



HENRY REED

Dunmore Lang College
2024 Report Summary

Consent, Respect, and Inclusivity



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Consent, Respect, and Inclusivity

Dunmore Lang College 2024 Report Summary

Prepared for Dunmore Lang College
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Executive Summary

Dunmore Lang College has proactively sought to understand student experiences with a focus on consent, respect, and inclusion by engaging HENRY REED to conduct an independent review.

The research for this review enabled students to participate and share their experiences through an online survey and face-to-face focus groups. 180 students responded to the survey (87% of the student cohort) and 52 students attended focus groups. This high percentage of student cohort representation has provided significant validity to the responses.

It has been found that the student experience is generally positive and has met or exceeded the expectations of both first year and returning students. Most first year students have taken some time to settle in and they appreciate the support provided by staff, Residential Advisers (RAs), and older students.

Most returning students have found returning to College easier than in their first year and are experiencing a higher level of positive emotions and lower level of negative emotions than first year students.

The orientation program provided by the College has been found to provide information to promote understanding of expectations and the essential topics of consent, respect, inclusion, and appropriate and inappropriate behaviours.

The training has been most impactful when scenarios are discussed, and application to real situations provided. Students have identified that this information is a lot to take in when they are experiencing so many new things in their first week. Students suggested that refresher training later in the year would be of benefit.

Similarly, the activities and events of O Week were viewed by students in the focus groups as being overwhelming. The suggestion is that the large events should be balanced with smaller and quieter special interest group activities to allow a deeper sense of connection and ability to meet others and begin to form friendships. More time to settle in to living at College and prepare for university was also recommended by first year students.

Returning students have indicated that smaller activities would support those who are introverted, suffer from anxiety, or find it difficult to participate in large groups.

Connection to the DLC community and having the confidence to participate in social activities significantly impacts the student experience. A small number of students (9.5%) who don't feel connected to others, or able to participate, are experiencing higher levels of loneliness and anxiety. These students are both first year students and returning students. They have indicated that, for them, the college environment is not inclusive.

Most students find the environment and the majority of students to be respectful (94%). This is impacted by a small group of students who appear to be disrespectful when behaving inappropriately, particularly when influenced by alcohol. Respect for facilities and common areas including the cleanliness of kitchens was also mentioned during focus groups.

There has been a very high indication that consent is understood and that appropriate behaviours are upheld by RAs, active bystanders, and by the giving and withdrawing of consent. This appears to be true for more serious behaviours relating to sexual intimacy and alcohol use, however students are struggling with boundary setting when it relates to their privacy and access to their rooms.

Training provided during the orientation program reinforced that consent applies to these situations, but it did not equip students with confidence to set these boundaries and overcome a fear of social consequences or exclusion from activities.

While the provision of information through formal programs is seen as highly effective, day to day communication was raised as an area for improvement by students. These focus on the timeliness of communication, transparency of information and decision making, and ease of accessibility of methods for reporting concerns.

The majority of students (88%) feel that the staff at DLC genuinely care about them. This was highlighted as including administrative staff, college leadership, and kitchen staff. Support is also provided to students by the Residential Advisers who are an important influence on student behaviours and perceptions.

This review has found that the Residential Advisers are struggling to set personal boundaries around their role, responsibilities for students, and students' and their own welfare. RAs are struggling to manage the emotional impact of providing support for others, creating time for themselves, and time required for their academic studies.

RAs perceive that there is a lack of support and priority given to them by college administration and leaders. The majority of issues identified through the focus groups relate to complaints and investigation processes and consequences, behaviours, or communication.

The complaints process and hesitancy to report incidents was discussed in focus groups. There are a number of reasons students are hesitant to formally report incidents including fear of social consequences, emotional impact, lack of understanding of the process, and concern around confidentiality and anonymity.

Overall students feel safe in the environment at college, and with the Principal and Dean of Students living on site. Safety is reinforced by the support of RAs and other students.

The majority of issues identified through this review relate to connection to others, behaviours, setting personal boundaries, effectiveness of communication, and the perceptions of students developed from observations, retold stories, and the reinforcement of beliefs through actions.

There have not been any serious issues relating to consent, respect, or inclusion identified through this research.

Recommendations included in the report provide options for improving the identified issues.

The findings of this research are that Dunmore Lang College has created an environment for students that is focused on genuine care, support, and empowering students to behave according to the college expectations and Code of Conduct. There is a small group of students for whom the experience of living at college can be further enhanced.

1 Introduction

Dunmore Lang College is a residential college affiliated with Macquarie University. The College is focused on ensuring the creation of a safe environment that supports students to achieve their academic goals while encouraging personal growth and social interactions.

Dunmore Lang College engaged HENRY REED to undertake an independent assessment of the student experience at college. The research focused on consent, respect, and inclusion. It provides insights into student awareness and demonstration of behaviours by different student cohorts, and the influence this has on individuals and college culture.

This independent research has provided Dunmore Lang College (DLC) with evidence of student perspectives and an understanding of changes required for further improvement and mitigation of risk.

2 Methodology

HENRY REED applied their expertise in organisation culture and behaviours to the methodology used in this project.

This project was designed and conducted in collaboration with internal stakeholders from Dunmore Lang College including the Principal and Dean of Students who formed the Project Team.

A desktop review of key documents and information provided to students was conducted to evaluate their impact on factors relating to behaviours, training, and understanding of expectations.

Engagement with students was undertaken both online and face to face through surveys and focus groups. All participation was voluntary and, considering this, the participation of all interactions was very high and has provided valid insights. (Table 1 – Data Collection Activities)

Table 1. Data Collection Activities

Surveys	Focus Groups
180 Responses	52 Participants
87% Participation	6 Focus Groups

This methodology has allowed a robust, independent, and unbiased assessment of the student experience, and understanding of the awareness and impact of information and support provided by Dunmore Lang College on student behaviours.

Survey insights were shared during the focus groups to prompt discussion and sharing of experiences. Overall, students shared openly and provided valuable insights into life at college.

3 Insights

The insights from the survey and focus groups were overwhelmingly positive. There were only three questions in the survey that received less than an 80% positive response with the majority of questions achieving more than 90% positive response.

The overall experience of students is positive.

3.1 Life at College in 2024

Most students have had a positive experience at DLC since the commencement of 2024.

95% of students agreed that they felt welcomed and made to feel comfortable when they first arrived at Dunmore Lang College.

Returning students have generally found it easier to settle in as they know what to expect and have established support networks. For returning students, the start of a new year still brings a level of anxiety, homesickness, and expectations for the year ahead.

The Residential Advisers have found the start of the year more challenging, time consuming, and a high level of expectation.

3.1.1 Student expectations and challenges

Overall, the responses to the statement “Living at DLC has met my expectations” indicate that the majority of students have had a very positive experience living at the College.

Many students expressed that living at college has exceeded their expectations in terms of building community, making friends, feeling welcomed and supported, and overall enjoyment.

Despite this very positive indication of life at college, some students have faced challenges in settling in, making friends, and feeling included.

On examination of those students who indicated that living at DLC had not met their expectations, there was a slightly higher percentage of returning students than first year students.

3.1.2 Information provided by Dunmore Lang College to students

The College provides information to students before they arrive at college, during orientation programs, as online resources via links in their digital contract, physical resources such as posters and post cards, on social media platforms and through day-to-day communications.

91% of students agree that they were provided with the information they needed to feel comfortable to move into college. During focus groups, both first year and returning students referenced their contracts and training as helpful resources.

97% of all survey respondents agreed that the information they received was appropriate for the topics covered.

Table 2 – summary of survey results (% of positive response)

DLC Student Consent, Respect, and Inclusion Survey Responses	% of positive responses received
Q3. I was provided with the information I needed to feel comfortable to move in to DLC.	91%
Q18. The information I received was appropriate for the topics covered.	97%
Q19. The information provided made me aware of the expectations for appropriate behaviours.	97%
Q28. The information provided to me by DLC has given me an understanding of being an 'active bystander'.	97%
Q44. The information provided to me by DLC has given me an understanding of consent.	100%
Q56. The information provided to me by DLC has given me an understanding of respect.	99%
Q63. The information provided to me by DLC has given me an understanding of inclusion.	98%
Q69. The information provided to me by DLC has given me an understanding of sexual harassment.	100%
Q70. The information provided to me by DLC has given me an understanding of sexual harm.	100%

Additional comments in focus groups indicated poor recall of where to access information when needed including how to make anonymous complaints, and where to find online forms including for making complaints and requesting maintenance. This is explored further in section 4.8 Complaints.

3.1.3 Orientation Program

The First Year Orientation Program has provided information that is recalled by students and has had an impact on levels of understanding as demonstrated in Graph 2. The delivery of the seminars and the way information was presented was discussed in focus groups.

First year students have identified that reinforcement of training, key messages and information is necessary due to the overload of information when the environment is new, the experience is new, they are experiencing overwhelm, and trying to fit in with others.

It was suggested that the information is delivered in a more interactive way with scenarios to support understanding in the college environment.

Residential Adviser training was discussed at length in the focus group. Residential Advisers (RAs) stated that the information provided to them was useful but could be better. The training could be more practical and focus on examples and scenarios. There was general consent that the training improved knowledge on what to do but did not build confidence in how to do it.

The orientation program for first year students and training for Residential Advisers is acknowledged as valuable, however the impact can be improved by providing alternative ways to deliver content and including sessions to build capability for addressing issues confidently.

3.1.4 O Week

From the whole student cohort, there are mixed feelings about O Week activities and the ability to settle into life at College and prepare for university.

Both first year males and females in the focus groups talked about O week being overwhelming, very busy, with big activities. *"O Week overload"* was a consistent theme as there was limited down time to get to know people, time to attend university induction courses or sign up for other activities and groups.

The focus groups identified that there were '*social consequences*' of not joining in and that first-year students, male and female, felt pressured by others.

Returning students identified that O Week can cause high levels of anxiety for those students of all year groups who are introverted or not confident to participate. It was recommended by students that there should be a balance of smaller group activities and quieter activities.

3.1.5 Emotions experienced

The survey asked participants to use a sliding scale to share the extent to which they had felt happy, optimistic, lonely, and anxious during their time at College.

Returning students experienced the emotions of happy and optimistic slightly more than first year students and the emotions lonely and anxious slightly less. This is consistent with the findings of the focus groups that returning students generally felt less anxious and more optimistic about returning to College than in their first year and had established friendship groups for support and shared experiences relating to a sense of happiness.

Focus groups explored the factors impacting emotions, both positive and negative. All groups indicated that their emotions are impacted primarily by the behaviours of others, their interactions with others, their sense of inclusion, and level of interpreted social pressure.

3.2 Social connection and activities

Students recognise the importance of social connection, planned activities, informal activities and friendships that are created in the College environment.

In the survey students acknowledged that they are encouraged to participate and contribute to college life, primarily by their Residential Advisers. The relationship between students and their RA is recognised as having a strong positive or negative influence on the student's experience.

Social activities, participation and contribution are an essential part of college life and the creation of a supportive community and safe environment. There is a strong focus on social interaction at DLC and based on the dynamics of different floors or groups, this can, in itself create heightened anxiety for some students.

3.2.1 Connection to DLC Community

Connection to community is important for developing friendships, feeling supported, and feeling safe in the college environment.

148 students responded to the survey statement "*I feel connected to the DLC community*". Of these 90.5% agreed, and 9.5% disagreed (14 students).

Those who do not feel connected to DLC Community are equally first year students and returning students.

3.2.2 Social activities and events

In addition to the discussions about O week, students made many comments about other social activities and events in focus groups.

The provision of smaller and varied events as an alternative to large, planned events such as Ranch Nights are appreciated by those who are wanting a different experience and opportunities to connect with others without alcohol, or in a quieter environment.

3.3 Student Support

3.3.1 DLC Staff

Survey data indicates that 88% of students believe that DLC staff genuinely care about them. Of those students who did not have a positive response, 72% were returning students.

Students refer to office staff as 'admin' and, in focus group discussions, this term included the Principal and Dean of Students.

Having the Principal and Dean of Students living onsite has provided a great sense of safety. The accessibility to support has also been acknowledged and is appreciated by most students.

3.3.1.1 Support for Residential Advisers

The focus group discussion with Residential Advisers indicates that are feeling under pressure and less supported than they expected. Training has been very useful in setting expectations for their role, but students are finding it difficult to put this into practice. Particularly in managing the expectations of students, setting boundaries for their personal time, and being able to manage some of the situations they are faced with.

3.3.2 Residential Advisers

Students feel well supported by their Residential Advisers. The students' sense of connection with others has been impacted by how proactive their RA is in reaching out, inviting students to floor events and activities, and the visibility of RA on the floor.

RAs have been acknowledged in the focus groups as maintaining a respectful environment by calling out behaviours and providing support both at College and in social situations. This has been seen as a positive and supporting inclusion.

3.3.3 Others

Overwhelmingly, the students recognise and value the support they have from the whole student cohort at DLC.

The focus group comments refer to many different methods of seeking support from other students including texting group chats, looking out for each other at offsite events, giving lifts or taking people to appointments, helping arrange meals and support when sick, and many other examples.

Students also recognise that this support is demonstrated through the number of students actively intervening in situations and calling out inappropriate behaviours.

3.4 Consent

The survey data has shown a very high level of understanding of consent, when it should be applied, confirmed, and withdrawn (Table 3).

Table 3 – summary of survey results (% of positive response)

Q45. I am confident to ask for consent.	99%
Q46. I am confident to give or withdraw consent.	98%
Q47. Consent may be withdrawn at any time.	100%
Q48. Giving and receiving consent applies to all personal interactions.	99%
Q49. Giving and receiving consent applies to access to my room.	98%
Q50. Giving and receiving consent applies to drug and alcohol use.	98%
Q51. Giving and receiving consent applies to sexual intimacy.	99%
Q53. Consent should always be confirmed if there is any uncertainty or a situation changes.	100%
Q54. Withdrawing consent, in any situation, is OK.	100%

Focus groups have identified that there is a significant gap between understanding consent and having the confidence to give and withdraw consent in all situations, including privacy and personal boundaries, and sexual intimacy.

3.4.1 Privacy and personal boundaries (link with safety)

The discussion on consent in focus groups shifted from being positive and proactive in relation to more serious applications of consent to being more challenging when discussing access to student rooms and personal space. Even though 98% of students agreed that consent applies to access to their room (Table 3), this was, anecdotally, much more difficult to establish than consent for sexual intimacy. There is a fear of upsetting friends, being subjected to gossip or malicious comments, or being socially excluded.

3.4.2 Drug and alcohol use

Consent for drug and alcohol use was not identified as a significant concern for students. While students referred to drinking at events and activities, returning students commented that this is much less than in previous years.

There does not appear to be a culture of ‘hazing’ or forcing students to drink. Drinking games have been limited and despite some feeling like there are social consequences to not joining in, there is also a general level of respect for abstaining or not participating.

Drug use was not mentioned in any of the focus groups.

3.4.3 Sexual intimacy

In the focus groups, consent was identified as relating primarily to sexual intimacy. 99% of survey respondents indicated that they are confident to ask for consent and 97% to give or withdraw consent. The comments from students in focus groups demonstrate that this is consistently reinforced by college staff and RAs.

3.5 Respect and inclusion

Students indicated in the survey responses and focus groups that the College environment is very respectful and inclusive. Behaviours that are not respectful or inclusive are isolated or relate to a small number of students in certain circumstances.

It was repeatedly reported that many students actively call out behaviour that is not respectful or inclusive in group situations.

3.5.1 Respect

Table 4 indicates that the majority of the student cohort perceive the environment and behaviours of others to be respectful.

Discussions in focus groups confirmed these findings in general, however individual behaviours or behaviours of small groups can be disrespectful to others.

Comments in focus groups also related to respecting facilities, shared spaces, kitchens, and cleanliness. Different standards and levels of respect for others using facilities was identified as a challenge with a diverse group of people living together.

Table 4 – summary of survey results (% of positive response)

DLC Student Consent, Respect, and Inclusion Survey Responses	% of positive responses received
Q57. The environment at DLC is respectful.	94%
Q58. I am respected by other students at DLC.	91%
Q59. I am respected by staff at DLC.	96%
Q60. I am respected when interacting on DLC social media platforms.	93%
Q61. Others are respectful when interacting on DLC's social media platforms.	88%

3.5.2 Inclusion

89% of 136 question respondents indicate that the environment at DLC is inclusive. (Table 5)

Table 5 – summary of survey results (% of positive response)

DLC Student Consent, Respect, and Inclusion Survey Responses	% of positive responses received
Q64. The environment at DLC is inclusive.	90%
Q65. I am included by students at DLC.	90%
Q66. I am included by staff at DLC.	92%

Those who don't feel the environment is inclusive (14 students), are equally first year students and returning students. The survey data indicates that this group has had difficulty connecting with others and making friends. They are significantly less likely to participate in events and activities and do not feel encouraged to participate by others.

This group feel excluded by other students more than by staff.

3.6 Behaviours

Students identified that the expectations for behaviours were made clear through information provided by the College and the training received in their orientation program. Students recognise that Residential Advisers and others uphold standards of behaviour, hold each other to account, and call out poor behaviours when they see them.

Table 6 – summary of survey results (% of positive response)

DLC Student Consent, Respect, and Inclusion Survey Responses	% of positive responses received
Q10. Those around me contribute positively.	92%
Q15. Living at DLC has met my expectations.	84%
Q21. I understand the expectations for my behaviour.	99%
Q22. I am accountable for my behaviour and actions.	100%
Q24. The expectations for the behaviours of others are clear to me.	95%
Q25. The behaviour I see demonstrated by others at DLC reflects their own understanding of appropriate behaviour.	92%
Q26. The values of the College are role modelled through the behaviours of the Residential Adviser Team.	95%
Q27. The values of the College are role modelled and upheld by the College staff.	92%
Q30. I feel confident to be an active bystander when I notice inappropriate behaviour.	90%

3.6.1 Inappropriate behaviour

22.5% of students (40 students) indicated that they had experienced inappropriate behaviours at College.

They type of inappropriate behaviours indicated in the survey were similar to those raised in focus groups. These include:

- Aggressive or abusive behaviour, such as shouting or personal insults
- Spreading malicious rumours or gossip, or insulting someone
- Unwanted physical contact or touching, such as groping or unwanted hugging
- Bullying, including exclusion or isolation of certain individuals
- Inappropriate or offensive comments, including sexist, racist, or derogatory remarks
- Breaching personal boundaries and making others feel uncomfortable
- Aggressive or intense behaviour, especially from new arrivals, that makes others feel uncomfortable

89% of students feel safe from inappropriate behaviours at DLC. 15 students were unsure and only 1 did not feel safe. The comments indicate that the *"ultimately, decisions of a few misguided people do not detract from the excellent experience college brings"*. This sentiment was repeated by others.

3.6.2 Discrimination or harassment based on gender identity.

89.5% of students responded that they had not experienced any incident based on gender identity.

The students who have experienced discrimination or harassment based on gender identity (15 students), 80% are returning students.

3.6.3 Sexual harassment

130 students answered the questions on sexual harassment. Of these, 85% indicated that they had not experienced any incident they would classify as sexual harassment. 8% were unsure, and 7% had experienced sexual harassment.

Survey comments indicate that the type of sexual harassment experienced by students at college is primarily touching, groping and inappropriate advances while intoxicated.

With survey results indicating that students are aware of sexual harassment and are responsible for their behaviours, there is a disconnect between this and the demonstration of behaviours at college.

3.6.4 Sexual harm

130 students answered the questions on sexual harm. Of these, 94% indicated that they had not experienced any incident they would classify as sexual harm. 95% of students feel safe from sexual harm at college.

Focus groups did not uncover any instances of sexual harm either from students directly or anecdotally.

3.7 Feeling safe at College

There is a strong sense of safety at the college, and this was reinforced in the focus groups. Survey data in Table 7 indicates most students feel safe from inappropriate behaviours and from sexual harm.

It is recognised by all students that the college consistently reinforces personal safety and ensuring the safety of others.

Table 7 – summary of survey results (% of positive response)

DLC Student Consent, Respect, and Inclusion Survey Responses		% of positive responses received
Q42. I feel safe from inappropriate behaviours at DLC.		89%
Q73. I feel safe from sexual harm at DLC.		95%

The focus groups discussions highlighted a different mindset to safety between male students and female students. Both returning and first year male students are less likely to think about safety or the impact of their actions on the sense of safety of female students.

Female students and LGBTIQA+ students indicated that are constantly aware of their safety during interactions with others, activities, and when in their rooms or common areas. Female students are more likely to lock their doors when they are in their rooms with male students indicating that they rarely lock their doors.

It is more likely that males will participate in risky or boisterous behaviour in common areas without thought of consequences for others. This is often interpreted by female students as physically unsafe and potentially threatening to their safety.

The strong active bystander culture at the college was demonstrated in all focus groups. Student safety is strongly reinforced by others calling out bad behaviours reinforcing positive behaviours during casual interactions, group activities, in tutor flats and dining room.

3.8 Complaints and reporting incidents

Making complaints and reporting incidents is recognised as an important part of identifying and eliminating inappropriate behaviours and creating a safe environment. Hesitancy to make a complaint or report an incident is influenced by the need for social acceptance, behavioural norms and expectations, feelings of self-doubt and guilt, and the perception of the reporting process.

The survey data in Table 8 shows that there is a high level of understanding of where to seek help and support, the processes for reporting and resolving complaints and who to contact.

There is less awareness of the option to submit an anonymous online complaint. This was slightly higher for returning students than first year students indicating that this may have been addressed in the 2024 orientation program.

Table 8 – summary of survey results (% of positive response)

DLC Student Consent, Respect, and Inclusion Survey Responses	% of positive responses received
Q30. I feel confident to be an active bystander when I notice inappropriate behaviour.	90%
Q31. I know where to access emergency assistance should I need it.	95%
Q32. I know where to access ongoing support should I need it.	95%
Q29. I understand the DLC processes for seeking help, reporting incidents, and resolving complaints.	94%
Q33. I know who to contact to lodge a complaint or seek support regarding inappropriate behaviours.	97%
Q34. I am aware of the option to submit an anonymous online complaint.	85%

3.8.1 Hesitancy To Lodge a Complaint

The question, “*What would prevent you from lodging a complaint or reporting an incident?*” was asked in the survey and received 83 written responses. It was also discussed in focus groups with all cohorts confirming the survey findings. Themes identified are

- Fear of social consequences and backlash
- Uncertainty about the reporting process:
- Concerns about anonymity and confidentiality:
- Emotional barriers:
- Perceived ineffectiveness of the reporting system:

The survey responses highlight the complex social and emotional factors that can deter students from reporting incidents, even when anonymous reporting channels are available.

3.8.2 Encouragement and support for lodging complaints

Students identified that lodging complaints and reporting incidents could be encouraged if they were confident of the anonymity and confidentiality of the complaint and the subsequent process, investigation, and consequences.

Addressing the barriers to reporting, such as fear of consequences and lack of trust in the process, while actively encouraging students to come forward, can help foster a more inclusive and accountable campus community.

3.9 Student experience

In addition to the topics covered in this report, students identified other factors that influenced their college experience. Some of these are beyond the scope of this report, however they are being mentioned as they may have an influence on student wellbeing, feelings of inclusion, and how well students adapt to life at college.

In the survey, students were asked to identify how their college experience could be improved. This question received 51 responses. The themes representing these responses are:

- Improving communication and transparency between college administration and students
- Strengthening academic support and emphasis
- Providing opportunities for small special interest groups to connect including Indigenous students
- Having smaller, less overwhelming social activities for students with social anxiety
- Addressing cleanliness of shared facilities with students
- Better maintenance of facilities like mould
- Improving food quality and options
- Providing computers in the computer room
- Unlocking the door to the change sheets cabinet for the whole day for convenience
- Creating more “third spaces” for students to gather - no tutor flat or common facility in new wing

In focus groups, students were asked to describe the College culture and their experiences. The responses from all groups were overwhelmingly positive.

4 Recommendations

Overall, the student experience at Dunmore Lang College is positive, respectful, inclusive, and has created a strong sense of community.

Based on the student feedback provided and an analysis of insights, the following recommendations are being made to further improve the student experience and promote a positive College culture that reduces the risks related to behaviours.

Recommendations have been made in the areas of

- Support for Residential Advisers
- Reporting and managing incidents
- Communication
- Orientation program and information sessions
- Events and activities
- Mental Health Support
- Community and Inclusion

5 Conclusion

This research has determined that Dunmore Lang College has created an environment where students feel safe, included, respected, and part of a supportive community.

There are a small group of students who are having difficulty adapting to life at college, making friends, and feeling connected to others. This is impacting their experience and emotional well-being.

The group most requiring support are the Residential Advisers. These students are feeling a high level of pressure and stress and are an essential part of the College community and influence culture and behaviours.

The experience of first year and returning students can be summed up with this beautiful quotation:

"I had not many expectations going into DLC, mainly just being able to have a roof over my head and a group of people to chat with, but the community offers so much more than that. It gives those an opportunity to explore themselves within a safe space and discover and redefine who they are with a loving community."

6 Acknowledgements

HENRY REED would like to acknowledge the cooperation and assistance of the team members and leaders of Dunmore Lang College in facilitating access to students, and support in conducting this research. HENRY REED would also like to thank the students for their high-level of contribution to the survey, and for giving their time to participate openly and honestly in focus groups.



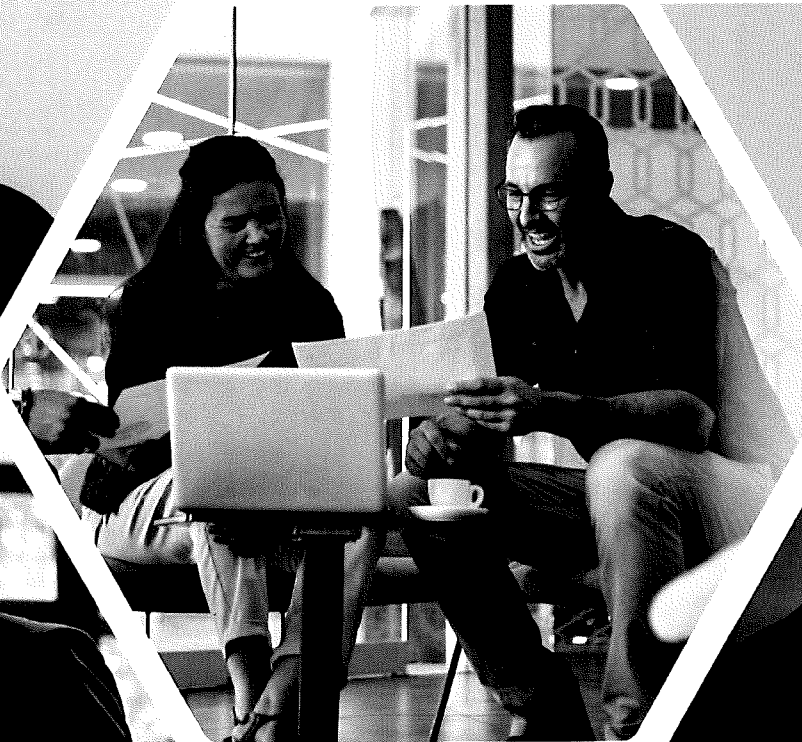
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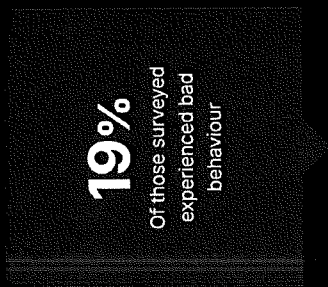
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PREVALENCE & REPORTING



PREVIOUS 12 MONTHS

This happened to me

How many people experienced bad behaviour in the past 12 months?

7%
Bullying

6%
Sexual Harassment

6%
Discrimination

Why not?

Top 3 reasons for not reporting

20%

I did not think the behaviour or incident was serious enough

20%

Other

20%

I did not need to because I or someone else made the behaviour/s stop

CULTURE

Cultural Indicators



NOW

97%

Would now make a report

93%

Are confident using RespectX

89%

Believe RespectX will improve culture

94%

Believe their leaders are serious about safety

*Based on 54 prevalence survey submissions.

*Based on 332 feedback survey submissions.

Confidential - This report contains sensitive data intended for internal use only.

Prevalence

% of people who have experienced bad behaviour in the last 12 months

Have you experienced sexual harassment at this organisation in the last 12 months?



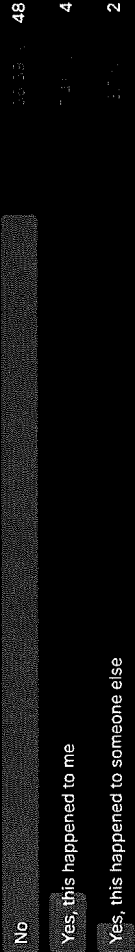
Total responses: 54

Have you experienced discrimination at this organisation in the last 12 months?



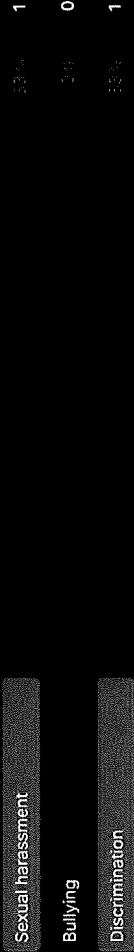
Total responses: 54

Have you experienced bullying at this organisation in the last 12 months?



Total responses: 54

Percentage of employees who made a report about the behaviour they experienced

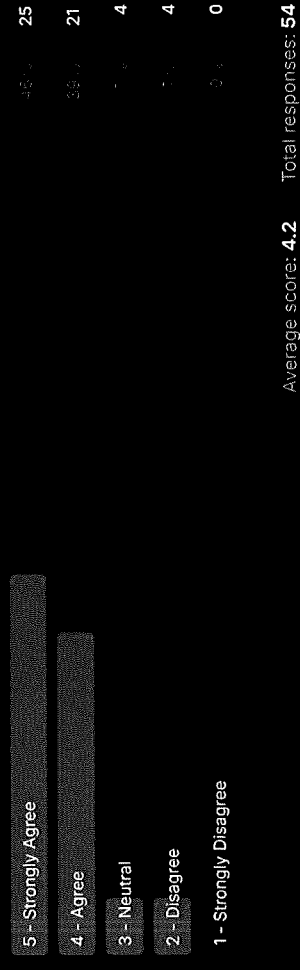


Total reports: 3

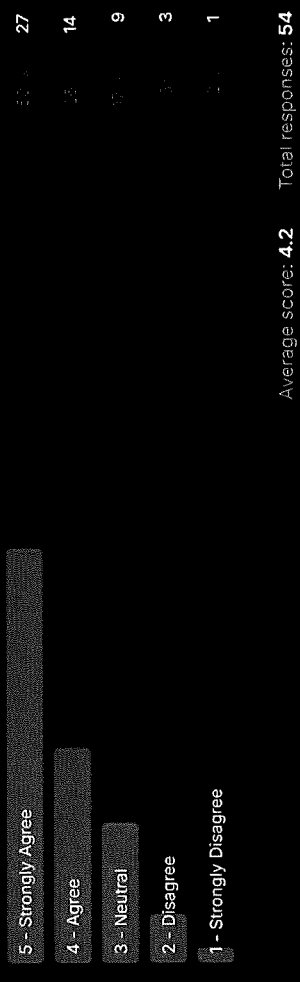
Cultural Indicators

Do your people feel safe and supported?

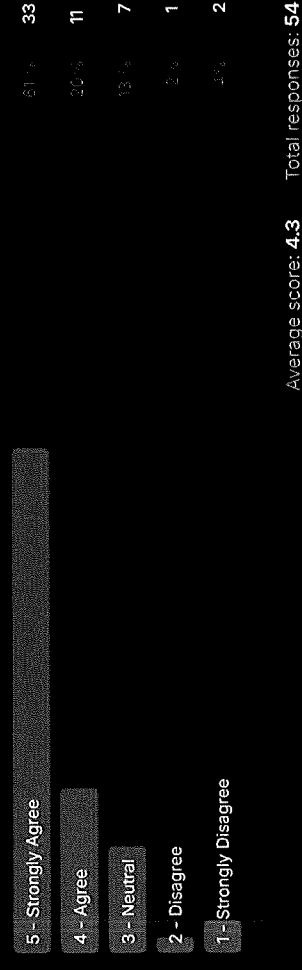
People in this organisation treat each other with respect.



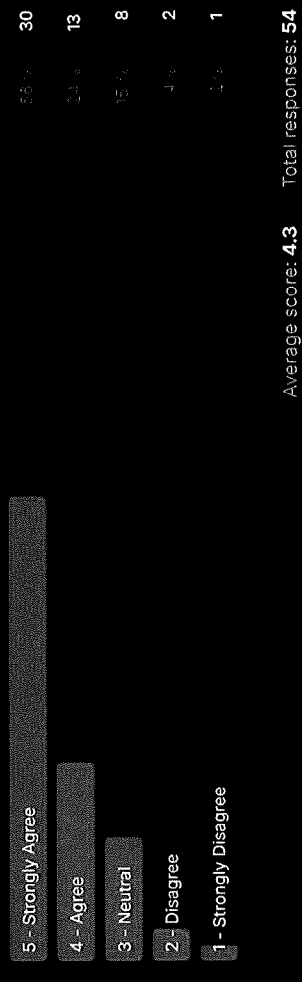
My organisation takes appropriate action in response to reports of sexual harassment, bullying and discrimination.



It is safe to speak up and raise concerns about sexual harassment, bullying and discrimination in my organisation.



Those who raise concerns about sexual harassment, bullying and discrimination are supported and protected.



Feedback and Impact

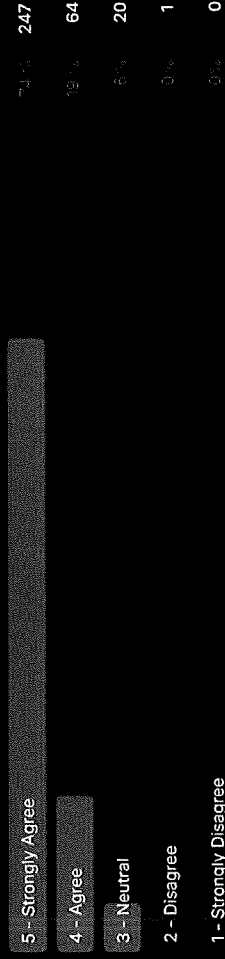
Will RespectX make a difference?

I feel confident using RespectX to report sexual harassment, bullying or discrimination.



Average score: **4.6** Total responses: **332**

I believe that our leaders are serious about building a safe, respectful organisation.



Average score: **4.7** Total responses: **332**

I think the RespectX reporting platform will contribute to a more respectful culture.



Average score: **4.5** Total responses: **332**

Would you make a report if you experienced or witnessed bad behaviour?



Total responses: **332**

Dunmore Lang College Annual Training Framework – Safe and Respectful College

<i>Program / Activity Type</i>	<i>Provider</i>	<i>Learning Intentions</i>	<i>New Students</i>	<i>Returning Students</i>	<i>Student Leaders / RAs</i>	<i>Staff</i>	<i>Board</i>	<i>Frequency</i>	<i>Timeframe</i>	<i>Outcomes</i>
<i>GBV Prevention & Respectful Relationships</i>	Fearless Fox	Understanding GBV, consent, respectful relationships, reporting and support pathways	✓	✓	✓	✓		Annual	Orientation Week / Ongoing	To be updated
<i>Bystander Ethics</i>	Catholic Care	Ethical bystander intervention and trauma-informed responses	✓	✓	✓			Annual	Orientation Week / February	
<i>Career Killers</i>	Adair Donaldson	Behavioural expectations, consent, accountability, legal and career impacts	✓	✓				Annual	Orientation Week / February	
<i>Cultural Awareness Training</i>	Walanga Muru (MQ)	Cultural respect, Indigenous knowledge, inclusive community practice	✓	✓	✓	✓		Annual	Orientation / February / Staff PD	
<i>Leadership Foundations (RA / ADS)</i>	Crosscheck / Emily Itto	Values-based leadership,			✓			Annual	November / February	



Staff Declaration Regarding Gender-Based Violence Allegations or Findings

Personal Details

Full Name:

Position/Role:

Requirements

The *National Higher Education Code to Prevent and Respond to Gender-Based Violence Act 2025 (Code)* places certain obligations on Dunmore Lang College (**College**) as a provider of student accommodation to prevent and respond to gender-based violence.

For the purposes of the Code, gender-based violence means any form of physical or non-physical violence, harassment, abuse or threats, based on gender, that results in, or is likely to result in, harm, coercion, control, fear or deprivation of liberty or autonomy.

In accordance with the requirements of the Code, the College is required to ascertain whether any individuals employed or engaged by the College have been investigated for an allegation of, or been found to have engaged in, gender-based violence in the course of any employment or engagement (including any prior employment or engagement with other entities).

In alignment with the College's safeguarding policies, prevention procedures (including employee training on gender-based violence), and compliance obligations under the Code, this declaration must be completed by **all individuals who are employed or engaged by the College** (including full-time, part-time, and casual employees; volunteers; Company Directors; contractors and other service providers), including but not limited to those individuals who are involved in student support or welfare services, activities conducted on the College campus, and any College-supported events, activities, or travel.

In accordance with the Code, individuals completing this declaration should be aware that the College will have regard to information provided when making decisions regarding employment, promotion, and recognition, and that there may be circumstances where, based on matters which are disclosed in this declaration, the College may need to take further steps for compliance and risk mitigation purposes. In completing this declaration, individuals should understand that the College takes its compliance obligations seriously, and expects that those completing the declaration will do so honestly and transparently. Failure to do so may result in disciplinary actions, up to and including the termination of employment or engagement.

Confidentiality and related matters

- All information provided in this declaration will be handled in accordance with applicable legislation, with access limited to the Principal and the Dean of Students.
- Information relating to staff will be reviewed by the Principal, while information relating to Resident Advisers and ADS Executive members will be reviewed by the Dean of Students.
- All data will be managed in line with the College's legal and regulatory obligations.
- The information disclosed in this form will not be used to determine selection or appointment decisions without further discussion and/or consultation with the individual.
- In circumstances where an individual has a change in circumstances (for example, they are the subject of allegations relating to gender-based violence following completion of the form), the College expects that the individual will contact the Dean of Students or the Principal and make them aware of the circumstances and complete a new declaration.

Please read each statement carefully and sign at the end of this form.

Declaration Questions

1. Have you ever been investigated for an allegation of gender-based violence in any prior employment or engagement (whether as an employee, contractor or volunteer) or in any court proceedings (including where criminal charges have been laid against you)?

☐ Yes ☐ No

If 'yes', please provide details, including the nature of the allegations, the investigation undertaken, the organisation involved, and the outcome:

2. Have you ever been determined to have engaged in conduct that constitutes gender-based violence, either through an internal workplace process, other work-related process, or legal proceeding?

☐ Yes ☐ No

If 'yes', please provide details, including the nature of the conduct found to have been substantiated, who (including for example, the relevant employer or entity) made the findings and the outcome associated with any finding(s):

3. Are you currently subject to any ongoing process, investigation or legal process relating to allegations of gender-based violence?

☐ Yes ☐ No

If 'yes', please provide details:

Declaration and Signature

I declare that the information provided above is true and complete to the best of my knowledge. I understand that providing false or misleading information may result in disciplinary action, including termination of employment or engagement.

Name: _____

Date: _____

Signature: _____



Student Wellbeing, Support and Leadership Roles: Declaration Regarding Gender-Based Violence Allegations or Findings

Personal Details

Full Name: _____

Position/Role: _____

Date of Declaration: / / _____

Requirements

The *National Higher Education Code to Prevent and Respond to Gender-Based Violence Act 2025 (Code)* places certain obligations on Dunmore Lang College (**College**) as a provider of student accommodation to prevent and respond to gender-based violence.

For the purposes of the Code, gender-based violence means any form of physical or non-physical violence, harassment, abuse or threats, based on gender, that results in, or is likely to result in, harm, coercion, control, fear or deprivation of liberty or autonomy.

In accordance with the requirements of the Code, the College is required to ascertain whether any students in wellbeing-related or leadership roles have been investigated for an allegation of, or been found to have engaged in, gender-based violence in the course of any employment or engagement (including any prior employment or engagement with other entities/organisations).

In light of the above obligations and in accordance with the College's safeguarding policies and prevention procedures (including training on gender-based violence), and our broader commitment to maintaining a safe and respectful environment for all students and staff, we require all personnel engaged in student support or welfare services, activities conducted on the College campus, or College-supported events, activities, or travel, to complete this declaration. For avoidance of doubt, this requirement applies (but is not limited to) all Resident Advisers, Senior Resident Advisers, Senior Duty members, Academic Tutors, and, where relevant, external training providers.

Members of the ADS Executive are invited to complete this form in support of the College's safeguarding practices and our shared commitment to promoting a safe and respectful community for all students.

In accordance with the Code, individuals completing this declaration should be aware that the College will have regard to the information provided in determining the individual's suitability for their role, as well as when making decisions regarding appointments and recognition, and that there may be circumstances where, based on matters which are disclosed in this declaration, the College may need to take further steps for compliance and risk mitigation purposes. In completing this declaration, individuals should understand that the College takes its compliance obligations seriously, and expects that those completing this declaration will do so honestly

and transparently. Failure to do so may result in appropriate management action by the College, including the cessation of any engagement or appointment, or in the context of employment, termination of that employment.

Confidentiality and related matters

- All information provided in this declaration will be handled in accordance with applicable legislation, with access limited to the Principal and the Dean of Students.
- Information relating to staff will be reviewed by the Principal, while information relating to Resident Advisers and ADS Executive members will be reviewed by the Dean of Students.
- All data will be managed in line with the College's legal and regulatory obligations.
- The information disclosed in this form will not be used to determine selection or appointment decisions without further discussion and/or consultation with the individual.
- In circumstances where an individual has a change in circumstances (for example, they are the subject of allegations relating to gender-based violence following completion of the form), the College expects that the individual will contact the Dean of Students or the Principal and make them aware of the circumstances and complete a new declaration.

Please read each statement carefully before completing the questions and signing at the end of the form.

Declaration Questions

1. Have you ever been investigated for an allegation of gender-based violence in any prior employment or engagement (whether as an employee, contractor, volunteer or in some other capacity) or in any court proceedings (including where criminal charges have been laid against you?)

☐ Yes ☐ No

If 'yes', please provide details, including the nature of the allegations, the investigation undertaken, the organisation involved, and the outcome:

2. Have you ever been determined to have engaged in conduct that constitutes gender-based violence, either through an internal workplace process, other work-related process, or legal proceeding?

☐ Yes ☐ No

If 'yes', please provide details, including the nature of the conduct found to have been substantiated, who (including for example, the relevant employer or entity) made the findings and the outcome associated with any finding(s):

3. Are you currently subject to any ongoing process, investigation or legal process relating to allegations of gender-based violence?

☐ Yes ☐ No

If 'yes', please provide details:

Declaration and Signature

I declare that the information provided above is true and complete to the best of my knowledge. I understand that providing false or misleading information may result in disciplinary action, including termination of employment or engagement.

Name: _____

Date: _____

Signature: _____



Staff and Contractors Intimate Relationships Declaration Form

Requirements:

The *National Higher Education Code to Prevent and Respond to Gender-based Violence Act 2025* requires all staff to declare any current and past intimate relationships with current residents of Dunmore Lang College (**College**).

This declaration is to be completed by all individuals who are employed or engaged by the College (including full-time, part-time and casual employees; volunteers; Company Directors; contractors other service providers undertaking work at the College).

Definition of an Intimate Personal Relationship:

Any relationship involving physical and/or emotional intimacy in which there is scope to have influence on the decisions and/or actions of the other person involved in the relationship..

Personal Details

Full Name: _____

Position/Role: _____

Date of Declaration: / / _____

Relationship Disclosure

1. Do you currently have an intimate personal relationship with a Resident of Dunmore Lang College?

☐ Yes ☐ No

If 'yes', please provide details including the name of the Resident, nature of the relationship, and duration of the relationship:

2. Have you previously had an intimate personal relationship with a Resident of Dunmore Lang College?

☐ Yes ☐ No

If 'yes', please provide details including the name of the Resident, nature of the relationship, and duration:

3. If the relationship declared has now ended, please provide details of the basis on which it ended (for example, was the cessation of the relationship initiated by one party, mutually or due to some other circumstance (for example, moving away)?

Confidentiality and related matters

- All information provided in this declaration will be treated in accordance with applicable legislation with access limited to the Principal/Dean of Students.
- Staff information will be reviewed by the Principal and RA/ADS information by the Dean of Students.
- Data will be managed in accordance with the College's legal obligations.
- This information will not be used to determine selection or appointments without further discussions and/or consultation.
- In circumstances where, as a result of this disclosure, a conflict of interest (whether actual or perceived) is identified, the College will take appropriate steps to manage the conflict identified. Prior to taking any steps to manage the conflict, the College will consult with the individual regarding those matters
- If, after completing an initial declaration, there is a change of circumstances (including for example, the development of an intimate personal relationship with a resident of the College) the College expects that individuals required to complete this declaration will contact the Dean of Students or the Principal and notify them of the need to complete a new declaration in respect of that relationship.

Declaration and Signature

I declare that the information provided above is true and complete to the best of my knowledge. I understand that providing false or misleading information may result in disciplinary action, including termination of employment or engagement.

Name: _____

Date: _____

Signature: _____



Student Leaders Intimate Relationships Declaration Form

Requirements

In accordance with the *National Higher Education Code to Prevent and Respond to Gender-Based Violence Act 2025 (Code)*, all student leaders who hold student support or wellbeing responsibilities are required to declare any current or past intimate relationships with current residents of Dunmore Lang College (College).

This declaration must be completed by **Resident Advisers, Senior Resident Advisers, Senior Duty Members, and Academic Tutors** as part of the College's safeguarding policies, prevention procedures, and ongoing compliance with the Code.

Members of the **ADS Executive** are invited to complete this form in support of the College's commitment to safeguarding, prevention practices, and maintaining a safe and respectful environment for all staff and students.

Definition of an Intimate Personal Relationship:

Any relationship involving physical and/or emotional intimacy in which there is scope to have influence on the decisions and/or actions of the other person involved in the relationship.

Personal Details

Full Name: _____

Position/Role: _____

Date of Declaration: _____

Relationship Disclosure

1. Do you currently have an intimate personal relationship with a Resident of Dunmore Lang College?

☐ Yes ☐ No

If yes, please provide details including the name of the Resident, nature of the relationship, and duration of the relationship:

2. Have you previously had an intimate personal relationship with a Resident of Dunmore Lang College?

☐ Yes ☐ No

If yes, please provide details including the name of the Resident, nature of the relationship, and duration of the relationship:

3. If the relationship declared has now ended, please provide details of the basis on which it ended (for example, was the cessation of the relationship initiated by one party, mutually or due to some other circumstance (for example, moving away)?

☐ Yes ☐ No ☐ N/A

Confidentiality and related matters

- All information provided in this declaration will be handled in accordance with applicable legislation, with access limited to the Principal and the Dean of Students.
- Information relating to staff will be reviewed by the Principal, while information relating to Resident Advisers and ADS Executive members will be reviewed by the Dean of Students.
- All data will be managed in line with the College's legal and regulatory obligations.
- The information disclosed in this form will not be used to determine selection or appointment decisions without further discussion and/or consultation with the individual.
- In circumstances where, as a result of this disclosure, a conflict of interest (whether actual or perceived) is identified, the College will take appropriate steps to manage the conflict identified. Prior to taking any steps to manage the conflict, the College will consult with the individual regarding those matters.
- If, after completing an initial declaration, there is a change of circumstances (including for example, the development of an intimate personal relationship with a Resident of the College) the College expects that individuals required to complete this declaration will contact the Dean of Students or the Principal and notify them of the need to complete a new declaration in respect of that relationship.

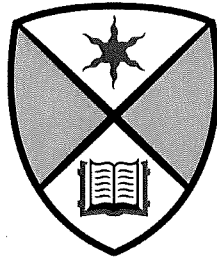
Declaration and Signature

I declare that the information provided above is true and complete to the best of my knowledge. I understand that providing false or misleading information may result in disciplinary action, including termination of my appointment, employment or engagement.

Full name: _____

Date: _____

Signature: _____



DUNMORE LANG COLLEGE

A Residential College affiliated
with Macquarie University

Student Room Access Guidelines

Policy Title:	Student Room Access Guidelines
Prepared by:	Dr Alasdair Murrie-West, Principal, Dunmore Lang College
Approved by:	Dunmore Lang College Board
Approval Date:	16 January 2026
Effective Date:	16 January 2026
Review Date:	November 2028

INSERT TOC

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1.0 INTRODUCTION

Dunmore Lang College is a shared community within two large building. Some areas are communal and available for everyone to enjoy, while others, such as student bedrooms, are private spaces belonging to individual residents.

Members of the College community have different expectations regarding personal space and boundaries. Unless you have been explicitly invited, you should assume that another student's room is private and not to enter without invitation or permission.

Keeping doors open along corridors can help foster connection and casual interaction within the community; however, this is entirely optional. It is equally acceptable to keep your door closed when you would like privacy, rest, or personal time.

There is no single "right" way to participate in College life. This is your home, and it is important that you establish and maintain your own comfort levels, personal limits, and boundaries. No one should feel pressured to compromise their individuality or autonomy in order to "fit in."

For your safety and privacy, students are strongly encouraged to lock their doors when leaving their rooms, particularly when leaving the College, and to use the security lock at night while sleeping.

We believe Dunmore Lang College has a strong and positive culture that is safe, supportive, and respectful. All students are expected to play an active role in upholding this culture.

If you require further information you can ask any of the key contacts listed at the end of this document. Students may also submit questions or make reports, either anonymously or with their name, through the [RespectX platform](#).

2.0 PURPOSE

Why this is important

Community living can, at times, feel overwhelming and may unintentionally erode an individual's sense of privacy and autonomy. When personal boundaries are not respected, this can lead to a diminished understanding of the importance of consent and of asking permission. While this may begin with attitudes toward rooms or individual possessions, it can extend to disregard for other people's spaces, activities, and personal boundaries.

Respect for privacy is essential. Other people's private lives are their own. Unless their actions are causing harm to others, there is an expectation of privacy. College residents are expected to avoid gossip and judgment, and to challenge

such behaviour when they encounter it. If gossip or boundary-crossing behaviour continues, it should be raised with a Resident Advisor (RA) or college staff.

This is a shared responsibility and getting it right is fundamental to maintaining a respectful, safe, and supportive community.

3.0 SCOPE

This policy applies to all student residents and to their guests, for whom residents are responsible at all times while on College premises.

4.0 DEFINITIONS AND GUIDANCE ON HOW THIS POLICY APPLIES:

You are not permitted to enter another person's room when:

- They are asleep.
- They are intoxicated and unable to give consent (if they need assistance, contact an RA).
- They are not present, regardless of whether the door is open or closed.
- You have knocked and they did not answer. This applies even if you believe they did not hear you or have chosen not to respond.

When is it okay to enter another person's room?

You may only enter another person's room when you have **clear permission** or have been **explicitly invited**.

Permission means:

- The person has verbally invited you to enter.
- There is a sign on their door that clearly states who may enter and under what circumstances.
- They have provided permission via text or email to enter their room in their absence.

Unless permission has been explicitly given on an ongoing basis, it must be assumed to be **one-off and limited**.

Being invited into a room does not mean you may remain indefinitely. You may be asked to leave at any time, and this must be respected immediately.

If you knock and/or message and receive no response:

- Do **not** open the door or enter the room, even if the door is unlocked or open.

- Do **not** continue knocking, messaging, or texting repeatedly. This constitutes harassment.
- Do **not** assume someone is comfortable with their personal space being accessed because you would be. People have different life experiences, cultural backgrounds, and personal boundaries.
- If the door is open and you can see the person is asleep, respect their privacy and return later.
- Do not impose yourself on someone who needs time alone, is asleep, or has chosen not to respond.
- Do not attempt to enter another person's room after **11:00pm** unless you have been invited. If invited, knock quietly to avoid disturbing neighbouring rooms.

If there is no response and you are concerned about someone's wellbeing:

- Contact the Floor RA, RA on Duty, or the Community Supervisor (overnight), or the Dean of Students, or the Principal (anytime) for assistance.
- Please note: if the resident is female, and it is not an emergency, assistance should be provided by either two females or one female and one male.

There is **no requirement** to keep your door open.

- Open doors can help build community and connection, and this is encouraged when it feels appropriate and comfortable for you.
- At other times, you are encouraged to close and/or lock your door when you are absent, sleeping, studying, getting changed, or needing personal space.
- Use your lock, security chain, and spyhole as needed to maintain your privacy and boundaries.

Opening a door is simply opening a door.

- It is **not** permission to enter. You must still wait to be invited inside.
- It is polite to wait to be offered a seat.
- Unless invited otherwise, it is polite to sit on a chair or the floor rather than on the bed.
- Opening a door is **not** an invitation to, nor permission for, sexual activity unless this has been explicitly discussed and mutually agreed.

5.0 NEED HELP?

If the above has raised any questions for you or if you would like us to know about an issue or incident, there are several people you can speak with in the College, at the University or externally

College Contacts:

Duty Resident Adviser (RA)	5pm to 11pm	9856 1000
Any Resident Adviser (RA)	Available at various times	Check their room
Community Supervisor	Overnight - 11pm to 9am	9856 1000 or office located on level 3 near the mezzanine
Keren Calvert - Psychologist	Wednesdays	Appointments available at this link
Emily Itto, Dean of Students	Any time	0449 252 051
Alasdair Murrie-West, Principal	Any time	0420 688 121

Macquarie University Contacts:

Macquarie University Student Wellbeing	9850 7497 or submit a CARE Report
Macquarie University 24/7 Help Line	Download and use the TalkCampus app

External Agencies:

Full Stop Australia	1800 424 017
North Sydney Sexual Assault Service	8797 7174 or 9926 7111 (after hours)
Lifeline	13 11 14
The Samaritans	13 52 47
Beyond Blue	1300 224 636
Headspace (Chatswood)	8021 3668

6.0 OTHER GUIDING DOCUMENTS RELATED TO THIS GUIDELINE

- Room Access Poster

7.0 REVIEWING AND UPDATING THE GUIDELINE

This policy will be formally reviewed at least every three years and will require renewed endorsement by the Dunmore Lang College Board.

Each substantive review will be undertaken in consultation with relevant stakeholders.

Interim updates may occur more frequently where required and will be communicated to student residents at the time of implementation.

8.0 APPENDICES



DUNMORE LANG COLLEGE RISK ASSESSMENT (Gender-Based Violence Allegation)

DATE:	
STAFF MEMBER(S) PRESENT:	
COMPLETED BY:	

A – SECTION

STUDENT REPORTING (DISCLOSER)

NAME:	ROOM #:
-------	---------

☐ First Person Complaint

☐ Student

On behalf of: ☐ Student Leader ☐ Staff

SUPPORT PERSON(S) IN ATTENDANCE

--

RESPONDENT

NAME	COLLEGE (Y/N)	ROOM #	STUDENT/STUDENT LEADER/STAFF

Document updated:	27/10/2025
File location:	https://dlc2.sharepoint.com/sites/StudentLifeandLearning/Leadership/Em and Aimee/Code prevention and response plan/Appendix K - DLC Student Risk Assessment Template.docx

WHEN	WHERE	DAY/DATE	TIME

If multiple dates, please use Appendix A

BRIEF OVERVIEW OF WHAT HAPPENED

(Remain aware of trauma informed principles: Let the person speak, and set the pace, no prompting or undue questions, limit information to what is required to ensure they are safe and understand support available. Avoid repeated re-telling.

Document updated:	27/10/2025
File location:	https://dlc2.sharepoint.com/sites/StudentLifeandLearning/Leadership/Em and Aimee/Code prevention and response plan/Appendix K - DLC Student Risk Assessment Template.docx

WITNESSES

(Remain aware of trauma informed principles: Let the person speak, and set the pace, no prompting or undue questions, limit information to what is required to ensure they are safe and understand support available. Avoid repeated re-tellings.

NAME:	COLLEGE Y/N:	ROOM #:
-------	--------------	---------

WHAT THEY SAW/HEARD (WITNESS ACCOUNT):

Was this reported through RespectX? ☐ YES ☐ NO

ASSISTANCE AVAILABLE

- ☐ College Support Staff ☐ SAS at RNSH ☐ RA (Floor /Chosen) ☐ NSW Police
☐ On-Site Psychologist ☐ GP ☐ Student Wellbeing @ MQ ☐ Academic Support
☐ Own support system [PLEASE DETAILS NAMES AND CONTACT INFORMATION] ☐ Campus Security ☐ 1800 Respect

ALTERNATIVE ACCOMMODATION REQUIRED (DISCLOSER)

- ☐ Alternative College Room
☐ University
☐ Other

Document updated:	27/10/2025
File location:	https://dlc2.sharepoint.com/sites/StudentLifeandLearning/Leadership/Em and Aimee/Code prevention and response plan/Appendix K - DLC Student Risk Assessment Template.docx

SECTION B

RISK ASSESSMENT & SUPPORT PLAN - DISCLOSER

GRADINGS AND DEFINITIONS:

HIGH	MEDIUM	LOW
- Any incident resulting in the death of a student or other party - Any incident resulting in serious physical or psychological injury - Incidents requiring ambulance transport and/or hospital admissions including: - Physical or sexual assault - Car accidents, falls or misadventure - Self-harm, drug or alcohol overdose - Severe physical or psychological illness requiring immediate or emergency assistance - Harm to others including threats and/or potential violence - Loss of consciousness - Communicable disease such as a virus outbreak, large-scale food poisoning etc	- Any incident resulting in limited injury requiring medical assistance including ambulance attendance but not hospital admission - Illness or injury requiring isolation or special assistance within the College - Psychological illness requiring immediate but not emergency assistance	- Illness or injury requiring GP or similar assistance and routine care - Minor injuries requiring up to Level Two first aid only - Psychological illness such as depression or anxiety requiring assistance or referral.

Document updated:	27/10/2025
File location:	https://dlc2.sharepoint.com/sites/StudentLifeandLearning/Leadership/Em and Aimee/Code prevention and response plan/Appendix K - DLC Student Risk Assessment Template.docx

CATEGORIES FOR LEVEL OF RISK:				
HIGH	MED/HIGH	MED	MED/LOW	LOW

KEY CONSIDERATIONS <i>e.g. Ongoing contact, potential for harassment, monitoring, interference from friend group, academic impact etc.</i>	LEVEL OF RISK	ACTIONS/MITIGATION(S) <i>e.g. Alternative accommodation, counsellor, investigation, location apps disabled, meeting with alleged perpetrator (expectations), NSW police, alternative academic arrangements, dining room times, access to bathrooms or floor etc.</i>	LEVEL OF RISK AFTER MITIGATION

AGREED FOLLOW-UP/SUPPORT

Include next meeting, assistance offered/agreed, accommodation arrangements, distancing etc.

ACTIONS	BY WHOM	BY WHEN	COMPLETED [INITIALS]
[Next meeting]			
[Accommodation arrangements]			
[Academic support]			

Document updated:	27/10/2025
File location:	https://dlc2.sharepoint.com/sites/StudentLifeandLearning/Leadership/Em and Aimee/Code prevention and response plan/Appendix K - DLC Student Risk Assessment Template.docx

COMMUNICATIONS MATRIX

Includes as appropriate: Parents/Family; External/Internal support options; DLC Board; Student Wellbeing at MQU, Vice Chancellor's office; Floor RA; RA Team, NSW Police.

CONTACTED	BY WHOM	BY WHEN	ANONYMOUS Y/N	COMPLETED [INITIALS]	FOLLOW UP

Document updated:	27/10/2025
File location:	https://dlc2.sharepoint.com/sites/StudentLifeandLearning/Leadership/Em and Aimee/Code prevention and response plan/Appendix K - DLC Student Risk Assessment Template.docx

RISK ASSESSMENT & SUPPORT PLAN - RESPONDENT

GRADINGS AND DEFINITIONS:

HIGH	MEDIUM	LOW
- Any incident resulting in the death of a student or other party - Any incident resulting in serious physical or psychological injury - Incidents requiring ambulance transport and/or hospital admissions including: vii) Physical or sexual assault viii) Car accidents, falls or misadventure ix) Self-harm, drug or alcohol overdose x) Severe physical or psychological illness requiring immediate or emergency assistance xi) Harm to others including threats and/or potential violence xii) Loss of consciousness - Communicable disease such as a virus outbreak, large-scale food poisoning etc	- Any incident resulting in limited injury requiring medical assistance including ambulance attendance but not hospital admission - Illness or injury requiring isolation or special assistance within the College - Psychological illness requiring immediate but not emergency assistance	- Illness or injury requiring GP or similar assistance and routine care - Minor injuries requiring up to Level Two first aid only - Psychological illness such as depression or anxiety requiring assistance or referral.

Document updated:	27/10/2025
File location:	https://dlc2.sharepoint.com/sites/StudentLifeandLearning/Leadership/Em and Aimee/Code prevention and response plan/Appendix K - DLC Student Risk Assessment Template.docx

CATEGORIES FOR LEVEL OF RISK:				
HIGH	MED/HIGH	MED	MED/LOW	LOW

KEY CONSIDERATIONS <i>e.g. Ongoing contact, potential for harassment, monitoring, interference from friend group, academic impact etc.</i>	LEVEL OF RISK	ACTIONS/MITIGATION(S) <i>e.g. Alternative accommodation, counsellor, investigation, location apps disabled, meeting with alleged perpetrator (expectations), NSW police, alternative academic arrangements, dining room times, access to bathrooms or floor etc.</i>	LEVEL OF RISK AFTER MITIGATION

AGREED FOLLOW-UP/SUPPORT

Include next meeting, assistance offered/agreed, accommodation arrangements, distancing etc.

ACTIONS	BY WHOM	BY WHEN	COMPLETED [INITIALS]
[Next meeting]			
[Accommodation arrangements]			
[Academic support]			

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COMMUNICATIONS MATRIX

Includes as appropriate: Parents/Family; External/Internal support options; DLC Board; Student Wellbeing at MQU, Vice Chancellor's office; Floor RA; RA Team, NSW Police.

CONTACTED	BY WHOM	BY WHEN	ANONYMOUS Y/N	COMPLETED [INITIALS]	FOLLOW UP

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RISK ASSESSMENT & SUPPORT PLAN - WITNESS

GRADINGS AND DEFINITIONS:

HIGH	MEDIUM	LOW
- Any incident resulting in the death of a student or other party - Any incident resulting in serious physical or psychological injury - Incidents requiring ambulance transport and/or hospital admissions including: xiii) Physical or sexual assault xiv) Car accidents, falls or misadventure xv) Self-harm, drug or alcohol overdose xvi) Severe physical or psychological illness requiring immediate or emergency assistance xvii) Harm to others including threats and/or potential violence - xviii) Loss of consciousness - Communicable disease such as a virus outbreak, large-scale food poisoning etc	- Any incident resulting in limited injury requiring medical assistance including ambulance attendance but not hospital admission - Illness or injury requiring isolation or special assistance within the College - Psychological illness requiring immediate but not emergency assistance	- Illness or injury requiring GP or similar assistance and routine care - Minor injuries requiring up to Level Two first aid only - Psychological illness such as depression or anxiety requiring assistance or referral.

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CATEGORIES FOR LEVEL OF RISK:				
HIGH	MED/HIGH	MED	MED/LOW	LOW

KEY CONSIDERATIONS <i>e.g. Ongoing contact, potential for harassment, monitoring, interference from friend group, academic impact etc.</i>	LEVEL OF RISK	ACTIONS/MITIGATION(S) <i>e.g. Alternative accommodation, counsellor, investigation, location apps disabled, meeting with alleged perpetrator (expectations), NSW police, alternative academic arrangements, dining room times, access to bathrooms or floor etc.</i>	LEVEL OF RISK AFTER MITIGATION

AGREED FOLLOW-UP/SUPPORT

Include next meeting, assistance offered/agreed, accommodation arrangements, distancing etc.

ACTIONS	BY WHOM	BY WHEN	COMPLETED [INITIALS]
[Next meeting]			
[Accommodation arrangements]			
[Academic support]			

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COMMUNICATIONS MATRIX

Includes as appropriate: Parents/Family, External/Internal support options; DLC Board; Student Wellbeing at MQU, Vice Chancellor's office; Floor RA; RA Team, NSW Police.

CONTACTED	BY WHOM	BY WHEN	ANONYMOUS Y/N	COMPLETED [INITIALS]	FOLLOW UP

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RISK ASSESSMENT & SUPPORT PLAN – SUPPORT PERSON(S)

GRADINGS AND DEFINITIONS:

HIGH	MEDIUM	LOW
- Any incident resulting in the death of a student or other party - Any incident resulting in serious physical or psychological injury - Incidents requiring ambulance transport and/or hospital admissions including: xix) Physical or sexual assault xx) Car accidents, falls or misadventure xxi) Self-harm, drug or alcohol overdose xxii) Severe physical or psychological illness requiring immediate or emergency assistance - xxiii) Harm to others including threats and/or potential violence xxiv) Loss of consciousness - Communicable disease such as a virus outbreak, large-scale food poisoning etc	- Any incident resulting in limited injury requiring medical assistance including ambulance attendance but not hospital admission - Illness or injury requiring isolation or special assistance within the College - Psychological illness requiring immediate but not emergency assistance	- Illness or injury requiring GP or similar assistance and routine care - Minor injuries requiring up to Level Two first aid only - Psychological illness such as depression or anxiety requiring assistance or referral.

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CATEGORIES FOR LEVEL OF RISK:	HIGH	MED/HIGH	MED	MED/LOW	LOW
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KEY CONSIDERATIONS e.g. Ongoing contact, potential for harassment, monitoring, interference from friend group, academic impact etc.	LEVEL OF RISK	ACTIONS/MITIGATION(S) e.g. Alternative accommodation, counsellor, investigation, location apps disabled, meeting with alleged perpetrator (expectations), NSW police, alternative academic arrangements, dining room times, access to bathrooms or floor etc.	LEVEL OF RISK AFTER MITIGATION

AGREED FOLLOW-UP/SUPPORT

Include next meeting, assistance offered/agreed, accommodation arrangements, distancing etc.

ACTIONS	BY WHOM	BY WHEN	COMPLETED [INITIALS]
[Next meeting]			
[Accommodation arrangements]			
[Academic support]			

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COMMUNICATIONS MATRIX

Includes as appropriate: Parents/Family; External/Internal support options; DLC Board; Student Wellbeing at MQU, Vice Chancellor's office; Floor RA; RA Team, NSW Police.

CONTACTED	BY WHOM	BY WHEN	ANONYMOUS Y/N	COMPLETED [INITIALS]	FOLLOW UP

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