |
| Build awareness and ensure ongoing training is delivered to staff that will be trauma-informed, culturally appropriate, inclusive and accessible, and designed so that staff can safely respond to disclosures. | **People & Culture**<br><br>Student Engagement<br><br>People Managers | Respect Matters training compulsory for all staff to complete annually | GEAP; Outcome 2.1, 2.2, 3.1, 3.2, 4.1 | Short-term |
| | | Tailored training developed and delivered for staff at various levels of leadership and student engagement annually, with consideration given to academics in casual and contract roles.<br>This training will be developed to include responding to disclosures, as well as education regarding:<br>The drivers of GBV<br>Consent, power imbalances, and myth-busting<br>Cultural differences and experiences of violence cross-culturally<br>Bystander roles and responsibilities. | Outcome 3.1, 3.2, 4.1, 5.1 | Medium-term |
| | | Training reviewed by staff (particularly staff in highly represented GBV statistics), students, experts, and those with lived experience, with feedback implemented regularly. | Outcome 4.2, 6.2 | Medium-term |
| | | Increase literacy on financial, safety, and wellbeing supports available without a disclosure or report required. | Outcome 3.1, 4.2, 5.1, 6.2 | Medium-term |
| | | Deliver initiatives, events, and programs that build confidence of women and target the elimination of shame, fear, and stigma. | Outcome 3.1, 4.1, 4.2 | Medium-term |
| | | Build awareness of reporting pathways and create campaigns that address significant fears of power imbalances and dynamics, staff/ people in senior positions etc. | Outcome 4.1, 4.2 | Medium-term |
| | | Raise awareness on technology-facilitated abuse, online harassment, AI use in abuse, and support for women and LGBTQIA+ individuals in this space. | Outcome 3.1 | Medium-term |
| | | Implement Our Watch: Change the Story training across all campuses | GEAP; Outcome 3.1 | Long-term |
| | | Roll out Code of Conduct including Positive Duty, and promote publicly available training. | GEAP; Outcome 2.1, 3.1 | Short-term |

| Action | Responsibility | How it will be achieved | GEAP; Outcome | Timeframe |
|---|---|---|---|---|
| Development of reporting tool and response procedures for GBV | **People & Culture**<br><br>Student Engagement<br><br>Policy | Ensure reporting tool is updated to cover all aspects of GBV and not specific to sexual violence. | Outcome 4.1, 5.1 | Short-term |
| | | Roll-out of new Case Management System for receiving all reports of GBV that prioritises confidentiality, trauma-informed support provision and safety. | Outcome 1.1, 4.1, 5.1, 6.1 | Medium-term |
| | | Ensure staff employed on a casual or contractual basis have access to the same support and safety provisions and protections as other staff. | Outcome 3.2, 4.1, 4.2, 5.1 | Short-term |
| | | Publish and promote information about the reporting process, including confidentiality within this process, to improve clarity and understanding, and improve perceptions of confidentiality, safety, and fairness. | Outcome 4.1, 4.2, 5.2 | Medium-term |
| Develop processes where all data, feedback, evidence, and impact outcomes are regularly reviewed and implemented to inform approach, measure change, and contribute to the national evidence base | **People & Culture**<br><br>Student Engagement | Ensure GBV reporting tools capture demographic data for de-identified reporting. | Outcome 6.1, 6.2 | Short-term |
| | | Ensure responses and incidents are tracked and managed for reporting in de-identified manner. | Outcome 6.1, 6.2 | Ongoing |
| | | Ensure data gathered is used to inform future strategy, process, policy, and practice. | Outcome 6.1, 6.2 | Medium-term; ongoing |
| | | All training delivered has data capturing, feedback and outcome monitoring embedded to inform future training. | Outcome 6.1, 6.2 | Medium-term; ongoing |
| Review existing practices to inform improvements in policies and procedures | **People & Culture** | Review employment conditions such as carers leave, parental leave, and flexible work to inform improvements through Enterprise Agreement and policy reviews. | GEAP; Outcome 3.2, 4.1, 4.2, 5.1, 6.2 | Ongoing |
| | | Review 2025 VOICE survey results to identify and understand experiences of and attitudes to gender inequality at CDU to improve 2026 VOICE data capture. | GEAP; Outcome 6.2 | Short-term |
| | | Embed positive duty obligations into position descriptions, recruitment, and induction processes. | GEAP; Outcome 1.1, 2.1, 2.2, 5.1 | Ongoing |
| | | Review legislation and P&C investigative practices to identify appropriate consequences for serious breaches, assess risks of inaction, and this to be incorporated into the decision-making process. | GEAP; Outcome 1.1, 6.1 | Medium-term |

| Action | Responsibility | How it will be achieved | GEAP; Outcome | Timeframe |
|---|---|---|---|---|
| | | Improve the information provided to victim-survivors regarding the outcome and ongoing input into the process where appropriate and support through the delivery of the outcome. | Outcome 4.1 | Medium-term |
| | | Review the timeframes for case management to ensure 45 business days target is achieved. | Outcome 5.1 | Short-term |
| | | Update process to remove non-disclosure agreement options for cases that involve GBV. | Outcome 4.1 | Short-term |
| | | Systemic review and analysis of CDU's responses to staff disclosures and formal reports to identify gaps, barriers, and opportunities for development. | Outcome 5.1, 6.1, 6.2 | Medium-term |
| Build inclusive practices to promote gender equality and equity | **People & Culture**<br><br>People Managers | Staff induction and Career Development Plan discussions to include flexible work options as part of the formal process. | GEAP; Outcome 1.1, 2.1 | Short-term |
| | | Promote the Equity Diversity and Inclusion category in the annual staff awards. | GEAP; Outcome 2.1 | Short-term |
| | | Review Gender and Diversity Committee Terms of Reference to be inclusive of gender equity and GBV related work. | GEAP; Outcome 2.1, 3.1 | Long-term |







# Domain 2: Students

CDU is committed to providing a safe, inclusive, and empowering environment for all students. We aim to foster a culture where students feel supported, can confidently access help, and where GBV is actively prevented and addressed across all aspects of student life.

### Table 2: Actions under the Student's domain

| Action | Responsibility | How it will be achieved | GEAP; Outcome | Timeframe |
|---|---|---|---|---|
| Build awareness and deliver ongoing training to students that is trauma-informed in content and delivery, culturally appropriate, inclusive and accessible to students with disabilities, and designed to support ongoing learning and ability to safely respond to disclosures | **Student Engagement**<br><br>Student Communications<br><br>Accommodation Providers | Implement Respect Matters annual training and make it mandatory for all students. | GEAP; Outcome 2.1, 2.2, 3.1, 3.2, 4.1 | Medium-term |
| | | Develop tailored training to meet the needs of various students, including HDR students, VET cohorts, student leaders and students employed as staff. | GEAP; Outcome 2.1, 2.2 | Medium-term |
| | | Deliver comprehensive GBV education to students, including:<br>– Drivers of GBV, consent, power imbalances, and myth-busting<br>– Cultural differences in understanding violence and rights<br>– Bystander roles and responsibilities<br>– Intersectionality and how this affects reporting | GEAP; Outcome 2.1, 2.2, 3.1, 3.2, 4.1, 5.1 | Medium-term |
| | | Ensure training is reviewed by students, experts, and those with lived experience, with feedback implemented. | Outcome 4.2, 6.2 | Medium-term |
| | | Deliver training and awareness initiatives, events, and programs that build confidence of women and target the elimination of shame, fear, and stigma. | Outcome 3.1, 4.1, 4.2 | Medium-term |
| | | Explore opportunities to translate prevention initiatives and resources to languages where we have significant student numbers to ensure genuine understanding and awareness building. | Outcome 3.1, 4.2 | Medium-term |
| | | Ensure students in leadership positions receive onboarding training and annual training on responding to disclosures. This must be evaluated formally with feedback and outcomes considered for implementation. | Outcome 3.2, 4.1, 5.2, 6.2 | Short-term |
| | | Expand online and in-person awareness building initiatives through channels such as at orientation, student events, through peer-to-peer mechanisms, online, and in-person. | Outcome 2.1, 3.1, 4.1, 4.2, 5.2 | Short-term |

| Action | Responsibility | How it will be achieved | GEAP; Outcome | Timeframe |
|---|---|---|---|---|
| | | Raise awareness on technology-facilitated abuse, online harassment, and support for women and LGBTQIA+ individuals in this space. | Outcome 3.1, 4.2 | Short-term |
| | | Deliver new program, "Stronger Together", bi-annually which seeks to build connection, confidence, awareness and support pathways for female and gender-diverse students specifically pertaining to GBV. | Outcome 3.1, 4.1, 4.2 | Short-term |
| | | Increase organisational understanding of the experiences, inequities, and risks faced by LGBTQIA+ people through inclusive training and capacity-building initiatives related to GBV. | GEAP; Outcome 4.2 | Medium-term |
| Implement regular monitoring of support services for continuous improvement | **Student Engagement** | Implement regular review and analysis of CDU's prevention initiatives and responses to disclosures and formal reports to identify gaps, barriers, and opportunities for development. | GEAP; Outcome 2.1, 2.2, 4.2, 6.1, 6.2 | Medium-term |
| | | Roll-out of new Case Management System for receiving all reports of GBV that prioritises confidentiality, safety, and trauma-informed support. This data will build an evidence-base to inform future practice. | Outcome 6.1, 6.2 | Short-term |
| Increase support for students who have experienced GBV | **Student Engagement** | RNA Support Fund extended to all students who have experienced GBV, not limited to domestic and family violence. | Outcome 4.1, 4.2 | Short-term |
| | | Development of an accessible reporting tool and response procedure for GBV, broadening scope of existing sexual violence reporting tool. | Outcome 3.2, 4.1, 4.2 | Short-term |
| | | Investigate funding for a scholarship that can support women, particularly International Students and students in remote/rural locations, who experience the ongoing impacts of GBV in their studies to support educational success. | Outcome 4.1, 4.2 | Medium-term |
| | | Build resources for students to navigate reporting process, understand support provided and potential outcomes, recognise visa/financial/ academic implications, and access safety. | Outcome 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 | Short-term |
| | | Development of Safety Hub (or related) on Student Portal to house these resources, ensuring specific resources for HDR students. | Outcome 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 | Medium-term |
| | | Increase literacy on financial supports and safety supports that do not require disclosure. | Outcome 4.1, 5.2 | Medium-term |

| Action | Responsibility | How it will be achieved | GEAP; Outcome | Timeframe |
|---|---|---|---|---|
| Develop processes where all data, feedback, evidence, and impact outcomes are regularly reviewed and implemented to inform approach, measure change, and contribute to the national evidence base | **Student Engagement** | Utilise gathered data to inform future strategy, process, policy, and practice. | Outcome 6.1, 6.2 | Long-term |
| | | All training delivered has data capturing, feedback and outcome monitoring embedded. This will inform future training through monthly internal reviews. | Outcome 6.1, 6.2 | Long-term |
| Increase our engagement with students and student groups to promote gender equality | **Student Engagement** | Implement annual Respect Month | GEAP; Outcome 2.1, 2.2, 3.1 | Short-term |
| | | Explore opportunities to balance gender representation within student groups, leaders, and representatives by promoting inclusive recruitment practices and encouraging diverse participation. | GEAP; Outcome 2.1, 2.2 | Short-term |



# Domain 3: Policy and Governance

CDU aims to embed accessible, trauma-informed, safety-first policies, procedures, and governance across our institution that promotes the physical and psychological safety of our students and staff.

### Table 3: Actions under the Policy and Governance domain

| Action | Responsibility | How it will be achieved | GEAP; Outcome | Timeframe |
|---|---|---|---|---|
| Development of a GBV response policy | **Policy**<br><br>Student Engagement<br><br>People & Culture | GBV Policy & Procedure to be developed with guidance from experts and those with lived experience.<br>This policy and procedure will include:<br>Support services available to staff and students<br>The reporting procedures (independent of direct supervisors)<br>Translation capabilities into many languages, dependent on our demographics | Outcome 1.1, 4.1, 5.1 | Short term |
| Review all policies to ensure they are trauma-informed, safety-first and accessible and relevant to each campus location | **Policy**<br><br>People & Culture<br><br>Student Engagement | Ensure policies and procedures relating to disciplinary processes adhere to Standards 5.15 – 5.22, and Appeals adhere to Standards 5.23-5.28 of the Code. | GEAP; Outcome 1.1, 5.1 | Short term |
| | | Develop a Gender Impact Assessment (GIA). | GEAP; Outcome 1.1, 2.1, 5.1 | Medium-term |
| | | Utilise GIA to review existing policies, implementing any identified gaps, risks, or barriers that arise. | GEAP; Outcome 1.1, 2.1, 5.1 | Long-term |
| | | Develop a system whereby every policy must undergo a GIA before formal publication. | GEAP; Outcome 1.1, 2.1, 5.1 | Medium-term |
| | | Include the student voice in review cycles of relevant policies. | GEAP; Outcome 1.1, 4.2 | Short term |

| Action | Responsibility | How it will be achieved | GEAP; Outcome | Timeframe |
|---|---|---|---|---|
| Ensure Council and relevant governance frameworks have membership with expertise to inform and champion the prevention and response of GBV. | **Governance**<br><br>University Council<br><br>Vice Chancellor<br><br>RNA Committee | Review governance skills matrix to incorporate the requisite for GBV expertise; this may include experience through health, legal, sociological, or research domains. | Outcome 1.1, 1.2 | Short term |
| | | Develop clear governance and reporting mechanisms to ensure governing body oversight and assurance of GBV compliance, including both prevention and response initiatives. | Outcome 1.1, 1.2 | Short term |
| | | Review and strengthen RNA membership and Terms of Reference to ensure relevance, appropriate seniority, and clear functionality. | Outcome 1.1, 1.2 | Short term |



# Domain 4: Community, Communication and Impact

CDU recognises that internal and external communication is central to fostering safe, respectful, and equitable communities. We aim to be a visible champion for the prevention and response to GBV, promoting gender equality through our workplace culture, student engagement, and partnerships. All external communications reflect this commitment, demonstrating our leadership and accountability in creating inclusive and safe environments.

### Table 4: Actions under the communication domain

| Action | Responsibility | How it will be achieved | GEAP; Outcome | Timeframe |
|---|---|---|---|---|
| Develop processes to disseminate evidence-informed prevention communication and key messaging across its study, work, living and social environments | **Media, Marketing and Communication**<br><br>Student Engagement<br><br>People & Culture<br><br>Northern Institute | Develop a Communications Plan with a clear, evidence-informed message about CDU's stance on the response and prevention of GBV. | GEAP; Outcome 1.2, 2.1, 3.1 | Short-term |
| | | Investigate opportunities to build communication channels to engage students e.g., social media accounts | Outcome 3.1 | Medium-term |
| | | Ensure intersectionality is considered and discussed in communications to raise awareness of the compounding impacts and vulnerabilities. | Outcome 3.1 | Medium-term |
| | | Investigate a modified brand with an appropriate tagline during selected national GBV-related campaigns e.g., logo colour becomes orange or purple | GEAP; Outcome 2.1 | Medium-term |
| | | Identify the respect and equality days of significance across the calendar and promote them widely across campuses (wear it purple, International Women's Day, 16 Days of Activism against GBV and others) | Outcome 2.1 | Short-term |
| | | Embed the Gender Equity and Diversity Hub in Respect Matters induction training to provide staff and students with access to gender equity resources in the context of the NT. | GEAP; Outcome 3.1, 6.2 | Medium-term |
| | | Raise awareness of, and continue to contribute to, the Gender Equity and Diversity Knowledge Hub. | GEAP; Outcome 3.1, 6.2 | Medium-term |
| Ensure communication reinforces CDU's zero-tolerance policy on GBV | **Media, Marketing and Communication**<br><br>People & Culture | Develop leadership statements that include zero-tolerance messages and publish via relevant channels. | GEAP; Outcome 1.2, 2.1 | Short-term |
| | | Review internal communications using the Our Watch 'Communicating with Purpose' guide | GEAP; Outcome 2.1 | |

| Action | Responsibility | How it will be achieved | GEAP; Outcome | Timeframe |
|---|---|---|---|---|
| Ensure all prevention initiatives, including programs and campaigns, are evidence-based and evaluated to inform future initiatives | **People & Culture**<br><br>Student Engagement | Develop a standardised evaluation process of prevention initiatives that includes regular reviews of outcomes and impact. | Outcome 6.2 | Medium-term |
| Build and continue partnerships with key stakeholders in GBV with a focus on enhancing support in rural-remote areas | **Student Engagement**<br><br>**People & Culture**<br><br>Associate Vice Chancellors | Continue to work with Our Watch and establish communities of practice with, and gain ideas from, other university and dual-sector providers. | GEAP; Outcome 3.1, 4.1, 4.2, 5.2 | Medium-term |
| | | Strengthen partnerships with community services to:<br>– Co-deliver training and specialist activities<br>– Improve access to crisis accommodation, culturally safe services, and other supports<br>– Increase in-person service presence in regional/rural areas | GEAP; Outcome 3.1, 4.1, 4.2, 5.2 | Medium-term |
| | | Develop partnerships and relationships with on-the-ground services in rural locations that do not have CDU support staff available to meet these needs. | Outcome 5.2 | Medium-term |
| | | Engage with the broader TAFE and University communities to promote gender equality and violence prevention. | Outcome 3.1, 6.2 | Medium-term |
| Create opportunities and environments to enable gender equality and First Nations leadership within research teams | **Associate Deans Research**<br><br>Research Committee | Establish scholarships for First Nations women enrolled in Honors, Masters by Research and PhD programs. | GEAP; Outcome 1.1, 2.2 | Long-term |
| | | Develop early career research programs for underrepresented groups. | GEAP; Outcome 1.1, 2.2 | Long-term |
| Engage with GBV prevention sector and policy environment to set research agendas, collate evidence and feed into policy and practice improvements | **NT DFSV Research Network** | Transition the NT DFSV Research Network to a Tier 3 Research Unit at CDU (hosted through Molly Wardaguga Institute), with regular Network meetings to enhance collaboration across research, poli-cy and practice. | GEAP; Outcome 6.2 | Long-term |
| | | Improve visibility of NT GBV research and uptake of findings within the sector through a webpage directory of active NT research pro-jects, topic experts, and evidence repository. | GEAP; Outcome 6.2 | Medium-term |
| Actively drive a culture of gender equity in research | **Associate Deans Research**<br><br>Research Committee | Include relevant research as a category in quarterly Office of Re-search and Innovation reports to SET. | GEAP; Outcome 6.2 | Long-term |

| Action | Responsibility | How it will be achieved | GEAP; Outcome | Timeframe |
|---|---|---|---|---|
| Proactively encourage research with an intersectional lens | **Associate Deans Research**<br><br>Pro Vice Chancellors<br><br>Research Committee | Explore dedicated grants for research projects that address gender intersectionality, systemic racism and violence prevention. | GEAP; Outcome 1.1, 6.2 | Medium-term |



# Domain 5: Accommodation

CDU is committed to safe, supportive, and inclusive student accommodation. We aim to ensure that all affiliated providers comply with our standards, creating environments where students feel secure, respected, and empowered, and where GBV is prevented and effectively addressed. We aim to ensure that CDU-owned and operated accommodation are spaces which promote safety, support, and respect.

### Table 5: Actions under the Accommodation domain

| Action | Responsibility | How it will be achieved | GEAP; Outcome | Timeframe |
|---|---|---|---|---|
| Develop clear, targeted response to instances of GBV where they occur in student accommodation owned by, or affiliated with, CDU. | **CDU Accommodation**<br><br>**Student Engagement**<br><br>Affiliated Accommodation Providers<br><br>People & Culture | Ensure GBV Policies and Procedures incorporate specific reference to owned and affiliated accommodation providers as dictated by the National Code. | Outcome 7.1, 7.2 | Short-term |
| | | Formalise agreements with affiliated accommodation providers to ensure they have or develop appropriate and trauma-informed procedures to respond to disclosures of GBV in a supportive and seamless way. | Outcome 7.1 | Short-term |
| | | See Workplace Recruitment Practices in Domain 1 with regard to screening, onboarding, and reviewing of staff to promote safety. | Outcome 7.2 | Short-term |
| | | Develop processes that guide responses and procedures to ensure comprehensive, person-centred, safety-first, and trauma-informed as informed by input from experts and those with lived experience. | Outcome 7.2 | Short-term |
| | | Explore opportunity to integrate and promote SafeZone at all owned accommodation and ensure appropriateness for regional locations. | Outcome 7.1, 7.2 | Medium-term |
| | | Explore opportunity for 24/7 security presence at owned accommodation. | Outcome 7.1, 7.2 | Medium-term |
| | | Develop partnerships with alternative accommodation providers should relocation be necessary to support student/staff safety. | Outcome 7.1, 7.2 | Medium-term |
| | | Develop brief risk assessment to be undertaken by relevant Accommodation Staff within 48 hours before Safer Communities can respond with a more thorough assessment. | Outcome 7.2 | Short-term |

| Action | Responsibility | How it will be achieved | GEAP; Outcome | Timeframe |
|---|---|---|---|---|
| Ensure CDU's stance in the response and prevention to GBV is communicated with and understood by Accommodation Providers. | **CDU Accommodation**<br><br>**Student Engagement** | Publish the CDU P&R Plan on all Accommodation sites. | Outcome 7.2 | Short-term |
| | | Ensure prevention information and resources are promoted within accommodation facilities (including through posters) that educate on respectful behaviour, safe socialising, and awareness of safety and support options. | Outcome 3.1, 4.2 | Short-term |
| | | Promote CDU's commitment to the elimination of GBV in all communication, in both digital and physical formats. | GEAP; Outcome 1.2, 2.1, 3.1, 7.2 | Short-term |
| Require all owned and affiliated providers to demonstrate that students and staff have appropriate training | **CDU Accommodation**<br><br>Affiliated Accommodation Providers<br><br>Student Engagement | Develop processes whereby all staff at accommodation providers, including student resident leaders, are required to undertake trauma-informed, culturally sensitive training at a minimum every three years. | Outcome 3.2, 4.1, 7.1, 7.2 | Short-term |
| | | In owned accommodation, clear rules and guidelines provided to all students and guests prior to their stay, including the Code of Conduct and outcomes should this be breached. | Outcome 7.1, 7.2 | Short-term |
| | | Deliver tailored training to accommodation residents that is tailored to the accommodation context. | Outcome 7.1, 7.2 | Short-term |
| | | Ensure all staff in accommodation providers who respond to disclosures have appropriate training. | Outcome 3.2, 7.1, 7.2 | Short-term |
| Strengthened reporting between CDU and Accommodation Providers | **CDU Accommodation**<br><br>**Student Engagement**<br><br>Affiliated Accommodation Providers | Review all data and reporting submitted by owned and affiliated providers to assure compliance and identify gaps and limitations for service and support improvement opportunities. | Outcome 6.1, 6.2, 7.1, 7.2 | Medium-term |

# Domain 6: Environments

CDU is committed to safe, accessible, and respectful environments that recognise the impacts of trauma, power imbalances, and gender inequality. All teaching, learning, and research spaces, including online platforms, work-integrated learning, and clinical placements, are designed to be equitable, inclusive, and safe for all students, staff, and researchers.

### Table 6: Actions under the Environment domain

| Action | Responsibility | How it will be achieved | GEAP; Outcome | Timeframe |
|---|---|---|---|---|
| Estab-lish guidelines for practical placements, fieldwork, and apprenticeships to ensure safe and inclusive environments are provided by hosts employers. | **Associate Deans Work Integrated Learning**<br><br>Policy<br><br>Dean, Graduate Studies<br><br>TAFE Team Leaders | Work with industry partners to actively promote non-traditional placements for underrepresented genders (e.g., women in trades, men in care industries). | GEAP; Outcome 2.1, 3.1 | Medium-term |
| | | Develop placement agreements that include gender equality expectations, commitments to inclusive supervision, and promotion of diverse workplace role models. | GEAP; Outcome 2.1, 3.1 | Short-term |
| | | Ensure all third-party partnerships for educational provision (teaching and placement) include the demonstration of respect and equality principles in assessing the suitability of a provider | GEAP; Outcome 2.1, 3.1 | Short-term |
| | | Review HDR supervision policies and supervision charter to ensure appropriate supportive provisions are incorporated to prevent and respond to instances of GBV. | GEAP; Outcome 2.1, 3.1 | Short-term |
| | | Develop processes to ensure safe, accessible check-in mechanisms and reporting channels for students to raise concerns about discrimination, bias, or harassment during placements and VET/TAFE workplaces. | GEAP; Outcome 2.1, 3.1, 4.1 | Short-term |
| Enhance physical safety (lighting, visibility, environment design) across campuses, including accommodation and remote sites. | **Property & Facilities**<br><br>Work, Health and Safety | Undertake risk assessment of current built environments to identify spaces where environments could promote safety further, ie lighting, design, visibility or present a risk. | Outcome 1.1, 2.2 | Medium-term |

| Action | Responsibility | How it will be achieved | GEAP; Outcome | Timeframe |
|---|---|---|---|---|
| Build digitally safe spaces on all CDU-managed platforms | **Digital Technology Solutions**<br><br>Student Engagement | Ensure that there is oversight on all platforms operated by CDU, and each platform has access to reporting mechanisms for GBV. | Outcome 1.1, 2.2 | Short-term |
| | | Provide guidance to Student Groups and other departments with external digital platforms on how to create safe online environments. | Outcome 1.1, 2.2 | Short-term |
| | | Undertake risk assessment of current digital environments to identify spaces where environments could promote safety further, ie publicity, direct messaging access, sharing of personal details | Outcome 1.1, 2.2 | Medium-term |
| Improve safety and support at CDU-run student events | **Student Engagement**<br><br>Property and Facilities | Ensure all events have clear expectations of behaviour communicated, zero-tolerance for harassment or violence of any kind, that AOD use is closely monitored and controlled and that this is covered in the Activity Risk Assessment. | Outcome 2.2 | Medium-term |
| Build the capacity of teaching staff to promote gender equality, respect, diversity and inclusion in how, and what, they teach. | **Faculty of Health: Molly Wardaguga Institute**<br><br>Teaching and Learning Connect | Develop evidence-based toolkits for auditing and reviewing existing lesson plans, assessments, and learning materials for gender equality messages and content on violence prevention and response. | GEAP; Outcome 3.1, 3.2, 6.2 | Medium-term |
| | | Working through the Curriculum Development Program, invite and support faculty working groups to embed new gender- and trauma-informed learning materials, case studies, and examples to reflect diverse experiences, challenge stereotypes, and address power imbalances | GEAP; Outcome 2.1, 3.1, 4.2, 6.2 | |
| Embed gender equality and violence prevention into teaching practices, classroom culture, learning environments, and curriculum content across all disciplines | **Pro Vice Chancellors**<br><br>**Faculty of Health: Molly Wardaguga Institute**<br><br>Teaching and Learning Connect<br><br>Team Leaders<br><br>NT DFSV Research Network | Establish a GBV Curriculum Working Group made up of sector experts across Government and NGO; centering lived experience and Indigenous knowledges. | GEAP; Outcome 1.1, 2.1, 6.2 | Short-term |
| | | Gather and review existing training on understanding and responding to domestic, family and sexual violence (DFSV) in the Northern Territory. | GEAP; Outcome 6.1, 6.2 | Short-term |
| | | Develop new NT specific learning resources based on needs identified by the Curriculum Working Group. | GEAP; Outcome 2.1, 3.1, 4.2, 6.2 | Short-term |
| | | Develop a new unit: Understanding and Responding to Domestic and Family Violence within the Graduate Certificate of Child Protection and Domestic and Family Violence and offer the unit as a cross-elective. | GEAP; Outcome 1.1, 3.1 | Medium-term |

# Support

If reading through and reflecting on this plan has brought up any difficult feelings, memories, or experiences for you, remember you are not alone. Support is available for free, for everyone, 24/7 by calling 1800RESPECT.

If you would like to disclose or report an experience of GBV, please head to Respect. Now. Always. | Charles Darwin University and follow the prompts, or contact our Safer Communities team (information below).

Support is available at CDU for all students and staff.

## Students:

To access support around a disclosure or report, to make a disclosure or report, or to understand what options are available to you regarding GBV related financial, academic, and/or wellbeing support, please contact safercommunities@cdu.edu.au.

To access our Counselling services, please visit Counselling | Charles Darwin University.

If you would like to participate in and contribute to prevention initiatives in the future, please reach out to us on safercommunities@cdu.edu.au.

For immediate, free and confidential support 24/7, contact our Wellbeing Support Line on 1300 933 393 or SMS 0488 884 144.

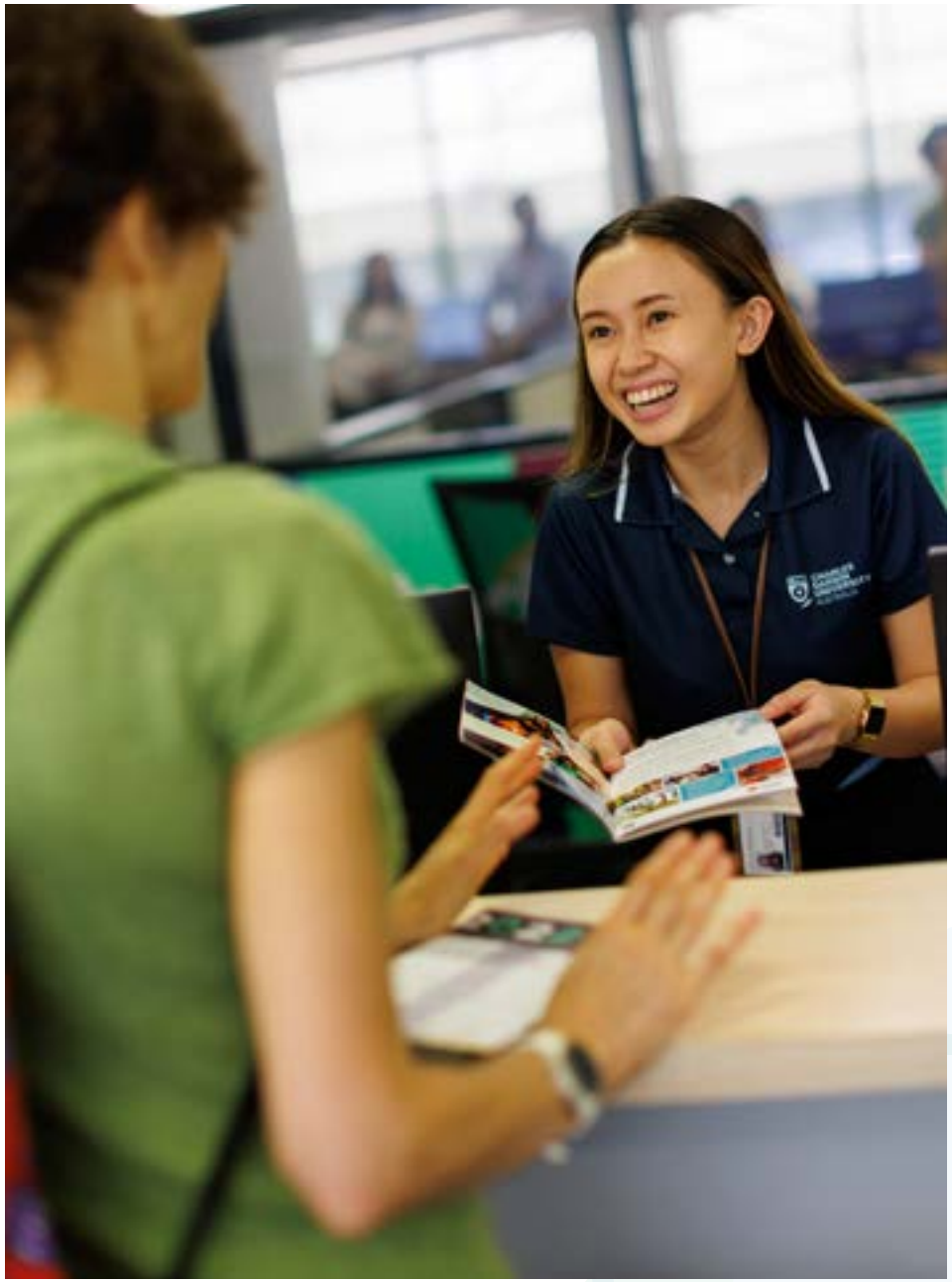
## Staff:

To access support around a disclosure or report, to make a disclosure or report, or to understand what options are available to you regarding financial, academic, and/or wellbeing support, please contact .

To access EAP, please head to Employee Assistance Program (EAP).

**If you require emergency assistance, please phone 000 or open the SafeZone App and press the Emergency button.**

**If you require security support on campus, please contact Campus Security on 1800 646 501 or open the SafeZone App and press the Security button.**



# Glossary of Terms

## Bystander Training

Training to empower individuals to safely intervene when they witness behaviour that promotes inequality or violence.

## NT Domestic Family Sexual Violence (DFSV) Research Network

The NT DFSV Research Network was established in mid-2024 by researchers at Menzies School of Health Research, Charles Darwin University (CDU) and the sector to bring together those committed to supporting people affected by violence through rigorous and applied research.

## Domestic, Family and Sexual Violence (DFSV)

Refers to any violent, threatening, coercive, or controlling behaviour that occurs within current or former intimate, family, or domestic relationships. This includes any sexual violence.

## Gender-Based Violence (GBV)

Any form of physical or non-physical violence, harassment, abuse, or threat based on gender that results in, or is likely to result in, harm, coercion, control, fear, or deprivation of liberty or autonomy, as defined by the National Higher Education Code to Prevent and Respond to Gender-based Violence (the Code) (Department of Education, 2025).

## Gender-Based Violence (GBV) Prevention & Response Working Group

A working group to lead CDU's response to the Code. Membership in this group ensured that the Plan was led through senior university staff and CDU's Principal Executive Officer, with representation across the University. The group was chaired by CDU's Provost, and included CDU's Secretary and Vice President Governance, Director People & Culture, Director Student Engagement, Associate Director Student Support, Lawyer, and two Policy and Governance Officers. This group met weekly to ensure we were prepared to meet the requirements of the Code.

## Gender Equality

Equal rights, responsibilities, and opportunities for people of all genders. It implies that different behaviours, aspirations, and needs are equally valued and considered.

## Gender Equity

Fairness in treatment for all genders, which may include different opportunities or resources to achieve equal outcomes, based on tailored actions and policies.

## Gender Equity and Diversity Knowledge Hub

A centralised space to connect people with resources and NT-specific research that aims to promote respect, equality and inclusion. To contribute to the research that is housed in the Digital Collections, please email equitydiversityhubNT@cdu.edu.au.

## LGBTQIA+

An umbrella term defined by Quality Innovation Performance (QIP) as an acronym for lesbian, gay, bisexual, trans and gender diverse, queer or questioning, intersex, asexual or allies and others on the spectrum of gender.

## Molly Wardaguga Institute

The Molly Wardaguga Institute at CDU is a research centre focused on improving First Nations maternal health through culturally safe care and advocating for women's wellbeing, including initiatives to prevent gender-based violence.

## Our Watch

A national leader in the primary prevention of violence against women and their children in Australia.

## Positive Duty

A legal obligation under Australian law that requires organisations to actively prevent discrimination, harassment, and victimisation.

## Respect and Equality Framework

A framework developed by Our Watch that guides organisations to promote gender equality and prevent violence.

## Respect.Now.Always Committee

A formal management committee to provide oversight of the prevention and response of GBV within the CDU community. This includes the de-identified discussion of reports, themes, and prevention initiatives. The committee's full responsibilities and membership can be accessed via its Terms of Reference.

## Respect Matters

An online training module that educates students and staff about consent, respectful relationships, bystander training, and prevention of GBV.

## Trauma-Informed Practice

Approaches that recognise the impact of trauma, how it shapes behaviour and needs, and support systems and empowering interactions that promote physical, psychological, and cultural safety.

## Voice Survey / Pulse Survey

Internal staff/student feedback tools used to gauge perceptions, attitudes, and experiences within the CDU community.

## Your Voice Student Network (YVSN)

A student network that provides guidance and feedback on initiatives, programs, and issues related to the student experience at CDU.



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Appendix A

# **Closing the Loop:** How Our Community Guided Our Actions

In 2025, CDU conducted a whole-of-organisation assessment investigating the localised risks, barriers, and enablers of gender-based violence at CDU and within our communities. The content of this assessment can be found in *Developing CDU's Prevention and Response Plan*. The responses to our assessment were carefully analysed to identify themes and ensure that CDU was acknowledging and responding to these themes in a targeted, comprehensive way. These themes informed the development of the entirety of the Plan, from the Context to the Outcomes Framework. In addition to thematic analysis, specific pieces of feedback directly guided the development of action items. On the below table, you can find the **source** of the risk, enabler, or barrier, the specific **response**, and the corresponding **action** item that was developed to address that piece of feedback. Please note that this list is not exhaustive but instead intends to represent how meaningful the responses to our requests for risks, barriers, and enablers were, and how CDU intends to honour, respond, and address these responses.

| Source | Response(s) | Action(s) | Domain |
|---|---|---|---|
| Whole-of-organisation Assessment: Department Submissions | "Limited domestic violence leave or support provisions reduce the ability of affected staff and students to recover safely"<br>"DV leave entitlements for staff"<br>"Increase domestic and family violence leave entitlements and support services" | Strengthen communication and messaging regarding leave provisions available to staff who experience GBV (Domestic Violence Leave).<br>Review employment conditions such as carers leave, parental leave, and flexible work to inform improvements through Enterprise Agreement and policy reviews. | Workplace |
| Whole-of-organisation Assessment: Department Submissions<br>Community Survey | "Inadequate understanding of GBV reporting, complaint processes, support options, and obligations"<br>"Limited regional staff resources to implement GBV requirements"<br>"Reminders for staff on who to contact and how to report an incident"<br>"Lack of staff awareness of reporting obligations"<br>"Develop and disseminate step-by-step guidance on how to report GBV." | Development of quick-reference guide for staff responding to disclosures or reports of GBV. | Workplace |

| Source | Response(s) | Action(s) | Domain |
|---|---|---|---|
| Whole-of-organisation Assessment: Department Submissions | "Promotion and awareness of Consent/Respect Matters training"<br>"Orientation & Consent Matters module needs strengthening"<br>"Need for enhanced staff training on GBV & reporting" | Respect Matters training compulsory for all staff to complete annually<br>Tailored training developed and delivered for staff at various levels of leadership and student engagement annually, with consideration given to academics in casual and contract roles. | Workplace |
| Whole-of-organisation Assessment: Department Submissions | "Inadequate understanding of GBV reporting, complaint processes, support options, and obligations"<br>"New/contract/casual academics may lack experience & support"<br>"Inconsistent culture development; onboarding needed" | Tailored training developed and delivered for staff at various levels of leadership and student engagement annually, with consideration given to academics in casual and contract roles.<br>This training will be developed to include responding to disclosures, as well as education regarding:<br>– The drivers of GBV<br>– Consent, power imbalances, and myth-busting<br>– Cultural differences and experiences of violence cross-culturally<br>– Bystander roles and responsibilities.<br>Ensure staff employed on a casual or contractual basis have access to the same support and safety provisions and protections as other staff | Workplace |
| Whole-of-organisation Assessment: Department Submissions<br>Community Survey | "Reliving traumatic experiences to CDU staff member(s). Not knowing if the staff are equipped or trained to deal with the complaint. Being believed or protected by CDU staff or that it will be responded to with care."<br>"Lack of specifically relevant expertise (e.g. trauma informed) in those handling complaints"<br>"Qualified GBV support staff available for prevention, education, and response." | Ensure that staff involved in risk assessments, responding to reports, conducting investigations, and/or determining disciplinary proceedings have adequate trauma-informed knowledge and training and competency in this field, and that these staff complete training in these areas at minimum once every three years. | Workplace |
| Community Survey | "Confidential processes for seeking support for employees not ready to lodge a complaint"<br>"Staff and students awareness about how to access support"<br>"Offer support and make them known"<br>"Make staff more aware of support options" | Develop processes to ensure that there is a confidential process to seek support, and that reasonable and alternative workplace adjustments and options are available to staff who identify that they have experienced GBV.<br>Increase literacy on financial, safety, and wellbeing supports available without a disclosure or report required. | Workplace |

| Source | Response(s) | Action(s) | Domain |
|---|---|---|---|
| Whole-of-organisation Assessment: Department Submissions<br>Community Survey<br>Respect.Now.Always. Reports | "Not wanting to make an official complaint, it's the low-level gaslighting and slow erosion of confidence"<br>"… Why would we have the confidence to report?"<br>"Lack of confidence to report"<br>"Having a womens network to encourage discussion about keeping women safe." | Deliver initiatives, events, and programs that build confidence of women and target the elimination of shame, fear, and stigma.<br>Build awareness of reporting pathways and create campaigns that address significant fears of power imbalances and dynamics, staff/ people in senior positions etc.<br>Increase literacy on financial, safety, and wellbeing supports available without a disclosure or report required. | Workplace |
| Whole-of-organisation Assessment: Department Submissions | "Power imbalance between academic staff and students (e.g., HDR supervision) can discourage reporting and create fear."<br>"Power imbalances in supervision disproportionately affect women and international HDR students."<br>"Investing in community education around consent, power dynamics, and bystander intervention that's relevant to real campus culture — not just compliance slides."<br>"Opportunity for culturally targeted training to build knowledge of respect, consent, and rights." | Tailored training developed and delivered for staff at various levels of leadership and student engagement annually, with consideration given to academics in casual and contract roles.<br>This training will be developed to include responding to disclosures, as well as education regarding:<br>– The drivers of GBV<br>– Consent, power imbalances, and myth-busting<br>– Cultural differences and experiences of violence cross-culturally<br>– Bystander roles and responsibilities.<br>See more in 'Research' domain | Workplace |
| Whole-of-organisation Assessment: Department Submissions<br>Community Survey<br>Respect.Now.Always. Reports | Senior leadership encourage a culture of respect and safety."<br>"Power imbalances between staff, supervisors, and students, particularly in postgraduate or research settings, which can make reporting feel professionally unsafe." | Build awareness of reporting pathways and create campaigns that address significant fears of power imbalances and dynamics, staff/people in senior positions etc. | Workplace |
| Community Survey<br>Respect.Now.Always. Reports | "The use of AI in gender-based abuse, harassment and violence, especially with young people."<br>"Digital technology facilitated abuse" | Raise awareness on technology-facilitated abuse, online harassment, AI use in abuse, and support for women and LGBTQIA+ individuals in this space. | Workplace |

| Source | Response(s) | Action(s) | Domain |
|---|---|---|---|
| Whole-of-organisation Assessment: Department Submissions | "New/contract/casual academics may lack experience & support"<br>"Inadequate protections for casual and contract staff"<br>"Clear pathways specifically designed for HDR students and casual staff" | Ensure staff employed on a casual or contractual basis have access to the same support and safety provisions and protections as other staff. | Workplace |
| Whole-of-organisation Assessment: Department Submissions | "Confidential Reporting Mechanisms – Enhanced systems with improved communication protocols throughout investigations"<br>"Lack of trust in process, confidentiality and consequences."<br>"Fear, confidentiality, not realising something can be done, feeling silly for reporting" | Develop processes to ensure that there is a confidential process to seek support, and that reasonable and alternative workplace adjustments and options are available to staff who identify that they have experienced GBV.<br>Publish and promote information about the reporting process, including confidentiality within this process, to improve clarity and understanding, and improve perceptions of confidentiality, safety, and fairness. | Workplace |
| Whole-of-organisation Assessment: Department Submissions<br>Community Survey | "There is no real results or outcomes even though we report some bad experience."<br>"No clear information as to outcomes and processes once reports have been made"<br>"Lack of follow through" | Improve the information provided to victim-survivors regarding the outcome and ongoing input into the process where appropriate and support through the delivery of the outcome. | Workplace |
| Whole-of-organisation Assessment: Department Submissions<br>Community Survey | "Need to do a review [of historical reports] and use this information to improve service delivery, process/procedure etc"<br>"While CDU has made strong progress in promoting respect and safety, there are areas where improvements could be made to ensure fairness and support for all staff."<br>"While CDU has made commendable efforts to address gender-based violence, there is room for improvement in ensuring that policies and support systems are inclusive and balanced for all genders." | Ensure data gathered is used to inform future strategy, process, policy, and practice. | Workplace |
| Whole-of-organisation Assessment: Department Submissions | "Orientation & Consent Matters module needs strengthening"<br>"Mandatory Respect Matters module for all students to promote respect, consent, empathy, and bystander action" | Implement Respect Matters annual training and make it mandatory for all students. | Students |

| Source | Response(s) | Action(s) | Domain |
|---|---|---|---|
| Whole-of-organisation Assessment: Department Submissions<br>Community Survey<br>Respect.Now.Always. Reports<br>Consent Matters completion | "Supervisory Power Asymmetries – HDR students, particularly women and international candidates, disproportionately vulnerable"<br>"Despite existing policies, many staff and students, particularly in regional VET settings, are uncertain about reporting procedures or how to support affected individuals. Fear of reprisal or misunderstanding of confidentiality processes can discourage reporting, limiting CDU's ability to identify and respond effectively."<br>"Peer-to-peer engagement mechanisms (Student Leaders, Student Council, YVSN) provide influence, feedback, and support for student led cultural change." | Develop tailored training to meet the needs of various students, including HDR students, VET cohorts, student leaders and students employed as staff. | Students |
| Whole-of-organisation Assessment: Department Submissions<br>Community Survey<br>Respect.Now.Always. Reports | "Mandatory module for all students to promote respect, consent, empathy, and bystander action."<br>"Power imbalance between academic staff and students (e.g., HDR supervision) can discourage reporting and create fear."<br>"Power imbalances in supervision disproportionately affect women and international HDR students."<br>"Investing in community education around consent, power dynamics, and bystander intervention that's relevant to real campus culture — not just compliance slides."<br>"Opportunity for culturally targeted training to build knowledge of respect, consent, and rights." | Deliver comprehensive GBV education to students, including:<br>– Drivers of GBV, consent, power imbalances, and myth-busting<br>– Cultural differences in understanding violence and rights<br>– Bystander roles and responsibilities<br>– Intersectionality and how this affects reporting<br>Ensure training is reviewed by students, experts, and those with lived experience, with feedback implemented. | Students |
| Community Survey<br>Respect.Now.Always. Reports | "Having a womens network to encourage discussion about keeping women safe."<br>"Low self-esteem, confidence, and connection with strong mentors/female peer support among international female students, reducing ability to seek help."<br>"We need women's groups for students to create safe spaces, especially for students for whom English is a second language (international students and other migrant communities) as well as for all students who identify as women or other groups who are statistically more likely to suffer GB violence." | Deliver training and awareness initiatives, events, and programs that build confidence of women and target the elimination of shame, fear, and stigma. | Students |

| Source | Response(s) | Action(s) | Domain |
|---|---|---|---|
| Whole-of-organisation Assessment: Department Submissions<br><br>Community Survey | "Peer-to-peer engagement mechanisms (Student Leaders, Student Council, YVSN) provide influence, feedback, and support for student led cultural change."<br><br>"Encourage more information and education about CDUs commitment to preventing gender based violence. It could be a useful idea to have a Women's Officer on Student Council and alternative women's support officers through the campus."<br><br>"Undertake academic research on the topic. Embed educational material into orientation. Support the formation of a student committee."<br><br>"CDU already has strong prevention foundations like Better Together and peer-led initiatives that foster awareness and culture change." | Expand online and in-person awareness building initiatives through channels such as at orientation, student events, through peer-to-peer mechanisms, online, and in-person.<br><br>Ensure students in leadership positions receive onboarding training and annual training on responding to disclosures. This must be evaluated formally with feedback and outcomes considered for implementation. | Students |
| Community Survey | "The use of AI in gender-based abuse, harassment and violence, especially with young people."<br><br>"Digital technology facilitated abuse" (risk)<br><br>"More than violence, the issues are disrespect, inequality - jokes made at womens and LGBTQIA+ folks expense for example. The biggest issues are men not getting that it's not JUST the violence itself that's the problem, it's the things leading to it, that reinforce that it's okay until the violence happens." | Raise awareness on technology-facilitated abuse, online harassment, and support for women and LGBTQIA+ individuals in this space. | Students |
| Community Survey | "More than violence, the issues are disrespect, inequality - jokes made at womens and LGBTQIA+ folks expense for example. The biggest issues are men not getting that it's not JUST the violence itself that's the problem, it's the things leading to it, that reinforce that it's okay until the violence happens."<br><br>"White women, academic, LGBTIQA+" (risk), "Lgbti" (risk)<br><br>"There are not clear homophobic attacks, but I know about cases when people are mistreat or scared or consequences of being lgbti" | Increase organisational understanding of the experiences, inequities, and risks faced by LGBTQIA+ people through inclusive training and capacity-building initiatives related to gender-based violence. | Students |

| Source | Response(s) | Action(s) | Domain |
|---|---|---|---|
| Community Survey | "Need to do a review [of historical reports] and use this information to improve service delivery, process/ procedure etc" | Implement regular review and analysis of CDU's prevention initiatives and responses to disclosures and formal reports to identify gaps, barriers, and opportunities for development. | Students |
| Whole-of-organisation Assessment: Department Submissions<br>Respect.Now.Always. Reports | "Cost of living limits options for independent relocation" | RNA Support Fund extended to all students who have experienced gender-based violence, not limited to domestic and family violence. | Students |
| Whole-of-organisation Assessment: Department Submissions<br>Community Survey<br>Respect.Now.Always. Reports | "Lack of Education and Awareness: There's limited understanding of what constitutes GBV, especially forms like emotional abuse, coercion, and digital harassment. This lack of awareness makes it difficult to challenge harmful behaviors or support survivors effectively."<br>"Not knowing how or where to report gender based violence is a big contributor."<br>"Maybe it'd be easy to report if there are QR codes to scan."<br>"Fear; shame; not knowing where to report or how"<br>"No clear information as to outcomes and processes once reports have been made" | Build resources for students to navigate reporting process, understand support provided and potential outcomes, recognise visa/financial/academic implications, and access safety.<br>Development of Safety Hub (or related) on Student Portal to house these resources, ensuring specific resources for HDR students. | Students |
| Whole-of-organisation Assessment: Department Submissions | "Offer supports and make them known"<br>"Providing anonymous and confidential support services." | Increase literacy on financial supports and safety supports that do not require disclosure. | Students |
| Whole-of-organisation Assessment: Department Submissions | "Male-dominated clubs and communities creating environments that may normalise exclusion or harmful behaviours." | Explore opportunities to balance gender representation within student groups, leaders, and representatives by promoting inclusive recruitment practices and encouraging diverse participation.<br>Ensure students in leadership positions receive onboarding training and annual training on responding to disclosures. This must be evaluated formally with feedback and outcomes considered for implementation. | Students |

| Source | Response(s) | Action(s) | Domain |
|---|---|---|---|
| Whole-of-organisation Assessment: Department Submissions<br><br>Community Survey | "Visible policy frameworks around sexual assault and harassment, which help establish shared language and expectations."<br><br>"This is a university and there are brilliant researchers around who can inform policy as well as ensuring we are doing the right things in the right way to prevent GB violence and support people who experience it." | Gender-based Violence Policy & Procedure to be developed with guidance from experts and those with lived experience. | Policy & Governance |
| Whole-of-organisation Assessment: Department Submissions<br><br>Community Survey | "Delivery occurs across multiple campuses, including regional and remote locations. This may lead to variations in the application of student conduct, safety, and reporting protocols. As a result, instances of gender-based violence may be handled inconsistently depending on location or staff, undermining CDU's capacity to provide a consistent, trauma-informed response."<br><br>"Having strong policies in place to support students wellbeing." | Review all policies to ensure they are trauma-informed, safety-first and accessible and relevant to each campus location<br><br>Include the student voice in review cycles of relevant policies. | Policy & Governance |
| Community Survey | "Use inclusive language and messaging to reduce shame and stigma."<br><br>"Launch campaigns to normalize the act of reporting GBV as a standard and supported process."<br><br>"Leadership sets tone for respectful culture through open communication and behavioural modelling."<br><br>"Cultural and structural barriers, such as over-management and poor communication, weaken empowerment and reporting." | Develop a Communications Plan with a clear, evidence-informed message about CDU's stance on the response and prevention of gender-based violence. | Community, Communication and Impact |
| Whole-of-organisation Assessment: Department Submissions | "Improving intersectional representation in policy design — especially including voices of First Nations, queer, and neurodivergent people."<br><br>"Systemic disbelief and dismissal of survivors—especially neurodivergent, queer, and gender-diverse people—whose communication styles or affect don't fit stereotypical "victim" narratives."<br><br>"Ableism intertwined with gendered violence, where neurodivergent people are more easily targeted and less likely to be believed or supported." | Ensure intersectionality is considered and discussed in communications to raise awareness of the compounding impacts and vulnerabilities. | Community, Communication and Impact |

| Source | Response(s) | Action(s) | Domain |
|---|---|---|---|
| Whole-of-organisation Assessment: Department Submissions | "Access to local DV shelter for referral"<br>"Lack of safe housing limits ability to leave unsafe situations"<br>"Limited local services reduce effectiveness of GBV prevention and response"<br>"Limited on-site support services for students." | Strengthen partnerships with community services to:<br>– Co-deliver training and specialist activities<br>– Improve access to crisis accommodation, culturally safe services, and other supports<br>– Increase in-person service presence in regional areas | Community, Communication and Impact |
| Whole-of-organisation Assessment: Department Submissions | "Limited regional staff resources to implement GBV requirements"<br>"Deliver face-to-face sessions in regional campuses" | Develop partnerships and relationships with on-the-ground services in rural locations that do not have CDU support staff available to meet these needs. | Community, Communication and Impact |
| Whole-of-organisation Assessment: Accommodation Review | "Limited after-hours support can result in serious incidents not receiving timely professional response and assistance, which might increase the safety risks to residents and potential reputational risk to the institution eventually."<br>"24/7 support services for students are limited" | Develop brief risk assessment to be undertaken by relevant Accommodation Staff within 48 hours before Safer Communities can respond with a more thorough assessment | Accommodation |
| Whole-of-organisation Assessment: Accommodation Review | "Residents from diverse cultural backgrounds may not be fully aware of respectful relationship policies or the expectations regarding consent and personal boundaries in Australia. This can easily lead to miscommunication, unintentional boundary violations, or conflicts, increasing the risk of gender-based violence or unsafe situations. Overall, it will impact student's whole experience of studying in Australia."<br>"Less time to establish relationships with short-term tenants (students)" | Require all owned and affiliated providers to demonstrate that students and staff have appropriate training | Accommodation |
| Whole-of-organisation Assessment: Accommodation Review | "Shorter time periods to engage students and curate culture of safety, support, and build knowledge of processes and support and reporting options" | Ensure prevention information and resources are promoted within accommodation facilities that educate on respectful behaviour, safe socialising, and awareness of support options.<br>Deliver tailored training to accommodation residents that is tailored to the accommodation context.<br>Review all data and reporting submitted by owned and affiliated providers to assure compliance and identify gaps and limitations for service and support improvement opportunities. | Accommodation |

| Source | Response(s) | Action(s) | Domain |
|---|---|---|---|
| Whole-of-organisation Assessment: Accommodation Review | Students having unapproved guests and children staying within student accommodation | Clear rules and guidelines provided to all students and guests prior to their stay, including expected Code of Conduct and outcomes should these not be adhered to.<br><br>Ensure prevention information and resources are promoted within accommodation facilities (including through posters) that educate on respectful behaviour, safe socialising, and awareness of safety and support options. | Accommodation |
| Whole-of-organisation Assessment: Accommodation Review | Lack of 24/7 security presence or functional SafeZone | Explore opportunity to integrate and promote SafeZone and ensure appropriateness for regional locations<br><br>Explore opportunity for 24/7 security presence. | Accommodation |
| Whole-of-organisation Assessment: Accommodation Review | Challenges identifying appropriate alternative accommodation in the instance of GBV occurring in regional and rural locations | Develop partnerships with alternative accommodation providers should relocation be necessary to support student/ staff safety. | Accommodation |
| Whole-of-organisation Assessment: Department Submissions | "Power imbalance between academic staff and students (e.g., HDR supervision) can discourage reporting and create fear."<br><br>"Power imbalances in supervision disproportionately affect women and international HDR students." | Review HDR supervision policies and supervision charter to ensure appropriate supportive provisions are incorporated to prevent and respond to instances of gender-based violence. | Environments |
| Whole-of-organisation Assessment: Department Submissions | "Fieldwork Vulnerabilities – Heightened risks in remote environments, particularly for women and HDR students"<br><br>"Training and Resource Gaps – Absence of comprehensive protocols for managing GBV incidents during fieldwork"<br><br>"Safety during field work, particularly when cross-cultural contexts or international locations" | Establish guidelines for practical placements, fieldwork, and apprenticeships to ensure safe and inclusive environments are provided by hosts employers. | Environments |
| Whole-of-organisation Assessment: Department Submissions | "Many VET students undertake placements in external workplaces that may not maintain the same safeguarding standards as CDU. Limited oversight of these partner organisations increases the risk to student safety if gender-based violence occurs off-campus but within CDU-endorsed learning activities." | Develop processes to ensure safe, accessible check-in mechanisms and reporting channels for students to raise concerns about discrimination, bias, or harassment during placements and VET/TAFE workplaces. | Environments |

| Source | Response(s) | Action(s) | Domain |
|---|---|---|---|
| Whole-of-organisation Assessment: Department Submissions<br>Community Survey | "Undertake assessments of safe environments and improve safety on campus."<br>"Several students recommended practical safety improvements, such as enhanced lighting in poorly lit areas, particularly around the Casuarina campus"<br>"Maybe have better lighting in the car parks around campus, especially Casuarina. Those who study late in the library have to walk through dimly lit car parks, which makes those people feel unsafe."<br>"Large buildings harder to manage regarding safety."<br>"Clearer labelling on shared facilities and more CCTV to prevent blackspots" | Undertake risk assessment of current built environments to identify spaces where environments could promote safety further, ie lighting, design, visibility or present a risk. | Environments |
| Community Survey | "Address online harassment and digital safety, which are growing concern"<br>"Digital technology facilitated abuse" (risk) | Ensure that there is oversight on all platforms operated by CDU, and each platform has access to reporting mechanisms for gender-based violence. | Environments |
| Whole-of-organisation Assessment: Department Submissions<br>Community Survey | "Alcohol related incidents and social norms." (risk)<br>"Male-dominated clubs and communities may normalise exclusion or harmful behaviours." | Ensure all events have clear expectations of behaviour communicated, zero-tolerance for harassment or violence of any kind, and that AOD use is closely monitored and controlled. | Environments |








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